



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

IGS CURRICULUM OVERVIEWS

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

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



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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Year 7 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Introduction to drawing 2.Drawing still life 3.Begin ceramics project	- Drawing skills and techniques. - Formal elements of line, shape, proportion, form and texture. - Composition - Photography and lighting. - Art specific vocabulary - Making connections/taking inspiration from Artists. - Research and writing about a ceramic vessel	- Still life drawing - Written presentation of ceramic vessel.	- Support with homework, one per fortnight. - Encourage practising drawing from observation in various media. - Encourage watching art programmes such as 'The Great Pottery Throw Down'
Spring Term	1.Ceramics project; Making, researching, inventing and designing. 2.Colour Theory Name project 3. Next steps and careers in Art	- Understanding the properties of clay. - Slabbing technique. - Practising skills and techniques such as carve, imprint, build and cut away - Understanding a design brief. - Introduction to colour theory	- Clay tile. - Final ceramic vessel. - Colour name front cover	- As above. - It would be great if you could ask questions about their work especially the designing stage and colour theory as this will help with creative thoughts and understanding.
Summer Term	1.Insects; Drawing and collage. Research and writing. Steam Punk Insect 2. Recycle mini project	- Recap on drawing skills, formal elements of line, shape and proportion. - Introduction of use of collage and an illustrative tool. - Recap on research and writing from term 1 based on Steam Punk and how to take an influence from the work of professionals. - Observation and creative invention through designing own Steam Punk insect.	- Collage insect. - Steam Punk research and analysis. - Steam Punk Insect - Recycle work	- As above. - Discussions about recycling and how certain materials can be used to create art. - Support in making the recycle artwork.



Subject – Personal development

Citizenship Module

Finance Module

Year 7 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

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

Powerful Knowledge

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

<https://www.judiciary.uk/about-the-judiciary/our-justice-system/>
https://www.youtube.com/watch?v=6K4K06K_Rw&t=2s

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

How can you help at home?

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

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



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	1. E-safety 2. Word Processing 3. 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 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.
Spring Term	1. 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	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.
Summer Term	1. Spreadsheets 2. Graphic manipulation 3. Websites	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.



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?
Autumn Term	Gravity Racer 1. Workshop safety routines-hazard & risk 2. Safety poster 3. Measuring items in mm 4. Marking out from a working drawing 5. Drilling assessment 6. 2D drawing with equipment 7. Creating a working drawing 8. Mechanical fittings 9. Cutting Metal & Chassis and wheel assembly 10. Testing the Gravity Racer 11. Race Day & Evaluation	• 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	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 PCB	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				



Year 7 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Introduction and Food Safety 2. Enzymic Browning 3. Fruit Fusion 4. Grilling Investigation 5. Pizza Toast 6. Eatwell Guide 7. Rainbow Salad	- 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 safely, 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 . Rubbing 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Graffiti Pencil case 1. Health and Safety in Textile 2. Analysis of a Design Brief 3. Theme research including an Image board. 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 room hazards and risks - Working to a Design Brief - Break down a context using a mind map - Fibre characteristics - Fabric finishes - Drawing skills - CAD repeat pattern Specific Keywords; Design Brief, Task Analysis, Client, Annotation, 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 Showble. 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 - Working with fabric right side to right side Specific Keywords; thread guide, balancing wheel, spool, tension, Evaluation 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. Trailing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics 10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment	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. Dramatic Techniques: Still Image, Thought Tracking, Mime, Split Scene, 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. Dramatic Techniques: Still Image, Thought Tracking, Mime, Exaggeration, Slow Motion, Body as Prop, Soundscape. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Design Skills: 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.	- Reviewing the definitions of the Techniques & Skills covered. - Discussing how they have used and could use the Dramatic Techniques in their performances.
Summer Term	5. Enchanted Island 6. Kabuki Theatre	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Dramatic Techniques: Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage & Direct Address. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Design Skills: Staging (End On, In The Round, Promenade), Lighting, Sound & Music, Set, Costume & Make Up. Styles: Naturalistic, Abstract, Physical Theatre & Kabuki Strands/Approaches: 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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	The Writer's Toolkit: - Myths and Legends - Quest writing	Narrative Structure Concept of the hero Concept of the villain Morality from different cultures Gender roles and relations	- Baseline assessment of all reading and writing skills - Exploration of how a character is presented testing your Inference and Interpretation skills - Writing an extract from your own quest myth testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation and vocabulary choices	- Wider reading sheet on Showble with suggestions of enrichment reading and activities to try - Listen to podcasts together at home, such as 'Myths and Legends', National Geographic Kids' 'Greeking Out' and 'Kids Myth Plus' - Practise key spellings and punctuation rules at home.
Spring Term	Childhood: - Oliver Twist the Play 19th century attitudes towards children - Presentation of childhood through poetry of William Blake - Non-fiction extracts exploring attitudes to children / childhood in the twenty-first century	Concept of the hero Concept of the villain Concept of the outsider Human psychology Morality 19 th 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 - Writing a letter to the Youth Parliament testing your ability to construct an argument as well as the structure of your ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices	- Watch film versions of 'Oliver Twist' - Wider reading sheet on Showble with suggestions of enrichment reading and activities to try - Visit websites like https://victorianchildren.org.uk/today-children-in-victorian-times/ to discover more about life in the 19th Century
Summer Term	Bravery and Courage: - The Other Side of Truth by Beverley Naidoo - War poetry - Presentation of immigration, the plight of refugees and how characters demonstrate bravery and courage within these situations	Concept of the hero Concept of the outsider Identity Human psychology and mental health Morality Modern society Political Ideologies Class status Race relations and inequality Narrative structure	- 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**



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



Year 7 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Our Dynamic World – What is our place in the world?	Location of continents and oceans Lines of latitude and longitude Physical and human features History of the earth Continental drift theory Plate boundaries World population trends Megacities Push and pull factors Reasons for population growth	Place characteristics and identity (Ilkley and Kenya) Factors affecting place Height on maps Tourism – impacts	- Our place in the world knowledge check - Our place in the world assessment – locating places, population, history of the earth and physical features - Ilkley and Kenya knowledge check - Ilkley and Kenya assessment – human and physical characteristics in UK, place characteristics and identity, impacts of tourism, map skills.
	2. Our Local World – How different are Ilkley and Kenya?			- Look through an atlas (doesn't have to be up-to-date) to identify places and features from around - Visit local places of interest in and around Ilkley and find out about them - Talk to relatives, neighbours about places they have visited. - Complete revision clock/ other methods including revision cards. - Watch the news/ read newspapers to stay up to date with current affairs with a focus on Kenya.
Spring Term	3. Our Dangerous World – Earthquakes or flooding, which is worse?	Layers of the earth Plate boundaries – constructive, destructive, conservative. Map skills Causes of earthquakes Primary impacts Secondary impacts Measuring earthquakes Haiti 2010 (cause, impact, response) Storm hydrographs (lag time, rising/ falling limb) Factors affecting flooding	Development Measuring development Development indicators The development gap Reasons for the development gap Sustainable development goals	- Earthquakes and flooding knowledge check - Earthquakes and flooding assessment – earth structure and plate boundaries, characteristics of earthquakes, flooding, including, cause, impact, response. - Development and aid knowledge check
	4. Our Unequal World – What is the global development gap?			- Keep a news diary of any earthquakes or floods that happen around the world - Visit the river in Ilkley at different times to the year and under different weather conditions to see how it changes - Complete a A4 factfile sheet about the country of Haiti using the CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/countries/haiti/ - Watch Frontline: Battle for Haiti (12) on Netflix - Complete revision clock/ other methods including revision cards.
Summer Term	5. Our Natural World – Does the atmosphere control our lives?	What is the difference between weather and climate? Types of rainfall Air pressure Global atmospheric circulation Global climate zones Extreme weather (UK and global) World biomes Characteristics of biomes	Population distribution Development indicators Causes of population rise Demographic Transition Model Population structure Population pyramids Cultural diversity in the UK Migration in the UK – impacts	- Weather and climate knowledge check - Weather and climate assessment – weather and climate, types of rain, global atmospheric circulation, factors affecting climate. - Urban mid-topic assessment - Urban assessment – population density, key terms, population structure and pyramids, migration, DTM, Leeds.
	6. Our Urban World – Who makes up the UK?			- Keep a news diary of weather events in the UK and abroad - Look at the weather forecast - Complete revision clock/ other methods including revision cards. - Watch the news/ read newspapers to stay up to date with current affairs.



Year 7 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Enquiry 1: The bodies in the field	Enquiry 1 Students will develop their understanding of the following disciplinary concepts: 1. Sources 2. Using evidence 3. Interpretations 4. Hypotheses 5. Chronology and time periods.	Enquiry 1 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use a variety of sources to support and develop an argument.	Enquiry 1 Ask your child to explain their hypothesis, with a specific focus on the evidence they could use to justify their argument.
	Enquiry 2: How did Rome change after 750BC to become 'extraordinary'?	Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. plebians 3. slaves 4. rights 5. democracy 6. dictatorship 7. Empire 8. conquest 9. polytheism 10. Christianity 11. conversion.	Enquiry 2 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to explain how Rome changed to become "extraordinary".	Enquiry 2 Watch the BBC Documentary series Empire without Limits by Mary Beard. Visit a local Roman site such as a Aldborough Roman Town or Hadrian's Wall.
Spring Term	Enquiry 3: Why was the medieval Church so powerful?	Enquiry 3 Students will develop their understanding of the following substantive concepts: 1. a church 2. the Church 3. a priest 4. the Pope 5. investiture 6. crusade 7. Indulgence 8. excommunication 9. Catholicism 10. Cathars 11. heretic.	Enquiry 3 Students will complete a short knowledge test which addresses the core knowledge.	Enquiry 3 Visit a medieval monastery in the local area to see the power of the medieval Church in England.
	Enquiry 4: Why was the Empress Matilda's legitimacy ignored?	Enquiry 4 Students will develop their understanding of the following substantive concepts: 1. gender 2. power 3. legitimacy 4. authority 5. empire 6. monarch 7. the throne 8. heir 9. polytheism 10. The Church	Enquiry 4 Students will complete a short knowledge test which addresses the core knowledge. Following the completion of both enquiries, students will complete a written assessment which requires them to write an account of power and authority in medieval England.	Enquiry 4 Watch the BBC Documentary series She-Wolves: England's Early Queens by Helen Castor.
Summer Term	Enquiry 5: Was life in 14th Century England "nasty, brutish and short"?	Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. peasants 3. serfs 4. freemen 5. agriculture 6. famine 7. Lords 8. Monks 9. the King 10. The Church 11. revolt 12. Christianity 13. religion 14. miasma	Enquiry 5 Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use evidence to support and challenge the interpretation about life in 14th century England.	Enquiry 5 Visit Wharfedale, a medieval village that was abandoned around 1500, located near Malton.
	Enquiry 6: How did Cortés send investigate life in the Aztec world?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. slavery 3. agriculture 4. rules 5. empire 6. tribute 7. polytheism 8. human sacrifice 9. disease 10. Conquest 11. empire 12. conversion 13. Christianity	Enquiry 6 Students will complete a short knowledge test which addresses the core knowledge and source-based activity. The activity will require students to plan a museum about life in the Aztec world, justifying their selection of	Enquiry 6 Listen to the episode about the Aztecs in the BBC Podcast, You're Dead to Me. https://www.bbc.co.uk/programmes/p07p1cw5



Year 7

Curriculum Overview: Information Technology

Autumn Term

Spring Term

Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. 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)
1. Games design 2. Programming in Scratch 3. 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 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	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)
1. 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?
Autumn Term	(1) Developing Number Sense (2) Number Properties (3) Place Value (4) Directed Number	- Order of operations - Factors, multiples & primes - Prime factors, HCF & LCM - Square & 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.
Spring Term	(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 Thinking (12) Working With Angles (13) Representing Data	- Fractions & percentages of amounts - Understand & draw angles - Types of triangle & quadrilateral - Area & perimeter - Mixed numbers & improper fractions - Adding & subtracting fractions - Key angle facts - Angles in parallel lines - Frequency trees, two-way tables & charts	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 7 Curriculum Overview: MUSIC



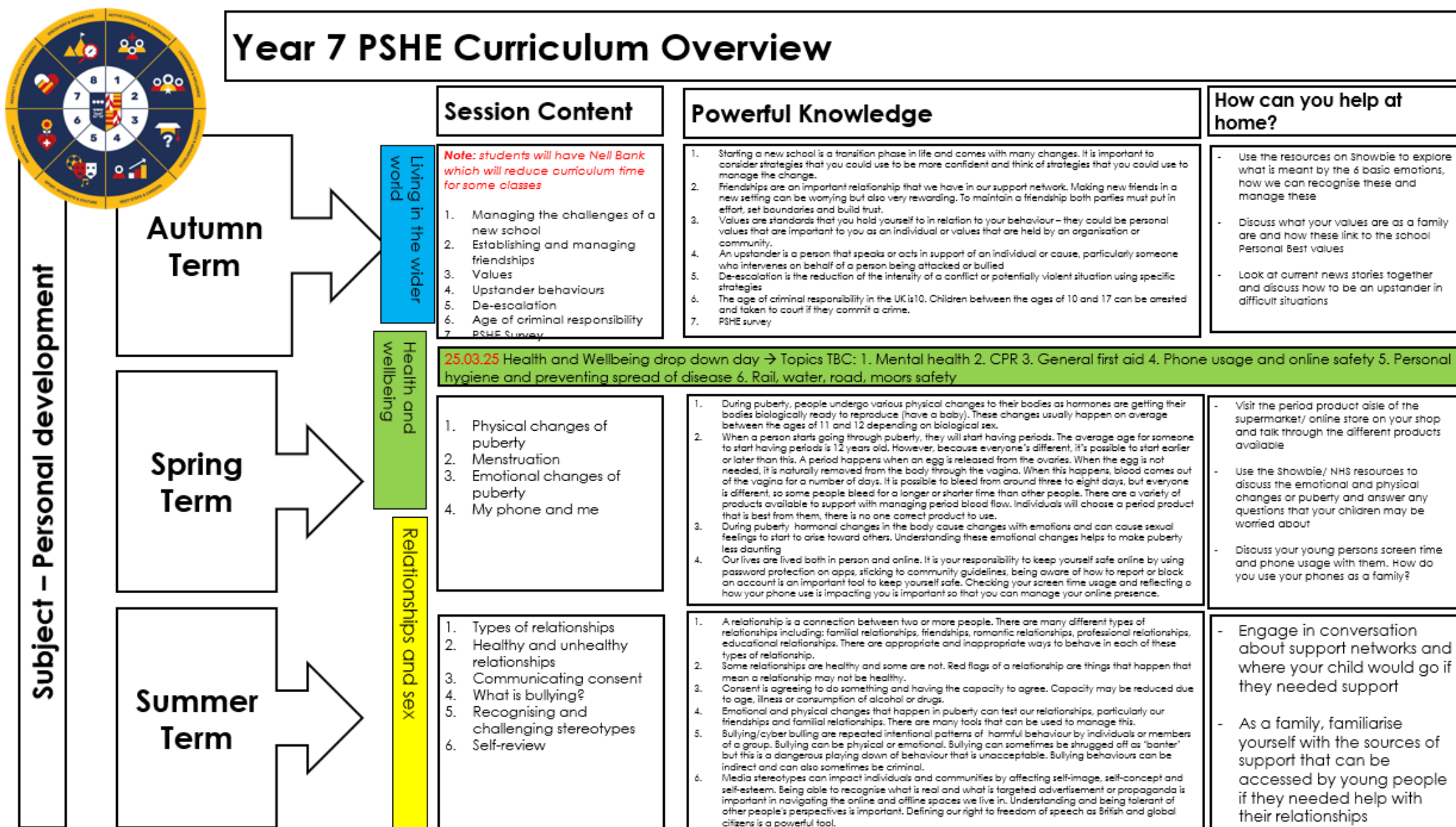
Autumn Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	1. PITCH PERFECT 2. FIND YOUR VOICE	Term 1: What makes a good melody? Using the keyboards to perform melodies in C major. A look at melodic movement, phrasing and treble 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.	Term 1: Individual Keyboard Performance Term 2: Group vocal performance/arrangement Homework: set at least once per half-term	Term 1: Treble clef note names https://www.youtube.com/watch?v=fAU4aQPOLwM Term 2: Notation activities. Body percussion- https://www.youtube.com/watch?v=92qf6dAlHuW
Spring Term				
	1. HARMONY 2. THE ORCHESTRA	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/zcbkcj4/articles/zqxx2nb Term 2: Instruments of the orchestra: https://www.youtube.com/watch?v=EfedK-dqXWc
Summer Term				
	1. QUEST FOR THE CRYSTAL 2. END OF YEAR CELEBRATION	Term 1: Exploring structure in music. How do composers create contrast between sections? Programme music- music 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Hockey 2. Netball 3. Football	1. Learn basic simple skills 2. Be able to use the skills in small sided games 3. To understand the basic rules 4. To know and understand the basic fitness components 5. To learn to work together	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Spring Term	1. Cross Country 2. Gym 3. Swimming	1. To improve basic fitness including Aerobic fitness/ flexibility. 2. To learn and develop individual motor skill 3. To learn water confidence 4. To know and understand the basic fitness components 5. To challenge themselves individually	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Summer Term	1. Athletics 2. Tennis 3. Rounders	1. To learn the core skills- running, throwing, striking and fielding 2. To learn the rules in all activities to score, measure, time and positions on the pitch 3. To know and understand all safety aspects of athletics 4. To challenge themselves to improve distance/time	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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 7 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	1. How did Judaism begin? 2. Who is Moses? 3. How do Jews learn about their faith? 4. What are Jewish key beliefs? 5. How do Jews believe they should treat other people? 6. What do Jews believe about an afterlife? 7. How did Christianity begin? 8. Who is Jesus? 9. How do Christians learn about their faith? 10. What are Christian key beliefs? 11. How do Christians believe they should treat other people? 12. What do Christians believe about an afterlife?	1. The Life and significance of Abraham. 2. The fragility of the relationship between God and the Jews and the need for a second covenant. 3. How Jews use the Tenakh which informs of God's instruction and how to live. 4. Nature and role of the Messiah / Messianic age. 5. Gods' expectations of the Jews as outlined in the Ten Commandments. 6. Jewish beliefs about the afterlife (Heaven and Sheol). 7. God on earth in physical form through the incarnation of Jesus the Son. 8. How Christians are saved through Jesus' sacrifice, grace, and good works. 9. The contents of the Bible and how Christians use this. 10. The concept of the oneness of God expressed through the trinity. 11. Beliefs about the afterlife and judgement. 12. Christian beliefs about heaven, hell, and purgatory.	• 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	1. How did Islam begin? 2. Who is Muhammad? 3. How do Muslims learn about their faith? 4. What are Muslim key beliefs? 5. How do Muslims believe they should treat other people? 6. What do Muslims believe about an afterlife? 7. How did Hinduism begin? 8. Who is Brahman? 9. How do Hindus learn about their faith? 10. What are Hindu key beliefs? 11. How do Hindus believe they should treat other people? 12. What do Hindus believe about an afterlife?	1. Life and impact of Muhammad. 2. Muhammad's preaching as a method of uniting tribes living in SA. 3. How the Quran was revealed to Muhammad. 4. The concept of One God in Islam (monotheism). 5. How the ten obligatory acts influence treatment of others. 6. Beliefs about life after death, judgement and resurrection. 7. The geography of India at the time of early Hinduism. 8. Brahman as the Ultimate Reality. 9. The difference between Special and General revelation. 10. The Trimurti representing different aspects of Saguna Brahman. 11. The concept of Karma and Samsara. 12. The Atman and the transmigration of the Soul.	• 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	1. How did Buddhism begin? 2. Who is the Buddha? 3. How do Buddhists learn about their faith? 4. What are Buddhist key beliefs? 5. How do Buddhists believe they should treat other people? 6. What do Buddhists believe about an afterlife? 7. How did Sikhism begin? 8. Who are the ten Gurus? 9. How do Sikhs learn about their faith? 10. What are Sikh key beliefs? 11. How do Sikhs believe they should treat other people? 12. What do Sikhs believe about an afterlife?	1. The life of Prince Siddhartha Gautama. 2. The background to Guru Nanak's ministry. 3. The Middle Way. 4. The Guru ship and their leadership. 5. The Buddhist concept of Dhamma as Buddha's teachings. 6. The contents of the Guru Granth Sahib and how Sikhs use this. 7. The three marks of existence as being fundamental to all things. 8. The Mool Mantra its origins and where it can be found. 9. The importance of Karuna (compassion) in Buddhism and the four sublime states. 10. The impact of sewa and how Sikhs treat others. 11. Samsara and the concept of dependent arising. 12. The meaning of karma, rebirth and mukti.	• Watch the BBC my life: my religion series on Buddhism and Sikhism. • Visit a local temple and Gurdwara. • Complete knowledge organiser for Buddhism and Sikhism. • If you have a family member/friend of the Buddhist and Sikh faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 7 Curriculum Overview: Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Becoming a Scientist 2. Matter 3. Forces 4. Intro to Biology (start)	The KS3 science curriculum starts with topics that cover the powerful knowledge that students will need to succeed in science. 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 graph 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.	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.	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.
Spring Term	4. Intro to Biology (finish) 5. Chemical Reactions 6. Energy 7. Cells, Respiration & Diffusion	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 and retention). Students move onto chemical reactions where they will study the differences between chemical reactions and physical changes, types of reactions, conservation of mass and catalysts. Next is energy where students will learn what energy is and what it does, the language around talking about energy and how 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.	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 amount 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).
Summer Term	8. Reproduction & Growth 9. Pressure 10. Separating Mixtures 11. Nutrition & Digestion 12. Earth & the Universe	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 <u>forces</u> 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 <u>bodies</u> 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



	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 <i>tener</i>, <i>llamarse</i> ✓ Revision skills	Key task 1 – recognising nouns and adjectives, translation from Spanish 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 EduLink 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	✓ <i>Tener</i> ✓ <i>Ser</i> ✓ 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 <i>tener/ser</i> ✓ Introduction to 'ar' verbs e.g. <i>trabajar</i> ✓ Revision skills	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family)	➤ As above



Year 8 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Fauvism and colour 2. Perspective	• Introduction to Fauvism • Colour theory • Oil pastel and mark-making skills • Development of own landscape composition • Descriptive writing • Introduction to one and two-point perspective • Mathematical drawing skills • Interior and architectural drawing	• Final fauvist landscape • One point perspective interior	• Support with homework, one per fortnight. • Encourage practising drawing and taking pictures of landscapes. • Watch and follow YouTube tutorials of how to draw different buildings and objects using one and two-point perspective.
Spring Term	1. Perspective continues 2. Typography project 3. Next steps and careers in Art	• What is typography? • Visual language of typography • The anatomy of a letterform • Logo design	• Two-point perspective street scene • Logo design	• As above
Summer Term	1. Digital art	• Digital artwork • David Hockney's artwork • Use of Sketchbook app • Building up layers, textures, mark-making and colour. • How to compare two artworks in writing.	• Digital landscape • Written comparison of Hockney and the Fauves.	• As above • Visit exhibitions eg. Salts Mill Cartwright Hall which features artwork by David Hockney. • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.



Subject – Personal development

Citizenship Module

Finance Module

Year 8 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

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

Powerful Knowledge

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

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

How can you help at home?

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

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



Year 8

Curriculum Overview: Computer Science



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-safety 2. Computer Networks 3. Web design 3. Binary Digits	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.
1. Mobile app development 2. 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.
1. Graphics 2. 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.

Spring Term

Summer Term



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	Game in a Box 1. Sustainability 2. Design Brief & Specification 3. Initial Design 4. Marking square lines on wood 5. Gameboard CAD design 6. Hand sanding wood 7. Operating Sanding Machines 8. Wood adhesive 9. Marking and cutting curved shapes in wood 10. Using the hegner saw 11. Finishing wood 12. Injection moulding plastic	• 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, Recycle	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/zby2bdm
Spring Term	Torch Project 1. Design brief 2. Drilling PCB & Soldering 3. 3D Isometric drawing 4. CAD Onshape 5. Making the casing using workshop tools and equipment 6. Applying a finishing technique 7. 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 1. Flextangle - Paper/ card engineering design 2. Architectural sketching - 2D / 3D thinking 3. Faraday Challenge 4. Foodtruck designs 5	• 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



	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.
Spring Term	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



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



Year 8 Curriculum Overview: Drama



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Styles: 1. Melodrama 2. Consolidation of Kabuki & Melodrama 3. Start: Epic Theatre	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Dramatic Techniques: Still Image, Mime, Exaggeration, Narration, Slow Motion, Sound effects, Stage Fighting, Multi-role, Non-naturalistic movement, 360 Still Images. Design Skills: Staging (End On), Sound & Music.	- Your Group Work Skills - Your knowledge of how to use the following elements to work in the two different Styles of performance: - Your application of the Dramatic Techniques - Your use of Acting Skills to create clear characters. - Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills.	- Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Victorian Melodrama. - Researching Epic Theatre
Spring Term	Styles: 3. Finish: Epic Theatre 4. Slapstick Comedy 5. Start: Consolidation of Epic Theatre & Slapstick Comedy	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Dramatic Techniques: 360 Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Multi-rolling, Non-naturalistic Movements, Direct Address & Spass. Design Skills: Staging (End On & In The Round) Placards and Sound & Music.	- Your Group Work Skills - Your knowledge of how to use the following elements to work in the two different Styles of performance: - Your application of the Dramatic Techniques. - Your use of Acting Skills to create clear characters. Your use of the stage space and other design elements to enhance your performance. - Your verbal responses/contributions to class discussions. - Your Devising & Script interpretation skills.	- Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Epic Theatre. - Researching Slapstick Comedy.
Summer Term	Styles: 5. End: Consolidation of Epic Theatre & Slapstick Comedy 6. Greek Chorus 7. Documentary Theatre	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Dramatic Techniques: Mime, Exaggeration, Flocking, Clocking, Sound effects & Choral Speaking, Flashback Flashforward, Slow motion. Design Skills: Staging (Amphitheatre) 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. - Researching Documentary Theatre - Revising the Theatre History Timeline.



Year 8 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Fear: - Frankenstein the Play - The Gothic - Extracts from gothic prose + poetry - Creative writing in the style of the gothic	Concept of the hero Concept of the villain Concept of the outsider Identity Human Psychology Morality 19 th Century Society Gender roles and relations Power of nature Gothic genre Narrative Structure	- Analysis of the presentation of a character testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices - An evaluation of the most effective gothic text, testing your ability to craft an argument and your ability to compare ideas across different texts - Writing an extract from your own gothic story, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices	- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try - Watch different film versions of 'Frankenstein' - Watch gothic films, or read gothic novels / short stories, inspired by the reading list and identify the gothic conventions you can recognise
Spring Term	Justice + Injustice: - Attitudes towards morality derived from religious texts - Non-fiction articles exploring attitudes towards crime and punishment - The Merchant of Venice by William Shakespeare - Sherlock Holmes stories	Concept of the hero Concept of the villain Concept of the outsider Human Psychology and Mental Health Morality 15 th Century and 19 th Century society Social status and class differences Inequality and race relations Narrative Structure	- 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/strangers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice and https://nosweatshakespeare.com/blog/shakespeare-venice/ to learn more about Venice in the 16th Century
Summer Term	The Spirit of Adventure and Endurance: - Salt to the Sea by Ruta Sepetys - Exploration of travel brochures and advertisements - Non fiction extracts about exploration and climate change	Concept of the hero Concept of the villain Human Psychology and Mental Health World War Two society Social Status and class difference Political ideologies Power of nature Narrative Structure	- 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 to try - Support students with reading the novel together at home. A scanned in copy is available on Showbie - Listen to podcasts with adventurers like Bear Grylls, such as 'Happy Place', 'The High Performance Podcast' and 'The Diary of a CEO' - Find out more about the Wilhelm Gustloff tragedy at https://www.smithsonianmag.com/history/deadliest-disaster-sea-happened-75-years-ago-yet-its-barely-known-why-180974077/



Year 8 Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- Free time activities - Opinions - Weather - Clothes <u>Future plans</u>	✓ 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 PC9QW folder ➤ Keep an eye on Edulink 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 <u>Future plans</u>	✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'il y a' and 'on peut' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in French	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, <u>future plans</u>)	➤ Join teacher Showbie group and PC9QW folder ➤ Keep an eye on Edulink 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 - Holiday activities <u>Future plans</u> - Dream holiday	✓ 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, <u>future plans</u>, dream holiday)	➤ Join teacher Showbie group and PC9QW folder ➤ Keep an eye on Edulink for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.



Year 8 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
Autumn Term	1. <u>Our Local World</u> – How special are the Yorkshire Dales? 2. <u>Our Natural World</u> – How fragile are Antarctica and the Oceans?	What are National Parks? Why they 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	• 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 environments- evaluation question	• Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited • Watch <i>Blue Planet Revisited Series 1.2 Great Barrier Reef</i> or 'Our Great National Parks' on Netflix • Watch <i>Seven Worlds, One Planet</i> series 1, episode 1 <i>Antarctica</i> or <i>Frozen Planet</i> on BBC iPlayer • Complete revision clock/ other methods including revision cards. • Consolidate notes from book and from Showbie.
Spring Term	3. <u>Our Unequal World</u> – Are resources equally distributed? 4. <u>Our Dangerous World</u> – 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. How fairtrade can try and reduce inequalities in a country.	Distribution of volcanoes Plate boundaries Structure of the earth How volcanoes form Volcanic hazards Preparing for volcanic eruptions Prediction eruptions Wildfires - Causes - Impacts - 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 <i>Against Malaria Foundation</i> and <i>WaterAid</i> do • Watch any documentaries on volcanoes or wildfires • Follow any news stories about volcanic eruptions or wildfires • Discuss the signage that is seen around Ilkley Moor and other local areas regarding BBQs and the risk of wildfires
Summer Term	5. <u>Our Urban World</u> – Are cities sustainable? 6. <u>Our Dynamic World</u> – 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 Russia?	• 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.youtube.com/watch?v=vwDlqkdSMto • Follow any news stories about climate change and Russia (specifically energy)



Year 8 Curriculum Overview: History



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



Year 8

Curriculum Overview: Information Technology

Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-safety 2. Computer Networks 3. Web design 3. Binary Digits	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



1. Mobile app development 2. 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)
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Summer Term



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)
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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.
Spring Term	(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 • Plotting 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Blues 2. Baroque Music	Term 1: 7 th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. Term 2: Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	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/
Spring Term	1. Rock Music 2. Film: Heroes and Villains	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.
Summer Term	1. Film: Heroes and Villains (cont) 2. Year 8 showcase	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



Year 8 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Hockey 2. Netball 3. Football	1. To develop accuracy and consistency simple skills 2. Be able to speed up the skills in small sided games 3. To understand the basic rules and basic officiating 4. To know and understand the basic fitness components 5. To learn to work together	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Spring Term	1. Cross Country 2. Gym 3. Swimming: Water Polo, Synchronised swimming, life saving	1. To improve and develop their own fitness including Aerobic fitness/ flexibility. 2. To learn and develop more complex motor skills 3. To learn different aqua activities. 4. To know and understand the fitness components and show them in performances. 5. To be able to motivate themselves individually	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Summer Term	1. Athletics 2. Tennis 3. Rounders	1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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 8 PSHE Curriculum Overview



Subject – Personal development

Autumn Term

Living in the wider world

Session Content

1. Equality Act and freedom of speech
2. Recognising discrimination – microaggressions
3. Online communication
4. Grooming
5. Identifying misinformation
6. Critically assessing media sources
7. PSHE survey

Powerful Knowledge

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

How can you help at home?

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

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

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

Spring Term

Health and wellbeing

1. Drugs
2. Energy drinks
3. Vapes
4. Alcohol
5. Managing influence

1. A drug is a chemical that changes the brain and/or body when consumed. Drugs can be illegal or legal, recreational or medicinal and every drug can be dangerous if used incorrectly. Illegal drugs are classed as A, B, C, psychoactive substances or temporary class depending on the seriousness of the consequences of their use. Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an individual feel more awake. Caffeine is found in dangerously high levels in energy drinks alongside other damaging chemicals and sugar. The side effects of caffeine include increased heart rate, anxiety, struggling to sleep. Though not illegal, supermarkets will not sell energy drinks to under 16s.
2. Alcohol, tobacco and vapes are illegal to buy or sell if you are under 18. Talk to Frank is a factual resource that gives true information about these substances. Many young people are not smoking but vaping straight away – vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health. 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 bought alcohol if you are under the age of 18. Alcohol can alter the way that an individual behaves, and some evidence also shows it impacts brain development.
3. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and teens enjoy the rewards of their peers. Substances are addictive because they stimulate the dopamine loop in the brain. Alcohol and cannabis use can irreversibly lower IQ in under 18s. A teenager who has substance use disorder is 4.5 x more likely to have one as an adult. Peers are the biggest influence on a young person's choices. Determining your personal values and understanding rule of law helps to make the right decisions.

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

Summer Term

Relationships and sex

1. Healthy relationships
2. Managing conflict and de-escalation
3. Consent – the law
4. Explicit image sharing
5. Basic contraception

1. Relationships require work and time and are not linear. Some things in a relationship are always unacceptable and could be criminal, but other things are down to personal values and beliefs and communication of these between the people in the relationship. Tolerance and mutual respect for other people are important foundations of healthy relationships.
2. Sometimes relationships are no longer working and they need to be re-navigated. Having strong and non-confrontational communication skills are key.
3. Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of any sex, gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of the people is under the age of 16. Parents have capacity to consent for their child's educational and medical choices. Parents are legally responsible for their children until the age of 18.
4. 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 to take or share an intimate image without consent with the intention of causing the victim humiliation, alarm or distress.
5. Contraception can be used to prevent pregnancy and sexually transmitted infections. The only forms of contraception that prevent unwanted pregnancy and STIs are barrier methods such as condoms.

- Explore the law on consent, gillick competency and consent medically
- Discuss what consent means in day to day life as well as in other relationships such as friendships
- Discuss 'what to do if' a friendship ends/ a relationship ends and strategize an approach



Year 8 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	1. How do Jews worship? 2. How do Jews pray? 3. How do Jews celebrate festivals? 4. How do Jews celebrate rites of passage? 5. How do Jews come together as a community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christians worship? 8. How do Christians pray? 9. How do Christians celebrate festivals? 10. How do Christians celebrate rites of passage? 11. How do Christians come together as a community? 12. How do Christians get a sense of belonging and identity from their religion?	1. Importance of Shabbat for Jews (link to ten commandments). 2. Features of prayer. 3. The origins and importance of RH and YK. 4. Significance of the Bar / Bat Mitzvah. 5. Significance and impact of Jewish pilgrimage. 6. The promised land as identified in the first and second covenant. 7. The meaning and purpose of worship. 8. Types of prayer including set and informal prayers. 9. How and why Christians celebrate Easter. 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). 11. Role and importance of pilgrimage. 12. Role of the church in the local community.	• Watch the BBC 'being' series for Judaism and Christianity. • Complete knowledge organiser for Judaism and Christianity. • If you have a family member/friend of the Jewish and Christian faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Spring Term	1. How do Muslims worship? 2. How do Muslims pray? 3. How do Muslims celebrate festivals? 4. How do Muslims celebrate rites of passage? 5. How do Muslims come together as a community? 6. How do Muslims get a sense of belonging and identity from their religion? 7. How do Hindus worship? 8. How do Hindus pray? 9. How do Hindus celebrate festivals? 10. How do Hindus celebrate rites of passage? 11. How do Hindus come together as a community? 12. How do Hindus get a sense of belonging and identity from their religion?	1. Key features of a Mosque. 2. Importance of Salah on belief. 3. Origins of Ramadan and Id-ul-Fitr. 4. Arranged marriage and Muslim beliefs. 5. The concept of Ummah and family in Islam. 6. The five pillars as obligatory practices in Islam. 7. Features of a Mandir 8. The Puja tray and how this worship impacts on faith and action 9. The celebration of the Divali and Holi Festivals 10. The key features of a Hindu marriage and how these support the couple. 11. The features of Kumbh Mela 12. How the Varnas gave/give people identity and belonging (links to Karma)	• Watch the BBC 'being' series for Islam and Hinduism. • Complete knowledge organiser for Islam and Hinduism. • If you have a family member/friend of the Muslim and Hindu faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
Summer Term	1. How do Buddhists worship? 2. How do Buddhists pray? 3. How do Buddhists celebrate festivals? 4. How do Buddhists celebrate rites of passage? 5. How do Buddhists come together as a community? 6. How do Buddhists get a sense of belonging and identity from their religion? 7. How do Sikhs worship? 8. How do Sikhs pray? 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 11. How do Sikhs come together as a community? 12. How do Sikhs get a sense of belonging and identity from their religion?	1. The use and importance of Temples, Shrines and Monasteries in Buddhist life. 2. How Buddhists practice meditation. 3. Wesak as a celebration of Siddhartha's birth, enlightenment, and death. 4. How funerals are practiced in different sects of Buddhism. 5. Sangha as a method of support and 'refuge' for Buddhists. 6. Interpretation of key beliefs and how these are different. 7. The features of a Gurdwara and how they support worship 8. The importance of the Gutka for prayer at home 9. Key events of Vaisakhi celebration 10. The Amrit Sanskar ceremony and its impact on a Sikh's faith 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different. 12. The Sangat and its support of the Sikh Community.	• Watch the BBC 'being' series for Buddhism and Sikhism. • Complete knowledge organiser for Buddhism and Sikhism. • If you have a family member/friend of the Buddhist and Sikh faith, speak to them. • Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 8 Curriculum Overview: Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Skeleton & Muscles 2. Waves (Light & Sound) 3. Acids & Alkalis 4. Photosynthesis, Food Webs & Interdependence 5. Electricity & Electromagnets	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.	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.	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).
Spring Term	6. Plant Reproduction 7. Metals 8. Microorganisms 9. Health 10. Heating & Cooling	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 learn 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.	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).
Summer Term	11. Earth & the Atmosphere 12. Variation, Genetics & Evolution 13. Machines 14. Material Science 15. Generating Electricity	Earth & the atmosphere builds on energy, pressure, particles and chemical reactions. Students will learn both the rock 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**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 ✓ <i>Ser vs estar</i> ✓ <i>Hay vs tiene</i> ✓ Adjectival agreement ✓ Complex structures (<i>lo+ adjective / se puede</i>) ✓ 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 Edulink 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 town 2. Describing the good and bad thing about your town 3. Saying what one can do in your town	✓ Using <i>un/una, unos/unas, muchos/muchas</i> accurately ✓ Using higher level opinions ✓ Forming justified opinions ✓ Adjectival agreement ✓ Complex structures (<i>lo+ adjective / se puede</i>) ✓ 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 Edulink 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. TV 2. Film 3. Music	✓ 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 (<i>preterite</i>) 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 Edulink for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 9 Curriculum Overview: Accelerated Literacy



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



Year 9 Curriculum Overview: ART

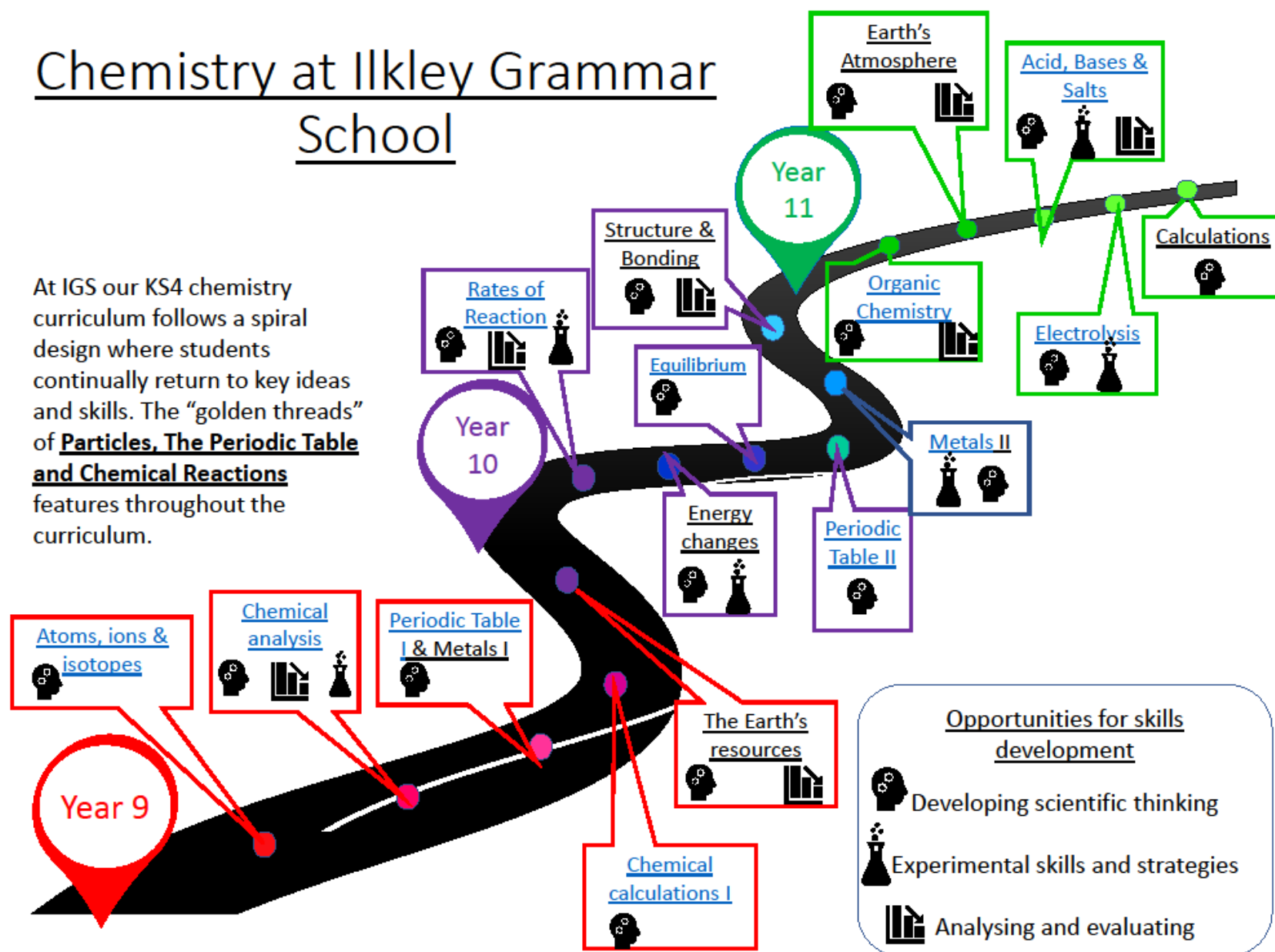


	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Portrait drawing 2. Clay self portraits	Proportions in portraiture How to draw a self portrait Photography as a research tool Card relief technique Clay relief methods – 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, Leeds City Gallery and The Hepworth. • 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", "Extraordinary Portraits" 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 & photography skills Inspirational poster art examples from the past and present. Understanding the 5 stages of a GCSE project (mind map, artists, observations, develop & experiment, final response)	• 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 & Photomontage) Development of own personal project	• Painted poster	• Visit exhibitions (suggestions above). • Please encourage your child to continue drawing and making art in their own time, especially if chosen for GCSE.

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Chemistry at Ilkley Grammar School

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





Year 9 Curriculum Overview: CHEMISTRY



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



Subject – Personal development

Citizenship Module

Finance Module

Year 9 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

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

Powerful Knowledge

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

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

How can you help at home?

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

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



Year 9

Curriculum Overview: Computer Science

Autumn Term

Spring Term

Summer Term

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



Year 9

Curriculum Overview: Core IT Studies



Autumn Term

Topics/ content outline:

1. E-Safety
2. Human Manipulation
3. Hacking: Right or Wrong?
4. Rise of the Bots

Powerful Knowledge (key concepts, skills)

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.

What will you be assessed on?

E-Safety publication
Your ability to explain the importance of technology on society.

How can you help at home?

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)

Summer Term

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)



Year 9

Curriculum Overview: Digital Information Technology



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
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 criteria 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.
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Summer Term

1. 3D Modelling with Blender. 2. 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.
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RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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Year 9 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. Comparing Styles starter sessions 2. Script: <i>Blood Brothers</i> by Willy Russell 3. Devising: Social Media	<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: Naturalism, Physical Theatre and Documentary & Verbatim Theatre, Melodrama, Slapstick Comedy. <u>Applying Practitioner Methodologies:</u> Stanislavski & The Paper Birds.	- 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.	• Researching the Practitioner's work and key methodologies. - Reading the script extracts to consider acting and design ideas. - Revising Yr8 Style Assessment Grids. - Working on how to describe, analyse and evaluate their own and others performance and design work.
Spring Term	4. KS4 Taster Sessions 5. Devising & Script: Comparing Styles 6. Devising & Script: Epic Theatre	<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: Naturalism, Epic Theatre and Physical Theatre. <u>Applying Practitioner Methodologies:</u> Stanislavski, Bertolt Brecht & Frantic Assembly.	- 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.	• Reading the script extracts to consider acting and design 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.
Summer Term	7. Devising & Script: Epic Theatre 8. Devising: Conflict	<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: Naturalism, Physical Theatre, Documentary & Verbatim Theatre and Epic Theatre. <u>Applying Practitioner Methodologies:</u> Stanislavski, Frantic Assembly, The Paper Birds & Bertolt Brecht.	- 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.	• Reading the script extracts to consider acting and design 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.

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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	1.Introduction and Carbohydrates 2. Banana and Honey loaf practical 3.Protein and Fats 4. Pancakes practical 5. Life stages and Smoothie plan 6. Nutritional Analysis support sheet 7. Smoothie practical and The Breakfast Challenge 8.Muffins / End of Unit test	Macronutrients, Carbohydrates, Protein and Fats 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 lessons Provide a labelled container to take the food home in
Summer Term	1. Introduction and factors affecting food choice 2. Pizza practical 3.Food Safety 4.Chicken Chow Mein practical 5. Moral Factors 6.Beef Empanadas practical 7. Sustainable fishing 8. Paella practical 9. End of Unit test	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, Micro-organisms, 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; 1. Marking-up 2. Timber processing through subtraction 3. Aluminium processing 4. Electronics 5. Assembly skills using JIGs and standard components 6. 2D and 3D hand sketching	• 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 filing, 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 / 97/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	7. Location research and redesign. 8. CAD using OnShape 9. Bespoke design manufacturer 10. Finishing Techniques Passive Amplifier; 1. Context analysis and situation. 2. Client and location research 3. Brief and Specification	• Creativity through bespoke design and sketching skills • Research skills – investigation of others • Developing CAD through OnShape • Using CAD/CAM for laser cutting • GCSE coursework techniques to investigate the context of the 'passive amplifier' • Coursework research technique to develop and appropriate design for a specific client. 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 / 97/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	4. Initial Ideas using 2D and 3D techniques. 5. Work of others inspirational research to develop idea 6. Paper and card modelling 7. Developed layered design 8. CAD Technical drawing 9. Manufacture of the bespoke passive amplifier 10. Evaluation of the product	• 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/zby2bdm



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 1. Writing a design brief 2. Composition theory 3. Colour theory 4. CAD 5. CAM 6. Production Plan 7. Resist Dye Techniques 8. Fibres and Fabric	• Coursework research techniques: Identifying the customer needs and wants. • Design skills: Demonstrate scale, depth and colour, Developing CAD: repeat patterns and manipulating colour palettes. • CAM: investigating printing techniques • Resist dye techniques: sampling traditional methods to embellish fabric • Research skills: investigation of others and fabrics and fibres analysis. 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 1. Creating a pattern 2. Fabric marking 3. Fabric panel cutting 4. Manufacturing 5. Lining 6. Evaluation	• Pattern Making: measurement, planning, markings, lay plans • Manufacturing: 2D shapes into 3D forms. Fabric placement and cutting, production plan, using machine and hand equipment skills. • Testing and analysis: Evaluating the bag against anthropometrics and aesthetics. Specific Key words: grain, pattern markings, selvedge, seam allowance, 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 home. Encourage revision for LST, pupils can access showbie for this and try different techniques? Encourage watching the Great British sewing Bee
Summer Term	Shorts 1. Research of design technique and sustainability in clothing. 2. Sampling techniques 3. Analysis of existing products and initial design ideas 4. Manufacturing specification 5. Developing and fitting a prototype 6. Manufacturing and manipulation of fabric 7. Evaluation analysis.	• Research skills: traditional prints, Market research and sustainability safety and moral standards in the industry. • Sketching techniques: CAD fashion illustration and bespoke design ideas. • Skills: Pattern block, sampling machine techniques and analysing for end use, creating pockets and styling details. • Modelling: creating a toile prototype and manipulating to consider measurements and aesthetics and evaluating for improvement. • Specification: detailing fabric components. 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 Bee. Provide no longer needed garments and fabric items to be brought into school to reuse for making the shorts.



Year 9 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Voices and Voicelessness: - The Hate U Give by Angie Thomas - Persuasive writing - Protest poetry - Exploration of spoken language within The Apprentice	Concept of the hero Concept of the outsider Identity Human psychology + Mental health Morality Modern American society Social status and class differences Political ideologies Poverty + Inequality Gender roles Race relations Narrative Structure	- 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	- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try - Support students with reading the novel together at home. A scanned in copy is available on Showbie - Explore newspaper articles about racism in America such as https://www.bbc.co.uk/news/world-us-canada-61238017 - Listen to podcasts such as 'Code Switch' and 'Early Risers'
Spring Term	Love and Relationships: - Romeo and Juliet by William Shakespeare - The structure of tragedy - Non-fiction articles about relationships	Human psychology Mental Health Morality Social status and Class differences Inequality Gender relations Tragic genre	- 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
Summer Term	The Power of the Imagination: - The Wall by John Lanchester - The dystopian genre - Extracts from a range of dystopian fiction - Creative writing in the style of dystopia	Concept of the hero Concept of the villain Identity Human psychology + Mental health Society of the future Social status and Class differences Dystopian genre Narrative Structure	- 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 together

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Autumn Term

Spring Term

Summer Term

Topics/ content outline:

1. Cognate Story
2. Greetings
3. Introducing yourself
(name, age)
4. Physical appearance
5. Personality
- 6 My family
7. Ideal family

Powerful Knowledge (key concepts, skills)

- ✓ How to use cognates to unlock meaning
- ✓ Key phonics in French
- ✓ Intro to word order and adjectival agreement
- ✓ Introduction to avoir, s'appeler
- ✓ Revision skills
- ✓ Avoir
- ✓ Etre
- ✓ Re-visiting word order and adjectival agreement, including irregulars
- ✓ Introduction to opinions
- ✓ Introduction to justified opinions

What will you be assessed on?

- ☐ **Key task 1 –Present yourself.**
Writing key task.

How can you help at home?

- Join teacher Showbie group
- Keep an eye on Edulink 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)

1. Daily routine
2. My house
3. Where I live
4. Home activities
5. My town
6. Future plans

- ✓ Using a wider range of present tense verbs in the 'je' form
- ✓ Word order and adjectival agreement
- ✓ Using key phrases 'il y a' and 'on peut'
- ✓ Recap of the future tense
- ✓ Giving opinions in the future tense
- ✓ Key phonics in French

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 Edulink 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)

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
- Using Si clauses + WOW phrases

Summary task (End of year summary task)

- Join teacher Showbie group
- Keep an eye on Edulink 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 French - FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Favourite social media 2. Comparing types of social media 3. What you do with technology in your free time 4. 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 Edulink 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/social 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 Edulink 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	<u>Complex</u> opinions, <u>comparisons</u>, 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 Edulink 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)

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Year 9 Curriculum Overview: History



Autumn Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	Enquiry 1: How did Europe go to war in the Summer of 1914? Enquiry 2: Should the First World War be remembered as a conflict of "mud, blood and trenches"? Enquiry 3: Who fought in the First World War?	Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Empire 2. War 3. Militarism 4. Alliance 5. Nationalism 6. Patriotism 7. Imperialism Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. Trench warfare 2. Behind the lines 3. stalemate 4. technology 5. Empire Enquiry 3 Students will develop their understanding of the following substantive concepts: 1. Discrimination 2. Racism 3. Labourer 4. Empire 5. Colony 6. Racism	Enquiry 1 Students will complete a knowledge test which addresses the core knowledge and written assessment relating to the outbreak of the First World War. Enquiry 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.	Enquiry 1 and 2 Participate in the Year 9 Battlefields trip. This will allow you to visit some of the important locations associated with the First World War Read <i>All Quiet on the Western Front</i> by Erich Maria Remarque Enquiry 2 Watch the BBC Documentary series <i>The World's War: Forgotten Soldiers of Empire</i> by David Olusoga
Spring Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	Enquiry 4: What were the roaring twenties really like? Enquiry 5: What was the Holocaust?	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. Enquiry 5 No assessment for this enquiry	Enquiry 3 Read <i>The Great Gatsby</i> by F Scott Fitzgerald
Summer Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	Enquiry 6: Why was Hitler made Chancellor of Germany in 1933? Enquiry 7: How did the British Empire collapse?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. Hyperinflation 2. Economic depression 3. unemployment 4. democracy 5. dictatorship 6. Chancellor 7. Anti-Semitism 8. Communism 9. Fascism	Enquiry 6 Students will complete a piece of extended writing about the reasons for Hitler's appointment in January 1933.	Enquiry 6 Listen to the BBC Podcast series <i>Nazi: Rise to Power</i> https://www.bbc.co.uk/programmes/p0df0mq0/episodes/player Enquiry 2 Research decolonisation and independence in other parts of the British Empire.

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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 1. Food safety legislation 2. Food safety quality 3. Temperatures in catering 4. Applying heat to food 5. Cooking methods 6. Micro organisms 7. HACCP	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 Stanley 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 planning 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.



Year 9 Curriculum Overview: Information Technology

Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-Safety 2. Google sketch-up 3. Animation 4. Dreamweaver	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 criteria 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 (minimum 1.5 hours a week)
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Summer Term



1. Blender 2. Graphics 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)
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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?
Autumn Term	(1) Factors, Multiples and Primes (2) Indices (3) Formulae (4) 3D Shapes – surface area (5) Surds (6) Direct Proportion (7) Linear Graphs (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 - Pressure - Simplify, add, subtract and multiply surds - Expand brackets with surds and rationalise the denominator - Understand the gradient and y-intercept of linear graphs - Plot linear graphs - 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.	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, including invariant points - Congruent triangles and proofs of congruency - Frequency trees - Frequency polygons - Estimating averages from ungrouped and grouped frequency tables	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
Summer Term	(15) Similar Shapes (16) Enlargement (17) Similarity (18) Trigonometry in right-angled 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.	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



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
Summer Term 	Industry • 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



Year 8				
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Reggae 2. Jazz	1. Song structure/chord sequences/Riffs and Hooks/Skank/syncopation 2. Extended chords; swing rhythms; improvisation; walking bassline	1. Performance assessment 2. Improvisation assessment	BBC Live Lounge on iPlayer is a great resource to watch/listen to: https://www.bbc.co.uk/iplayer/episodes/p01029mq/radio-1s-live-lounge
Spring Term	1. Film Music: 3 way composition 2. Latin American Music	1. Students will compose underscore in three different genres, working individually on GarageBand. 2. A unit designed to introduce students to Tango and Mambo music (riff/syncopation/antiphony)	1. Composition assessments 2. Performance of <u>Libertango</u> and Tequila	1. Discussions around any films/film scores are always valuable here. 2. Widen the family playlist to include South/Central American tracks.
Summer Term	1. Protest Music 2. Classical Music	1. Students will explore the political and social context of appropriate tracks. They will also compose their own lyrics, chord sequence and melody. 2. A look at 5 key Classical pieces studying repertoire and style. Students will perform key pieces and examine the compositional techniques used (chords/cadences/texture)	1. Composition assessment on GarageBand. 2. Solo performances of 5 Classical pieces	1. 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		How can you help at home?
Autumn Term	1. Introduction to Philosophy	- Three primary branches of Philosophy - Socrates beliefs and teachings - Socratic method and the Euthyphro dilemma - Life and impact of Plato - Plato's cave (realm of form / realm of appearances) - Life and impact of Aristotle. - Eudaimonia and the function argument - Cogito Ergo Sum and the Trademark argument		- Watch videos from the 'Crash course philosophy' YouTube channel. - Read 'Philosophy for beginners' by Rachel Firth. - Read 'KS3 Philosophy and Ethics' by Robert Orme. - Complete knowledge organisers.
Spring Term	- Moral Philosophy - Epistemology	- Moral absolutism and moral relativism - Jeremy Bentham and John Stuart Mill - The Hedonic calculus - The trolley problem - Maxims and the Three formulations - Friedrich Nietzsche and The will to power - Dawkins and the God delusion - Obey or dissent - The Turing test - Speciesism	- Types of knowledge - Are the JTB conditions individually necessary? - Gettier and Smith and Jones - Responses to Gettier: No false lemmas, Infallibilism, Reliabilism, Virtue Epistemology - Direct realism - Indirect realism and Sense data - Primary and secondary qualities - Rationalism and Empiricism - Innatism and Tabu Rasa	- Watch videos from the 'Crash course philosophy' YouTube channel. - Use the lesson titles to inform conversations you could have at home. - Read 'KS3 Philosophy and Ethics' by Robert Orme. - Complete knowledge organisers.
Summer Term	- Philosophy of Religion - Eastern Philosophy	- Does the idea of God make sense? - Was God the first cause of everything? - The teleological argument - Can you believe in God and evolution? - Is God involved in the world today? - Why did Freud think God is all in the mind? - Why did Marx compare religion to a drug? - Are the new atheists right about faith? - What do people in the UK believe?	- The idea of happiness - Six ideas - Wu Wei - The love of rocks - Kintsugi - Matsuo Basho - Sen no Rikyu - Lao Tzu - The Buddha - Confucius	- Watch videos from the 'Crash course philosophy' YouTube channel. - Use the lesson titles to inform conversations you could have at home. - Read 'KS3 Philosophy and Ethics' by Robert Orme. - Complete knowledge organisers.



Year 9 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Intro to cameras 2. Recap of computer basics 3. Framing, composition and viewpoints 4. Computer processes for uploading, saving and storing files and modes of working in Photography 5. Thematic photography to demonstrate learning 6. Advertising Project – introduction and analysis	• Understanding computer systems • How our cameras work • Practical photography skills • Basic editing using Affinity software • Photographic framing, viewpoints and composition types • Researching themes photographically • Completion of final pieces • Advertising Analysis	• 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	1. Advertising, planning and shoot 2. Advertising, completion of advert using photoshop 3. Introduction to David Hockney's joiner work 4. Panorama and vertorama 5. Joiner photography 6. Completion of <u>joiners</u> project 7. Manga home learning project begins	• Studio Photography • Graphic design • Practical understanding of adverts • Further development of editing skills, text tool & layers, creating a composite image in Affinity • Idea development • Completion of final pieces • Panoramas • Hockney joiners and working from multiple viewpoints • Hockney inspired Joiner photography • Shooting a sequence to tell a story	• Advertising analysis • Advertising shoot • Advertisement final piece	• 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	1. Manga home learning project begins 2. Portraits and creative lighting 3. Photographic portrait collage inspired by Alma Hasser 4. Alma Hasser idea development 5. Practical skills development and style exploration leading to original final piece	• Editing images and presenting them in a Manga style layout to tell a story. • David Bailey's Photography • Portrait genre • Rembrandt lighting • Work of Alma Hasser • Analysis • Collage • Precision work in measuring, cutting, gluing • Creativity	• Joiners Final Piece	• Have your portrait taken by your child using Rembrandt lighting



Year 9 Curriculum Overview: *Pre-GCSE PE*



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- Names & locations of Bones - Names & locations of Muscles - Understanding the role of Antagonistic Pairs - Revision techniques for PE - Introduction to PE exam technique - Progress testing - Progress test review	- Being able to label the Skeletal system - Being able to label the Muscular system - What is an Antagonistic Pair - Role of an Agonist muscle - Role of an Antagonist muscle - Understanding what a fixator muscle is. - Knowledge of revision techniques specific to PE - Knowledge of exam techniques specific to PE - Developing review skills to increase understanding of areas which need developing	- The Skeletal system - Names & locations 6 Functions of bones - The Muscular system - Names & locations - Antagonistic pairs	- 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 - Sporting examples per lever	- Check in on Class Charts - Check in on Showbie - How will developing revision and exam techniques
Summer Term	- The Cardiovascular system - Revision techniques for PE - Introduction to PE exam technique - Progress testing - 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 - Understand the cardiac cycle - Knowledge of revision techniques specific to PE - Knowledge of exam techniques specific to PE - Developing review skills to increase understanding of areas which need developing	- The Cardiovascular system - Labelling the heart - Pathway of blood - Cardiac cycle - Differentiating blood vessels	- Check in on Class Charts - Check in on Showbie - How will developing revision and exam techniques



Year 9 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Hockey 2. Rugby 3. Badminton	1. To show knowledge and understanding of complex skills in team sports 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To know and understand the fitness components required for the sport 5. To learn to work together and appreciate all members of the group 6. To learn the basic skills of badminton and understand basic scoring	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Spring Term	1. Netball 2. Football 3. Gym 4. Tournaments	1. To show knowledge and understanding of complex skill and tactics in team sports-Netball 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness including Aerobic fitness/ flexibility. 4. To learn and develop more complex motor skills 5. To know and understand the fitness components and show them in performances. 6. To know and understand and compete in the structure of a tournament	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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
Summer Term	1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness	1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time	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 3. Physical Ability 4. Sportsmanship/working with others 5. 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 9 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Motion 4.5.6.1 Describing Motion Along a Line: Waves 4.6.1.1 Transverse & Longitudinal - Energy transfer/ medium/ amplitude/ frequency/ wavelength	Calculations using distance = speed × time Average speed of instantaneous speed Distance-time graphs including gradients Acceleration & using acceleration = change in speed / time Velocity-time graphs including gradients & the area under lines (including curved lines)# Transverse & Longitudinal waves – their nature & examples of them. Amplitude, frequency, wavelength, medium	The Y9 topic “Motion” and some of the “Waves” 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 eg 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 = 1/f. Using v = fλ. 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 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 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 eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class “Physics ALL Y9”.

Year 9 PSHE Curriculum Overview

Autumn Term

Living in the wider world

1. Healthy and unhealthy friendships
2. Passive, aggressive and assertive behaviour
3. Respecting personal space
4. Crime and communities
5. Impacts of cannabis
6. Gangs and knife crime
7. PSHE survey

Powerful Knowledge

1. 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.
2. 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.
3. 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.
4. Crime can impact communities by: making residents feel unsafe, making businesses lose business by decreased footfall, affecting house prices, prevent growth and development, home insurance premiums may rise. Intimidation means to make someone become fearful by using threats.
5. Cannabis is a Class B illegal drug. The maximum sentence for possession of cannabis is 5 years in prison. Cannabis has strong links to causing a decline in mental health and can permanently lower the IQ of those who use it under the age of 18 as the brain is still developing.
6. A gang is a group of associates, friends or members of a family with a defined leadership and internal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.
7. PSHE survey

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 aggressive, 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/>

Spring Term

Health and wellbeing

1. Physical and mental health
2. Sleep and diet
3. Body image
4. Managing change
5. Securing personal data online
6. Being a critical media user

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

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

Summer Term

Relationships and sex

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

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

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



Year 9 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	1. Why do Jews try to heal the world? 2. Why do Jews give away 10% of their money? 3. Do Jews have free will? 4. What is Eretz Israel? 5. Can we prove the existence of God? 6. What is the problem of evil? 7. Are religion and science compatible? 8. Why should Christians love their neighbour? 9. Does the presence of design prove the existence of God? 10. Is God the First Cause? 11. What is Lesser Jihad? 12. What do Muslims believe about punishment?	1. Justice and kindness, Tikkun Olam 2. The right use of money 3. Free Will and the Fall, Mitzvot 4. Covenant and the Promised Land, Zionism 5. Design and First Cause Arguments (strengths and weaknesses) 6. Inconsistent Triad and Theodicy 7. Literalism vs. liberalism 8. Missionary work and Evangelism as based on agape (Good Samaritan) 9. Islamic Design Argument with strengths and weaknesses 10. First Cause Arguments of Al Ghazali and Thomas Aquinas 11. Muslim views on peace and Just War 12. The three aims of punishment and how they link to prison and capital punishment.	Discuss the situation in Jerusalem Explore the various Cosmological and Teleological Arguments and their strengths and weaknesses Try to find examples of missionary work and evangelism and discuss what your child thinks Discuss views on war, punishment and items in the news.
Spring Term	1. What is Atman? 2. How does a Hindu achieve Moksha? 3. Is the cow sacred in Hinduism? 4. Is Hinduism socially inclusive? 5. What is Metta and Karuna? 6. What do the Karuna trust do? 7. What do the Karuna trust do? 8. Who is the Dalai Lama? 9. Are men and women equal in Sikhism? 10. Can Sikh girls play football? 11. How do Sikhs perform Sewa during war? 12. How do Sikhs perform Sewa in LEDCs? 13. How do Humanists deal with conflicting principles?	1. Atman, reincarnation and the Divine 2. Karma, Samsara and Moksha 3. The sacredness of cows and nature 4. Charity and social justice 5. Karuna, Metta and meditation 6. The work of the Karuna Trust and their underlying principles 7. The work of the Karuna Trust and their underlying principles 8. The influence of the Dalai Lama on Buddhists in the UK 9. Sikh beliefs on the status of women 10. Sikh beliefs about gender equality 11. The work of Khalsa Aid and the reasons for it 12. The work of Sikh Aid and the reasons for it 13. The ethical theory of Utilitarianism	Discuss what reincarnation means and what Hindus think Find examples of charity work of Hindus Explore the wider work of the Karuna Trust Find out more about Tibet and the Dalai Lama Explore the work of Khalsa and Sikh Aid Watch Bend it Like Beckham
Summer Term	Term 3 RSHE		



Year 9 Ab-Initio Spanish Curriculum Overview **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. 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 <u>tener, llamarse</u> ✓ 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 <u>Edulink</u> 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. <u>Future plans</u> 5. Where you used to live	✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'hay' and 'se <u>puede</u>' ✓ Near future tense ✓ Giving opinions in the future tense ✓ Key phonics in Spanish ✓ Intro to the imperfect tense	❑ Key task 2 – 90 word writing task (where you live now, where you used to live in the past, where you are going to live in the future)	➢ Join teacher Showbie group ➢ Keep an eye on <u>Edulink</u> 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. Favourite social media 2. What you do with technology in your free time 3. How you used social media/technology last night 4. What you are going to do with technology in the future	✓ Justified opinions ✓ Comparisons ✓ Other people's opinions ✓ Present tense AR verbs ✓ Recap of «lo + adjective» structure ✓ Intro to <u>preterite</u> tense (regular verbs and NGV irregular verbs) ✓ Recap of near future tense	❑ Key task 3 – Reading and listening assessment	➢ Join teacher Showbie group ➢ Keep an eye on <u>Edulink</u> 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Favourite social media 2. Comparing types of social media 3. What you do with technology in your free time 4. Christmas – cultural differences	-Justified opinions -Comparisons -Other people's opinions -Present tense AR verbs -Recap of «lo + adjective» structure	Key task 1: Reading, listening and translation	➢ Join teacher Showbie group ➢ Keep an eye on Edulink 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 /social media 2. How you used social media/technology last night	-Recap of near future -Intro to <u>preterite</u> tense (regular verbs and NGV irregular verbs)	Key task 2: Writing 90 word in 3 tenses	➢ Join teacher Showbie group ➢ Keep an eye on Edulink 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	-<u>Complex</u> opinions -Recap of <u>comparisons</u> -Cultural capital -Use of « <u>para+infinitive</u> » -Past tense regulars, irregulars, past tense opinions -Conditional tense -Recap of near future	Key task 3: Speaking task	➢ Join teacher Showbie group ➢ Keep an eye on Edulink 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



	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) Composition arrangements Sketchbook presentation Photography. Still life – art history	Chess piece drawing Chess piece painting Single object homework Still life tonal drawing Still life art history research	- 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 <u>good</u> but galleries provide access to more renowned artists.
Spring Term	COURSEWORK: 1. Foundation project – Still life	Acrylic painting techniques Colour theory Researching and writing about art Printmaking techniques (mono, lino & Chine Colle) Safe working habits when working in print Taking inspiration from professional printmakers Careers week – Art education after GCSE's and art related careers.	Pen drawing Abstract classwork and homework Artists acrylic sample and evaluation. Prints and supporting bookwork Menu masterpiece	As above
Summer Term	COURSEWORK: 1. Foundation project – Still life 2. Final major project	Creative composition arrangements including abstract, and use of apps. Creating own response (painting or print) Responding to a given theme (mock exam paper) The 6 Stages of a GCSE project Stage 1 – Mind mapping initial ideas. Stage 2 – Artists	Final response (painting or print) 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice	The dynamic nature of business Risk and reward The role of business enterprise Customer needs Market research Market segmentation The competitive environment Business aims and objectives	End of unit tests 1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on business	Business revenues, costs and profits Cash and cash-flow Sources of business finance The options for start-up and small businesses Business location The marketing mix Business plans Business stakeholders	End of unit tests 1.3 Putting a business idea into practice 1.4 Making the business effective	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	1.5 Understanding external influences on business Exam preparation	Technology and business Legislation and business The economy and business External influences Exam preparation	End of unit test 1.5 Understanding external influences End of year exam – Past GCSE paper 1	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions - Use showbie to access past papers



Year 10 Curriculum Overview: BTEC Performing Arts



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Component 1: Exploring the Performing Arts Introduction to three different productions and their styles	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Abstract Theatre, Physical Theatre, Musical Theatre. <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 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.
Spring Term	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	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. <u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed:</u> targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.	- 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



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

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Subject – Personal development

Citizenship Module

Finance Module

Year 10 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

1. Evaluating savings options preventing debt

Powerful Knowledge

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

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

How can you help at home?

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

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



Year 10

Curriculum Overview: GCSE Computer Science



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
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

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Types of Networks 2. Performance factors 3. Network Hardware 4. Client Server v P2P networks 5. Internet Protocols 6. Virtual Networks 7. Python challenges (11-20) 8. Producing Robust Programs 9. Computational Logic	Define, explain and give examples of: Local (LAN) and wide area networks (WAN) Wireless Access Points, Routers and Switches Network Interface Cards Different types of transmission media How a Domain Name Server (DNS) works Cloud technologies Wi-Fi frequencies Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP The concept of layers Packet switching. Abstraction, decomposition File actions (open, close, read and write)	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises	Encourage your child to: Recall keywords from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Practice python programming every week (a minimum of 4 hours per week) Review and complete the revision Year 10 CS revision plan.

Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. System Security 2. Network Threats 3. Preventing vulnerabilities 4. Operating system software 5. Utility Systems software 6. Ethical, legal, cultural and environmental concerns 7. Python challenges (20-30) Year 10 Mock exams preparation.	Threats posed to networks: Malware, phishing, social engineering brute force attacks, denial of service attacks data interception and theft, the concept of SQL injection poor network policy Identifying and preventing vulnerabilities: penetration testing network forensics & network policies anti-malware software Firewalls, user access levels, passwords and encryption.	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 1- 6 (Summer Term) via homework Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises All of Component 1 via the Year 10 Mock Exam	Encourage your child to: Work through practice papers from 2018-2022 Engage with on-line learning material / videos Practice python programming every week (a minimum of 4 hours per week) Review and complete the revision Year 10 CS revision plan.



Year 10 Curriculum Overview: Design & Technology; Electronics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 transistor, 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 2. Making 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, 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. 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/zby2bdm
Summer Term	From June; GCSE NEA Coursework Section A: 1. Context Analysis 2. Design Possibilities 3. Target market research 4. Client profile 5. 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 mock exam. Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm



Year 10 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Eatwell guide recap 2. The 8 Healthy Eating guidelines 3. Macronutrients overview 4. Fishcakes practical 5. Proteins 6. Fats 7. Carbohydrates 8. Vegetarians 9. Micronutrients overview 10. Timeplan 11. Alternative Protein practical	Food, Nutrition 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	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
Spring Term	1. Dietary requirements for different life stages 2. Roasted Vegetable Pasta 3. Specific Dietary groups 4. Cottage Pie 5. Food Allergies and Intolerances 6. Jambalaya 7. Energy Needs and Energy balance 8. Malnutrition 9. Time plan 10. Roasted vegetable flan	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, Anaemia and Type 2 Diabetes) Key Words Life stages, Diet, Deficiency, Lactose, Diabetes, Disease, Anaemia,	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
Summer Term	1. Emulsions, Aeration, Coagulation, Gelatinisation, Caramelisation 2. Investigation and experiments 3. Mayonnaise practical 4. Pasta Bake 5. Food Provenance, Seasonal Food, British Food Fortnight 6. Logos, Fairtrade 7. Eves Pudding 8. Locally sourced dish 9. Pastry, shortcrust, choux, filo, flaky pastry 10. Fruit Pie and Custard 11. Flaky pastry / turnovers 12. Profiteroles / choux pastry 13. Samosas / filo pastry 14. End of Year exam.	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 in



Year 10 Curriculum Overview: Design & Technology; Resistant Materials



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Project 1 – Slider Box; - CAD – OnShape skills - CAD – manufacturing specification (D of NEA) - Manufacturing of slider box - Diary of Making 2D and 3D sketching skills Mini Project 2 – Polymers; - Polymer Processes Core Knowledge of D&T	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	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.	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	Project 3 – Tiny Spaces, practise NEA, spring & half summer term; - Context & design possibilities - Client profile - Brief & specification - Idea generation - Work of Others - Product Analysis - Design development - Tenth scale modelling - Evaluation Core Knowledge of D&T	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	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/zby2bdm
Summer Term	Complete Tiny Spaces by May. Year 10 mock exam From June; GCSE NEA Coursework Section A: - Context Analysis - Design Possibilities - Client profile - Location Analysis Section B (time dependant) - Brief & Specification	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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.			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	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.			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/zby2bdm
Summer Term	From June; GCSENEA Coursework Section A: - Context Analysis - Design Possibilities - 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 common question types.	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. Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm

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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	Pearson Pre-set assignment	Practice the Pearson pre-set assignment Practice Microsoft PowerPoint skills Analyse 2022-23 coursework paper
Spring Term	1. Benefits and drawbacks of working online. 2. Methods of Communication 3. Security 4. Remote working 5. Understand the motivations that lay behind cyberattacks. 6. Motivation to commit crime 7.Type of threats 8.Types of security measures 9. External Threats 10. Internal Threats	Network availability and access Network threats Benefits v Drawbacks Network Infrastructure Distributed v Dispersed Remote working and Collaboration Accessibility Threats & Ransomware Intellectual Property Denial-of-service, Cyberattack, Malware Different types of Hackers Industrial Espionage Disruption Virus, Phishing, Pharming, Hacking DOS and DDOS	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
Summer Term	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



Year 10 Curriculum Overview: Drama GCSE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- Devising & Script work - Devising Mini Mock - 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 Theatre. 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 question the context and characters. - Question what different Styles and Practitioner Methodologies they know. - Discuss the acting & design elements of Live Theatre seen.
Spring Term	- Devising Mini Mock - 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 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.	- 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.
Summer Term	- Set Text: Blood Brothers revisited - Devising Exam	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.



Year 10 Curriculum Overview: Engineering Design



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



Year 10 Curriculum Overview: English Language and Literature



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<u>'Power and the Fallibility of Man'</u> The study of Lord of the Flies/ An Inspector Calls. A selection of poems relating to 'Power' from the 'Power and Conflict' poetry cluster.	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	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.	- Re-reading LOTF/AIC at home and tackling any difficult vocabulary. - Using online resources – revision videos on Showbie, as well as YouTube videos. - Order revision guides to focus student revision. - Revise key quotations - The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Spring Term	<u>Introduction to Language Paper 1:</u> this will involve being taught the skills necessary to complete 4 reading questions on a fictional extract and 1 writing question, asking students to narrate or describe an event. <u>'Man in Conflict'</u> The study of <i>Macbeth</i> The study of a selection of poems relating to 'man in conflict' from the poetry anthology.	Conflict War 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 <i>Macbeth</i>. 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 Showbie group. - Re-reading/ watching <i>Macbeth</i> at home. - Using revision guides/ online videos to reinforce key ideas in the play. - The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers. - Revise key quotations
Summer Term	Completion of 'Man in Conflict' through teaching of the end of <i>Macbeth</i> and a cluster of poems centred on internal conflict. Language Paper 1 revision ahead of mock exams. <u>'Power of words'</u> 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 Ambition War	- Mock exam on <i>Lord of Flies/AIC</i> and <i>Macbeth</i>: a choice of two essay questions for <i>Lord of the Flies/AIC</i>, followed by an extract question for <i>Macbeth</i>. - Mock exam on Language Paper 1	- Completing extra Language Paper 1 past papers – available on the AQA website. - Re-reading/ watching <i>Macbeth</i> at home. - Using revision guides/ online videos to reinforce key ideas in the play. - Re-reading <i>Lord of the Flies</i> at home and tackling any difficult vocabulary. - The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.



Year 10 Curriculum Overview: Ethics, Philosophy and Religion



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?		
Autumn Term	1. Religion and life 2. Christian beliefs and teachings	<table><tr><td> 1. The origins of the universe 2. The value of the world 3. Use and abuse of the environment 4. Pollution 5. The use and abuse of animals 6. The origins of human life 7. Abortion 8. Euthanasia 9. Death and the afterlife </td><td> 1. the nature of God 2. God as omnipotent, loving and just 3. The holy trinity 4. Beliefs about creation 5. The incarnation 6. The crucifixion 7. Resurrection and ascension 8. Afterlife and judgement 9. Heaven and hell 10. Sin and salvation 11. The role of Christ </td></tr></table>	1. The origins of the universe 2. The value of the world 3. Use and abuse of the environment 4. Pollution 5. The use and abuse of animals 6. The origins of human life 7. Abortion 8. Euthanasia 9. Death and the afterlife	1. the nature of God 2. God as omnipotent, loving and just 3. The holy trinity 4. Beliefs about creation 5. The incarnation 6. The crucifixion 7. Resurrection and ascension 8. Afterlife and judgement 9. Heaven and hell 10. Sin and salvation 11. The role of Christ	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 knowledge organisers all used to test knowledge and understanding.	• Visit a local Church • Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied • Direct your child to resources on BBC bitesize • If you have a family member/friend of the Christian faith, speak to them. • Complete knowledge organisers. • Practice exam style questions.
1. The origins of the universe 2. The value of the world 3. Use and abuse of the environment 4. Pollution 5. The use and abuse of animals 6. The origins of human life 7. Abortion 8. Euthanasia 9. Death and the afterlife	1. the nature of God 2. God as omnipotent, loving and just 3. The holy trinity 4. Beliefs about creation 5. The incarnation 6. The crucifixion 7. Resurrection and ascension 8. Afterlife and judgement 9. Heaven and hell 10. Sin and salvation 11. The role of Christ					
Spring Term	1. Religion peace and conflict 2. Christian practices (1)	<table><tr><td> 1. Religion peace and conflict 2. Violence and protest 3. Reasons for war 4. Nuclear war and WMD 5. Just war theory 6. Holy war 7. Pacifism and peace making 8. Religious responses to victims of war </td><td> 1. worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals </td></tr></table>	1. Religion peace and conflict 2. Violence and protest 3. Reasons for war 4. Nuclear war and WMD 5. Just war theory 6. Holy war 7. Pacifism and peace making 8. Religious responses to victims of war	1. worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals	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 knowledge organisers all used to test knowledge and understanding.	• 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 • Complete knowledge organisers. • Practice exam style questions. • Read 'Mere Christianity' by C.S. Lewis.
1. Religion peace and conflict 2. Violence and protest 3. Reasons for war 4. Nuclear war and WMD 5. Just war theory 6. Holy war 7. Pacifism and peace making 8. Religious responses to victims of war	1. worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals					
Summer Term	1. Crime and punishment 2. Christian practices (2)	<table><tr><td> 1. Crime and punishment 2. Reasons for crime 3. Religious attitudes to law breakers 4. Aims of punishment 5. Christian attitudes to suffering 6. Treatment of criminals 7. Forgiveness 8. Capital punishment </td><td> 1. Role of the church 2. Mission and evangelism 3. Church growth 4. Worldwide church 5. Christian persecution 6. Responses to world poverty </td></tr></table>	1. Crime and punishment 2. Reasons for crime 3. Religious attitudes to law breakers 4. Aims of punishment 5. Christian attitudes to suffering 6. Treatment of criminals 7. Forgiveness 8. Capital punishment	1. Role of the church 2. Mission and evangelism 3. Church growth 4. Worldwide church 5. Christian persecution 6. Responses to world poverty	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 knowledge organisers all used to test knowledge and understanding.	• 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 • Complete knowledge organisers. • Practice exam style questions.
1. Crime and punishment 2. Reasons for crime 3. Religious attitudes to law breakers 4. Aims of punishment 5. Christian attitudes to suffering 6. Treatment of criminals 7. Forgiveness 8. Capital punishment	1. Role of the church 2. Mission and evangelism 3. Church growth 4. Worldwide church 5. Christian persecution 6. Responses to world poverty					

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Year 10 Curriculum Overview: Functional Skills Pathway



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Analyse fiction and non-fiction writing for format, purpose and audience connected to the themes in core English lessons. 2. Retrieval practice linking to English Language exam skills. 3. Comment on the use of writers' methods and structural choices. 4. Analyse and evaluate using evidence. 5. Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and persuasive way, using a variety of sentence types. 7. Use of correct spelling and appropriate punctuation and grammar.	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.	Half termly assessments of reading and writing skills in order to track progress Spelling, punctuation and grammar	Read a range of different texts such as magazines, newspapers, books and web pages. Add subtitles to movies and video games to help upskill spellings.
Spring Term	1. Descriptive and narrative writing 2. Review of word types and choices to add detail and interest 3. Review of sentence types and the impact of these on the reader 4. Review and use of linguistic devices 5. Planning writing to meet the needs of a written examination task 6. Continued practice of writing skills 7. Use of correct spelling and appropriate punctuation and grammar	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 Showbie to continually practise spelling and grammar.
Summer Term	1. Identifying the skills used by effective public speakers. 2. Identify information and lines of arguments in presentations 3. Writing and speaking to persuade 4. Develop a speech on a topic of your choice ensuring it is appropriate for the audience 5. Respond effectively to detailed questions 6. Know how to effectively take part in a group discussion 7. Respect the opinions of others, effectively interact and contribute 8. Reading for pleasure	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 Showbie.



Year 10 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
The Changing Economic World	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.	Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, service industries (tertiary industries), trade, Transnational Corporation (TNC), science and business parks, post-industrial economy, north-south divide, microfinance loans, literacy rate, life expectancy, international aid, intermediate aid, intermediate technology	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
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 contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (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, immediate response, long-term response, monitoring, plate margin, planning, prediction, secondary effects, tectonic hazard, tectonic plate, volcano, economic impact, environmental impact, extreme weather, global atmospheric circulation, management strategies, monitoring, tropical storm, hurricane, typhoon, cyclone, climate change, adaptation, mitigation, orbital changes, quaternary period.	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.aspx?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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: People's Health, c.1250-present - Did anyone really care about health in medieval England? - Early Modern England – more of the same - Why were there such huge changes in the period 1750 to 1900? - The Twentieth Century – constant progress?	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-specification-accredited-gcse-history-b-.pdf	The thematic study forms the first half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding. Students will practice these questions across the Autumn term of Year 10, completing a mock exam in Year 10 and Year 11.	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.
Spring Term	Unit 2: the Norman Conquest, c. 1065-1087 - Was Anglo-Saxon England a golden age? - Should William be remembered as a "lucky bastard"? - Brutal slaughter – is this how William gained control of England? - Norman castle – military fortress or status symbols? - A truck load of trouble – does this describe the Norman conquest of England?	This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087, and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf	The British depth study forms the second half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse, evaluate and make substantiated judgements. It has a particular focus on the ways in which the past has been interpreted in different ways. Students will practice these questions across the Spring term of Year 10, completing a mock exam in Year 10 and Year 11.	There are a number of Norman Castles in the local area which would help to reinforce the work we complete in this unit. Clifford's Tower in York is a good example and has recently been refurbished.
Summer Term	Unit 3: Shelley House and ROC Group 20 HQ - Phase 1: 1884-1938 - Phase 2: 1961- 1992 - Phase 3: 2000 to present	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 its wider historical context. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf More detail about the site students study is available here: https://www.english-heritage.org.uk/visit/places/york-cold-war-bunker/	The site study is assessed in a separate exam paper and is worth 20% of the GCSE (9–1). The exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three. 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 McDowall. Use the internet to research other ROC site in the local area. https://www.subbrit.org.uk/categories/nuclear-monitoring-posts/

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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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?
Autumn Term	(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 quadratic 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 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	(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	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
Summer Term	(17) Equation of a circle and simultaneous equations (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 and substitution - Solve simultaneous equations one of which is non-linear - Construct line and angle bisectors - Measure and draw bearings - Sine rule, cosine rule, area of triangle formula - Use angle properties involving circles to find missing angles	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



Year 10 Support 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) 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	- 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	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	(8) Quadratic Functions (9) Plotting quadratic graphs (10) Venn Diagrams and set notation (11) Probability tree diagrams (12) Direct and Inverse proportion (13) Reciprocal graphs (14) Linear Graphs (15) Find equations of parallel lines (16) Simultaneous equations	- Solve quadratic 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	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
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



Year 10 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Media Language and Representation Advertisements • Quality Street • NHS 111 Film Marketing • No Time To Die (+ Industry) • The Man with the Golden Gun Magazines • 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 qualification • one stepped question on media language of a set text. [15 marks] • one essay comparing a set text to an unseen about Representation. [25 marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources -- LINK
Spring Term	Media Language and Representation Newspapers • The Sun • The Guardian Industry and Audience Newspapers • The Sun (+ Website) • The Guardian	Media Language & Representation • Codes • Conventions • Layout and design • Symbols • Political affiliation • Conformation Bias Industry and Audience • Hypodermic needle theory • Reception Theory • Uses and Gratification	• One stepped question on media language of a set text. [15 marks] • One essay comparing a set text to an unseen about Representation. [25 marks] • One stepped question on Media Industries • One stepped question on Media Audiences [45 Marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources -- LINK
Summer Term	Industry and Audience Game Industry • Fortnite • Epic Games Website Radio • Desert Island Disks • BBC Radio 4 website (Desert Island Disks) NEA COURSEWORK 30% • Create a DVD cover and poster • Magazine cover and Double Page Spread	Industry and Audience • Cultural industries • Regulation • Uses and Gratification • BBC and Public Service broadcasters NEA COURSEWORK 30% • Affinity Photo • Affinity Designer	• One stepped question on Media Industries • One stepped question on Media Audiences [45 Marks] Component 3: Creating Media Products Non-exam assessment 30% of qualification	Some previous students examples Magazine Examples Film Poster Examples



Year 10 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Developing baseline GCSE skills and musical literacy. Introduction to Classical Music and the Orchestra	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: 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.	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	Deeper exploration of content required for AoS2. Beethoven Symphony I Further work on composition and performance.	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)	Term 1: For performance, practice ongoing of solo piece, acting on targets 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 AoS1. 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 11.	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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Hockey 2. Rugby 3. Badminton 4. Volleyball	1. To show knowledge and understanding of complex skills in team sports and be able to help others 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To learn to work together and appreciate all members of the group in a full sided game 5. To learn the more complex skills of badminton 6. To learn the basic new skills of volleyball and transfer them to a small sided game	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	1. Netball 2. Football 3. Fitness 4. Tournaments	1. To show knowledge and understanding of complex skill and tactics in team sports 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness plan 4. To understand different types of fitness training 5. To know and understand and compete in the structure of a tournament	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness	1. To develop the skills- throwing, striking and fielding 2. To understand the rules in all activities to score, and now the positions of play and how to make tactical decisions 3. To learn the new basic handing and shooting skills in Basketball 4. To learn transfer invasion games knowledge into the new sport of Basketball 5. To develop and understand different types of fitness and show self motivation	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 10 Curriculum Overview: GCSE PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- Components of Fitness - Definitions, tests, examples. - Principles of training - SPOR, FITT, definitions, examples. - Methods of training - Continuous, Interval, Fartlek, Circuit, Weight, HIIT, Plyometric - Definitions, examples, advantages & disadvantages. - Warm up & cool down - Exam questions and technique - Revision strategies	- Identifying and explaining each component of fitness. - Identifying the tests for each component of fitness. - Sporting examples of performers who use each component. - Identifying and explaining SPOR and FITT - Identifying and explaining 7 methods of training. - Evaluating advantages and disadvantages of each method of training. - Identify and evaluating the reasons and benefits for warming up and cooling down. - Developing and evaluating exam technique to answer exam questions. - Developing revision strategies	- Components of Fitness - Definition of each component - Tests for each component - Sporting Examples for each component - 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)	- Support students accessing subject resources on Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Spring Term	- 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) - Exam questions and technique - Revision strategies	- Identifying and labelling 19 major bones - Identifying two types of joints and where they can be found in the body. - Analysing joint movements in sporting examples. - Identifying and explain 6 functions of the skeleton - Identifying and labelling 11 major muscles - Analysing muscles movement in sporting examples - Explaining antagonistic pairs and identifying them in the body - Analysing antagonistic pairs in sporting movement. - Developing and evaluating exam technique to answer exam questions. - Developing revision strategies.	- Skeletal System - Naming and locating the 19 major bones - Identifying two different types of joint, and joints in the body - Identifying the 6 possible types of movement - Identify and explaining the role of key part of a synovial joint - Identifying and explaining the 6 functions of the skeleton - Muscular System - Naming and locating the 11 major muscles - Explaining antagonistic pairs and the key terms associated with this. - Giving examples of antagonistic pairs in the body and sporting movements.	- Support students accessing subject resources on Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Summer Term	- Lever Systems 1st, 2nd, 3rd Class, examples in the body and sport, diagrams - Planes and Axis - Sagittal, Frontal and Transverse planes. Longitudinal, Frontal and Transverse axes - Examples - Cardiovascular System - Labelling heart, pathway of blood, blood vessels, key terms, - Exam questions and technique - 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. - Developing and evaluating exam technique to answer exam	- 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. - Planes and Axis - Identify and draw 3 planes of movement - Identify and draw 3 axes of rotation - Sporting examples in each plane and lever - Cardiovascular System - Identify and label parts of the heart - Identify and explain the main functions of each blood vessel	- Support students accessing subject resources on Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision



Year 10 Curriculum Overview: GCSE PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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. Section 2 Produce a fully justified analysis of the importance of the different components of fitness for their chosen activity.	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 2. • know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. 3. understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance.	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.	- Support students accessing subject resources on Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Spring Term	Section 3 Evaluate the strengths and weaknesses of the performance Section 4 Evaluate the strengths and weaknesses of the performance Section 5 Movement analysis	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.	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 Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Summer Term	Section 6 Produce an action plan which aims to improve the quality and effectiveness of the performance.	Section 6 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.	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 Showbie. - Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. - Check ClassCharts - Support in completion of homework and revision



Year 10 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Toys and games mini project: recap of core content from year 9 2. Toys and games mini project: Depth of field 3. Movement and shutter speed research and slow shutter experiments	Composition types, viewpoints and framing Basic editing using Affinity Effective annotation, evaluation and presentation in digital sketchbooks Depth of Field key principles and creative effects F numbers ISO settings Shutter speed principles, effects and creative responses Use of tripod Photographing board games Creative arrangement and display GCSE assessment objectives, completing a full project Printing and mounting work	Toys and games composition, viewpoint and framing work Toys and games independent artist research, shoot and edits Depth of field theory test	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, YouTube videos on Affinity editing software depth of field, ISO and Shutter speed. Proofreading written work to help pick up SPAG errors
Spring Term	1. Movement and shutter speed slow and fast shutter experiments 2. Portrait project: 3. Lighting 4. Development of personal direction	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 and responding practically to the work of other artists and photographers	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas
Summer Term	1. Group images 2. Double exposure 3. Abstract portraits 4. Completion of portrait project 5. Mock exam sessions 6. 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: AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas



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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Forces & Motion Newton's Laws of Motion, Inertia, $F = ma$, Acceleration due to gravity, Confirming $F = ma$ by experiment, Forces & Braking, 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 & <u>grav</u>. 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 <u>cf</u> count rate & the unit "becquerel" (Bq)	The Y9 topic "Motion" 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 ...".
Spring Term	Nuclear Radiation Y10 Electricity	Half-life & the random nature of decay Calculations using half-life (limited to integer <u>no.s</u> of half-lives) 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 ...".
Summer Term	Y10 Electricity 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 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 ...".



Year 10 Curriculum Overview: Physics (Separate Science)

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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Forces & Motion Newton's Laws of Motion, Inertia, $F = ma$, Acceleration due to gravity. Confirming $F = ma$ by experiment, Forces & Braking, Momentum 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 & grav. 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" 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".
Spring Term	Nuclear Radiation Y10 Electricity IGS topic "Using Waves"	Half-life & the random nature of decay Calculations using half-life (limited to integer <u>no.s</u> of half-lives) 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 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".
Summer Term	Y10 Electricity Energy 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 eg 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



Subject – Personal development

Autumn Term

Spring Term

Summer Term

Living in the wider world

Relationships and sex

Session Content

1. The Equality Act -> protected characteristics
2. Creating communities
3. Peer pressure
4. Misinformation -> friendship and online cultures
5. Radicalisation and extremism
6. Conflict and de-escalation in communities
7. PSHE survey

1. Influence of the media
2. Social media self-reflection
3. Psychology of behaviour
4. Anger and emotion (is it normal if...)
5. Domestic abuse and abusive relationships
6. Appropriate relationship behaviours

1. Recognising and challenging incel culture
2. FGM and Honour based violence
3. Revenge pornography
4. Deep fakes and AI
5. Recognising and challenging appearance ideals

Powerful Knowledge

1. The Equality Act 2010 was written into law to protect people from discrimination. The Equality Act lays out 9 protected characteristics which are: age, gender, sex, sexuality, gender reassignment, disability, marriage, pregnancy, religion.
2. Building a community involves defining a clear purpose, fostering meaningful relationships, and encouraging active participation among members. Creating communities is essential for fostering connections, support, and collaboration among 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.
3. Peer pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them. Thinking about strategies to manage peer pressure is important to manage and reduce personal risk.
4. Misinformation is inaccurate information that is intended to cause distress. Factually correct information about mental health can be accessed from a GP, NHS online sources and charities such as Mind. Can be found from approved sources and being media literate means understanding where information you are using and interpreting comes from.
5. Extremism is having extreme political or religious views; these views can sometimes be shared in echo chambers online.
6. In life you will always come across views that are different from your own. It is important that you can challenge discriminatory views but also learn to understand and accept other people's perspectives in a tolerant and respectful manner.
7. Discrimination is where someone is treating you unfairly because of who you are, you have a role in recognising and challenging discrimination in all its form in all your spaces (school, home, wider community).

1. Bias, opinion, speculation and fake news are all elements that can influence a person's opinions through what they read or see in the media. The purpose of social media is for some people is to make money as their main income, therefore content may be promotional or aspirational. Echo chambers are where one message is repeated and strengthened in person or online. Cookies send you targeted content, and the social media algorithm sends you recommended videos, blogs and posts to view.
2. Self-reflection on use of social media including analysis of personal screen time and app usage.
3. Psychologists use various theories to understand why people behave the way that they do. Some theories are biological, some psychological some sociological.
4. Anger is an intense 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, elevated blood pressure, and increased levels of the stress hormone. Some view anger as an emotion that triggers part of the fight or flight response. Anger becomes the predominant feeling behaviourally, cognitively, and physiologically when a person makes the conscious choice to do something to immediately stop the threatening behaviour of another outside force.
5. Coercive control in a relationship is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse. Cuckooing is where a criminal gang takes over the home of a vulnerable person for the purposes of drug dealing. Abuse is treating someone or something with cruelty and violence. Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence.
6. In romantic relationships certain behaviours are appropriate and some are not. It is important to recognise red flag behaviours and to understand where influence and our perception of a healthy relationship come from.

1. Culture is an umbrella term which encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.
2. Sexual offences come under the sexual offences act 2003. Honour based violence refers to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of honour. FGM is all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.
3. Consent must be freely given, and the person must have capacity to consent, consent can be withdrawn at any time. Victim blaming means when the victim of a crime or any wrongful act is held entirely or partially at fault for the harm that came to them - this is not acceptable. Revenge porn is revealing sexually explicit images or videos without consent in order to cause distress or embarrassment.
4. A deep fake is a video, image, etc. in which a person's face, body, or voice has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information.
5. Body image is a person's subjective picture or mental image of their own body. Body image can be affected by multiple things including: the media, social media, peers, family, relationships, language used around image.

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

TBC: Health and wellbeing drop down day: Topics -> stem cell donation, organ donation, blood donation, one punch, prison me no way?

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

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Expressing opinions on different types of holidays 2. A normal holiday 3. Describing a past holiday 4. Describing an ideal holiday	1. High level justified opinions 2. Comparative structures 3. Complex structures (<i>lo+ adjective / se puede</i>) 4. <u>Preterite</u> & imperfect tenses (regular and irregular verbs) 5. Conditional tense 6. 90-word writing skills 7. Revision skills	☐ Key task 1: dictation and 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 <u>Edulink</u> 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. Opinions on school subjects 2. Description of your school 3. School rules, including uniform 4. Memorable day at school 5. Description of primary school 6. Ideal school	1. High level justified opinions including a variety of vocab (e.g. adjectives ending in <u>-ismo</u>) 2. Small but important words (negative structures) 3. Listening & reading skills 4. Introduction to modal verbs: <u>hay que</u> / <u>se debe</u> / <u>tener que</u> 5. Revision skills	☐ Y10 Mocks (Spring Term 2) – Reading, listening, writing paper	➤ Join teacher Showbie group ➤ Keep an eye on <u>Edulink</u> 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 jobs 2. Advantages/ disadvantages of jobs 3. Reading skills 4. <u>Future plans</u> (revision of near future / introduction of simple future) 5. Writing skills 6. Work experience 7. Free time – summer pack	✓ Complex opinions and justifications ✓ WOW phrases ✓ Lo+ adjective ✓ Recap on the near future, imperfect, <u>preterite</u> tenses ✓ Intro to simple future	☐ Speaking task	➤ Join teacher Showbie group ➤ Keep an eye on <u>Edulink</u> 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 11 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Coursework 1. Final major project - completion	The 6 Stages of a GCSE project continued. Stage 2 – Taking inspiration from artists (sample and write) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan own designs Stage 5 – Create own practise response Stage 6 – Mock exam: Make final response over 2 days (10hrs)	Grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 2 – Artists Stage 3 – Observations Stage 4 – Planning Stage 5 – Practise response. Stage 6 – Final response.	- Provide a large, well-lit space for art homework (this is set weekly). - Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines. - Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good, but galleries provide access to more renowned artists.
Spring Term	Externally set assignment (exam)	Responding to a given theme (exam paper) The 6 stages of a GCSE project: Stage 1 – Mind mapping initial ideas. Stage 2 – Taking inspiration from artists (sample and write) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan own designs Stage 5 – Create own practise response	Coursework deadline: Early January Coursework is assessed in its entirety (60% of final grade).	As above
Summer Term	Externally set assignment (exam)	Stage 6 – Final exam – Make final response over 2 days (10 hours)	The full exam project is assessed in its entirety (40% of final grade).	As above



Year 11 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 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 coursework (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 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.	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: - Talk 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



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



Subject – Personal development

Citizenship Module

Finance Module

Year 11 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

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

Powerful Knowledge

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

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

How can you help at home?

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

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



Year 11

Curriculum Overview: GCSE Computer Science



Autumn Term

Topics/ content outline:

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

Powerful Knowledge (key concepts, skills)

Define, explain and give examples of:

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

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

What will you be assessed on?

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

How can you help at home?

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

Spring Term

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

Define, explain and give examples of:

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

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

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

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

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

Summer Term

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

Threats posed to networks:

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

Identifying and preventing vulnerabilities:

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

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

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

All of Component 1 via the Year 10 Mock Exam

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



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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	B – Brief & Specification C – Generating Design Ideas; 1. Idea Sketching 2. Initial development 3. Design experimentation 4. Use of design strategies D – Developing Design Ideas; 1. Development of design 2. Modelling 3. 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 mock 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, exemplars 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	E – Realising Design Ideas 1. Manufacturing the design prototype 2. Evidence of manufacture F – Analysing & Evaluating 1. Evidence of design iterations 2. Testing of Prototype 3. 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 future modifications. • Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques.	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.	• Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques.	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/bitesize/examspecs/zby2bdm



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, exemplars 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	1.Practical 2 / write up 2.Practical 3 / write up 3.Write up 4.Planning for the final practical 5.Writing time plan 6.Writing Time plan 7.3 hour final practical 8.Evaluation/ costings/Nutritional Analysis 9.Hand in NEA2 10.	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 10 relevant 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, exemplars 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
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



Autumn Term

Spring Term

Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Characteristics of data & information? 2. Text, Numbers, Tables 3. Graphs, charts & infographics 4. Methods of collecting data 5. Quality & reliability of the data 6. Modern Teams 7. Different types of networking 8. Benefits/Drawbacks of networks 9. Cloud storage 10. Cloud Computing	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	Pearson Pre-set assignment	Encourage your child to: Practice the Pearson pre-set assignment Practice Microsoft PowerPoint skills Analyse 2022-23 coursework paper
1. Benefits and drawbacks of working online. 2. Methods of Communication 3. Security 4. Remote working 5. Understand the motivations that lay behind cyberattacks. 6. Motivation to commit crime 7. Type of threats 8. Types of security measures 9. External Threats 10. Internal Threats	Network availability and access Network threats Benefits v Drawbacks Network Infrastructure Distributed v Dispersed Remote working and Collaboration Accessibility Threats & Ransomware Intellectual Property Denial-of-service, Cyberattack, Malware Different types of Hackers Industrial Espionage Disruption Virus, Phishing, Pharming, Hacking DOS and DDOS	Topics 6-10 (Autum Term) Topics 1-10 (Spring Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario	Encourage your child to: 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 (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?
Autumn Term	1. Final Devising Logs. 2. Live Theatre Review 3. Set Text: Blood Brothers work	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed:</u> descriptions, analyses & evaluations of your process, research, ideas and final devised performance and of the use of design and acting skills used on Set Text extracts & in Live Theatre.	- Your Group Work Skills - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Drafts of Devising Logs 1, 2 & 3. - Section B Set Text Question responses. - Section C Live Theatre Question responses. - Writing Devised Performance Intentions.	- 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	5. Text in Performance work and Exam 6. Set Text: Blood Brothers work.	<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:</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style. <u>Applying appropriate Practitioner Methodologies.</u> <u>Writing detailed:</u> 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 lines.
Summer Term	7. Final revision for all elements of the written exam	<u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Writing detailed:</u> 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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	• <u>'The duality of man'</u>: the study of 'Jekyll and Hyde' • Focused teaching of Language Paper 2: 4 reading questions on two non-fiction texts and 1 written task on writing from a point of view.	• Good versus evil • Human nature • Repression • Crime and Punishment • Gothic horror • Reputation • Gender • Darwinism and evolution • Scientific development • Duality • Deception • Violence	• Two extract-based essay questions on Jekyll and Hyde. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three main body paragraphs. • A Language Paper 2 run through (4 reading questions, 1 writing) • Mock exams: Language Paper 2, Literature Paper 1 (Jekyll and Hyde, Macbeth)	• Completing extra Language Paper 2 past papers – available on the AQA website. • Re-reading Jekyll and Hyde at home. • Using revision guides/ online videos to reinforce key ideas in the novel. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Spring Term	• <u>'Identity and Experience'</u>: the study of a cluster of poems connected to the idea of identity. • Unseen poetry unit – centred on the theme of identity. • 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations	• 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 Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Summer Term	• '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 Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.



Year 11 Curriculum Overview: Engineering Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	R38- Principles of Engineering Design 1. Methods of evaluating designs • Production of models • Qualitative evaluation • Ranking Matrices • Quality function deployment R40 Modelling Design ideas 2. Product analysis 3. Product disassembly	R38- Principles of Engineering Design Learn how design ideas can be evaluated and improved as part of the iterative process. R040-Non-Exam Assessment (NEA) Be able to apply their theoretical understanding to carry out effective product analysis & evaluation of products. Be able to analysis existing products through disassembly (reverse engineering).	Regular low stakes tests R40 NEA Task 1- Product Analysis R40 NEA task 2-Product disassembly	Purchase the course revision guide/workbook for your child on parent pay if you did not do so in Y10. Make sure they have a pencil case with correct stationary (pencil, sharpener, eraser, black or blue biro, fine liner pen) Encourage your child to attend Engineering after school intervention sessions. Encourage revision using the resources on Showbie for the low stake tests
Spring Term	R38- Principles of Engineering Design 1. Criteria included in an engineering design specification 2. How manufacturing considerations affect design 3. Wider influences on engineered product design R40 Modelling Design ideas 4. Physical modelling • Production planning • Risk assessments	R38- Principles of Engineering Design To know what drives the development of new products and about all the aspects which need to be considered when developing a specification for a new product. Understand the significant manufacturing processes and how their constraints impact on the design of new products. R040-Non-Exam Assessment (NEA) Be able to apply their theoretical understanding of manufacturing processes in to plan the manufacture of a complex product based on a given working drawing. Be able to identify potential hazards and associated risks and produce risk assessments to manage the risks.	Regular low stakes tests R40 NEA Task 1- Product Analysis R40 NEA task 2-Product disassembly	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the low stake tests
Summer Term	R38- Principles of Engineering Design Recap and revise of: 1. Design Processes 2. Design Requirements 3. Communicating Design outcomes 4. Evaluating Design ideas	R38- Principles of Engineering Design To recap and review all of the four topic areas in preparation for the R038 external exam. To develop effective revision & examination strategies.	Practice R38 Exam Questions R038 External Exam- A 1 hour 10 minute exam which counts for 40% of the overall grade.	Help your child to plan a revision timetable. Encourage revision using the resources on Showbie, their notes and the revision guide to fully prepare for the final R038 exam.



Year 11 Curriculum Overview: Ethics, Philosophy and Religion



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
Autumn Term	1. Buddhist beliefs and teachings 2. Buddhist practices	1. Birth and life of Siddhartha 2. Buddhas ascetic life 3. Enlightenment 4. Dharma 5. Dependent arising 6. Three marks of existence 7. Four noble truths 8. Theravada and Mahayana Buddhism 9. Arhat and Bodhisattva	1. Places of worship 2. How Buddhists worship 3. Meditation 4. Visualisation 5. Death and mourning 6. Wesak and Parinirvana Day 7. Karma, Karuna and Metta 8. Five moral precepts and six perfections	A range of formative and summative assessments follow ing the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.	- 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.
	1. Human rights and social justice 2. Revision for GCSE exam	1. Human rights and social justice 2. Prejudice and discrimination 3. Religious freedom 4. Disability and race 5. Christian attitudes about wealth 6. Poverty and its causes 7. Exploitation of the poor 8. Giving money to the poor	Exam preparation	A range of formative and summative assessments follow ing the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.	- Direct your child to resources on BBC bitesize - Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied - Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home. - Complete knowledge organisers. - Practice exam style questions.



Year 11 Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Sports 2.Internet 3.Reading 4.TV 5.Cinema 6.Speaking questions (Free time 7. Revision strategies	✓ Complex opinions and justifications ✓ Translation both ways ✓ WOW phrases ✓ il faut/il ne faut pas + verbs ✓ Recap on the Imperfect and the conditional tense ✓ Preparing for the writing and speaking exam ✓ DIRT ✓ Speaking with the French assistant	☐ Speaking questions ☐ Speaking mock 1 ☐ Weekly vocab tests ☐ Weekly exam skills revision (listening and reading) ☐ November mocks (listening, reading and writing)	➢ Join teacher Showbie group and PC9QW folder ➢ Keep an eye on Edulink 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. School subjects and opinions 2. The school day 3. School rules 4. School Problems 5. Uniform 6. Primary School 7. Ideal School 8. Jobs and <u>future plans</u>	✓ Complex opinions and justifications ✓ WOW phrases ✓ Translation both ways ✓ Adjectival agreements ✓ Comparing sports/programmes etc ✓ Recap on perfect and future tenses ✓ Direct object pronouns ✓ How to use revision folder PC9QW ✓ DIRT ✓ Speaking with the French assistant	☐ Speaking mock 2 ☐ Weekly vocab tests ☐ Weekly exam skills revision (listening and reading)	➢ Join teacher Showbie group and PC9QW folder ➢ Keep an eye on Edulink 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. Home and local area 2.Photocards 3.Role-plays 4. 5. Environment –key vocab 6. Speaking practice	✓ Developing reading and listening skills ✓ How to revise ✓ DIRT on past papers ✓ Tense revision ✓ Recorded revision sessions for each skill	☐ Real GCSE speaking exam	➢ Join teacher Showbie group and PC9QW folder ➢ Keep an eye on Edulink for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➢ Work through speaking questions together.



Year 11 Curriculum Overview: Functional Skills Pathway From September 2024



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Overview of the Functional Skills Assessments 2. Review of presentational features 3. Review of language features 4. Reading Assessment Practise 5. Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and accurate way. 7. Writing Assessment Practise	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

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Year 11 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 4: Living Under Nazi Rule, 1933-1945 - 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?	This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf	The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to views expressed in, or quotations from, historical interpretations. Students will practice these questions across the Autumn term of Year 11, completing a mock exam in Year 11.	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.
Spring Term	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 vary? - How did Danish kings show their power, 958-1035?	This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-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 knowledge and understanding and to explain and analyse historical events in the period studied using second-order concepts, including changes and continuities, causes and consequences, and significance. Students will practice these questions across the Spring term of Year 11, completing a mock exam in Year 11.	There are numerous documentaries and podcasts which relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' knowledge and understanding.
Summer Term				



Year 11 Curriculum Overview: Hospitality & Catering



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

Year 11 Curriculum Overview: Foundation Mathematics

	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	(1) 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 change (9) Shape and transformations	- Read, interpret and solve problems with clocks, timetables, energy bills - 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 Spark Maths 'Compulsory' homework. Encourage students to attend lunch time and after-school 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 as Maths Genie Dr Frost Maths Corbett Maths
Spring Term	(10) Standard form calculations (11) Problems involving direct and inverse proportion (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 Spark Maths 'Compulsory' homework. 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 as Maths Genie Dr Frost Maths Corbett Maths
Summer Term	• Revision • Problem Solving • Exam Preparation	- Revision in class of specific topics - 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 as 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 taught 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 as 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 after-school revision sessions as required. Support students with revision (as required) ahead of the assessment using quality resources such as Maths Genie Dr Frost Maths Corbett 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 as Maths Genie Dr Frost Maths Corbett Maths



Year 11 Curriculum Overview: Media Studies



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

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

Exam: 1 hour 30 minutes
30% of qualification

Section A: TV

- One question on either **media language** OR **representation**, which will be based on an extract from **Luther**
- One question on media **industries, audiences** or media **contexts**.

- You could ensure students are using Mrs Fishers videos to make notes. [LINK](#) – to her YouTube page
- You can look at past exam papers and mark schemes [LINK](#) – Past papers & Mark Schemes
- You can also use the exam boards resources -- [LINK](#)

Spring Term

Media Language and Representation

Music Videos

- TLC- Waterfalls
- Justin Bieber – Intentions
- Lizzo – Good as 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 question 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 on which are of the framework they will need to be focusing on.



Year 11 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Set work analysis 2. Brief composition issued and fine-tuning - Free composition (year 10) until the end of September.	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.	1. Short answer knowledge checks – QUEEN 2. Exercises and tasks linked to composition techniques. 3. Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board. 4. Mock exams	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	1. Green pen MOCK exam and set targets 2. AoS3 and AoS4 - exploration	Revision of Queen and 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 listening	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 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term School lessons	1. Badminton 2. Netball 3. Basketball 4. Volleyball	1. To use all previous knowledge to be able to participate at a recreational level 2. To develop their ability to work with others in the group 3. To be able to organise a tournament or competition 4. To learn how to officiate.	Rewards will be given on Class Charts 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term School Lesson	1. Circuit Training: Boxercise, Step, Pilates, Yoga 2. Continuous Training	1. To know and understand the importance of a healthy work/life balance 2. To introduce different types of fitness training 3. To challenge themselves to achieve PRIDE	Rewards will be given on Class Charts 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Year 11 Options Programme	1. School Activities 2. Football 3. Squash 4. ILTSC Gym 5. Body Pump (ILTSC) 6. Nuffield gym 7. Ten Pin Bowling 8. Climbing (Clip 'n' climb)	1. To develop a positive approach to their recreation time 2. To introduce different ways to use their recreation time 3. To introduce the students to opportunities in the community 4. To develop a good understanding of work/life balance	Rewards will be given on Class Charts 1. Personal Effort 2. Sportsmanship/working with others 3. Resilience/ perseverance 4. Responsibility	Encourage extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Year 11 Curriculum Overview: GCSE PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- Recap on Cardiovascular System - HR, SV, CO and Interpreting Data - Cardiovascular Revision and Exam Technique - Respiratory System - Aerobic and Anaerobic Exercise - Effects of Exercise	1. Identifying key terms relating to the Cardiovascular system 2. Key functions and component parts of the Cardiovascular system. 3. Explaining key processes as part of the cardiovascular and respiratory systems. 4. Identifying aerobic and anaerobic exercises 5. Identifying the short and long term effects of exercise on the body systems 6. Developing and evaluating exam technique.	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 extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	- Prevention of Injury - Components of Fitness (revision) - Principles of Training (revision) - Methods of Training (revision) - Skeletal System (revision) - Muscular System (revision) - Levers, Planes and Axis (revision) - Cardiovascular System (revision) - Respiratory System (revision)	1. Identifying the 5 methods of reducing the risk of injury and providing examples. 2. Revision strategies and techniques for the components of fitness, principles of training, methods of training, and the main body systems. 3. Exam technique, understanding and developing application in answering exam questions. 4. Application of knowledge to sporting examples. 5. Recall and retention of key terms for each topic area.	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 extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term				



Year 11 Curriculum Overview: GCSE PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Sports Psychology Mental preparation Types of guidance Types of feedback	- 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.	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 extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Spring Term	Health, fitness and well-being Diet and nutrition Physical activity and sport in the UK Participation in physical activity and sport	- 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 extra-curricular. - Check ClassCharts - Support in completion of homework and revision
Summer Term	Commercialisation of sport Ethics in sport Drugs in sport Violence in sport	- 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 extra-curricular. - 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. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography or watching editing videos on YouTube. Proofreading written work to help pick up SPAG errors
Spring Term	Completion and submission of coursework portfolio (60% of GCSE grade) Begin Externally Set Assignment: Practical project set by the exam board. Students select and respond to one of seven starting points set by AQA (40% of GCSE grade)	Researching and responding independently to direct own learning within a given framework. Working to the assessment objectives Technical camera and editing skills Annotation, evaluation and presentation Analysis of images Idea development Reflecting and refining Realisation of ideas Presentation	Coursework Portfolio AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Discussing ideas Proofreading written work to help pick up SPAG errors Encouraging students to research future study and careers options
Summer Term	Completion of Externally Set Assignment: Practical exam sessions(40% of GCSE grade)	Preparing for exam sessions and working independently under exam conditions	Externally Set Assignment AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Supporting emotionally and physically during the run-up to exam sessions



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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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. Efficiency. Energy resources – pros/cons of different resources Elastic & inelastic behaviour. The spring constant. Hooke's law 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 eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10".
Spring Term	Electromagnetism Particle model of matter	Induced & permanent magnets Magnetic fields around bar magnets, conducting wires and solenoids The motor effect & $F = BIl$ 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, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10".
Summer Term	Revision including past paper 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 Y10".

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Year 11 PSHE Curriculum Overview

Subject – Personal development

Autumn Term

Relationships and sex

Session Content

1. Expectations in long term relationships
2. Inter-personal communication
3. Starting a family (abortion)
4. Starting a family (fertility and pregnancy loss)
5. Psychology of attachment
6. Parenting (red zone and de-escalation)
7. PSHE survey

Powerful Knowledge

1. Marriage is a legal union of two people in a relationship that gives certain legal rights and protections. A civil partnership is a legally recognized arrangement like marriage, created for both same sex and opposite sex couples. Civil unions grant some or all the rights of marriage. Cohabitation is two people living together without being married or in a civil partnership. The four styles of parenting are: permissive, authoritative, authoritarian and neglectful.
2. Values are standards that you hold to and monitor your behaviour against in both your personal life and community life. Knowing what your values and boundaries are in relationships is important so that you can build healthy communication with a partner. Values are also important when relationships break down. Consent has to be freely given and the individual must have the capacity to consent. Consent can be withdrawn at any point in time. Recognising your emotions and situations that make you feel certain ways is important so that you can implement strategies to manage and express your emotions in appropriate ways. Being able to communicate how you are feeling with the other person or people in a relationship is important in order to ensure that each person's boundaries are respected.
3. Abortion is legal up to 24 weeks in the UK unless the health of the mother or baby is at risk.
4. Fertility is a person's ability to conceive children. Factors such as age and lifestyle factors can affect a person's fertility. Biologically female and male people have different patterns of fertility with age. When a biologically female person stops menstruating, this is called menopause.
5. Attachment theory explains how humans form strong emotional bonds with key individuals, starting in childhood, to help manage stress, fear, and uncertainty. These bonds provide comfort and safety, shape how we see ourselves and others, and influence our relationships throughout life.
6. Parenting is the art of bringing up a child. There are various approaches to parenting that have been psychologically evaluated. The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or fix protective response. We may feel elated, euphoric, angry, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

How can you help at home?

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

Spring Term

Health and wellbeing

1. Recognising targeted ads (gambling, revision scams)
2. Looking after my health (how to make a GP appointment and access services)
3. Cancer (self-examination and screening)
4. Appearance ideals – how do they impact me?
5. Analysing the impact of AI

1. Targeted advertising is a form of advertising that is directed towards an audience with certain traits, based on the product or person the advertiser is promoting. These traits can either be demographic with a focus on race, economic status, sex, age, generation, level of education, income level, and employment, or psychographic focused on the consumer values, personality, attitude, opinion, lifestyle, and interests
2. You should be aware of which GP you are registered with so that you can make an appointment if needed. Patients should be 16 to make an appointment with a GP on their own but there are exceptions to this. Being aware of what is 'normal' for your health and your body is important as it means you can see a GP if you need to as quickly as possible.
3. Being aware of what is 'normal' for your body and having a routine for checking for (in particular breast and testicular cancer) is an important part of keeping yourself safe and looking after your health. Accessing your GP is an important step in addressing any concerns that arise following personal cancer checks.
4. The 'appearance ideal' is what our culture tells us is the 'ideal' way to look. This 'ideal' promotes the belief that for individuals to have value, our bodies must look and be a certain weight, shape and size.
5. Artificial intelligence impacts to way we interact with each other as a society as well as how we interact with technology. It can be hugely positive but there are also ethical considerations and other drawbacks to be aware of.

- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period
- Discuss how you use AI (if at all) in your job role or at home. How has it changed your interaction with technology over the past 5 years?

Summer Term

Mental health and wellbeing choice sessions to support with wellbeing during exam approach



Year 11 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. What celebrities you admire and why 2. What makes a good /bad role model 3. Your reasons for/against wanting to be a celebrity 4. Relationship with family/friends 5. Ideal partner and why 6. Activities in past/present/future with friends 7. Customs and Festivals pack	✓ Re-cap of <i>lo+adjective</i> ✓ Re-cap of <i>desde hace</i> ✓ Translation skills (both ways) ✓ 150-word skills ✓ Re-cap of <i>preterite</i>, near future, conditional, imperfect ✓ How to use revision folder G8RYQ ✓ DIRT	☐ Fortnightly vocab tests ☐ Weekly exam skills revision (listening and reading) ☐ November mocks (listening, reading and writing)	➤ Join teacher Showbie group and G8RYQ folder ➤ Keep an eye on Edulink 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. Describing your town 2. What you did in your town recently 3. Recommendations for your town 4. Where you want to live in the future 5. Local environmental issues 6. What you do/did/will do to help protect the environment 7. Discuss opinions about global issues 8. Media + technology pack	✓ <i>Se puede</i> + infinitive ✓ Recap of the <i>preterite</i> ✓ Modal verbs ✓ Giving recommendations ✓ Simple/near future ✓ Recap of <i>si</i> clauses + condition ✓ Modal verbs	☐ Speaking mock 1- October ☐ Speaking mock 2 - March ☐ Fortnightly vocab tests ☐ Weekly exam skills revision (listening and reading)	➤ As above. Particularly look out for March tracking information and Mock Speaking 2
Summer Term	1. Describe diet and preferences 2. Talk about fitness and health routine 3. How to achieve good physical/mental well-being 4. Healthy/unhealthy habits 5. Past/future health intentions	✓ Developing reading and listening skills ✓ How to revise ✓ DIRT on past papers ✓ Tense revision ✓ Recorded revision sessions for each skill	☐ Real GCSE speaking exam	➤ As above. Particularly look out for revision resource material on Teams/ Revision for GCSE Spanish Showbie G8RYQ



Year 12 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1 Principles of Science 1. Animal and plant cells 2. Tissues 3. Atomic structure and bonding 4. Chemical and physical properties of substances related to their uses 5. Waves and their application in communications.	1. Periodicity and properties of elements 2. Production and uses of substances in relation to properties 3. Structure and functions of cells and tissues 4. Cell specialisation 5. Tissue structure and function 6. Working with waves 7. Waves in communication 8. Use of electromagnetic waves in communication	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.	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 solutions. B. Undertake colorimetry to study cooling curves. C. Undertake chromatographic techniques to identify components in mixtures. D. Review personal development of scientific skills for laboratory work.	1. Laboratory equipment and its calibration 2. Preparation and standardisation of solutions using titration 3. Colorimetry 4. Thermometers 5. Cooling curves 6. Chromatographic techniques 7. Application of chromatography 8. Interpretation of a chromatogram 9. Personal responsibility 10. Interpersonal skills 11. Professional practice	Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, colorimetry and laboratory safety, which are relevant to the chemical and life science industries. You will submit reports for each assignment. 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 practicals 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 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	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. 2. Workshop style technical classes. 3. 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, photography and sculpture.	Observations Group work Art theory written analyses 3D work	• If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists. • Sign your child up for life drawing classes locally. • Watch art related programmes. • Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. • Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work.
Spring Term	COURSEWORK: 1. London galleries visit 2. 6 stages of a project towards response 1. 3. 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 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: 1. 6 stages of a project towards response 2. 2. Year 12 mock exam 3. 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 – Planning Stage 5 – Experimental trials Stage 6 – Response 1 Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)	Coursework and mock exam work are assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	As above. Art Colleges and Universities hold their end of year exhibitions and Open Days this half term – offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.



Year 12 Curriculum Overview: Biology *subject to change



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	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:Val 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 Taxes and Kinesis Plant Responses	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 auxins in plants. 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 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. Prompt them to use the course study guide for tips on how to learn.



Year 12 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Theme 1 – Marketing & People 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders 1.3 Marketing Mix & Strategy Theme 2 – Managing business activities 2.1 Raising finance 2.2 Financial Planning 2.3 Managing Finance	The market Role of an entrepreneur Entrepreneurial motives & characteristics Moving from entrepreneurial to leader Forms of business Business objectives Business choices Market research Market positioning Product/service design Branding and promotion Liability Internal finance External finance Planning Sales forecasting Budgets Sales, revenue and costs Profit Break-even	End of unit tests – Theme 1 Common Assessment 1 – 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders Common Assessment 2 – 1.3 Marketing Mix & Strategy End of unit Tests – Theme 2 Common Assessment 1 – 2.1 Raising finance Common Assessment 2 – 2.2 Financial Planning	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	1.3 Marketing Mix & Strategy 1.2 The market 1.4 Managing people 2.3 Managing finance 2.4 Resource management	Pricing strategies Distribution Marketing strategy Demand Supply Markets PED YED Approaches to staffing Recruitment, selection and training Organisation design Liquidity Business failure Production, productivity and efficiency Capacity utilisation Stock control Quality management	End of unit tests – Theme 1 Common Assessment 3 – 1.3 Marketing Mix & Strategy Common Assessment 4 – 1.2 The market End of unit Tests – Theme 2 Common Assessment 3 – 2.3 Managing Finance Common Assessment 4 – 2.4 Resource Management	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	1.4 Managing people 2.5 External influences Exam preparation	Motivation Leadership Economic influences Legislation The competitive environment Retrieval of previous learning	End of unit tests – Theme 1 Common Assessment 5 – 1.4 Managing people End of unit Tests – Theme 2 Common Assessment 5 – 2.5 External Influences End of year 12 exam Paper 1 – All of theme 1 Paper 2 – All of theme 2	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions - Use showbie to access past papers



Year 12

Curriculum Overview: A-Level Computer Science



Autumn Term

Topics/ content outline:

1. Components of a Computer System
2. Input, output and storage
3. Software Development
4. Application Generation
5. System Analysis
6. Algorithms
7. Compression and encryption
8. Hashing
9. Databases
10. Python challenges (1-20)

Powerful Knowledge (key concepts, skills)

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.

What will you be assessed on?

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

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

How can you help at home?

Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 3 hours per week)

Review and complete the revision Year 12 CS revision plan.

Spring Term

1. Networking
2. Data structures
3. Binary Manipulation
4. Computation thinking
5. Little Man Computer
6. Web Technologies
7. Boolean Algebra
8. Python challenges (21-30)

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.

Summer Term

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

All of H406 Exam 1 via the Year 12 Mock Exam

Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

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 on Stand 1. Marking up and routing 2. Mitre joint and sanding 3. Corel Draw and laser cutting 4. Scroll saw 5. Drilling– set up and change drill bits 6. Vacuum forming 7. OnShape CAD bracket/ 3D Print 8. Line bend acrylic 9. Assembly & 2D/3D sketching 10. Plug & Yoke process 11. Welding Steel & Standard Components 12. Core Topics- Materials, Finishes & Digital Design Manufacture	Project 1; • Workshop Health and Safety – overview and induction • Using hand and machine tools • 3D construction methods in wood, metal and plastic • Sketching, drawing and CAD skills • Introduction to Core Knowledge and examination skills	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 • ½ 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 questions. If asked, become a client for projects, answer questions and supporting the design process.
Spring Term	Project 2 = One Sheet Challenge 1. Brief and Project Plan 2.Context Analysis & Situation 3.Initial Concepts 4. Ergonomics & Anthropometrics 5. Product Disassembly & Ikea Trip 6. Design Specification 7. Product Models and prototypes 8. Carey's visit & client feedback 9. Computer Aided Design 10. Presentation models & Costing 11. Present to the Client 12. Factory Visit 13. Core topics, Maths, Feasibility Studies	Project 2; • Live project with a commercial manufacturer • Developing project skills in preparation for the A level NEA • Developing expertise in 3D construction methods & commercial methods of manufacture • Develop higher level skills in sketch and CAD communication • Supporting deeper Core Knowledge and examination skills	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 • ½ 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 questions.
Summer Term	NEA and year 12 Mock Examinations 1. Develop a unique project rationale 2. Create a series of Initial Concepts 3. Complete Client, Situation and associated research investigations 4. Carry out client and user surveys 5. Construct a project plan 6. Work on original drawings, CAD and models 7. Develop the Project Specification 8. Mock examinations and feedback 9. Core topics inc. Health and Safety, Design Communication and Evaluation	NEA coursework, 50% of grade; • Live Non Examination Assessment A Level project • Time Management of final project portfolio • Developing expertise in 3D construction methods & commercial methods of manufacture • Develop higher level skills in sketch and CAD communication • Supporting deeper Core Knowledge and examination skills	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 of AO1 • 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	1. Component 1: Devising. Exploration of Styles of Theatre 2. Component 3: Theatre Makers in Practice Section B Set Text – Expressionism.	- 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. - 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. 3. 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.	- 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	1. Component 2: Text in Performance. 2. Component 3: Theatre Makers in Practice Section B Set Text. 3. 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.	- Testing knowledge of the whole play and character development through the play. - Reviewing written responses and targets to address.



Year 12 Curriculum Overview: **Criminology**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	
Autumn Term	Unit 1: Understand how crime reporting affects the public perception of criminality Unit 1: Understand how crime reporting affects the public perception of Criminality. Understand how campaigns are used to elicit change Unit 2: Understand social constructions of criminality Unit 2: Theories of Criminality	Unit 1 AC1.1 Analyse different types of crime AC1.2 Explain the reasons that certain crimes are unreported AC1.3 Explain the consequences of unreported crime AC1.4 Describe the media representation of crime AC1.5 Explain the impact of media representations on the public perception of crime AC1.6 Evaluate methods of collecting statistics about crime AC 2.1 Compare campaigns for change AC2.2 Evaluate the effectiveness of media used in campaigns for change Unit 2 AC1.1 Compare criminal behaviour and deviance AC1.2 Explain the social construction of criminality AC2.1 Describe biological theories of criminality AC 2.2 Describe individualistic theories of criminality	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	How can you help at home? 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. Check students are keeping their folders up to date ahead of the February controlled assessment
	Unit 1: Plan Campaigns for change relating to Criminality Unit 1: Controlled assessment and Preparation Unit 2: Know theories of Criminality, Understand causes of Criminality Unit 2: Understand causes of policy change	Unit 1 AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change AC3.3 Justify a campaign for change Unit 2 AC2.3 Describe sociological theories of Criminality: Functionalist and Subcultural theories, interactionism, labelling theory, Marxist theory, left and right realism, surveillance theory. AC3.1 Analyse situations of criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding. Check students are keeping their folders up to date ahead of the February controlled assessment
Spring Term	Unit 2: Understand causes of policy change Unit 2 exam prep Unit 3: Understand the process of criminal investigations	Unit 3 AC4.1 Assess the use of criminological theories in informing policy development AC 4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making Unit 3 AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Summer Term				



Year 12 Curriculum Overview: Economics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Microeconomics 1.1 The economic problem; 1.2 The allocation of resources; 1.3 Opportunity cost 2.1 Specialisation & trade; 2.2 Demand; 2.3 Supply; 2.4 Consumer & producer 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	The economic problem; Normative and positive statements; The role of economic agents; Factors of production; Incentives; Economic systems Economic efficiencies; Opportunity cost and trade-off; Specialisation and the division of labour; Demand; The demand curve; Supply; The supply curve; Consumer surplus and producer surplus. 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	End of unit tests – Microeconomics Common Assessment 1 Common Assessment 2 End of unit Tests – Macroeconomics Common Assessment 1 Common Assessment 2	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.
Spring Term	Microeconomics 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	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 demerit 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; Market-based & interventionist supply side policies. Conflicts and trade-offs between policy objectives	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.
Summer Term	Microeconomics 2.11 Government intervention Macroeconomics 4.1 International trade 4.2 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 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.	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.

Subject Area: Economics

Subject Leader: Mr. O'Brien

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

			The Laffer Curve Changes in interest rates Changes in money supply Inflation rate targets 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 Immigration control		
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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**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Aspects of Tragedy: 1. Induction to essay writing 2. Induction to critical perspectives 3. Introduction to aspects of tragedy 4. Othello by William Shakespeare 5. Death of a Salesman by Arthur Miller	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	• 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	• Watch different film or theatre versions of Othello • Watch different film or theatre versions of Death of a Salesman • Read widely within the genre of tragedy to develop your understanding of conventions, using the wider reading list as a guide
Spring Term	Aspects of Tragedy: 1. Othello by William Shakespeare 2. Poetry of John Keats. 3. Introduction to the N.E.A	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	• 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 Othello • Listen to The Play Podcast on Death of a Salesman
Summer Term	Aspects of Tragedy: 1. Othello by William Shakespeare 2. Poetry of John Keats. 3. Death of a Salesman by Arthur Miller 4. Planning the N.E.A	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	• 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

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Year 12 Curriculum Overview: UNIT 1: Epistemology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: What is knowledge?	1. The distinction between acquaintance knowledge, ability knowledge and propositional knowledge. 2. The nature of definition The Tripartite view 3. Issues with the tripartite view including: • the conditions are not individually necessary • the conditions are not sufficient – Gettier and Gettier style cases 4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 2: Knowledge through perception	1. Direct Realism – Issues and responses		
Spring Term	Unit 2: Knowledge through perception (continued)	2. Indirect Realism and issues and responses 3. Berkeley's Idealism including issues and responses	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 3: Knowledge through reason	1. Innatism – Arguments from Plato and Leibniz 2. Empiricist responses and issues with these 3. Intuition and Deduction Thesis – Descartes doubt, Cogito and trademark arguments – Issues and responses		
Summer Term	Unit 3: Knowledge through reason (continued)	4. Proof of the existence of the Physical world with issues and responses	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 4: The limits of knowledge	1. 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		



Year 12 Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Technology in everyday life 2. Dangers of digital technology 3. Digital technology users 4. Future of technology 5. Marriage and partnerships 6. Modern blended families 7. Intergenerational relationships 8. Paper 1 skills (Reading, listening and writing) 7. Introduction to Photocard skills (Paper 3)	➤ Infinitive constructions ➤ Opinion phrases ➤ Object pronouns ➤ Present tense (reg and irreg) ➤ Perfect tense ➤ Imperfect tense ➤ Recognition of past historic ➤ Revision skills ➤ Summary skills	❑ Paper 1 (Listening, reading and writing) ❑ On-going vocabulary and grammar tests	➤ Join teacher Showbie group and PC9QW folder ➤ Keep an eye on Edulink 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. Contemporary French music 2. Popularity of francophone music 3. How to protect French music 4. History of French cinema 5. Importance of French films 6. Future of cinema 7. Study of 'La Haine' cultural topic 8. Essays skills (Paper 2)	➤ Question forms ➤ Imperative verbs ➤ Subjunctive verbs ➤ Connectives followed by the subjunctive ➤ Conditional tense ➤ Si clauses ➤ Essay phrases and writing skills	❑ Paper 1 (Listening, reading and writing) ❑ Paper 3 Mock 1 (Speaking cards –) ❑ On-going vocabulary and grammar tests	➤ Join teacher Showbie group and PC9QW folder ➤ Keep an eye on Edulink 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. Regional and national heritage 2. Heritage and tourism 3. Impact of heritage on culture 4. Voluntary sector in France 5. Benefits of voluntary work 6. Translation skills (Paper1) 7. Preparation towards IRP project	➤ Adjectival agreement ➤ Comparatives and superlatives ➤ Future tense ➤ Translation skills ➤ Independent research skills ➤ Essay planning and writing in times conditions	Y12 Mocks: ❑ Paper 1 (Listening, reading and writing) ❑ Paper 2 Mock – Essay paper ❑ Paper 3 Mock – Full speaking mock (2 cards) ❑ On-going vocabulary and grammar tests	➤ Join teacher Showbie group and PC9QW folder ➤ Keep an eye on Edulink for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing) ➤ Work through speaking questions together.



Year 12 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Coastal systems and landscapes	Coasts as natural systems - stores, flows, inputs, outputs and dynamic equilibrium Systems and processes - Coastal processes – sources of energy, erosion, transportation, and deposition Coastal landscape development - Landforms of erosion - Landforms of deposition - Coastlines of emergence and submergence Coastal management - Hard and soft engineering - Sustainable approaches Case studies - Local scale – Haldemes - Contrasting landscape to the UK – Sundarbans	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 stacks. 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	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.	Media - Follow any news stories about cities, especially Mumbai and London https://www.theguardian.com/cities. - Watch Kevin McCloud's 'Slumming It' https://www.youtube.com/watch?v=ywDipk5Mto - Watch 'Jay Blades, East End through time' Classwork - Keep folders and notes organised - Recap on classwork to consolidate key concepts and knowledge - Use course checklists to monitor your own progress Independent work - Challenge yourself to read around the subject, using the resources on Showbie - Read the RGS subject content overview https://www.rgs.org/schools/teaching-resources/changing-places-changing-places/ - Use the practice questions and mark schemes on Showbie - Use the intervention strategies available in the A-level revision on Showbie. - Explore the governments approach to coastal management https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/ - What is happening in the Sundarbans? https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?scrlvbrkr=6ce9f385
Changing Places	The Nature and Importance of Places - Insider/Outsider Perspectives - Near/Far & Experienced/Media Places - Factors contributing to character of places (endogenous/exogenous) Relationships and connections - Shifting flows - Demographic, socio-economic and cultural characteristics - External forces - Past and present connections Meaning and representations - Place attachments – identities, perspectives and experiences - External agencies attempt to influence/create place meanings - Media representations - Past and present representations Place Studies (local and Distant)	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	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.	Visits - Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape - Leeds Recycling and Energy Recovery Facility (RERF) - https://www.leeds.vocla.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works - Coastal environments – Haldemes to explore the use of coastal management. - Visit Hedden Bridge – To investigate how local and community groups have shaped place meaning. Discussions - Talk to relatives/ friends about how areas have changed in their lifetime. - How has coastal management changed since their childhood? - Have they noticed a difference in the climate and the impact this is having in coastal areas?
Contemporary Urban Environments	Urbanisation - Consequences of urbanisation and urban processes - Urban change and Urban policy Urban forms - World and Megacities and Post-modern - Western cities - Spatial patterns of land use and land use models - Social and economic issues associated with urbanisation - Cultural diversity & ethnic segregation - Economic inequality 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	Urbanisation, suburbanisation, counter – urbanisation and urban resurgence Megacity, world/global cities Deindustrialisation Decentralisation UDCs, Enterprise zones, city challenge, partnership schemes CBD, inner city, suburbs and urban-rural fringe Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters Post-modern western cities Social segregation and economic inequality Poverty cycle Urban Heat Island Albedo effect Evapotranspiration The Canyon effect and Venturi effect/ wind turbulence Thunderstorms Particulate pollution Photochemical smog Hydrographs Catchment management SUDS Restoration and conservation Infiltration Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade Urban dereliction Ecological footprint sustainability	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.	



Year 12 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Unit 1: Britain Challenge and Transformation, c.1851-1914	1. Britain 1851-1867 including Parliament and the workings of the system, the mid-Victorian boom, society and social structure, and the development of Irish Nationalism. 2. Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions and Ireland. 3. Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland. 4. Britain 1905-1914 including New Liberalism, social policy and change, and the Ulster Crisis.	This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • How did democracy and political organisations develop in Britain? • How important were ideas and ideologies? • How and with what effects did the economy develop? • How and with what effects did society and social policy develop? • How and why did Britain's relationship with Ireland change? • How important was the role of key individuals and groups and how were they affected by developments? More detail about this unit can be found here: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964	The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper. In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3). In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period. Students will practice these questions across Year 12 before completing a mock exam at the end of the year.	Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century. There are a wide variety of books written about this period in British history. Reading anything relating to the second half of the 19th century in Britain will help to develop student's sense of period.
Unit 2: France in Revolution, c.1774-1795	1. Origins of the French Revolution, including the Ancien Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism. 2. The Experiment in Constitutional Monarchy including, the events of 1789, reforms and change, the flight to Varennes and the September massacres 3. The Emergence and Spread of the Terror including the establishment of a Republic, the execution of the king, progress of the war and the development of the terror.	This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution. More detail about this unit can be found here: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815	The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper. In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2). Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question. Students will practice these questions across Year 12 before completing a mock exam at the end of the year.	There are a wide variety of books written about the French Revolution. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge.

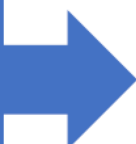


Year 12

Curriculum Overview: BTEC Level 3 Information Technology



Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
- Using Social Media in Business - Business uses of social media - Risks and issues - Social media planning - Business requirements - Content planning / publishing - Introduction to Databases - Normalisation - Building simple database	Being able to: - Explain the different ways in which a business can use social media. - Assess the different ways in which a business can use social media to attract a target audience. - Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements. - Evaluate the business use of social media to interact with customers and promote products or services to a target audience. - Examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database	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.

Spring Term



- Social media policy - Reviewing and refining plans - Creating accounts and profiles - Content creation and publication - Implementation of online community building - Data gathering and analysis - Building queries & forms - Database testing - Evaluating databases - Preparation for Unit 2 exam.	Being able to: - Produce a plan to use social media in a business to meet its business requirements - Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements. - Produce business-related content using appropriate features of social media which meet the requirements of the plan. - Develop an effective design solution to produce a database system - Evaluate each stage of the development process and the effectiveness of a database solution.	Establishing social media pages dedicated to a business, which fulfil the requirements given in the plan, accompanied by supporting documentation. Statistical data generated by social media websites, including an analysis of how it was used to optimise the use of social media. Your ability to apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief	Encourage your child to: Recall key concepts from lessons Work through the case-study requirements (a minimum of 4 hours a weeks) Engage with on-line learning material / videos Review and complete the revision Year 12 Unit 2 revision plan.
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Summer Term



- Evaluation of a social media plan - Evaluation of a social media campaign. - 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
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Year 12 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 <u>in order to</u> 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Normative Ethical Theories. 2. Utilitarianism 3. Deontological Ethics	1. Utilitarianism (Bentham and Mill) with issues to and responses 2. Kantian deontological ethics with issues and responses 3. Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	4. Virtue Ethics 5. Applied Ethics	1. Aristotelian virtue ethics 2. Eudaimonia as a final end 3. The function argument 4. Virtue and the soul 5. Doctrine of the mean 6. Actions 7. Virtues, actions and reasons 8. Eudaimonia and pleasure 9. Criticisms and responses 10. Applying virtue theory to simulated killing, eating meat, telling lies and stealing	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Summer Term	Metaethics.	1. Introduction to meta ethics 2. The origins of moral principles 3. Realism and cognitivism 4. Naturalism 5. Non-naturalism and intuitionism 6. Issues with moral realism 7. Error theory 8. Emotivism 9. Prescriptivism 10. Issues with moral anti realism	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Features of the early Classical period (Area of Study A) 2. Composing skills- moving on from GCSE and planning Year 12 composition 3. Musical Theatre (Area of Study C) 4. A look at performance repertoire	• Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/patronage/commission • Aural Awareness • Harmony in composition- primary/secondary chords/secondary dominants/circle of fifths etc • Stamitz/Mannheim School	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	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	1. Haydn Symphony 104 movements 1 & 2 2. Mozart, early Beethoven and mature Haydn 3. Composing – year 12 composition task. 4. Performing- selecting and timing repertoire	1. Score reading/musical literacy/instruments of the Classical orchestra 2. 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	1. Haydn Symphony 104 movements 3 & 4 2. Mature Beethoven and the shift towards Romanticism. 3. Finalising Composition work 4. Finalising performance repertoire and submitting scores/piano parts.	1. Revision and consolidation work on Haydn 104 (mvt 1&2) and the development of the symphony so far to support year 12 Mock exam. 2. Analysis of Haydn 104 movements 3&4. 3. 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



Autumn Term

Spring Term

Summer Term

Topics/ content outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1.1.a. Skeletal And Muscular Systems. 1.1.b. Cardiovascular And Respiratory Systems (Minus (regulation, control and effects of intensity) 1.2.b. Preparation and training methods in relation to improving and maintaining physical activity and performance	- Joints movements and muscles. - Functional roles of muscles and types of muscles. - Analysis of movement. - Skeletal muscle contraction. - Muscle contraction during exercise of differing intensities and during recovery. - Respiratory system at structure and actions at rest and values. - Respiratory system during exercise of differing intensities and during recovery. Graphical understanding for Oxyhaemoglobin dissociation. - Cardiovascular system structure and actions at rest and values. - Cardiovascular system during exercise of differing intensities and during recovery. - Impact of training on lifestyle diseases for CV and respiratory system.	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. Consistent in class <u>low stakes</u> assessment, mini quizzes, <u>Everlearner</u> assessed homework's, 1 x test after OCT HT excluding CV system and lifestyle diseases (CV and Lifestyle factors in HT2 test)	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check <u>EduLink</u>. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mocks and exam questions in exam conditions
1.2.a. Diet and nutrition and their effect on physical activity and performance 1.2.a. Ergogenic aids 1.1.b. Cardiovascular and respiratory systems (regulation, control and effects of intensity)	- Function and importance of the components of a healthy, balanced diet - Energy intake and expenditure and energy balance in physical activity and performance. - Use of ergogenic aids; potential benefits and risks - Regulation of HR and breathing (neural, hormonal, intrinsic and chemical) - Redistribution of Q, vascular shunt, VCC, CCC, role of arterioles, pre-capillary sphincters and mechanisms of venous return during exercise of differing intensities and during recovery	AO's as above Consistent in class <u>low stakes</u> assessment, mini quizzes, <u>Everlearner</u> assessed homework's, 1 x mock January, 1 x test after Feb HT and 1 x test before easter	
1.1.b. Cardiovascular and respiratory systems (regulation, control and effects of intensity) CONTINUED 1.2.b. Preparation and training methods in relation to improving and maintaining physical activity and performance 1.3 Biomechanics.	- Periodisation cycles, phases of training and tapering - Planning of personal health programmes for aerobic, strength and flexibility training - Aerobic training; tests, factors affecting, VO2 Max, individual differences, adaptations - Strength training; types of strength, factors affecting, fibre types, tests, training, adaptations - Flexibility training; types of flexibility, factors affecting, tests, training, adaptations - Biomechanical principles; Newtons laws, force, levers, analysing movement through the use of technologies.	AO's as above Consistent in class <u>low stakes</u> assessment, mini quizzes, <u>Everlearner</u> assessed homework's, 1 x test after May HT and 1 mock Summer term	



Year 12 Curriculum Overview: A level PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Skill Acquisition Performance in physical education (EAPL) .	Classification of skills Types and methods of practice Transfer of skills Principles and theories of learning movement skills Stages of learning Guidance Feedback	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.	
Spring Term	Sports Psychology Performance in physical education (EAPL) .	Individual differences Group and team dynamics in sport	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check EduLink . 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mocks and exam questions in exam conditions
Summer Term	Performance in physical education (EAPL) .	EAPL preparation Performance analysis Development plan Application Mock exam prep 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.	



Year 12 Curriculum Overview: A level PE Paper 3



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Sport and Society	• Post-industrial Britain • Public Schools • 20th Century • 21st Century • Global sporting events	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: <u>Analyse</u> and evaluate	
Spring Term	Biomechanical principles	• Biomechanical principles • Levers • <u>Analysing movement through the use of technology</u>	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: <u>Analyse</u> and evaluate	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check <u>EduLink</u>. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mocks and exam questions in exam conditions
Summer Term	Ethics and Deviance in Sport	• Drugs and doping in sport • Violence in sport • Gambling in sport	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: <u>Analyse</u> and evaluate	

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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Year 12 Curriculum Overview: Politics Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 5: Core Ideologies: Liberalism and Conservatism - Overview of core beliefs and core concepts - Similarities and Differences of Key Thinkers - Beliefs on human nature, the state, society and the economy Unit 1: Democracy and Participation - Representative and Direct Democracy - Participation Crisis - Pressure Groups - Conflicting rights in the UK - Democratic Deficit	Unit 5 Social Contracts Rationalism Individualism Freedom and Liberty Equality and Social Justice Liberal Democracy Human Imperfection Paternalism Tradition Pragmatism Organic Society Unit 1 Legitimacy Pluralist Elitist Suffrage Franchise Think Tanks Lobbyists Rights-based democracy Civil Liberties	Week 3: Liberal Democracy PEACE Paragraph Week 5: Liberalism 24 Mark Essay Week 8: Liberalism Knowledge Test Week 9: Conservatism Knowledge Test Week 13: Participation Crisis 30 Mark Source Essay Week 15: Conservatism and Unit 1 knowledge test	- Make use to the success in politics handout - Make flash cards using the core knowledge sheets on showbie - Read the weekly uploaded case studies on showbie - Listen to podcasts such as the Newsagents, the rest is politics, or Newscast - Ensure booklets are fully completed
Spring Term	Unit 2: Political Parties - Party Functions and feature - Political Funding - Developments of the Conservative Party - Developments of the Labour Party - The Impact of minor parties Unit 3: Electoral Systems - First Past the Post - Alternative electoral systems - Referendums	Unit 2 One Nation New Right Old Labour New Labour Overton Window Multi-Party System Two-Party System Electoral Commission Unit 3 First Past the Post Additional Member System Single Transferable Vote Supplementary Voting By-election Safe Seat Marginal Seat Coalition	Week 16: Unit 1 30 Mark non-source essay Week 18: Conservative Party beliefs and factions 30 Mark non-source essay Week 21: Unit 1 and 2 knowledge test Week 22: Political Parties 30 Mark non-source essay Week 25: First Past the Post 30 Mark source essay Week 26: Unit 3 knowledge test	- Make use to the success in politics handout - Make flash cards using the core knowledge sheets on showbie - Read the weekly uploaded case studies on showbie - Listen to podcasts such as the Newsagents, the rest is politics, or Newscast - Ensure booklets are fully completed - Practice timed essays - Practice full timed papers
Summer Term	Unit 4: Voting Behaviour - General Elections in Context (1979, 1997, 2010, 2024) - Demographics - The election campaign - Turnout Unit 5: Core Ideologies: Socialism - Overview of core beliefs and core concepts - Similarities and Differences of Key Thinkers	Unit 4 Class Dealignment Partisan Dealignment Governing Competency Disillusion and Apathy Manifesto Apathy Valence Salient Issues Unit 5 Common Humanity Types of equality Social Class Class Conflict Collectivism Workers Control	Week 27: Unit 3 electoral systems 30 Mark non-source essay Week 29: Demographics 30 Mark source essay Week 32: Unit 4 30 Mark non-source essay Week 33: Unit 4 knowledge test Mock Exams- Full 2 hour Paper 1: 1x 30 mark source essay 1 x 30 mark non-source essay 1 x 24 mark ideologies essay	- Ensure all notes and booklets are fully consolidated - Practice timed essays - Practice full timed papers - Rewrite essays based on class feedback - Read the prechewed case studies as US pre-learning

Autumn Term

Approaches in Psychology
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,
questionnaires, observations
Memory - Multistore model, working memory

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

1. Short answer key knowledge check
2. Short answer exam questions
3. Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Spring Term

- Memory
- Social Influence
- Attachment
- Psychopathology

- Memory: Explanations for forgetting, Eyewitness testimony
- 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:

1. Short answer key knowledge check
2. Short answer exam questions
3. Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Summer Term

- Attachment
- Psychopathology
- Mock/AS preparation
- Independent research investigation

Attachment: Bowlby's Maternal Deprivation Theory, Romanian Orphans, Early attachment and later development
Clinical Psychology and Mental Health: Cognitive approach to explaining and treating depression, Biological approach to explaining and treating OCD
Biopsychology: Nervous system and endocrine system
Conventions for reporting on psychological investigations

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

1. Short answer key knowledge check
2. Short answer exam questions
3. Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 12 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Mechanics (Statics & Dynamics) 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 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. Logarithms & their application to data processing, graphical representation of large ranges. (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".

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



Subject – Personal development

Autumn Term

Spring Term

Summer Term

Relationships

Living in the wider world

Session Content

1. What is the culture of IGS
2. Forming friendships in new situations
3. Social currency and attitudes
4. Relationship values
5. Building a positive self-image
6. PSHE survey

1. Relationship Equality
2. Challenging violence in society
3. Sexual health
4. Analysing the impact of pornography
5. Substance abuse – drink spiking
6. Substance abuse in relationships

1. What is my role in society?
2. Challenging discrimination
3. De-escalation strategies
4. Critical thinking skills in the online world

Powerful Knowledge

1. 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, attitudes, and habits of the individuals in these groups. Culture often originates from or is attributed to a specific region or location.
2. Friendships are important during teenage years. According to *Few Research*, about half teenagers (51%) believe they fit in with their friends "very readily," but a nearly comparable percentage (48%) believe they stick out. During this phase of life, teenagers face a lot of physical and emotional changes, and it is essential for them to have a strong support system. Friendships provide an opportunity to feel accepted and connected to others, to learn valuable life skills, and to develop healthy social habits. This can result in making sound decisions and having greater confidence in personal relationships.
3. Social attitudes significantly influence behaviour, shaping how individuals perceive and interact with the world. They are formed through social learning, direct 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 wellbeing. Pausing and reassessing historic and current relationships is important in this transition phase to post-16 education. Assessing how our values and behaviours are interpreted and where the boundary lines lie in an array of relationships helps to ensure that positive behaviours are maximised, and conflicts are avoided.
5. Self-image is our internal mental picture of ourselves that includes characteristics of personality and appearance. Having a positive self-image is a key aspect of optimising positive wellbeing and resilience. Interactions with social media and other external sources can contribute both positively and negatively to self-image.

1. Certain behaviours in intimate relationships are always unacceptable. It is important to be able to recognise 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.
2. Violence in any kind of relationship is always unacceptable. Consumption of alcohol and drugs can alter inhibitions influence individuals' behaviours in relationships. The law relating to violence in relationships including domestic violence and coercive control will be explored.
3. The triangle of safe sex includes: consent, prevention of STIs 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 (local and MESMAC).
4. Research has shown that watching pornography can negatively impact relationships by creating unrealistic expectations of a partner amongst other issues. Recognising these negative impacts and considering strategies to minimise the impact that pornography can have is important.
5. To spike a drink means to put alcohol or drugs into someone's drink without their knowledge or permission. Drink spiking can occur anywhere drinks are served (such as at nightclubs, parties, pubs, restaurants and private homes). Drink spiking can be linked to crimes such as sexual assault and robbery.
6. Alcohol and drugs can alter a person's personality and self-control. Traits like aggression and feeling aroused can lead to involvement in risky situations.

1. As a Citizen as well as being aware of British Values, School Values and the values of your local community it is important to consider your strengths and areas 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 same spatial or social territory, typically subject to the same political and legal authority and cultural expectations.
2. Discrimination is unjust or prejudicial treatment of individuals or groups based on inherent characteristics. The Equality Act lays out which characteristics are protected characteristics. Being an upstander rather than a bystander helps to promote a community where discrimination is always challenged, inclusion is treating everyone fairly and equally. Discrimination is intentionally excluding individuals from activities or social settings either online or offline.
3. De-escalation is using strategies to reduce the intensity of a conflict situation or to resolve a conflict. This is an important part of engaging positively in a community. Tips include giving space, validating feelings and experiences, listening and repeating to ensure understanding. In conflict scenarios using words and body language that is assertive rather than aggressive is an important skill to learn in both personal and work contexts.
4. Being a critical thinker of the media and online information is important so that you have an informed and balanced view of social, economic and political affairs. An echo chamber is a space online where a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered. Misinformation is false information deliberately looked to deceive people.

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?

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.

- 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=EAlaQobChMIgRwRrHqGMVneIVCh0pSwhtEAAAYASAAQKZ_D_8wE



Year 12 Curriculum Overview: UNIT 1: Philosophy of Religion (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1a: - Ancient philosophical influences Term 1b: - Soul, mind and body	In this unit, you will study ancient philosophical influences that have shaped religious and philosophical thinking, including ideas from key thinkers such as Plato and Aristotle. You will then explore views on the soul, mind and body, examining whether humans are best understood as physical beings, spiritual beings, or a combination of both, and how these ideas continue to influence religious belief today.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Spring Term	Term 2a: - Arguments based on observation Term 2b: - Arguments based on reason	In this unit, you will examine arguments for the existence of God based on observation, including how the world appears ordered, purposeful or designed. You will then explore arguments based on reason, focusing on abstract philosophical thinking about cause, necessity and existence, and evaluate the strengths and weaknesses of these arguments.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Summer Term	Term 3a: - Religious experience Term 3b: - The problem of evil	In this unit, you will explore the nature and impact of religious experience, considering whether such experiences support religious belief and how they can be understood and evaluated. You will then examine the problem of evil and suffering, exploring why it presents a challenge to belief in God and how religious thinkers have responded to this issue.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.



Year 12 Curriculum Overview: UNIT 2: Religion and ethics (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1a:	In this unit, you will study Natural Law, exploring the idea that moral principles are built into human nature and can be discovered through reason. You will then examine Situation Ethics, focusing on the role of love, intention and context in moral decision-making, and comparing how different ethical approaches guide human actions.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	• Test key terminology from this unit • Go through knowledge organisers and check understanding • Support with the creation of essay planning to ensure there is a balance of issues and responses.
	• Natural law Term 1b: • Situation ethics			
Spring Term	Term 2a:	In this unit, you will study Kantian ethics, focusing on the role of reason, duty and moral rules in guiding ethical behaviour. You will then examine Utilitarianism, exploring how moral decisions are made by considering consequences and aiming to produce the greatest good for the greatest number, and evaluating the strengths and weaknesses of both approaches.		• Test key terminology from this unit • Go through knowledge organisers and check understanding • Support with the creation of essay planning to ensure there is a balance of issues and responses.
	• Kantian ethics Term 2b: • Utilitarianism			
Summer Term	Term 3a:	In this unit, you will examine euthanasia as a contemporary ethical issue, exploring different definitions, moral arguments and religious perspectives surrounding the value of life and moral responsibility. You will then study business ethics, considering ethical issues such as profit, honesty, corporate responsibility and the treatment of workers, and evaluating how ethical theories are applied in the modern business world.		• Test key terminology from this unit • Go through knowledge organisers and check understanding • Support with the creation of essay planning to ensure there is a balance of issues and responses.
	• Euthanasia Term 3b: • Business ethics			



Year 12 Curriculum Overview: UNIT 3: Development in Christian thought (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1a: - Augustine's teaching on human nature Term 1b: - Death and the afterlife	In this unit, you will study Augustine's teaching on human nature, exploring ideas such as original sin, free will and the relationship between humanity and God. You will then examine beliefs about death and the afterlife, considering different Christian views on life after death and how these beliefs influence understanding of human nature and moral responsibility.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Spring Term	Term 2a: - Knowledge of God's existence Term 2b: - The person of Jesus Christ	In this unit, you will explore different ways Christians claim to have knowledge of God's existence, including philosophical arguments, religious experience and revelation. You will then study the person of Jesus Christ, examining key Christian beliefs about his nature, role and significance, and how different interpretations of Jesus have shaped Christian theology.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Summer Term	Term 3a: - Christian moral principles Term 3b: - Christian moral action	In this unit, you will study key Christian moral principles, exploring ideas such as love, justice, forgiveness and the authority of scripture and tradition in moral decision-making. You will then examine Christian moral action, considering how these principles are put into practice in everyday life and in response to social and ethical issues in the contemporary world.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.

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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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Skeletal System	- 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	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 <u>short-term</u> and <u>long-term</u> 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.	- 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
	Muscular System	- 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		
Spring Term	Respiratory System	- 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		- Read around the respiratory and cardiovascular systems - Look at the materials on Showbie - Access the past papers on Showbie - Complete any homework set - Revise for any assessments
	Cardiovascular System	- 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		
Summer Term	Energy systems	- Role of ATP in exercise - ATP-PC System (chemical source, resynthesis, recovery time, duration and intensity) - Lactate System (process of anaerobic glycolysis) - Aerobic System (food fuel source, resynthesis, aerobic glycolysis, Krebs Cycle, ETC) - Adaptations of the energy systems to exercise - Diabetes - Children's lack of lactate system		- 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
	Interrelationships between the body systems	Creating links between the body systems in order to answer an 8-mark question explaining how two systems work together		



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

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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	- 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	- 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	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.	- Read around positive and negative lifestyle factors. - Look at the materials on Showbie - Access the past papers on Showbie - Complete any homework set - Revise for any assessments
Spring Term	- Common nutritional terminologies - Components of a balanced diet - Nutritional Strategies - Components of fitness - Components of skill related fitness - Aerobic endurance training methods - Strength methods Training - Muscular Endurance training methods	- Understand RDA, RNI and energy measures - Understand energy balance and BMR - Macro and Micronutrients - Hydration and the effect on sporting performance - Nutritional strategies to gain or lose weight - Understand the use of ergogenic aids in sport - Understand the use of sports drinks in sport - Aerobic Training methods: Continuous, interval and fartlek training - Muscular Strength: Pyramid sets, free weights and resistance machines - Muscular Endurance: Circuit training, free weights, resistance machines	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.	- Read around the topic of nutrition and components of physical and skill related fitness - Look at the materials on Showbie - Access the past papers on Showbie - Complete any homework set - Revise for any assessments
Summer Term	- Core Stability Training methods - Flexibility training methods - Speed training methods - Training methods for skill related fitness - Principles of fitness training programme design	- Core stability: Yoga, Pilates and abdominal exercises - Flexibility training: PNF, static and dynamic stretching, - Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills. - Agility, balance, reaction time, power and coordination training methods. - How to devise a training programme for an individual's goals. - Smart Targets (Specific, measurable, achievable, recorded, time. - Principles of training- FITT principle - Additional principles- SPOVAIRR - Periodisation		- Read around training methods and the principles of training. - Look at the materials on Showbie - Access the past papers on Showbie - Complete any homework set - Revise for any assessments



Year 12 Curriculum Overview: Sports leaders (Year1)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Understand the basic expectations of IGS leadership, allocated IGS clubs 2. Understand the skills and behaviours needed for effective, inclusive leadership 3. Understand the importance of leadership skills and behaviours in a range of situations 4. Understand how effective, engaging warm ups can be led	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 'Learner 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' 3. Be able to maximise safety when leading sport/physical activity 4. Describe the characteristics of progression in a series of sport/physical activity sessions 5. Plan, lead and evaluate a progressive series of inclusive sport/activity sessions at IGS clubs	Safeguarding: Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child (CPSU). 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	1. Know how to plan inclusive sport/physical activity sessions and events 2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity 3. Describe the financial, social and health benefits to society, of people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community	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**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Influence of internet 2. Mobile phones in our society 3. Benefits and dangers of social media 4. Changes in the family 5. Attitudes towards marriage and divorce 6. Paper 1 skills (Reading, listening and writing) 7. Introduction to Photocard skills (Paper 3)	✓ Using the present and present continuous ✓ Use comparatives and superlatives ✓ Understanding further differences between 'ser' and 'estar' ✓ Use the imperfect and imperfect continuous ✓ Using the preterite tense ✓ Learning how to approach a listening summary and a reading summary ✓ Using idiomatic expressions with impersonal verbs	□ Paper 1 (Listening, reading and writing)	➢ Join teacher Showbie group ➢ Keep an eye on <u>Edulink</u> for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films
Spring Term	1. Singers and musicians 2. TV & cinema stars 3. Volver – A film by Pedro Almodóvar 4. Paper 2 skills 5. Women in the workplace 6. Chauvinism and feminism 7. LGBTQ+ rights in the Hispanic world 8. On-going Paper 1 and 3 Skills 9. How to approach Paper 2 (essays)	✓ Introduction to the subjunctive ✓ How to approach gap fill tasks ✓ Using indefinite adjectives and pronouns ✓ Using the perfect tense ✓ Using the pluperfect tense ✓ Using the future perfect and conditional perfect ✓ Using indirect object pronouns ✓ Practise the passive voice ✓ Using direct object pronouns ✓ How to write an essay in Spanish	□ Paper 1 (Listening, reading and writing) □ Paper 3 Mock 1 (Speaking cards)	➢ Join teacher Showbie group ➢ Keep an eye on <u>Edulink</u> for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films
Summer Term	1. Traditions and customs in Spain 2. Gastronomy in Spain 3. Languages in Spain 4. Cultural heritage in Spain 5. Role of architecture and Spanish/Latin American artists 6. Diversity of Spanish music and dance 7. Preparation towards IRP project	✓ Translation skills (both ways) ✓ Re-visiting the present subjunctive ✓ Using the perfect tense in the subjunctive ✓ Using numerals ✓ Understanding and using demonstrative and possessive adjectives ✓ Using imperatives	Y12 Mocks: □ Paper 1 (Listening, reading and writing) □ Paper 2 Mock – Essay paper □ Paper 3 Mock – Full speaking mock (2 cards)	➢ Join teacher Showbie group ➢ Keep an eye on <u>Edulink</u> for all homework and assessment information ➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish ➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films



Year 13 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 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 8) 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 <u>Classcharts</u> 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 3. 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 7. Health matters and treatments related to the lymphatic system 8. Structure of the digestive system 9. Function of the digestive system 10. 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 <u>Classcharts</u> on a regular basis and to submit your coursework on time.

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Year 13 Curriculum Overview: Biology *subject to change



	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, Krebs'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 transfer genes from one species to another so they produce 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 miRNA . 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 planning for essays. Use recall first to identify topics, then checklists to see if there are others. Then, consider if there are topics on the list that they can't easily write about, these should be their focus for revision.
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	



Year 13 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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	Corporate objectives Corporate influences Shareholders vs stakeholders Corporate culture Business ethics Theories of corporate strategy SWOT analysis Impact of external influences Growth Mergers and takeovers Organic growth Reasons for staying small Quantitative sales forecasting Conditions that prompt trade Assessment of a country as a market Assessment of a country as a production location Global mergers or joint ventures Global competitiveness Cultural and social issues The impact of MNCs Ethics Controlling MNCs Growing economies	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 companies	- Encourage students to read and stay up-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	3.3 Decision-making techniques 3.5 Assessing Competitiveness 4.1 Globalisation 4.3 Global marketing Mock Preparation	Investment appraisal Decision trees Critical Path Analysis Interpretation of financial statements Ratio Analysis Human Resources International trade and growth Factors contributing to increased globalisation Protectionism Trading blocs Marketing 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-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions - Use showbie to access past papers
Summer Term	3.6 Managing change Paper 3 preparation (pre-release material) Exam Preparation	Causes and effects of change Key factors in change Scenario planning Pre-release	A-level exams 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-to-date with business in the real world - Help students revise for the end of unit tests - Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions - Use showbie to access past papers



Year 13

Curriculum Overview: A-Level Computer Science



Autumn Term

Topics/ content outline:

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

10. Coursework preparation

Powerful Knowledge (key concepts, skills)

Define, explain and give examples of:

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

Demonstrate:

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

What will you be assessed on?

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

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

How can you help at home?

Encourage your child to:

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

Spring Term

Recap and revision of:

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

Coursework preparation:

Define, explain and give examples of:

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

- Demonstrate the design of prototype, testing and evolution.

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

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

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

Encourage your child to:

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

Summer Term

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

Define, explain and give examples of:

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

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

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

All of H406 Exam 1 via the Year 12 Mock Exam

Encourage your child to:

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



Year 13 Curriculum Overview: Criminology



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



Year 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 1. Conduct specific project research 2. Research materials performance 3. Product Disassembly 4. Ideation 5. 2 nd / 3 rd iteration concepts 6. Client and user feedback 7. Product development 8. Core – Design methods and processes 9. Core- Design Theory 10. Core- Technology and cultural changes 11. Core- Design Processes	NEA coursework, 50% of grade; • Developing expertise in project management for the A level NEA • Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology • Work with nearing commercial standards and practice of sketching, drawing and CAD skills • Extending Core Knowledge and examination skills	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 • ½ 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 schedule If asked, become a client for projects, answer questions and supporting the design process.
Spring Term	NEA and focused examination questions 1. Prototype development 2. CAD modelling 3. Planning Manufacture 4. Manufacturing the prototype 5. Manufacturing the prototype 6. Core- Critical analysis and evaluation 7. Core- Selecting tools, equipment and processes 8. Core- Accuracy in design and manufacture 9. Core – National and international standards 10. Maths in Product Design	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 exam. • 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 AO3 • Exploring and practicing past examination papers • ½ 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	1. 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 performer, designer & director. - 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	1. 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 = 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. - 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	1. 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, satisfying Economies and Diseconomies of Scale Monopoly, oligopoly, monopolistic competition and perfect competition Macro Accelerator and Multiplier Phillips Curve Customs Union, Single market Tariffs and Quota (deadweight loss)	Micro CA1 Business Objectives CA2 Market Structures Macro CA1 Multiplier and Phillips curve CA2 Trade Policy and negotiations	
Spring Term	Micro The interaction of Labour markets Recap-Market Failure/Government and information Failure Macro The Financial Sector (5.1,5.2,5.3)	Micro Labour as a derived Demand Wage Elasticity Economic Rent and Transfer Earnings Monopsony and bilateral Monopoly Macro Functions and characteristics of Money Broad and narrow money Fisher Theory Micro finance Financial Regulation and bodies responsible	Micro CA3 Labour markets CA4 Labour Markets and Labour market failure Macro CA3 Globalisation and Trade CA4 Financial Sector	
Summer Term	Micro & Macro Paper 3 themes revision and prep (synoptic) Paper 3 Techniques and Practice	Examination Practice and Revision	Final A level Examination Paper 1 Micro Economics Paper 2 Macro Economics Paper 3 Themes in Economics (synoptic paper)	

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Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints(where relevant)	Careers' Links
Autumn Term 1	Business Objectives Costs and economies of scale Revenue and profit Perfect competition Monopoly	The current macro economy and the economic cycle Recap of circular flow and the multiplier The Phillips Curve Fiscal policy: direct & indirect taxes Monetary policy: money supply	Maximisation objectives: profit, sales revenue, sales volume, growth and utility Non-maximising objectives: profit satisficing, social welfare, corporate social responsibility (CSR) The principal-agent problem Fixed costs Variable costs Total costs Average costs Marginal costs 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 Phillips Curve The long-run Phillips Curve Natural rate of unemployment	Common assessment 1-Micro Common assessment 1-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor

			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	Income distribution and welfare Globalisation Trade policies and negotiations	The characteristics of 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 Absolute and relative poverty Gini coefficients Lorenz curve International competitiveness Absolute and comparative advantage Terms of trade Marshall-Lerner condition and J-curve	Common assessment 2-Micro Common assessment 2-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor

			Protectionism Economic integration Free trade areas Customs unions Monetary unions Economic unions World Trade Organisation		
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Year 13 Curriculum Overview: **ENGLISH LITERATURE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Elements of Political/Social Protest Writing: 1. Induction to PSPW genre 2. How to tackle an unseen extract 3. The Handmaid's Tale by Margaret Atwood 4. Harvest by Jim Crace	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	• An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre • Essays responding to a critical viewpoint about aspects of the genre within 'The Handmaid's Tale' • Essays responding to a critical viewpoint about aspects of the genre within 'Harvest'	• Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide • Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes
Spring Term	Elements of Political/Social Protest Writing: 1. The poetry of William Blake 2. Harvest by Jim Crace 3. Revision for Paper 2 Section C questions 4. Revision of Paper 1 texts	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	• Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake • Essays exploring an aspect of the genre across two texts of their choice.	• Harvest Lit Chart on Showbie • The Handmaid's Tale Lit Chart on Showbie • Re-read set texts from year 12
Summer Term	Elements of Political/Social Protest Writing: 1. Revision of all aspects of the course.	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	Exams will test you on: • An extract response to 'Othello' • A response to a critical viewpoint about 'Othello' • Explore how aspects of tragedy are presented in 'Death of a Salesman' and Keats' poetry • A response to an unseen extract • An essay responding to a critical viewpoint in either 'The Handmaid's Tale', 'Harvest of Blake's poetry' • Explore how aspects of PSPW are presented in two texts of your choice	• Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes • Practise exam questions in timed conditions



Year 13 Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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)	➤ 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	➤ Exampro revision exercises and past papers questions ➤ Short writing tasks (translations/comprehensions etc) ➤ Vocab tests	➤ Join both teacher Showbie group ➤ Keep an eye on Edulink for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring 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 (FLA) ➤ 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 Edulink for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	1. Attitudes to crime 2. Prison – merits and problems 3. Alternative forms of punishment 4. History of immigration 5. Immigration issues in the francophone world 6. Political parties and immigration 7. Immigration from the standpoint of immigrants 8. IRP 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 tenses ➤ Exampro revision activities / new revision folder ➤ Weekly sessions with the French Assistant (FLA) ➤ Essay planning in timed conditions	➤ 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 Edulink for all homework and assessment information ➤ Support with student organisation ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 13 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Water and carbon Cycles	Water and carbon cycles as natural systems - Inputs, outputs, stores, flows and dynamic equilibrium The water cycle - Size of stores - Processes driving change - Basin basins and processes - Road hydrographs The carbon cycle - Size of stores - Factors driving change - Changes over time - Carbon budget Water, carbon climate and life on earth - Relationship between water and carbon cycles - Human intervention	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 abstraction 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	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.	Media - 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. Classwork - Keep folders and notes organised - Recap on classwork to consolidate key concepts and knowledge - Use course checklists to monitor your own progress Independent work - Challenge yourself to read around the subject, using the resources on Showbie - Use the practice questions and mark schemes on Showbie - Use the intervention strategies available in the A-level revision on Showbie Visits - Local areas to see the management of water/ changes in river flow throughout the year - Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - https://www.visitbradford.com/thedms.aspx?dms=3&venue=2180332 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
Hazards	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 Plate Tectonics - Earth structure - Plate tectonic theory of crustal evolution - Plate margins, process and associated landforms including magma plumes Volcanic/ Seismic/ Storm hazards/ Fires in Nature - Nature, Forms, Impacts, Responses - Impacts and human responses of a recent event Case Studies - Multi-hazardous environment beyond the UK - Hazard on a local scale	Hazard perception, Characteristic human responses and their relationship to hazard, The Park model, The Hazard Management Cycle. Earth structure, Plate tectonic theory, plate movement, destructive, constructive and conservative plate margins, Characteristic processes: seismicity and volcanicity and associated landforms, Magma plumes. The nature of volcanicity and seismicity and its relation to plate tectonics, forms of hazard. The nature of tropical storms and their underlying causes. Nature, conditions favouring and causes of wild fires For volcanic, seismic, storm hazards and fires in nature 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 and analyse nature, risks, responses Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses	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.	
Global Systems and Global Governance	Globalisation - Dimensions and factors of globalisation Global Systems - Interdependence - Unequal flows of people, money, ideas and technology - Unequal power relations International trade and access to markets - 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' - Antarctica Globalisation Critique	Economies of scale Interdependence Global financial systems Trade agreements and trading blocs SDT agreements Fair Trade Containerisation Supply chains Specialisation Outsourcing NGOs Remittance and repatriation of profits Brain drain Inequalities, Conflict and injustices Power relations Global institutions – IMF WTO World Bank Growth and stability Antarctic Treaty, IWC and UNBP Imports and exports FDI protectionism	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.	



Year 13 Curriculum Overview: History



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

Topics/ content outline:

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

Powerful Knowledge (key concepts, skills)

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

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

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

What will you be assessed on?

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

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

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

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

How can you help at home?

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

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

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

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

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

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

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

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

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

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

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

Watch the BBC documentary *Napoleon* by Andrew Roberts

Unit 3: Non-Examined Assessment

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

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

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

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

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

The Historical Investigation carries 40 marks.



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Curriculum Overview: BTEC Level 3 Information Technology



Autumn Term

Topics/ content outline:

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

Powerful Knowledge (key concepts, skills)

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

What will you be assessed on?

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

How can you help at home?

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

Spring Term

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

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

All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Topics 1-10 (Autum Term) via homework
Topics 1-5(Spring Term) via homework
A presentation or report evaluating the role of data modelling in the decision-making process.

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

Summer Term

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

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

Your ability to design and develop a data model to fulfil identified client requirements.
Your ability to design a functional specification, design documentation, spreadsheet development and testing logs.
A report that evaluates the effectiveness of the alternatives considered, and suggests ways in which the alternatives could be improved if the task were to be repeated.

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



Year 13 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 22: Scripting for media 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	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
Spring Term	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 <u>cross media</u> 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 pre-production 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	Updating any Coursework Units for any re-submissions			



Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. The concept and nature of God 2. Arguments relating to the existence of God	1. God's attributes 2. Arguments for the incoherence of God's attributes 3. Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses 4. Teleological Arguments (Hume, Paley and Swinburne) with issues and responses 5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	3. The Problem of Evil 4. Religious Language.	1. Assess whether God's attributes can be resolved alongside the issue of evil. 2. Assess responses and further issues 1. Assess whether religious 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 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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism	1. Indivisibility argument for Substance Dualism with issues and responses 2. Conceivability argument for Substance Dualism with issues and responses 3. Mary/Knowledge argument for Property Dualism with issues and responses 4. Philosophical argument for Property Dualism with issues and responses 5. Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	5. Physicalist Theories 6. Functionalism	1. Hard and soft behaviourism as an argument for physicalism with issues and responses 2. Mind Brain Identity theory as an argument for physicalism with issues and responses 3. Eliminative Materialism as an argument for physicalism with issues and responses 4. Functionalism as a way of arguing mutiply realisability with issues and responses	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.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Features of the Twentieth Century composition schools (Area of Study E) and the 2 set works 2. Composing skills- Brief comp 3. The Romantics (1830-1900) 4. A look at performance repertoire- final recital planned	1. Impressionism; Expressionism & Neo-Classicism. 2. Brief composition- creating plan and using past work as exemplars 3. Building on Year 12 content and making links across the 150 year time period ready for essay writing.	Fortnightly performance uploads/class performance Exam-style questions on AoSE content	Testing knowledge on Development of the Symphony (1750-1900) and AoSE - flashcards
Spring Term	1. Revisit Haydn and pre-Classical/Classical genre 2. Set works AoS E revise/revisit 3. Finalising Brief Composition work 4. Formal and informal performances	1. Exam- style questions on Haydn/AoS E 2. Timed essays (1750-1900) 3. Full recital runs to class then at a Live@Lunch informal concert 4.Spring concert performance of recital repertoire.	Exam-style questions Performance Feedback (written) to inform final recital	Performing in front of family and friends!
Summer Term	1. Final recital preparation; paperwork (March-April) 2. Revision for exam 3. Final composition tweaks ahead of submission	Feedback will be very regular and detailed to support next steps ahead of exam/submission.	Exam-style questions Performance and Composition Feedback (written) to inform final submission	Revision support!



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?
Autumn Term Autumn Term	1.1.c Energy For Exercise.	1. ATP and energy transfer. 2. Energy systems and ATP resynthesis. 3. Atp resynthesis during exercise of differing intensities and durations. 4. The recovery process. 5. Exercise at altitude. 6. Exercise in the heat. 7. Linear motion. 8. Angular motion.	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check EduLink. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mocks and exam questions in exam conditions
Spring Term Spring Term	1.3 Biomechanics	1. Fluid mechanics. 2. Projectile motion. 3. Linear motion. 4. Angular motion.	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.	
Summer Term Summer Term	REVISION	1. Consolidation of Year 12 and 13 content. 2. Exam technique, identification and understanding of command words. 3. Personalised revision programme based on past exam papers and self-reflection. 4. 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.	



Year 13 Curriculum Overview: A level PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Sports Psychology Skill Acquisition	Attribution Confidence and self-efficacy Leadership in sport Stress management Memory models	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	
Spring Term	Performance in physical education (EAPL) .	EAPL preparation Performance analysis Development plan Application Mock exam prep 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.	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check EduLink . 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mocks and exam questions in exam conditions
Summer Term	Injury prevention and the rehabilitation of injury	Acute and chronic injuries Injury prevention Responding to injuries and medical conditions in a sporting context Rehabilitation of injury	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.	



Year 13 Curriculum Overview: A level PE Paper 3



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Sport and Society	- Post-industrial Britain - Public Schools 20th Century 21st Century - Global sporting events	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: Analyse and evaluate	
Spring Term	Ethics and Deviance in Sport	- Drugs and doping in sport - Violence in sport - Gambling in sport	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: Analyse and evaluate	1. PowerPoint presentations, YouTube video links etc 2. Support students accessing resources on Showbie. 3. Check EduLink. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision 9. Use of 'EverLearner' 10. Encouraging review of mooks and exam questions in exam conditions
Summer Term	Commercialisation Routes to Excellence in Sport Modern Technology	- Factors influencing commercialisation - Impact on elite sport, participation, fairness - Talent pathways and UK Sport - Drop-out prevention strategies	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: Analyse and evaluate	



Year 13 Curriculum Overview: Sports leadership (Year 2)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 prescribe 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	1. 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 errors
Spring Term	1. Edexcel A level component 1 essay: The Personal Study completion 2. Completion of Edexcel A level Component 1 3. Edexcel A Level Component 2 : The externally Set Assignment 4. 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 study Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student Decision making and bringing a body of work to an effective conclusion	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	1. 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 errors 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?
Autumn Term	Electric Fields Circular Motion & Gravity Periodic Motion inc. Simple Harmonic Motion Capacitors Electromagnetism Thermal Physics	Forces between charges. Electric field strength & potential. Uniform & radial fields. Circular motion & centripetal force. Simple harmonic motion. Forced vibrations and resonance. Gravitational fields and potential. Orbits of planets and satellites. Escape velocity. Parallel plate capacitors. Equations re capacitance, area, PD, electric permittivity. Internal energy, specific heat capacity & latent heat capacity. Ideal gases and equations modelling their behaviour. Brownian Motion.	Electric Fields Circular Motion & Gravity Periodic Motion Capacitors	- 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	Electromagnetism Thermal Physics Nuclear Physics Astrophysics	Magnetic fields. The motor effect. Faraday & Lenz's laws of electromagnetic induction. Alternating currents and transformers. Radioactivity, Rutherford scattering, Nuclear radiations. Exponential decay. N-Z plot & how N:Z ratios determine decay paths. Investigating the nuclear structure. Mass-energy equivalence. Nuclear reactors & induced fission.	Y12 Topics & Electric Fields Circular Motion & Gravity Periodic Motion Capacitors Electromagnetism Thermal Physics	- 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".
Summer Term	Astrophysics Revision of all Y12 & Y13 topics	Telescopes: Optical & radio telescopes. Classification of stars by luminosity. Absolute magnitude. Black-body radiation. The Hertzsprung-Russell diagram. Supernovae, neutron stars & black holes. Cosmology: Doppler effect and red shift. Hubble's law. Quasars. Detection of exoplanets.	All topics.	- 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".



Year 13 Curriculum Overview: Politics Teacher 1



Autumn Term	Topics/ content outline: Paper 1 Unit 5: Core Ideologies: Socialism 1. Beliefs on human nature, the state, society and the economy Paper 3 Unit 3 US Presidency 1. Formal (Constitutional) Powers of the President 2. Informal Powers of the President 3. Imperilled vs Imperial presidency 4. UK Comparisons Paper 3 Unit 5 Democracy and Participation (US Elections) 1. US Primaries 2. Electoral College 3. Electoral Funding 4. UK comparisons	Powerful Knowledge (key concepts, skills) Unit 3 Domestic Politics Electoral Mandate Executive Branch Executive Orders Imperial Presidency Incumbency Imperilled Presidency Post-Imperial Presidency Powers of Persuasion Unified Government Unit 5 Balanced Ticket Gerrymandering Pork Barrelling Front Loading Closed/Open Primary Super Tuesday Soft/hard money Political Action Committee Split Ticket Voting Coat Tails Effect
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Year 13 Curriculum Overview: Politics Teacher 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Paper 3 Unit 1: The US Constitution - The Nature of the US Constitution - The Strengths and Weaknesses of the Constitution - Separation of powers, federalism, bipartisanship, Limited government - Comparisons to the UK Paper 3 Unit 2: US Congress - The structure of Congress - The distribution of powers within Congress - The functions of Congress: Representation, Legislative, Oversight - Importance of Congress - Comparisons to the UK Paper 3 Unit 4: US Supreme Court - The Nature and Role of the Supreme Court - The appointment process - The Supreme Court and Public policy	Unit 1 Bipartisanship Checks and Balances Codification Entrenchment Enumerated Powers Amendment Process Federalism Limited Government Principle Separation of Powers Unit 2 Congressional Congresses Divided government Filibuster Gridlock Incumbency Midterm Elections Oversight Partisanship Unanimous Consent	Week 3: US vs UK Constitutions 12 Mark essay x 2 Week 7: Unit 1 US Constitution 30 Mark non-source essay Week 8: Unit 1 Knowledge Test Week 12: Unit 2 US Congress 30 Mark non-source essay Week 14: US vs UK Supreme Court 12 Mark essay x2 and Unit 2 and 4 knowledge test	- Make use to the success in politics handout - Make flash cards using the core knowledge sheets on showbie - Read the weekly uploaded case studies on showbie - Listen to podcasts such as the Newsagents, the rest is politics, or Newscast - Ensure booklets are fully completed - Complete the weekly essays - Use prechewed frequently - Practice timed essays - Practice full timed papers
Spring Term	Paper 3 Unit 4: US Supreme Court - The Protection of civil liberties - Race and rights in the US - Strengths and Weaknesses of the Supreme Court - Comparisons to the UK Paper 3 Unit 1: The US Constitution - The main characteristics of US federalism - Strengths and weaknesses of US federalism - Comparisons to the UK Revision	Unit 4 Conservative justice Imperial judiciary Judicial activism Judicial restraint Judicial review Liberal justice Living constitution Originalism Public policy Stare decisis Unit 4 Amicus Curiae Strict/loose constructionist Swing justice Constitutional rights Racial equality Affirmative action	Mock Exams- Full 2 hour Paper 2: 1x 30 mark source essay 1 x 30 mark non-source essay 1 x 24 mark ideologies essay Mock Exams- Full 2 hour Paper 3 (shared both teachers): 2x 12 mark comparison 2 x 30 mark non-source essay Week 21: US Supreme Court 30 Mark non-source essay and knowledge test Week 24: Paper 2 Unit 5 Feminism 24 Mark Essay Week 26: Unit 1 Federalism 30 Mark non-source Essay and Unit 1 and 4 knowledge test	- Make use to the success in politics handout - Make flash cards using the core knowledge sheets on showbie - Read the weekly uploaded case studies on showbie - Listen to podcasts such as the Newsagents, the rest is politics, or Newscast - Ensure booklets are fully completed - Complete the weekly essays - Use prechewed frequently - Practice timed essays - Practice full timed papers
Summer Term	Revision	Make use of the core knowledge sheets, prechewed and weekly case studies to assist with revision	You will be encouraged to write timed questions as revision for feedback	- Make use to the success in politics handout - Make flash cards using the core knowledge sheets on showbie - Read the weekly uploaded case studies on showbie - Listen to podcasts such as the Newsagents, the rest is politics, or Newscast - Ensure booklets are fully completed - Complete the weekly essays - Use prechewed frequently - Practice timed essays - Practice full timed papers

Year 13 CEP (PSHE) Curriculum Overview



Subject – Personal development

Autumn Term

Health and wellbeing

Session Content

1. Self-care for exams
2. Creating and maintaining a work-life balance
3. Substance abuse and stress
4. Managing my online presence
5. Building professional relationships
6. Impact of alcohol and drugs on your career

Powerful Knowledge

1. In an exam series maintaining your wellness routine is important as it can help you to keep up your stamina as you are sitting your exams. Diet, sleep and exercise are all important parts of self-care that when kept in balance help improve academic outcomes.
2. 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.
3. 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.
4. 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 positive relationships.
5. 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.
6. Most workplaces will have an agreed policy on drug/alcohol misuse that is written into their health and safety policy. Alcohol, drugs and substance abuse has serious implications for employees' 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.

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.

Spring Term

Relationships

1. Managing conflicting views
2. Managing intimacy and ending romantic relationships
3. Faith and culture in relationships
4. Challenging toxic cultures
5. Keeping safe whilst independent

Remaining sessions ->
Guided revision time

1. 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.
2. 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.
3. 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 burglary 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.

- 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.



Year 13 Curriculum Overview: Psychology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	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 from 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: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term	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: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Summer Term	Schizophrenia 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: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 13 Curriculum Overview: UNIT 1: Philosophy of Religion (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1a: - The nature and attributes of God Term 1b: - Religious language, negative, analogical or symbolic	In this unit, you will study the nature and attributes of God, exploring key ideas such as omnipotence, omnibenevolence and omniscience, and how these qualities shape religious belief. You will then examine religious language, including negative, analogical and symbolic approaches, considering whether language about God is meaningful and how it can be understood.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Spring Term	Term 2: Religious language, twentieth-century perspectives	In this unit, you will explore twentieth-century perspectives on religious language, examining how modern philosophers have questioned whether statements about God are meaningful. You will study ideas such as verification, falsification and language games, and consider how these approaches challenge or defend the use of religious language.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Summer Term	Term 3a: Christian moral principles Term 3b:	In this unit, you will study key Christian moral principles, exploring ideas such as love, justice, forgiveness and the authority of scripture and tradition in moral decision-making. You will then examine Christian moral		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning



Year 13 Curriculum Overview: UNIT 2: Religion and ethics (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1: Meta-ethical theories	In this unit, you will explore meta-ethical theories, focusing on the nature and meaning of ethical language. You will examine whether moral statements express facts, emotions or social conventions, and consider debates about objectivity, relativism and whether moral truth exists.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Spring Term	Term 2a: - Conscience Term 2b: - Sexual ethics	In this unit, you will study the concept of conscience, exploring different religious and philosophical understandings of how moral decisions are guided. You will then examine sexual ethics, considering contemporary moral debates and how ethical theories and religious beliefs influence attitudes towards relationships, marriage and sexual behaviour.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.



Year 13 Curriculum Overview: UNIT 3: Development in Christian thought (Religious Studies)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Term 1a: - Religious pluralism and theology Term 1b: - Religious pluralism and society	In this unit, you will explore religious pluralism and theology, examining different Christian responses to the existence of multiple religions and debates about truth, salvation and tolerance. You will then consider religious pluralism in society, focusing on how religious diversity shapes communities, identity and social cohesion in the modern world.	You will sit one 2-hour written examination worth 120 marks. The paper contains three extended essay questions, each worth 40 marks, which may draw on knowledge, understanding and skills developed across the whole course.	- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.
Spring Term	Term 2a: - Gender, society and theology Term 2b: - The challenge of secularism, liberation theology and Marx	In this unit, you will explore issues of gender, society and theology, examining feminist theology and debates about equality, authority and the role of women within Christianity. You will then study challenges to religious belief from secularism, liberation theology and Marxist thought, considering how religion has been criticised, defended and reshaped in response to social, political and economic injustice.		- Test key terminology from this unit - Go through knowledge organisers and check understanding - Support with the creation of essay planning to ensure there is a balance of issues and responses.



Year 13 Curriculum Overview: A level Sociology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Theory of Religion 2. Religion and Social Change 3. Secularisation debate 4. Religion, Renewal and Choice 5. Theories of Crime and Deviance 6. Gender and Crime 7. Ethnicity and Crime	• Marxist, Functionalist and Feminist views on the role of religion. • Is religion a conservative force or a force for change? • New religious movements – new age movements. • Functionalist, strain and subcultural theories of crime. • Marxist, Labelling Theory and Realist views on crime. • Patterns, trends and explanations for gender differences in crime. • Patterns, trends and explanations for ethnic differences in crime.	• 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 exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Spring Term	1. Religious Organisations, Movements and Members 2. Religion in a Global Context 3. Science and Ideology 4. Crime and media 5. Globalisation and Crime 6. Control Punishment and Victimology 7. Sociological debates	• Church, Denominations, Sects and Cults. • Fundamentalism and religion – the power and significance of religion around the world. • Is Science the new religion? Is science and religion an open or closed belief system? • The influence of the media in creating moral panics – what impact does the media have on crime rates? • International and transnational crime – the impact of globalisation on crime. • How do we control and punish people? • What is victimology? How are criminals and victims asocial construction? • Is Sociology scientific, objective and value free? Or is Sociology subjective and value laden?	• 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 exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Summer Term	1. Quantitative and Qualitative Research Methods 2. Globalisation, modernity and Postmodernity 3. Sociology and Social Policy 4. Paper 1 revision 5. Paper 2 revision 6. Paper 3 revision 7. Exam revision and consolidation	• Practical Ethical and Theoretical factors when conducting sociological research. • Sociology and globalisation. • Postmodernity and risk society. • The impact of sociological research on social policies. • How to answer exam questions.	• 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 exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Showbie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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