

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.













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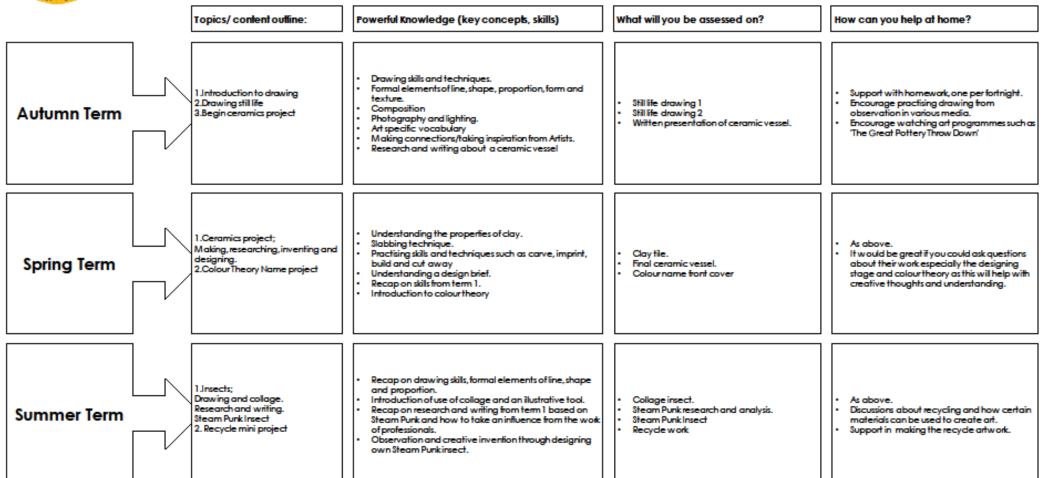
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Year 7 Curriculum Overview: ART





Citizenship Module

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Subject

Year 7 Citizenship Curriculum Overview

Session Content

Citizenship module

- How is our school run?
 How is our country run?
 Elections and
- campaigns 3. Laws and rules – keepina us safe?

Powerful Knowledge

- The political system in the UK is a democratic government. Citizers 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 in must be held. A general election is an opportunity for people in every part of the UK to choose the 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.ludicigry.uk/about-the-ludicigry/our-lustice-system/ https://www.youtube.com/watch?v=eKk4K06K_Bw&t=2s

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

Finance Module

Finance module

- The functions and uses of money
- The importance and practice of budgeting
- . 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
- 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.

- 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



Year 7

Curriculum Overview: Computing



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- E-safety Word Processing
- Presentation skills

Students understand the need to be responsible and respectful users of technology, whilst demonstrating an appropriate level of digital literacy.

Be able to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

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 Your ability to show and explain safe use of the internet, network privileges and social media

Ability to present information to a given audience.

Write algorithms which include sequences of instructions and decisions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Spring Term

. Programming in Scratch 2. Programming in Small Basic

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

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

within a computer system;

sounds and pictures) can be represented and

manipulated digitally, in the form of binary digits

design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

The three programming constructs of sequence, selection and iteration.

Ability to write programs that use and combine sequence, selection and iteration.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



- Spreadsheets
- Graphic manipulation
- Websites

Understand how instructions are stored and executed Demonstrate how to use mathematical and understand how data of various types (including text, relational operators in computer programs

> Demonstrate how to test, debug and correct errors in computer programs in order to create effective solutions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



Year 7 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?

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
- 10. Testing the Gravity Racer
- 11. Race Day & Evaluation

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

Specific Keywords; Drilling machine, Soldering Irons, Bench and Vice, Length, width, thickness, Datum, Steel Rule, Engineers Square, Chassis, HIPs - High Impact Polystyrene Sheet

Low stake Tests

Drilling Self Assessment

Measuring Teacher Assessment

Final Project Peer Assessment

End of project test

Resources for the Gravity Racer project 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

Autumn 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

Making the PCB

- Client Profile
- Creative Design
- Product Development
- Card Model
- Line Bend
- Assembly of Electronic Products

Specific Keywords; Strain holes, Printed Circuit Board (PCB), PCB pillar hole, components, Light emitting diode, resistor, circuit, circuit diagram

Low stake Tests

Design Peer Assessment

Soldering Self Assessment

Final Lamp Product Teacher Assessment

End of project test

Resources for the Flo Glow Lamp project are stored in Showbie.

Encouragement to notice the world of technology and new product development.

If asked, become a client for the Flo Glow Lamp project, answering questions and supporting the design process.

Summer Term

Game in a Box

- Sustainability
- Design Brief & Specification
- Initial Design
- Marking square lines on wood Gameboard CAD design
- Hand sanding wood
- Operating Sanding Machines
- Wood adhesive
- Marking and cutting curved shapes in wood
- Using the hegner saw
- 11. Finishing wood
- Injection moulding plastic

- 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

Specific Keywords; Try Square, Tenon Saw, Bench Hook, Sanding machine, Sanding Sealer, Wood Wax, Sustainability, Reduce, Reuse,

Low stake tests

Cutting Wood Teacher Assessment

Sanding Machine Self Assessment

Final Product Peer Assessment

End of project test

Resources for the Game in a Box project are stored in Showbie.

Encourage sketch practise and play board games to help with the project context.

Additional design and technology resources can be found on the following websites; www.technologystudent.com

https://www.bbc.co.uk/bitesize/examspecs/zbv



Year 7 Curriculum Overview: Design & Technology; Food Technology



				♥ RESILIENCE
	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	- Hygiene and Safety: mise-en-place, correct chopping techniques, bridge and claw. The 4 c's of Food Hygiene - 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 area of the cooker safety, grill, oven and hob The Eatwell Guide, what it is and how to use in planning meals over a period of time. Specific Keywords: hygiene and safety, enzymic browning, bridge, claw, radiation, dextrinization, nutrition, nutrients, healthy balanced diet, seasonal foods, rubbing-in.	Low Stake Tests Fruit Fusion – Teacher Assessment Rainbow salad – Peer Assessment Mid Topic Test	Weighing and Measuring ingredients at home Providing a container with student name and Food group on to take the dish home in. Practicing Bridge and claw method. Practicing washing up and clearing away.
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	Food and the Environment, Food miles and Food Assurance. Seasonal Food . Rubbling in method As above for Rotation two	Eatwell Guide and the Environment – Self Assessment Revision End of Unit test As above for Rotation two	As above for Rotation two
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	As above for Rotation two	As above for Rotation two	As above for Rotation two



Year 7 Curriculum Overview: Design & Technology; Textiles



The state of the s				
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Graffili Pencil case 1. Health and Safety in Textille 2. Analysis of a Design Bitef 3. Theme research including an image board. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas 6. Repeat design using sketchbook 7. Trailing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics	Textiles roomhazards and risks Working to a Design Brief Break down a context using a mind map Fibre characteristics Fabric finishes Drawing skills CAD repeat pattern Specific Keywords; Design Brief, Task Analysis, Client, Annot ation, laminating, fusing	Low stake Tests Design and developed ideas Teacher Assessment Manufacturing Stamp Peer Assessment Printing Self-Assessment	Resources for the Graffiti Pencil Case project 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)	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. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas	Threading a sewing machine independently Worlding with fabric rights ide Specific Keywords; thread guide, balancing wheel, spool, tension, Ev aluation As above for rotation two	Final Project Teacher Assessment End of project test As above for rotation two	As above for rotation two
Summer Term	6. Repeat design using sketchbook 7. Italing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating tabrics 10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment	As above for rotation two	As above for rotation two	As above for rotation two



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

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

<u>Dramatic Techniques:</u> Still Image, Thought Tracking, Mime, Split Soene, Exaggeration & Slow Motion.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

Design Skills: Staging (End On) & Set.

Styles Naturalistic

Strands/Approaches: Devising & Script

- 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.
- Reviewing the definitions of the Techniques & Skills covered.
- Discussing the script extracts and how to interpret character.

Spring Term

3. Darkwood
Manor
4. Oseo

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

<u>Dramatic Techniques:</u> Still Image, Thought Tracking, Mime, Exaggeration, Slow Motion, Body as Prop. Soundscape, <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.

Styles Naturalistic, Abstract & Physical Theatre.

Strands/Approaches Devising

- 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.
- of the Techniques & Skills covered. - Discussing how they have

Reviewing the definitions

Discussing how they have used and could use the Dramatic Techniques in their performances.

Summer Term 5. Enchanted Island 6. 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 & Direct Address. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics,

Design Skills: Staging (End On, In The Round, Promenade), Lighting, Sound & Music, Set, Costume & Make Up.

<u>Styles</u> Naturalistic, Abstract, Physical Theatre & Kabuki <u>Strands/Approaches</u> Devising & Script

- 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.

- 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: **Autumn Term** The Writer's Toolkit Myths and Legends Questwriting

Powerful Knowledge (key concepts, skills)

Narrative Structure Concept of the hero Concept of the viliain Morally from different cultures Gender roles and relations

What will you be assessed on?

- Baseline assessment of all reading and
- Exploration of how a character is presented testing your inference and interpretation skills
- Wiffing an extract from your own quest myth testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation and vocabulary choices

How can you help at home?

- 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.

Childhood: OliverTwist the Play 19th century attitudes towards Presentation of childhood Spring Term through poetry of William Non-fiction extracts exploring attitudes to children / childhood in the twenty-first century

Concept of the hero Concept of the villain Concept of the outsider Human psychology Morality 19th Century Society Social Status and Class Differences Poverty and Inequality

- 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
- Willing 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
- Watch film versions of 'Oliver Twist'
- Wider reading sheet on Showble with suggestions of enrichment reading and activities to try
- Visit websites like
 - https://victodanchildren.org/victodan. children.in.victodan.ilmes/ to discover more about ife in the 19th Century

Bravery and Courage: The OtherSide of Truth by Beverley Naidoo Warpoetry **Summer Term** 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

- 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
- 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



• 1				• RESILIENCE
	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'appeller ✓ Revision skills 	☐ Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into French and freewriting (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 	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family)	> As above

✓ Revision skills



Summer Term

Year 7 Curriculum Overview: Geography



Look at the weather forecast

including revision cards.

to date with current affairs.

Complete revision clock/ other methods

Watch the news/ read newspapers to stay up

Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Look through an atlas (doesn't have to be up-Location of continents and Our place in the world knowledge check to-date) to identify places and features from Our Dynamic World – Our place in the world assessment - locating What is our place in the Lines of latitude and longitude places, population, history of the earth and Visit local places of interest in and around likley and find out about them Place characteristics and Autumn Term Physical and human features identity (likley and Kenya) physical features world? History of the earth Talk to relatives, neighbours about places they Factors affecting place Confinental drift theory likley and Kenya knowledge check have visited. Height on maps Plate boundaries Our Local World – How Ilkley and Kenya assessment - human and Complete revision clock/ other methods Tourism - impacts World population trends including revision cards. physical characteristics in UK, place different are likley and Megacities characteristics and identity, impacts of Watch the news/ read newspapers to stay up Push and pull factors Kenya? tourism, map skills. to date with current affairs with a focus on Reasons for population growth Кепуа. Layers of the earth Keep a news diary of any earthquakes Plate boundaries or floods that happen around the world constructive, destructive, Our Danaerous World – Visit the river in likey at different times to the conservative. Earthquakes and flooding knowledge check Earthquakes or flooding, year and under different weather conditions Measuring development Map skills Earthquakes and flooding assessment to see how it changes which is worse? Causes of earthquakes Development Indicators earth structure and plate boundaries. Complete a A4 factfile sheet about the Primary impacts The development gap characteristics of earthquakes, flooding, Spring Term Reasons for the develop country of Halfl using the CIA World Secondary Impacts including, cause, impact, response. 4. Our Unequal World -Factbook https://www.cis.env/the-world-Measuring earthquakes gap Sustainable development Halfi 2010 (cause, impact, What is the alobal Development and aid knowledge check Watch Frontline: Battle for Hall (12) on Netflix response) development gap? Storm hydrographs (lag time, Complete revision clock/ other rising/ falling limb) Factors affecting flooding methods including revision cards. What is the difference Weather and climate knowledge check between weather and Population distribution Weather and climate assessment - weather Our Natural World. climate? Development indicators and climate, types of rain, global Keep a news diary of weather events in the Types of rainfall Causes of population rise Does the atmosphere atmospheric circulation, factors affecting UK and abroad

Air pressure

World blomes Characteristics of blomes

Global atmospheric circulation

Global climate zones

Extreme weather (UK and

control our lives?

makes up the UK?

6. Our Urban World - Who

Demographic Transition Mode

Cultural diversity in the UK

Migration in the UK - Impacts

Population structure

Population pyramids

climate.

Urban mid-topic assessment

migration, DTM, Leeds.

Urban assessment - population density, key

terms, population structure and pyramids,



Year 7 Curriculum Overview: History



Topics/ content outline: Enquiry 1: The bodies in the Reid Enquiry 2: How did Rome change after 7508C to become 'extraordinary'?

Powerful Knowledge (key concepts, skills)

Enguiry 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.

nguiry 2

Students will develop their understanding of the following substantive concepts: 1, social hierarchy 2, plebians 3, slaves 4, rights 5, democracy 6, dictatorship 7, Empire 8, conquest 9, polytheism 10. Christianity 11, conversion.

What will you be assessed on?

Enquiry 1

Students will complete a short know ledge test which addresses the core know ledge and short written assessment. The written assessment will require students to use a variety of sources to support and develop an argument.

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".

How can you help at home?

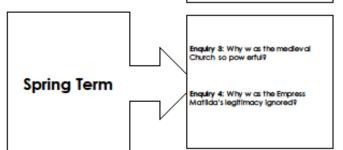
Enquiry 1

Ask your child to explain their hypothesis, with a specific focus on the evidence they could use to justify their argument

Enguiry :

Watch the BBC Documentary series Empire without Limits by Mary Beard.

Visit a local Roman site such a Aldborough Roman Town or Hadrian's Wall



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, Cathors 11, heretic.

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 3

Students will complete a short knowledge test which addresses the core knowledge

Enquiry :

Students will complete a short know ledge test which addresses the core know ledge.

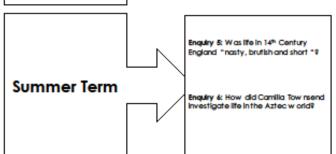
Following the completion of both enquiries, students will complete a written assessment which requires them to write an account of power and authority in medieval England.

Enquiry 3

Visit a medieval monastery in the local area to see the power of the medieval Church in England.

Enquiry 4

Watch the BBC Documentary series She-Wolves: England's Early Queens by Helen Castor



Enquiry

Students will develop their understanding of the following substantive concepts: 1, social hierarchy 2, peasants 3, serfs4, treemen 5, agriculture 6, famine 7, Lords 8, Manors 9, the King 10. The Church 11, revolt 12, Christiantly 13, religion 14, miasma

Enquiry

Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. slavery 3. agriculture 4. rules 5. empire 6. tribute 7. polytheism8. human sacrifice 9. disease 10. Conquest 11. empire 12. conversion 13. Christiantiv

nondry A

Students will complete a short know ledge test which addresses the core know ledge 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 6

Students will complete a short know ledge test which addresses the core know ledge and source-based activity. The activity will require students to plan a museum about life in the Aztec world, justifying their selection of

nquiry 5

Visit Wharram Percy, a medieval village that was abandoned around 1500, located near Matton

Enquiry

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



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

1. E-safety

- 2. Presentation skills
- 3. Algorithmic thinking
- 4. Animation

Students understand the need to be responsible and respectful users of technology, whilst demonstrating an appropriate level of digital literacy.

Be able to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

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

Your ability to show and explain safe use of the internet, network privileges and social media

Ability to present information to a given audience.

Write algorithms which include sequences of instructions and decisions. 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

- Games design
- 2. Programming in Scratch
- Programming in Python
- 4. Astro Pi
- 5. Pacman

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

Salve 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 The three programming constructs of sequence, selection and iteration.

Ability to write programs that use and combine sequence, selection and iteration. 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)

Summer Term

Spreadsheets

2. Graphic manipulation

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

design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems Demonstrate how to use mathematical and relational operators in computer programs

Demonstrate how to test, debug and correct errors in computer programs in order to create effective solutions. 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)



Year 7 Curriculum Overview: **Mathematics**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Sense **Autumn** Term

(1) Developing Number

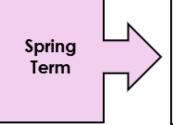
- (2) Number Properties
- (3) Place Value
- (4) Directed Number

- Order of operations
- Factors, multiples & primes
- Prime factors, HCF & LCM
- Sauare & triangular numbers
- Compare & order integers & decimals
- Rounding to powers of 10
- Rounding to significant figures
- Estimation
- Four operations with negative numbers

A 'skills check' will be completed in the first few weeks of the year, which will help us assess the knowledge retained from KS2 topics so we can plan any amendments to the curriculum (if necessary).

End of topic tests will be completed in lessons every 2 - 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.



(5) Algebraic Thinking

- (6) Solving Equations
- (7) Sequences
- (8) FDP Equivalence

- Like & unlike terms
- Function machines
- Substitution
- One-step & two-step equations
- Continuing sequences
- Linear & non-linear sequences
- Nth term of a linear sequence
- Understanding tenths, fifths & quarters
- Converting fluently between FDP

A mid-year assessment will be completed on the topics covered up to that point in the year, Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2-3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.

Summer Term

(9) ... Of Amounts

- (10) Working With Shape
- (11) Fractional Thinkina
- (12) Working With Angles
- (13) Representing Data

- Fractions & percentages of amounts
- Understand & draw angles
- Types of triangle & guadrilateral
- Area & perimeter
- Mixed numbers & improper fractions
- Adding & subtracting fractions
- Key anale facts
- Angles in parallel lines
- Frequency trees, two-way tables & charts

An end of vear assessment will be completed on the topics covered across the year, Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 - 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



Year 7 Curriculum Overview: MUSIC



Autumn Term 1. PITCH PERFECT 2. FIND YOUR VOICE

Powerful Knowledge (key concepts, skills)

Term 1: What makes a good melody? Using the keyboards to perform melodies in C major. A look at melodic movement, phrasing and treble clef notation.

Term 2: An exploration of pulse and rhythm. Musical literacy and building confidence using notation in simple time. Performing part songs using ostinato and texture. Group and class singing.

What will you be assessed on?

Term 1: Individual Keyboard Performance

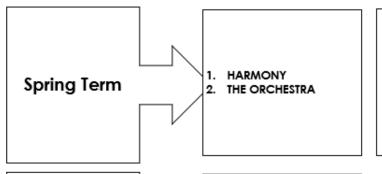
Term 2: Group vocal performance/arrangement

Homework: set at least once per half-term

How can you help at home?

Term 1: Treble clef note names https://www.youtube.com/watch?v=FAU4aQP OLwM

Term 2: Notation activities. Body percussionhttps://www.youtube.com/watch?v=92qf8dAlhUw



Term 1: A look at chord structures in pop and folk music.

Differences between primary and secondary chords.

Performing and composing a chord sequence.

Term 2: Researching the four families of the orchestra.

Performing pieces of music as an individual and as a class.

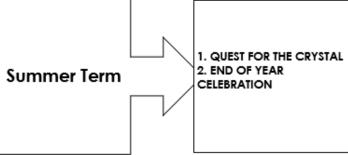
Term 1: Group performance and composition challenges on musical instruments.

Term 2: Various performance challenges on musical instruments

Homework: set at least once per half-term

Term 1: Explanation of harmony and chords https://www.bbc.co.uk/bitesize/topics/zcbkcj6/ articles/zgxx2nb

Term 2: Instruments of the orchestra: https://www.youtube.com/watch?v=EfedKdqXWc



Term 1: Exploring structure in music. How do composers create contrast between sections? Programme musicmusic to describe a given story.

Term 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. Term 1: Individual GarageBand composition using programmatic structure.

Term 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. Term 1: Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer?

Term 2: come along to our Creative Arts Festival!



Year 7 Curriculum Overview: PE



Autumn Term 1. Hockey 2. Netball 3. Football

Powerful Knowledge (key concepts, skills)

- Learn basic simple skills
- Be able to use the skills in small sided games
- To understand the basic rules
- To know and understand the basic fitness components
- 5. To learn to work together

What will you be assessed on?

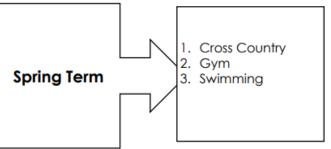
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- 3. Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle



- To improve basic fitness including
 Aerobic fitness/ flexibility.
- To learn and develop individual motor skill
- 3. To learn water confidence
- To know and understand the basic fitness components
- 5. To challenge themselves individually

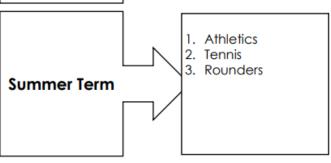
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- Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- . Resilience/perseverance
- 6. Self and Peer assessment

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle



- To learn the core skills- running, throwing, striking and fielding
- To learn the rules in all activities to score, measure, time and positions on the pitch
- To know and understand all safety aspects of athletics
- 4. To challenge themselves to improve distance/time

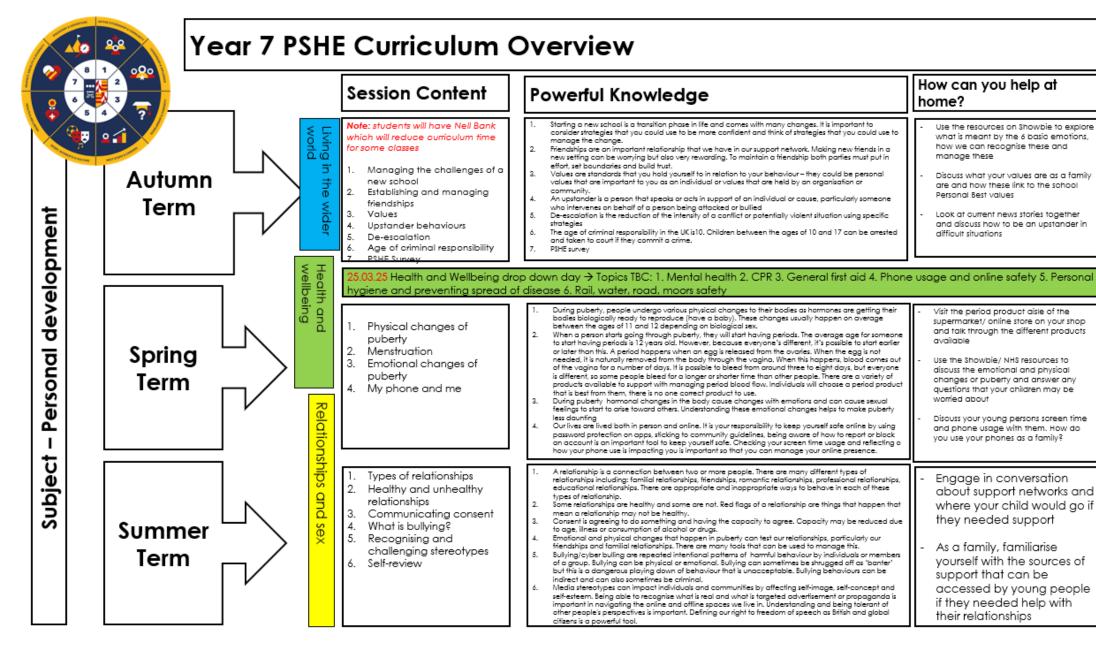
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- Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

Encourage extra-curricular sport:

- 1. In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle





Year 7 Curriculum Overview: Religious Studies



Autumn Term

Topics/contentoutline:

- Haw did Judaism begin?
- FreezoM zi ord W.5
- 3. How do Jews learn about their faith? 4. W hat are Jewish keybeliefs?
- 5. How do Jews believe they should treat
- of her people?

 6. What do Jews believe about an afterlife? . How did Christianity begin?
- 8. W ho is Jesus?
- 9. How do Christians learn about their faith?
- 10. W hat are Christian key beliefs?
 11. How do Christians believe they should real other people?
- 12. What do Christians believe about an

Powerful Knowledge (key concepts, skills)

- The Life and significance of Abraham.
- The fragility of the relationship between God and the Jews and the need for a second covenant.
- How Jews use the Tenakh which informs of Gods instruction and how to live.
- Nature and role of the Messiah / Messianic age.
- Gods' expectations of the Jews as outlined in the Ten Commandments.
- Jewish beliefs about the afterlife (Heaven and Sheol).
- God on earth in physical form through the incarnation of Jesus the Son.
- How Christians are saved through Jesus' sacrifice, grace, and good works.
- The contents of the Bible and how Christians use this
- The concept of the oneness of God expressed through the trinity.
- Beliefs about the afterlife and judgement.
- Christian beliefs about heaven, hell, and purgatory.

How can you help at home?

- 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

- How did Islam begin?
- 2. W ho is Muhammad?
- How do Muslims learn about their faith?
- 4. What are Muslim key beliefs?
 5. How do Muslims believe they should treat
- of her people? 6. W hat do Muslims believe about an dietile
- 7. How did Hinduism begin? 8. W ho is Brahman?
- 9. How do Hindus learn about their faith? 10. W hat are Hindu key beliefs?
- 11. How do Hindus believe they should fred
- of her people? 12. What do Hindus believe about an
- ofterife.

- Life and impact of Muhammad.
- Muhammads preaching as a method of unifying tribes living in SA.
- How the Qur'an was revealed to Muhammad
- The concept of One God in Islam (monotheism).
- How the ten obligatory acts influence treatment of others.
- Beliefs about life after death, judgement and resurrection.
- The geography of India at the time of early Hinduism
- Brahmanasthe Ultimate Reality
- The difference between Special and General revelation
- The Trimurti representing different aspects of Saguna Brahman
- 10. The concept of Karma and Samsara
 - The Atman and the transmigration of the Soul

- 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

- . How did Buddhism begin?
- 2. W ho is the Buddhoff
- 3. How do Buddhists learn about their faith? 4. W hat are Buddhis! key beliefs? 5. How do Buddhists believe they should
- freat of her people? 6. W hat do Buddhists believe about an
- 7. How did Sikhism begin? 8. W ho are the ten Gurus?
- 9. How do Sikhs learn about their faith? 10. W hat are Sikh key beliefs 8
- 11. How do Skha believe they should treat
- 12. W hat do Sikhs believe about an afterlie

- The life of Prince Siddhartha Gautama
- The background to Guru Nanak's ministry
- The Middle Way
- The Guru ship and their leadership.
- The Buddhist concept of Dhamma as Buddha's teachings.
- The contents of the Guru Granth Sahib and how Sikh's use this
- The three marks of existence as being fundamental to all things.
- The Mool Mantra its origins and where it can be found
- The importance of Karuna (compassion) in Buddhism and the four sublime states.
- The impact of sews and how Sikh's treat others.
- Samsara and the concept of dependent arising.
- The meaning of karma, rebirth and mutki.

- 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.



Spring Term

Year 7 Curriculum Overview: Science



Topics/ content outline: 1. Becoming a Scientist **Autumn Term** 2. Matter Forces 4. Intro to Biology (start)

4. Intro to Biology (finish)

7. Cells, Respiration & Diffusion

5. Chemical Reactions

Powerful Knowledge (key concepts, skills)

The KS3 science curriculum starts with topics that cover the powerful knowledge that students will need to succeed in

The autumn term begins with an overview of what it means to be a scientist, the scientific method and learning key science skills such as araph drawing and experimental skills.

After this students will study the composition of matter and how an understanding of what is happening on the smallest of scales in terms of particles can be used to describe and predict behaviour on a larger scale.

Finally, students will study forces and their effects. They will learn about contact & non-contact forces, what forces can do as well as how to calculate resultant forces on objects and fields.

The powerful science knowledge continues into the spring term. Students start the term with an introduction to biology. This topic gives an outline of what biology is along with scientific and revision skills (converting between different scales, writing extended answers, using mind maps and flash cards for revision

types of reactions, conservation of mass and catalysts. Next is energy where students will learn what energy is and what

energy stores and transfers work. Finally this term, students will study cells and how they work. This

will include their structure and the processes of respiration and diffusion.

What will you be assessed on?

Students first summative test will take place at the end of the term, and results reported home. It will cover material up to the first half of topic 4.

How can you help at home?

Asking students about what they have been doing in science and having them explain it to you. It is a large step up from primary to secondary in terms of depth of knowledge and equipment available and getting students to verbalise what they are learning on a regular basis will help to secure the key knowledge required.

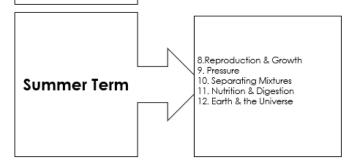
and retention. Students move onto chemical reactions where they will study the differences between chemical reactions and physical changes,

it does, the language around talking about energy and how

Students next summative test will take place at the start of the summer term, and results reported home. The majority of the test will be on topics 4 to 7 although there will be a small about of key knowledge from prior topics that will also be tested

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.

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).



Students begin the summer term building upon the knowledge they have previously gained. In the first topic of the term they will study the entire human lifecycle from birth to death. This will draw on previous knowledge of cells, energy, diffusion, chemical reactions and respiration. The next topic pressure builds upon the work done in the forces topic

introducing equations and calculations. Separating mixtures looks at the differences between pure and impure

substances and solubility. Students will use their knowledge of particles to explain each separation technique.

Nutrition & digestion studies the human digestive system and how nutrients are extracted from food into our bodies. Students will use their knowledge of catalysts, solubility and diffusion to support this

Finally students finish the year studying space. They will learn how the bodies in the solar system are arranged along with phases of the moon, seasons and gravity (which again revisits student's prior work on forces).

The final test of the year will cover all content from topics 1-10. This test will not be reported home but will inform where students are placed in mixed ability sets in Y8.

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. 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).



Year 7 Curriculum Overview: SPANISH

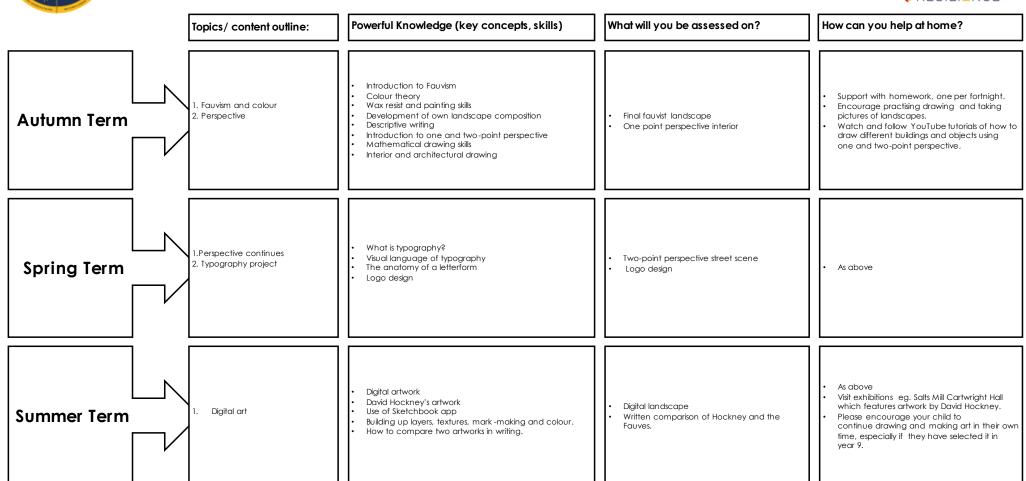


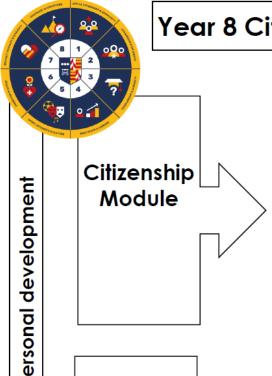
9.1				KINDNESS 🦠 • RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Onion 4. Introducing yourself (name, age)	 ✓ How to use cognates to unlock meaning ✓ Key phonics 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



Year 8 Curriculum Overview: ART







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Subject

Year 8 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Powerful Knowledge

- 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.
- 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.

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

Finance Module

Finance module

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

- 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.
- 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.
- 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.
- 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.
- 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: Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- E-safety
 Computer Networks
- Web design
 Binary Diaits

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.

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)

E-Safety publication

Explanation of how computers communicate

Development of a multi-page website

Demonstration of binary conversions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Spring Term

Mobile app development
 Programming in Small Basic

Demonstrate the use of 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 Development of a multi-page mobile applications.

Ability to write basic programs to solve a given problem.

Demonstrate the use of variables and data types.

Apply appropriate use of selection and iteration

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Summer Term

Graphics
 Animation

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 digital manipulation techniques, suitable for an audience and purpose. Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



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

Clock Project

- Famous designers
- Design Brief and specification
- 3. 2D technical drawing
- 4. 3D Oblique drawing
- CAD Onshape 3D CAD
- 6. Vacuum forming mould
- Vacuum forming and working with HIPs
- 8. Clock Product Assembly
- 9. Testing and Evaluation

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 Polystrene Sheet

Specific Keywords; Datum, Datum point, centre line, construction lines, reference points, thermoplastic, thermosetting, High impact Polystyrene sheet, Vacuum formina

Low stake Tests

Logo Design Peer Assessment

Final Project Self Assessment

End of project test

Resources for the Clock project are stored in Showbie.

Encourage CAD sketching on the iPad for practise.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Spring Term

Torch Project

- Design brief
- 2. Drilling PCB & Soldering
- 3. 3D Isometric drawing
- CAD Onshape
- Making the casing using
- workshop tools and equipment Applying a finishing technique
- Testing and evaluation

- Working with PCBs
- Soldering new components
- Computer Aided Design OnShape
- Using workshop tools to create the casing
- Working with timbers
- Testing and evaluating game design

Specific Keywords; PCB Drill, Side Cutters, Coloured LED, Microcontroller, Chip Seat, Craft Knife, Safety Ruler, CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Polarised

Low stake Tests

Design Ideas Peer Assessment

Final Project Teacher Assessment

End of project test

Resources for the Torch project are stored in Showbie.

Encourage technical drawing and CAD sketching on the IPad.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Summer Term

Engineering Challenges Flextangle

- Paper/ card engineering design Architectual sketching
- 2D / 3D thinking
- Faraday Challenge
- Foodtruck designs

- 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

Specific Keywords; Commercial scale, innovation, creative risk, evaluation, STEM (Science, Technology, Maths and engineering), Orthographic Projection

Reflection and Review - Peer Assessment

Self-Assessment of creative tasks

End of project feedback and personal target setting

Resources for the Engineering are stored in Showbie.

Visit these websites: The Institution of Engineering and Technology, STEM.org.uk, Dysoninstitute.com

Pupils can share and repeat these challenges at home and have another go to perfect their creative thinking.



Year 8 Curriculum Overview: Design & Technology; Food Technology



			♥ KESILIENCE
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	Macro / Micronutrients Understanding what they are and the function. Understanding which Foods provide these Nutrients Food Packaging Specific Key words: Macronutrients, Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels,	Low stake tests Teacher Assessment of Fruit Cobbler Self Assessment of Focaccia Bread Mid topic test	Weighing and Measuring ingredients at home Finding a container with student name and Food group on to take the dish home in. Practicing Bridge and claw method. Practicing washing up and clearing away.
13. Focaccia Bread 14. Minerals 15. Fruit Muffins 16. Final Assessment 17. Sugar / Salt extension As above for rotation two.	Salt – the role of salt in the diet Sugar – the role of sugar in the diet Different Diet – understanding different diets Fortification of food Specific Key words: Macronutrients ,Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels As above for rotation two	Revision End of Unit test As above for Rotation two	As above for rotation two.
Summer Term .As above for rotation two	As above for rotation two	As above for rotation two	As above for rotation two



Year 8 Curriculum Overview: Design & Technology; Textiles



				₱ RESILI E NCE
	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. Afercare 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.Afercare 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: Styles: 1 Kabuki 2. Melodrama **Autumn** Consolidation of Term Kabuki & Melodrama Styles: 3. Epic Theatre Spring Term 4. Slapstick Comedy Consolidation of Epic Theatre & Slapstick Comedy New Style: Summer Greek Chorus Term Final Styles Consolidation

Powerful Knowledge (key concepts, skills)

<u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Still Image, Mie Poses, Mime, Exaggeration, Narration, Slow Motion, Sound effects, Stage Fighting.

Design Skills: Staging (End On & Hanamichi Bridge), Sound & Music,

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Multirolling, Non-naturalistic Movements, Direct Address & Spass.

<u>Design Skills:</u> Staging (End On & In The Round) Placards and Sound & Music.

What will you be assessed on?

- 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.

How can you help at home?

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Japanese Kabuki Theatre.
- Researching Victorian Melodrama.

- 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

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 Slapstick Comedy.

<u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Mime, Exaggeration, Flocking, Clocking, Sound effects & Choral Speaking

Design Skills: Staging (Ampitheatre) 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 Ancient Greek Theatre.
- Revising the Theatre
 History Timeline.



Spring Term

Summer Term

Year 8 Curriculum Overview: ENGLISH



Topics/content outline: **Autumn Term**

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Frankenstein the Play

- The Gothic
- Extracts from gothic prose +
- Creative writing in the style of the gothic

Concept of the hero Concept of the villain Concept of the outsider Identity Human Psychology

Morality 19th Century Society Gender roles and relations Power of nature Gothic genre Narrative Structure

- 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
- 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

Justice + Injustice: 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

15th Century and 19th Century society Social status and class differences Inequality and race relations Narrative Structure

- 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
- 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/stran gers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice and https://nosweatshakespeare.com/blog/shak

espeare-venice/ to learn more about Venice in the 16th Century

The Spirit of Adventure and Endurance:

- Salt to the Sea by Ruta Sepetys
- Exploration of travel brochures and advertisements
- Non fiction extracts about exploration and climate

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

- 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
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities
- 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

https://www.smithsonianmag.com/history/deadl iest-disaster-sea-happened-75-years-ago-yetits-barely-known-why-180974077/



Year 8 Curriculum Overview: FRENCH



Autumn Term

Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

- Free time activities
- Opinions
- Weather
- Clothes
- Future plans

- ✓ 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

Progress check 1 – dictation, reading skills and translation

Key task 1 – writing (free time activities, weather & opinions, next weekend)

- 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

- Daily routine
- My house
- Where I live
- Home activities
- My town
- Future plans

- ✓ Using a wider range of present tense verbs in the 'ie' 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

Progress check 2 – reading out loud, listening skills and translation

Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)

- Join teacher Showbie group and H5ATM folder
- Keep an eve 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

- Normally holidays
- 2. Holiday activities
- ✓ 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

Summary task (normal holidays, holiday activities, future plans, dream holiday)

- Join teacher Showbie group and H5ATM
- Keep an eve 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



Autumn Term

Topics/content outline:

- Our Local World How special are the Yorkshire Dales?
- Our Natural World -How fragile are Antarctica and the Oceans?

Powerful Knowledge (key concepts, skills)

What are National Parks? Why thev exist? Aims of National Parks Weathering and erosion Limestone landscapes Tourism in National Parks Sustainable tourism

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

What will you be assessed on?

National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism

Antarctica - Knowledge check

Antarctica - mid topic assessment, tourism focus

End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environmentsevaluation question

How can you help at home?

- Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited
- Watch Blue Planet Revisited Series 1.2 Great Barrier Reef or 'Our Great National Parks' on
- Watch Seven Worlds, One Planet series 1, episode 1 Antarctica or Frozen Planet on BBC iPlayer
- Complete revision clock/ other methods including revision cards.
- Consolidate notes from book and from Showbie.

3. Our Unequal World - Are resources equally distributed? Spring Term 4. Our Dangerous World -

Are volcanoes and wildfires dangerous?

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.

country.

eruptions Wildfires Causes How fairtrade can try and Impacts reduce inequalities in a

Distribution of volcanoes Plate boundaries Structure of the earth How volcanoes form Volcanic hazards Preparing for volcanic Prediction eruptions

- Responses

- 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.

- 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 Against Malaria Foundation and WaterAid 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

5. Our Urban World - Are cities sustainable? **Summer Term** 6. Our Dynamic World -How are climate change and Russia linked?

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?

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

- 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.
- 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.voutube.com/watch?v=vwDlgkdSMto
- Follow any news stories about climate change and Russia (specifically energy)



Year 8 Curriculum Overview: History



Autumn Term Enquiry 1: Did Henry VIII Break with Rome because of love? Enquiry 2: How aid the Reformation affect the People of M crebat h?

Powerful Knowledge (key concepts, skills)

4. The Pope 5. Kings 6. Heir 7. Act 8. Reform

Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Protestantism 2. Catholicism 3. Religion

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

What will you be assessed on?

Enquiry 1

Students will complete a short know ledge test which addresses the core know ledge and short written assessment.

Enquiry 2

Students will complete a short know ledge test which addresses the core know ledge.

Following competition of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.

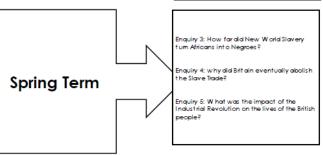
How can you help at home?

Enquiry

Visit a local Catholic and Protestant Church and consider the similarities and differences

Enquiry 2

Visit a local monastery that w as dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.



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

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

Enquiry 3 and 4

Students will complete a know ledge test which addresses the core know ledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.

Enquiry 5

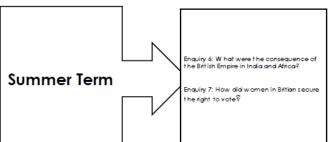
Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate constating interpretation of the Industrial Revolution.

Enquiry 3 and 4

Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harew ood House to see how Britain and the local area benefitted from the Slave Trade.

Enquiry 5

Visit a local site w hich illustrate the impact of the Industrial Revolution, such as Saltaire or the Washburn Heritage Centre, Few ston



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. Christianly 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation

Enquiry 7

Students will develop their understanding of the following substantive concepts: 1. Separate spheres 2. w orking class w omen 3. middle class w omen 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender

Enquiry 6

Students will complete a know ledge test which addresses the core know ledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.

nguiry 7

Students will complete a short know ledge test which addresses the core know ledge.

Enquiry 6

Read the book Stolen History by Sathnam Sanghera

Enquiry 5

Watch the BBC Documentary series Suffragette by Lucy Worsley



Curriculum Overview: Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- 1. E-safetv
- 2. Computer Networks
- Web design
 Binary Digits

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.

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]

E-Safety publication

Explanation of how computers communicate

Development of a multi-page website

Demonstration of binary conversions.

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)

Spring Term

Mobile app development
 Animation & 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. Development of a multi-page mobile application

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 2 hours a week)



- 1. Basic programming
- 2. Variable and Input
- 3. Data types
- 4. Selection
- 5. Iteration
- 6. Making situations

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

Ability to write basic programs to solve a given problem.

Demonstrate the use of variables and data types.

Apply appropriate use of selection and iteration.

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 8 Curriculum Overview: Mathematics



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

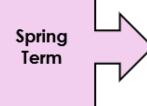
(1) Multiply & Divide Fractions

- (2) Ratio
- (3) Working With Percentages
- (4) Proportion
- (5) Brackets & Expressions

- Multiply fractions by integers & fractions
- Divide fractions by integers & fractions
- Simplify ratio
- Divide into a given ratio
- Percentage increase and change
- Conversion graphs & currency
- Pie charts
- Expanding brackets
- Factorising into a bracket

End of topic tests will be completed in lessons every 2 – 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.



(6) Probability Basics

- (7) Equations
- (8) Further Angles
- (9) Inequalities

- Probability scale
- Sample space
- Probability of single events
- Two-step equations & inequalities
- Forming & solving equations & inequalities
- Equations & inequalities (x on both sides)
- Multi-step angle problems
- Angles in parallel lines
- Angles in polygons

A mid-year assessment will be completed on the topics covered up to that point in the year. Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 – 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.

Summer Term

(10) Further Shape

- (11) Constructions
- (12) Real World Maths
- (13) Sets & Venns
- (14) Graphs & Symmetry

- Constructing triangles & angles
- Triangles, parallelograms & trapezia
- Circumference & area of a circle
- Area of compound shapes
- Surface area & volume of cuboids
- Metric units
- · Mean, median and range
- Probability from Venn diagrams
- Plottina coordinates & key equations

An end of year assessment will be completed on the topics covered across the year. Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 – 3 weeks.

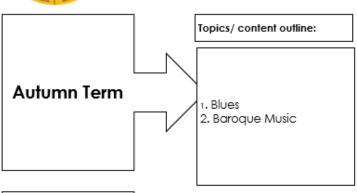
Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



Year 8 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

Term 1: 7th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. Term 2: Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments

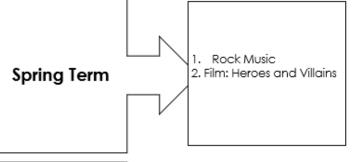
What will you be assessed on?

In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.

How can you help at home?

Term 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.

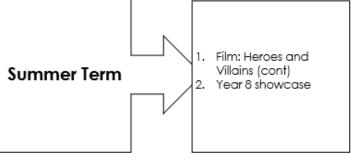
Term 2: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/



Term 1: chord sequence; power chords; riffs; hooks; strophic structure.

Term 2: 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.



Term 1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay)

Term 2: students work with classmates 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.

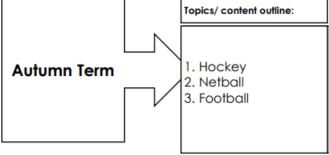
As Term 2



Spring Term

Year 8 Curriculum Overview: PE





Powerful Knowledge (key concepts, skills)

- 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 officiatina
- 4. To know and understand the basic fitness components
- To learn to work together
- To improve and develop their own fitness including Aerobic fitness/ flexibility.
- motor skills
- To learn different aqua activities.
- components and show them in performances.
- 5. To be able to motivate themselves individually

What will you be assessed on?

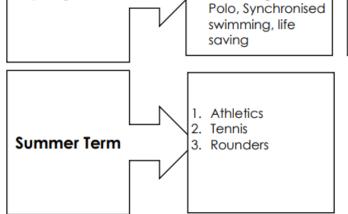
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- 1. Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



Cross Country

3. Swimming: Water

Gym

- 2. To learn and develop more complex
- 4. To know and understand the fitness
- Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following
- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- Self and Peer assessment

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

- 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
- To know and understand all safety aspects of athletics and lead to simple officiating
- To challenge themselves to improve distance/time

- Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following
- 1. Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

Encourage extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

Year 8 PSHE Curriculum Overview How can you help at Session Content Powerful Knowledge home? The Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act and freedom Discuss how the Equality Act is implemented or Living world Equality Act protects people from discrimination based on 9 protected characteristics; age, disability, pregnancy, discussed at your workplace or in groups you of speech marlage, sex, sexuality, gender reassignment, religion and race. Freedom of speech is a principle that supports may help to facilitate the freedom of an individual or a community to articulate their aginions and ideas without fear of retailation, Recognising discrimination censorship, or legal sanction. Hate speech is public speech that expresses hate or encourages violence towards a Use the materials and case studies on Showbie person or group based on an inherent characteristic. - microaaaressions to discuss appropriate and inappropriate Discrimination is legally defined in the UK as: a person [A] discriminates against another (B) if, because of a Autumn Online communication protected characteristic, A treats B less favourably than A treats or would treat others. The internet enables messages to be sent and received guickly and to be seen or accessed by many neonle. Groomina Recognising what your digital footprint is and how to manage it is important for keeping yourself safe when you Use the links below to read more about Identifying misinformation are interacting with the online world. supporting your children to stay safe online Term Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so evelopment Critically assessing media they can manipulate, exploit and abuse them. Online grooming is where someone uses technology to build the https://www.nspcc.org.uk/keeping-childrensources safe/online-safety/ Misinformation is false or inaccurate information often seen and circulated on social media 7. PSHE survey You can critically assess the sources that you are reading and using online to deduce whether they are factually https://saferinternet.org.uk/guide-andcorrect or disinformation. It is important to be aware of echo chambers and how to recognise when you are not resource/parents-and-carers hearing or taking a balanced view to a situation PSHE survey A drug is a chemical that changes the brain and/or body when consumed. Drugs can be liegal or legal, Drugs Look through the talk to frank recreational or medicinal and every drug can be dangerous if used incorrectly. Hegal drugs are classed as A, B, C tealth resources to explore the effects of psychoactive substances or temporary class depending on the seriousness of the consequences of their use. Energy drinks Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an drugs individual feel more awake. Caffeine is found in dangerously high level in energy drinks alongside other damaging ŏ Vapes chemicals and sugar. The side effects of caffeine include increased heart rate, arxiety, struggling to sleep. Though not liegal, supermarkets will not sell energy drinks to under 16's. Explore law on illegal drugs and Alcohol Alcohol, tobacco and yapes are lilegal to buy or sell if you are under 18. Talk to frank is a factual resource that Spring ersonal what the consequences could be gives true information about these substances. Many young people are not smoking but vaping straight away -5. Managing influence vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health. for possession Alcohol is a substance found in many drinks. It is an age-controlled substance in the UK and it is illegal to buy or be Term wellbeing bought alcohol if you are under the age of 18. Alcohol can after the way that an individual behaves, and some Explore the article on county lines evidence also shoes it impacts brain development. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and and how the origins of illegal drugs teens enjoy the rewards of their geers. Substances are addictive because they stimulate the dopamine loop in are always criminal and the brain. Alcohol and cannable use can irreversibly lower (Q in under 18's. A teenager who has substance use disorder is 6.5 x more likely to have one as an adult. Peers are the bladest influence on a young person's choices. exploitative ے Determining your personal values and understanding rule of law heips to make the right decisions. Subject Relationships require work and time and are not linear. Some things in a relationships are always unacceptable Healthy relationships Explore the law on consent, aillick Relationships and could be arminal, but other things are down to personal values and beliefs and communication of these between the people in the relationships. Tolerance and mutual respect for other people are important competency and consent 2. Managing conflict foundations of healthy relationships. medically Sometimes relationships are no longer working and they need to be re-navigated. Having strong and norand de-escalation confrontational communication skills are key. Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of Discuss what consent means in day 3. Consent - the law any sex, gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to day life as well as in other Summer to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of Explicit image sharing the people is under the age of 16. Parents have capacity to consent for their child's educational and medical relationships such as friendships choices. Parents are legally responsible for their children until the age of 18. 5. Basic contraception It is a criminal offense to send or receive a sexually explicit image of a person under the age of 18. It is an offence Term to take or share an infirmate image without consent with the intention of causing the victim humiliation, alarm or Discuss 'what to do if' a friendship and ends/ a relationship ends and Contraception can be used to prevent pregnancy and sexually transmitted infections. The only forms of contraception that prevent unwanted pregnancy and STI's are barrier methods such as condoms strategize an approach Sex



Year 8 Curriculum Overview: Religious Studies



Topics/ content outline: How do Jews warship How do Jews pray? 3. How do Jews celebrate festivals? . How do Jews celebrate rites of passage? How do Jews come together as a **Autumn Term** community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christian's worship? 8. How do Christians pray? P. How do Christians celebrate festivals? 10. How do Christians celebraterites of passage? 11. How do Christians come together as a 12. How do Christians get a sense of 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 6. How do Muslims get a sense of belonging and identity from their religion? **Spring Term** . How do Hindus worship? 8. How do Hindus pray? . How do Hindus celébrate festivals? 10. How do Hindus celebraterites of passage? 11. How do Hindus come together as a 12. How do Hindus get a sense of belonging 2. How do Buddhists pray? 3. How do Buddhists celebrate festivals? 4. How do Buddhists celebrate rites of 5. How do Buddhists come together as a community? 6. How do Buddhists get a sense of belonging **Summer Term** 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 12. How do Sikhs get a sense of belonging

Powerful Knowledge (key concepts, skills)	How can you help at home?
Importance of Shabbat for Jews (link to ten commandments). Features of prayer. The origins and importance of RH and YK. Significance of the Bar / Bat Mitzvah. Significance and impact of Jewish pilgrimage. The promised land as identified in the first and second covenant. The meaning and purpose of worship. Types of prayer induding set and informal prayers. How and why Christians celebrate Easter. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). Role and importance of pilgrimage. Role of the church in the local community.	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 Jew ish and Christian faith, speak to them. Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
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 trayand 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 Kama)	Watch the BBC 'being' series for Islam and Hinduism. Complete know ledge 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.
The use and importance of Temples, Shrines and Monasteries in Buddhist life.	Watch the BBC 'being' series for Buddhism

- Wesak as a celebration of Siddhartha's birth, enlightenment, and death. How funerals are practiced in different sects of Buddhism. Sangha as a method of support and 'refuge' for Buddhists. Interpretation of key beliefs and how these are different. The features of a Gurdwara and how they support worship The importance of the Gutka for prayer at home 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.

How Buddhists practice meditation.

8.

- - The Sangat and its support of the Sikh Community.

- 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: 1. Skeleton & Muscles 2. Waves (Light & Sound) 3. Acids & Alkalis 4. Photosynthesis, Food Webs & Interdependence 5. Electromagnets

Powerful Knowledge (key concepts, skills)

Topics in Y8 are slightly shorter as they build on prior powerful knowledge gained in Y7.

In skeleton & muscles student will study the musculoskeletal system and build upon the knowledge of forces, energy and respiration.

Waves builds on energy with students learning about types of waves, the eye, colour, light and sound (where they will again revisit pressure).

Acids & alkalis builds on the knowledge of chemical reactions. Photosynthesis, food webs & interdependence builds on knowledge of cells, chemical reactions, particles and energy. Finally, electricity and electromagnets builds on energy and particles and expand upon ideas about magnetic fields.

Plant reproduction revisits ideas of gametes from human reproduction and builds upon the work done on plant cells. In the metals topic students expand upon their prior work on chemical reactions and study specific reactions of metals as well as the reactivity series.

Microorganisms builds on the knowledge of cells from Y7 and expands upon the differences between animal and bacterial cells. Students also leant the uses of anaerobic respiration in yeast.

[Health]

Heating and cooling builds on knowledge of energy and particles. Students will learn the 3 types of heat transfer and what effects rate of heat transfer.

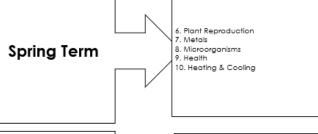
What will you be assessed on?

Students first summative test will take place at the end of the term, and results reported home. It will cover material up to topic 4.

How can you help at home?

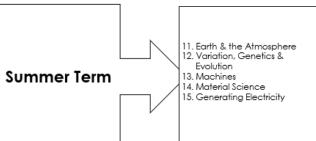
Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.

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).



Students first summative test will take place at the end of the term, and results reported home. It will cover material from topic 5 up to topic 9. 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.

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).



Earth & the atmosphere builds on energy, pressure, particles and chemical reactions. Students will learn both the rook and carbon cycle and be able to explain these processes.

Variation, genetics & evolution builds on cells and introduces DNA and natural selection.

Machines builds upon forces, energy and pressure. Students will be able to calculate the effect of force multipliers such as levers, pulleys and hydraulics.

Material science builds on particles and how different arrangements and combinations of particles and materials can affect the properties of a material.

Generating electricity builds on the electricity and atmosphere topics and examines the various ways of generating electricity alongside their effects on the environment.

The final test of Y8 will cover content from both Y7 and will focus on the powerful knowledge studied on Forces, Energy, Reactions, Matter and Cells. Results will not be reported home but will help inform setting going into Year 9.

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.

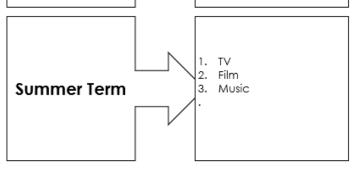
You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).



Year 8 Curriculum Overview: SPANISH



Ŷ₽ 2.1				<u>KINDNESS</u> ▼ ▼ RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Terr	1. Saying where you live 2. Describing your house 3. Saying where you are going to live 4. Describing your ideal house	 ✓ 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 	☐ 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)	 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	My town Describing the good and bad thing about your town Saying what one can do in your town .	 ✓ 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 	☐ Key task 2 – Listening, reading and translation (where you live/describing your town)	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)



- 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

- Key task 3 writing (tv/film preferences using the past, present and future tenses)
- Key task 4 Dictation, reading skills and translation (music preferences)

- 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: Reading Skills 1.Identifying purpose, audience and form in texts. 2.Retrieval of Information from a variety of texts connected to the **Autumn Term** 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 5. Speaking and writing to persuade Spelling key vocabulary 7. Punctuation and grammar skills Continued writing and reading practise including: 1. Organising, sequencing and structuring writing connected to the themes in core English lessons. Use of paragraphs and sentence Spring Term types to create clarity, purpose and 3. Using effective vocabulary 4. Technical accuracy of spelling. punctuation and grammar. 5. Comparing two different texts for similarities and differences 6. Witting imaginative and interesting texts appropriate to the audience. 1.Contnued practise of writing skills linked to core English lessons including: 2. Creating a character Organising narrative writing 4. Making an ending link back to the Summer Term Poetry structure, organisation and

devices.

Reading for pleasure module – an opportunity to link to the dystopia

theme covered in English.

Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Practise weekly spellings. Writing is created for many different purposes and Read a wide variety of literature, books, web Weekly spelling, punctuation and grammar audiences. pages, magazines. Persuasive techniques in writing and public speaking can Practise speaking and listening skills at home. Half termly tests. create effective arguments. End of term reading assessment. Correct spelling, punctuation and grammar create writing that is fit for purpose. Good, effective writing is planned, reviewed and corrected. Reading comprehension consists of accurate word reading Weekly spelling, punctuation and grammar and effective comprehension skills such as prediction, quizzes. Continue to practise weekly spellings. Half termly tests. Use the revision resources on Showble to prepare Inference and Identifying facts and opinions. End of term reading assessment. for assessments. Authors can have different opinions. A convincing character will keep readers engaged and can

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

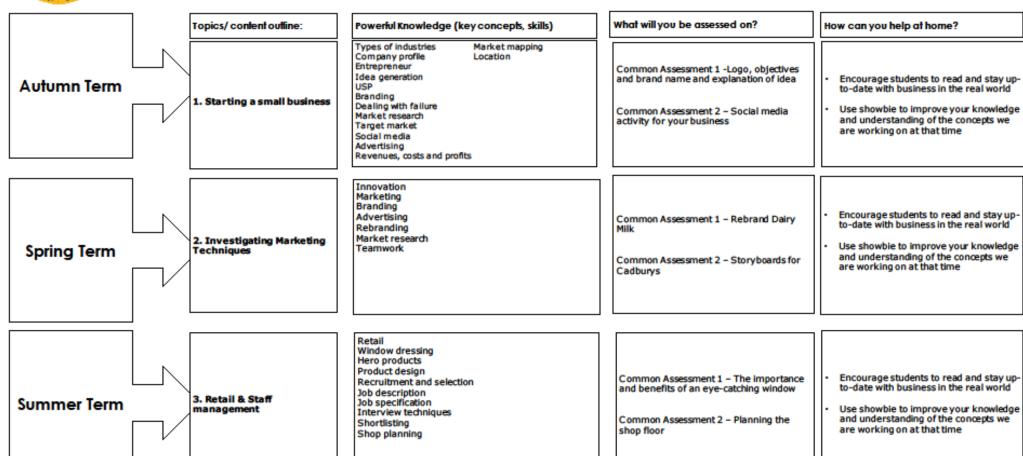


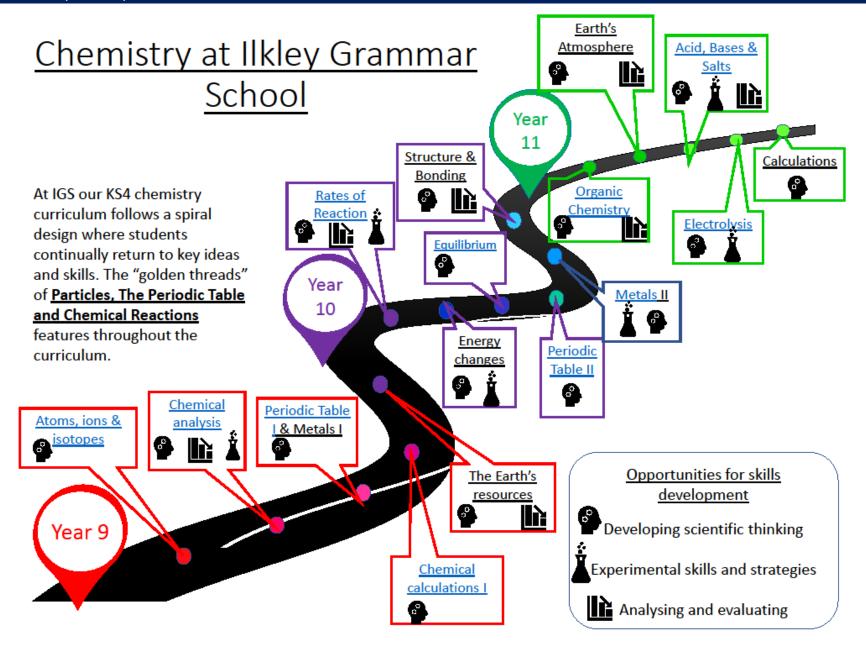
9.1				• RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Portrait drawing 2. Clay self portraits	Proportions in portraiture Drawing skills How to draw a self portrait Photography as a research tool Card relief technique Clay relief methods – layer, model and carve. Inspirational artists (cultural masks, portrait artists, sculptors, photographers). Writing about art	Self-portrait drawing Card relief mask and writing. Clay self portrait	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	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	Poster art – visual communication, slogans and fonts Colour theory Digital art & photographyskills Inspirational poster art examples from the past and present. Understanding the 5 stages of a GCSE project (mind map, artists, observ ations, develop & experiment, final response)	• Digital poster	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	1.Powerful posters— acrylic painting. 2. My Place My Space cont. 3. Still life – realism & abstract	Colour theory Introduction to acrylic paints. Painting techniques. Drawing skills Charcoal techniques Abstract art (Cubism & Precisionism) Links to artists – Cubismand Precisionism Writing about art Dev elopment of own personal project	Painted poster My Place My Space project	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









Year 9 Curriculum Overview: CHEMISTRY



Autumn Term

Autumn Term

Chemical Analysis

Powerful Knowledge (key concepts, skills)

Structure of the atom / subatomic particles (mass and charge) Development of the atom Relative atomic mass and Electron configuration

Definition of pure in a scientific concept Identification of common gases Use of chromatography

What will you be assessed on?

Atomic Structure

Chemical Analysis

How can you help at home?

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

Spring Term

Chemical calculations

Development of the Periodic Table Position of elements (Group 1,7 and 0) and their properties

> Conservation of mass Relative formula mass Balancing symbol equations

Atomic structure
Chemical analysis
Periodic Table I
Chemical Calculations

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

Summer Term

Using resources

The Atmosphere

Distinguish between potable and pure water How potable water is produced from ground, waste and salty water

Interpret evidence and evaluate different theories about the Earth's early atmosphere Development of the gases in the atmosphere

Greenhouse effect and climate change

All Year 9 content.

Encourage the use of checklists to identify areas to revise. Routinely selfquiz rather than cram before an assessment.

Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard

development Citizenship Module ersonal ے

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Subject

Year 9 Citizenship Curriculum Overview

Session Content

Citizenship module

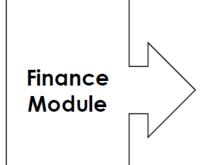
- Transferable skills (skills for decision making giving constructive feedback)
- Working to improve communities
- 3. Laws: why do we have them?
- 4. The justice system

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.
- 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).

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?



Finance module

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

- 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
- 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.
- 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



Curriculum Overview: Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term 2. Tkinter

Python essentials

Demonstrate the use of:

The use of variables Constants Operators Assianment 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)

Spring Term

 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)

Summer Term

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 interrogee 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)



Curriculum Overview: Core IT Studies



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term 4. Rise of the Bots

1. E-Safety 2. Human Manipulation 3. Hacking: Right or Wrong?

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)

Spring Term

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)



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

- 1. E-Safety
- 2. Google sketch-up
- 3. Animation
- 4. Dreamweaver

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.

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

E-Safety publication

Create a realistic or life like model

Demonstrate the use of professional graphics package Regularly check your child's learning journey.

Evaluate, critique (with kindness), and support your child's homework.

Engage with on-line learning material/videos.

Spring Term

- 1. Samsung Challenge
- 2. Spreadsheets
- 3. Data science

Evaluate an existing game and create a success

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

Create a spreadsheet solution to a given problem scenario

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 Regularly check your child's learning journey.

Evaluate, critique (with kindness), and support your child's homework.

Engage with on-line learning material/videos.

Summer Term

- 3D Modelling with Blender.
 Graphics (digital artefacts)
- 3. IT & the law

Understand the benefits and use of 2D and 3D models.

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.

Touch up photos, create graphics such as logos or edit images to make something unreal. 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

Demonstrate the use of vertices, edges and faces, change the overall structure of the shape

Regularly check your child's learning journey.

Evaluate, critique (with kindness), and support your child's homework.

Engage with on-line learning material/videos.



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

Project 1: Electronic Game

- . Component Knowledge
- Making the PCB & soldering
 CAD modelling
- Using workshop tools and equipment to create a casing
- CAD design and CAM output

 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

Specific Keywords; Input, process, output, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket, track side LST's throughout

Exam style questions

Self-assessment; Soldering

Teacher assessment; Soldering

Resources for the Music Box project are stored in Showbie / 9?/De1 DT Electronics / Electronic Game

Encourage sketching practise Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.

Support with pupils accessing https://blockly.games/ for additional coding practice.

Support revision for the end of topic test.

Spring Term

Project 2: Music Box

- Populate the PCB
- Task Analysis
- Coding using Blockly
- Task analysis
- Client Profile

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

Self-assessment of end product.

End of Topic Test

Torch Project: LST's throughout

Teacher Assessment on design possibilities

Resources for the Music Box project are stored in Showbie / 9?/De1 DT Electronics / Music Box

Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.

Answer the design possibilities feedback survey.

Support revision for the end of topic test.

Summer Term

4. De 5. CA

- Design Situation & Brief
- CAD design
- CAM outputs

 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 fail, net assembly, card mould modelling, vacuum forming.
- Diary of Manufacture; evidence ongoing tasks, Health & Safety and Quality Control.
- CAD; virtual final design output

Specific Keyword; product analysis, prototype, diary of manufacture, quality control, portfolio

LST's throughout

Self Assessment of the final prototype

Final assessment – end of topic test

Additional design and technology resources can be found on the following websites;

www.technologystudent.com

https://www.bbc.co.uk/bitesize/examspecs/zby 2bdm



Autumn

Term

Spring

Term

Year 9 Curriculum Overview: Drama



Topics/ content outline:

Russell

Media

1. Comparing Styles starter sessions 2. Script: Blood Brothers by Willy 3. Devising: Social

Powerful Knowledge (key concepts, skills)

Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext... Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Physical Theatre and Documentary & Verbatim Theatre, Melodrama, Slapstick Comedy.

Applying Practitioner Methodologies: Stanislavski & The Paper Birds.

4. KS4 Taster Session Script & Devising: Comparing Styles 6. Devising & Script:

Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext... Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Epic Theatre and Physical Theatre.

Applying Practitioner Methodologies: Stanislavski, Bertolt Brecht & Frantic Assembly.

Summer Term

6. Devising & Script: Epic Theatre

Epic Theatre

7. Devising: Conflict

Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext... Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Physical Theatre, Documentary & Verbatim Theatre and Epic Theatre.

Applying Practitioner Methodologies: Stanislavski, Frantic Assembly, The Paper Birds & Bertolt Brecht.

What will you be assessed on?

Your Group Work Skills

Your knowledge of how to use the following elements to work in the 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 written descriptions, analyses & evaluations.
- Your Devising & Script interpretation skills.

Your Group Work Skills

Your knowledge of how to use the following elements to work in the 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 written descriptions analyses & evaluations.

Your Devising & Script interpretation skills.

Your Group Work Skills

Your knowledge of how to use the following elements to work in the 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 written descriptions, analyses & evaluations.
- Your Devising & Script interpretation skills.

How can you help at home?

- Reading the script extracts to consider actina and desian ideas.
 - Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment
- Working on how to describe, analyse and evaluate their own and others performance and desian work.
- Reading the script extracts to consider actina and desian ideas.
- Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment Grids.
- Working on how to describe, analyse and evaluate their own and others performance and design work

Reading the script extracts to consider actina and desian ideas.

- Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment Grids.
- Working on how to describe, analyse and evaluate their own and others performance and design work



Year 9 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

Spring Term

Bench Hook Project

- Orthographic drawing
- Measuring and marking up
 Timber processing through subtraction (cutting and
- Timber processing through subtraction (drilling).
- Material finishes

sanding)

- Natenaithisnes
 Oblique drawing
- 7. Engineering Drawing
- 3D CAD

- 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 firish.
- Oblique drawing: Being able to produce freehand sketches and engineers' drawings using oblique technique.

Specific Keywords; Pilot hole, clearance hole, countersink, qualify control, plywood, folerance, orthographic drawing oblique drawing, computer aided design (CAD), work plane, extrude, dimensions. Low Stake Test (LST) on several areas

Self-assessment of cutting and drilling.

Teacher Assessment of the assembled bench hook.

End of project test

Resources for the bench hook project are stored in Showble / 9?/Engineering/1. Bench Hook

Check class charts for homework and teacher comments.

Encourage revision for the LST's & end of project test.

Pupils to develop their revision skills to suit their learning style

Encourage sketching practise Encourage On-shape (3D CAD) practice.

Coat Hook Project

- Design Brief and specification
- Applied maths
- Designideas
- Orthographic drawings
- Using drilling Jigs
- Cutting and shaping materials
- Machinina
- Assembly & finishing
- 3DCAD

- 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 if they effect the production method.
- Engineers drawing: How to accurately produce orthographic drawings,

Specific Keywords: Design Brief, design specification, scales of production, Jigs, applied maths, ellipse templates, Router, chamfer, filet, rendering, orthographic drawing. Lathe Low Stake Test (LST) on several areas

Teacher assessment of Orthographic drawing

Self-Assessment of the 3D Outcome

End of project test

Resources for the coat hook hook project are stored in Showble / 97/Engineering/2. Coat Hook

If you are asked to be a client, please support your child by providing feedback.

Encourage sketching practise Encourage On-shape (3D CAD) practice.

Encourage revision for the LST's & end of project

Summer Term

Desk Tidy Engineering Design

- Brief and specification
- Isometric sketching
- Line enhancement and
- rendering techniques

 Annotation and labeling
- Dev elopment drawings 5. Engineers Drawings
- 6. 3D CAD modeling
- Prototyping

- 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 used it 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.

Specific Keywords: Isometric drawing, construction lines, crates, compound shapes, OCR Marks criteria, Exploded view.

Low Stake Test (LST) on several areas

Teacher Assessment of design Ideas against KS4 marks criteria

Self-assessment of Engineers Drawings against KS4 marks afteria

Peer assessment of 3D CAD outcome against KS4 marks criteria

End of project Knowledge test.

Resources for the Desk tidy project are stored in Showble / 9?/Engineering/3. Desk tidy

Encourage revision for the LST's & end of project

Pupils to develop their revision skills to sulf their learning style

Encourage sketching practise Encourage On-shape (3D CAD) practice.



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

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

What is Afternoon Tea – History, taste testing, understanding
the senses
Understanding the different raising agents, biological,
chemical and mechanical
How to conduct a food science investigation
The science behind breadmaking
Function of ingredients in cake and bread making
Cake making methods

Key Words: Afternoon Tea, Taste Test, Sensory Analysis ,Raising Agents, biological, chemical, mechanical, Yeast, gluten, Low Stake Tests

Blackberry Traybake - Teacher Assessment

Chelsea Buns - Peer Assessment

Swiss Roll - Self Assessment

Revision

End of Unit test

Preparation of Food ingredients for Practical lessons

Provide a labelled container to take the food home in

Spring Term

I.Introduction and Carbohydrates
 Banana and Honey loaf
practical
 Protein and Fats
 Pancakes practical

- 5. Life stages and Smoothie plan
- Nutritional Analysis support
 sheet
- 7. Smoothie practical and The Breakfast Challenge 8.Muffins / End of Unit test

Macronutrients, Carbohydrates, Protein and Fals Dietary requirements for Different Life Stages Healthy eating and the importance of breakfast How to write a Time plan ACCESSFM – Breakfast Bar

Key words: Macronutrient, Carbohydrate, Protein, Fat. Life stages, Dietary Requirement, Challenge, ACCESSFM, Low Stake Tests

Cereal Breakfast Bar - Self Assessment

Pancakes - Peer Assessment

End of Unit Test

Preparation of Food ingredients for Practical

Provide a labelled container to take the food home in

Summer Term

- Introduction and factors affecting food choice
- . 2. Pizza practical
- 3. Food Safety
- 4. Chicken Chow Mein practical
- 5. 5. Moral Factors
- 6. 6.Beef Empanadas practical
- 7. Sustainable fishing
- 8. Paella practical
- 9. End of Unit test

What is Street Food and factors affecting Food Choice
Understanding the Social, Moral and environmental factors
affecting food choice
Environmental factors affecting Food choice

Key words: Food Choice, Social, Moral, Environment, Microorganisms, Germometer ,Food Assurance, Fair Trade, GMO crops, Organic, local Food Low Stake Tests

Pizza – Self Assessment

Beef Empanadas - Peer Assessment

End of Unit Test

Preparation of Food ingredients for Practical lessons

Provide a labelled container to take the food home in



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

Balance Lamp;

- Marking-up
- Timber processing through subtraction
- Aluminium processing
- Electronics
- Assembly skills using JIGs and standard components
- 2D and 3D hand sketching

 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

Specific Keywords; (all marking up equipment) engineers blue, scribe, scratch, cross and draw filling, metalwork vice, buffing, JIGS, personalised design. Low Stake Test (LST) on several areas

Teacher Assessment of marking up and sawing

Self-Assessment of the lamp assembly

Resources for the balance lamp project are stored in Showble / 9?/Dm1 DT Resistant Materials / Balance lamp

Encourage sketching practise
Encourage revision for the LST's.
Pupils to develop their revision skills to suit their
learning style.

If asked, become a client for the Balance Lamp project, answering questions and supporting the design process.

Spring Term

- Location research and redesign.
- CAD using OnShape
- Bespoke design manufacturer
- Finishing Techniques

Passive Amplifier;

- Context analysis and situation
- Client and location research
- Brief and Specification

- Creativity through bespoke design and sketching skills
- Research skills investigation of others
- Developing CAD through OnShape
- Using CADCAM 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,

Keywords; Finishing, Context analysis, Mind map, Client Profile, Brief & Specification Low Stake Test (LST) on several areas

Peer assessment of the final product. Core knowledge end of topic test.

Teacher assessment of the Brief & Specification Low Stake Test (LST) on several areas Resources for the Passive Amp project are stored in Showble / 9?/Dm1 DT Resistant Materials / Passive Amplifier

Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.

If asked, become a client for the Passive Amplifier project, answering questions and supporting the design process.

Support revision for the end of topic test.

Summer Term

- Initial Ideas using 2D and 3D techniques.
- Work of others inspirational research to develop idea
- Paper and card modelling
 Developed layered design
- 8. CAD Technical drawing
- Manufacture of the bespoke passive amplifier
- Evaluation of the product

- 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.

Keywords; Design Fixation, Initial Ideas, Work of Others, Inspiration, design development, Modelling, Analysis & Evaluation Low Stake Test (LST) on several areas

Self assessment of the technical drawing

Peer assessment of the final product

Additional design and technology resources can be found on the following websites;

www.technologystudent.com

https://www.bbc.co.uk/bitesize/examspecs/zby 2bdm



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

Cultural Bag

- .Writing a design brief 2.Composition theory
- Colour theory 4.CAD
- 5.CAM
- 7. Resist Dve Techniques B.Fibres and Fabric
- . Production Plan

colour palettes. CAM: investigating printing techniques

customer needs and wants.

Resist dye techniques: sampling traditional methods to

Coursework research techniques: Identifying the

Design skills: Demonstrate scale, depth and colour,

Developing CAD: repeat patterns and manipulating

Research skills: investigation of others and fabrics and fibres analysis.

Specific Key words: Batik, Tie Dye, Transfer, Heat press, Colour palette, stencil, cotton, combed, carded. Composition.

Low stake Tests

Teacher Assessment of Designs

Peer Assessment of sampling techniques

Self-Assessment of composition

Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.

Encourage sketching and composition work. Encourage revision for LST ,pupils can access showbie for this and try different techniques?

Encourage watching the Great British sewing Bee

Support pupils obtaining the fabric and trims to make the bag from.

Spring Term

Cultural Bag

- .Creating a pattern 2..Fabric marking
- Fabric panel cutting 4M anufacturing
- 5.Lining
- 6.Evaluation

- Pattern Making: measurement, planning, markings, lay
- 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.

Specific Key words: grain, pattern markings, selvedge, seam allow ance, lining, bagging out, cellulose, regenerated, natural, synthetic, felting, woven, knitted.

Low stake Tests

Self-Assessment of completed product.

Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.

Encourage completion of embellishment at

Encourage revision for LST , pupils can access showbie for this and try different techniques?

Encourage watching the Great British sewing Bee

Shorts Summer Term prototype

- 1. Research of design technique and sustainability in clothing. Sampling techniques
- 3. Analysis of existing products and initial design ideas
- 4.M anufacturing specification 5.Developing and fitting a
- 6. Manufacturing and manipulation
- Evaluation analysis.

- sustainability safety and moral standards in the industry. Sketching techniques: CAD fashion illustration and
- bespoke designideas. Skills: Pattern block, sampling machine techniques and analysing for end use, creating pockets and styling
- Modelling: creating a toile prototype and manipulating to consider measurements and aesthetics and evaluating for improvement.
- Specification: detailing fabric components.

Specific Key words: notch, grain line, dart, ruffle, toile, applique, knife pleat.

Low stake tests

Teacher Assessment of image board, driving test and samples.

Self-Assessment of initial design ideas, shop report and analysis.

Resources for the short are stored in showbie / Yr 9 / Textiles / short

Encourage sustainability research.

Encourage watching the Great British Sewing

Provide no longerneeded garments and fabric items to be brought into school to reuse for making the shorts.



Year 9 Curriculum Overview: ENGLISH



Voices and Voicelessness: **Autumn Term**

The Hate U Give by Angie Thomas

Topics/content outline:

- Persuasive writing
- Protest poetry **Exploration of spoken** language within The

Apprentice

dystopia

Powerful Knowledge (key concepts, skills)

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

What will you be assessed on?

- 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

How can you help at home?

- 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
- Explore newspaper articles about racism in America such as
- https://www.bbc.co.uk/news/world-uscanada-61238017
- Listen to podcasts such as 'Code Switch' and 'Early Risers'

Love and Relationships: Romeo and Juliet by William Shakespeare **Spring Term** The structure of tragedy Non-fiction articles about relationships

Human psychology Mental Health Morality Social status and Class differences Inequality Gender relations Tragic genre

- 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
- 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

The Power of the Imagination: The Wall by John Lanchester The dystopian genre **Summer Term** Extracts from a range of dystopian fiction Creative writing in the style of

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

- 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
- 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 toaether



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

1.Food safety legislation 2. Food safety quality Temperatures in catering. 4.Applying heat to food Cooking methods 6.Mircro organisms 7 HACCP

Topic: Fakeaway

Topic: Italian

Food Safety in the catering industry: Examining the Laws and systems in place to implement hygiene and safety in catering provisions and customer safety.

Healthler and Nutritious Takeaway Dishes: Adapting classic take away dishes with different ingredients, processes and cooking methods to illustrate a healthier outcome and lifestyle.

Specific Keywords:

Contamination, HACCP, Food safety Act, Environmental Health Officer, Food safety Regulations, Hazards, legislation, hygiene, micro-organisms.

Food Safety and Hygiene Level 1 course

Low Stake Tests

KS4 Exam style questions

Teacher Southern Baked Chicken Review Self-assessment Saag curry review Self-assessment Falafel Burger Review Peer - Baked Beef Burnto Review

Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.

insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Great British Bake off or master chet.

Spring Term

 Types of food service. 2.Commercial and noncommercial sectors 3. Jobs. uniforms and attributes 4.Front of House roles 5.Back of house roles Kitchen equipment

How different catering and hospitally provisions operate:

Analysing different types of food services in the industry. ldentify job roles and expectations in the front and back of house in different catering provisions.

Specific Keywords:

Commercial, establishment, provision, attributes, griddle, service, catering, enrichment, coagulation, roux, residential, whisking, layering, kneading, ementation.

Low Stake tests

KS4 Exam style questions

Scone based Teacher review Self-assessment Tiramisu review Self-assessment lasagne review Self-assessment meatballs review Peer carbonara review

Encourage the pupils to organise ingredients the weekend before the practical and check what they need in advance.

Insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Gino's Italy on Netflix or Stanly Tucci Searching for Italy.

Summer Term

Topic: Afternoon Tea

- 1.Afternoon tea history 2.Event Analysis
- Venue reséarch
- 4.Room layouts 5.Place settings
- Invite information.
- 7.Menuplanning
- 8. Afternoon Tea Event

Planning and Organising an event:

Identifying information necessary for planning an event. Analysing different vienues, catering and customer

Researching traditional afternoon tea foods serv ed at a formal event and how to produce these.

Specific Keywords

Service, catering, tradition, venue, savoury, pastry, raising agent, market research, planning, suitability, rubbing in, shaping, seasonal, cross contamination, high isk food.

Low Stake Tests

Teacher Pizza Pinwheels review Self-assessment Cheese and spinach pasties Peer sausage rolls review

Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.

Insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Great British Bake off and Paul Hollywood's Bread.



Year 9 Ab-Initio French Curriculum Overview: FRENCH



Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? How to use cognates to unlock meaning 1. Cognate Story Join teacher Showbie group Key phonics in French Greetings ✓ Intro to word order and adjectival agreement Keep an eye on ClassCharts for all 3. Introducing yourself Introduction to avoir, s'appeller homework and assessment Revision skills (name, age) information Key task 1 –Present yourself. Avoir **Autumn Term** 4. Physical appearance Support with student organisation Être Writing key task. and completion of sentence 5. Personality √ Re-visiting word order and adjectival builder homework tasks set 6 My family agreement, including irregulars Support with guiding revision tasks Introduction to opinions 7. Ideal family set (flashcards, mind maps, Introduction to justified opinions avizzina) Progress check 2 – reading out Join teacher Showbie group Daily routine Using a wider range of present tense Keep an eye on ClassCharts for all loud, listening skills and Mv house verbs in the 'je' form homework and assessment translation 3. Where I live information ✓ Word order and adjectival agreement Support with student organisation and Home activities ✓ Using key phrases 'il y a' and 'on peut' Spring Term Key task 2 – writing (where you completion of sentence builder My town Recap of the future tense homework tasks set live, what's in your town, opinions Giving opinions in the future tense Future plans Support with guiding revision tasks set on town, what you can do, future ✓ Key phonics in French (flashcards, mind maps, quizzing) plans) Join teacher Showbie group Complex opinions, comparisons, cultural Keep an eye on ClassCharts for all Intro to festivals capital homework and assessment information I went to La Tomatina Past tense regulars, irregulars, past tense Summary task (End of Support with student organisation 3. Which Festival would opinions Summer Term year summary task) and completion of sentence builder you like to go to? Conditional tense homework tasks set Future birthday plans Recap of near future Support with guiding revision tasks set (flashcards, mind maps, Using Si clauses + WOW phrases

quizzing)





	MAINSTREAM Year 9 French - FRENCH				
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
Autumn Term	Favourite social media Comparing types of social media What you do with technology in your free time Christmas – cultural differences	Justified opinions, comparisons, other people's opinions Present tense ER verbs, negatives	Reading, listening and translation	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. What you will do - free time activities/technology/soci al media 2. How you used social media/technology last night	Recap of near future Intro to past tense	Writing 90 word in 3 tenses	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	1. Intro to festivals 2. I went to La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans	Complex opinions, comparisons, cultural capital Past tense regulars, irregulars, past tense opinions Conditional tense Recap of near future	Writing and speaking – all 4 skills	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:

Our Unequal World – How is globalisation affecting the development gap?

Our Dangerous World –
 Why do the impacts of tsunamis differ?

Powerful Knowledge (key concepts, skills)

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 Destructive plate margins Impacts and responses of the Indian Ocean Isunami Why was the Indian Ocean Isunami so devastating? The Hazard Management Cycle

Cycle
Impacts and responses of the
Tohoku tsunami

What will you be assessed on?

- Globalisation knowledge check: examples of globalisation, employment sectors, the North-South divide and distribution of INCs
- 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?

- 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 Ghosts of the Tsunami by Richard Lloyd Parry or Tsunami Girl by Julian Sedgwick
- Complete revision clock/ other methods including revision cards.
- including revision cards.
 Watch the film The Impossible (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/thereally-big-one.

Spring Term

- 3. <u>Our Dynamic World</u> What are the worlds geographical challenges?
- 4. Our Local World Is Bradford a typical city?

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 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?

- 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.
- 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/7s=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

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.

- 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/

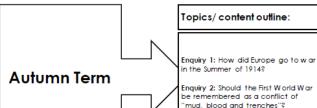
Watch any Planet Earth episode on Tropical rainforests or deserts on BBC iPlayer

- 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





Enquiry 2: Should the First World War

Enquiry 3: Who fought in the First World War?

Powerful Knowledge (key concepts, skills)

Fnguiry 1

Students will develop their understanding of the following substantive concepts: 1. Empire 2. War 3. Militarism 4. Aliance 5. Nationalism 6. Patriotism 7. Imperialism

Enquiry 2

Students will develop their understanding of the following substantive concepts: 1. Trenchwarfare 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

What will you be assessed on?

Enquiry 1

Students will complete a know ledge test which addresses the core know ledge and written assessment relating to the outbreak of the First World War

Enquiry 2 and 3

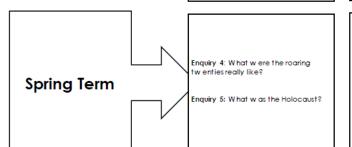
Students will complete a knowledge test which addresses all of the content studied about the First World War and written assessment relating to the global nature of the First World War.

How can you help at home?

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 All Quiet on the Western Front by Erich Maria Remarque

Watch the BBC Documentary series The World's War: Forgotten Soldiers of Empire by David Olusoga



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 5

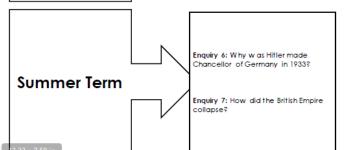
Students will develop their understanding of the following substantive concepts: 1. Antisemitism 2. persecution 3. pogrom 4. perpetrators

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.

No assessment for this enquiry

Read The Great Gatsby by FScott Fitzgerald



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

Listen to the BBC Podcast series Nazi: Rise to Power https://www.bbc.co.uk/programmes/p0dt0mq0/epis odes/player

Research decolonisation and independence in other parts of the British Empire.



Year 9 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

Topic: Fakeaway

Food safety legislation
 Food safety quality
 Temperatures in catering
 Applying heat to food
 Cooking methods
 Mircro organisms
 THACCP

Food Safety in the catering industry: Examining the Laws and systems in place to implement hygiene and safety in catering provisions and customer safety.

Healthier and Nutritious Takeaway Dishes: Adapting classic take away dishes with different ingredients, processes and cooking methods to illustrate a healthier outcome and lifestyle.

Specific Keywords:

Contamination, HACCP, Food safety Act, Environmental Health Officer, Food safety Regulations, Hazards, Legislation, hygiene, micro-organisms. Food Safety and Hygiene Level 1 course

Low Stake Tests

KS4 Exam style questions

Teacher Southern Baked Chicken Review Self-assessment Falafel Burger Review Peer - Baked Beef Burrito Review Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.

Insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Great British Bake off or master chef.

Spring Term

Topic: Italian

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

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.

Specific Keywords:

Commercial, establishment, provision, attributes, griddle, service, catering, enrichment, coagulation, roux, residential, whisking, layering, kneading, fermentation.

Low Stake tests

KS4 Exam style questions

Scone based Teacher review Self-assessment lasagne review Peer carbonara review Encourage the pupils to organise ingredients the weekend before the practical and check what they need in advance.

Insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Gino's Italy on Netflix or Stanly Tucci Searching for Italy.

Summer Term

Topic: Afternoon Tea

1.Afternoon tea history

2.Event Analysis 3.Venue research 4.Room layouts 5.Place settings 6.Invite information. 7.Menu olanning

8. Afternoon Tea Event

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.

Specific Keywords

Service, catering, tradition, venue, savoury, pastry, raising agent, market research, planning, suitability, rubbing in, shaping, seasonal, cross contamination, high risk food. Low Stake Tests

Teacher Pizza Pinwheels review
Self-assessment Cheese and spinach pasties
review

Peer sausage rolls review

Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.

Insist that pupils prepare and weigh out all the ingredients for the practical lessons.

Encourage pupils to watch a food programme e.g. Great British Bake off and Paul Hollywood's Bread.



Curriculum Overview: Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term 4. Dreamweaver

1. E-Safety

- 2. Google sketch-up
- 3. Animation

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.

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

E-Safety publication

Create a realistic or life like model

Demonstrate the use of professional graphics package

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 1.5 hours a week)

Spring Term

- 1. Samsung Challenge 2. Spreadsheets
- 3. Data science

Evaluate an existing game and create a success

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

Create a spreadsheet solution to a given problem scenario

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

Regularly check your child's learning journey.

Evaluate, critique (with kindness), and support vour child's homework.

Engage with on-line learning material / videos (minimum 1.5 hours a week)

. Blender 2. Graphics **Summer Term** 3. IT & the law Understand the benefits and use of 2D and 3D models.

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.

Touch up photos, create graphics such as logos or edit images to make something unreal.

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

Demonstrate the use of vertices, edges and faces, change the overall structure of the shape.

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 1.5 hours a week)



Year 9 Curriculum Overview: **Mathematics**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Primes (2) Indices (3) Formulae **Autumn** Term (5) Surds (6) Direct Proportion (7) Linear Graphs

(1) Factors, Multiples and

- (4) 3D Shapes surface area
- (8) Problem Solving with
- Coordinates

- Product of Prime factors, HCF, LCM
- Apply index laws including negative & fractional indices
- Work with numbers in standard form
- Form, rearrange and apply formulae
- Plans and elevations
- Surface area of cuboids, cones and spheres
- Simplify, add, subtract and multiply surds
- Expand brackets with surds and rationalise the denominator
- Understand the gradient and v-intercept of linear graphs
- Plot linear araphs
- Solve coordinate geometry problems

Review assessments will take place twice a term towards the end of each half term.

Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.

Review assessments will take place

twice a term towards the end of

each half term.

Assessments will cover content that

has been taught in the current half

term as well as some key concepts

from earlier in the year or in previous

years.

Encourage active participation in weekly

Sparx Maths 'Compulsory' homework.

Support students with revision (as required) ahead of the assessment using quality resources such at

> Maths Genie Dr Frost Maths Corbett Maths

Spring Term

(9) Pythagoras' Theorem

- (10) Ratio
- (11) Percentage change
- (12) Transformations
- (13) Congruence
- (14) Data Analysis

- Calculate missing sides in a right-angled triangles
- Use Pythagoras' theorem to solve problems in context
- Problem solving with ratios including three part ratios
- Percentage multipliers, repeated percentage change,
- simple and compound interest
- Column vectors and translation
- Reflections, rotations and combinations of transformation. includina invariant points
- Congruent triangles and proofs of congruency
- Frequency polygons

- Prequency trees

- Estimating averages from ungrouped and grouped

frequency tables

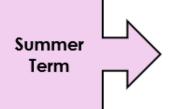
An end of year assessment will take place during the final term.

Assessments will cover content that has been taught throughout the year building on knowledge from previous years.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie Dr Frost Maths Corbett Maths



(15) Similar Shapes

- (16) Enlargement
- (17) Similarity
- (18) Trigonometry in rightangled triangles
- (19) Probability
- (20) Volume
- (21) Data Representation and analysis

- Similar Shapes and scale factor
- Enlargement with positive integer and fractional scale factors. Enlargement with negative scale factors
- Find missing sides and angles using trigonometric ratios (Sine, Cosine, Tangent)
- Relative frequency and experimental probability
- Volumes of cuboids, prisms and cylinders
- Density
- Scatter Graphs and lines of best fit
- Stem and Leaf Diagrams
- Quartiles and Interquartile range.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Support students with revision (as required) ahead of the assessment using auality resources such at Maths Genie

Dr Frost Maths Corbett Maths



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

- Friday Night Lights
- Riverdale

Shot types

- Camera Movement
- Semiotics Signs and Symbols
- Narrative Structures
- Genre
- Archetypes
- Encode and Decode

How to decode a teen drama using key terminology and applying theories accurately. Watch/ Consume different types of media: Film, TV, Radio, Magazines, Games, Adverts.

BBC Bitesize

Genre Narrative

Spring Term



Representation

Heartstopper

- Under-representation
- Stereotypes
- Cultural capital
- Mis-representation
- Bias
- (age, gender, sexual orientation, ethnicity, disability, location)

The ability to express understanding of the representation of different groups within society focusing on the LGBT+ case study linking to historical context.

Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.

BBC Bitesize

Representation





- Veronica Mars Audience
- Buffy the Vampire
 Slayer
- 4Cs The cross-cultural consumer characteristics
- Social Grading
- Uses and Gratification Theory
- Mergers and acquisitions
- Target Audience
- The power of fandom

Knowledge and understanding marketing and distribution of Teen TV dramas using the case studies to create a social media campaign.

Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.

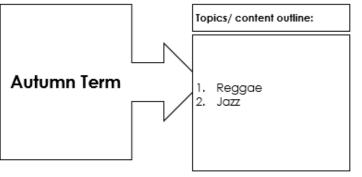
BBC Bitesize

Industry Audience



Year 9 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

- Song structure/chord sequences/Riffs and Hooks/Skank/syncopation
- Extended chords; swing rhythms; improvisation; walking bassline

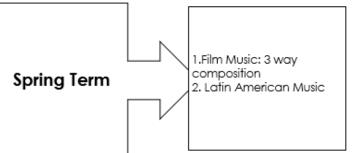
What will you be assessed on?

- 1. Performance assessment
- Improvisation assessment

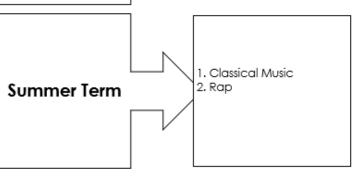
How can you help at home?

BBC Live Lounge on iPlayer is a great resource to watch/listen to:

https://www.bbc.co.uk/iplayer/episodes/p01029
mg/radio-15-live-lounge



- Students will compose underscore in three different genres, working individually on GarageBand.
- A unit designed to introduce students to Tango and Mambo music (riff/syncopation/antiphony)
- Composition assessments
 Restaurance of Libertance of
- Performance of <u>Libertango</u> and Tequila
- Discussions around any films/film scores are always valuable here.
 - Widen the family playlist to include South/Central American tracks.

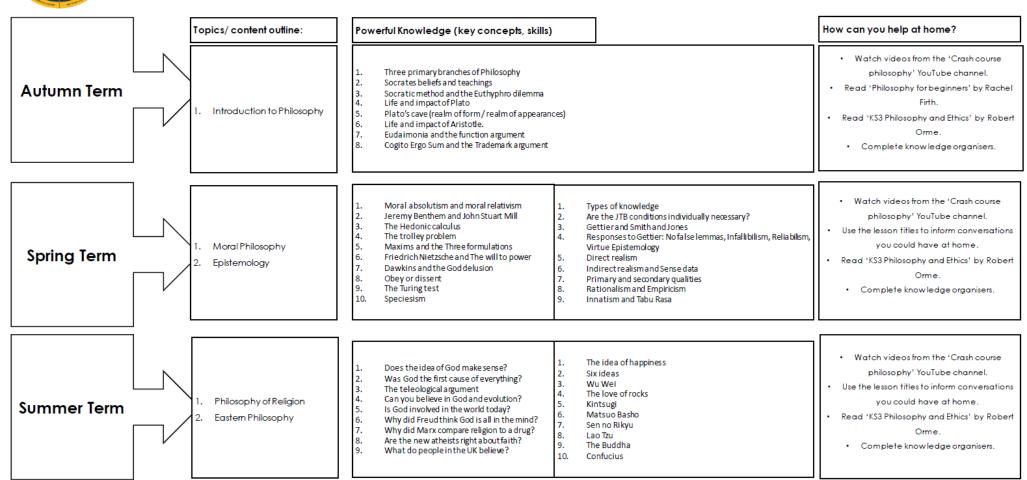


- A look at repertoire and style. Students will perform key pieces and examine the compositional techniques used (chords/cadences/texture)
- Students will explore the political and social context of appropriate rap tracks.
- Classical performance assessment and a brief composition on GarageBand.
- Group performance of their own short composition
- It is a well-known fact that exposure to Classical music is beneficial for cognitive functioning. Add some Mozart/Beethoven to your family playlist!



Year 9 Curriculum Overview: Philosophy and Ethics







Year 9 Curriculum Overview: PHOTOGRAPHY

Hockney's joiner work

5. Joiner photography 6. Completion of joiners project

Panorama and vertorama



				♥ RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Baseline test – Viewpoints Composition and viewpoints Intro to cameras Computer processes and modes of working in Photography Composition and viewpoints Advertising Project – introduction and analysis	Understanding computer systems How our cameras work Practical photography skills Basic editing using Affinity software Photographic viewpoints and composition types Researching themes photographically Completion of final pieces Advertising Analysis	Baseline Test – Viewpoints Composition development shoot Composition final edits	Support with homework. Encouraging students to take photos away from lessons to practise use of viewpoint, composition and framing Look at digital sketchbook to see and discuss current learning.
Spring Term	Advertising, planning and shoot Advertising, completion of advert using photoshop Portraits and creative lighting Photographic portrait collage inspired by Alma Hasser Practical skills development and style exploration Manga home learning project	Studio Photography 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 Callage Precision work in measuring, cutting, gluing Manga conventions and page layout Shooting a sequence to tell a story	Advertising analysis Advertising shoot Advertisement final piece Alma Hasser analysis	As Above Encourage discussion of adverts and how text style, colour and image content attract a particular target audience Discuss what they could bring in for their advertisement shoot, object and background.
Summer Term	Alma Haser generation of ideas Photographic portrait collage inspired by Alma Hasser – Creation of final response Introduction to David	Idea development Completion of final pieces Hockney joiners Joiner photography Shooting sequences College	Manga home learning final piece Final Alma Haser collage	Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.

Precision work in measuring, cutting, gluing

Creativity



Year 9 Curriculum Overview: Pre-GCSE PE



Autumn Term

Topics/ content outline:

- Names & locations of Bones
 Names & locations of Muscles
 Understanding the role of
 Antagonistic Pairs
 Revision techniques for PE
- 5. Introduction to PE exam technique
- 6. Progress testing 7. Progress test review

Powerful Knowledge (key concepts, skills)

- Being able to label the Skeletal system
 Being able to label the Muscular system
- What is an Antagonistic Pair
 - Role of an Agonist muscle
 - 2. 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

What will you be assessed on?

- The Skeletal system
 - Names & locations
 - 6 Functions of bones
- 2. The Muscular system
 - Names & locations
 - 2. Antagonistic pairs

How can you help at home?

- Check in on Class Charts
 Check in on Showbie
- How will developing revision and exam techniques

Spring Term

- 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
- 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
- The Lever system
 - Name & draw all 3 levers
 - 2. Sporting examples per lever
- 1. Check in on Class Charts
- Check in on Showbie
- How will developing revision and exam techniques

1. The Cardiovascular system
2. Revision techniques for PE
5. Introduction to PE exam
technique
6. Progress testing
7. Progress test review

- 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
- 4. Understand the cardiac cycle
- 5. 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
- The Cardiovascular system
 - Labeling the heard
 - Pathway of blood
 - Cardiac cycle
 - 4. Differentiating blood vessels
- 1. Check in on Class Charls
- Check in on Showbie
- How will developing revision and exam techniques



Year 9 Curriculum Overview: PE



Topics/ content outline: 1. Hockey **Autumn Term** Rugby 3. Badminton

Powerful Knowledge (key concepts, skills)

- To show knowledge and understanding of complex skills in team sports
- Be able to use the skills in full sided games
- To understand the more complex rules and officiating
- To know and understand the fitness components required for the sport
- To learn to work together and appreciate all members of the group
- To learn the basic skills of badminton and understand basic scoring

What will you be assessed on?

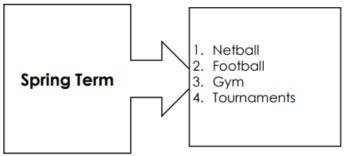
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- 1. Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

- In school
- In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



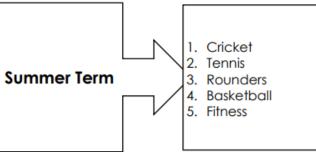
- To show knowledge and understanding of complex skill and tactics in team sports-Netball
- 2. To understand the more complex rules and how to officiate a game.
- To improve and develop their own fitness including Aerobic fitness/ flexibility.
- To learn and develop more complex motor skills
- To know and understand the fitness components and show them in performances.
- To know and understand and compete in the structure of a tournament

Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



- 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
- athletics and lead to simple officiating

Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- Self and Peer assessment

Encourage extra-curricular sport:

- 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?

4.5.6.1 Describing Motion Along a Autumn Term

Waves

4.6.1.1 Transverse & Longitudinal - Eneray transfer/ medium/ amplitude/ frequency/ wavelength

Calculations using distance = speed × time Average speed of instanteous 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)#

Transverse & Longitudinal waves – their nature & examples Amplitude, frequency, wavelength, medium

The Y9 topic "Motion" and some of the "Wayes" topic.

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y9"

- 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 ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y9".

Spring Term

Waves 4.6.1.1 & 4.6.1.2 Measuring the speed of sound. Period & $T = \frac{1}{f}$. Using $v = f \lambda$. Making measurements of waves on a ripple tank

Electromagnetic Waves 4.6.2.1 - 4.6.2.4 Types, properties, uses and applications of electromagnetic waves. Refraction.

Using the equation: wave speed = frequency × wavelength

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

The Y9 topics "Motion" & "Waves"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y9"

- 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 guestions, 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 ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y9".

Summer Term

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.

Atomic Structure 4.4 Atomic Structure: Atoms & isotopes. Structure of atom. Development of the atomic model. Mass no. & atomic no.

.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 = current × resistance energy transferred = charge flow × PD

The nuclear model & evidence for the nuclear model Atomic structure, isotopes & isotope notation

The Y9 topics "Motion", "Waves" & "Electromagnetic Waves"

The most up-to-date listings re, what's on the tests will be on Showbie "Physics ALL Y9"

- 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 eq turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y9".

Term

Autumn development ersonal مَ Subject

Year 9 PSHE Curriculum Overview

Session Content

Living

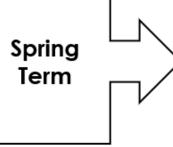
- Healthy and unhealthy friendships
- 2. Passive, aggressive and assertive behaviour
- Respecting personal
- Crime and communities
- 5. Impacts of cannabis
- Ganas and knife crime
- 7. PSHE survey

Powerful Knowledge

- 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.
- 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
- Personal space is a concept from sociology, which is the study of how people live and interact in groups. It's about the invisible "bubble" of space that each person has around them
- 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.
- Cannable to a Class Billiegal drug. The maximum sentence for possession of cannable to 5 years in prison. Cannable 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.
- A gang is a group of associates, triends 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 lilegal, and possibly violent, behaviour.

How can you help at home?

- 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 agaressive, assertive and passive behaviours
- Read through the following resource on county lines:
- https://parents.actionforchildren.org.uk/ behaviour/challenging-behaviour/what is-county-lines-drug-trafficking/



Physical and mental health

- Sleep and diet
- Body image
- 4. Managing change
- Securing personal data online
- Being a critical media
- 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.
- Sleep and diet are important components of our health. To get enough sleep you need to have a good nightfime routine that works for you, there are certain behaviours that inhibit sleep such as screens and these should be avoided closer to bedfime. 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.
- 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
- There are certain legal responsibilities of a parent to a child such as education choices and medical care. Over the cause of a child's life a parent's responsibilities and challenges change.
- 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
- 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 Summer **Term** and

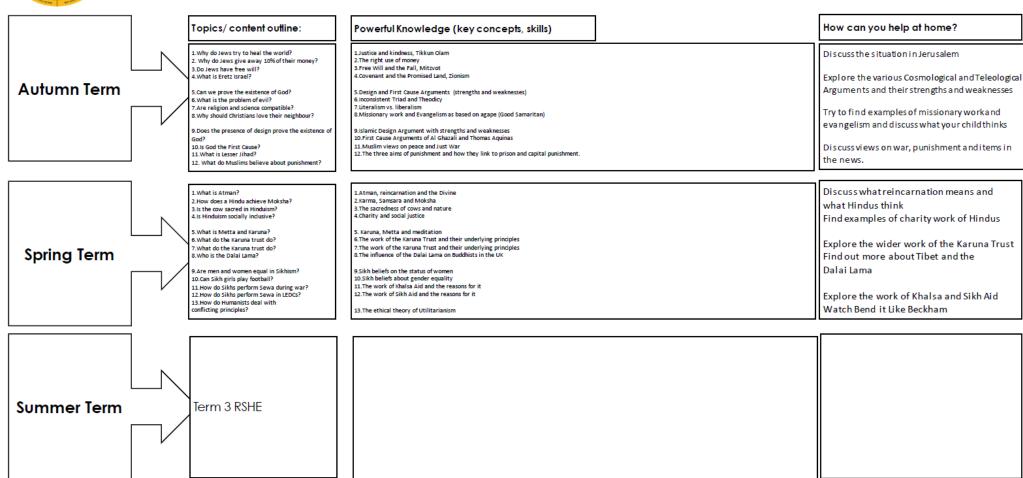
- Gender stereotypes
- Stages of a relationship
- 3. Consent in relationships
- 4. Safe sex
- Media and pornography
- 6. The risk of sharing explicit images

- Traditional gender roles or expectations can be negative influences on individuals' expectations of themselves and others in a relationship. Stereotypes are overgeneralised beliefs about certain groups of
- Romantic relationships are consensual relationships between two people. The legal age for consent to sexual activity in the UK is 16.
- 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
- You can protect against STI's by using barrier methods. To test for STIs you can visit your GP or a sexual health clínic.
- The media and pamography can create unrealistic expectations of what should and shouldn't happen within a consensual sexual relationships. It is important to realise what is myth and reality when it comes to what is portrayed in the media and pomography.
- 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







Year 9 Ab-Initio Spanish Curriculum Overview SPANISH



97 0:11				• RESILIENCE
	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. Introducing yourself (name, age) 4. Physical appearance 5. Personality 6 My family 7. Ideal family	 ✓ How to use cognates to unlock meaning ✓ Key phonics in Spanish ✓ Intro to word order and adjectival agreement ✓ Introduction to tener, llamarse ✓ Revision skills ✓ Tener ✓ Ser ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions 	☐ Key task 1 —Present yourself. Writing key task.	 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. My house 2. Where I live 3. Home activities 4. My town 5. Future plans	 ✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'hay' and 'se puede' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in Spanish 	Progress check 2 – reading out loud, listening skills and translation Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)	 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	Favourite social media What you do with technology in your free time What you will do - free time activities/technology/social media How you used social media/technology last night	 ✓ Justified opinions, comparisons, other people's opinions ✓ Present tense ER verbs, negatives ✓ Recap of near future ✓ Intro to past tense – not heavy grammar focus 	Summary task (End of year key task)	 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)



MAINSTREAM Year 9 Spanish - SPANISH



** • · · · · · · · · · · · · · · · · · ·			• RESILIENCE
Topics/ content out	ine: Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Favourite social m 2. Comparing types of media 3. What you do with in your free time 4. Christmas – cultur differences	Justified opinions, comparisons, other people's technology Opinions	Reading, listening and translation	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. What you will d time activities/techn al media 2. How you used s media/technolonight	ology/soci Recap of near future ocial Intro to past tense	Writing 90 word in 3 tenses	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 1. Intro to festival 2. I went to La To 3. Which Festival you like to go t 4. Future birthday	matina Past tense regulars, irregulars, past tense opinions Conditional tense	Writing and speaking – all 4 skills	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 10 Curriculum Overview: ART

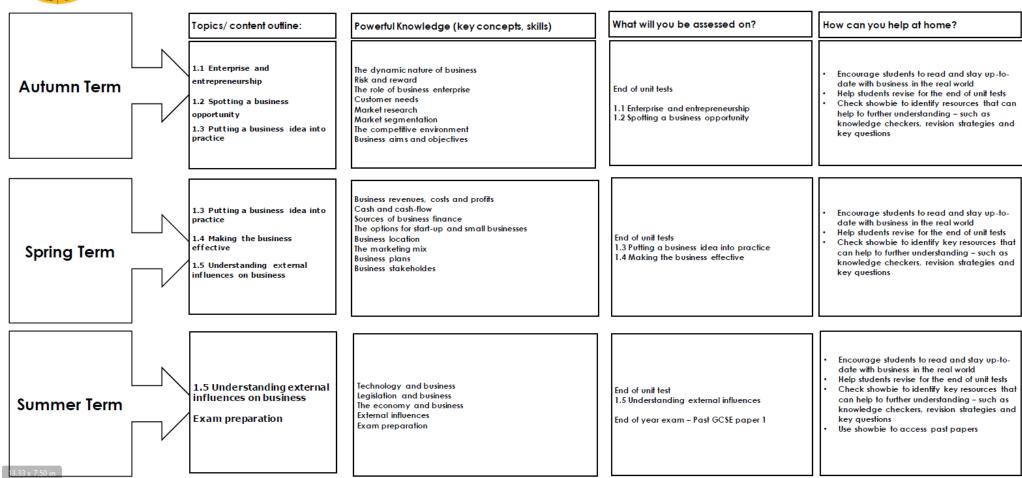


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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: 1. Foundation project – Still life	Drawing skills (observation, accuracy, tone, mark-making) Presenting 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	Purchase an art pack from school via ParentPay. 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.
	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	• 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 giv en 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.	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







Year 10 Curriculum Overview: BTEC Performing Arts



Topics/	con	tent	t out	line:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Component 1: Exploring the Performing Arts

Introduction to three different productions and their styles <u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Abstract Theatre, Physical Theatre, Musical Theatre.

Applying Practitioner Methodologies.: Frantic Assembly & Stanislavski

<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).

- Your Group Work Skills.
- Your ability to apply a range of acting and musical 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.

- 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 practical workshops with them and read through their reflections to see if they have described the performance skills they have developed.

Component 1

Applying your understanding of the styles and productions = Written Coursework (30%)

Component 2: Developing skills and techniques in the performing arts.

Introduction to recreating the repertoire (scripts or musical numbers) <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

<u>Applying Practitioner Methodologies.:</u> Frantic Assembly, Stanislavski

<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)

- Your Group Work Skills.
- Your understanding of how to interpret script or musical numbers as a performer or 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.
- 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

Spring Term

Component 2: Developing skills and techniques in the performing arts. (30%)

Working on the coursework and completing their final performance <u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).

Applying chosen Practitioner Methodologies

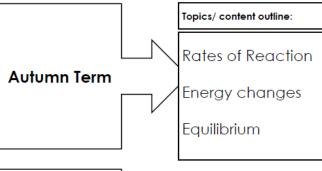
Writing detailed: targets for Task 1 and Task 3 – ability to set,
monitor and evaluate your targets.

- Your ability to apply a range of acting or musical skills, dramatic techniques, spatial skills and design elements, working 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.
- Read through their play/watch their musical and help them track through their characters emotional journey
 - Help them learn their lines/lyrics
- Work with them to annotate their lyrics and lines with the characters emotions, objective (what they want) and their motivation (why they want it).
- Read through their personal targets and discuss how they are working on these targets in lessons.



Year 10 Curriculum Overview: CHEMISTRY





Powerful Knowledge (key concepts, skills)

Factors that affect the rate of reaction Collision theory and activation energy

Conservation of mass
Exothermic and endothermic reactions
Calculate energy change in reactions (HT only)

Reversible reactions
Equilibrium and dynamic equilibrium.
The effect of changing conditions on equilibrium.

What will you be assessed on?

Rates of Reaction

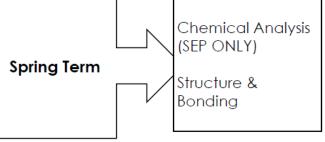
Energy changes

Equilibrium

How can you help at home?

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



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.

Describe and explain ionic, covalent, and metallic bonding.

Describe and explain the properties of these compounds Compare diamond with graphite Nanoparticles (Sep only)

Rates of reaction

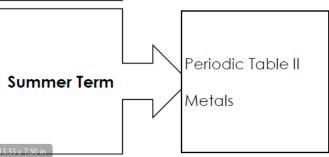
Energy changes & equilibrium

Chemical analysis

Structure & Bonding

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

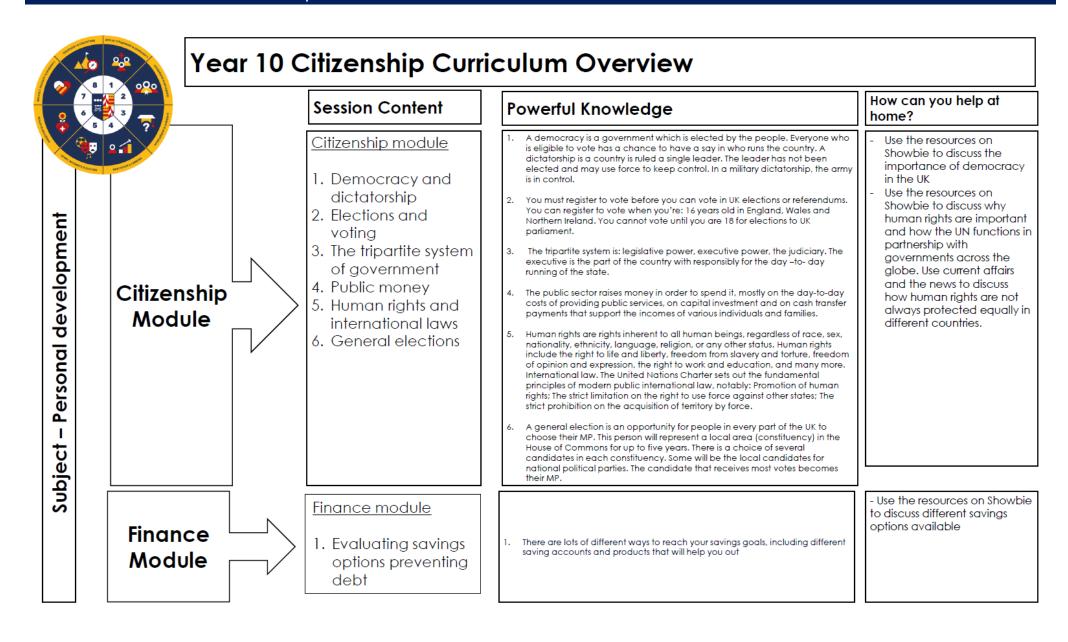


Describe and explain the reactions between Group 1 and 7 using knowledge from structure and bonding topic Properties of transition metals (Sep only)

Metal reactions with oxygen, water and acid Reactivity series of metals Allovs

Extraction of metals (reduction) phytomining and bioleaching.

End of Year MOCK: All year 10 and Year 9 content Print some practice questions/past papers to work through and identify areas to work on.





Year 10

Curriculum Overview: GCSE Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

1. Systems Architecture

- 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)

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.

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 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 Doman Name Server (DNS) works

Cloud technologies

Wi-Fi frequencies

Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP

The concept of layers Packet switchina.

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.



System Security

- 2. Network Threats
- 3. Preventing vulnerabilities
- 4. Operating system software
- Utility Systems software
- 6. Ethical, legal, cultural and environmental concerns
- 7. Python challenges (20-30)

Year 10 Mock exams preparation.

Threats posed to networks:

poor network policy

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

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.



Autumn 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?

Modular Circuit Project

1. Soldering the process board

2. Breadboarding

- 3. Coding
- 4. Coding Challenge

Core Knowledge – follow textbook

- 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

Specific Keywords; Input, process, output, 7 segment display, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket. Single and multicore wire, photo transitor, track side

Low Stake Tests throughout the curriculum

Teacher, self and peers assessments threaded throughout the project.

Core knowledge – practise exam questions, Low Stake Tests and a mini exam. Projects; Encouraging pupils to complete the homework tasks in a timely manner.

Remind pupils that all resources, exemplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio.

Both of these are accessible on their iPad or through any web browser.

Spring Term

Modular Circuit Project

- 1. Client research
- Makina a PCB
- 3. Making the Casing
- 4. Testing & Evaluation

Core Knowledge – follow textbook

- 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,
- 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.

Specific keywords; product analysis, situations, circuit wizard, acid etching,

Low Stake Tests throughout the curriculum

Teacher, self and peers assessments threaded throughout the project.

Care knowledge – practise exam questions, Low Stake Tests and a mini exam. Core Knowledge: Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.

Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby

Summer Term

From June; GCSE NEA Coursework Section A:

- Context Analysis
- Design Possibilities
- 3. Target market research
- Client profile
- . Work of Others
- Mock exam

- 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

NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.

Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.

Mock exam is a shortened exam paper designed to test the most Encouraging pupils to complete the coursework tasks in a timely manner.

Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.

Encourage pupils to revise for the mack exam.

Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby 2bdm Topics/ content outline:



Year 10 Curriculum Overview: Design & Technology; Food Technology



1. Eatwell guide recap 2. The 8 Healthy Eating quidelines Macronutrients overview Fishcakes practical Proteins **Autumn Term** 6. Fats Carbohydrates Vegetarians 9. Micronutrients overview 10. Timeplan 11. Alternative Protein practical 1.Dietary requirements for different life stages 2. Roasted Vegetable Pasta 3. Specific Dietary groups 4.Cottage Pie 5. Food Allergies and Intolerances Spring Term 6.Jambalava 7.. Energy Needs and Energy balance 8.Malnutrirtion 9. Time plan 10. Roasted vegetable flan 1.Emulsions, Aeration, Coagulation, Gelatinisation, Caramelisation. 2.Investigation and experiments 3 Mayonnake practical 4 Posta Bake 5.Food Provenance, Seasonal Food, British Food Fortnight **Summer Term** 6.Logos, Fairtrade Eves Pudding Locally sourced dish Pastry, shortcrust, choux, filo, flaky pastry 8.Fruit Pie and Custard Flaky pastry / turnovers 10. Profiteroles / choux pastry 11. Samosas / filo pastry

12. End of Year exam.

Powerful Knowledge (key concepts, skills)

Food, Nutrilion and Health: Functions, food sources and issues with excess and deficiencies of macro and micronutrients.

Use this knowledge to make informed choices about food

Key Words

Macronutrients, micronutrients, low biological value protein, high biological value protein, carbohydrates, fats, vitamins, minerals, deficiency, excess

Food, Nutrition and Health: Diets for different life stages

(Young children, Teenagers, Adults and The Elderly)

Dietary Groups (Coeliac, Lactose Intolerant, High Fibre, Low

sugar, Fat reduced and low salt).

Energy Needs

Diet - related Diseases (Obesity, Cardiovascular, Iron

Deficient, Angemia and Type 2 Diabetes

Key Words

Life stages, Diet, Deficiency, Lactose, Diabetes, Disease,

Angemia.

Practical work – Teacher, Peer and Self Assessment

What will you be assessed on?

Exam questions

End of Unit tests

How can you help at home?

Projects; Encouraging pupils to complete the homework tasks in a timely manner.

Remind pupils that all resources, exemplars and guidance can be found in on-line Textbook.

Remind pupils that all work should be completed in a firmly manner.

Preparation of ingredients and supplying a container to take practical work home in

Practical work – Teacher, Peer and Self Assessment

Exam questions

End of Unit tests

Projects; Encouraging pupils to complete the homework tasks in a timely manner.

Remind pupils that all resources, exemplars and guidance can be found in on-line Textbook.

Remind pupils that all work should be completed in a timely manner.

Preparation of ingredients and supplying a container to take practical work home in

Functional and Chemical properties of Food: Emulsions, Aeration, Coagulation, gelatinisation of starch

Food and The Environment Seasonal Food, British Food Fortnight, Food miles, Food logos, Fairtrade

Pastry

Knowledge of the different types of pastry and their properties, shortcrust, flaky, choux, filo.

Key words: Aeration, Coagulation, Gelatinisation, Seasonal food, Pastry, shortcrust, flaky, choux, filo. Practical work – Teacher, Peer and Self Assessment

Exam questions

End of Unit tests

Year 10 Exam

Supporting students to revise for their end of year theory exam

Preparation of ingredients and supplying a container to take practical work home is



Autumn Term

Year 10 Curriculum Overview: Design & Technology; Resistant Materials



Topics/ content outline:

Project 1 – Slider Box;

- 1. CAD OnShape skills
- CAD manufacturing specification (D of NEA)
 - Manufacturing of slider box
- 4. Diary of Making
- 2D and 3D sketching skills

Mini Project 2 - Polymers;

Polymer Processes

Core Knowledge – follow textbook

Project 3 – Tiny Spaces, practise NEA

- Context & design possibilities
- Client profile
- Brief & specification
- 4. Idea generation
- Work of Others
- Product Analysis
- Design development
- Tenth scale modelling
- Evaluation

Core Knowledge – follow textbook

Powerful Knowledge (key concepts, skills)

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.

Specific new keywords; Mitre saw, router, chamfer, housing joint, lap joint, oven forming

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.

Specific new keywords; Analysis, evaluate, iterative, perspective, scale, ergonomics, anthropometrics

What will you be assessed on?

Teacher assessment of OnShape; first part, completed assembly & rendering

Self-assessment of practical skills

Peer assessment of sketching skills and Diary of making

Core knowledge – practise exam questions, Low Stake Tests and a mini exam.

How can you help at home?

Projects; Encouraging pupils to complete the homework tasks in a timely manner.

Remind pupils that all resources, exemplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio.

Both of these are accessible on their iPad or through any web browser.

Teacher assessments of design possibilities, work of others & manufacturing

Self-assessment of client profile, modelling and evaluation

Peer assessment of brief & specification, modelling.

Core knowledge – practise exam questions, Low Stake Tests and a mini exam. Core Knowledge: Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.

Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby 2bdm

Summer Term

Spring Term

From June; GCSE NEA Coursework Section A;

- Context Analysis
- Design Possibilities
- Target market research
- Client profile
- Work of Others
- Mock exam

- 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

NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.

Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.

Mock exam is a shortened exam paper designed to test the most common question types. NEZ Coursework: Encouraging pupils to complete the coursework tasks in a timely manner.

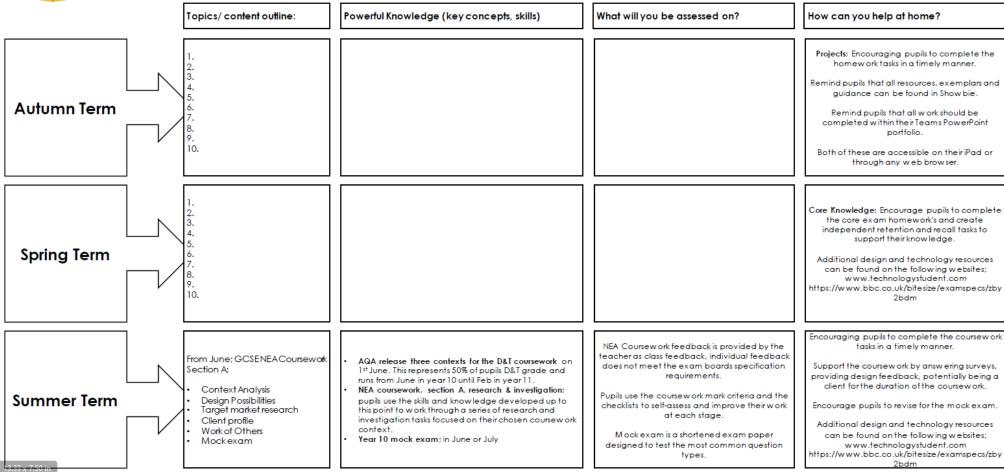
Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.

Encourage pupils to revise for the mock exam.



Year 10 Curriculum Overview: Design & Technology; Textiles







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

Preparation for the Coursework

- 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

A user interface is the piece of software that sits between us and the device we are trying to control.

> Features of Graphical User Interfaces Accessibility requirements Sensors & Speech interfaces Factors effecting interface performance

> > Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components

Network availability and access

Pearson Pre-set assignment

Practice the Pearson pre-set assignment Practice Microsoft PowerPoint skills Analyse 2022-23 coursework paper



 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

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

Topics 6-10 (Autum Term) Topics 1-10 (Sprint Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Recall keywords from lessons Work through practice papers from 2022 Engage with on-line learning material / videos



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

The main purpose of an information flow diagram visualise the flow and exchange of data between systems.

Information Flow Diagrams are also known as "System" diagrams.

A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution.

The process of creating a Data Flow Diagram

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

Recall keywords from lessons Work through practice papers from 2022 Engage with on-line learning material / videos



Autumn

Term

Spring Term

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?

1. Devising & Script work

- 2. Devising Mini Mock
- 3. Live Theatre Reviews

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Farce, Naturalism, Kneehigh Theatre & Physical

Applying Practitioner Methodologies: Stanislavski, Kneehigh Theatre Company & Frantic Assembly.

Writing detailed: descriptions, analyses & evaluations of your process, research and ideas for devised performance and of Live Theatre performances.

- 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.

- Discuss ways of writing more detailed descriptions. analyses and evaluations.
 - Read script extracts and auestion the context and characters.
- Question what different Styles and Practitioner Methodologies they know.
- Discuss the acting & design elements of Live Theatre seen.

1. Devising Mini Mock 2. Text in

- Performance work on script extracts.
- Set Text: Blood Brothers revisited

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism & Kneehigh Theatre.

Applying Practitioner Methodologies: Stanislavski & Kneehigh Theatre Company.

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

- 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.
- Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. - Give feedback on
- performance work. Read cue lines to help them learn lines.
- Revise Styles and Practitioner Methodologies.

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

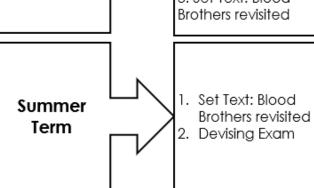
Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).

Applying chosen Practitioner Methodologies

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.

- 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.

- 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.



2, Creating a 3D CAD model

 Simulating the operation of the product using CAD software



Year 10 Curriculum Overview: Engineering Design



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

Be able to use 3D CAD softw are to simulate the operation of the

product

NEA tasks.

Encourage revision using the resources on Showbie for the Y10 R38 Mock exam

Unit R38 content - Mock Exam



13.33 x 7.50 in

Year 10 Curriculum Overview: English Language and Literature



Topics/content outline: Power and the Fallibility of Man The study of Lord of the Flies/ An **Autumn Term** Inspector Calls. A selection of poems relating to

Powerful Knowledge (key concepts, skills)

Power as a corruptive force The misuse of power Inequality Human nature Fallibility of man The nature of evil Man's relationship with nature Hubris Patriarchy Gender Social Class Hierarchy

What will you be assessed on?

Two essay questions based on Lord of the Flies/An Inspector Calls. These could focus on character or theme. You will have to be able to plan and write a detailed thesis paragraph, alongside three detailed and exploratory main body paragraphs.

How can you help at home?

- Re-reading LOTF/AIC at home and tackling any difficult vocabulary. Using online resources - revision videos on
- Show bie, as well as YouTube videos.
- Order revision guides to focus student
- Revise key auotations
- The Study Skills Show bie group has a wealth of resources to support home learning and revision - it contains auotation banks, knowledge organisers, example questions and model answers

Introduction to Language Paper 1: this will involve being taught the skills necessary to complete 4 reading questions on a fictional extract and 1 w riting question, asking students to narrate or describe an event Spring Term Man in Conflict' The study of Macbeth The study of a selection of poems relating to 'man in conflict' from the poetry anthology.

Conflict Internal conflict Gender The nature of evil Hubris Fallibility of man Supernatural Witchcraft Bravery Duty Appearance vs Reality Ambition

- A Language Paper 1 run through (4 reading questions, 1 writing)
- Two extract-based essay questions on Macbeth. 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 detailed and exploratory main body paragraphs.
- Completing extra Language Paper 1 past papers - available on the AQA website and Study Skills Show bie group.
- Re-reading/watching Macbeth at home.
- Using revision guides/ online videos to reinforce key ideas in the play.
- The Study Skills Show bie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
- Revise key quotations

Completion of 'Man in Conflict' through teaching of the end of Macbeth and a cluster of poems centred on internal conflict.

'Pow er' from the 'Pow er and Conflict

poetry cluster.

Language Paper 1 revision ahead of mock exams.

'Power of words' unit to support students to write from their point of view. Completion of the Spoken Language Endorsement.

Masculinity Internal conflict Hubris Human Nature Violence Guilt Regret Poverty Patriarchy Gender Am bition War

- Mock exam on Lord of Flies/AIC and Macbeth: a choice of two essay questions for Lord of the Flies/AIC, followed by an extract question for Macbeth.
- Mock exam on Language Paper 1
- Completing extra Language Paper 1 past papers - available on the AQA website. Re-reading/watching Macbeth at home.
- Using revision guides/ online videos to reinforce key ideas in the play.
- Re-reading Lord of the Flies at home and tacklina any difficult vocabulary.
- The Study Skills Show bie group has a wealth of resources to support home learning and revision - it contains quotation banks, knowledge organisers, example questions and model answers.



Year 10 Curriculum Overview: Ethics, Philosophy and Religion

7. Forgiveness

8. Capital punishment



What will you be assessed on? How can you help at home? Topics/content outline: Powerful Knowledge (key concepts, skills) the nature of God A range of formative and summative assessments God as omnipotent. Visit a local Church The origins of the universe loving and just Continue the conversation at home: discuss following the AQA Religious Studies exam criteria. The value of the world The holy trinity your child's learning with them and reflect on **Autumn Term** 1. Religion and life Use and abuse of the Separate exiam skills lessons are embedded in Beliefs about creation your own beliefs and attitudes in relation to The incarnation schemes of work and delivered frequently. Christian beliefs and some of the topics studied The crucifixion Direct your child to resources on BBC bitesize The use and abuse of animals A variety of 1, 2, 4, 5 and 12 mark questions. teachings Resurrection and The origins of human life If you have a family member/friend of the ascension Recall auestions, Quizlet, Microsoft Form and Christian faith, speak to them. Afterlife and judgement Futhanasia know ledge organisers all used to test know ledge Complete knowledge organisers. Heaven and hell Death and the afterlife · Practice exam style questions. 10 Sin and salvation and understanding. The role of Christ Religion peace and A range of formative and summative assessments conflict Violence and protest Direct your child to resources on BBC bitesize following the AQA Religious Studies exam criteria. Reasons for war w orship Continue the conversation at home: discuss Separate exam skills lessons are embedded in Nuclear war and 2. Prayer your child's learning with them and reflect on Religion peace and conflict MOMD 3. Sacraments schemes of w ork and delivered frequently your own beliefs and attitudes in relation to **Spring Term** Just wartheory Holy communion some of the topics studied A variety of 1, 2, 4, 5 and 12 mark questions. Christian practices (1) 6. Holywar 5. Pilgrimage Complete knowledge organisers. Recall questions, Quizlet, Microsoft Form and Pacifism and peace 6. Festivals Practice exam style questions. · Read 'Mere Christianity' by C.S. Lewis. makina know ledge organisers all used to test know ledge Religious responses to and understanding. victims of war A range of formative and summative assessments Crime and punishment Reasons for crime following the AQA Religious Studies exam criteria. 1. Role of the church Direct your child to resources on BBC bitesize Religious attitudes to 2. Mission and evangelism Continue the conversation at home: discuss Separate ex am skills lessons are embedded in law breakers Church growth your child's learning with them and reflect on Crime and punishment Aims of punishment schemes of w ork and delivered frequently. **Summer Term** Worldwide church your own beliefs and attitudes in relation to Christian attitudes to Christian practices (2) A variety of 1, 2, 4, 5 and 12 mark questions. Christian persecution some of the topics studied suffering Responses to world Complete knowledge organisers. Recall questions, Quizlet, Microsoft Form and Treatment of criminals · Practice exam style questions. poverty

know ledge organisers all used to test know ledge

and understanding.



Year 10 Curriculum Overview: FRENCH



98 0:1				<u>KINDNES</u> S ॐ ▼ RESILI E NCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Personality adjectives with être 2. Appearance with avoir 3. Family relationships 4. Qualities of a good friend 5. Past/future tense recap 6. Marriage 7. Celebrity culture 8. Customs pack	 ✓ 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 	 90-word writing task. On-going vocabulary and grammar tests 	 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	1. Countries 2. Accommodation 3. Transport 4. Holiday activities 5.Weather phrases 6. Importance of holidays 7. Conditional tense 8. Ideal holidays	 ✓ Introduction to GCSE speaking questions ✓ Past tense ✓ Future tense ✓ Reflexive verbs ✓ Complex opinions ✓ Small but important words ✓ WOW phrases ✓ Listening skills ✓ Reading skills 	☐ Y10 Mocks begin (27 April-6 May) — Reading, listening, writing paper ☐ On-going vocabulary and grammar tests	 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	1. What you do to be healthy 2. Types of food and drink 3. Smoking and alcohol 4. Past health 5. How you will improve your health in the	✓ Conditional tense ✓ 150 word writing skills ✓ Speaking role play skills ✓ Question words ✓ Comparatives ✓ Superlatives ✓ Speaking role play skills ✓ Question words	 ☐ Y10 Speaking exams w/c 22 June and 29 ☐ On-going vocabulary and grammar tests 	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

✓ WOW phrases

future

together.



Year 10 Curriculum Overview: Functional Skills Pathway



Autumn Term

Topics/ content outline:

Analyse fiction and non-fiction writing for format, purpose and audience connected to the themes in core English lessons.
 Retrieval practice linking to English

- Language exam skills.

 3. Comment on the use of writers' methods and structural choices.
- Analyse and evaluate using evidence
 Planning witing to have the appropriate detail, length and purpose.
 Witting in a structured, togical and penuative way, using a variety of sentence
- Use of correct spelling and appropriate punctuation and grammar.

Powerful Knowledge (key concepts, skills)

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.

What will you be assessed on?

Half termly assessments of reading and writing skills in order to track progress Spelling, punctuation and grammar

How can you help at home?

Read a range of different texts such magazines, newspapers, books and web pages. Add subfittes to movies and video games to help upskill spellings.

Spring Term

- Descriptive and narrative writing
 Review of word types and choices
 to add detail and interest
- Review of sentence types and the impact of these on the reader
- Review and use of linguistic devices
 Planning writing to meet the needs
- of a written examination task
- Continued practise of writing skills
 Use of correct spelling and
- Use of correct spelling and appropriate punctuation and arammar

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.

Half termly assessments of reading and writing skills in order to track progress Read regularly at home.
Use resources on Showble to continually practise spelling and grammar.

Summer Term

- Identifying the skills used by effective public speakers.
- Identify information and lines of arguments in presentations
- Writing and speaking to persuade
- Writing and speaking to persuade
 Develop a speech on a topic of your
- choice ensuring it is appropriate for the audience.

 5. Respond effectively to detailed questions
- Know how to effectively take part in a group discussion
 Respect the coloring of others effectively
- Respect the opinions of others, effectively interject and contribute
- 8. Reading for pleasure

Effective communication requires good speaking and listening skills.

These skills can be practised and improved.

Asking open and probing questions demonstrates good

listening.

Presentation delivery.
You will be judged on speaking, listening and
questioning skills.

Show a lively interest in people you meet, ask questions.

Watch debates on television; links to examples will be available on Showble.



Year 10 Curriculum Overview: Geography



The Changing Economic World

Topics/ content outline:

There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.

Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change.

Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

Powerful Knowledge (key concepts, skills)

Birth rate, commonwealth, death rate, deindustrialisation, 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, postindustrial economy, north-south divide, microfinance loans, literacy rate, life expectancy, international aid, intermediate aid, intermediate technology

What will you be assessed on?

Knowledge Check

Mid-topic assessment

End of Topic assessment

How can you help at home?

- 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

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 contractine levels of wealth.

Management can reduce the effects of a tectonic hazard.

Global atmospheric circulation helps to determine patterns of weather and climate.

Tropical stoms (hurricanes, cyclones, typhoons) develop as a result of physical conditions.

Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards.

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). Hazard risk, natural hazard, conservative, constructive, destructive, earthquake, i mmediate 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.

Knowledge Check

Mid-topic assessment

End of Topic assessment

- 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/thedms.asp x?dms=3&venue=2180332

Urban Issues and Challenges

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)

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.

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.

Knowledge Check

Mid-topic assessment

End of Topic assessment

- 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: Unit 1: People's Health, c.1250-present 1. Did anyone really care about health in mediev all England? 2. Early Modern England – more of

- 3. Why were there such huge changes in the period 1750 to
- The Tw entieth Century constant progress?

Powerful Knowledge (key concepts, skills)

Learners should be able to explain the ways in which the following five factors influenced changes and continuities in public health:

- Beliefs attitudes and values
- Local and national government
- Science and technology
- Urbanisation
 Wealth and poverty

More detail can be found here: https://www.ocr.org.uk/Images/207164-specificationaccredited-gcse-history-b-.pdf

What will you be assessed on?

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 know ledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical know ledge and conceptual understanding.

Students will practice these question across the Autumn term of Year 10, completing a mock exam in Year 10 and Year 11.

How can you help at home?

Visit a local medieval monastery to see the improved public health they had in the period 1250 to 1500.

Visit the Thackeray Medical museum in Leeds, which includes information about the response to cholera outbreaks in the 19th century.

Unit 2: the Norman Conquest, c. 10651087 1. Was Anglo-Saxon England a golden age! 2. Should William be remembered as a "lucky bastard"? 3. Brutal slaughter – is this how William agined control of

- England?

 4. Norman castle military fortress or status symbols?
- . A truck load of trouble does this describe the Norman conquest of England?

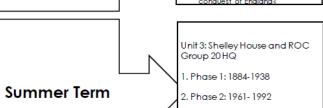
3. Phase 3: 2000 to present

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 10.65 and 10.87. and the interplay of political, military, religious, economic, social and cultural forces in England between 10.65 and 10.87.

More detail can be found here:

https://www.ocr.org.uk/Images/207164-specification-accreditedgose-history-b-.pdf The British depth study forms the second half of Paper 1: British History, and is w orth 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 w ays in w hich the past has been interpreted in different w ays.

Students will practice these question across the Spring term of Year 10, completing a mock examin Year 10 and Year 11. There are a number of Norman Castles in the local area w hich w ould help to reinforce the w ork we complete in this unit. Clifford's Tow er in York is a good example and has recently been refurbished.



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:

- The strengths and weaknesses of the physical remains of the site as evidence about its past
- How the site fits into is wider historical context.

More detail can be found here: https://www.ocr.org.uk/Images/207164-specificationaccredited-acse-history-b-.pdf

More detail about the site students study is available here: https://www.english-heritage.org.uk/visit/places/york-cold-warbunker/ The site study is assessed in a separate exampaper 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.

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

Read Attack Warning Red!: How Britain Prepared for Nuclear War by Julia McDow all.

Use the internet to research other ROC site in the local area. https://www.subbrit.org.uk/categories/nuclear-monitoring-posts/



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

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.

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 1&2:

1.Food Prep & Cooking techniques 2.Presentation Techniques

- 3 Nutrition & menu planning
- 4 Customer Types
- 5.Seasonality Sustainability
- 6.Special Diets
- 7.Food borne illness
- 8.Environmental health officer
- a.c.iivii Oliiilelitai lie
- 9.Allergies & intolerances
- 10.Food legislation

Unit 1: 1.4 Food safety in H&C industry & Unit 2: 2.1 - 2.4 H&C in action

Food related causes of ill health and symptoms of food poisoning and how to prevent it.

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.

<u>Specific Keywords</u>: 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 practical's

Formative assessment: End of Unit test.

Resources stored in Showbie

Revision Knowledge organisers on Showble 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 Showble

Summer Term

Unit 2:

1. Analyse the assigned Brief

- Map out suitable dishes
- Assess nutritional benefits to customer needs
- Explain impact of cooking on nutritional value
- 5. Environmental factors involved in dish choice
- 6. Timeplan for Practical
- 7. Review & Evaluation

Unit 2: Mini Mock NEA

2023 WJEC Brief used to create a Mock NEA. One dish instead of two to plan, cook and evaluate.

Year 10 Mock Exam in June

Specific keywords: Non Exam Assessment; batonnet, chiffonade, brunnoise, julienne, bain-marie, aeration, paoching, caramelising, sauteing, blanching; sustainability, ethical, moral, food-miles, organic, freerange, demographics, halal.

Low stakes Test (LST) on several areas

Teacher Assessment of Mock Practical

Formative assessment: Evaluation of practical.

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



Autumn

Term

Year 10 Core Curriculum Overview: **Mathematics**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

(1) Algebraic manipulation (2) Quadratic equations

- (3) Product rule for counting
- (4) Accuracy and Bounds
- (5) Surds
- (6) Exact trigonometry values and graphs
- (7) Data representation and analysis

Expand double and triple brackets and factorise quadratic expressions

- Solve auadratic equations
- Plot quadratic functions Use the product rule for counting to solve problems
- Rationalise the denominator of a surd
- Error intervals for rounded and truncated number
- Find bounds for calculations
- Know exact trigonometry values
- Recognise and plot trigonometric graphs
- Construct and interpret histograms
- Cumulative frequency graphs and box plots

Review assessments will take place twice a term towards the end of each half term.

Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous

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Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Support students with revision (as required) ahead of the assessment using auality resources such at

> Maths Genie Dr Frost Maths Corbett Maths

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Spring Term

(8) Quadratic Functions

- (9) Sketching quadratic graphs
- (10) Venn Diagrams and Set notation
- (11) Probability
- (12) Direct and Inverse proportion
- (13) Reciprocal graphs
- (14) Linear Graphs
- (15) Inequalities
- (16) Circles

Completing the square Quadratic formula

- Identify roots and turning points of functions
- Venn diagrams, set notation
- Probability tree diagrams
- Direct and inverse proportion (word problems, algebraic representation and graphs)
- Plot and understand reciprocal graphs
- Find equations of parallel and perpendicular lines Solve linear and quadratic inequalities. Represent
- inequalities graphically Circle mensuration, arcs and sectors, and Circle Theorems

(17) Equation of a circle and simultaneous eauations

- (18) Loci and bearings
- (19) Further Trigonometry
- (20) Circle theorems

Know the equation of a circle centred at (0.0)

- Solve linear simultaneous equations by elimination
- Solve simultaneous equations one of which is non-
- Measure and draw bearings
- Sine rule, cosine rule, area of triangle formula
- Use angle properties involving circles to find missing

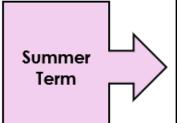
An end of year assessment will take place during the final term.

Assessments will cover content that has been taught throughout the year building on knowledge from previous years.

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Maths Genie Dr Frost Maths Corbett Maths



- and substitution
- Construct line and angle bisectors



Autumn

Term

Spring

Term

Year 10 Support Curriculum Overview: Mathematics



Topics / Content Outline

(1) Algebraic manipulation

- (2) Quadratic equations
- (3) Angle properties and bearings
- (4) Data representation and analysis
- (5) Accuracy and Bounds
- (6) Fraction operations
- (7) Percentage change

(8) Quadratic Functions

- (9) Plotting quadratic graphs (10) Venn Diagrams and set
- (11) Probability tree diagrams
- (12) Direct and Inverse proportion
- (13) Reciprocal graphs
- (14) Linear Graphs
- (15) Find equations of parallel lines
- (16) Simultaneous equations

Powerful Knowledge (key concepts, skills)

- Collect like terms
- Expand single and double brackets
- Factorise quadratic expressions
- Know and use angle properties to find missing angles
- Construct and interpret composite and dual bar charts
- Round values to varying degrees of accuracy and use these to perform estimations
- Represent and solve linear inequalities
- Find error intervals for rounded and truncated values
- Find fractions of amounts and be able to calculate with fractions
- Find percentages of amounts with and without a calculator
- Calculate percentage change
- Solve auadratic equations by factorising
- Recognise and plot quadratic equations
- Identify roots and turning points of quadratic equations
- Use and understand Venn diagrams with set notation
- Probability tree diagrams
- Direct and inverse proportion (word problems, algebraic representation and graphs)
- Plot and understand linear graphs including finding the gradient
- Find equations of parallel lines
- Solve simultaneous equations

What will you be assessed on?

Review assessments will take place twice a term towards the end of each half term.

Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.

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How can you help at home?

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Dr Frost Maths Corbett Maths

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Summer Term

- (17) Circle mensuration
- (18) Finding sector area and arc length
- (19) Volume of prisms and other 3D solids
- (20) Constructions and loci
- (21) Using mathematics in the real world
- Find the area and circumference of a circle
- Find the area of a sector and calculate arc length
- Find volumes of 3D solids and solve related shape problems
- Construct line and angle bisectors
- Measure and draw bearings
- Use mathematics to solve functional problems set in real-world scenarios
- Interpret worded questions

An end of year assessment will take place during the final term.

Assessments will cover content that has been taught throughout the year building on knowledge from previous years. Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Support students with revision (as required) ahead of the assessment using quality resources such at

> Maths Genie Dr Frost Maths Corbett Maths



Autumn Term

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?

Media Language and Representation

Film Marketina

- No Time To Die (+ Industry)
- The Man with the Golden

Advertisements

NHS 111

- This Girl Can
- Maaazines
- GQ Vogue

- 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 aualification

- one stepped auestion 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

Summer Term

Media Language and Representation

Newspapers

- The Sun
- The Guardian

Newspapers

- The Sun (+ Website)

Industry and Audience

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
- One stepped question on Media Audiences [45 Marks]
- Mrs Fishers videos to make notes. LINK - to her YouTube page

You could ensure students are using

- You can look at past exam papers and mark schemes LINK - Past papers & Mark Schemes
- You can also use the exam boards resources -- LINK

Industry and Audience

Game Industry

- Fortnite
- Epic Games Website
- Radio
- Desert Island Disks
- BBC Radio 4 website (The Archers)

NEA COURSEWORK 30%

- Crete a DVD cover and poster
- Magazine cover and Double Page Spread

Industry and Audience

- Cultural industries
- Reaulation
- Uses and Gratification
- BBC and Public Service broadcasters

NEA COURSEWORK 30%

- Affinity Photo
- Affinity Designer

- One stepped question on Media
- 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:

Developing baseline GCSE skills and musical literacy.

Introduction to Classical Music and the Orchestra

Powerful Knowledge (key concepts, skills)

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.

Term 2: Features of Classical Music/orchestral instruments

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.

Term 2:Slow Introduction and Exposition section analysis (Beethoven 1)

What will you be assessed on?

Term 1: Comfort zone performance: fortnightly homework to support.

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.

How can you help at home?

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.

Spring Term

Autumn Term

Deeper exploration of content required for AoS2.

Beethoven Symphony 1

Further work on composition and performance.

Term 1: For performance, practice ongoing of solo piece, acting on taraets set last term.

Term 2: Final draft of composition, For performance, second upload of solo piece. Complete submissions at this stage. (Year 10 Mock)

Performances in front of family/friends work well in the lead up to final assessment.

Summer Term

Revision of AoS 2 and exploration of content required for AoSI.

Beethoven Symphony I

Refining year 10 composition and performance pieces.

Term 1: Revision techniques and strategies for Y10 exams, Development and Recapitulation sections Beethoven 1. Using DIRT and moderated feedback from dept team to further refine composition and performance.

Term 2: Year 10 exams and feedback, A look at the AoS 2 set work and initial analysis. Setting targets for summer/very start of year

Term 1: Mini assessments/8 mark and 2 mark set work question responses and wider listening practice.

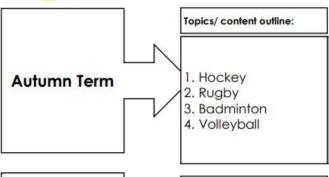
Term 2: Year 10 exams and mock grade generated across all 3 components.

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



Year 10 Curriculum Overview: PE





Powerful Knowledge (key concepts, skills)

- To show knowledge and understanding of complex skills in team sports and be able to help others
- Be able to use the skills in full sided games
- To understand the more complex rules and officiating
- To learn to work together and appreciate all members of the group in a full sided game
 To learn the more complex skills of badminton
- To learn the basic new skills of volleyball and transfer them to a small sided game
- To show knowledge and understanding of complex skill and tactics in team sports
- 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
- To know and understand and compete in the structure of a tournament

What will you be assessed on?

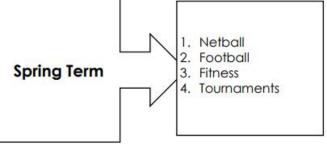
Rewards will be given on Class Charts

- Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

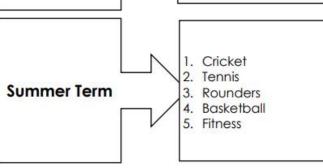
- 1. In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



- Rewards will be given on Class Charts
- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- S. Self and Peer assessment

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



- To develop the skills- throwing, striking and fielding
- To understand the rules in all activities to score, and now the positions of play and how to make tactical decisions
- To learn the new basic handing and shooting skills in Basketball
- To learn transfer invasion games knowledge into the new sport of Basketball
- To develop and understand different types of fitness and show self motivation

Rewards will be given on Class Charts

- Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

Encourage Extra-curricular sport:

- 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



Autumn Term

Topics/ content outline:

1. Components of Fitness

- Definitions, tests, examples.
- 2. Principles of training
- SPOR, FITT, definitions, examples.
- 3. Methods of training
- Continuous, Interval, Fartlek, Circuit,
- Weight, HIIT, Plyometric Definitions, examples, advantages &
- disadvantages.
- Warm up & cool down
- 4. Exam guestions and technique
- 5. Revision strategies

Powerful Knowledge (key concepts, skills)

- 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
- Identify and evaluating the reasons and benefits for warming up and cooling down.
- Developing and evaluating exam technique to answer exam
- Developing revision strategies

- Identifying and labelling 19 major bones
- Identifying two types of joints and where they can be found in 2.
- 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
- 10. Developing revision strategies.

What will you be assessed on?

1. Components of Fitness

- Definition of each component
- Tests for each component
- Sporting Examples for each component

2. Principles and Methods of Training

- 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

How can you help at home?

- Support students accessing subject resources on
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.

Support students accessing subject resources on

Encourage students to actively participate in their

three practical sports and/or attend school extra-

Support in completion of homework and revision

Check ClassCharts

curricular

Check ClassCharts

Support in completion of homework and revision

Spring Term

- Skeletal System Naming and locating bones
- Types of joint and movement
- Synovial joint
- Functions of the skeleton

Muscular System

- Naming and locating muscles
- Antagonistic pairs (definitions and examples)
- 3. Exam guestions and technique
- 4. Revision strategies

Skeletal System

- Naming and locating the 19 major bones
- Identifying two different types of joint, and joints
- 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

2. Muscular System

- Naming and locating the 11major muscles
- Explaining antagonistic pairs and the key terms associated with this.
- Giving examples of antagonistic pairs in the body and sporting movements.

- 1. Lever systems Identifying, explaining & drawing all 3 lever systems.
- Identifying and explaining the component parts of a lever (fulcrum, effort, load).
- Sporting examples of each lever.

2. Planes and Axis

- Identify and draw 3 planes of movement
- Identify and draw 3 axes of rotation
- Sporting examples in each plane and lever 3. Cardiovascular System
- Identify and label parts of the heart
- Identify and explain the main functions of each blood vessel
- Check ClassCharts

curricular.

Support in completion of homework and revision

Support students accessing subject resources on

Encourage students to actively participate in their

three practical sports and/or attend school extra-

Summer Term

1. Lever Systems

1st. 2nd. 3rd Class, examples in the body and sport, diagrams

2. Planes and Axis

- Sagittal, Frontal and Transverse planes, Longitudinal, Frontal and Transverse axes
- Examples 3. Cardiovascular System
- Labelling heart, pathway of blood, blood vessels, key terms,
- 4. Exam questions and technique
- 5. Revision strategies

- 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.
- 10. Developing and evaluating exam technique to answer exam



Year 10 Curriculum Overview: GCSE PE Paper 2



Autumn Term

Topics/ content outline:

Powerful Knowledge (key concepts, skills)

How can you help at home?

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. Section2

Produce a fully justified analysis of the importance of the different components of fitness for their chosen activity.

Section 3

Evaluate the strengths and weaknesses of the performance

Section 4

Evaluate the strengths and weaknesses of the performance

Produce an action plan which aims to

improve the quality and effectiveness of

Section 5

Section 6

Movement analysis

the performance.

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

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.

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

Section 3

Give an accurate overview of all of the key skills required for their chosen activity.

Section 4

Give an accurate and thorough assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity

Section 5

Movement analysis and classification of skill is detailed and accurate.

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

What will you be assessed on?

Apply knowledge and understanding of the factors that underpin performance and involvement in physical

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

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.

- Support students accessing subject resources on
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- Support in completion of homework and revision

Spring Term

Produce a detailed and accurate action plan containing:

- · 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.

Encourage students to actively participate in their three practical sports and/or attend school extra-

- Check ClassCharts
- Support in completion of homework and revision

Support students accessing subject resources on

Summer Term

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.

- Support students accessing subject resources on
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular
- 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?

 Toys and games mini project: recap of core content from Toys and games mini project: **Autumn Term**

- Depth of field
- Movement and shutter speed research and slow shutter experiments

Composition types, viewpoints and framing Basic editing using Affinity

Effective annotation, evaluation and presentation in digital

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 GCSE assessment objectives, completing a full project

Printing and mounting work

Toys and games composition, viewpoint and framing work Depth of field theory test

Shutter speed ghost images, painting with light and freezing movement

Encouraging students to take photos away from lessons to practise use of viewpoint, 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, You Tube videos on

Affinity editing software depth of field, ISO and Shutter speed. Proofreading written work to help pick up SPAG

errors

Spring Term

- Movement and shutter speed research, slow and fast shutter experiments
- Portrait project:
- Liahtina
- Development of personal direction
- Group images

Conventions of portrait photography 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, abstraction and groups of images Introduction to more involved development and creative responses, re-shooting creating groups of images on Photoshop, double exposure

Shutter speed and ISO theory test Portrait project:

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AOS: 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

Talking to students about their ideas

Summer Term

- Double exposure
- Abstract portraits
- Completion of portrait project
- Mock exam sessions
- 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

AO3: Planning and research photography AO4: Realisation of final piece and the project iourney

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

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?

Forces & Motion Newton's Laws of Motion, Inertia, = ma, Acceleration due to aravity, Confirmina F = ma by experiment, Forces & Braking, **Autumn Term** Momentum

> 2) Nuclear Radiation Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons

The nature of forces & named examples of forces Newton's 1st, 2nd & 3rd laws of motion Resultant force. Using F = ma Weight, mass & gray, Field strength including W = mg Explaining "terminal velocity" Explaining how thinking & braking distance are affected

The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air Activity of count rate & the unit "becquerel" (Bg)

The Y9 topic "Motion" and the Y10 topic "Forces

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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 ea turning content into a visual representation, pausina & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ...".

Nuclear Radiation Spring Term Y10 Electricity

Half-life & the random nature of decay Calculations using half-life (limited to integer no.s of half-

Contamination & irradiation

Revision of Y9 Electricity (see Y9 page) Thermistors & LDRs The nature of filament lamps & diodes / LEDs Experiments investigating filament lamps & diodes The Y9 topics "Motion" & "Waves" and the Y10 topic "Forces & Motion"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ..."

Y10 Electricity **Summer Term** Energy

The application of LDRs, diodes and thermistors for responding to environmental change.

Types of energy stores. Explaining processes/events in terms of energy moving between stores. Conservation of energy Using some energy equations

The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion" & "Y10 Electricity"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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 eq turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy ...".



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)

How can you help at home?

Forces & Motion Newton's Laws of Motion, Inertia, F = ma, Acceleration due to gravity, Confirming F = ma by experiment, Forces & Brakina, Momentum **Autumn Term** 2) Nuclear Radiation

Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons

3) Moments< Levers & Gears

The nature of forces & named examples of forces Newton's 1st, 2nd & 3rd laws of motion Resultant force. Using F = ma Weight, mass & gray. Field strength including W = mg Explaining "terminal velocity"

Explaining how thinking & braking distance are affected The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air Activity of count rate & the unit "becquerel" (Bq) Moments applied to levers & gears.

The Y9 topic "Motion" and the Y10 topic "Forces & Motion"

What will you be as@sed on?

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".

Nuclear Radiation Y10 Electricity Spring Term

IGS topic "Using Waves"

Half-life & the random nature of decay

Calculations using half-life (limited to integer no s of halflives)

Contamination & irradiation Fission Reactors. Background radiation. Medical uses.

Revision of Y9 Electricity (see Y9 page) Thermistors & LDRs

The nature of filament lamps & diodes / LEDs Experiments investigating filament lamps & diodes Lenses & ray diagrams. Seismic Waves & the Earth's structure. Colour & the Eye. Range finding. Reflection. Black-body radiation.

The Y9 topics "Motion" & "Waves" and the Y10 topics "Forces & Motion", "Using Waves" & "Moments Levers & Gears"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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 auestions, 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.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".

Y10 Electricity **Summer Term** Space Physics The application of LDRs, diodes and thermistors for responding to environmental change.

Types of energy stores, Explaining processes/events in terms of energy moving between stores. Conservation of energy Using some energy equations

Orbits, Red shift & the expansion of the universe as evidence for the Big Bang. Dark Matter & Dark Energy. The 'life cycle" of stars.

The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion", "Y10 Electricity", "Moments, Levers & Gears" and "Using Waves"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy ..."

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 ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".

Year 10 PSHE Curriculum Overview **Session Content Powerful Knowledge** . The Equality Act 2010 was written into law to protect people from discrimination. The Equality Act lays out 9 protected The Equality Act -> Living characteristics which are: age, gender, sex, sexuality, gender reassignment, disability, marriage, pregnancy, religion. Building a community involves defining a clear purpose, fostering meaningful relationships, and encouraging active protected characteristics participation among members. Creating communities is essential for fostering connections, support, and callaboration among Creating communities Individuals. Communities can be formed in various contexts, including local neighbourhoods, online platforms, and professional networks. They provide a sense of belonging and can enhance personal and collective well-being. Pear 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. Peer pressure or respected by them. Trinking about strategies to manage peer gressure is important to manage and reduce personal risk. Autumn Misinformation -> Aliginformation 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. Can be found from approved sources and being friendship and online media literate means understanding where information you are using and interpreting comes from. cultures. Bottemism is having extreme political or religious views; these views can sometimes be shared in echo chambers anline. In life you will always come across views that are different from your own, it is important that you can challenge discriminatory Term development Radicalisation and views but also learn to understand and accept other people's perspectives 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 extremism. challenging alsorimination in all its form in all your spaces (school, home, wider community). Conflict and de-escalation in communities PSHE survey Blas, opinion, speculation and take news are all elements that can influence a person's opinions through what they read or Influence of the media Relationships see in the media. The purpose of social media is for some people is to make maney as their main income, therefore content Social media self-reflection 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 3. Psychology of behaviour Self-reflection on use of social media including analysis of nersonal screen time and annusans Anaer and emotion (is it Psychologists use various theories to understand why people behave the way that they do, Some theories are blological, some revolutionical some socialatical. normal if...) Spring ersonal Anger is an interse emotional state involving a strong, uncomfortable and non-cooperative response to a perceived provocation, hurt, or threat. A person experiencing anger will often experience physical effects, such as increased heart rate, Domestic abuse and 5. elevated blood gressure, and increased levels of the stress hormone. Some view engar as an emotion that triggers part of the flatt or flatt response. Angar becomes the predominant feeling behaviourally, cognitively, and physiologically when a person abusive relationships **Term** makes the conscious choice to do something to immediately stop the threatening behaviour of another outside force. Coercive control in a relationship is an act or a gathern of acts of assault, threats, humiliation and infinidation or other abuse. Appropriate relationship and Cuckooing is where a criminal gang takes over the home of a vulnerable person for the purposes of drug dealing. Abuse is behaviours treating someone or something with aruelty and violence. Domestic abuse is an incident or pattern of incidents of controlling, coercive, firrestering, degrading and violent behaviour, including sexual violence In remartic relationships certain behaviours are appropriate and same are not, it is important to recognise regitlag behaviours and to understand where influence and our perception of a healthy relationships come from. sex ے TBC: Health and wellbeing drop down day: Topics → stem cell donation, organ donation, blood donation, one punch, prison me no way? Subject Culture is an umbrella ferm which encompasses the social behaviour, institutions, and norms found in human Recognising and societies, as well as the knowledge, beliefs, arts, laws, austoms, capabilities, and habits of the individuals in these challenging Incel 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 FGM and Honour based procedures that involve partial or total removal of the external female genitalla, or other injury to the female genital organs for non-medical reasons. violence Consent must be freely given, and the person must have capacity to consent, consent can be withdrawn at any Summer time. Victim biaming means when the victim of a crime or any wrongful act is held entirely or partially at fault for Revenge pornography 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. Deep fakes and AI Term A deep take is a video, image, etc. in which a person's face, body, or voice has been diatrally aftered so that Recognising and they appear to be someone else, typically used maliciously or to spread false information Body Image is a person's subjective picture or mental Image of their own body. Body Image can be affected by challenging multiple things including: the media, social media, peers, family, relationships, language used around image appearance ideals

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
- 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

- Discuss features and rea 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/20 03/42/contents
- Use the Dove self-esteem project as a prompt to discuss body image



Year 10 Curriculum Overview: SPANISH



♥ RESILIENCE					♥ RESILIENCE
		Topics/ content outline: Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
Autumn Term		Expressing opinions on different types of holidays Describing a past holiday Describing an ideal holiday	 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 	90-word writing task (expressing opinions on different types of holidays, describing a past holiday, talking about an ideal holiday).	 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		Opinions on school subjects Description of your school Description of your uniform + opinion School rules Description of primary school Memorable day at school Ideal school	 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 	□ Y10 Mocks begin (27 April-6 May) – Reading, listening, writing paper	> As above
Summer Term		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 Free lime pack (over summer)	 ✓ 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 	☐ Y10 Speaking exams w/c 22 June and 29	> As above > Free time pack (over summer)



Year 11 Curriculum Overview: ART



े व				• RESILIENCE
Тор	pics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	oursework 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 ow n	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.	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	ternally 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	Coursew ork deadline: Early January Coursew ork is assessed in its entirety (60% of final grade). Exam w ork-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	ternally 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?
	2.1 Growing the business 2.2 Making marketing decisions	Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business Product Price Promotion Place Marketing mix	End of unit test 2.1 Growing the business Year 11 mock. All of theme 1 – paper 1 2.1 & 2.2 – paper 2	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	2.3 Making operational decisions 2.4 Making financial decisions decisions 2.5 Making human resource decisions	Business operations Working with suppliers Managing quality The sales process Business calculations Business performance Organisational structures Effective recruitment Training and development	End of unit test 2.3 Making operational decisions 2.4 Making financial decisions	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	2.5 Making human resource decisions	Motivation Exam preparation	End of unit test 2.5 Making human resource decisions GCSE exam	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: 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. Finishing <u>coursework</u> (30%)

Component 3:

Responding to a Brief

Creating a **mock**devised performance
based on a previous
exam brief and writing
the logs.

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting

Applying chosen Practitioner Methodologies

Writing detailed: targets for Task 1 and Task 3 –
ability to set, monitor and evaluate your targets.

Skills, Dramatic Techniques & Design Skills

appropriate to the Style(s).

Component 2:

- Your ability to apply a range of acting or musical skills, dramatic techniques, spatial skills and design elements, working 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.

Component 3:

- 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).
- Your ability to describe your ideas and skills and how they developed throughout the devising process.

 Evaluating key acting and design choices you made.

Component 2:

- Read through and discuss how they have met their targets.
 - Discuss their final performance and their strengths and areas for improvements.

Component 3:

- Tak through the concept for the devised performance.
- Read through Ideas, Skills and Evaluation Log exemplars and make a checklist of what they need to include in their logs.

Spring Term

Component 3:

Responding to a brief real performance and exam logs in timed conditions (40%)

Creating a final devised performance based on the January exam brief. Group Work Skills: listening, communicating, negotiating, discussing & supporting. Interpretation skills: considering the target audience, intentions and purpose of the performance.

Working clearly in the Style of the script: using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style.

Applying appropriate Practitioner Methodologies.

Writing detailed: descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.

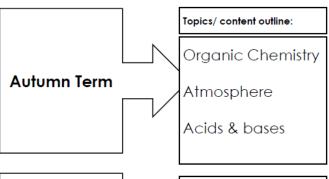
- Your Group Work Skills.
- Your ability to interpret and achieve the requirements that are on the exam brief.
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and
- design elements to work clearly in the given style(s).
- The final Ideas, Skills and Evaluation logs (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.
- 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: CHEMISTRY





Powerful Knowledge (key concepts, skills)

rude oil – mixture of hydrocarbons, Fractional distillation and cracking icomplete and complete combustion tructure of Alkenes, alcohols, carboxylic acid and polymer plus their lactions (Sep only)

Interpret evidence and evaluate different theories about the Earth's early atmosphere ,Development of the gases in the atmosphere

Greenhouse effect and climate change

Difference between an alkali and base Production of soluble and insoluble salts Strong and week acids (HT only) Titrations (Sep only)

Electrolysis of molten ionic substances – link to structure and bonding in terms of ions Manufacture of aluminium Electrolysis of aqueous solutions

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)

What will you be assessed on?

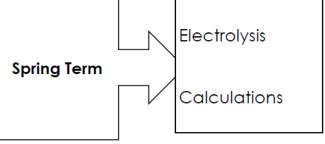
Organic Chemistry & Atmosphere

Acids and Bases

How can you help at home?

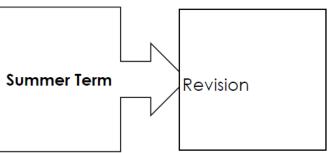
Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.

Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard



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



- 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.

Citizenship development Module Personal Subject

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

Powerful Knowledge

- 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.

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

Finance Module

Finance module

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



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

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)

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.

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

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 Doman 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.



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 irewalls, 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.



Autumn Term

Spring Term

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



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

C - Generating Design

- C Generating Design Ideas:
- Idea Sketching
- Initial development

B - Brief & Specification

- 3. Design experimentation
- 4. Use of design strategies

D - Developing Design Ideas:

- Developing Design Ideas
 Development of design
- . Modelling
- Material testing
- 4. Manufacturing specification

 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 mack exam.

NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.

Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.

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.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser.

E - Realising Desing Ideas

1. Manufacturing the design

- Manufacturing the design prototype
- Evidence of manufacture

F - Analysing & Evaluating

- Evidence of design iterations
 Testing of Prototype
- Ongoing analysis & evaluation

D&T Exam Revision

 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 tuture madifications.
- Core exam revision within lesson time and for homework, facusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques.

Completion of the NEW coursework, worth 50% of their GCSE grade.

Pupils will complete small amounts of core recall tasks during the NEA, along with detailed review of their mock exam paper.

Once revising, pupils will practise exam questions and teachers will provide feedback on techniques and knowledge, as required. Support pupils with the final deadline, some may need to attend extra sessions after school to complete tasks.

Please support pupils to create a revision plan for all subject areas, including D&T.

Those that also attend Engineering will have some cross-over knowledge that will support both subjects.

Summer Term

D&T Exam Revision up until pupils leave for exams. Care 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. 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. Support pupils with their exam preparation and revision.

Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bilesize/examspecs/zby



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

NEA 1
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.

Key words: Research, Hypothesis, Experiment, Investigation, data, conclusions, the report NEA1 - 15% of the overall grade - completed by November

NEA2 – 35% of the overall grade – start in November and complete by Easter Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser

Spring Term

Practical 2 / write up
 Practical 3 / write up
 Write up
 Write up
 Write up
 Writing for the final practical
 Writing time plan
 Writing Time plan
 A hour final practical
 Evaluation/ costings/Nutritional
 Analysis
 Hand in NEA2
 10.

NEA2

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 10relevant and skilful dishes
Practical work with excellent presentation and skills demonstrated
Final practical
Evaluation, Nutrition Analysis, Costings.

Key words: Research, Task Analysis, skills, presentation Nutrition Analysis, Costings, Time Plan, Evaluation NEA2 – 35% of the overall grade – completed by Easter Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showble.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser

Summer Term

1.REVISION 2.REVISION 3.REVISION 4.REVISION 5.REVISION 6.REVISION

Structured revision using revision guide Practice exam questions Practice multiple choice questions

Final Examination 50% of the overall grade

Supporting and encouraging revision for final exam.



Year 11



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

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
- Benefits/Drawbacks of networks
 Cloud storage
- 10. Cloud Computing

Manipulation of data (sum, average, matrix/pivot tables)

Development of an information dashboard

is not biased, misunderstood or used to make inaccurate decisions?

Make appropriate recommendations based on data analysis

Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components

Network availability and access

Network threats

Pearson Pre-set assignment

Encourage your child to:

Practice the Pearson pre-set assignment
Practice Microsoft PowerPoint skills
Analyse 2022-23 coursework paper



 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
- External Threats
 Internal 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

Topics 6-10 (Autum Term)
Topics 1-10 (Spring Term)
All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario

Recall keywords from lessons

Work through practice papers from 2022

Encourage your child to:

Engage with on-line learning material / videos



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

The main purpose of an information flow diagram visualise the flow and exchange of data between systems.

Information Flow Diagrams are also known as "System" diagrams.

A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution.

The process of creating a Data Flow Diagram

Topics 6-10 (Autum Term)
Topics 1-10 (Spring Term)
Topics 1-7 (Summer Term)
All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Mock exam questions

Encourage your child to:

Recall keywords from lessons

Work through practice papers from 2022

Engage with on-line learning material / videos



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?

1. Final Devising Logs. **Autumn**

- 2. Live Theatre Review
- 3. Set Text: Blood Brothers work

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).

Applying chosen Practitioner Methodologies Writing detailed: descriptions, analyses & evaluations of your process, research, ideas and final devised performance and of the use of design and acting kills used on Set Text extracts & in Live Theatre

- 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
- 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.

- 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

Term

5. Text in Performance work and Exam 6. Set Text: Blood Brothers work.

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: using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style.

Applying appropriate Practitioner Methodologies. Writing detailed: descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.

- 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.

- 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

Summer Term

Final revision for all elements of the written exam

Script Interpretation Skills: who, what, where, when & why understanding context, subtext... Writing detailed: descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.

- 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.
- 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: - 'The duality of man': the study of 'Jekyll and Hyde' - Focused teaching of Language Paper 2 Areading questions on two non-fiction texts and I written task on writing from a point of view.

Powerful Knowledge (key concepts, skills)

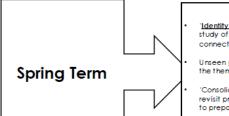
- Good versus evil
- Human nature
- Repression
- Crime and Punishment
- · Gothic horror
- Reputation
- Gender
 Darwinism and evolution
- Darwinishi ana evolulo
- Scientific development
 - Duality
 - Deception
 - Violence

What will you be assessed on?

- 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 w riting)
- Mock exams: Language Paper 2, Literature
 Paper 1 (Jekyll and Hyde. Macbeth)

How can you help at home?

- 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 Show bie group has a wealth of resources to support home learning and revision – it contains quotation banks, know ledge organisers, example questions and model answers.



'Identity and Experience': 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

- Identity
 Conflict
- Control
- Power
- Change
- Experience
- Nationhood
- Patriotism
- Isolation
 The effects of war
- The power of the imagination

- 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)
- 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 Show bie 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

'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations

All of the above

GCSE examinations

- 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 Show bie 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

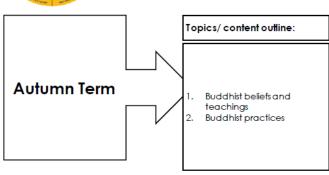


₹ • • • • • • • • • • • • • • • • • • •				• RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	R38- Principles of Engineering Design 1. Methods of ev aluating designs • Production of models • Qualitative evaluation • Ranking Matrices • Quality function deployment • R40 Modelling Designideas 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-ExamAssessment (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 • 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





Powerful Knowledge (key concepts, skills)

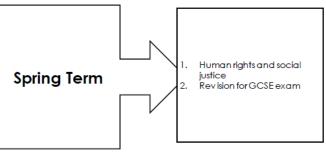
- Birth and life of Siddhartha
 Buddhas ascetic life
 Enlightenment
 Dharma
- Dharma
 Dependent arising
 Three marks of existence
- 7. Four noble truths
 8. Theravada and
 Mahayana Buddhism
 9. Arhat and Bodhisattva
- Places of worship
 How Buddhists worship
 Meditation
- Visualisation
 Death and mourning
 Wesak and Parinirvana
 Day
- 7. Karma, Karuna and Metta
- Five moral precepts and six perfections

What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies exiam criteria. Separate exiam 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.

How can you help at home?

- 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.
 - Complete knowledge organisers.
 - Practice exam style questions.
- Read 'The Buddha in daily life' by Richard Causton.



- Human rights and social justice
 Prejudice and
 - discrimination
- Religious freedom
 Disability and race
- Christian attitudes
 about wealth
- Poverty and its causes
 Exploitation of the poor
- 8. Giving money to the poor

Exam preparation

A range of formative and summative assessments following 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 understandina.

- Direct your child to resources on BBC bitesize
 Continue the conversation at home: discuss
- 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.
- · 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? 1. Recap on school pack (set for ✓ Complex opinions and justifications ■ Weekly vocab tests Join teacher Showbie group and hwk) √ Translation both wavs H5ATM folder ■ Weekly exam skills revision 2.The school day Keep an eye on ClassCharts for all √ WOW phrases 3. School rules (listening and reading) homework and assessment √ il faut/il ne faut pas + verbs 4. School Problems □ November mocks (listening, information √ Recap on the Imperfect and the 5. Uniform Autumn Term Support with student organisation reading and writing) - w/c 6. Primary School conditional tense Support with guiding revision tasks set 17th November - Monday 1st 7. Ideal School Preparing for the writing and speaking (flashcards, mind maps, avizzina) 8. Photocard / speaking December Work through speaking questions exam preparation together. DIRT 9. Jobs and future plans pack Speaking with the French assistant Complex opinions and justifications 1.Sports Join teacher Showbie group and H5ATM **WOW phrases** ☐ Speaking mock 2 w/c 26 Jan 2.Internet Translation both ways and w/c 2nd Feb 3.Reading Keep an eye on ClassCharts for all Adjectival agreements ☐ Speaking mock 3 w/c 16 4.TV homework and assessment information Comparing sports/programmes etc March and w/c 23 March 5.Cinema Spring Term Support with student organisation Recap on perfect and future tenses ■ Weekly vocab tests 6.Speaking questions (Free Support with guiding revision tasks set Direct object pronouns ☐ Weekly exam skills revision (flashcards, mind maps, quizzing) How to use revision folder H5ATM 7. Revision strategies (listening and reading) Work through speaking questions DIRT Media & technology pack together. Speaking with the French assistant Join teacher Showbie group and H5ATM Developing reading and listening skills 1. Home and local area folder 2.Photocards ✓ How to revise Keep an eve on ClassCharts for all 3.Role-plays □ Real GCSE speaking DIRT on past papers homework and assessment information 4. Customs pack Summer Term Tense revision exam w/c 13 April and Support with student organisation 5. Environment -key vocab Recorded revision sessions for each skill Support with guiding revision tasks set Speaking practice w/c 20 April (flashcards, mind maps, quizzing) Work through speaking questions together.



Year 11 Curriculum Overview: Functional Skills Pathway From September 2024



of Chang and St.				
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Overview of the Functional Skills Assessments 2.Review of presentational features 3.Reviiew 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	Reading and understanding a written task is key to formulating a successful response and using key words to identify purpose, audience and form.	December mock examination in Functional Skills Reading and Writing The results will be used to decide next steps.	Use the practice papers and revision materials provided on Showbie
Spring Term	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	Effective communication requires skilled speaking and listening skills that show you have understood the task and tailored your response to the audience. Asking detailed questions demonstrates good listening. Effective revision provides many opportunities to overlearn using different learning styles.	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	Use the revision resources provided on Showbie Practice and time your presentation at home.
Summer Term	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.	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	You will be preparing for your GCSE examinations in English Language	Use the revision resources provided on Showbie by your English teacher



Year 11 Curriculum Overview: Geography



Physical Landscapes – Rivers and Coasts

Topics/content outline:

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

Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.

Powerful Knowledge (key concepts, skills)

Landscape, Abrasion (or corrasion), Arch, Attrition, Bar, Beach, Beach nourishment, Beach reprofiling, Cave, Chemical weathering, Cliff, Deposition, Dune regeneration, Erosion, Gabion, 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

What will you be assessed on?

Knowledge Check

Mid-topic assessment

End of Topic assessment

How can you help at home?

- 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

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. Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, 'grey' water, groundwater management, overabstraction, 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.

Knowledge Check

Mid-topic assessment

End of Topic assessment

- 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/ourfacility/leeds-recycling-energy-recoveryfacility-rerf-works

Issues Evaluation and Fieldwork

Section A: Issues evaluation

pre-release booklet

Section B: Fieldwork

- Two enquiries of contrasting environments, showing an understanding of physical and human aeography
- Unfamiliar fieldwork questions

Hypotheses/ questions, theory/ concepts, risk assessment, human and physical fieldwork, primary and secondary data collection, recording data, sampling strategy, methos and justification, visual, graphical and cartographic methods of data presentation, analysis, statistical techniques, anomalies, conclusions, evaluation

End of Topic assessment

- Revisit the areas of Ikley 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



Autumn Term

Topics/ content outline:

Unit 4: Living Under Nazi Rule, 1933-

- 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?

Powerful Knowledge (key concepts, skills)

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

More detail can be found here: https://www.ocr.org.uk/Images/207164-specificationaccredited-gcse-history-b-.pdf

What will you be assessed on?

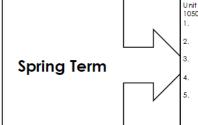
The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to view s expressed in, or quotations from, historical interpretations.

Students will practice these question across the Autumn term of Year 11, completing a mock exam in Year 11.

How can you help at home?

Study the Viking impact on the local area by visiting the Jorvik Viking Centre.

There are also a wide range of documentaries relating to Viking history.



Unit 5: The Viking Expansion, c.750-1050

- 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
- How did Danish kings show their
- pow er, 958-1035?

This period study follows the unfolding narrative of the expansion of the Viking w orld 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 w arfare, trade and settlement.

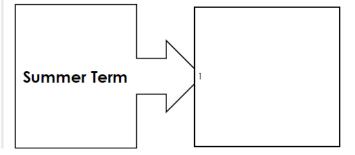
More detail can be found here:

https://www.ocr.org.uk/Images/207164-specification-accreditedgcse-history-b-.pdf

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 know ledge 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.

Students will practice these question across the Spring term of Year 11, completing a mock examin Year 11.

There are numerous documentaries and podcasts w hich relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' know ledge and understanding.









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

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, foodmiles, 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 Showble

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 showble



Year 11 Curriculum Overview: Foundation Mathematics



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- Reading and interpreting tables
- (2) Solve problems involving time
- (3) Speed, distance, time
- (4) Laws of indices
- (5) Fraction operations
- (6) Fractions of amounts
- (7) Percentages of amounts
- (8) Interest rates percentage
- (9) Shape and transformations

- Read, interpret and solve problems with clocks, timetables, energy bils
- Speed, distance, time problems
- Use the laws of indices to manipulate algebra
- Use all four operations with fractions, including with mixed number fractions
- Find percentages of amounts, with and without a calculator and solve real – life problems involving percentages
- Problems involving fractions, mixed numbers, percentages, simple and compound interest.
- Perform and describe transformations of shape

The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been taught so far.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to attend funch time and afterschool revision sessions as required.

Encourage students to complete the mixed practice revision homework

Support students with revision (as required) ahead of the assessment using quality resources such at

> Maths Genie Dr Frost Maths Corbett Maths

Spring Term

(10) Standard form calculations

- (11) Problems involving direct
- and inverse proportion
 (12) Angle properties
- (12) Angle properties
- (13) Probability diagrams
- (14) Forming and solving equations to solve problems
- · Convert to and from standard form
- Calculate using values in standard form
 Direct and inverse proportion problems
- Finding missing sides in similar shapes
- Consolidate angle properties in triangles, polygons, parallel lines
- Know fundamental properties of probability and be able to use probability diagrams
- Form equations from worded contexts and solve to find solutions to problems

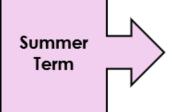
The Mock Examination in February will assess content from across the whole of the GCSE curriculum. Encourage active participation in weekly Sparx Maths
'Compulsory' homework.

Encourage students to complete past paper homeworks.

Encourage students to attend lunch time and afterschool revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie
Dr Frost Maths
Corbett Maths



- Revision
- Problem Solving
- Exam Preparation
- Revision in class of specific topics
- Practise of applying problem solving skills to examination style auestions
- Completing past examination papers

Paper 1- No Calculator Allowed – 90 minutes Paper 2 - Calculator Allowed – 90 minutes Paper 3 - Calculator Allowed – 90 minutes Encourage students to complete past paper homeworks.

Encourage students to attend lunch time and after-school revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie
Dr Frost Maths
Corbett Maths



Year 11 Curriculum Overview: Higher Mathematics



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

(1) Speed, distance time

- (2) Functions
- (3) Trigonometric Functions
- (4) Transformations of graphs
- (5) Equations of circles
- (6) Estimating gradients and area under curved graphs
- (7) Volume of 3D solids
- (8) Area and volume scale factors

- Function notation, composite functions, inverse functions,
- Graphs of trigonometric functions, exact values of trigonometric functions.
- Reflections and translations of graphs
- Circle theorems and proofs of circle theorems
- Estimate gradients of curved graphs and velocity from distance-time graphs etc
- Estimate area under curved graphs and distance from velocity-time graphs
- Solve problems involving speed, distance, time
- Solve problems involving volume of 3D solids
- Use scale factors to find missing areas and volumes

The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been tauaht so far.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to attend lunch time and after-school revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

> Maths Genie Dr Frost Maths Corbett Maths

Spring Term

(9) Vectors and vector proof

- (10) Constructions and loci
- (11) Algebraic proof
- (9) Ratio and algebra problems
- (10) Problem solving using combinations of disciplines
- Represent vector journeys using formal notation
- Formally prove statements using vectors
- · Use algebra to prove algebraic statements
- Perform angle and line bisectors and use these to solve problems involving loci
- Use algebra and ratio to solve complex problems involving proportion

The Mock Examination in February will assess content from across the whole of the GCSE curriculum. Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to complete the mixed practice revision homework

Encourage students to attend lunch time and afterschool revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at <u>Maths Genie</u>

Dr Frost Maths

Summer Term

Revision

- Problem Solving
- Exam Preparation
- Revision in class of specific topic
- Practise of applying problem solving skills to examination style questions
- Completing past examination papers

Paper 1- No Calculator Allowed – 90 minutes Paper 2 - Calculator Allowed – 90 minutes

Paper 3 - Calculator Allowed – 90 minutes

Encourage students to complete past paper homeworks.

Encourage students to attend lunch time and after-school revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie
Dr Frost Maths
Corbett Maths



Autumn Term

Spring Term

Year 11 Curriculum Overview: Media Studies



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

How can you help at home?

Media Language and Representation

- TV Crime Drama
- Luther
- The Sweeney

Industry and Audience

TV Crime Drama

- Luther
- The Sweeney

NEA COURSEWORK 30% COMPLETE

Media Language & Representation

- Todorovian Narratology
- Propp's Character Types
- Binary Opposition
- Intertextuality
- Feminism
- Stereotypes

Industry & Audience

- Reception Theory
- Uses and Gratification
- Cultural industries

Component 2: Understanding Media Forms and Products

What will you be assessed on?

Exam: 1 hour 30 minutes 30% of aualification

Section A: TV

- One question on either media language OR representation, which will be based on an extract from
- One question on media industries. audiences or media contexts.

- 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

Media Language and Representation Music Videos TLC- Watefalls

- Justin Bieber Intentions
- Lizzo Good ad Hell

Industry and Audience

Online + Participatory Culture

- Justin Bieber.com
- Lizzo.com
- Social Media

Media Language & Representation

- Star Power
- Propp's Character Types
- Binary Opposition
- Intertextuality
- Feminism
- Stereotypes

Industry & Audience

- Reception Theory
- Uses and Gratification
- Cultural industries

Component 2: Understanding Media Forms and Products

Exam: 1 hour 30 minutes 30% of qualification

Section B: Music

- One auestion on either media language OR representation (reference to relevant contexts may be required)
- One question on media industries, audiences or media contexts.

- 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

The assessments will determine individual students need for revision.

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.



Year 11 Curriculum Overview: MUSIC



Topics/ content outline: Set work analysis **Autumn Term** Brief composition

Powerful Knowledge (key concepts, skills)

1.Studying the 3 Queen set songs (Seven Seas; Love of My Life; Bohemian Rhapsody). Analysis techniques linked to MAD TT SHIRT. 2. Exploration of the Brief composition. A look at student examples from previous years and drafting a plan.

What will you be assessed on?

- 1. Short answer knowledge checks - QUEEN
 - 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.
 - Mock exams

How can you help at home?

QUEEN- students will be set regular homeworks to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!

Spring Term

 Green pen MOCK exam and set targets

issued and fine-tunina

Free composition (year

10) until the end of

September.

AoS3 and AoS4 exploration

Revision of Queen an Beethoven set texts. Dual coding/metacognition techniques as common practice in lessons to help embed powerful knowledge in these final weeks. An exploration of Traditional and Modern Classical Music for the unseen aural components of the listening paper.

Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.

Regular testing of key vocab and features of all Areas of Study and the set works.

Encourage active listening at all times- TV themes/ the car radio- ask your young musician to describe musical details.

Summer Term

1.NEA administration and paperwork

2. Revision and practising listenina

Revision and practising listening-bringing it all together in the final few weeks.

Final examination and NEA marks

Regular testing of key vocab and features of all Areas of Study and the set works.



Year 11

Options

Programme

Year 11 Curriculum Overview: PE



Topics/ content outline: Powerful Knowledge (key concepts, skills) 1. To use all previous knowledge to be able to participate at a recreational level **Autumn Term** 2. To develop their ability to work with 1. Badminton others in the group **School lessons** 2. Netball 3. To be able to organise a tournament or 3. Basketball competition 4. To learn how to officiate. 4. Volleyball To know and understand the importance of a healthy work/life balance 2. To introduce different types of fitness 1. Circuit Training: Boxercise, Step, **Spring Term** 3. To challenge themselves to achieve PRIDE Pilates, Yoga **School Lesson** 2. Continuous **Training**

School Activities

5. Body Pump (ILTSC)

8. Climbing (Clip 'n' climb)

Football

Squash

ILTSC Gym

Nuffield gym

7. Ten Pin Bowling

1. To develop a positive approach to their

2. To introduce different ways to use their

4. To develop a good understanding of

recreation time

recreation time

in the community

work/life balance

What will you be assessed on? How can you help at home? Rewards will be given on Class Encourage Extra-curricular sport: Charts 1. In school 1. Personal Effort 2. In the Community 2. Sportsmanship/working with 3. Encourage regular exercise others 4. A healthy diet and lifestyle 3. Resilience/perseverance 4. Responsibility Encourage Extra-curricular sport: Rewards will be given on Class Charts In school Personal Effort 2. In the Community 2. Sportsmanship/working with 3. Encourage regular exercise 4. A healthy diet and lifestyle others 3. Resilience/perseverance 4. Responsibility Rewards will be given on Class Encourage extra-curricular sport: Charts 1. In school Personal Effort 2. In the Community 2. Sportsmanship/working with 3. Encourage regular exercise 3. To introduce the students to opportunities others 4. A healthy diet and lifestyle 3. Resilience/perseverance 4. Responsibility



Year 11 Curriculum Overview: GCSE PE Paper 1



What will you be assessed on? How can you help at home? Topics/ content outline: Powerful Knowledge (key concepts, skills) Recap on Cardiovascular System Identifying key terms relating to the Cardiovascular system Demonstrate knowledge and understanding of the Support students accessing subject resources on 2. Key functions and component parts of the Cardiovascular factors that underpin performance and involvement in HR, SV, CO and Interpreting Data Encourage students to actively participate in their physical activity and sport. Cardiovascular Revision and Explaining key processes as part of the cardiovascular and Apply knowledge and understanding of the factors that three practical sports and/or attend school extra-**Autumn Term** Exam Technique underpin performance and involvement in physical curricular respiratory systems. Respiratory System Identifying aerobic and anaerobic exercises Check ClassCharts Aerobic and Anaerobic Exercise Identifying the short and long term effects of exercise on the Analyse and evaluate the factors that underpin Support in completion of homework and revision Effects of Exercise performance and involvement in physical activity and Developing and evaluating exam technique. sport. Identifying the 5 methods of reducing the risk of injury and Demonstrate knowledge and understanding of the Prevention of Injury Support students accessing subject resources on factors that underpin performance and involvement in providing examples. Components of Fitness (revision) Revision strategies and techniques for the components of physical activity and sport. Principles of Training (revision) Encourage students to actively participate in their fitness, priinciples of training, methods of training, and the Apply knowledge and understanding of the factors that Methods of Training (revision) three practical sports and/or attend school extraunderpin performance and involvement in physical main body systems. curricular. Skeletal System (revision) Exam technique, understanding and developing application activity and sport. Check ClassCharts Muscular System (revision) in answering exam questions. Analyse and evaluate the factors that underpin Support in completion of homework and revision Levers, Planes and Axis (revision) Application of knowledge to sporting examples. performance and involvement in physical activity and Cardiovascular System (revision) Recall and retention of key terms for each topic area. **Spring Term** Respiratory System (revision) **Summer Term**



Year 11 Curriculum Overview: GCSE PE Paper 2



Autumn Term

Topics/ content outline:

Sports Psychology Mental preparation Types of guidance Types of feedback

Powerful Knowledge (key concepts, skills)

- Know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking.
- Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical.
- Understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.

What will you be assessed on?

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.

How can you help at home?

- Support students accessing subject resources on Showbie
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- · Support in completion of homework and revision

Health, fitness and well-being Diet and nutrition Physical activity and sport in the UK Participation in physical activity and sport

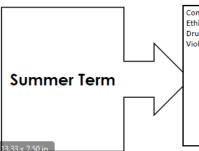
- know what is meant by health, fitness and well-being •
 understand the different health benefits of physical activity
 and consequences of a sedentary lifestyle: know the
 definition of a balanced diet
- know the components of a balanced diet carbohydrates proteins fats minerals vitamins fibre water 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
- Be familiar with current trends in participation in physical activity and sport:
- Understand how different factors can affect participation,

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.

- Support students accessing subject resources on Showbie.
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- Support in completion of homework and revision



Spring Term

- Commercialisation of sport Ethics in sport Drugs in sport Violence in sport
- ... 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.
- know and understand: the value of sportsmanship the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.
- know and understand the reasons why sports performers use drugs

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.

- Support students accessing subject resources on Showbie.
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- Support in completion of homework and revision



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.

Proofreading written work to help pick up SPAG errors

relevant TV programmes or Podcasts e.g. Sky Arts

Encouraging your young person to watch

Masters of Photography

Spring Term

Completion and submission of coursework portfolio (60% of GCSE grade) Begin Externally Set Assignment:

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

Encouraging students to research future study and careers options

Summer Term

Completion of Externally Set Assignment: Practical exam sessions(40% of GCSE grade)

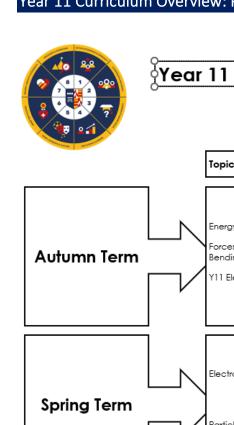
Preparing for exam sessions and working independently under exam conditions Externally Set Assignment

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing ideas

AOS: 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?

Energy (continued from Y10) Forces & Elasticity (aka Forces, Bending & Stretching) Y11 Electricity (Mains electricity) Energy stores, the transfer of energy between stores and the conservation of energy. Work done & power.

Energy resources - pros/cons of different resources

Elastic & inelastic behaviour. The spring constant, Hooke's

Alternating/direct current/PD.

Mains PD, frequency & max current. Safety features – earthing & fuses

Transformers used to maximise transmission efficiency

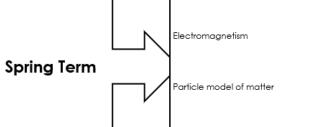
Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity" Y10 topics "Forces & Motion", "Atomic Structure & Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

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 eq turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".



Induced & permanent magnets

Magnetic fields around bar magnets, conducting wires and solenoids

The motor effect & F = Bit.

Density. Measuring density.

The nature of solids, liquids and gases – a particle model. Specific heat capacity & specific latent heat. Internal energy.

Y10 topics "Forces & Motion", "Energy" Y11 topics "Forces & Elasticity" & "Electromagnetism"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

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, pausina & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".



Everything!

Assessment could cover any topic & will depend on strengths/weaknesses identified in revision work.

- 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 ea turning content into a visual representation, pausina & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".



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?

Energy (continued from Y10) Forces & Elasticity (aka Forces, Bending & Stretching)

Y11 Electricity (Mains electricity)

Forces & Pressure

Static Electricity

Energy stores, the transfer of energy between stores and the conservation of energy.

Work done & power. Efficiency.

Energy resources - pros/cons of different resources Elastic & inelastic behaviour. The spring constant. Hooke's

Alternating/direct current/PD.

Mains PD, frequency & max current.

Safety features – earthing & fuses

Transformers used to maximise transmission efficiency Pressure at depth in a fluid. Atmospheric pressure. Upthrust. Electric fields & charges.

Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity" Y10 topics "Forces & Motion", "Atomic Structure & Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity", "Forces & Pressure" & "Static

Electricity" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

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.

Links, topic questions etc are available in the Showbie class "Physics ALL Y11".

Spring Term

Autumn Term

Electromagnetism

Particle model of matter

Generators & Transformers

Particles & Pressure

Induced & permanent magnets

Magnetic fields around bar magnets, conducting wires and solenoids

The motor effect & F = Bit

Density, Measuring density.

The nature of solids, liquids and gases – a particle model. Specific heat capacity & specific latent heat.

Internal energy

Electromagnetic induction: microphones, transformers and generators

Pressure in gasses. pV=constant

Y10 topics "Forces & Motion", "Energy" Y11 topics "Forces & Elasticity", "Electromagnetism", "Generators & Transformers" & "Particles & Pressure".

The most up-to-date listings re, what's on the tests will be on Showbie "Physics ALL Y11"

- 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 guestions, or work on them together
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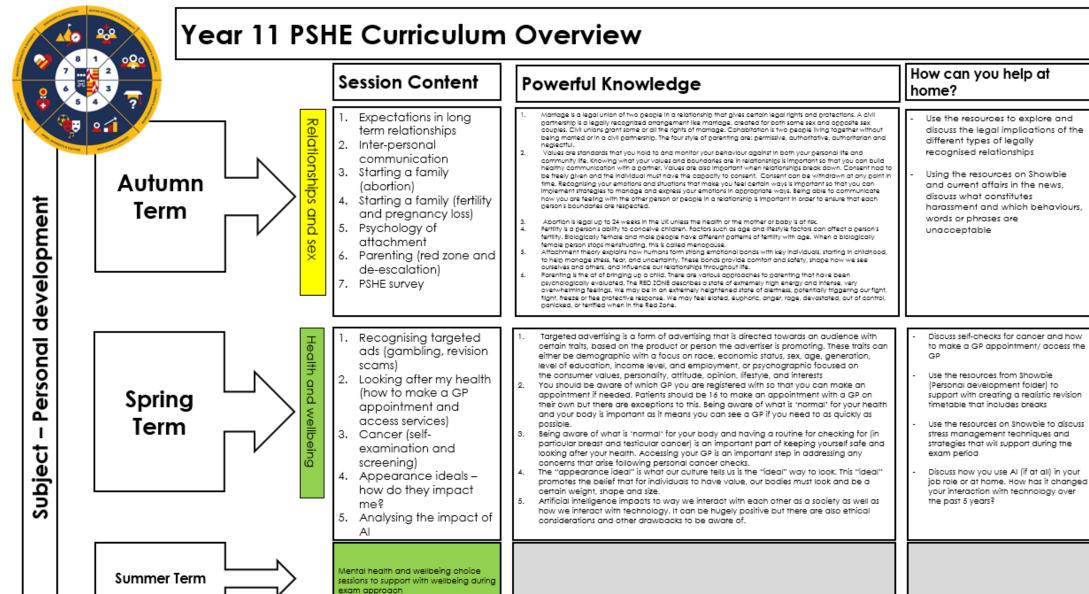
Revision including past paper **Summer Term** practice.

Everything

Assessment could cover any topic & will depend on strengths/weaknesses identified in revision work.

- 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.

Links, topic questions etc are available in the Showbie class "Physics ALL Y11".



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



Year 11 Curriculum Overview: SPANISH

Past/future health intentions



What will you be assessed on? How can you help at home? Topics/ content outline: Powerful Knowledge (key concepts, skills) What celebrities you admire ■ Weekly vocab tests Join teacher Showbie group and and why Re-cap of lo bueno/lo malo G8RYQ folder What makes a good /bad role ■ Weekly exam skills revision ✓ Re-cap of desde hace Keep an eve on ClassCharts for all model (listening and reading) Your reasons for/against homework and assessment ✓ Translation skills (both wavs) wanting to be a celebrity □ November mocks (listening, information 150-word skills Relationship with family/friends **Autumn Term** Support with student organisation reading and writing) - w/c ✓ Re-cap of preterite, near future, conditional, Ideal partner and why Support with guiding revision tasks set Activities in 17th November - Monday 1st (flashcards, mind maps, quizzing) past/present/future with How to use revision folder G8RYQ friends December Work through speaking questions ✓ DIRT toaether. Customs and Festivals pack Speaking with the Spanish assistant Se puede + infinitive □ Speaking mock 2 w/c 26 Jan 1. Describing your town Recap of the preterite 2. What you did in your town recently and w/c 2nd Feb > As above. Particularly look 3. Recommendations for your town ✓ Modal verbs □ Speaking mock 3 w/c 16 4. Where you want to live in the future out for March tracking Giving recommendations March and w/c 23 March 5. Ideal house/town Spring Term 6. Local environmental issues ✓ Simple/near future ■ Weekly vocab tests information and Mock 7. What you do/did/will do to help ☐ Weekly exam skills revision Recap of si clauses + condition protect the environment Speaking 2 8. Discuss opinions about global issues (listening and reading) Modal verbs Media + technology pack Describe diet and preferences Developing reading and listening skills > As above. Particularly look Talk about fitness and How to revise out for revision resource health routine □ Real GCSE speaking DIRT on past papers How to achieve good material on Teams/ Revision Tense revision Summer Term exam w/c 13 April and physical/mental well-being for GCSE Spanish Showbie Recorded revision sessions for each skill Healthy/unhealthy habits w/c 20 April G8RYQ



Year 12 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



Autumn Term

Topics/ content outline:

Unit 1

Principles of Science

- 1.Animal and plant cells
- Tissues 3.Atomic structure and bondina
- 4.Chemical and physical properties of substances related
- 5. Waves and their application in communications.

Powerful Knowledge (key concepts, skills)

- 1. Periodicity and properties of elements
- Production and uses of substances in relation to properties
 - Structure and functions of cells and tissues
- Cell specialisation
- Tissue structure and function
- Working with waves
- 7. Waves in communication
- Use of electromagnetic waves in communication

What will you be assessed on?

This unit is assessed through an examination worth 90 marks with a total time of 2 hours, undertaken in three timed sessions of 40 minutes for each of Biology, Chemistry and Physics.

Learners must take all three parts of the single examination in the same series to be awarded a result. The paper will include a range of question types, including multiple choice, calculations, short answer and open response. These question types will assess discrete knowledge and understanding of the content in this unit.

How can you help at home?

Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time. Flashcards will be provided to aid in their revision.

Spring Term

Unit 2

Practical Scientific Procedures and Techniques

- A. Undertake titration and colorimetry to determine the concentration of
- B. Undertake calorimetry to study cooling curves.
- C. Undertake chromatographic
- techniques to identify components in
- D. Review personal development of scientific skills for laboratory work.

- Laboratory equipment and its calibration
- Preparation and standardisation of solutions using titration
- Colorimetry
- **Thermometers**
- Cooling curves
- Chromatographic techniques
- Application of chromatography
- Interpretation of a chromatogram
- 9. Personal responsibility
- Interpersonal skills
- 11. Professional practice

Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries. You will submit reports for each assianment

There is a maximum number of four summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aim: B (B.P3, B.P4, B.M2, B.D2) Learning aim: C (C.P5, C.P6, C.M3, C.D3) Learning aim: D (D.P7, D.M4, D.D4)

Encourage the use of Showbie to access lesson resources and attendance to all lessons to ensure you complete all the practical's required for each assignment. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to submit your coursework on time.

Summer Term

Unit 3

Science Investigation Skills

- I.Plannina a scientific investigation
- 2. Data collection, processing,
- analysis and interpretation. 3. Drawing conclusions and
- evaluations.
- 4. Enzymes in action
- 5.Diffusion of molecules
- 6.Plants and their environments 7.Energy content of fuels
- 8.Electrical circuits

- 1.Planning a scientific investigation
- 2. Data collection, processing, analysis and interpretation.
- 3.Drawing conclusions and evaluations.
- 4. Enzymes in action
- 5.Diffusion of molecules
- 6.Plants and their environments
- 7.Energy content of fuels
- 8.Electrical circuits

To complete the written task in Part B, learners will be provided with Part A. Part A will outline the method/materials used to generate results/observations from a practical investigation.

This unit will be assessed through a written task (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting. within a supervised assessment session timetabled by Pearson. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using secondary information/data from scientific investigations related to the unit content.

Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time.



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

COURSEWORK:

- 1. Introduction to the course.
- Workshop style technical classes.
- Further developments of the formal elements, in relation to "Concealed and Revealed" theme.

Awareness and development of the formal elements. Experimental group and individual responses.

How to present ideas and developments in an A Level sketchbook.

Introduction to "Concealed and Revealed".

Initial ideas explored and researched.

Continued technical and experimental workshops in response to given theme including paint, print, observation

Observations Group work Art theory written analyses 3D work

- If visiting large cities, pop into the city gallery. View ing art first hand is invaluable in helping with ideas and seeing highest quality work by renow ned artists.
- Sign your child up for life drawing classes locally.
- Watchart related programmes.
- Talk about their w ork 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

COURSEWORK:

- London galleries visit
- 6 stages of a project towards response 1.
- Careers week

Inspirational London Galleries visit – to support ideas for response 1.

The focus for response 1 is creative composition arrangement.

- 6 Stages of an A Level project:
- Stage 1 Initial ideas
- Stage 2 Inspirational artists

photography and sculpture.

- Stage 3 Recording observations
- Stage 4 Planning
- Stage 5 Experimental trials
- Stage 6 Response 1

Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.

Coursework-grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)

- Stage 1 Initial ideas
- Stage 2 Inspirational artists
- Stage 3 Recording observations
- Stage 4 Planning
- Stage 5 Experimental trials
- Stage 6 Response 1

As above.

Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.

Summer Term

COURSEWORK:

- 6 stages of a project towards response 2.
- Year12mockexam
- Visit to Leeds Arts University Degree show.

The focus for response 2 is surface.

- 6 Stages of an A Level project:
- Stage 1 Initial ideas
- Stage 2 Inspirational artists
 Stage 3 Recording observations
- Stage 4 Plannina
- Stage 5 Experimental trials
- Stage 6 Response 1

Year 12 mock exam:

- 90 minute written analysis
- 5 hour practical (response 2)

Coursew ork and mock exam w ork are assessed against Edex cel assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and experimenting w ith appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

As above

Art Colleges and Universities hold their end of year exhibitions and Open Days this half termoffering 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.

Taxes and Kinesis

Plant Responses



Year 12 Curriculum Overview: Riology

responses controlled by auxins in plants.

evaluation, comprehension, practical competencies



- Value :	year .	Year 12 Curriculum Overview: Biology subject to change				
100	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	*RESILIENCE How can you help at home?		
Autumn Term	Biological Molecules Biochemical Tests Enzymes Digestion + Absorption Eukaryotic Cell Structure Standard Deviation Studying Cells Plasma Membranes + Transport Across Membranes DNA Structure and Replication	Properties of water + importance, condensation reactions to form large molecules + hydrolysis for breakdown. How to determine molecules present in a solution + estimate concentration. How enzymes lower activation energy to catalyse reactions, + factors that affect enzyme action. Hydrolysis of starch, proteins + lipids to form small soluble molecules + the mechanisms of absorption. Measuring variation using standard deviation and its use to determine if differences are significant or not. Plasma membrane fluid mosaic structure and how this controls permeability. Size, solubility in lipids + water, and concentration gradient determine the mechanism used for transport across membranes. Watson + Crick model of DNA structure and how this relates to function Steps in the Semi-conservative replication of DNA to give accurate copies. Skills: Detailed factual recall, written communication, application of knowledge, data handling + analysis, evaluation, comprehension practical competencies	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Assessment 1 - Biological Molecules, Biochemical Tests Eukaryotic Cell Structure, Studying Cells Assessment 2 - Any topic from assessment 1 + Enzymes, Plasma Membranes and Transport Across Membranes	Ensure students complete all homework thoroughly, using their lesson notes to help. Encourage them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course. Prompt them to use the course study guide for tips on how to learn		
Spring Term	Surface area to volume ratio Gas Exchange, Ventilation + Disease Haemoglobin Circulatory System and Disease Tissue Fluid Cell Cycle, Mitosis + Cancer Genetic Code, Protein Synthesis + Mutations Prokaryotic cells + Binary Fission Viral Structure and Replication Immunology and Monoclonal Antibodies Meiosis Genetic Diversity and Natural Selection Classification+ Taxonomy	Problems associated with increased size of an organism and adaptations required. Features of gas exchange surfaces in humans, fish, insects and plants. Mechanism of ventilation by establishing a pressure gradient. How disease reduces ventilation, diffusion rates for gas exchange and therefore blood oxygen levels. How haemoglobin loads and unloads oxygen and adaptations of haemoglobin. Heart structure and function, events in the cardiac cycle, structure and adaptations of blood vessels. Cardiovascular disease, risk factors and correlations. How tissue fluid is formed and returned. Events of the cell cycle + mitosis that enable stem cells to produce new cells for growth and repair. What cancer is and how treatments can inhibit the cell cycle. The features of the universal genetic code and how it determines protein structure and function. The events in protein synthesis + how mutations change the genetic code + lead to changes in proteins. Structural features of prokaryotic cells compared to eukaryotic and how these cells divide to reproduce. General features of virus and replication. Specific structure of HIV and its replication. Passive + active immunity, vaccination + the uses of monoclonal antibodies in testing + treating disease. How gametes form and the causes of variation. Differences in alleles and the importance of genetic diversity in populations. The theory of natural selection and types of selection. Classification based on evolutionary relationships and how taxonomic groups are determined. Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Assessment 3 – Any topic from the Autumn Term + SA:Vol ratio, Gas Exchange + Ventilation, Cell Cycle + Mitosis, Cancer, Genetic Code, Protein Synthesis + Mutations	Ensure students complete all homework thoroughly, using their lesson notes to help. Encourage them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course. Prompt them to use the course study guide for tips on how to learn.		
Summer Term	Transport of Water in Plants Xerophytes Transport Of Organic Molecules in Plants Antibiotic Resistance Biodiversity Statistics Ecosystems Ecological Techniques and Measuring Population Size Tayes and Kinesis	Cohesion-Tension theory for the transport of water + ions along the xylem + factors affecting rate of transpiration. Adaptations of xerophytes to prevent water loss and increase water uptake. Translocation and the mass flow hypothesis to transport sucrose and amino acids. The use of radioactive tracing and ringing experiments to study translocation. How antibiotics act + application of the theory of natural selection to explain how resistance develops. Species richness and the index of diversity as ways of measuring biodiversity. Human impact on biodiversity. Use of stats tests to determine if differences/correlations are due to chance. Selecting the correct test + writing conclusion. Terminology for ecosystems + use of quadrats, random sampling + mark-release recapture to determine population size. The use of transects to study the distribution of organisms. Responses of animals and plants to stimuli to increase survival chances – movement in animals and growth responses controlled by a usins in plants.	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis and evaluation through short and long answer questions Practical Competencies Year 12 Mocks - 2 Papers - All topics and skills from the AS Content (none of the red topics in the Summer Term)	Produce a timetable for increased revision for mocks. Ensure students complete all homework thoroughly, using their lesson notes to help. Tell them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course.		

Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis,

Prompt them to use the course

study guide for tips on how to learn.



Year 12 Curriculum Overview: Business



Topics/ content outline: 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

Powerful Knowledge (key concepts, skills)

The market Liability Internal finance Role of an entrepreneur Entrepreneurial motives & External finance characteristics Planning Moving form entrepreneurial to Sales forecasting leader Budgets Forms of business Sales, revenue and costs Business objectives Profit Business choices Break-evn Market research Market positioning Product/service design Branding and promotion

What will you be assessed on?

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

How can you help at home?

- Encourage students to read and stay up-todate with business in the real world
 Help students revise for the end of unit
- Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions



Pricing strategies Liquidity Distribution Business failure Marketing strategy Production, productivity and Demand efficiency Capacity utilisation Supply Markets Stock control PED Quality management YED Approaches to staffing Recruitment, selection and

training

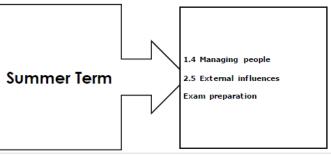
Motivation

Organisation design

End of unit tests - Theme 1 Common Assessment 3 - 1.3 Marketing Mix & Strategy Common Assessment 4 - 1.2 The market

End of unitTests - Theme 2 Common Assessment 3 - 2.3 Managing Finance Common Assessment 4 - 2.4 Resource Management

- Encourage students to read and stay up-todate 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



Leadership

Economic influences
Legis lation
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

- Encourage students to read and stay upto-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

 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)

Define, explain and give examples of:

- 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.

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 Encourage your child to:

Recall key concepts 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 12 CS revision plan.



1. Networkina

- 2. Data structures
- 3. Binary Manipulation
- 4. Computation thinking
- 5. Little Man Computer
- 6. Web Technologies
- 7. Boolean Alaebra
- 8. Python challenges (21-30)

Define, explain and give examples of:

- 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.

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

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 12 CS revision plan.



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.

Define, explain and give examples of:

- 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.
 Piracy and offensive communications. • Layout, colour paradigms & character sets

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

Topics 1-9 (Autum Term) via exam auestions 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

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 12 CS revision plan.



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

Project 1 = Lamp

- Marking up and routing
- 2. Mitre joint and sanding
- Corel Draw and laser cutting
- Drilling- set up and change drill bits
- 8. Vacuum forming . OnShape CAD bracket/ 3D Print
- Line bend acrylic
- 9. Assembly & 2D/3D sketching
- Plug & Yoke process 11. Welding Steel &Standard
- Components 12. Core Topics- Materials. Finishes & Digital Design Manufacture
- wood, metal and plastic Sketching, drawing and CAD skills

overview and induction

Project 1:

Introduction to Core Knowledge and examination skills

Workshop Health and Safety -

Using hand and machine tools

3D construction methods in

Core exam knowledge. 50% of grade;

- 1.1 Material Properties 1.2-1.5 Woods
- 1.2-1.5 Polymers
- Practical making skills
- Core Examination topic practice questions, plus two mini core exams.
- Dairy of Manufacturing and Planning
- 2D and 3D sketching
- 2D and 3D Computer Aided Design
- 1/2 termly examination questions 40mins

Purchase Aqa Textbook - Design & Technology Product

Design by Ian Granger Resources for projects and examination Core materials are stored in Showbie.

Encourage sketching practise Encourage revision for the practice exam guestions.

If asked, become a client for projects, answer questions and supporting the design process.

Spring Term

Project 2 = One Sheet Challenge Brief and Project Plan

- 2.Context Analysis & Situation 3.Initial Concepts
- 4. Ergonomics & Anthropometrics
- Product Disassembly & Ikea Trip Design Specification
- . Product Models and prototypes 8. Carey's visit & client feedback
- Computer Aided Design
- Presentation models & Costing 11. Present to the Client
- 12. Factory Visit
- 13. Core topics, Maths, Feasibility Studies

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
- Develop higher level skills in sketch and CAD communication
- Supporting deeper Core Knowledge and examination skills

Core exam knowledge, 50% of grade:

- 1.2-1.5 Metals 1.2-1.5 Papers&
- Boards 1.-2-1.5 Composites
- 1.2-1.5 Smart Materials and Modern Materials
- 1.4 Adhesives
- All NEA aspects of the project work
- Creativity and originality
- Advanced skills in drawing and modelling
- Specific more challenging examination questions
- 1/2 termly examination questions 40mins

Continue support with resources for projects and examination. Core materials are stored in Showbie.

Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.

Encourage active revision activities to promote long term recall for exam

Summer Term

NEA and year 12 Mock Examinations Develop a unique project rationale

- 2. Create a series of Initial Concepts
- 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
- Develop the Project Specification
- Mock examinations and feedback
- 9. Core topics inc Health and Safety, Design Communication and Evaluation

NEA coursework, 50% of grade; Live Non Examination

- Assessment A Level project
- Time Management of final project
- 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

Core exam knowledge 50% of grade:

Paper 1 mock exam on 1.1 to 1.5. all

- areas Continues with
- 1.6 Scales of Practise
- 1.7 Digital design & manufacture
- 1.8 Design Development 1.9 H&S
- 1.10 Protecting designs
- 1.11 Repair & Disassembly
- Roll into year 13

- NEA on going monitoring, peer and self-assessment
- Year 12 Mock examination 2 1/5 hour paper with 120 marks - Technical Principles

Live Microsoft Teams Project Folios

Continue support with resources for projects and examination. Core materials are stored in Showbie.

Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.

Encourage active revision activities to promote long term recall for exam questions.



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

 Component 1: Devising, Exploration of Styles of Theatre

2. Component 3: Theatre Makers in Practice Section B Set Text -Expressionism.

listenina, communicatina, negotiatina, discussina &

supporting + Script Interpretation Skills; who, what,

Working clearly in Style of the script & Applying

appropriate Practitioner Methodologies by using

Acting Skills, Dramatic Techniques & Design Skills

where, when & why understanding context, subtext

Writing detailed: descriptions, analyses & evaluations.

Your Group Work Skills Devising & Script work Skills = 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.
- Questioning understanding of different texts, styles & practitioners.
- Discussing live & digital theatre seen.
- Reading and discussing meaning communicated in written responses.

Spring Term

- 1. Component 2: Text in Performance.
- 2. Component 3: Theatre Makers in Practice Section B Set Text.
- Component 3: Theatre Makers in Practice Section A Live Theatre.
- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext

appropriate to the Style/Practitioner.

Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.

Writing detailed: descriptions, analyses & evaluations.

- 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.

- Discussing Performance and Design concepts for Set Text.
- Discussing the purpose of theatre.
- Watching a range of live and diaital performances.
 - Reading in cue lines to help with line learning.

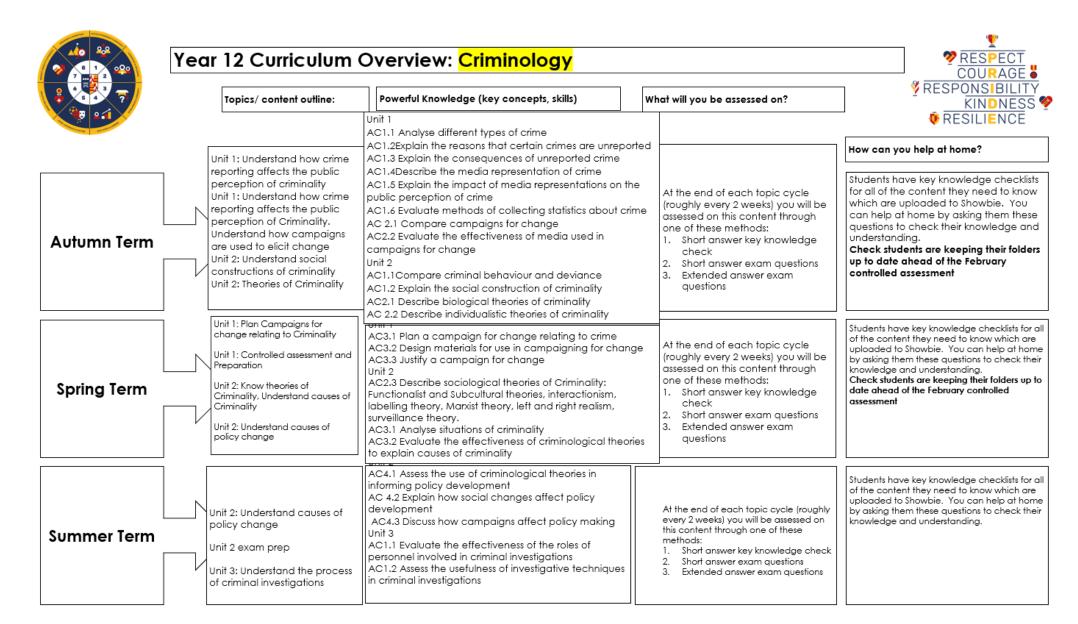
Summer Term

- Component 2: Text in Performance.
- 2. Component 3: Theatre Makers in Practice Section B Set Text.
- Component 3: Theatre Makers in Practice Section A Live Theatre.
- 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.

Writing detailed: descriptions, analyses & evaluations.

- 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

- Testina knowledge of the whole play and character development through the play.
 - Reviewing written responses and targets to address.





Spring Term

Summer Term

Year 12 Curriculum Overview: Economics



Topics/ content outline: I.1 The economic problem; 1.2 The allocation of resources; 1.3 Opportunity cost 2.1 Specialisation & trade; 2.2 **Autumn Term** Demand: 2.3 Supply: 2.4 Consumer & roducer surplus Macroeconomics

1.1 Circular flow of income; 1.2 AD; 1.3 AS 1.4 The interaction of AD & AS: 1.5 The multiplier & accelerator; 2.1 Economic growth: 2.2 Development: 2.3 Employment; 2.4 Inflation

2.6 Elasticity; 2.7 The concept of the margin; 2.8 Market failure & externalities: 2.9 Information failure; 2.10 Public goods Macroeconomics 2.5 Balance of payments; 2.6 Trends in Macroeconomic indicators; 3.1 Fiscal policy; 3.2 Monetary policy; 3.3 Supply side policy; 3.4 Policy conflicts

Microeconomics

Microeconomics 2.11 Government intervention Macroeconomics 4.1 International trade .2 Exchange rates

Powerful Knowledge (key concepts, skills)

role of economic agents; Factors of productio; Incentives; Economic systems Economic efficiencies; Opportunity cost and trade-of; Specialisation and the division of labour; Demand; The demand curve; Supply; The supply curve; Consumer surplus and

The circular flow of income; The methods of measuring national income, output and expenditure; Components of AD; The AD curve: AS & the AS curve - SRAS/LRAS: The multiplier and accelerator; Output gaps; possibility curve (PPC); Marginal propensities; Measurements of economic growth & development; SR/LR economic growth; Types of economies; Nominal & real values; Types of unemployment; Measuring unemployment; Inflation; Deflation; Disinflation; Hyperinflation; Index numbers

Price elasticity of demand; Income elasticity of demand; Cross elasticity of demand; Price elasticity of supply; Factors which determine the value of PED, YED, XED and PES; Total and marginal utility, diminishing marginal utility and the demand curve; Marginal costs and benefits; Externalities; Asymmetric information & moral hazard; Merit and demen goods; Characteristics of a public good; The free rider problem.

The components of the current account; Causes of imbalances on BoP; Trends in UK macroeconomics in the last 20 years; Government budget; Types of taxation; Types of government expenditure; National debt; Discretionary fiscal policy and automatic stabilisers; Crowding out; The Laffer curve; Interest rates; Money supply; Quantitative easing; Marketbased & interventionalist supply side policies. Conflicts and trade-offs petween policy objectives

Taxation; Subsidies; Government expenditure; Price controls; Buffer stock systems; Public/private partnerships; Legislation; Regulation, Tradable pollution permits; Information provision; Competition policy; Government failure.

International trade; Patterns of international trade over time; Advantages and disadvantages of international trade to Developed, emerging & developing countries; Fixed exchange rates; Floating exchange rates; Changes in exchange rates; Advantages & disadvantages of different exchange rate systems.

What will you be assessed on?

End of unit tests - Microeconomics Common Assessment 1 Common Assessment 2

End of unit Tests - Macroeconomics Common Assessment 1 Common Assessment 2

How can you help at home?

Encourage students to read and stay up to date with Economics in the real world.

Help students revise for the end of unit assessments.

Check Showbie to identify key resourcesthat can help to further understanding -such as knowledge checkers, revision strategies and sample questions.

End of unit tests - Microeconomics Common Assessment 3 Common Assessment 4

End of unit Tests - Macroeconomics Common Assessment 3 Common Assessment 4

Encourage students to read and stay up to date with Economics in the real world.

Help students revise for the end of unit assessments.

Check Showbie to identify key resourcesthat can help to further understanding -such as knowledge checkers, revision strategies and sample questions.

End of unit tests - Microeconomics Common Assessment 5

End of unit Tests - Macroeconomics Common Assessment 5

End of year 12 exam

Paper 1 - All microeconomics content Paper 2 - All of macroeconomics content Encourage students to read and stay up to date with Economic news in the real world.

Help students revise for the end of unit assessments

Check Showbie to identify key resources thatcan help to further understanding – such as knowledge checkers, and revision strategies.

Use Showbie to access past papers.

Year 12

Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints (where relevant)	Careers' Links
Autumn Term 1	The economic problem Allocation of resources Opportunity cost (intro) Supply Demand	Introduction to macroeconomics Macro indicators & objectives-what does a healthy economy look like? Circular flow of income Aggregate Demand Aggregate Supply Interaction of AD/AS The multiplier	Basic economic problem Economic & free goods Factors of production Resource allocation Normative & positive statements Scarcity Wants & needs Efficiencies Types of economy Opportunity cost & trade off PPF curve Supply Demand Circular flow & components Components of AD AS & how they are influenced AD/AS graphs The multiplier and marginal propensities	Common assessment 1-Micro Common assessment 1-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
Autumn Term 2	The interaction of markets Consumer & producer surplus Specialisation & division of labour Elasticity	Economic Growth Economic Development Employment Inflation	Specialisation Division of labour Derived demand Excess demand Excess supply Complementary goods Cross elasticity of demand Elasticity Income elasticity of demand Different types of goods Substitutes	Common assessment 2-Micro Common assessment 2-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor

Quantitative easing Influence of exchange rates Privatisation, deregulation and subsidies Competition policy Investment in infrastructure, education, training, R&D Reforms of the tax & benefit system Improved labour market flexibility
--

Summer Term 1	Government intervention	International trade Exchange rates	Taxation Subsidies Government expenditure Price controls Buffer stock systems Public/private partnerships Legislation & regulation Tradable pollution permits Information provision Competition policy Government failure International trade Patterns of international trade over time Advantages & disadvantages of international trade Exchange rate Fixed exchange rate Floating exchange rate	Common assessment 5-Micro Common assessment 5-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
Summer Term 2	Revision and exam practice for AS level examinations and/or mock examinations for Y12 microeconomics and macroeconomics Introduction to Year 13 content.			Year 12 Mock – Microeconomics & Macroeconomics	



Year 12 Curriculum Overview: ENGLISH LITERATURE



Autumn Term Aspects of Tragedy: 1. Induction to essay writing 2. Induction to critical perspectives 3. Introduction to aspects of tragedy 4. Othello by William

Powerful Knowledge (key concepts, skills)

Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

What will you be assessed on?

- 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

How can you help at home?

 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

Aspects of Tragedy: 1. Othello by William Shakespeare 2. Poetry of John Keats. 3. Introduction to the N.E.A

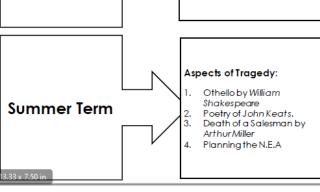
Shakespeare

ArthurMiller

Death of a Salesman by

Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

- 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
- 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
 Othelle
- Listen to The Play Podcast on Death of a Salesman



Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

- 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.
- 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



Summer Term

Year 12 Curriculum Overview: UNIT 1: Epistemology



Topics/content outline: Powerful Knowledge (key concepts, skills) The distinction between acquaintance knowledge, Unit 1: What is ability knowledge and propositional knowledge. 2. The nature of definition The Tripartite view knowledge? **Autumn Term** 3. Issues with the tripartite view including: the conditions are not individually necessary the conditions are not sufficient - Gettier and Unit 2: Knowledge Gettier style cases 4. Responses: Infallibilism, Realibilism, No False through Lemmas, Virtue Epistemology perception Direct Realism – Issues and responses Unit 2: Knowledge Indirect Realism and issues and responses through 3. Berkely's Idealism including issues and responses perception Innatism – Arguments from Plato and Leibniz Empiricist responses and issues with these (continued) **Spring Term** Intuition and Deduction Thesis - Descartes doubt. Cogito and trademark arguments - Issues and responses Unit 3: Knowledge through reason Unit 3: Knowledge

through reason

Unit 4: The limits of

(continued)

knowledge

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

Separate exam skills lessons are embedded in schemes of work and deliv ered frequentlys. 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.

How can you help at home?

- Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

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- Go through knowledge organisers and check understanding
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- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

4. Proof of the existence of the Physical work with issues and responses

- Philosophical scepticism and normal incredulity.
 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

A range of formative and summative assessments following the AQA Philosophy and ethics examcriteria.

Separate examskills 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.

- Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: FRENCH



What will you be assessed on? Topics/ content outline: Powerful Knowledge (key concepts, skills) How can you help at home? 1. Technology in everyday life Infinitive constructions > Join teacher Showbie group and H5ATM 2. Dangers of digital technology Opinion phrases Object pronouns 3. Digital technology users Keep an eye on ClassCharts for all Paper 1 (Listening, reading) 4. Future of technology Present tense (reg and irreg) homework and assessment information and writing) 5. Marriage and partnerships Perfect tense **Autumn Term** > Support with student organisation 6. Modern blended families Imperfect tense On-going vocabulary and Support with guiding revision tasks set > Recognition of past historic 7. Intergenerational relationships grammar tests (flashcards, mind maps, quizzing) 8. Paper 1 skills (Reading, listening and writing) Revision skills Work through speaking questions 7. Introduction to Photocard skills (Paper 3) Summary skills together. Paper 1 (Listening, reading) > Join teacher Showbie group and H5ATM 1. Contemporary French music and writing) 2. Popularity of francophone music Question forms Imperative verbs Keep an eve on ClassCharts for all 3. How to protect French music ☐ Paper 3 Mock 1 (Speaking homework and assessment information 4. History of French cinema Subjunctive verbs cards - Monday 2nd March) Spring Term 5. Importance of French films > Connectives followed by the subjunctive > Support with student organisation On-going vocabulary and > Support with guiding revision tasks set 6. Future of cinema Conditional tense grammar tests 7. Study of 'La Haine' cultural topic Si clauses (flashcards, mind maps, quizzing) > Work through speaking questions 8. Essays skills (Paper 2) Essay phrases and writing skills together. Y12 Mocks: □ Paper 1 (Listening, reading) > Join teacher Showbie group and H5ATM 1. Regional and national heritage and writing) > Adjectival agreement 2. Heritage and tourism Keep an eye on ClassCharts for all □ Paper 2 Mock – Essay paper Comparatives and superlatives homework and assessment information 3. Impact of heritage on culture Paper 3 Mock – Full speaking Future tense **Summer Term** 4. Voluntary sector in France > Support with student organisation Translation skills mock (2 cards) Support with guiding revision tasks set 5. Benefits of voluntary work Independent research skills □ On-going vocabulary and 6. Translation skills (Paper1) (flashcards, mind maps, quizzing) Essay planning and writing in times conditions grammar tests Work through speaking questions 7. Preparation towards IRP project together.



Year 12 Curriculum Overview: Geography



How can you help at home?

Watch Kevin McCloud's

ndependent work

resources on Showbie

revision on Showbie.

Follow any news stories about cities, especially Mumbai

'Slumming It' https://www.youtube.com/watch?v=vwDlgkdSMto

Recap on classwork to consolidate key concepts and

Challenge yourself to read around the subject, using the

Use course checklists to monitor your own progress

and London https://www.theguardian.com/cities,

Watch 'Jay Blades, East End through time'

Keep folders and notes organised

Read the RGS subject content overview

https://www.ras.org/schools/teaching-

environment-policies-and-strategies/

/article/partner-content-transforming-

What is happening in the

sundarhans?scrlvbrkr=6ce9f385

resources/changing-place;-changing-places/

Explore the governments approach to coastal

policies/other-plans-and-policies-information/sustainable-

Use the practice questions and mark schemes on

Use the intervention strategies available in the A-level

management https://www.eastriding.gov.uk/council/plans-and-

Sundarbans? https://www.nationalgeographic.com/environment

Coastal systems and landscapes

Changing

Places

Contemporary

Urban

Environments

Topics/content outline:

Coasts as natural systems

stores, flows, inputs, outputs and dynamic equilibrium

stems and processe Coastal processes – sources of energy, erosion transportation, and deposition

stal landscape development Landforms of erosion

Landforms of deposition Coastines of emergence and submergence ostal management

Hard and soft engineering Sustainable approaches

Local scale - Holderness Contrasting landscape to the UK - Sundarbans

he Nature and Importance of Places

- Insider/Outsider Perspectives
- Near/Far & Experienced/Media Places
- Factors contributing to character of places (endogenous/exogenous)

lationships and connections

- Demographic, socio-economic and cultural characteristics
- External forces

Past and present connections

- aning and representations
- Place attachments identifies,
- perspectives and experiences External gaencies attempts to
- influence/create place meanings Media representations Past and present representations
- Place Studies (local and Distant)

Consequences of urbanisation, and urban processes.

Urban change and Urban policy Urban Forms

-World and Megacifies and Post-modem -

-Spatial patterns of land use and land use nodels

Social and economic issues associated with -Cultural diversity & ethnic segregation

-Economic inequality

Urban Climate -Urban microclimates and UHI -Urban wind and air quality Urban Drainage

-Drainage Systems and SUDS -Urban drainage management Urban waste and its disposal

Waste

Other contemporary Urban Environmental Issues -other issues and dereliction

Powerful Knowledge (key concepts, skills)

Systems concepts

Dynamic equilibrium High and low energy coastlines

Waves

Sediment cells and budgets

Mass movement and weathering

Erosional, transportation, deposition

Landforms of erosion – wave cut platforms, caves, arches and

Landforms of deposition - beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes Eustatic, isostatic and tectonic activity

Coastal management - Hard and soft engineering

Location, locale and sense of place

Insider and Outsider Near and far places

Experienced and media places

Endogenous and exogenous factors

Place identity - localism, regionalism, nationalism

Topography, land use, built environment and infrastructure Demographic, socio-economic characteristics

Social inequalities

Flows of people, resources, money, investment and ideas Globalisation, homogenisation, localisation and glocalisation Remittances and repatriation of profits

Gentrification, rebranding, regeneration, re-imaging International and global institutions, corporate bodies and TNCs

banisation, suburbanisation, counter – urbanisation and urban resurgence Megacity, world/global cities Deindustrialisation

UDCs, Enterprise zones, city challenge, partnership schemes CBD, Inner city, suburbs and urban rural tringe Town centre mixed developments, fortnez developments, edge cities, cultural and heritage

Post-modern western cities

Social segregation and economic inequality Poverty cycle Urban Heat Island

Albedo effect

The Canyon effect and Venturi effect/ wind turbulence

Particulate pollution

Photochemical smoa

Catchment management

Restoration and conservation infiltration

Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade

Ecological footprint sustainab∎v

What will you be assessed on?

Regular knowledge checks

Practice exam questions within lessons

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.

Regular knowledge checks

Practice exam questions within lessons

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.

Regular knowledge checks

Practice exam questions within lessons

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.

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.veolia.co.uk/our-facility/leeds-

recycling-energy-recovery-facility-rerf-works Coastal environments - Holderness to explore the use of

Visit Hebden Bridge – To investigate how local and community groups have shaped place meaning.

- Talk to relatives/ friends about how areas have changed in their lifetime
- How has coastal management changed since their
- Have they noticed a difference in the climate and the impact this is having in coastal areas?

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Year 12 Curriculum Overview: History



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

Topics/content outline:

Bittotin 1851-1867 including
 Parliament and the workings of the
 system, the mid-Victorian boom,
 society and social structure, and
 the development of Irish
 Nationalism.

- 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.
- 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-transformationbritain.-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 examat 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 ninetieth century.

There are a wide variety of book 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

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

This option provides for the study in-depth of a key period of history w hich was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider w orld. 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 w hat 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 w ill contain three essay questions of w hich students are required to answertwo. Each essay test: 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 examat the end of the year.

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



Year 12

Curriculum Overview: BTEC Level 3 Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

media **Autumn Term**

1. Using Social Media in Business 2. Business uses of social

- 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

Being able to:

- Explain the different ways in which a business can use social
- 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

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.

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.



1. Social media policy

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

Beina 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 fulfi its purpose and business requirements.
- · Produce business-related content using appropriate features of social media which meet the requirements of the
- Develop an effective design solution to produce a database
- 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 aiven 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.

our ability to apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client

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.



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?

Unit 3 : Create a Media Product
Coursework: Planning and
creating a Music Video
16% of Qualification.

Unit 1: Media products and audiences Exam: 2 hours 25% of qualification LO1 Be able to create a proposal with sample materials for an original media product to a client brief

LO2 Be able to plan and develop preproduction materials for an original media product to a client brief

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.

UNIT 3: Pass Tasks Completed by December

Completed filming and Editing their Music Video

UNIT 1: Media products and audiences 2hr Exam Media Language and Representation of Attack the Block **Exam Board Unit Booklet**

UNIT 1

UNIT 3

Student Checklists

UNIT 3 Marksheet

Spring Term

Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.

> Unit 1: Media products and audiences Exam: 2 hours 25% of qualification

LO3 Be able to create production materials for an original media product to a client brief

LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief

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. UNIT 3: Merit Tasks Completed by February

Distinction task completed by February

UNIT 1: Media products and audiences 2hr Exam

Moral Panic (20 marker essay question) Industry and Audience multiple sectors. **Exam Board Unit Booklet**

UNIT 1

UNIT 3

Student Checklists

UNIT 3 Marksheet

Summer Term

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 LO1 Be able to generate ideas for an original media product based on a client brief

LO2: Be able to create a proposal and pitch for an original media product based on a given brief

LO3 Be able to pitch ideas on proposed media product and respond to questions UNIT 21: Final Pitch April

UNIT 1: Media products and audiences 2hr Exam MAY Exam Board Unit Booklet

UNIT 1

UNIT 21

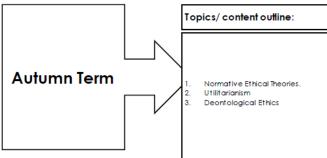
Student Checklists

UNIT 21 Marksheet



Year 12 Curriculum Overview: UNIT 2: Moral Philosophy





Powerful Knowledge (key concepts, skills)

- Utilitarianism (Bentham and Mill) with issues to and responses
- Kantian deontological ethics with issues and responses
 Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

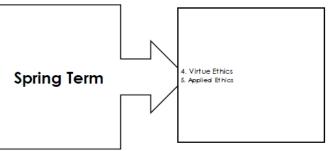
Separate ex am skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Aristotelian virtue ethics
- 2. Eudaimonia as a final end
 - The function argument
 Virtue and the soul
- Doctrine of the mean
- 6 Actions
- 7. Virtues, actions and reasons
- 8. Eudaimonia and pleasure
- 9. Criticisms and responses
- Applying virtue theory to simulated killing, eating meat, telling lies and stealing

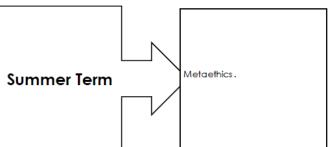
A range of formative and summative assessments following the AQA Philosophy and ethics exam

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

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- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Introduction to meta ethics
- . The origins of moral principles
- Realism and cognitivism
 - Naturalism
- Non-naturalism and intuitionism
 - 6. Issues with moral realism
 - 7. Error theory
 - 8. Emotivism
 - Prescriptivism
- 10. Issues with moral anti realism

A range of formative and summative assessments following the AQA Philosophy and ethics ex am criteria.

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Guizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: MUSIC



Autumn Term

Topics/ content outline:

Features of the early
Classical period (Area of
Study A)
 Composing skills- moving

- Composing skills- moving on from GCSE and planning Year 12 composition
 Musical Theatre (Area of Study C)
- A look at performance repertoire

Powerful Knowledge (key concepts, skills)

 Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/patronage/commission

- Aural Awareness
- Harmony in compositionprimary/secondary chords/secondary dominants/circle of fifths etc
- Stamitz/Mannheim School

What will you be assessed on?

Comfort Zone Performance in first half term in front of class.

Performance in front of an audience later in the term.

Composition tasks and completion of log document. Research tasks on Early Classical

Music. Listening Tasks on Musical Theatre

How can you help at home?

Attending concerts (in school and beyond) to widen listening skills.

Ask your young musician to perform their repertoire to you to help them get used to an audience.

Spring Term

Haydn Symphony 104 movements 1 & 2
 Mozart, early Beethoven and mature Haydn
 Composing – year 12 composition task.
 Performing- selecting and timing repertoire

- Score reading/musical literacy/instruments of the Classical orchestra
- Comparing and contrasting classical symphonies using MAD TT SHIRT to organise thoughts.

Spring Concert Solo Performance.

Composition tasks and completion of log document. Research/comparison tasks on Mozart/early Beethoven and mature

Haydn. Exam-style questions. Listening Tasks on Musical Theatre Encourage your young musician to perform in our concerts at IGS (formal and informal)- this will make the formal final examiner's visit less daunting.

Summer Term

- Haydn Symphony 104
 movements 3 & 4
 Mature Beethoven and
 the shift towards
 Romanticism.
- 3. Finalising Composition work
- Finalising performance repertoire and submitting scores/piano parts.
- Revision and consolidation work on Haydn 104 (mvt 1&2) and the development of the symphony so far to support year 12 Mock exam.
- Analysis of Haydn 104 movements 3&4.
 Mendelssohn and Berlioz as early
 Romantics.

Year 12 Mock Exam: Solo pieces X2; free composition checkpoint; reduced content A Level paper.

Addressing Mock exam feedback and target setting for Year 13 Open Days; Next Steps at IGS; wider listening (1750-1830) on family playlist!



Year 12 Curriculum Overview: AS PE Paper 1

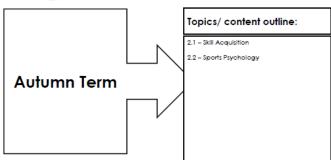


Topics/ content outline: What will you be assessed on? How can you help at home? Powerful Knowledge (key concepts, skills) PowerPoint presentations, YouTube video AO1 Demonstrate knowledge and understanding of the factors that underpin Support students accessing resources on performance and involvement in physical activity Showbie. Joints movements and muscles. Check Classcharts. .1.1.a. Skeletal And Muscular 2. Functional roles of muscles and types of muscles. Note questions – to consolidate knowledge Systems. 3. Analysis of movement. (see resource file) Autumn Term AO2 Apply knowledge and understanding of the 4. Skeletal muscle contraction. Recall and retention - Starter activities (see factors that underpin performance and 5. Muscle contraction during exercise of differing involvement in physical activity and sport. Exam questions (see resource file) intensities and during recovery. Green pen answers using mark schemes on AO3 Analyse and evaluate the factors that underpin performance and involvement in Showbie physical activity and sport. Support in completion of homework and 1.1.b. Cardiovascular And Respiratory System. PowerPoint presentations, YouTube video Cardiovascular system at rest. AO1 Demonstrate knowledge and 1.2.a. Diet and Nutrition And 2.Cardiovascular system during exercise of differing Support students accessing resources on understanding of the factors that underpin intensities and during recovery. Their Effect On Physical Activity performance and involvement in physical activity Showbie. Respiratory system at rest. Check Classcharts and sport. and Performance. 4. Respiratory system during exercise of differing Note questions – to consolidate knowledge (see resource file) **Spring Term** intensities and during recovery. AO2 Apply knowledge and understanding of the 1.2.b. Preparation and Training 5.Diet and nutrition. factors that underpin performance and Recall and retention - Starter activities (see Methods In Relation To involvement in physical activity and sport. resource file! 6. Erogenic aids. Exam questions (see resource file) Improving And Maintaining Aerobic training. Green pen answers using mark schemes on AO3 Analyse and evaluate the factors that 8.Strength training. Physical Activity And underpin performance and involvement in 9.Flexibility training. Performance. Support in completion of homework and physical activity and sport. PowerPoint presentations, YouTube video AO1 Demonstrate knowledge and Periodisation of training. understanding of the factors that underpin Support students accessing resources on 1.2.b. Preparation and Impact of training on lifestyle diseases. performance and involvement in physical activity Showbie Training Methods In Relation 3. Biomechanical principles. Check Classcharts To Improving And Note questions – to consolidate knowledge Maintaining Physical Activity 5..Analysing movement through the use of (see resource file) **Summer Term** AO2 Apply knowledge and understanding of the Recall and retention - Starter activities (see And Performance. technologies. factors that underpin performance and involvement in physical activity and sport. resource file) 6. Acute and chronic injuries. Exam questions (see resource file) Injury prevention. 1.3 Biomechanics. AO3 Analyse and evaluate the factors that Green pen answers using mark schemes on 8. Responding to injuries. underpin performance and involvement in Showbie. 9.Rehabikitation of injury. Support in completion of homework and physical activity and sport.



Year 12 AS PE Paper 2 Curriculum Overview:





Powerful Knowledge (key concepts, skills)

- 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
- 5.5 Arousal
- 5.6 Aggression
- 4. 5.7 Social Facilitation
- 6.1 Group and team dynamics
- 7. 7.1 Pre Industrial Britain

What will you be assessed on?

AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

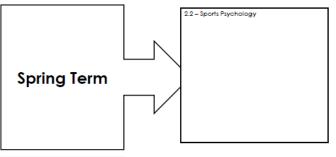
AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

PowerPoint presentations, YouTube video

How can you help at home?

- 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.



- 5.4 Anxiety

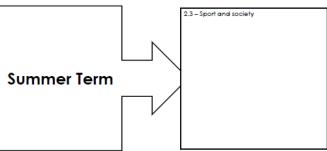
- 6.2 Goal setting

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.

- PowerPoint presentations, YouTube video
- 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.



- 7.2 Post Indutrial Britain
- 7.3 Public Schools
- 7.4 20th Century Britain
- 7.5 21st Century
- 7.6 Global sporting events

- 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
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

- PowerPoint presentations, YouTube video
- 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.



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?

1. Mini projects exploring different areas of traditional and digital Photography:-

- Cyanotypes
- **Photograms**
- Film Photography and dark
- Making connections
- Light and shade
- Creative lighting
- Documentary and Leeds Market Visit
- Begin Change and Stability project

Traditional film and darkroom processes

Location based research

Idea development Technical camera work - A mode/S mode/ M mode. colour

Conceptual thinking

Recap and development of lighting skills

Recap and development creative camera work and

researching ideas through the camera

Recap and development of editing skills

Analysis of images

Technical and creative vocabulary

Annotation, evaluation and presentation digital/traditional

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AOS: 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

Spring Term

Autumn Term

- Research and development of Change and Stability unit
- Conclusion of the Change and Stability project.

Developing a response to a problem or brief set by the department

Responding effectively to feedback.

Analysis and research

Technical and creative vocabulary

Conceptual thinking

Technical camera and editing skills led by chosen area of study

Annotation, evaluation and presentation

Development of ideas and making skills pertinent to the creation and display of final photographic piece as chosen by the student

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AOS: Planning and research photography AO4: Realisation of final piece and the project 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

Summer Term

- Change and stability essay. Introduction to Edexcel A level Component 1 practical project: The Personal
- Investigation Mock exam sessions

Academic essay writing

Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the

Decision making and bringing a body of work to an effective conclusion

Developing a problem or brief set by self

Being able to identify own artistic strengths and weaknesses, developing and addressing these

Analysis and research

Technical and creative vocabulary

Conceptual thinking

Technical camera and editing skills led by area of study

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 iourney

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

Encouraging students to research future study and careers options through using the UCAS website



Year 12 Curriculum Overview: POLITICS



Autumn Term

Spring Term

Topics/content outline:

Unit 2 Parliament - The structure and role of the House of Commons - Role and structure of House of Lords Comparative powers of Commons Unit 1 -Representative Democracy and direct democracy Pressure Groups **Rights Political Parties**

Unit 2-The Prime Minister and Executive The concept of Ministerial responsibility The PM and Cabinet. Relations between branches Unit 1-Established political parties emergingparties Different electoral systems Referendums Electoral systems analysis Factors influencing voting behaviour

Voting behaviour and the media

Core Ideology (Liberalism and

Summer Term Unit 2 The Constitution and Constitutional Reform

Non core ideology - Feminism

Unit 1

Conservatism)

Powerful Knowledge (key concepts, skills)

Unit 2 Legitimacy **Parliament** Direct Democracy Confidence and Representative Democracy Supply Pluralist democracy Democratic Deficit Salisbury Convention Participation Crisis Legislative Bills Think Tanks **Public Bill Committees** Lobbyists Backbenchers Old Labour/ New Labour Select Committees One Nation **New Right** Opposition Left wing/Right wing

Unit 1 Unit 2 Old Labour Executive New Labour Cabinet Classic Uberals Modern Uberals Minister Party systems Secondary legislation Left wing Individual **Right wing** responsibility Collective Additional member system responsibility Supplementary Vote Safe seat Presidentialism Marginal Seat

Unit 2 Unit 1 Constitution Uncodified Class dealignment Parliamentary sovereignty Manifesto Rule of Law Mandate Statute and Common Law Partisan dealignment Conventions Devolution Conservatism Feminism Noblesse oblige Public and private sphere Liberalism Different types of feminism Nightwatchman and Otherness e na bline state ntersection atty

What will you be assessed on?

Unit 1 Common Assessment 1 - Democracy and Participation (1.1) Common Assessment 2 - Pressure Groups and Political parties (1.3 and 1.4)

Common Assessment 1: - Nouse of Commons (2.3 and 2.2) Common assessment 2 - House of Lords (2.1 and2.2)

How can you help at home?

 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

 Use showbie to engage with the concepts and concepts we are working on at that time

Unit 1

Common Assessment 3 Electoral Systems Common Assessment 4 Voting Behaviour

Unit 2

Common Assessment 3 PM and Cabinet Common Assessment 4 Relations between branches

Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

Use showbie to engage with the concepts and concepts we are working on at that time

Year 12 Exams

Unit 1 & 2 Ideology 24 mark question as per examination structure

 Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

 Use showbie to engage with the concepts and concepts we are working on at that time



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?

Approaches in Psvcholoav **Autumn Term** Research Methods Memory

The Story of Psychology Behaviourism: classical and Operant conditioning Social learning Theory Cognitive approach: Schema, Inference Biological approach: Genes, Neurochemistry, Brain structure, Evolution, Cognitive neuroscience Experimental method in Psychology Non-experimental methods: Self report, auestionnaires, 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:

- Short answer kev knowledge check
- Short answer exam questions
 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 auestions to check their knowledge and understanding.

Spring Term

Memory

Social Influence

Attachment

Psychopathology

Memory: Explanations for forgetting, Evewitness

Attachment: Animal studies, Learning Theory, Bowlby's Monotropic theory.

Attachment: the strange situation, cultural variations

Social Influence: Conformity, Obedience, Resistance to social influence, minority influence Clinical Psychology and Mental Health:

Definitions, 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:

- Short answer key knowledge check
- 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.

Attachment Psychopathology **Summer Term** Mock/AS preparation Independent research investigation

Attachment: Bowlby's Maternal Deprivation Theory, Romanian Orphans, Early attachment and later development

Clinical Psychology and Mental Health: Cognitive approach to explaining and treating depression, Biological approach to explaining and treating OCD

Biopsychology: Nervous system and endocrine svstem

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:

- Short answer key knowledge check
- 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) Bulk Properties of Solids Electricity	Newton's Laws of Motion. "suvat equations" (kinematic equations), vectors – resolving & combining. Projectiles. Momentum & impulse. Work done in dynamics situations. Moments. Density. Hooke's law. The Young modulus, strain & stress. Stiffness & ultimate tensile strength. Current as a flow of charge, work done by & on charge. Current-PD characteristics. Practical details/issues.	Mechanics Bulk Properties of Solids	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 Links, topic questions etc are available in the Showbie class "Physics ALL Y12".
Spring Term	Progressive & Stationary Waves Refraction Electricity Interference & Diffraction Quantum Phenomena	Progressive waves. Stationary waves. Polarisation. Longitudinal & transverse waves. Harmonics on a string. Refractive index. Total internal reflection. Fibre optics, pulse broadening, material & modal dispersion. Resistivity. Superconductors. Potential dividers. Electromotive force & internal resistance. Diffraction. Superposition. Interference (single slit, double slit & diffraction gratings). The photoelectric effect. Emission & absorption spectra. Wave particle duality.	Progressive & Stationary Waves Refraction Electricity Interference & Diffraction Quantum Phenomena	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 fact cards properly Encourage students to use practice topic questions, or work on them together Links, topic questions etc are available in the Showbie class "Physics ALL Y12".
Summer Term	Particles Circular Motion (part of "Further Dynamics") Electric Fields	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. Circular Motion. Centripetal acceleration. Electrical fields and potential. Orbits of a "classical electrons" in an atom.	Particles	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 Links, topic questions etc are available in the Showbie class "Physics ALL Y12".

Relationships Autumn development Term ersonal Spring ۵ Term Subject ≓e Summer

Term

Year 12 PSHE Curriculum Overview

Health and wellbeing: Making a GP appointment, cancer checks, stress mmt, sleep and diet to move to assembly/PBT programme

Session Content

What is the culture of

2. Forming friendships in

new situations

attitudes

image

PSHE survey

3. Social currency and

4. Relationship values

Building a positive self-

Powerful Knowledge

- Culture is a concept that encompasses the social behaviour, institutions, and norms found in human societies, as well as the showledge, beliefs, arts, laws, outrams, capabilities, affithudes, and habits of the individuals in these groups. Culture other no rightests from art is attributed to a specific region or location.
- 2. Friendiffigs are important during teenage years. According to Pew Research, about half teenagers (51%) believe they fit in with their friends "very readily," but a nearly comparable percentage (48%) believe they stake out. During this prose of life, teenagers face a lat of physical and emotional changes, and it is estential for them to have a strong support system. Friendiffigs gravide an apportunity to feel accepted and connected to others, to learn valuable life stills, and to develop healthy social habits. This can result in making sound decisions and having greater confidence in personal residenceships.
- Social attitudes significantly influence behaviour, shaping haw individuals perceive and interact with the world. They are formed intrough social learning, altect experiences, and the influence of mass media and social norms. These attitudes can be explicit or implicit, affecting beliefs, feelings, and actions.
- 4. Relationships in all walks of life are important in forming support networks and creating groups of people who can help support positive wellowing. Pouring and reassessing historic and current relationships is important in this transition phase to post-16 education. Assessing have our values and behaviours are interpreted and where the boundary lines lie in an array of relationships helps to ensure that positive behaviours are maximized, and conflicts are maximized.
- Self-image is our internal mental picture of ourselves that includes characteristics of gersonality on appearance.
 Having a positive self-image is a key aspect of optimizing positive wellbeing and resiliance, interactions with social media and other external sources can conflibute both positively and negatively to self-image.

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss what your child is seeing on social media and in the media they read and watch. How may it be influencing their attitude about themselves and others?

- Relationship Equality
- Challenging violence in society
- Sexual health
- Analysing the impact of pornography
- Substance abuse drink spiking
- Substance abuse in relationships

- Certain behaviours in infirmate relationships are always unocceptable. It is important to be able to recognize and analyse cultural and current influences on relationship values and be able to use the law as a factual basis to inform acceptable and unacceptable behaviours. Equality in relationships means that each person's views and desires are listened to a respected to a reasonable degree rather than one person's needs dominating the relationship.
- Violence in any kind of relationships is always unacceptable. Consumption of alcohol and drugs can
 after inhibitions influence individuals' behaviours in relationships. The law relating to violence in
 relationships including domestic violence and coercive control will be explored.
- The triangle of safe sex includes consent, prevention of STs and prevention of pregnancy. Negotiating contraception and consent with a partner are important elements of a healthy relationship. Support can be accessed for sexual health via the GP or through a local sexual health clinic (liggalg, and MESMAC)
- Research has shown that watching pernography can negatively impact relationiships by creating
 unrealistic expectations of a partner amongst other issues. Recognising these negative impacts and
 considering strategies to minimize the impact that pernography can have is important.
- To spike a drink means to put alcohol or drugs into someone's drink without their knowledge or permission.
 Thirk spiking can occur anywhere drinks are served (such as an inghtfal use, parties, putsies, restourants and private homes). Drink spiking can be linked to crimes such as sewal assult and robbery.
- Alcohol and drugs can after a person's personality and self-control. Traits like aggression and feeling aroused can lead to involvement in risky situations.

Use the resources on Showbie as a discussion point prompt for the lessons in the relationships series Use the resources on Showbie to support in where to get specialist support with sexual health concerns.

- What is my role in society?
 Challenging discrimination
- 3. De-escalation strategies
- Critical thinking skills in the online world
- consider your strengths and creas for improvement in how you interact with and contribute to society. A society is a group of individuals involved in social interaction or a large social group sharing the some spatial or social tentiary, typically subject to the same political and legal authority and cultural expectations.

 2. Distributions is unjust or grejudicial treatment of individuals or groups based on inherent characteristics. The Equality Act lays

As a Citizen as well as being owere of British Values, School Values and the values of your local community it is important to

- out which characteristics are gratacted characteristics. Seing an upstander rather than a bystander heigs to gramate a community where distributions is always shallenged, including a treating exerginar Gridly and agually. Cathodization is intentionally excluding including them pathifies a radial settings of their artificial of films.
- 3. De-escolation is using strategies to reduce the intensity of a conflict situation or to resolve a conflict. This is an important gart o engaging goathies by a community. The include global propose, violationing feelings and experiences, literating and repartment of the conflict scanners using words and body language that is assertive rather than aggressive is an important still be loan, in both general and work conflicts.
- 4. Soing a critical algester of the mode and online information is important to that you have an informed and balanced view of social, economic and political affairs. An each chamber is a space online where a partier encounters only ballets or opinions that calculate with their ear, so that hate adding views are reinforced and alternative ideas are not considered. Multiformation is take information additionated to looked to decay to people.
- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Internet matters is a good source of information for parents on online safety matters:

https://www.internetmatters.org/?gad=1 &gclid=EAIalQobChWlgrWFkrSHgQWVhe iVCh0pSwhtEAAYASAAEgKKZ_D_BwE



Year 12 Curriculum Overview: A level Sociology



Autumn Term

Topics/ content outline:

- 1. Introduction to Sociology
- Introduction to Sociological
 Theories and Research Methods
 Introduction to Sociological
- Research Methods
 4. Theory of Education The Role of
- 5. Education Policy
- 6. Class and Education
- 7. Theories of the Family

. Methods in Context

8. Demography

Education:

Powerful Knowledge (key concepts, skills)

- What is Sociology and how is it applicable to our every day life?
- How do Sociologists study society ₹
- Marx lst, Ferninist, 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.

What will you be assessed on?

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

How can you help at home?

- Practise examquestions using the AQA wiebsite https://www.aga.org.uk/subjects/sociology/asand-aleviel/sociology-7191-7192/assessmentresources
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology https://revisesociology.com
 Buy the red and blue Sociology textbooks by
- Buy the red and blue Sociology textbooks by Napler Press https://naplerpress.com/

Spring Term 1. Ethnicity and Education 2. Gender and Education 3. Family Diversity 4. Childhood 5. Couples 6. Changing Family Patterns

- 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 researchmethods to investigate areas of education e.g. classrooms, parents, students, teachers, schools.
- 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

- Practise examquestions using the AQA w ebsite https://www.gag.org.uk/sublects/sociology/asgad-a-leve/fisociology-7191-7192/assessmentassources
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology
- https://revisesociology.com/
- Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

1. Family and Social Policy 2. Methods in Context continued 3. Consolidation of AS topics 4. Reparation for AS examyInternal mock exam 5. Revisit Sociological Theory (Year 13 content)

- The role of the Government family policies and their impact.
- Using the six researchmethods to investigate areas of education e.g. classrooms, parents, students, teachers, schools
- Consolidation of AS topics (Term 1 and Term 2)
- Exampractise 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.
- Short Questions 4 and 6 mark exam auestions.
- 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

- Practise examquestions using the AQA wiebsite https://www.aga.org.uk/subjects/sociology/asgnd-a-jevel/sociology-7191-7192/assessmentresources.
- Access and use the lutor2u resources
- https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology
- https://revisesociology.com/
- Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/



Year 12 BTEC SPORT Unit 1- Anatomy & Physiology Curriculum Overview:



Unit 1 is a mandatory unit externally assessed in a 90-minute exam, usually at the end of Year 12. 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: Skeletal System **Autumn Term** Muscular System Respiratory System Spring Term Cardiovascular System Energy systems **Summer Term** Interrelationships between the body systems

Powerful Knowledge (key concepts, skills)

- · 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
- 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

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, Kreb 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

What will you be assessed on?

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.

You need to be able to analyse how the body carries out exercise and sporting movements and how the body systems respond to short-term and long-term exercise.

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.

How can you help at home?

- 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
- Read around the respiratory and cardiovascular
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments
- 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.

Autumn Term

Spring Term

Summer Term

Topics/ content outline:

- 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

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
- Core Stability Training methods Flexibility training methods
- Speed training methods Training methods for skill related
- Principles of fitness training programme design

Powerful Knowledge (key concepts, skills)

- 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
- 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
- Muscular Endurance: Circuit training, free weights, resistance

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
- How to devise a training programme for an individual's goals.
- Smart Targets (Specific, measurable, achievable, recorded,
- Principles of training- FITT principle
- Additional principles- SPOVAIRR

What will you be assessed on?

This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.

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.

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.

You need to demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.

Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.

Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.

Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.

Be able to develop a fitness training programme with appropriate justification.

How can you help at home?

- Read around positive and negative lifestyle
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments
- 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
- Read around training methods and the principles
- 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

 Understand the basic expectations of IGS leadership, allocated IGS clubs
 Understand the skills and behaviours needed for effective, inclusive leadership

Understand the importance of leadership skills and behaviours in a range of situations

4. Understand how effective, engaging warm ups can be led

3. Be able to maximise safety when

progression in a series of sport/physical

5. Plan, lead and evaluate a progressive

series of inclusive sport/activity sessions

leading sport/physical activity

activity sessions

at IGS clubs

4. Describe the characteristics of

The 5 main leaderships skills:

- Communication
- Self-belief
- Teamwork
 Self-management
- Problem solving

Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: • Participants • Sessions • Themselves as the leader Peer, self and teacher evaluation of warm up delivery in a practical peer-peer environment Understanding and application of skills and behaviours for successful leadership. Application to assessed 'tearner evidence record' (LER) task LER Formal Assessed tasks:

Task 1.1 – Understanding the skills and behaviours a Sports Leader needs Complete task worksheet Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet 1.3 Evaluate current leadership skills (Self), evaluate another person's, and plan for future leadership Assist in guiding attendance at IGS extracurricular clubs and community clubs

]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

Spring Term

1. Understand how 'duty of care' effects the safeguarding of participants
2. Describe what is meant by 'safeguarding' all procedures designed to prevent harm to a child (CPSU).

Progression acronym for simple activity manipulations:

- S Space
- T Time
- E Equipment
- P People

Task 2.1 – Duty of care and safeguarding . Complete the task worksheet

Task 2.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template

Task 4.1 – What makes a series of sessions Complete the task worksheet

Task 4.2 – Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions Discuss the key buzzwords 'Safeguarding' and 'duty of care'

Show curiosity into what extra-curricular/lesson progression practices the students are leading

Summer Term

Know how to plan inclusive
sport/physical activity sessions and
events

Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity
 Describe the financial, social and health benefits to society, of people

nearn benefits to society, or people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community Understand community sport/physical activity and the associated barriers and benefits
Understand the impacts that sport/physical activity can have on

participants

Understand how to make sport/physical activity sessions inclusive to the needs of participants

Knowing the core types of sporting events and their subtle differences and adv/disadv of different event types Understand how to lead events for primary aged children and children with a variety of learning needs Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task worksheet

Practice formal assessment of 'event' leadership, leading a swimming gala in the IGS swimming pool

Formal assessment for Unit 6 independent practical:

- Stand 1: Primary (Helping at IGS Y6 transition day)
- Strand 2: Children with a variety of learning needs (IGS SRP sports day)

Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.

Question how instruction delivery, organisation and equipment may change for the two Unit 6 strand groups (Primary aged and children with learning needs)



Year 12 Curriculum Overview: SPANISH

Spanish/Latin American artists

6. Diversity of Spanish music

Preparation towards IRP

and dance

project



Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Join teacher Showbie group Influence of internet Using the present and present continuous Keep an eye on ClassCharts for all 2. Mobile phones in our society Use comparatives and superlatives homework and assessment 3.Benefits and dangers of ✓ Understanding further differences between 'ser' information social media and 'estar' 4. Changes in the family Encourage further reading to improve √ Use the imperfect and imperfect continuous □ Paper 1 (Listening, reading and 5.Attitudes towards marriage cultural capital, reading **Autumn Term** Using the preterite tesne and divorce writing) books/magazines/ newspapers in Learning how to approach a listening summary Paper 1 skills (Reading) and a reading summary listenina and writina) Encourage listening to Spanish music/ √ Using idiomatic expressions with impersonal 7. Introduction to Photocard podcasts/radio, watching Spanish verbs skills (Paper 3) Singers and musicians Join teacher Showbie group ✓ Introduction to the subjunctive (Volver) 2.TV & cinema stars > Keep an eye on ClassCharts for all √ How to approach gap fill tasks 3. Volver - A film by Pedro homework and assessment information √ Using indefinite adjectives and pronouns □ Paper 1 (Listening, reading and Almodóvar > Encourage further reading to improve √ Using the perfect tense 4. Paper 2 skills cultural capital, reading writing) √ Using the pluperfect tense Women in the workplace books/magazines/ newspapers in Spring Term 6. Chauvinism and feminism ☐ Paper 3 Mock 1 (Speaking Using the future perfect and conditional perfect 7. LGBTQ+ rights in the Hispanic √ Using indirect object pronouns cards - Monday 2nd March) > Encourage listening to Spanish music/ ✓ Practise the passive voice podcasts/radio, watching Spanish 8. On-going Paper 1 and 3 Skills √ Using direct object pronouns 9. How to approach Paper 2 √ How to write an essay in Spanish (essays) Traditions and customs in ✓ Translation skills (both ways) > Join teacher Showbie group Spain Keep an eye on ClassCharts for all ✓ Re-visiting the present subjunctive Y12 Mocks: 2. Gastronomy in Spain homework and assessment information ✓ Using the perfect tense in the 3. Languages in Spain □ Paper 1 (Listening, reading and Encourage further reading to improve subjunctive Cultural heritage in Spain writing) √ Using numerals Role of architecture and **Summer Term** ☐ Paper 2 Mock - Essay paper

✓ Understanding and using demonstrative

✓ Using imperatives

and possessive adjectives

cultural capital, reading books/magazines/ newspapers in Spanish

Spanish

TV/films

Spanish

TV/films

> Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films

☐ Paper 3 Mock - Full speaking

mock (2 cards)



Year 13 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



Autumn Term

Topics/ content outline:

Unit 3

Science Investigation Skills

1. Planning a scientific investigation

2. Data collection, processing,
analysis and interpretation.

3. Drawing conclusions and
evaluations.

- 4. Enzymes in action
- 5 Diffusion of molecules
- 6.Plants and their environments
- Flants and their environment
 Energy content of fuels
- 8.Electrical circuits

Powerful Knowledge (key concepts, skills)

- 1.Planning a scientific investigation
- Data collection, processing, analysis and interpretation.
- 3.Drawing conclusions and evaluations.
- 4. Enzymes in action
- 5.Diffusion of molecules
- 6.Plants and their environments
- 7.Energy content of fuels
- 8.Electrical circuits

What will you be assessed on?

To complete the written task in Part B, learners will be provided with Part A. Part A will outline the method/materials used to generate results/observations from a practical investigation.

This unit will be assessed through a written task (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment session timetabled by Pearson. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using secondary information/data from scientific investigations related to the unit content.

How can you help at home?

Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time.

Spring Term

Unit 8

Physiology of Human Body Systems

Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.

- 1. Structure of the musculoskeletal system
- 2. Function of the musculoskeletal system
- Health matters and treatments related to the musculoskeletal system
- 4. Structure of the lymphatic system
- 5. Function of the lymphatic system
- 6. Function of the lymphatic system
- Health matters and treatments related to the lymphatic system
- 8. Structure of the digestive system
- 9. Function of the digestive system
- Health matters and treatments related to the digestive system

In this unit, you will focus on three body systems: musculoskeletal, lymphatic and digestive. You will submit reports for each assignment.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is: Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aim: B (B.P3, B.P4, B.M2, B.D2) Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)

Encourage the use of Showbie to access lesson resources and attendance to all lessons to ensure you complete all the practical's required for each assignment. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to submit your coursework on time.



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? COURSEWORK DEADLINE - End of January (60% of If visiting large cities, pop into the city gallery. final grade). Viewing art first hand is invaluable in helping with ideas and seeing highest quality w ork by Coursew ork is assessed against Edex cel assessment renow ned artists. objectives: Sign your child up for life drawing classes locally. AO1: Develop ideas through investigations, Watch art related programmes COURSEWORK: Responding to a self-set brief (Personal Investigation). demonstrating critical understanding of sources. Talk about their w ork and ideas. Students often Personal Investigation (practical **Autumn Term** Development and refinement of ideas, skills and outcomes AO2: Refine w ork by exploring ideas, selecting and choose to explore themes personal to them. portfolio) & Personal Study (art using the structure of "6 stages of a project". experimenting with appropriate media, materials, Your insights may give them greater focus. history essay) techniques and processes. Help with locations for photoshoots. They may AO3: Record ideas, observations and insights need to visit a family member or embark upon a relevant to intentions as w ork progresses. trip to a specific place to source images for their AO4: Present a personal and meaningful response that realises intentions and demonstrates Proofreading written work to help pick up SPAG understanding of visual language. Coursew ork and mock exam work are assessed. Inspirational London Galleries visit - to support early ideas against Edex cel assessment objectives: Responding to a given theme (exam paper) AO1: Develop ideas through investigations. EXTERNALLY SET ASSIGNMENT demonstrating critical understanding of sources. As above The 6 stages of an A Level project: AO2: Refine w ork by exploring ideas, selecting and Stage 1 - Initial ideas experimenting with appropriate media, materials, **Spring Term** This is the term to now scale back part-time work. techniques and processes. Stage 2 - Inspirational artists London Galleries visit Supporting emotionally and physically during the AO3: Record ideas, observations and insights Stage 3 - Recording observations run-up to exam sessions relevant to intentions as work progresses. Stage 4 - Planning AO4: Present a personal and meaningful response Stage 5 - Experimental trials that realises intentions and demonstrates Stage 6 - Response 1 understanding of visual language. Externally set assignment is assessed against Edex cel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and EXTERNALLY SET ASSIGNMENT Stage 6 - Final exam - Make final response over 3 days (15 experimenting with appropriate media, materials, **Summer Term** (exam) As above techniques and processes. hours) AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaninaful response that realises intentions and demonstrates understanding of visual language.



Year 13 Curriculum Overview: Biology 'subject to change



90			KINDNESS ♥ • RESILIENCE			
-		Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
Autumn Term		Decomposition , Nutrient Cycles and Fertilisers Succession Photosynthesis Respiration Monohybrid Inheritance and Sex Linkage Gene Technology – Fingerprinting, Screening, Gene therapy + Sequencing Nervous System Stem Cells	Role of saprobionts + hydrolysis reactions in the break-down of detritus, and factors that affect the rate of decay. Events and importance of the nitrogen and phosphorous cycles. Evaluation of the use of fertilisers to increase crop yields. Light dependent and light independent stages of photosynthesis, + factors that affect the rate of photosynthesis. Steps in respiration to include: glycolysis, link reaction, Kreb's cycle, substrate and oxidative phosphorylation. Inheritance of one gene with dominant and recessive alleles, multiple alleles and co-dominance. Genetic crosses where the gene is only located on the X chromosome. Interpreting pedigrees. Features of the genome, mutations and their consequences. Role of the genome project in determining the base sequence of DNA, its importance and issues. Use of electrophoresis, probes, labelling and microarrays in screening for disease alleles. Using gene therapy to enable the production of functional proteins to treat genetic diseases. Features of the nervous system + structure of cells. Resting potential, action potentials, refractory periods and saltatory conduction. Synaptic transmission and the effects of toxins and drugs. Features of stem cells and their uses, including induced pluripotent stem cells and their advantages. Skills: Detailed factual recall, written communication, application of knowledge, data handling + analysis, evaluation, comprehension, practical competencies, synoptic essays	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Assessment 1— Named Year 12 topics + Decomposition, fertilisers, nutrient cycles, ecological techniques and population size, survival and response Assessment 2— Named year 12 topics + Gene Tech 1 and Nervous System	Ensure students complete all homework thoroughly, using their lesson notes to help. Encourage them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics.	
Spring Term		Population genetics Speciation Recombinant Gene Technology Gene Machine Energy and Ecosystems Regulation of Transcription and Translation Gene Expression and Cancer Skeletal Muscle Contraction Homeostasis	Frequency of alleles in a population + the application of the hardy Weinberg principle to determine frequency. How new species form through natural selection. Types of speciation (allopatric and sympatric) and genetic drift. Genetic Engineering to ransfer genes from one species to another so they product the protein product. To include the engineering of bacteria, plants and animals, and genetic markers to identify recombinants. The production of genes without a DNA template. How energy is transferred along a food chain and dissipated. The technique of calorimetry to determine energy levels within biomass. How the expression of genes is switched on and off using transcription factors, oestrogen and iRNA. Role of tumour suppressor genes and oncogenes in cancer. Epigenetics + the role of methylation and acetylation in gene expression, including links to cancer + treatments. Structure of skeletal muscles + the sliding filament hypothesis of contraction. Roles of calcium ions + ATP. Differences between Fast twitch and slow twitch muscle fibres linking to type of exercise. Negative feedback and the importance of maintaining a constant internal environment. Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Mock Exam (Assessment 3): Paper 1 – Any year 12 Topic Paper 2 – Any year 13 topic from the Autumn term, including ecology and survival and response work from the summer of year 12 Essay Writing	Make revision a part of the regular routine throughout the course i.e. revise year 12 topics as well as completing work and revision for year 13 topics. Prompt them to use the course study guide for tips on how to learn Produce a timetable for increased revision for mock/external exams. Encourage them to practice	
Summer Term	_	Control of Heart Rate Control of Blood Glucose Levels Kidneys and the Control of Water Potential Inheritance – Dihybrid, Epistasis and Autosomal Linkage	How heart rate is increased or decreased in response to changes in carbon dioxide levels and blood pressure. Detecting blood glucose levels and the roles of insulin, glucagon and adrenaline in returning levels to normal. Second messenger model to explain how binding to receptors leads to stimulation of events within cells. Structure of the kidney, ultrafiltration, selective reabsorption, counter-current multiplier mechanism and the production of a concentrated urine. Role of the pituitary gland and ADH in the control of water potential. Genetic inheritance of two genes located on different types of chromosomes, and how one gene can affect the expression of another in the phenotype. Genetic inheritance of two genes located on the same chromosome and the role of crossing over in forming recombinants. Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays	End of topic booklets assess factual knowledge, written communication, application, data handling + analysis and evaluation through short and long answer questions Practical Competencies Essay Writing Assessment 4 – Any Spring term topic External Exams: Paper 1 – Any Year 12 topic or practical Paper 2 – Any year 13 topic of practical Paper 3 – Any topic or practical from either year + extended data handling and essay	Encourage them to practice planning for essays. Use recall first identify topics, then checklists to so if there are others. Then, consider there are topics on the list that the can't easily write about, these should be their focus for revision.	



Year 13 Curriculum Overview: Business



Topics/ content outline: Theme 3 - Business decisions & strategy 3.1 Business objectives & strategy 3.4 Influences on business decisions 3.2 Business growth Theme 4 - Global business 4.2 Global markets and business expansion 4.4 Global industries and companies 4.1 Globalisation 3.3 Decision-making techniques 3.5 Acceptains Compatitions are

Powerful Knowledge (key concepts, skills)

Corporate objectives Conditions that prompt trade Corporate influences Assessment of a country as a Shareholders vs stakeholders market Assessment of a country as a Corporate culture Business ethics production location Theories of corporate strategy Global mergers or joint SWOT analysis ventures Impact of external influences Global competitiveness Cultural and social issues Growth Mergers and takeovers The impact of MNCs O rganic growth Ethics Reasons for staying small Controlling MNCs Quantitative sales forecasting Growing economies

What will you be assessed on?

End of unit tests – Theme 3 Common Assessment 1 – 3.1 Business objectives and strategy 3.4 Influences on business decisions Common Assessment 2 – 3.2 Business growth

End of unit Tests – Theme 4
Common Assessment 1 – 4.2 Global markets &
business expansion
Common Assessment 2 – 4.4 Global industries and

How can you help at home?

key questions

- 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

3.3 Decision-making techniques
3.5 Assessing Competitiveness

4.1 Globalisation
4.3 Global marketing

Mock Preparation

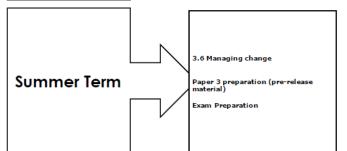
Investment appraisal International trade and growth Decision trees Factors contributing to increased globalisation Protectionism Trading blocs Ratio Analysis Marketing Human Resources Niche markets

Mock exam - Paper 1 - Theme 1 & 4 Paper 2 - Theme 2 & 3

End of unit tests – Theme 3 Common Assessment 3 – 3.3 Decision-making techniques & 3.5 Assessing competitiveness

End of unit Tests - Theme 4 Common Assessment 3 - 4.1 Globalisation & 4.3 Global marketing

- Encourage students to read and stay up-todate 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



Causes and effects of change Key factors in change Scenario planning Pre-release

A - level exams

companies

Paper 1 - Theme 1&4 Paper 2 - Theme 2&3

Paper 3 - All themes based on a pre-released industry

Encourage students to read and stay up-todate 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



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

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

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
- 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

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

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.



Recap and revision of:

- 1. Networking Part 2
- 2. Data structures
- 3. Binary Manipulation Part 2
- 4. Computation thinking
- Little Man Computer
- 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

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
- Standard algorithms (bubble sort, insertion sort, merge sort, quick sort, Diikstra'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 auestions Topics 1-7 (Spring Term) via exam questions Topics 1-2 (Summer Term) via exam auestions

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:

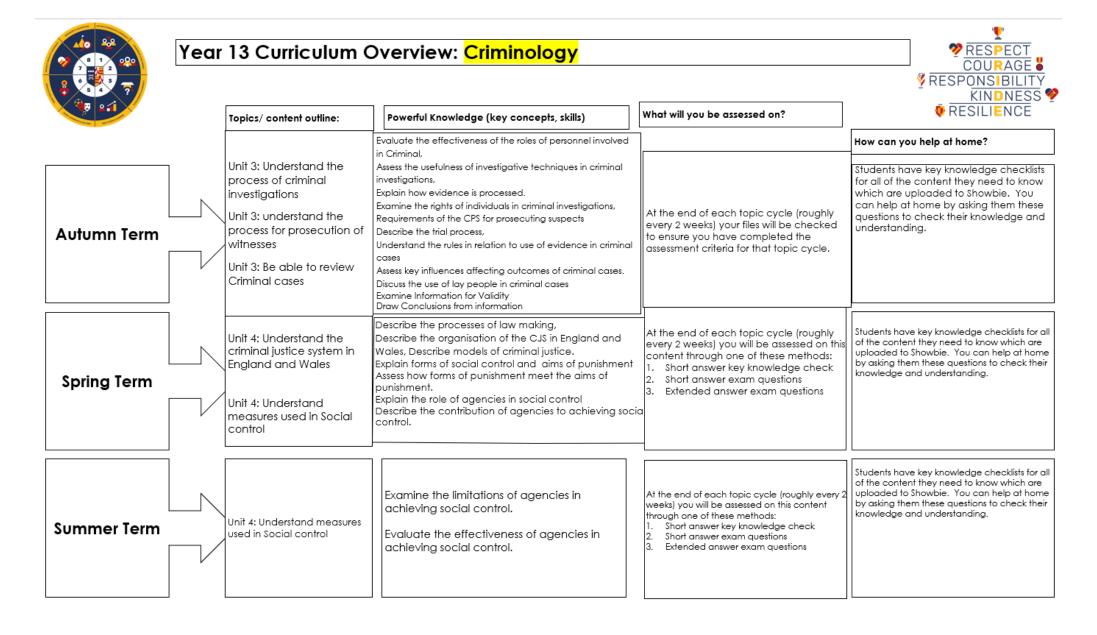
Recall key concepts from lessons

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: 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

NEA and focused examination questions

- Conduct specific project research Research materials performance
- 3. Product Disassembly
- 4 Ideation

changes

- 2nd/ 3rd iteration concepts
- 6. Client and user feedback
- Product development
- Core Design methods and processes 9. Core- Design Theory
- 10. Core- Technology and cultural
- 11. Core- Design Processes

NEA coursework, 50% of grade; Developing expertise in

- project management for the A lével 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
- Extending Core Knowledge and examination skills

Core exam knowledge, 50% of grade:

- Continue from year 12 1.12 Feasibility
- 1.13 Enterprise & Marketing
- 1.14 Design Communication
- 2.1 to 2.10 paper 2 topics following the textbook.
- Many recall paper 1 and build on knowledge and link with the NEA coursework.

NEA on going monitoring, peer and self assessment AO2 & 3

- Specific more challenging examination questions practicing extended mark questions
- 1/2 termly examination questions 40mins

Encourage active reading - Design & Technology Product Design by Ian Granger

Resources for projects and examination Core materials are stored in Showbie.

Monitor and encourage a proactive approach to the NEA

If asked, become a client for projects, answer questions and supporting the design process.

Spring Term

NEA and focused examination questions

- Prototype development
- CAD modelling
- 3. Planning Manufacture
- Manufacturing the prototype
- Manufacturing the prototype
- 6. Core- Critical analysis and evaluation 7. Core- Selecting tools, equipment and
- processes B. Core- Accuracy in design and
- manufacture 9. Core - National and international standards
- Maths in Product Design

NEA coursework, 50% of grade;

- 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

Core exam knowledge. 50% of grade;

- Paper 1 & 2 mock
- Once NEA is complete we use all lessons for intensive revision. recall and exam question practise to support independent revision which needs to be ongoing throughout the course.
- NEA on going monitoring, peer and self assessment
- Exploring and practicing past examination papers
- 1/2 termly examination questions 40mins

Continue support with resources for projects and examination. Core materials are stored in Showbie.

Persist in encouraging reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.

Encourage active revision activities to promote long term recall for exam questions.

Summer Term

NEA finalisation for final A level assessment before Easter

Core exam knowledge;

- Recall and retrieval of all topic areas.
- Rehearsal of examination questions and feedback
- In preparation for two exams:
- Paper 1 150 minutes and 120 marks
- Paper 2, 90 minutes and 80 marks

Continue support with resources for the final examinations. Core materials are stored in Showbie.

Encourage active revision activities to promote long term recall for exam questions.



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 Component 1: Devising, Exploration of Styles of Theatre

2. Component 3: Theatre Makers in Practice Section C Set Text - 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.

Writing detailed: descriptions, analyses & evaluations.

- 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
- Component 3 Section C Set Text Question responses.
- Component 1 Process & Research Portfolios.

- Questioning

understanding of different

- texts, styles & practitioners.

 Discussing live theatre
 seen.
- Reading and discussing meaning communicated in written responses.

Spring Term

- Component 2: Text in Performance.
- 2. Component 3:
 Theatre Makers in
 Practice:
 Section A Live Theatre
 Section B Set Text
 Section C Set Text
- Script work Skills = <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 Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.</u>

Writing detailed: descriptions, analyses & evaluations.

Your Group Work Skills

performer, designer & director.

- 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.

- 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 Component 3:
 Theatre Makers in
 Practice:
 Section A Live Theatre
 Section B Set Text
 Section C Set Text

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.

Writing detailed: descriptions, analyses & evaluations.

- 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.
- 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, satisficing 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 M arket Structures M acro CA1 M ultiplier 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 M arkets and Labour market failure M acro 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

Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints(where relevant)	Careers' Links
Autumn Term 1	Business Objectives	The current macro	Maximisation objectives: profit,	Common assessment 1-Micro	Economist
		economy and the	sales revenue, sales volume,	Common assessment 1-Macro	Banker
	Costs and economies	economic cycle	growth and utility		Chartered accountant
	of scale		Non-maximising objectives:		Investment analyst
		Recap of circular flow	profit satisficing, social welfare,		Management consultant
	Revenue and profit	and the multiplier	corporate social		Civil servant
			responsibility (CSR)		Government
	Perfect competition	The Phillips Curve	The principal-agent problem		policy advisor
			Fixed costs		
	Monopoly	Fiscal policy: direct &	Variable costs		
		indirect taxes	Total costs		
			Average costs		
		Monetary policy: money	Marginal costs		
		supply	The law of diminishing returns		
			Internal and external		
			economies of scale		
			Diseconomies of scale		
			Minimum efficient scale		
			Total, average and marginal		
			revenue		
			Profit/loss		
			Accounting, normal and		
			supernormal profit		
			The characteristics of perfect		
			competition		
			The characteristics of monopoly		
			Dynamic efficiency		
			X-inefficiency		
			The short-run Phillps Curve		
			The long-run Phillips Curve		
			Natural rate of unemployment		

			Non-accelerating inflation rate of unemployment (NAIRU) Direct taxes Indirect taxes Money supply Bank of England Monetary Policy Committee Quantitative Easing		
Autumn Term 2	Monopolistic Competition Oligopoly Contestable markets	and welfare Globalisation Trade policies and negotiations	monopolistic competition Short run monopolistic competition; supernormal profit/loss Long run monopolistic competition; normal profits Equilibrium price and output for a firm in monopolistic competition Characteristics of oligopoly Non-price competition Interdependence Types of collusion Product differentiation Concentration ratios The characteristics of a contestable market Productive & allocative efficiency in contestable markets Income and wealth; distribution and inequality	Common assessment 2-Micro Common assessment 2-Macro	Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
			Absolute and relative poverty Gini coefficients Lorenz curve International competitiveness Absolute and comparative advantage Terms of trade Marshall-Lerner condition and J-curve		

	I	Protectionism	
		Economic integration	
		Free trade areas	
		Customs unions	
		Monetary unions	
		Economic unions	
		World Trade Organisation	
		_	



Summer Term

Year 13 Curriculum Overview: ENGLISH LITERATURE



What will you be assessed on? How can you help at home? Topics/content outline: Powerful Knowledge (key concepts, skills) An essay responding to an unseen extract, Elements of Political/Social testing your interpretation, analysis skills and Protest Writing: The powerful v the powerless Read widely within the genre of political, ability to exploration the presentation of **Autumn Term** social protest to develop your understanding Power of the state aspects of the genre Induction to PSPW genre Courage of the individual of conventions, using the wider reading list as Essays responding to a critical viewpoint How to tackle an unseen Resistance about aspects of the genre within 'The extract Use revision study skills to start learning key **Authority Figures** Handmaid's Tale The Handmaid's Tale by quotes from all set texts and to chart the Control, conspiracy and corruption Essays responding to a critical viewpoint Margaret Atwood development of key characters / key themes Freedom about aspects of the genre within 'Harvest' Harvest by Jim Crace Elements of Political/Social Protest Writing: The powerful v the powerless Essays responding to a critical viewpoint Power of the state The poetry of William Blake Courage of the individual about aspects of the genre within the poetry Harvest Lit Chart on Showbie Harvest by Jim Crace Resistance of William Blake The Handmaid's Tale Lit Chart on Showbie Spring Term Essays exploring an aspect of the genre Re-read set texts from year 12 Revision for Paper 2 Section **Authority Figures** across two texts of their choice. C questions Control, conspiracy and corruption Revision of Paper 1 texts Freedom The powerful v the powerless

Elements of Political/Social Protest Writing:

Revision of all aspects of the

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 Eate Pride Suffering

Exams will test you on:

- 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
- Explore how aspects of PSPW are presented in two texts of your choice
- 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:

1.The benefits of living in diverse society

- 2. Tolerance and respect of diversity
- 3. Promoting diversity
- 4. Different groups who are marginalised in France
- 5. Measures to help those who are marginalised.
- 6. Contrasting attitudes to those who are marginalised
- 7. Introduction and preparation for the Independent Research Project (IRP)
- 8. Introduction to novel 'No et Moi' (Delphine de Vigan)

Powerful Knowledge (key concepts, skills)

- Revision of pres., fut., and cond. tenses
- Revision of the perfect and imperfect tenses
- The Pluperfect tense
- Using synonyms
- Pronunciation
- Comprehension strategies
- Exampro revision activities
- Weekly sessions with the French Assistant (FLA)
- Photocard /speaking booklets
- > No Et Moi Context and intro to characters, themes, and techniques

What will you be assessed on?

- Exampro revision exercises and past papers questions
- Short writing tasks (translations/comprehensions etc)
- Vocab tests

How can you help at home?

- > 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

Autumn Term

- 1. The French political system
- 2. Political engagement amongst young people
- 3. The future of political engagement
- 4. The role of unions
- 6. Attitudes to strikes and different methods of protesting.
- 7. No et Moi continued
- 8. IRP and photocards

The Passive

- Revision of the subjunctive
- Translation both ways
- Subject and object pronouns
- > Relative pronouns and demonstrative adjectives and pronouns
- Weekly sessions with the French Assistant
- > Photocards and speaking booklets
- Writing presentation
- Essay writing skills (film and literature)

Speaking mock 1 (January)

- Speaking mock 2 (March tbc)
- > Paper 1 (listening, reading and writing mock
- Paper 3 (writing) mock
- Vocab tests

- > 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)



- 1. Attitudes to crime
- 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 and photocards
- 9.No et Moi and revision of La Haine
- 10. Revision techniques

- > The past historic tense
- Si clauses in different tenses
- Revision of infinitive constructions
- General tense revision and using combined
- Exampro revision activities / new revision
- Weekly sessions with the French Assistant (FLA)
- Exampro revision exercises and past papers questions
- Short writing tasks (translations/comprehension etc)
- Real exams May/June

- > 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



Water and carbon Cycles

Hazards

Global

Systems and

Global

Governance

Topics/content outline:

iter and carbon cycles as natural systems inputs, outputs, stores, flows and dynamic

equilibrium water cycle

- Size of stores
- Processes driving change
- Basin basins and processes Rood hydrographs carbon cycle
- Factors driving change
- Changes overtime
- Carbon budget ter, carbon climate and life on earth
- Relationship between water and carbon cycle
- Human intervention

Powerful Knowledge (key concepts, skills)

Global stores and distribution (water and carbon cycles) – lithosphere. hydrosphere, cryosphere and atmosphere.

Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes

Drainage basin – stores and flows. Flood hydrographs - seasonal variations

Changes over time to the water cycle – farming, land use, water

Factors driving change (carbon cycle) - photosynthesis, respiration, decomposition, combustion, carbon sequestration

Changes over time to the carbon cycle - natural variation and human impact

Carbon budget

Feedback systems (water and carbon cycles) Mitigation of climate change

What will you be assessed on?

topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

The concept of hazards Nature, forms and potential impacts,

- Hazard perception
- Characteristic human responses and
- their relationship to hazard
- The Park Model and Hazard Management Cycle
- Earth structure

Case Studies

Globalisation

Global Systems

Interdependence

- Plate tectonic theory of crustal evolution
- Plate margins, process and associated landforms including magma plumes

Unequal flows of people, money, ideas and technology

olcanic/ Seismic/ Storm hazards/ Fires in Nature

Dimensions and factors of globalisation

- Nature, Forms, Impacts, Responses Impacts and human responses of a recent event
- Multi-hazardous environment beyond the UK
- Hazard on a local scale

tazard perception. Characteristic human responses and their relationship to hazard. The Park model, The Hazard Management Cycle.

constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity and associated landforms. Magma plumes.
The nature of vulcanicity and seismicity and its relation to plate tectonics, forms of bazard

The nature of tropical storms and their underlying causes.

and analyse nature risks responses Case Study: Local scale to illustrate nature and analyse how the character

reflects presence of impacts and responses

nomies of scale

Global financial systems

Fair Trade

nternational trade and access to markets

Unequal power relations Volumes and patterns of trade

Trading relationships and trading blocs

Differential access to markets

The nature and role of TNCs

World Trade in a food commodity or manufactured product Global Governance

Agencies (UN) in the post-1945 era Interactions between the local, regional, national and

international and global scales

The 'global commons'

Globalisation Critique

Earth structure. Plate tectonic theory, plate movement, destructive,

Nature, conditions favouring and causes of wild fres For volcanic, seismic, storm hazards and fires in nature Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.

Impacts and short and long-term responses

A recent example to illustrate impacts and responses Case Study: Multi-hazardous environment beyond the UK to illustrate

Trade agreements and trading blocs

Supply chains Specialisation

Brain drain

Inequalities, Conflict and injustices Power relations Global institutions - IMF WTO World Bank

Growth and stability Antarctic Treaty, IWC and UNEP

Imports and exports

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12

Regular knowledge checks

Practice exam questions within lessons

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.

Regular knowledge checks

Practice exam questions within lessons

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.

How can you help at home?

- 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.

- Keep folders and notes organised
- Recap on classwork to consolidate key concepts and
- Use course checklists to monitor your own progress

- Challenge yourself to read around the subject, using the resources on Showbie
- Use the practice questions and mark schemes on
- Use the intervention strategies available in the A-level revision on Showbie

- 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&ven ue=2180332

Discussions

- 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



Year 13 Curriculum Overview: History



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

Topics/content outline:

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

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 alid democracy and political organisations develop in Britain?
- How important were ideas and ideologies?

makes and perpetuates revolution.

- How and with what effects did the economy develop? How and with what effects did society and social policy develop?
- How and why aid 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.aga.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964

This option provides for the study in-depth of a key period of history w hich 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, h 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

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

What will you be assessed on?

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

n Section At here will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

n Section B, three questions will be set of which students answerone. Et her question tests AO1 and is designed to test historical understanding over an extended period.

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

How can you help at home?

There are a wide variety of book 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.

W at chithe BBC documentary The Making of Modern Britain by

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

- The Directory and Napoleon's rise to pow er, including the Thermidorian reaction, the Directory, military campaians aboard and Napoleon's rise to
- Napoleon's impact on France including political social. economic and social changes.
- Napoleon's impact on Europe, including expansion and empire control and challenge, and Napoleon's defeat

ne 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.

n Section At here will be a compulsory question testing students' ability to analyse and evaluate the value of primary ources 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 ompleting a mock exam at the end of the year.

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

W at chithe 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, know ledge 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 tow ards 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
- 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:

- take the form of a question in the context of approximately 100 years that does not duplicate conter 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

he Historical Investigation carries 40 marks.

be independently researched and written by the studen



Year 13

Curriculum Overview: BTEC Level 3 Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term 2. Digital 2. Digital and use 3. Periphi4. Comp system 5. Emerg 6. Choos 7. Transm 8. Conne

1. Digital devices in IT systems

- Digital devices, their functions and use
 Peripheral devices and media
- s. Felipheral devices and medic 4. Computer software in an IT
- 5. Emerging technologies
- Choosing IT systems
- 7. Transmitting data
- 8. Connectivity
- 9. Networks
- 10. Issues relating to transmission of data

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

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

Topics 1-10 (Autum Term) via homework

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

- Operating online
- 2. Online systems & communities
- 3. Protecting data and information
- 4. Impact of IT systems
- 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.



 Evaluation of a social media plan
 Evaluation of a social media

campaign.

- Creating accounts and profiles
 Implementation of online
- community building
- Data gathering and analysis
 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

Products

Coursework: Study scripts and create a script for Unit 21 TV

Drama

9% of Qualification

Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) 16% of Qualification

Unit 22: Scripting for media

LO1 Understand scripted elements for a range of media products

LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief

LO3 Be able to produce the script for a media product, in response to a client brief UNIT 22: Pass, Merit and Distinction Completed by October

UNIT 20: Pass Tasks Completed by December

Exam Board Unit Booklet

UNIT 22

UNIT 20

Student Checklists

UNIT 22 Marksheet

UNIT 20 Marksheet

Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.)

> Unit 2: Pre-production and Planning Exam: 2 Hours 25% of qualification

LO1 Know how existing advertising campaigns embed advertisements across a range of media products

LO2 Be able to plan a cross media advertising campaign to a client brief

LO3 Be able to produce the planned media components

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 preproduction documents in relation to client requirements and how to plan projects to meet these needs. UNIT 20: Merit and Distinction Tasks
Completed by February

UNIT 2: Pre-Production and Planning 2hr Exam MAY Exam Board Unit Booklet

UNIT 20

UNIT 2

Student Checklists

UNIT 20 Marksheet

Summer Term

Spring Term

Updating any Coursework Units for any re-submissions



Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



Autumn Term 1. The concept and nature of God 2. Arguments relating to the existence of

God

Powerful Knowledge (key concepts, skills)

- God's attributes
- 2. Arguments for the incoherence of God's attributes
- Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses
- Teleological Arguments (Hume, Paley and Swinburne) with issues and responses
- Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

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 Formand knowledge organisers all used to test

knowledge and understanding.

How can you help at home?

- Test and key terminology from this unit
 Go through knowledge organisers and
- check understanding

 Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Assess whether God's attributes can be resolved alongside the issue of evil.
- 2. Assess responses and further issues
- Assess whether religions language is meaningful
 Cognitivism and non-cognitivism
- Logical positivism with issues and responses
- The University debate with issues and responses
- A range of formative and summative assessments following the AQA Philosophy and ethics examcriteria.

 Separate examskills 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.
- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



Autumn Term 1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism

Powerful Knowledge (key concepts, skills)

- Indivisibility argument for Substance Dualism with issues and responses
- Conceivability argument for Substance Dualism with issues and responses
- Mary/Knowledge argument for Property Dualism with issues and responses
- Philosophical argument for Property Dualism with issues and responses
- Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism

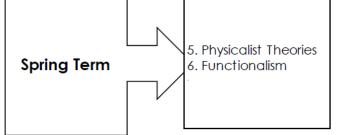
What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

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.

How can you help at home?

- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Hard and soft behaviourism as an argument for physicalism with issues and responses
- Mind Brain Identity theory as an argument for physicalism with issues and responses
- Eliminative M aterialism as an argument for physicalism with issues and responses
- Functionalism as a way of arguing mutiplly realisability with issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics examcriteria.

Separate examskills lessons are embedded in schemes of work and delivered frequently.

Separate examskills lessons are embedded in schemes of work and deliv eredfrequently. A v ariety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Formand knowledge organisers all used to test knowledge and understanding.

- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Summer Term

Year 13 Curriculum Overview: MUSIC

Revision for exam

Final composition tweaks

ahead of submission



Powerful Knowledge (key concepts, skills) What will you be assessed on? Topics/ content outline: How can you help at home? Impressionism; Expressionism & Neo-1. Features of the Twentieth Classicism. Century composition schools Brief composition- creating plan and using (Area of Study E) and the 2 past work as examplars Fortnightly performance set works **Autumn Term** Building on Year 12 content and making links uploads/class performance 2. Composing skills- Brief Testing knowledge on Development of across the 150 year time period ready for the Symphony (1750-1900) and AoSE essay writing. Exam-style questions on AoSE flashcards The Romantics (1830-1900) 4. A look at performance content repertoire- final recital planned Revisit Haydn and pre- 1. Exam-style questions on Haydn/AoS E work 2. Timed essays (1750-1900) Classical/Classical genre 2. Set works AoS E Exam-style questions revise/revisit 3. Full recital runs to class then at a Live@Lunch informal concert Spring Term Performing in front of family and friends! Performance Feedback (written) to Finalisina Brief inform final recital Composition work 4.Spring concert performance of recital repertoire. 4. Formal and informal performances Final recital preparation; Exam-style auestions paperwork (March-April)

Feedback will be very regular and detailed to

support next steps ahead of exam/submission.

Revision support!

Performance and Composition Feedback (written) to inform final

submission



Year 13 Curriculum Overview: A LEVEL PE Paper 1

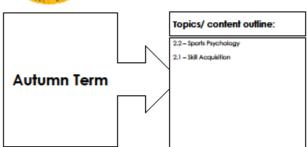


Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? AO1 Demonstrate knowledge and Support students accessing resources on .ATP and energy transfer. understanding of the factors that underpin Showbie. performance and involvement in physical activity Energy systems and ATP resynthesis. Check Classcharts. 1.1.c Energy For Note questions – to consolidate knowledge 3.Atp resynthesis during exercise of differing intensities Exercise. (see resource file) and durations. **Autumn Term** AO2 Apply knowledge and understanding of the Recall and retention – Starter activities (see 4. The recovery process. factors that underpin performance and resource file) 5 Exercise at altitude involvement in physical activity and sport. 1.3 Biomechanics. Exam questions (see resource file) 6.Exercise in the heat. Green pen answers using mark schemes on 7.Linear motion. AO3 Analyse and evaluate the factors that Showbie. 8. Anaular motion. underpin performance and involvement in Support in completion of homework and physical activity and sport. PowerPoint presentations, YouTube video links etc AO1 Demonstrate knowledge and Support students accessing resources on understanding of the factors that underpin Showbie. performance and involvement in physical activity Check Classcharts. and sport. Note questions - to consolidate Fluid mechanics. 1.3 Biomechanics **Spring Term** AO2 Apply knowledge and understanding of the knowledge (see resource file) factors that underpin performance and Recall and retention – Starter activities Projectile motion. involvement in physical activity and sport. (see resource file) Exam questions (see resource file) AO3 Analyse and evaluate the factors that Green pen answers using mark schemes underpin performance and involvement in on Showbie physical activity and sport. Support in completion of homework and PowerPoint presentations, YouTube video links AO1 Demonstrate knowledge and understanding of the factors that underpin .Consolidation of Year 12 and 13 content. Support students accessing resources on performance and involvement in physical activity Showbie. 2.Exam technique, identification and and sport. Check Classcharts. understanding of command words. Note questions – to consolidate knowledge **Summer Term** REVISION AO2 Apply knowledge and understanding of the 3. Personalised revision programme based on past (see resource file) factors that underpin performance and Recall and retention – Starter activities (see exam papers and self-reflection. involvement in physical activity and sport. resource file) 4. Timed practice exams and self-reflection using Exam questions (see resource file) AO3 Analyse and evaluate the factors that mark schemes and model answers. Green pen answers using mark schemes on underpin performance and involvement in physical activity and sport. Support in completion of homework and revision



Year 13 Paper 2 Curriculum Overview:





Powerful Knowledge (key concepts, skills)

- 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

What will you be assessed on?

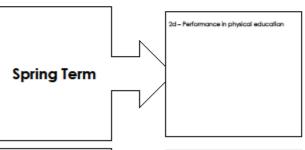
AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

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.

How can you help at home?

- 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.



. EAPI Prepeation

- 2. Section 1 Evaluative of performance
- 3. Section 2 Development plan
- 4. Section 3 Application
- Independent time in lessons to make notes and improve knowledge and understanding.
- 6. Mock Exam preparation
- Synoptic assessment

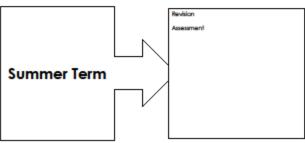
- AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

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.



- REVISION
- Go through year 13 content
- Exam technique
- Past paper questions
- REVISIO
- Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist
- REVISIO
- 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.
- 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.



Year 13 Curriculum Overview: A level PE Paper 3



	Topics/ content outline: Ethics and Deviance in Sport	Powerful Knowledge (key concepts, skills) Drugs and doping in sport Violence in Sport	What will you be assessed on? AO1 Demonstrate knowledge and understanding of the factors that underpin performance and	How can you help at home? Support students accessing subject resources on Showbie.
Autumn Term		Gambling in Sport	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.	Encourage students to actively participate in their three practical sports and/or attend school extracurricular. Check ClassCharts Support in completion of homework and revision
Spring Term	Commercialisation Routes to Excellence in Sport Modern Technologyp	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.	Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extracurricular. Check ClassCharts Support in completion of homework and revision
Summer Term	Revision			



Year 13 Curriculum Overview: Sports leadership (Year 2)



The Marie	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership 2. Know different types of sports/physical activity event and the associated pros/cons 3. Understand how to make sport/physical activity sessions inclusive to the needs of participants 4. Lead an inclusive sports/physical activity event	Understand how to make sport/physical activity sessions inclusive to the needs of participants Understand how to gather, collate and organise sporting results	Task 3.2 – Making sport/physical activity sessions inclusive. Complete the task worksheet Task 5.2 – Plan, lead and evaluate an inclusive sports and physical activity event Task 5.3 – Event Leadership Log inclusive sports/physical activity	Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity. Question students what the pros/cons are for the different types of tournament and event structures.
Spring Term	1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups The six session plans must include examples of how a given session has been made inclusive for the participant group(s).	Possible participant groups • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people	Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete <u>six</u> sessions IGS prescripbe 2 strands of activity and give 1 personal choice. - 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	Assist students in gaining placements within the Ilkley and local community for their personal choice strand. Discuss and question how their experiences shaped their leadership style and instruction delivery and why
Summer Term	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			



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

 Edexcel A level Component 1 practical project: The Personal Investigation 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

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

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

Spring Term

- Edexcel A level component 1 essay: The Personal Study completion
- Completion of Edexcel A level Component 1
- Edexcel A Level Component 2:
 The externally Set Assignment
- London Galleries Visit

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

Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the

Decision making and bringing a body of work to an effective conclusion

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 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

Summer Term

 Edexcel A Level Component 2: The externally Set Assignment Final preparations and exam sessions 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 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

Supporting emotionally and physically during the run-up to exam sessions



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? Forces between charges. Electric field strength & potential. Electric Fields Uniform & radial fields. Circular motion & centripetal force. Simple harmonic Question students to test their recall of the Circular Motion & Gravity motion. Forced vibrations and resonance. Encourage students to turn superalossaries into Electric Fields Periodic Motion inc. Simple Gravitational fields and potential. Orbits of planets and Circular Motion & Gravity Harmonic Motion Encourage students to use fact cards properly **Autumn Term** satellites. Escape velocity. Periodic Motion Encourage students to use practice topic Capacitors Parallel plate capacitors. Equations re capacitance, area, questions, or work on them together Capacitors PD, electric permittivity. Links, topic questions etc are available in the Internal energy, specific heat capacity & latent heat Electromagnetism capacity. Ideal gases and equations modelling their Showbie class "Physics ALL Y12". behaviour, Brownian Motion. Thermal Physics Question students to test their recall of the Magnetic fields. The motor effect. Faraday & Lenz's laws of topics Y12 Topics & Electromagnetism electromagnetic induction. Alternating currents and - Encourage students to turn superglossaries into Electric Fields Thermal Physics Circular Motion & Gravity Nuclear Physics Encourage students to use fact cards properly Spring Term Periodic Motion Encourage students to use practice topic Astrophysics Radioactivity, Rutherford scattering, Nuclear radiations. Capacitors questions, or work on them together Exponential decay. N-Z plot & how N:Z ratios determine Electromagnetism decay paths. Investigating the nuclear structure. Mass-Thermal Physics Links, topic questions etc are available in the energy equivalence. Nuclear reactors & induced fission. Showbie class "Physics ALL Y12". Question students to test their recall of the Telescopes: Optical & radio telescopes. Classification of Encourage students to turn superglossaries into Astrophysics stars by luminosity. Absolute magnitude. Black-body radiation. The Hertzsprung-Russell diagram, Supernovae, Encourage students to use fact cards properly **Summer Term** All topics. Revision of all Y12 & Y13 topics neutron stars & black holes. - Encourage students to use practice topic Cosmology: Doppler effect and red shift. Hubble's law. questions, or work on them together Quasars. Detection of exoplanets. Links, topic questions etc are available in the Showbie class "Physics ALL Y12".



Summer Term

13.33 x 7.50 in

Year 13 Curriculum Overview: Politics

Recap/Retrieval/

leaming

consolidation of Previous

Examination Practice



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

Examination Practice and revision

A'Level Final Exam

Paper 1 UK Politics and Core Political Ideas

Paper 3 Comparative Politics

Paper 2 UK Government and Non Core Political

the political spectrum

revision resources

time

Use showbie to access past papers and

•Use showbie to engage with the concepts and concepts we are working on at that

204

development Autumn Relationships Term ersona Subject Spring Term

Year 13 CEP (PSHE) Curriculum Overview

Session Content

- 1. Self-care for exams
- Creating and maintaining a work-life balance
- Substance abuse and stress
- Managing my online presence
- Building professional relationships
- Impact of alcohol and drugs on your career
- Managing conflicting
- Managing intimacy and ending romantic relationships

views

- Faith and culture in relationships
- Challenging toxic cultures
- Keeping safe whilst independent

Remaining sessions -> Guided revision time

Powerful Knowledge

- In an exam series maintaining your wellness routine is important as it can help you to keep up your stamina as you are sifting your exams. Diet, sleep and exercise are all important parts of self-care that when kept in balance help improve academic outcomes.
- A work life balance is how you choose to balance your time between professional/educational and
 personal commitments. A healthy work-life balance will mean different things to different people, it
 means being fulfilled and content in both areas of your life, this can be challenging but is very important
 for your personal wellbeing and mental health.
- Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a
 natural human response that prompts us to address challenges and threats in our lives. Everyone
 experiences stress to some degree. Some people use drugs or alcohol as a negative coping strategy to
 manage stress this makes the stress worse.
- Information including photos and videos and well as online posts and comments all forms part of your
 online presence. Managing online status, and understanding appropriate behaviour online helps to build
 and maintain osatifive relationships.
- Relationships form an important part of professional relationships. Your digital presence and footprint as well as how you relate to and connect to people is an important part of your personal brand. Professional relationships are generally more formal than personal relationships as a workplace's culture and professional expectations dictate how people behave towards each other.
- i. Most workplaces will have an agreed policy on drug/alcohol misuse that is written into their health and safety policy. Alcohol, drugs and substance obuse has serious implications for emplayees' health, safety and performance in the workplace. In the UK it is illegal to buy, be bought or buy someone under 18 alcohol. In the UK it is illegal to possess, supply and produce controlled drugs, controlled drugs fall into 3 different categories, Class A, B or C.
- Individuals may have conflicting views on a variety of issues such as current affairs,
 politics, economics, relationships, religion and many other areas. Listening and learning to
 people from different cultural backgrounds to your own helps to give an informed and
 rounded view of a variety of issues. Recognising microaggressions and being an
 upstander is important. Being tolerant of different views reduces conflict. Not challenging
 microaggressions can lead to prejudice and discrimination.
- Ending romantic relationships can be emotionally difficult and challenging. Thin king about strategies that could help with this and improving emotional intelligence by being able to read body language and cues is important.
- 8. Whatever background you come from, there'll always be some differences between you and your partner. Whether that's over something as small as your favourite cereal or as big as coming from a different religious community. The issue only comes in when you can't find a compromise between your viewpoints. That's why 'how does religion affect relationships?' is a pretty subjective question. To some extent, the answer will depend on how much your beliefs shape your life and how strongly you want your partner's beliefs to align with your own.
- 4. Culture is a concept that 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. Culture is often originated from or attributed to a specific region or location. A toxic culture is a culture in which conflict is common and the work environment is negative because of unethical behaviours, a lack of inclusion, and disrespect.
- 5. When you move away from home for the first time, it is important to recognise that your support network may be further away than you are used to. Coping strategies include self-care, maintaining relationships, making new friends, accessing support services amongst others. Recognising that burgiary and theft can be crimes committed disproportionately against students is important to safeguard yourself and belongings. Taking responsibility for yourself, especially on nights out with new groups of people in unfamiliar settings that are new to you.

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss how to register with a GP and on University open days explore wellbeing support on and off campus or discuss how to register with a GP generally.

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- lessons in the lesson series
 Discuss how to register with a GP
 and on University open days
 explore wellbeing support on and
 off campus or discuss how to
 register with a GP generally.



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?

Research Methods Approaches Comparison of Approaches Biopsychology Forensic Psychology

Research methods: statistical tests, case studies and content analysis, validity and reliability, Features of Science.

Approaches: Humanistic approach, Psychodynamic approach, comparison of approaches

Biopsychology: localisation of brain function, plasticity and recovery form trauma, hemispheric specialisation, ways of studying the brain. Forensic Psychology: profiling, Biological explanations, psychological explanations

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answer kev knowledge check
- Short answer exam auestions
- Extended answer exam auestions

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 understandina.

Spring Term

Autumn Term

Forensic Psychology

Cognition and Development

Schizophrenia

Forensic Psychology: custodial sentencing, behaviour modification, restorative justice

Cognition and development: Piaget, Baillargeon, Vygotsky, levels of perspective taking, theory of mind, the mirror neuron system

Schizophrenia: Diagnosis and classification, biological explanations, drug treatments, Psychological explanations

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answer key knowledge check
- Short answer exam questions
- Extended answer exam auestions

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.

Schizophrenia **Summer Term** Issues and Debates A level Preparation

Schizophrenia: CBT and Family Therapy, the interactionist approach

Issues and debates: gender and culture bias, nature/nurture, free will s. determinism, Holism vs. reductionism, idiographic/nomothetic approaches, ethical implications

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answer key knowledge check
- Short answer exam questions
- Extended answer exam avestions

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 13 Curriculum Overview: A level Sociology



Topics/content outline: Theory of Religion **Autumn Term** 2. Religion and Social Change 3. Secularisation debate 4. Religion, Renew al and Choice 5. Theories of Crime and Deviance 6. Gender and Crime 7. Ethnicity and Crime

Powerful Knowledge (key concepts, skills)

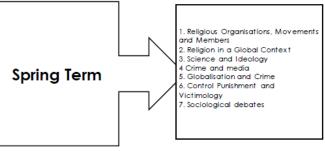
- Marxist Functionalist and Feminist views on the role of
- Is religion a conservative force or a force for change?
- New religious movements new age movements.
- Functionalist, strain and subcultural theories of crime.
- Marxist, Labelling Theory and Realist views on crime.
- Patterns, trends and explanations for gender differences in
- Patterns, trends and explanations for ethnic differences in crime

What will you be assessed on?

- Short Questions 4 and 6 mark exam auestions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

How can you help at home?

- Practise ex am questions using the AQA w ebsite https://www.aqa.org.uk/subjects/sociology/asand-a-level/sociology-7191-7192/assessment-
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show bie.
- Use Revise Sociology https://revisesociology.com
- Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/



- 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 w hat impact does the media have on crime rates?
- International and transnational crime the impact of alobalisation on crime.
- How dowe control and punish people?
- What is victimology? How are criminals and victims asocial
- Is Sociology scientific, objective and value free? Or is Sociology subjective and value laden?

- Short Questions 4 and 6 mark exam auestions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

- Practise exam questions using the AQA website https://www.aga.org.uk/subjects/sociology/asand-a-level/sociology-7191-7192/assessmentresources
- Access and use the Tutor2u resources https://www.tutor2u.net/sociology
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1. Quantitative and Qualitative Research Methods 2. Globalisation, modernity and Postmodernity 3. Sociology and Social Policy **Summer Term** 4. Paper 1 revision 5. Paper 2 revision 6 Paper 3 revision 7 Exam revision and consolidation

- 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 answ er exam questions.

- Short Questions 4 and 6 mark exam auestions.
- Quick Cycle test
- Google forms.
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- 20 and 30 mark longer exam essay
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Year 13 Curriculum Overview: SPANISH



Topics/ content outline: 1. Immigration in the Spanish-speaking world.

- 2. Racism
- 3. Integration of different cultures.
- 4. Volver feminine solidarity (film)

Powerful Knowledge (key concepts, skills)

- Positive and negative aspects of immigration
- Problems for illegal migrants
- Recap of the present tense
- Revision of the imperfect and preterite tenses
- Use of compound tenses
- Describing racist and xenophobic attitudes
- Understand legislation and combating racism
- 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

What will you be assessed on?

- □ Paper 1 (L/R/W)
- Paper 2 covering essay on film Y13 Speaking Mock 1 Paper 3 (Stimulus card + IRP) - w/c 8th December

How can you help at home?

> Keep an eye on ClassCharts for all homework and assessment information > Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in

Spanish

Join teacher Showbie group

> Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films

Spring Term

Autumn Term

- La Casa de Bernarda Alba – literature
- Young people today, citizens of tomorrow. political movements in the Hispanic world.
- Monarchies and dictatorships

- Quotations, themes, key scenes and essay
- 2. Understanding politics, unemployment and the type of society young people want to live in in the Hispanic world
- Understanding the impact of the civil war. Franco's dictatorship
- 4. Understanding changing attitudes towards monarchies, republics and dictatorships
- Use of present, perfect and imperfect subjunctive
- Imperative commands

- □ Paper 1 (L/R/W)
- ☐ Paper 2
- ☐ Paper 3 Speaking Mock 2 (Stimulus card + IRP) - w/c 2nd March

As above

Summer Term

- Social protests and campaigns in the Spanish world.
- Recap of Volver
- Revision

- Passive voice
- If- clauses + pluperfect / imperfect subj.
- Analysing the effectiveness of protests and strikes
- 4. Understanding the power of trade unions
- Understanding the 15M movement in Spain and the mothers of La Plaza de Mayo in Araentina
- Essay writing skills
- 7. Speaking skills

- □ Paper 3 Real A Level Speaking w/c 20th April
- □ Actual A-level exams

As above