



MALET LAMBERT

TRADITIONAL VALUES ● CONTEMPORARY ASPIRATIONS ● CREATIVE CURIOSITY



CURRICULUM GUIDE

Art

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><u>Formal Elements and what do artists do all day?</u></p> <p>They will work in 2D & 3D as a platform to develop the formal elements of Art & Design - line, shape, tone, form, colour, pattern and texture.</p> <p>Pupils will also develop a knowledge and understanding of the craftspeople, artists and designers who produce work around the themes of line, shape, tone, form, colour, pattern and texture.</p> <p>Looking at careers in art, and writing a manifesto for the role of art in society.</p>	<p><u>Where do artists get their ideas from?</u></p> <p><u>Tribal Masks</u> – African Art and its influence on Western Culture.</p> <p>Symbolism of masks and their use in ritual, performance etc.</p> <p>Students learn how to communicate character traits through their designs.</p> <p><u>Cubism</u> – the beginnings of Modernism at the start of the 20th Century. Students learn how the Cubists viewed the World and apply this knowledge to their own 2D and 3D outcomes.</p>	<p><u>Movie in a box</u></p> <p>Pupils are to make a small model of a scene from a film.</p> <p>They will research the images from the film.</p> <p>Produce plans and compositions for the model they plan to make.</p> <p>Source materials and create prototypes then continue to resolve the construction of the film by using a variety of making processes.</p>

Main skills developed in Year 7

- Use of a wide variety of materials and techniques
- How to plan, develop and produce a piece of art in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways
- How to use various sources to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to use historical sources as inspiration for contemporary design
- How to link art works to other creative disciplines

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<p>Formal elements with the focus on Movement and Colour theory. Students look at mark making techniques and learn how to use them to produce the illusion of movement within their work.</p>	<p>Let them eat cake Pupils focus on the work by Wayne Thiebaud. They create a series of observational drawings in a range of materials. They compare the outcomes with the artist's work to develop upon their own empathy and reflective skills. Pupils add to their knowledge of the colour wheel and colour relationships. They learn how to compose an artwork and apply their mark making skills and colour theory knowledge to a final piece.</p>	<p>Yorkshire Icons Portraiture unit. Pupils work on the theme of celebrity status Vs role models. Pupils choose between different styles to base their own work on by studying the styles of portrait artists. They learn how to produce work with greater depth by exploring methods on how to capture the essence of the person's character and expression above physical likeness.</p>

Main skills developed in Year 8

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Birds with issues They create a series of observational drawings in a range of materials. They</p>	<p>Surrealism - pupils develop work based on the Surrealist art movement which explores how artists such as Salvador Dali and</p>	<p>Jon Burgerman and Keith Haring Illustration and commissions. Looking at the role of drawing in society and production</p>

<p>compare the outcomes with the artist's work to develop upon their own empathy and reflective skills.</p> <p>They will revisit the formal elements to produce a series of experimental drawings of birds</p> <p>They will research into current affair issues that are of importance to them. They will look at the context of how artists answer and investigate current affair issues within their work.</p>	<p>Rene Magritte used dreams and nightmares from the subconscious to create artwork in 2D and 3D. Pupils will develop ideas using stimulus from the real world in the mediums of drawing and painting, developing them into a 'beyond real' format.</p>	<p>How artist earn money</p> <p>What do artist do all day</p> <p>The importance of drawing and how to nurture creativity in individuals.</p>
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Main skills developed in Year 9

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience

How parents can help to support their child's learning

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries/ programmes relating to art history/ practice
- Have a go yourself!

GCSE Art & Design

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic

Year 10

Autumn	Spring	Summer
Component 1 - Portfolio Students are introduced to the formal assessment objectives and focus on producing a project from a teacher issued theme or brief, recording observations, producing artist research and generating ideas, which show development and refinement to final realisation.		Component 1 - Portfolio Students begin work on a second, more ambitious, project from a teacher issued theme or brief. The focus repeating the framework assessment process demonstrating greater skills, knowledge and understanding.

Skills

Students learn a wide range of skills over the two-year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

Year 11

Autumn	Spring	Summer
Component 1 - Portfolio Continuation of the final assessment piece and completion of portfolio.	Component 2 – Externally set task The externally set task, commences in the January of this term with a preparation period. Students having selected examination questions to respond to choose to spend class time researching, experimenting and refining an individual response over a fixed period of weeks. They then have 10 hours (over 2 days) to complete the final outcome and realise personal intentions.	

Skills

Students learn a wide range of skills over the two year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/refining work in a personalised and creative way.

SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

GCSE Photography

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic.

Year 10

Autumn	Spring	Summer
Component 1 - Portfolio project 1 (coursework) - For the first term students will spend time developing some of the basic, knowledge, skills and techniques associated with photography. This will be undertaken by working through a series of practical and theoretical experiments and workshops. A necessary expectation will be for students to extend class work independently.	Component 1 - Portfolio project 1 (coursework) - Students are introduced to the formal assessment objectives and focus on developing a project from initial brief through to research, ideas, development and refinement to final piece realisation.	

Skills

Students will produce practical and critical / contextual work in one or more areas (s) including theme based photography such as: portrait, landscape - working from natural or built up environments, still-life - working from natural or manufactured objects, documentary photography - photo-journalism, narrative photography, reportage, fine art photography, experimental imagery, photographic installation, or new media such as computer manipulated photography.

SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

GCSE 9-1 Business

This course is assessed by way of two formal written exams at the end of year 11.

Year 10

Autumn	Spring	Summer
<p>Unit 1 – Investigating small business Students will understand the dynamic nature of business by considering how and why business ideas come about. They explore the impact of risk and reward on business activity and investigate the role of entrepreneurship</p>	<p>Students focus on making a business idea happen. They will examine how a business identifies aims and objectives and they will calculate key financial aspects of putting a business idea into practice</p>	<p>Students will understand external influences on a business and the ways in which businesses respond to these influences. External influences are factors outside of a business's control. They will study stakeholders, technology, legislation and the economy</p>
<p>Students explore how new and small business spot opportunities by understanding the customer needs and using market research. They will also examine the importance of understanding the competition</p>	<p>Students consider the range of factors that will influence whether a small business is successful or not. This will include looking at the ownership of the business, the choice of location, the marketing mix and how elements of the marketing mix must work together. They will also look at the role and importance of a business plan.</p>	<p>Unit 2 – Building a business Students study the range of factors that a business needs to look at when it is growing. This includes methods of achieving growth, as well as how and why a business changes its aims and objectives as it grows. They will also explore the impact of globalisation, and the ethical and environmental factors that a business must consider</p>

Year 11

Autumn	Spring	Summer
<p>Students study the use of the marketing mix in business. They will examine how each element of the marketing mix is managed and how businesses use the marketing mix to inform the decisions that they make about their products and services. They will also consider the importance of developing an integrated marketing mix that can give a business a competitive advantage in its market</p>	<p>The students will consider the tools that a business can use to support its financial decision-making, including gross profit, net profit and the average rate of return, and the use and limitation of a range of financial information</p>	<p>Exam preparation</p>
<p>Students will focus on how a business operates in order to meet the needs of its customers. They will examine the ways in which a business does this through the design, supply and quality</p>	<p>Students will learn about the decisions that growing businesses must make about organisational structure, recruitment, training and motivation. They will learn about the ways in</p>	

of its products and services, as well as the way in which it manages the sales process.	which these decisions can influence business activity	
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Skills

Students will develop an interest in business and what businesses do. They will need to be able to organise themselves, their time and their work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

SMSC and British Values

Spiritual development within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs.

Moral development within Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a business' action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees.

Social development within Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities.

Cultural development within Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the

opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

Computing

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>ICT Essentials</p> <p>Students study the basics of ICT to aid their transition from primary school. They will learn the basic skills required to access ICT facilities at Malet Lambert including the online learning platform: Google Classroom.</p>	<p>Computer Science – What’s inside the box?</p> <p>Students gain an understanding of how computers work, what hardware and software is, input and output devices as well as basic computer architecture. Students explore the way computers carry out instructions through the fetch-decode-execute cycle.</p>	<p>Coding – How are games made?</p> <p>Students study and use a graphical based programming language to identify and create the various components that are common to many games. Through this they develop and understanding of the key aspects of coding techniques. They will then apply what they have learned to create their own game.</p>
<p>Online Safety</p> <p>Students study the key principles of staying safe online, building teaching from primary school. Students will learn how to stay safe on Social Media, how to identify unhealthy use of technology, and how to identify fake news and misinformation.</p>	<p>Digital Graphics – What makes a professional house style?</p> <p>Students research existing web graphics online before then developing their graphic skills using industry standard software to produce a suite of web graphics for a given scenario of their choice.</p>	<p>Cyber Security - How do we keep our data safe?</p> <p>Students will study a range of cyber security risks that affect computers and data. Students will be able to identify individual risks and know how to prevent or defend against them.</p>

Main skills developed in Year 7

- 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

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- 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
- 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, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- 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 that getting the balance of technology use right is important to leading a healthy lifestyle.
- Use technology securely

Units taught in Year 8

<p>Web Design – What makes a good website?</p> <p>Students learn about cyberbullying and other related e-safety issues as well as key legislation relating to these issues. They then apply their knowledge and build their web creation skills by designing a website on cyberbullying, aimed at a younger audience</p>	<p>Digital Image Editing – Can you always believe what you see?</p> <p>Students are given an industry related scenario to produce a professional piece of artwork using industry standard graphics software. Students develop their graphic skills in the software before being asked to produce the finished graphic for the given scenario</p>	<p>Computer Science – What is a text based language?</p> <p>Students develop their programming skills further by studying and learning to code in a text based programming language.</p>
<p>Modelling – What’s the quickest way of working something out?</p> <p>Students gain an understanding and build their skills in industry standard spreadsheet software</p>	<p>Digital presentations – How do you engage an audience?</p> <p>Students develop their skills in creating digital presentations using industry standard</p>	<p>Legislation - How do you use technology within the law?</p> <p>Students will study how the law affects how we can use computers and how we use</p>

	presentation software	them.
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Main skills developed in Year 8

- 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
- Use two or more programming languages, at least one of which is textual, 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
- 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, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability 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.

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Pre-production skills	Online Safety	Text Based Programming
User Interface Design	Modelling	Digital Image Editing
Computer Science		

Main skills developed in Year 9

During this year the students will study a series of units through which they will be able to show that they understand:

- Good working practices, including the organisation of files using appropriate file and directory/folder names and the regular backing up of files
- How digital graphics are used in the real world in a variety of environments and contexts
- The difference between vector and bitmap graphics and the advantages and disadvantages of each
- How to interpret a client brief
- How to plan a range of digital graphics for specific purposes
- How to use a range of tools and techniques in graphics / image editing software such as Fireworks and Photoshop
- How to use a variety of advanced formulas to process data and make decisions.
- How to use iteration to make more advanced and efficient text-based algorithms.

How parents can help to support their child's learning

Encourage practicing the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities for longer projects which require work to be produced and used in the following lessons.

GCSE Computer Science

Year 10

AUTUMN	SPRING	SUMMER
1.1 System Architecture	1.3 Networks & Topologies	1.5 System Software
1.2 Memory & Storage	1.4 Network Security	1.6 legal & Ethical
		2.1 Algorithms

Skills

- Understand the purpose of the CPU within a computer, and the parts that allow it to process data.
- Identify different types of memory and storage that can be used to store data. Be able to select an appropriate storage device for specific scenarios.
- Understand the different ways that computers can be connected to share data and resources, and the hardware that supports them.
- Identify different types of threats to systems and suggest solutions to prevent or solve issues caused by the threats.
- Explain the purpose of different types of software and how specific software can be used to maintain computers.
- Understand the ways that computers impact society.
- Understand how different legislation impacts how we use computers.

Year 11

AUTUMN	SPRING	SUMMER
2.2 Programming Fundamentals	Programming project	Revision
2.3 Producing Robust Programs	2.4 Boolean Logic	
2.5 Programming languages and Integrated Development Environment		

Skills

- Understand and apply the fundamental principles, including abstraction, decomposition, logic, and algorithms.

- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Apply mathematical skills relevant to Computer Science.
- Write programs independently to solve a real world problem.

SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a student's time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

Cambridge National Certificate in Creative iMedia Level 1/2

Year 10

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Understand the purpose and properties of digital graphics Learners are taught why digital graphics are used, how digital graphics are used and the different types of digital graphics. Learners are also taught about the properties of digital graphics including pixels, resolution and compression</p>	<p>Be able to create a digital graphic Learners are taught how to source assets for use in digital graphics and how to create assets. Learners are also taught how to create graphics using a range of digital tools e.g. cropping and colour adjustment</p>	<p>Be able to plan a multipage website Learners will be taught how to interpret client requirements for a multipage website, how to understand target audience requirements for a multipage website and how to produce a work plan for the creation of a multipage website. They will also be taught how to create a wide range of planning documents suitable for the development of a website</p>
<p>Be able to plan the creation of a digital graphic Learners are taught how to produce pre-production documents to plan the creation of the digital graphic including visualisations and work plans</p>	<p>Be able to review a digital graphic Learners are taught how to review a digital graphic against a client brief and how to identify areas for improvement</p>	<p>Be able to create a multipage website using multimedia components. Learners will be taught how to create suitable folder structures to organise and save web pages, how to source and import assets, how to create a suitable master page and use a range of tools and techniques in web authoring software to create a multipage website</p>
	<p>Understand the properties and features of multipage websites Learners will be taught the purpose and component features of multipage websites in the public domain, the devices used to access web pages and the methods of internet connection</p>	<p>Learners will be taught how to review a multipage website against a specific brief and identify areas for improvement and further development of a multipage website</p>

Year 11

Autumn	Spring	Summer
<p>Understand the purpose and content of pre-production</p> <p>Learners are taught the purpose of uses of various pre-production documents including mood boards, mind maps, visualisation diagrams, storyboards and scripts</p>	<p>Be able to review pre-production document</p> <p>Learners are taught how to review a pre-production document and how to identify areas for improvement</p>	<p>They will be able to create an interactive multimedia product and will be taught how to source assets to be used in an interactive multimedia product, create and re-purpose assets, set up interaction and playback controls and export the interactive multimedia product in a file format appropriate to client requirements.</p>
<p>Be able to plan pre-production</p> <p>Learners are taught how to interpret client requirements for a digital product, identify timescales, how to conduct and analyse research, how to produce work plans and production schedules. Learners will also be taught the importance of identifying target audiences and legislation regards assets used in the creation of digital product</p>	<p>Understand the uses and properties of interactive multimedia products.</p> <p>Learners will be taught where different interactive multimedia products are used and their purpose, key elements to consider when designing interactive multimedia products, the required hardware, software and peripherals to create and view interactive multimedia products and the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products</p>	<p>Learners will be taught how to review an interactive multimedia product against a specific brief and identify areas for improvement and further development of an interactive multimedia product</p>
<p>Be able to produce pre-production documents</p> <p>Learners are taught how to create a mood board, mind map, visualisation diagram and storyboard. Learners are also taught how to analyse a script and about various file type properties</p>	<p>Learners will be taught how to interpret client requirements for interactive multimedia products. They will understand target audience requirements for interactive multimedia products, produce a work plan for an original interactive multimedia product and plan the structure and features of an interactive multimedia product</p>	

Skills

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum

SMSC and British Values

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc.

Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection.

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources.

Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

GCSE 3D Design

Course Breakdown:

Component 1 - consisting of a portfolio of coursework, worth 60%

Component 2 - externally set assignment, worth 40%

Year 10

Autumn	Spring	Summer
<p>Pupils will begin the Component 1 unit of the course by producing a creative exploration in relation to a given design brief.</p> <p>Pupils will learn and develop their work through practical experience in the workshop and analysis of sources that inform their creative intentions.</p> <p>Intentions should be expressed through use of drawings, research, design ideas, and creative experiments, to show the journey and refinement of work.</p> <p>Pupils will gain an understanding of the assessment objectives that their work will cover.</p>	<p>Component 1 continues with the development of a final outcome.</p> <p>Pupils will use the skills and knowledge they have gained to make design choices and create their response.</p>	<p>Pupils will begin their second project in relation to a design brief, for their portfolio of work for Component 1.</p> <p>This project will allow pupils to show greater skills and make additional design choices in order to show further development and refinement of ideas.</p>

Skills

Pupils will learn a wide range of skills over the first year of the 3D Design course. They will explore how to respond to a design brief and develop creative ideas, as well as using skills in researching and analysis to draw inspiration from existing designer's work. Ideas will be refined as work progresses through experimenting with media, materials, techniques and processes, including observational drawings and sketches, design ideas, annotations to record thoughts, and samples using a variety of 3D Design workshop processes and techniques.

Year 11

Autumn	Spring	Summer
<p>During the Autumn term pupils will produce their final outcome for their second Component 1 project.</p>	<p>Pupils will begin Component 2, the externally set assignment.</p> <p>For this unit, pupils will be issued with a selection of design briefs, from which they will</p>	<p>Pupils will complete Component 2 by sitting their 10 hour practical exam, using this time to produce their final outcome in response to their</p>

Their portfolio of work for Component 1 is completed.	choose one for their starting point. Pupils will then produce work, evidencing each of the assessment objectives, over a preparatory period.	selected design brief. This will utilise the skills developed over the course of year 10 and 11.
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Useful Information

Course Specification:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Skills

Pupils continue to develop further skills, both practical and design based. The ability to select and reject ideas, materials, and processes is used to refine work and produce creative outcomes. Component 2, (externally set assignment) evidences coverage of all four assessment objectives and allows pupils to build upon the skills and knowledge they have developed over the course of Component 1, in order to realise their design intentions.

SMSC and British Values

Pupils studying 3D Design develop an understanding of the role of the designer and consider the impact of design proposals on society. Work from a variety of cultures, existing designers, and artists are studied, as well as fashion trends, to influence and inspire design work.

Pupils are required to show an understanding of the importance of health and safety in the workshop environment.

OCR Cambridge National - Engineering Design

Course Breakdown:

R105: Externally assessed exam, worth 25%

R106: Product analysis and research, worth 25%

R107: Developing and presenting engineering designs, worth 25%

R108: 3D design realisation, worth 25%

Year 10

Autumn	Spring	Summer
<p>Pupils are introduced to the 4 units of work they will cover throughout the course, (three coursework units and one externally set exam).</p> <p>Pupils will then begin working on the R106 unit of coursework, developing skills in product analysis and disassembly, with theory knowledge embedded throughout.</p>	<p>Pupils will complete their R106 unit of work.</p> <p>Pupils will begin working on the R107 unit of work, developing engineering designs. They will use a range of skills including 2D and 3D hand drawing skills, as well as the use of CAD software to develop a range of 3D rendered design ideas, in response to a design brief.</p>	<p>Pupils will continue to develop and complete their R107 unit of work.</p>

Skills

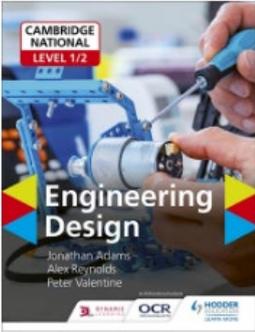
Students learn to analyse and evaluate existing products, develop and use design briefs and specifications for product development, and learn to reflect critically when evaluating and modifying their own design ideas and proposals in order to make improvements. Pupils will build design skills, developing product ideas to meet the needs of clients and consumers, understanding the design principles of form, function and fitness for purpose. They will gain an understanding of the role that designers and product developers have, and the impact and responsibility they have on society.

Year 11

Autumn	Spring	Summer
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<p>Pupils will develop knowledge and understanding in relation to the R105 exam unit. Exam skills will be practiced, including answering extended exam questions and applying key knowledge.</p> <p>Pupils will begin their R108 unit of work, planning a product proposal and producing a prototype. This unit has a high emphasis on health and safety and evaluation skills.</p> <p>Pupils will sit an R105 mock exam.</p>	<p>Pupils will sit their R105 externally assessed exam in January.</p> <p>Completion of the R108 unit of work.</p>	<p>All units of work completed and marks submitted to the exam board.</p>
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Useful Information

<p>Official OCR Course Revision Guide:</p>  <p>Available to purchase from (£24):</p> <ul style="list-style-type: none"> - Hodder Education - Waterstones 	<p>Course Specification:</p> <p>https://www.ocr.org.uk/Images/150704-specification.pdf</p>	<p>Practice Papers:</p> <p>https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/</p>
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Skills

Learners will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Pupils will build evaluation skills, in order to consider practical solutions and improvements to their prototype design.

Through research and practical activities, learners will understand how consumer requirements and market opportunities inform design briefs and design specifications, in the development of new products. Pupils will understand the overall design process through study of the design cycle, existing product and life cycle analysis, study of new and improved materials and manufacturing processes, and how these and other factors influence a design solution.

SMSC and British Values

Pupils studying Engineering Design are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Pupils will consider the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Students will gain an understanding of the moral and environmental issues associated with design and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and life cycle analysis.

Health and Safety

It is important that pupils also understand that the health and safety of both consumers and the work force is important.

Pupils will gain awareness of safety in terms of function, and will be aware of consumer rights, symbols and legislation, and manufacturing processes.

Pupils will produce risk assessments for practical tasks, in relation to the correct and safe use of tools and equipment.

GCSE Food Preparation and Nutrition

Year 10

Students learn the practice and theory of food preparation and nutrition including: nutrition and health, food science, food safety, food choice and food provenance.

Autumn	Spring	Summer
<p>Pupils will learn the definitions of macronutrients and micro nutrients and consider the effects of excess or deficient intake. Typical practical investigations to support learning include; deboning chicken to make fajitas, filleting fish for fish pie, healthy muffin adaptations and Mediterranean tarts.</p> <p>Food science investigations focus on the functional properties of food. Pupils will examine the use of fats in pastry, flavourings, colourings, coagulants, methods of aeration, shortening and emulsifying agents – to name a few.</p> <p>Pupils have an opportunity to practice designing dishes to suit a variety of nutritional needs and present their creations in show stopping –restaurant style.</p> <p>The term will end with a Mock written exam. Reviewing the knowledge obtained.</p>	<p>A Mock NEA 2 (Practical investigation project)</p> <p>Pupils will investigate a given scenario. Their learning journey will include; menu analysis and questionnaire development. A costing and detailed time plan. Development of practical skills (3 dishes), sensory analysis, nutritional profile and a detailed conclusion and evaluation.</p>	<p>A Mock NEA1 (Food Science investigation ‘walk-through)</p> <p>Pupils have an opportunity to practice writing a report in response to a Food Science based question. Their investigations will include; research, hypothesis, practical developments and evaluative response.</p>
	<p>The study of a variety of environmental issues linked to food waste, will typically involve recipes including; chicken stock and jambalaya.</p> <p>Food science tasks investigate protein denaturation and pupils turn their hands to making lemon tarts and a variety of sauce making techniques, focusing on gelatinisation, thickeners and gels.</p> <p>Pupils learn how to make fresh pasta and showcase their skills making a complex lasagne.</p>	<p>Pupils learn about Food safety and food spoilage, including moulds, yeasts and enzymes.</p> <p>Practical tasks focus on gluten formation (bread making), raising agents (cake making) They explore how and why food is cooked (the transfer of heat via convection, conduction and radiation).</p>

Skills

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science

- Food safety
- Food choice
- Food provenance.

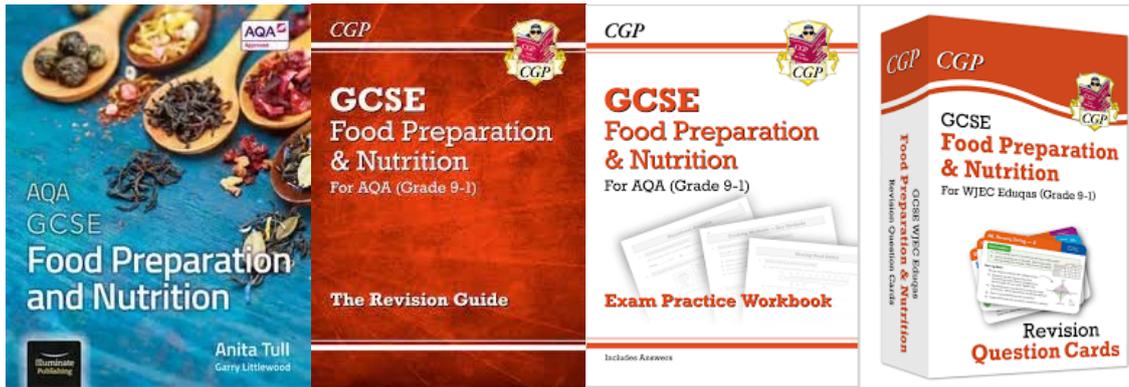
Year 11

Autumn	Spring	Summer
NEA 1 – Food science investigation (15%)	NEA 2 – Practical investigation (35%)	Revision
Mock written exam (December)	Revision	Written Exam 50%

Subject: AQA GCSE Food Preparation and Nutrition	
<p>Course breakdown (% of Controlled Assessment & no of exams)</p> <p>50% written examination (1 hour and 45 minutes)</p> <p>Section A- 20 marks (multiple choice questions)</p> <p>Section B- 80 marks (5 questions of different styles from different sections of the course)</p> <p>2 Non-Exam assessments</p> <p>35% Food preparation task- 20 hours (Plan, prepare and cook three dishes in 3 hours)</p> <p>15% Food Investigation -10 hours (Research, plan and carry out an investigation into the working characteristics, function and chemical properties of ingredients)</p>	<p>Important dates;</p> <p>The Non Exam Assessment must be completed and assessed by the class teacher at the beginning of May (Year 11) A sample of students work will be sent to AQA to be moderated.</p> <p>The 'Food Investigation' task (15%) will be released in September (Year 11)</p> <p>The 'Food Preparation' task (35%) will be released in November (Year 11)</p>

Recommended revision guides: (where to buy from/ price)

There are 2 official AQA approved revision guides;



www.illuminatepublishing.com

www.cgpbooks.co.uk

Also available to buy at Amazon, Waterstones and WH Smiths. Approx. £20 (illuminate) £5 (CGP)

Recommended websites/ Social Media:

www.bbc.co.uk/bitesize

www.Foodfactoflife.org.uk

www.nutrition.org.uk

Malet Lambert have purchased a digital revision guide (illuminate publishing) students on the course receive a free login and password to access all revision materials and exam preparation resources.

Specifications and where to find them:

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Practise papers – where to find them:

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources>

Skills

Pupils will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices

- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

SMSC and British Values

Students studying Food Preparation and Nutrition are required to understand the impact of food choices on society and also identify social and cultural needs, trends and economic factors and developments in technologies- all of which can influence food product design and consumer decisions.

Students should show awareness of dietary needs and environmentally sustainable choices. They should understand the moral and ethical issues associated with food production. Including, waste reduction, Organic farming and Fair Trade.

GCSE Textiles

Course Breakdown:

Component 1 - consisting of a portfolio of coursework, worth 60%

Component 2 - externally set assignment, worth 40%

Year 10

Autumn	Spring	Summer
<p>Pupils will begin the Component 1 unit of the course by producing a creative exploration in relation to a given design brief.</p> <p>Pupils will learn and develop their work through practical experience and analysis of sources that inform their creative intentions. Intentions should be expressed through use of drawings, research, design ideas, and creative textile experiments, to show the journey and refinement of work.</p> <p>Pupils will gain an understanding of the assessment objectives that their work will cover.</p>	<p>Component 1 continues with the development of a final outcome. Pupils will use the skills and knowledge they have gained to make design choices and create their response.</p>	<p>Pupils will begin their second project in relation to a design brief, for their portfolio of work for Component 1.</p> <p>This project will allow pupils to show greater skills and make additional design choices in order to show further development and refinement of ideas.</p>

Skills

Pupils will learn a wide range of skills over the first year of the Textiles course. They will explore how to respond to a design brief and develop creative ideas, as well as using skills in researching and analysis to draw inspiration from existing designer's work. Ideas will be refined as work progresses through experimenting with media, materials, techniques and processes, including observational drawings and sketches, design ideas, annotations to record thoughts, and samples using a variety of Textiles processes and techniques.

Year 11

Autumn	Spring	Summer
<p>During the Autumn term pupils will produce their final outcome for their second Component 1 project.</p>	<p>Pupils will begin Component 2, the externally set assignment. For this unit, pupils will be issued with a selection of design</p>	<p>Pupils will complete Component 2 by sitting their 10 hour practical exam, using this time to produce their final</p>

Their portfolio of work for Component 1 is completed.	briefs, from which they will choose one for their starting point. Pupils will then produce work, evidencing each of the assessment objectives, over a preparatory period.	outcome in response to their selected design brief. This will utilise the skills developed over the course of year 10 and 11.
Useful Information		
<p>Course Specification:</p> <p>https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</p>		

Skills

Pupils continue to develop further skills, both practical and design based. The ability to select and reject ideas, materials, and processes is used to refine work and produce creative outcomes. Component 2, (externally set assignment) evidences coverage of all four assessment objectives and allows pupils to build upon the skills and knowledge they have developed over the course of Component 1, in order to realise their design intentions.

SMSC and British Values

Pupils studying Textiles develop an understanding of the role of the designer and consider the impact of design proposals on society. Work from a variety of cultures, existing designers, and artists are studied, as well as fashion trends, to influence and inspire design work.

Pupils are required to show an understanding of the importance of health and safety in the Textiles workshop.

Design & Technology

Units taught in Year 7

Pupils will study 4 subject areas in Design & Technology throughout the year.

Year 7 Units
Food Technology Pupils are introduced to the safe practices of a kitchen and how to use a range of tools, including oven/hobs accurately and safely. Pupils make fruit salad, fruit crumble, scones and pizza and carry out food science investigations - which begin to explore the functions of ingredients used. They learn about food miles, seasonal produce and how to make healthy food choices.
3D Design Pupils are introduced to a range of materials including woods, metals, and plastics, before applying their knowledge to a design brief. Pupils will begin to develop a range of practical skills using various hand tools and machinery in the workshop classroom, with an emphasis on health and safety. They will also be introduced to CAD skills, using computer software.
Textiles In Year 7, pupils will be introduced to safe practices in the Textiles classroom and will build skills in machine sewing. Pupils will study the work of existing artists and designers, in order to inspire their own work and develop their designs using a variety of techniques including appliqué, embroidery and surface detailing.
Engineering Design In this module pupils will practice technical drawing skills, including isometric, shading and rendering. They will consider various target markets and user needs before developing designs for a suitable product, to demonstrate their drawing skills.

Main skills developed in Year 7

- Health and safety awareness to navigate a range of practical environments.
- Using a range of machinery and equipment to aid in the production of practical outcomes.
- Developing and improving independence and confidence in their own skills.
- Self reflection and evaluation skills.
- Drawing and communication skills.
- Developing key vocabulary and technical terminology.

Units taught in Year 8

Pupils will study 4 subject areas in Design & Technology throughout the year.

Year 8 Units

Food Technology

Pupils develop their knowledge of nutrient groups with an emphasis on protein foods. They continue to build confidence in the food room setting, practicing skills with a wide range of tools and equipment. Quality control becomes a key focus in Year 8. Pupils make frittata, Yorkshire curd tarts, mince beef cobbler and sausage rolls. They develop key technical skills including pastry making and the safe handling of raw meat (or relevant substitutes). Pupils expand their awareness of food science learning about how cheese is made. They explore where their food comes from and discuss ethical farming methods.

3D Design

In year 8 pupils will expand upon their knowledge of materials in order to experiment with metal, wood, and plastic for decorative use in the production of a functional Great Britain inspired clock. Pupils become more independent at making design choices in relation materials. Skills in CAD software will be developed, as well as use of hands tools and machinery.

Textiles

In this unit pupils will develop skills in print designing by producing their own repeat patterns and transferring these onto fabric, using the sublimation technique. Pupils will be encouraged to build their independence in use of the sewing machines by following construction steps, incorporating various techniques including applique, joining, and finishing techniques.

Engineering Design

Pupils will explore Great British products and designers, considering what makes a product iconic. They will develop an understanding of parts and components through disassembling a product and using analysis skills to consider its design and function. Pupils will consider ergonomics and ease of use, to produce a developed design idea, building upon drawing skills from year 7.

Main skills developed in Year 8

- The ability to make conscious health and safety choices to keep themselves and others safe.
- Independent use of a range of machinery and equipment to aid in the production of practical outcomes.
- Developing an awareness of Great British design, as well social, moral, cultural and environmental issues.
- Self and peer reflection and evaluation skills.
- Design and analysis skills.
- Developing key vocabulary and technical terminology.

Units taught in Year 9

Pupils will study 4 subject areas in Design & Technology throughout the year.

Food Technology

Year 9 Food Technology aims to provide pupils with a solid foundation for continuing food studies into Year 10 and 11 (GCSE Food Preparation and Nutrition). Pupils will develop scientific awareness of ingredients and challenge themselves to make highly skilled and adapted dishes to suit a variety of dietary needs. Pupils are encouraged to justify their ingredient choices demonstrating their knowledge of nutrition, social, moral, cultural and environmental issues. This area of study will focus on British staple ingredients such as wheat and potatoes, considering the origins and processing techniques from farm to fork.

3D Design

In this unit pupils will study artists who use found objects and upcycling methods to produce creative products, building an awareness of sustainable methods of design. Pupils will be challenged to use design skills to adapt and upcycle an existing item and turn it into something new. Electronic skills will be developed in order to produce a functioning, soldered circuit board, to be incorporated into the final product.

Textiles

Pupils will develop knowledge of various sustainable and ethical techniques and processes, by analysing the work of existing designers. Pupils will progress their surface decoration skills by exploring a variety of techniques and processes, including dying and resist techniques, as well as decorative machine skills. This prepares pupils for GCSE Textiles by allowing them to make design choices.

Engineering Design

In this unit pupils will gain an understanding of the 6 Rs of sustainability, as well as using life cycle analysis to consider the environmental impacts of products. CAD software design skills will be developed in order to produce realistic, rendered, digital design ideas.

Main skills developed in Year 9

- The ability to make conscious health and safety choices to keep themselves and others safe.
- Mastering use of a range of machinery and equipment to aid in the production of practical outcomes.
- Developing an awareness of sustainable design and environmental impacts.
- Self and peer reflection and evaluation skills.
- Design and analysis skills.
- Developing key vocabulary and technical terminology.

How parents can help to support their child's learning

- Purchasing ingredients for Food Technology practical lessons.
- Supporting pupils with the completion of homework tasks.
- Ensuring pupils follow the Health and Safety contract.
- Taking an interest in the projects they are involved in, by discussing school work at home.

Drama

Units taught in Year 7

What is Acting?-Finding the Fun!	The Witches- Exploring Character	The Land of Green Ginger- Storytelling
Students will learn about the basic acting skills and explorative strategies needed to make and develop effective drama in class together. Drama is a personal discipline as well as a practical activity and a performing art form, students will explore its challenges as well as enjoying themselves!	Students will be learning about Roald Dahl's spooky and exciting characters in this entertaining story. They will learn how to embody bold and outgoing characters using various acting skills. Students will develop their ability to work collaboratively while exploring and refining performance scripts.	Students will develop a deeper understanding of genre and style by exploring the work of the exciting and innovative theatre company Kneehigh. Students will explore famous and local folk tales while refining their physical skills to re-enact intriguing stories.

Main skills developed in Year 7

- Participate in practical exercises responsibly and confidently by collaborating with their peers
- Explore and experiment in drama activities using a range of acting skills and strategies
- Explore different styles and genres of theatre
- Critically reflect on their own and others work by identifying successes and areas for improvement
- Consider the effect and impact of drama performances

Each of the drama activities used offers opportunities for students to develop their teamwork, focus, energy, character, imagination, language skills, respect, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

Units taught in Year 8

Where did Drama Start?- From Commedia to Pantomime	Finding the Truth- Exploring Naturalism	Take a stand!- Theatre in Education
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Students will be going back in time and exploring where Drama first began! They will explore how comedy developed over time starting with Commedia dell' Arte, and Melodrama and finishing with Pantomime. Students will develop their energy and enthusiasm through exploring exaggeration and slapstick skills to create brilliantly funny performances!	Students will develop their knowledge and understanding of style and genre by exploring the classic style of Naturalism. Students will be taken on imaginative journeys by exploring what it takes to perform real world characters. Students will experience what it is truly like to be an actor as they delve deep into thought provoking stories and relatable, intriguing characters.	Students will delve deeper into the effect and impact of theatre by exploring the techniques used in educational performances. Students will explore various performance texts which make the audience think and contemplate while exploring and discussing their own views on modern society. Students will develop their own educational performances to encourage others to take a stand!
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Main skills developed in Year 8

- Refine their performance skills by participating in practical exercises responsibly and confidently and collaborating with their peers
 - Experiment in drama activities using acting skills and technique which skill to style and genre
 - Explore contrasting styles and genres of theatre and understand the impact and effect on the audience
 - Critically reflect on their own and others work by identifying successes and areas for improvement
- Drama activities will continue to develop their teamwork, imagination and trust. Activities will begin to provide students with a broad knowledge of theatrical style while allowing them to overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

Units taught in Year 9

BLANK -Imagination and Improvisation	Frantic Assembly -Exploring Physical Theatre	'Stuff' - Exploring and Analysing Script
This unit is about building students foundations as an artist through refining their collaborative and imagination skills. Students will explore the process of improvisation to develop their confidence and devising skills as well as encountering thought-provoking stimuli for creative thinking and performance work.	Students will refine their performance skills and knowledge of style by exploring more abstract forms. Students will refine their movement skills by exploring physical theatre techniques and strategies. They will also explore the work and innovative and exciting theatre company Frantic Assembly by observing their work and practically using their methods.	Students will discuss and critically explore the professional play script 'Stuff'. They will develop their skills in interpreting theatre and performance by exploring the character, storylines and themes. Students will further widen their knowledge of the impact of performance by exploring design elements such as costume and set.

Main skills developed in Year 9

- Refine their performance skills by participating in practical exercises responsibly and confidently and collaborating with their peers
- Experiment in drama activities using their imagination and creative skills to develop thought-provoking performance pieces
- Explore more advanced and abstract styles to further understand the impact and meaning behind creative work
- Critically reflect on their own and others work by identifying successes and areas for improvement

Drama activities will continue to develop their teamwork, imagination and trust. Activities will begin to allow students to develop the independence, maturity and confidence required to progress into higher level education, they will practise how to learn and explore social concepts effectively: all of these are essential to future successes for life.

How parents can help to support their child's learning

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced
- Watch a film together and then discuss how the storylines have been created and how dramatic tension is built up and relieved
- Encourage them to see live drama – school productions and showcases, local theatre productions
- Encourage your child to participate in extra-curricular drama activities

English

Units taught in Year 7

<p>WRITING: Youth Speaks</p> <p>Write a speech to present a viewpoint</p> <p>Grammar focus: Verbs, nouns, adjectives, adverbs, tense agreement</p>	<p>WRITING: Greek Myths</p> <p>A narrative piece of writing telling a moral tale</p> <p>Grammar focus: Apostrophes, brackets, hyphens, ellipsis</p>	<p>WRITING: Travel Writing</p> <p>Write a review to describe your experiences</p> <p>Grammar focus: Punctuating speech, sentence types, paragraphing</p>
<p>READING: Journey's End</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Simple sentences, compound sentences, complex sentences, connectives</p>	<p>READING: Shakespearean Villains (Macbeth)</p> <p>An evaluative question based on a statement about the play</p> <p>Grammar focus: Embedded clauses, connectives, semi-colons, colons</p>	<p>READING: Novel Study</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Noun phrases, adjectival phrases, spelling strategies</p>

Main skills developed in Year 7

- Writing, reading and speaking and listening will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing vocabulary
- Key literacy skills
- Speaking and listening
- Organising writing into paragraphs
- Using a range of punctuation

- Developing an understanding of different genres of writing
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Learning how to use PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) when analysing a text
- Developing an understanding of how to vary sentence structures effectively
- Interpretation of meanings in poetry and the relevance of its structure
- Develop skills in working as part of a group, in pairs and independently
- SPaG

Units taught in Year 8

<p>WRITING: The Gothic</p> <p>A narrative piece of Gothic writing</p> <p>Grammar focus: Prefixes, suffixes, modal auxiliaries, prepositions</p>	<p>WRITING: Current Affairs</p> <p>Write a newspaper article to present a viewpoint</p> <p>Grammar focus: Drafting and rewriting, comparative and superlative adjectives.</p>	<p>WRITING: English Through Time</p> <p>A descriptive piece of writing based on a mythical beast</p> <p>Grammar focus: Revision of apostrophes, brackets, hyphens, ellipsis</p>
<p>READING: Wild Boy</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Concrete, abstract, proper nouns, adverbial phrases, imperatives</p>	<p>READING: Poetry: Place/Culture</p> <p>Compare and contrast two poems from other places and cultures</p> <p>Grammar focus: Revision of simple, compound and complex sentences, connectives</p>	<p>READING: The Tempest/ A Midsummer Night's Dream</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Revision of embedded clauses, connectives, semi-colons, colons</p>

Main skills developed in Year 8

- Writing, reading and speaking and listening will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully

- Collating information from a range of sources
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Organising writing into paragraphs
- Varying sentence structures
- Key literacy skills
- Using a range of punctuation
- Develop skills in working as part of a group, in pairs and independently
- Continue to develop an understanding of different genres of writing
- Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG

Units taught in Year 9

<p>WRITING:</p> <p>Iconoclastic writing</p> <p>Write a speech expressing your viewpoint</p>	<p>WRITING:</p> <p>Moving Image and structure</p> <p>A descriptive piece of writing focusing on structural techniques</p>	<p>WRITING:</p> <p>Dystopian Fiction</p> <p>A narrative piece of writing in a dystopian setting</p>
<p>READING: Of Mice and Men</p> <p>An evaluative question based on a statement about the novel</p>	<p>READING: Unseen Poetry</p> <p>A question on an unseen poem</p>	<p>READING: Romeo & Juliet (Shakespeare)</p> <p>An extract from the play based on a theme/character leading into a whole text question</p>

Main skills developed in Year 9

- Writing, reading and speaking and listening assessment foci will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
- Exploring layers of meaning within texts
- Integration of textual evidence

- Detailed explanations of how language is used and to what effect
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Variation in sentence structures
- Key literacy skills
- Developing structure within writing
- Using a range of punctuation for particular effect
- Developing different genres of writing
- Develop skills in working as part of a group, in pairs and independently
- Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG

How parents can help to support their child's learning

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set weekly homework tasks.

GCSE English Language and GCSE English Literature

Year 10

Autumn	Spring	Summer
<p>They will spend 10 weeks studying the novel <i>The Strange Case of Dr Jekyll and Mr Hyde/ A Christmas Carol</i>. The second half term will be spent covering the cluster of poems for their Literature exam.</p> <p>Year 10 will also cover the English Language skills needed for Paper 1.</p>	<p>For the first half term, pupils will focus on the skills needed to complete their English Language Paper 2 exam. Pupils will continue with their exploration of the poetry anthology for the final half term. Pupils will be taught the necessary skills for the unseen poetry section in their Literature exam.</p> <p>The language paper two, writing section, will be taught for two hours a week.</p>	<p>This term pupils will be taught <i>Romeo and Juliet</i> for three hours a week.</p> <p>Skills needed for the Language Paper 2, section B, will be revised one hour a week along with Unseen Poetry.</p> <p>During this term, pupils will also complete their Speaking and Listening task for their English Language GCSE.</p>

Skills

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation, grammar and overall structure of a text.

Year 11

Autumn	Spring	Summer
<p>For the first term year 11 will study <i>An Inspector Calls</i>.</p> <p>For this term only they will spend three hours a week on Language paper 2 revision to prepare them for their formal mock exam.</p>	<p>Year 11 pupils will be revising key texts for their Literature exam during this term (The Strange Case of Dr Jekyll and Mr Hyde/ A Christmas Carol, Romeo and Juliet and Poetry cluster/ Unseen Poetry)</p>	<p>This term will be dedicated to interleaving of different Literature topics to help prepare pupils for their exams.</p> <p>Pupils will be revising both language papers; teachers will adapt their teaching to suit the needs of the individual class.</p>

	Pupils will revise the English Language Paper 1 skills for two hours a week.	
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Skills

Pupils will further develop their analytical skills of language/ structure/ characters/ themes and writer's intentions when exploring Literature texts and extracts of fiction and non-fiction for their English Language exam. They will also expand their comparison skills when analysing texts and poems. Pupils will solidify their crafting of language, techniques, tone and structure when writing creatively.

SMSC and British Values

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

Geography

Units taught in Year 7

AUTUMN		SPRING	
<p>Unit 1</p> <p>What is the place of Hull?</p> <p>Pupils will gain an understanding of what Geography is and learn how Hull is connected with the rest of the world.</p> <p>Map skills will be introduced and pupils will learn how to interpret graphs and annotate photographs.</p>	<p>Unit 2</p> <p>How does Tanzania compare to the UK?</p> <p>This unit is a synoptic topic that looks at development and inequality in specific locations. There is a combination of human and physical factors that are introduced.</p> <p>Pupils will investigate social and economic development and evolve their comparison skills by contrasting the UK with Tanzania.</p>	<p>Unit 3</p> <p>How is Hornsea beach made?</p> <p>This unit of work is all about earth systems and how they impact human life. It covers a wide variety of physical processes and pupils gain an understanding of the vast geological timeline.</p> <p>Pupils learn about processes such as erosion and longshore drift and how they impact human life.</p>	<p>Unit 4</p> <p>Is the world getting richer or poorer?</p> <p>This unit aims to debunk misunderstandings that we have about the world and is based on the book "Factfulness".</p> <p>Pupils will use data to discover that the state of the world isn't as bad as the media makes out and that there have been significant improvements in quality of life all over the globe.</p>
SUMMER			
<p>Unit 5</p> <p>How does crime vary across Leeds?</p> <p>Pupils will conduct an enquiry into the distribution of crime across Leeds. They will use GIS skills to investigate crime rates across Leeds and identify patterns.</p> <p>Pupils will be introduced to city structure and</p>	<p>Unit 6</p> <p>How do we use our planet as a natural resource?</p> <p>In this unit pupils will be introduced to ecosystems and how they are exploited by humans.</p> <p>An understanding of what resources humans use and the impacts of extracting</p>	<p>Unit 7</p> <p>What issues affect cold environments?</p> <p>This is a synoptic unit which focuses on cold environments. Antarctica will be the area of interest and pupils will study the physical aspects of this delicate ecosystem.</p> <p>Pupils will then go on to study how humans have historically exploited these</p>	

drawn a hypothesis based on their learned knowledge.	those resources will be the focus of this unit.	environments and what can be done in order to protect them.	
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Main skills developed in Year 7

Geographical skills:

- Map skills including using atlases, globes, maps at a range of scales, photographs, satellite, images and other geographical data
- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, evaluating methods and forming conclusions
- Describing and explaining
- Decision making and enquiry skills
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing

Literacy and numeracy skills:

- Spelling
- Punctuation
- Language analysis
- Analysis of graphs
- Organisation
- Understanding data
- Communication of ideas
- Comparisons and links
- Vocabulary choices
- Grammar

Units taught in Year 8

AUTUMN		SPRING	
Unit 1	Unit 2	Unit 3	Unit 4

<p>Where does money go when it is spent?</p> <p>This topic is informed by the book <i>The Almighty Dollar</i> by Dharshini David - which follows a dollar around the global economy.</p> <p>It will build on the Globalisation and Development foundation created in year 7.</p>	<p>Why does the largest country not have the largest population?</p> <p>This unit is all to do with population and Russia. It looks at human and physical factors controlling population distribution.</p> <p>The demographic transition model is introduced which builds on the pupils understanding of development indicators.</p>	<p>How do meteorologists measure weather?</p> <p>In the topic pupils learn about weather systems and how they impact us.</p> <p>The pupils will study atmospheric processes and how they lead to different weather conditions. The unit will culminate in pupils having the opportunity to plan, conduct and analyse their own field work data collected around the school site.</p>	<p>Do we let the River Ouse flood?</p> <p>Pupils will learn about the power of river processes. They will explore the ways people protect land around rivers and calculate risk. Pupils will also have a grasp of some GCSE terminology, learning about the ways rivers erode and material transported along the channel.</p>
SUMMER			
<p style="text-align: center;">Unit 4</p> <p>Should rural farmers migrate to Mumbai?</p> <p>This synoptic topic will revisit inequality whilst introducing new concepts like migration and settlement hierarchy.</p> <p>There will be opportunities to develop map and GIS skills to identify migration patterns across India.</p> <p>This topic will build on GCSE terminology such as NGO's and TNC's.</p>	<p style="text-align: center;">Unit 5</p> <p>Who are the winners and losers of climate change?</p> <p>This topic will build on the understanding of weather systems introduced earlier in the year and investigate the human and physical causes of climate change.</p> <p>Sustainability is a key concept that is referred to throughout this unit.</p> <p>Lessons will then focus on particular case studies and begin to assess which countries will be most impacted by rising temperatures and sea levels.</p>		

Main skills developed in Year 8

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

Units taught in Year 9

AUTUMN		SPRING	
Unit 1	Unit 2	Unit 3	Unit 4
Tectonic Process	How should we eat?	Should China be building African railways?	Are tourists the biggest threat to glaciers?
Pupils will investigate the structure of the Earth and geological activity to understand how these processes impact people who live in tectonically active zones. Pupils will study risk and vulnerability by exploring and comparing tectonic hazards in countries of differing levels of development	In this unit pupils will be reintroduced to sustainability and discover how the choices they make will have an impact on the world we live in. The topic will investigate the history of food and settlements. They will assess the problems associated with intensive agriculture and how solutions such as lab grown meat may be on the horizon.	In this development and globalisation topic, pupils will study the links between Africa and Asia starting with their shared history through to their current debts. It will look at the positives and negatives of bottom-up and top-down projects.	Students will identify the features of glaciers and investigate case studies. This topic will give the pupils an opportunity to go on a virtual glacier tour in places such as the Alps and South America. This unit will build on decision making skills to ultimately answer this fertile question.
SUMMER			

Unit 5	Unit 6		
<p data-bbox="108 163 440 237">How should East Yorkshire Power the UK</p> <p data-bbox="108 333 440 835">This sustainability topic puts East Yorkshire on the map when it comes to sustainable energy. This topic will look at non-renewable energy such as oil and gas in the North Sea and the BP Saltend Gas terminal and contrast it with renewable energy such as the Hornsea wind farm.</p> <p data-bbox="108 869 440 987">This unit is incredibly relevant to our pupils and links to local careers.</p>	<p data-bbox="475 163 770 315">Which factors explain patterns of migration in the Middle East and North Africa?</p> <p data-bbox="475 412 770 813">This topic focuses on inequality and development in this controversial region. Pupils will look at the factors that influence population distribution and how this leads to variation in wealth and quality of life.</p> <p data-bbox="475 846 770 1077">This topic will build on the understanding of the factors that influence migration such as conflict, climate change and political pressures.</p>		

Main skills developed in Year 9

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

How parents can help to support their child's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit areas of geographical interest such as coasts and upland areas and

discuss their formation

- Encourage your child to make sustainable decisions about transportation, food and shopping

GCSE Geography

Year 10

AUTUMN		SPRING	
Unit 1 Weather hazards and climate change An overview of the global circulation of atmosphere and climate change over time. A detailed study of tropical cyclones in the Philippines and in the USA. A detailed study of droughts in Namibia and California.	Unit 2 Global development This covers an overview of the causes and consequences of uneven global development and a detailed case study of challenges that affect Tanzania.	Unit 3 Changing landscapes of the UK (inc rivers and coasts) This topic is an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of coastal landscapes and processes and river landscapes and processes.	Unit 4 Changing cities This covers an overview of global urban processes and trends and detailed case studies of Leeds and a Mexico City
SUMMER			
Unit 5 Physical fieldwork The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments			

<p>required for this qualification and to apply their geographical knowledge, understanding and skills to these environments.</p> <p>The physical environment is the coastal landscape of Hornsea.</p>			
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Year 11

AUTUMN		SPRING	
<p>Unit 1</p> <p>Human Fieldwork</p> <p>The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments.</p> <p>The human environment is the inner city area of York.</p>	<p>Unit 2</p> <p>Ecosystems, biodiversity and management</p> <p>This is an overview of the distribution and characteristics of global and UK ecosystems and a detailed study of tropical rainforests and deciduous woodlands.</p>	<p>Unit 3</p> <p>Resource management</p> <p>This topic covers an overview of the global and UK distribution of food, energy and water and one detailed study of either energy resource management or water resource management at different scales.</p>	<p>Unit 4</p> <p>UK Challenges</p> <p>In this topic, students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK from previous and use their geographical skills, to investigate a contemporary challenge for the UK.</p>

Skills

Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers.

- Atlas and map skills
- Graphical skills
- Data and information research skills
- Investigative skills
- Cartographic skills
- Numerical skills
- Statistical skills

SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

History

Units taught in Year 7

AUTUMN	SPRING	SUMMER
What is History?	The Tudors and Stuarts	The Gunpowder Plot
Medieval Britain.	Who won: Catholics or Protestants?	The English Civil War
What was life like before the Battle of Hastings?	Henry VIII Edward VI Mary I Elizabeth I	Why were there changes in Crime and Punishment in the Stuart period?
How did William take control of Britain?	Why were people rebellious in the Tudor times?	
Who was more powerful: King or Church?	What changes impacted on Crime and punishment in the Tudor period?	
Why was there a murder in Canterbury Cathedral?		
How gruesome was crime and punishment in Medieval Britain?		

Main skills developed in Year 7

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Units taught in Year 8

AUTUMN	SPRING	SUMMER
What is History?	Why did slavery end in the USA?	What was life like in the trenches in World War One?
The Industrial Revolution	Did life get better for African Americans?	How important was the role played by women in World War One?
Was Great Britain really great?	How important were Martin Luther King and Malcolm X in the development of rights for African	Why did some men refuse to fight in World War One?
How did Britain change in the Industrial period?		

<p>Why did crime and punishment change in The Industrial Period?</p> <p>Why was empire so important?</p> <p>The Treatment of India</p> <p>The Slave Trade</p> <p>Why was slavery abolished in the UK?</p>	<p>Americans?</p> <p>Life in Britain in 1900</p> <p>How democratic was Britain?</p> <p>What was the truth about attitudes towards women in 1900's Britain?</p> <p>The Suffragettes</p> <p>Why did World War One break out?</p>	<p>Why it is important to remember what happened in World War One?</p> <p>Why did World War Two break out?</p> <p>Which were the most important turning points in World War Two?</p> <p>How and why has crime and punishment changed over time?</p>
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Main skills developed in Year 8

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>GCSE ready unit:</p> <p>Weimar and Nazi Germany 1918-1939.</p> <p>What can sources tell us about Adolf Hitler?</p> <p>What were the key terms of The Treaty of Versailles and why did these create challenges for Germany?</p> <p>What caused conflict on the 1920's?</p> <p>Why was Hitler able to become chancellor of Germany by 1933?</p> <p>Why is it important to learn about The Holocaust?</p> <p>What were the main turning points of World War Two?</p> <p>How and why did World War Two end?</p> <p>Why were there tensions in East/West relations?</p> <p>Cuba and Vietnam</p> <p>John F Kennedy: why was JFK assassinated?</p>	<p>John F Kennedy: why was JFK assassinated?</p> <p>GCSE ready unit:</p> <p>The American West</p> <p>c.1835-c.1895</p> <p>A period study of 60 years in the unfolding narrative (story) of the American West.</p> <p>Key topic 1: The early settlement of the West, c1835–c1862.</p> <p>The Plains Indians: their Beliefs and way of life.</p> <p>Migration and early Settlement.</p> <p>Conflict and tension.</p> <p>Key topic 2: Development of the plains, c1862–c1876</p> <p>The development of settlement in the West.</p> <p>Ranching and the cattle Industry.</p> <p>Changes in the way of life of the Plains Indians.</p> <p>Key topic 3: Conflicts and conquest, c1876–c1895.</p> <p>Changes in farming, the cattle industry and settlement.</p> <p>Conflict and tension</p> <p>The Plains Indians: the destruction of their way of life.</p>	

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Main skills developed in Year 9

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

How parents can help to support their child's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit museums and historical sites

GCSE History

Year 10

Autumn	Spring	Summer
<p>The American West c.1835-c.1895</p> <p>A period study of 60 years in the unfolding narrative (story) of the American West.</p> <p><u>Key topic 1: The early settlement of the West, c1835–c1862.</u></p> <p>The Plains Indians: their Beliefs and way of life. Migration and early Settlement. Conflict and tension.</p> <p><u>Key topic 2: Development of the plains, c1862–c1876</u></p> <p>The development of settlement in the West. Ranching and the cattle Industry. Changes in the way of life of the Plains Indians.</p> <p><u>Key topic 3: Conflicts and conquest, c1876–c1895.</u></p> <p>Changes in farming, the cattle industry and settlement. Conflict and tension. The Plains Indians: the destruction of their way of life.</p> <p>Begin Elizabeth Unit</p>	<p>Early Elizabethan England, 1558–88</p> <p><u>Key topic 1: Queen, government and religion, 1558–69.</u></p> <p>Elizabeth comes to the throne.</p> <p>Religion.</p> <p>Mary Queen of Scots</p> <p><u>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</u></p> <p>Plots and revolts</p> <p>Relations with Spain</p> <p>Outbreak of war with Spain, 1585–88</p> <p>The Armada</p> <p><u>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</u></p> <p>Education and leisure.</p> <p>The problem of the poor.</p> <p>Exploration and voyages of discovery.</p> <p>Raleigh and Virginia</p>	<p>Weimar and Nazi Germany, 1918–39</p> <p><u>Key topic 1: The Weimar Republic 1918–29.</u></p> <p>The origins of the Republic, 1918–19.</p> <p>The early challenges to the Weimar Republic, 1919–23.</p> <p>The recovery of the Republic, 1924–29.</p> <p>Changes in society, 1924–29.</p> <p><u>Key topic 2: Hitler’s rise to power, 1919–33</u></p> <p>Early development of the Nazi Party, 1920–22.</p> <p>The Munich Putsch and the lean years, 1923–29.</p> <p>The growth in support for the Nazis, 1929–32.</p> <p>How Hitler became Chancellor, 1932–33.</p> <p><u>Key topic 3: Nazi control and dictatorship, 1933–39.</u></p> <p>The creation of a dictatorship, 1933–34. The police state. Controlling and influencing</p>

		<p>attitudes. Opposition, resistance and conformity.</p> <p><u>Key topic 4: Life in Nazi Germany, 1933–39.</u></p> <p>Nazi policies towards Women and young people. Employment and living standards. The Persecution of minorities.</p>
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Skills

AO1: knowledge and understanding.

AO2: explain and analyse using second order concepts such as cause, consequence, change, continuity.

AO3: Analyse, evaluate and use sources.

AO4: Analyse and evaluate interpretations within historical context

Year 11

Autumn	Spring	Summer
<p>Complete unit on: <u>Weimar and Nazi Germany, 1918–39</u></p> <p><u>Key topic 1: The Weimar Republic 1918–29.</u></p> <p>Changes in society, 1924–29.</p> <p><u>Key topic 2: Hitler’s rise to power, 1919–33</u></p> <p>Early development of the Nazi Party, 1920–22.</p> <p>The Munich Putsch and the lean years, 1923–29.</p> <p>The growth in support for the Nazis, 1929–32.</p> <p>How Hitler became Chancellor, 1932–33.</p> <p><u>Key topic 3: Nazi control and dictatorship, 1933–39.</u></p>	<p>The Historic Environment Whitechapel, c1870–c1900: Crime, policing and the inner city. Knowledge, selection and use of sources for historical enquiries.</p> <p>Crime and Punishment and law enforcement c1900–present:</p> <p>Type of crimes and definitions of crimes. Continuity and change in crimes e.g. new forms of theft and smuggling.</p> <p>Changes in law enforcement (policing) e.g. the use of technology and science in policing.</p>	<p><u>The American West c.1835-c.1895</u></p> <p>A period study of 60 years in the unfolding narrative (story) of the American West.</p> <p><u>Key topic 1: The early settlement of the West, c1835–c1862.</u> The Plains Indians: their Beliefs and way of life. Migration and early Settlement. Conflict and tension.</p> <p><u>Key topic 2: Development of the plains, c1862–c1876</u> The development of settlement in the West. Ranching and the cattle Industry. Changes in the way of life of the Plains Indians.</p> <p><u>Key topic 3: Conflicts and conquest, c1876–c1895.</u> Changes in farming, the cattle industry and settlement. Conflict and tension. The Plains Indians: the destruction of their way of life.</p>

<p>The creation of a dictatorship, 1933–34. The police state. Controlling and influencing attitudes. Opposition, resistance and conformity.</p> <p><u>Key topic 4: Life in Nazi Germany, 1933–39.</u></p> <p>Nazi policies towards Women and young people. Employment and living standards. The Persecution of minorities.</p> <p><u>Crime and Punishment and law enforcement c1700–1900:</u></p> <p>Type of crimes and definitions of crimes. Continuity and change in crimes e.g. highway robbery, poaching, theft and smuggling</p> <p>Changes in law enforcement (policing) e.g. Fielding Brothers, Robert Peel and the Met police.</p> <p>Changes in punishments e.g. the use and ending of The Bloody Code, public execution and transportation, Pentonville prison.</p>		
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Skills

AO1: knowledge and understanding.

AO2: explain and analyse using second order concepts such as cause, consequence, change, continuity.

AO3: Analyse, evaluate and use sources.

AO4: Analyse and evaluate interpretations within historical context

Mathematics

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><u>Unit 1 : Essential Number</u></p> <p>Place value Properties of numbers BIDMAS Fractions Rounding and estimating Powers and roots Introduction to standard form</p>	<p><u>Unit 3: Ratio and Proportion</u></p> <p>Maps and scale Working with ratio Percentages Percentage change</p>	<p><u>Unit 5: Handling Data</u></p> <p>Collecting data Displaying data Averages Scatter Graphs</p>
<p><u>Unit 2: Essential Algebra</u></p> <p>Simplifying Algebraic expressions Substitution Solving linear equations</p>	<p><u>Unit 4: 2D Shape</u></p> <p>Area and perimeter Properties of 2D shapes Transformations</p>	<p><u>Unit 6: 3D Shape</u></p> <p>Properties of 3D shapes Volume</p>

Main skills developed in Year 7

- Apply the four operations including decimals and order of operations
- Add, subtract multiply and divide fractions and mixed numbers
- Calculate percentages of amounts and percentage change
- Manipulate algebraic expressions
- Expanding and factorising expressions
- Solve equations
- Divide a quantity into a given ratio
- Collect and analyse data
- Calculate perimeter, area and volume

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<p><u>Unit 1 : Sequences</u></p> <p>Generating sequences Finding the nth term Geometric sequences</p>	<p><u>Unit 3: Coordinates and Graphs</u></p> <p>Coordinates in all 4 quadrants Linear graphs Gradients and intercepts Real life graphs</p>	<p><u>Unit 5: Probability</u></p> <p>Theoretical probability Experimental probability Venn diagrams</p>
<p><u>Unit 2: Angles and Construction</u></p> <p>Draw and measure angles Angle rules Angles in parallel lines Angles in polygons Ruler and compass constructions</p>	<p><u>Unit 4: Proportion</u></p> <p>Converting standard units Compound units Direct and inverse proportion</p>	<p><u>Unit 6: Triangles</u></p> <p>Congruence Introduction to Pythagoras' Theorem Introduction to trigonometry</p>

Main skills developed in Year 8

- Finding the nth term of a sequence
- Apply the angle rules to calculate missing angles
- Draw linear graphs
- Calculating gradients and $y=mx+c$
- Real life graphs
- Direct and inverse proportion
- Calculate probabilities of events
- Use Pythagoras' Theorem to find missing lengths in right angled triangles

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><u>Unit 1 : Core Number</u></p> <p>Ordering integers, decimals and fractions Financial Problems</p>	<p><u>Unit 3: Fractions, Decimals and Percentages</u></p> <p>Convert and order FDP 4 operations involving fractions</p>	<p><u>Unit 5: Shape and Space</u></p> <p>Properties of 2D/3D shapes Plans and elevation Angle facts</p>

Further BIDMAS Rounding Error Intervals and Truncation Calculating with Indices Estimating roots Standard Form	A quantity as a fraction or percentages of another Percentage of an amount Compound interest Reverse percentages Converting recurring decimals to fractions Algebraic fractions	Angles in parallel lines Angles in polygons Bearings
<u>Unit 2: Core Algebra</u> Algebraic Notation Further substitution and simplifying expressions Expanding and simplifying single, double and triple brackets a Factorising expressions Laws of indices Forming and further solving linear equations nth term of linear and quadratic sequences	<u>Unit 4: Linear Graphs</u> Plotting linear graphs Gradients Equations of linear graphs Parallel graphs Perpendicular graphs Simultaneous Equations	<u>Unit 6: Statistics</u> Representing data Further Averages Pie charts Scatter graphs Cumulative Frequency Box Plots Histograms

Main skills developed in Year 9

Pupils will become –fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.

Pupils will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

How parents can help to support their child’s learning

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught within their maths lesson

GCSE Mathematics

Year 10

Autumn	Spring	Summer
<p><u>Unit 1 : Ratio and Proportion</u></p> <p>Simplifying and dividing into a ratio</p> <p>Convert from ratio to fractions</p> <p>Unitary Method</p> <p>Best Buys</p> <p>Exchange rates</p> <p>Direct and inverse proportion</p> <p>Proportion formulas</p> <p>Proportion graphs</p>	<p><u>Unit 3: Perimeter, Area and Volume</u></p> <p>Perimeter and Area of Triangles, Parallelograms, Trapeziums and Compound shapes</p> <p>Area and Circumference of Circles</p> <p>Arc length and area of a sector</p> <p>Volume and surface areas of prisms</p> <p>Volume and surface areas of Pyramids, cones and spheres</p> <p>Density</p> <p>Circle Theorems</p> <p>Equation of a circle</p>	<p><u>Unit 5: Inequalities</u></p> <p>Inequalities on a line</p> <p>Solving inequalities</p> <p>Speed problems</p> <p>Real life graphs</p> <p>Iteration</p> <p>Cubic, reciprocal and exponential graphs</p> <p>Functions of graphs</p> <p>Area under a graph</p> <p>Gradient at the point of a curve</p>
<p><u>Unit 2: Quadratics</u></p> <p>Quadratic graphs</p> <p>Significant points</p> <p>Solving Quadratic equations</p> <p>Completing the square</p> <p>Quadratic formula</p> <p>Graphical simultaneous equations</p>	<p><u>Unit 4: Shape and Space</u></p> <p>Transformations</p> <p>Centre of enlargement (positive, fractional and negative)</p> <p>Congruence and similar shapes</p> <p>Vector notation</p> <p>Pythagoras theorem</p> <p>Trigonometry</p>	<p><u>Unit 6: Similarity</u></p> <p>Scales and maps</p> <p>Constructing triangles</p> <p>Constructions</p> <p>Loci</p> <p>Congruent triangles</p> <p>Similar shapes including length, area and volume</p>

Gradient of a curve	Sine and cosine rule	
	Area of a triangle formula	
	Trigonometrical graphs	

Skills

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 11

Autumn	Spring	Summer
<p><u>Unit 1: Probability</u></p> <p>Basics of Probability</p> <p>Sample Space Diagram</p> <p>Two way Tables</p> <p>Frequency Trees</p> <p>Relative frequency</p> <p>Tree Diagrams</p> <p>Venn Diagrams</p> <p>Independent Events</p> <p>Conditional Probability</p> <p>During the course of the year students will be experience weekly homework past papers which they will receive feedback</p>	<p>During this term each individual group will follow a bespoke revision timetable which will include:</p> <p>Revision of Key topics</p> <p>Opportunities for retrieval and retention</p> <p>Exam practice of various topics</p> <p>Review and feedback of Mock exams</p> <p>Weekly feedback on Homework past papers</p>	<p>During this term as we come closer to exams, each individual group will continue with their bespoke timetables and preparing students to make the best possible progress they can</p>

on to help them make further progress		
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Skills

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SMSC and British Values

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

French

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Moi , ma famille et copains	Ma vie quotidienne	Où j’habite et les passe-temps
Introducing yourself Describing yourself and others Describe your favourite object Looking at French- speaking regions Describing your personality Talking about family members and friends Give opinions of school subjects Home and family life: comparing yourself how you used to be	Talking about school and where you live Discussing leisure activities and personal possessions Describing animals Talk about what you eat and drink at different mealtimes Give opinions on food and drinks Say where you like to eat out; ordering food in a café Use quantities and understand recipes Talk about food specialities and art	Talking about your local area Describing your town Say what you can do at different places Ask for and give directions Arrange to go out and where to meet General lifestyle Talking about clothes and giving opinions on style Discussing what to wear on different occasions Say when and how often you do activities at the weekend Music preferences and national events

Main skills developed in Year 7

- Establishing key sound-spelling links to help pronunciation of the new language
- Memory strategies to enable effective learning of the new language
- Understanding when and how to use a French dictionary to develop independence in creative writing
- Understanding verbs endings to support their knowledge of the present tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Le tourisme et les loisirs	Les pays francophones	Les médias et la technologie
Talking about usual holidays and preferred holidays Describing your ideal holiday Describing a past holidays, where you went and what you did Talking about festivals Discussing sports, leisure activities and active holidays Naming parts of the body and talking about sports injuries Describing sports personalities and events	Daily life and issues in francophone countries Talking about where you live and where you're going to live Describing your daily routine Talking about what you did yesterday Discussing what you can do to help others French-speaking countries in Africa Comparing France and Britain Describing a country Talking about French personalities Talking about transport and new technology French cartoons	Talking about television programmes Music genres; giving detailed opinions on music Talking about film genres and reviewing a film Reading preferences and understanding the use of language through advertising Describing old and new technology Talking about using technology and for leisure activities The risks of social networking sites Pros and cons of new technology Favourite technology gadgets

Main skills developed in Year 8

- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Continuing to develop their knowledge of when and how to use a dictionary
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in French
- Developing listening skills using continuous texts and predicting the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Les relations et la santé	Autour du monde	Chez moi et mes projets d'avenir
<p>Issues for teenagers</p> <p>Discussing relationships with parents</p> <p>Talking about pocket money and helping out at home</p> <p>Discuss pressures faced by teenagers and understand advice</p> <p>Discussing life in the past</p> <p>Describing the life of homeless children</p> <p>Talking about eating healthy</p> <p>Discussing healthy lifestyles</p> <p>Talking about how diet affects health</p> <p>Resolutions to become healthier</p> <p>Life in the future</p>	<p>Parties and festivals</p> <p>Organising a part</p> <p>Suggesting activities and making excuses</p> <p>Talking about a festival or event that you've been to</p> <p>Communicating with people in formal situations</p> <p>Talking about traditions and festivals</p> <p>Comparing means of transport</p> <p>Buying tickets and making travel plans</p> <p>Planning a holiday</p> <p>Describing a past holiday using the imperfect tense</p> <p>Transport in books and films</p>	<p>Talking about types of home</p> <p>Describing rooms in the house</p> <p>Describing your bedroom, items and its location</p> <p>Imagining your ideal home</p> <p>Describing places in detail and expressing how you feel about them</p> <p>Jobs and ambitions</p> <p>Talk about jobs and qualities needed</p> <p>Discuss ideal jobs and ambitions</p> <p>Talking about part-time jobs</p> <p>Talk about success and failure.</p>

Main skills developed in Year 9

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE.
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE French.
- Understanding verbs endings to support their knowledge of the present, past and future tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo.

How parents can help to support their child's learning

Encourage vocab learning at home by using look/say, cover, write, check technique.

Encourage the use of 'memrize' to embed topic specific vocabulary

Check pupil planners regularly to ensure you can see what their homework is in French.

Using www.wordreference.com to check any unknown words with your son/daughter.

GCSE French

Year 10

The AQA GCSE French specification is divided into three main subject areas, called themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing**. Each one of these has its own separate exam, in the form of an end-of-course paper.

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

During the first week of the Y10 course, pupils will follow an intense revision programme of KS3 language skills to prepare them for the GCSE specification.

Autumn Term		
Theme 1: Identity and culture		
Unit	Topics	Grammatical features
Unit 1: Me, my family and friends	Describing self and family Describing how family members get on Talking about future relationships	Reflexive verbs Direct object pronouns Future tense Use of adjectives
Unit 2: Technology in everyday life	Talking about the uses of social media Discussing the pros and cons of social media Discussing the uses, benefits and dangers of mobile technology	Building on speaking and writing skills High frequency language Present tense Subjunctive tense Common irregular verbs in the three main tenses

Unit 3: Free time activities	Describing free-time activities in the past Talking about leisure activities Discussing different cuisines and eating out Exploring world food and eating habits Talking about the sports you love Discussing new sports and taking risks	Developing sentences with more structure Complex negatives The past (perfect) tense Higher level opinions Emphatic pronouns Demonstrative pronouns
Unit 4: Customs and traditions	Understanding how Christmas is celebrated in France Discussing what tradition means to you	Reflexive verbs in the past Perfect infinitive

Spring Term

Theme 2: Local, national, international and global areas of interest

Unit	Topic areas	Grammatical features
Unit 5: Home, town, neighbourhood and region	Describing your home Describing your ideal home Describing what a town is like and what there is to see/do Describing a region	Revising key topic words in listening and reading tasks. Building longer sentences Negative phrases Conditional tense with regular and irregular verbs Prepositions Revision of comparatives and negatives
Unit 6: Social issues	Describing charity work Understanding the importance of charities Comparing old and new health habits Describing health resolutions	Using verbal context with listening Using questions to form answers Imperfect tense Expressions of quantity Pluperfect tense
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense

Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks

such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE French course. Pupils will have discussions with their French teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

Skills

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE French course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts
- Speaking skills

Year 11

The AQA GCSE French specification is divided into three main subject areas, called themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing**. Each one of these has its own separate exam, in the form of an end-of-course paper.

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

Autumn Term

Theme 2: Local, national, international and global areas of interest

Unit	Topics	Grammatical features
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense
Unit 8: Travel and Tourism	Talking about holiday preferences Describing holidays in detail Talking about visiting French towns and cities	Paraphrasing Adding complexity to written and spoken language Reading for gist Sequencing words Using three time frames: past, present and future Using the imperfect tense
Theme 3: Current and future study and employment		
Unit	Topics	Grammatical features
Unit 9: My studies	Describing a day in school Describing school life in different countries	Revision of perfect tense Describing physical properties Emphatic pronouns Adverbs of time and place
Unit 10: Life at school and college	Talking about school rules and uniform Talking about your ideal school	Using visual and verbal context in reading Using more than one tense in the same sentence Revision of the conditional tense Time phrases

Spring Term

Theme 3: Current and future study and employment

Unit	Topic areas	Grammatical Structures
Unit 11: Education post 16	Talking about future options Discussing university and apprenticeships	Revision of si clauses Two verb structures Ignoring words that are not needed in the listening exam Listening & reading strategies Being aware of 'false friends' when translating into English
Unit 12: Jobs, career choices and ambitions.	Discussing how to get a job Talking about the advantages and disadvantages of certain jobs.	The passive voice in the present tense Using French idioms Developing confidence with the language when speaking & writing.

Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE French course. Pupils will have discussions with their French teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

Skills

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE French course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts
- Speaking skills

SMSC and British Values

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other French speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

Spanish

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Mi familia y yo	¿Dónde vives?	Los pasatiempos
<p>Greetings and introducing yourself</p> <p>Using the verb 'tener- to have' and learning numbers</p> <p>Personal information- birthdays, age, school life etc.</p> <p>Understanding key grammar concepts</p> <p>Talking about your family and pets</p> <p>Describing yourself and others</p> <p>Develop creative writing in Spanish</p>	<p>Describing where you live</p> <p>Talking about your home</p> <p>Describing your daily routine</p> <p>Writing a longer passage</p> <p>Adding in extra detail into sentences, using reflexive verbs</p> <p>Saying what your town is like</p> <p>Talking about the weather in your city</p> <p>Using two tenses together</p> <p>Including comparatives in your work</p>	<p>Talking about your school subjects, teachers</p> <p>Giving opinions and reasons why</p> <p>Discussing certain snacks that you like and why</p> <p>Saying what you like to do in your free time</p> <p>Talking about sports</p> <p>Telling the time</p> <p>Saying what you are going to do in the future</p> <p>Developing pronunciation</p> <p>Literacy and linguistic skills to prepare for Year 8</p>

Main skills developed in Year 7

- Establishing key sound-spelling links to help pronunciation of the new language
- Memory strategies to enable effective learning of the new language
- Understanding when and how to use a Spanish dictionary to develop independence in creative writing
- Understanding verbs endings to support their knowledge of the present tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Las vacaciones	Mi vida	¡A comer y A Salir!
Describing past holidays Using the preterite (past) tense Saying what you did on holiday Giving more details and expressing opinions on past events Conducting a presentation about your holiday Learning more about Spanish-speaking countries Saying where you would like to go in the future Using the conditional tense	Talking about activities Expressing opinions Describing friends using adjectives Understanding nationalities Talking about places in town Writing an extended text	Using the present and the near future together Talking about what films and TV you watch Making arrangements to go out with friends Adding expressions to your spoken Spanish Using comparatives Talking about mealtimes, using time expressions Shopping for food, using high numbers Eating at a Spanish restaurant Talking about a past meal, using the preterite tense Using the preterite tense with irregular verbs

Main skills developed in Year 8

- Understanding and forming the preterite past tense
- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Continuing to develop their knowledge of when and how to use a dictionary
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and prediction the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays

- Developing key structures to allow pupils to talk about any photos

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Ahora y el futuro	La salud	Los jóvenes hoy en día
Talking about things you like Talking about your lifestyle and your week Discussing different films Using the near future tense Birthday plans Reading skills using authentic texts Using three tenses together Saying what you have to do at work Discussing future career plans Describing your job Checking accuracy Coping with authentic texts	Talking about your eating habits and diet Thinking about what is an active lifestyle Talking about daily routine Discussing illnesses and medicines Using complex sentences Understanding Spanish idioms Reading poems in Spanish	Talking about children's rights Talking about fair trade Expressing points of view Discussing recycling and how your town or city has changed Using the imperfect tense Choosing the correct Spanish word Meeting and greeting people in formal contexts Using the superlative Discussing buying souvenirs in Spain What will you visit in Spain? Saying the right thing in different situations Reading more authentic and challenging texts

Main skills developed in Year 9

- Key exam techniques and use of authentic texts and dialogues to prepare for GCSE.
- Memory strategies to enable effective learning of the new language
- Acquiring key grammatical structures in preparation for GCSE Spanish.
- Understanding verbs endings to support their knowledge of the present, past and future tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the imperfect tense
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays and photo card tasks in line with 2018 GCSE specification
- Developing key structures to allow pupils to talk about any photo.

How parents can help to support their child's learning

- Encourage vocab learning at home by using look/say, cover, write, check technique.
- Encourage the use of 'memrize' to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see what their homework is in French.
- Using www.wordreference.com to check any unknown words with your son/daughter.

Music

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>Pitch and Rhythm</p> <p>Pupils will learn about the musical elements of pitch and rhythm. They will learn how to read pitch from the stave and how to interpret pitch when performing from musical notation. They will also learn about note durations and how these are notated. This unit will equip pupils with the knowledge required to start taking an active role in music making.</p>	<p>Timbre and Instrumentation</p> <p>Pupils will explore timbre and instrumentation through orchestral music, popular and rock, and world music. They will build an awareness of a wide range of musical instruments and vocal timbres, and how these can be combined to create different musical effects.</p>	<p>Harmony and Texture</p> <p>During this unit, pupils will learn about creating harmony through the use of chords, and the textures of monophony, unison, and homophony. Pupils will explore these musical concepts through listening, performance and composition.</p>

Main skills developed in Year 7

- Basic music reading – treble clef
- Basic performance skills – instrumental and vocal, solo and ensemble
- Basic composition skills - composing short melodies and rhythmic patterns, composing simple chord progressions
- Listening, analysis, and discussion of a range of music from different genres and historical periods
- The elements of music – pitch, rhythm, timbre, harmony and texture
- Secure understanding of related musical vocabulary

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<p>Harmony and Tonality</p> <p>Pupils will learn about major and minor tonality and degrees of the scale. Pupils will explore the use of harmony in Blues music, learning to play a 12 bar blues chord progression. They will also explore composing their own chord progressions.</p>	<p>Rhythms and Textures</p> <p>During this unit, pupils will build on prior learning about rhythm by exploring polyrhythms, cross rhythms, and syncopation. Pupils will learn about rhythmic textures in African and Brazilian music and work as part of an ensemble to perform some traditional African and Brazilian music.</p>	<p>Form and Structure</p> <p>Pupils will learn about different musical forms and structures in classical and popular music. They will further develop their composition skills by composing two pieces - one influenced by classical music structure and the other influenced by popular music structure.</p>

Main skills developed in Year 8

- Music reading – building on understanding formed in Year 7
- Building confidence in performance skills – instrumental, vocal, solo and ensemble
- Composing with attention to harmony and structure
- Listening critically and with insight to music from a range of genres and cultures
- Extension of specialist musical vocabulary

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Ostinato and Patterns</p> <p>Pupils will learn about ostinato, riffs, and hooks, and their role in making music memorable and popular. Pupils will listen to a wide range of music that makes use of these devices, from Classical to popular, and world examples taken from Bhangra and Gamelan music.</p>	<p>Musical Expression</p> <p>This unit will revisit and summarise some of the key learning from KS3, with a focus on the expressive potential of musical elements. Pupils will focus on musical expression in performance and composition.</p>	<p>Composing to a Brief</p> <p>Pupils will learn about music for film and television, and the requirement for many composers in the music industry to write music to a brief. Pupils will practice this skill by composing a piece of music for a specified film brief. This will be an opportunity for pupils to apply their learning about musical elements and devices from across the KS3 programme of study.</p>

Main skills developed in Year 9

- Understanding of melodic and rhythmic devices
- Performing with confidence and with attention to musical expression
- Composing with confidence and with attention to manipulating musical elements for musical expression and purpose
- Listening critically and with insight to music from a range of genres and cultures
- Writing about and discussing music with confidence and insight, with secure use of specialist musical vocabulary and giving justified opinions

How parents can help to support their child's learning

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor and encourage the completion of homework activities

We provide the following extra-curricular clubs

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club

- Keyboard Club
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply). Please contact Mrs Wilkinson if your child is interested in learning to play a musical instrument

GCSE Music

Year 10

AUTUMN	SPRING	SUMMER
<p>Getting up to Speed with Theory</p> <p>The first half term will be devoted to music theory. This will include:</p> <ul style="list-style-type: none"> ● Treble, Bass and Alto clef ● Keys and key signatures ● Degrees of the scale ● Chords ● Cadences ● Time signatures ● Simple and Compound time <p>AOS1: Musical Forms and Devices</p> <p>During the second half term, pupils will be introduced to Area of Study 1. This will include:</p> <ul style="list-style-type: none"> ● Musical forms and devices of the Baroque period ● Musical forms and devices of the Classical Period ● Musical forms and devices of the Romantic period ● An introduction to Set Work 1: Badinerie by J.S. Bach 	<p>AOS3: Film Music</p> <p>This term will be used to introduce pupils to AOS3. Pupils will:</p> <ul style="list-style-type: none"> ● Explore devices used in film music ● Look at extended answer techniques required for the listening and appraising exam, in relation to questions about specific pieces of film music ● Explore composing techniques commonly used in film music ● Begin work on their free composition 	<p>AOS2: Music for Ensemble</p> <p>Pupils will explore the elements of sonority and texture through the analysis of musical ensembles. This will include:</p> <ul style="list-style-type: none"> ● Chamber music ensembles ● Blues and Jazz ensembles ● Musical Theatre ensembles ● Popular music ensembles <p>Pupils will also use this term to complete their free composition.</p>

Throughout Year 10, pupils will work with their instrumental/singing teacher to improve their performance skills on their instrument/voice. Instrumental/singing teachers will be made aware of the performance criteria

for the Music GCSE and will guide pupils in preparing for these. Elements of performance will also be incorporated into classroom lessons. There will be informal performance assessments scheduled throughout the year, in order to check on progress in this area of the course, and provide timely feedback to pupils.

Skills

- Performance techniques on chosen instrument/voice
- Knowledge of music theory to support performance, composition, and musical analysis
- Composition techniques and knowledge of compositional devices and musical structure
- Exam technique in relation to extended answer questions and melodic and rhythmic dictation

Year 11

AUTUMN	SPRING	SUMMER
<p>AOS4: Popular Music</p> <p>In this unit, pupils will be introduced to popular music techniques and structures. This will include:</p> <ul style="list-style-type: none"> • Instrumental and vocal techniques used in popular music • Use of music technology such as sampling, sequencing, effects and editing techniques • Verse-chorus structure, strophic form, 32 bar song structure, through composition and 12 bar blues structure • Bhangra and fusion music <p>Work on Exam Board Set Composition</p> <p>During this term, the exam board will release the set briefs for composition. Pupils will be required to select one of these set briefs and will start work on composing music to meet the brief</p>	<p>Revision of AOS1 and AOS3</p> <p>Pupils will revisit and extend learning in relation to AOS1 and AOS3. This will include regular setting of exam-style questions linked to these units, in preparation for the listening and appraising exam.</p> <p>Work on their set composition will also continue</p> <p>Any pupils who have not yet recorded their performance assessments will be required to do so before the end of this term.</p>	<p>Revision of AOS2 and AOS4</p> <p>Pupils will revisit and extend learning in relation to AOS2 and AOS4. This will include regular setting of exam-style questions linked to these units, in preparation for the listening and appraising exam.</p> <p>Pupils will complete and submit their set composition.</p> <p>Lessons towards the end of this term will focus on exam technique, in preparation for the listening and appraising exam.</p>

<p>Throughout Year 11, pupils will continue to work with their instrumental/singing teacher to improve their performance skills on their instrument/voice and prepare for their performance assessment. Performance assessment pieces can be recorded at any time during the Autumn and Spring terms. Pupils must prepare one solo performance of between 2 and 4 minutes in length, and one ensemble performance where they play the supporting/accompanying part, of between 2 and 4 minutes in length. The expected standard of performance is Grade 3 or higher.</p>		

Skills

- Performance techniques on chosen instrument/voice
- Knowledge of music theory to support performance, composition, and musical analysis
- Composition techniques and knowledge of compositional devices and musical structure
- Ability to compose to a set brief
- Exam technique in all areas of study

SMSC and British Values

In music, we support pupils to:

- Develop their self-knowledge, self-esteem, and self-confidence
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures, through the exploration of music from around the world
- Develop respect for other people

Physical Education

Units taught in Year 7

Over the school year we will cover the following sports, dependent on gender. Each term, we will focus on improving the necessary skills needed to perform well and progress in that type of sport, along with general fitness and stamina training, and healthy living awareness.

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Basketball, Fitness, Table Tennis		Boys: Cricket, Athletics, Softball
Girls: Netball, Football, Rugby, Hockey, Fitness, Dance, Table Tennis		Girls: Rounders, Athletics

Main skills developed in Year 7

- Basic motor skills
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to improve fitness levels

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Basketball, Fitness, Table Tennis		Boys: Cricket, Athletics, Softball
Girls: Netball, Football, Rugby, Hockey, Fitness, Dance, Table Tennis		Girls: Rounders, Athletics

Main skills developed in Year 8

- Advanced motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics

- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Basketball, Fitness, Table Tennis		Boys: Cricket, Athletics, Softball
Girls: Netball, Football, Rugby, Hockey, Fitness, Dance, Table Tennis		Girls: Rounders, Athletics

Main skills developed in Year 9

- General motor skills
- Analysing Performance (self & peers)
- Use of ICT in PE
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of different training methods

How parents can help to support their child's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

Personal, Social, Health & Economic Education (PSHE). Relationships and Sex Education (RSE).

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><u>Health and Wellbeing</u></p> <p>Puberty & body development</p>	<p><u>Rights, Responsibilities and British Values</u></p> <p>POLITICS, PARLIAMENT & ME</p>	<p><u>Relationships</u></p> <p>FRIENDS, RESPECT & RELATIONSHIPS</p>
<p><u>Staying Safe</u></p> <p>SAFETY</p> <p>ONLINE & OFFLINE</p>	<p><u>Life Beyond School</u></p> <p>MANAGING CHANGE</p>	<p><u>Diversity and Equality</u></p> <p>CELEBRATING DIFFERENCES UNIT</p>

Main skills developed in Year 7

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of Personal, Listening and Thinking Skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<p><u>Health and Wellbeing</u></p> <p>PHYSICAL HEALTH & MENTAL WELLBEING</p>	<p><u>Rights, Responsibilities and British Values</u></p> <p>LAW, CRIME & SOCIETY</p>	<p><u>Relationships</u></p> <p>IDENTITY, RELATIONSHIPS & SEX EDUCATION</p>
<p><u>Staying Safe</u></p> <p>DANGEROUS SOCIETY - ONLINE & OFFLINE</p>	<p><u>Life Beyond School</u></p> <p>PROUD TO BE ME</p>	<p><u>Diversity and Equality</u></p> <p>LGBTQA+ EXPLORED</p>

Main skills developed in Year 8

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><u>Health and Wellbeing</u></p> <p>BODY CONFIDENCE UNIT</p>	<p><u>Rights, Responsibilities and British Values</u></p> <p>COMBATting EXTREMISM & TERRORISM</p>	<p><u>Relationships</u></p> <p>SAFE SEX</p>
<p><u>Staying Safe</u></p> <p>LEGAL & ILLEGAL DRUGS</p>	<p><u>Life Beyond School</u></p> <p>ESSENTIAL LIFE SKILLS</p>	<p><u>Relationships</u></p> <p>SEX, THE LAW & CONSENT (RSE CONT)</p>

Main skills developed in Year 9

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

How parents can help to support their child's learning

- Encourage discussions about local and national issues with your child.

Religious Studies

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Unit 1 Faith in the local community		Unit 2 Religion and Festivals

Main skills developed in Year 7

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Judaism – Expressions of faith	Judaism – Beliefs and teachings about meaning and purpose	Judaism – Ethics and values
Christianity – Expressions of faith	Christianity – Beliefs and teachings about meaning and purpose	Christianity – Ethics and values

Main skills developed in Year 8

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Judaism – Beliefs and teachings	Christianity – Beliefs and teachings	Judaism – practices

Main skills developed in Year 9

- Describing key religious beliefs

- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills
- British Values

How parents can help to support their child's learning

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

Science

Units taught in Year 7

Autumn	Spring	Summer
<p>Introduction to Science</p> <p>Pupils will be introduced to the basics of carrying out scientific investigations including the use of common equipment and the scientific method</p>	<p>Systems</p> <p>Pupils will look at the different systems of the body and how organs work together to perform various processes such as digestion and gas exchange</p>	<p>Acids and Alkalis</p> <p>Pupils will look at how acids and alkalis can be identified using indicators and the pH scale. Pupils will then look at the reactions of acid with various types of substances</p>
<p>Cells</p> <p>Pupils will look at the structure of plant and animal cells, including specialised cells. They will also examine cells under the microscopes</p>	<p>Atoms, Elements & Compounds</p> <p>Pupils will look at atoms, elements and the compounds they form. Pupils will learn about the conservation of mass when elements join to form compounds</p>	<p>Forces and Motion</p> <p>Pupils will look at a variety of forces and their impact on motion. Pupils will study gravity and weight, speed and acceleration</p>
<p>Solids, Liquids and Gases</p> <p>Pupils will look at the arrangement of particles in solids, liquids and gases and use this knowledge to explain their resulting properties</p>	<p>Introduction to Electricity</p> <p>Pupils will be introduced to electrical circuits including common circuit symbols and how to create series and parallel circuits. Pupils will also investigate current and potential difference in these circuits</p>	<p>Relationships in Ecosystems</p> <p>Pupils will look at the delicate balance of ecosystems and the impact of food webs, competition and adaptation and predator-prey relationships</p>
<p>Introduction to Energy</p> <p>Pupils will be introduced to the various types of energy stores and transfers. Pupils will look specifically at the transfer of thermal energy and the energy transfers involved in generating electricity</p>	<p>Reproduction</p> <p>Pupils look at both the male and female reproductive systems. Pupils will also look at the menstrual system, fertilisation and pregnancy</p>	<p>Separating Mixtures</p> <p>Pupils will look at various ways of separating mixtures such as filtration, distillation and chromatography</p>

Main skills developed in Year 7

- How to correctly use scientific equipment to produce valid results from an investigation

- How to plan and carry out scientific investigations
- How to work safely in a science laboratory
- Recording and presenting results accurately and in a useful way (e.g. using graphs)
- Embed a basic understanding of key scientific knowledge
- Developing key vocabulary

Units taught in Year 8

Autumn	Spring	Summer
<p>The Human Body</p> <p>Pupils will look at the general functioning of the human body and the impact of diet, exercise and drugs on its functioning</p>	<p>Introduction to Chemical Reactions</p> <p>Pupils will be introduced to a range of types of reactions including combustion, decomposition, exothermic and endothermic reactions.</p>	<p>Genetics and Evolution</p> <p>Pupils study variation in humans brought about by inheritance and environmental factors. Pupils will look at how factors are inherited and the theory of evolution</p>
<p>The Periodic Table</p> <p>Pupils will study the modern periodic table and the patterns in its arrangement. Pupils will also look at how the periodic table has developed into the version we use today.</p>	<p>Photosynthesis and Respiration</p> <p>Pupils will look at the vital process of photosynthesis and respiration. This will entail investigating factors affecting the rate of photosynthesis and the differences between aerobic and anaerobic respiration</p>	<p>Seeing and Hearing</p> <p>Pupils will study different types of waves through the transfer of light and sound. This will include calculating wave speed and the behaviour of light.</p>
<p>Further Electricity</p> <p>Pupils will review and develop on the knowledge gained in Year 7. Pupils will look at static electricity, resistance and ohm's law.</p>	<p>Forces and Motion</p> <p>Pupils will review and build on knowledge gained in Year 7. Pupils will look at Newton's laws and calculating pressure</p>	<p>More Chemical Reactions</p> <p>Pupils will look at the reactions of various substances with oxygen, water and acid, constructing word equations to represent these reactions</p>
<p>Further Energy</p> <p>Pupils will review and build on knowledge gained in Year 7. Pupils will look at calculating energy transferred, calculating the costs of energy. Pupils will look at the interactions between gravitational potential energy stores and kinetic energy stores</p>	<p>Earth's Atmosphere</p> <p>Pupils will study Earth's current atmosphere and how this has developed since Earth's early atmosphere billions of years ago. Pupils will go on to look at how Earth's atmosphere is currently changing, including the causes and impacts of these changes</p>	<p>Magnetism</p> <p>Pupils will look at magnetic fields, electromagnets and the motor effect</p>

Main skills developed in Year 8

- How to correctly use scientific equipment to produce valid results from an investigation
- How to plan and carry out scientific investigations

- How to work safely in a science laboratory
- Recording and presenting results accurately and in a useful way (e.g. using graphs)
- Embed a basic understanding of key scientific knowledge
- Developing key vocabulary

Units taught in Year 9

Autumn	Spring	Summer
<p>Cell Biology</p> <p>Pupils will look in depth at prokaryotic and eukaryotic cells. Pupils will then move on to look at stem cells, cell specialisation and cell differentiation. Pupils will conclude this topic studying microscopy.</p>	<p>Forces and Motion</p> <p>Pupils will look at how resultant forces affect the motion of an object. They will study in detail how to investigate the elasticity of a spring, performing a range of calculations based on their results.</p> <p>Pupils will continue to calculate speed and acceleration and learn to interpret distance-time graphs and velocity-time graphs</p>	<p>Circuits and Energy</p> <p>Pupils will look more in depth at circuits and how current and potential difference changes in series and parallel circuits. Pupils will then continue to look at energy stores and transfers and calculate specific heat capacity.</p>
<p>Elements, Compounds and Mixtures</p> <p>Pupils will look at particle arrangements in solids, liquids and gases as well as how these change during changes of state. Pupils will then look at elements, compounds and mixtures and how these can be separated. There is a particular focus on chromatography and how this can be used as an analysis technique</p>	<p>Atomic Structure</p> <p>Pupils look more in depth at the structure of atoms and how our knowledge of atomic structure has developed. Pupils will compare the structure of different atoms and isotopes. Pupils will go on to look at how atomic structure is used to organise the periodic table and explain trends in specific groups of the periodic table.</p>	<p>Earth's Atmosphere</p> <p>Pupils will study in depth Earth's current atmosphere. Pupils will describe how Earth's atmosphere has evolved since its early atmosphere billions of years ago and explain the reasons for this. Pupils will continue to look at how Earth's atmosphere is now changing, the causes and impacts of this. Pupils will explain the role of greenhouse gases in climate change</p>
<p>Organisation</p> <p>Pupils will look at the basic organisation of the human body by studying the heart and cardiac cycle, blood vessels and the lungs. Pupils will also look at the impact of various health issues such as coronary heart disease and cancer</p>	<p>Ecology</p> <p>Pupils will look at communities and the biotic and abiotic factors which affect them. Pupils will study adaptations of animals and plants, especially those living in extreme environments. Pupils will study how the distribution of organisms can be studied through sampling techniques before moving onto the carbon cycle and biodiversity</p>	<p>Using Resources</p> <p>Pupils will study how we rely on Earth's natural resources and the impacts this will have. Pupil will focus on the extraction of metals from metal ores and the production of potable water. Throughout this topic, pupils will consider how Earth's resources can be used sustainably.</p>

Main skills developed in Year 9

- Develop scientific thinking to understand and analyse scientific ideas
- Develop experimental skills and strategies to test a range of scientific ideas
- Analyse and evaluate scientific methods and knowledge
- Use scientific language with accuracy and precision
- Utilise a range of mathematical skills relevant to science
- Apply scientific knowledge to novel examples

How parents can help to support their child's learning

- Discuss science related topics in the news
- Encourage pupils to look back at learning from previous topics and years (retrieval practice)
- Encourage pupils to fully engage with their regular homework activities
- Encourage pupils to use revision guides or online revision tools to support learning and revision

GCSE Combined Science

Year 10

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
<p>Organisation</p> <p>Pupils will study different food tests and the role of enzymes in digestion of various food groups. Pupils will study in detail investigations into osmosis and active transport</p>	<p>Bioenergetics</p> <p>Pupils will look at plant tissues and organs and the process of photosynthesis. Pupils will investigate the effect of light intensity on the rate of photosynthesis and explain the role of limiting reactants.</p> <p>Pupils will go on to look at aerobic and anaerobic respiration and their response to exercise</p>	<p>Chemical Changes</p> <p>Pupils will look at the reactivity series of metals and explain how this links to displacement in a chemical reaction.</p> <p>Pupils will then go onto to look at identifying and defining acids and their reactions with metals, bases and alkali to produce soluble salts..</p> <p>Pupils will then look at how electrolysis can be used to separate ionic compounds such as salts</p>
<p>Structure and Bonding</p> <p>Pupils will build on their knowledge of atomic structure to describe how elements bond together and the structures they form. This will focus on ionic, covalent and metallic structures and explaining their respective properties</p>	<p>Circuits</p> <p>Pupils will look more in depth at resistance. They will investigate the resistance of a wire and study how resistance varies across a range of components such as LDR's and thermistors.</p> <p>Pupils will go on to look at alternating and direct current and how to wire a plug.</p>	<p>Inheritance</p> <p>Pupils will look at sexual and asexual reproduction and describe the structure of genetic material. Pupils will describe the cell cycle and cell division through mitosis and meiosis. Pupils will then go on to study how sex and particular disorders can be inherited</p>
<p>Waves</p> <p>Pupils will study the properties of transverse and longitudinal waves. Pupils will look at the electromagnetic spectrum, properties of the different parts of the spectrum and link this to their uses and potential dangers</p>	<p>Energy Changes</p> <p>Pupils look at the energy changes that take place in exothermic and endothermic reactions. Pupils will represent these reactions as energy profiles and predict if a reaction is exothermic or endothermic from these as well as bond energy calculations.</p> <p>Pupils will go onto to look at</p>	<p>Forces and Motion</p> <p>Pupils will look at a range of calculations involving acceleration, including calculating this from velocity time graphs.</p> <p>Pupils will go on to explain the interactions of forces when an object reaches terminal velocity</p>

	explaining dynamic equilibrium and Le Chateliers principle	
<p>Particle Model</p> <p>Pupils will look in depth at density. and how density can be investigated for regular and irregular shape.</p> <p>Pupils will also look at latent heat theory</p>	<p>Infection and Response</p> <p>Pupils will look at communicable diseases and the bodies defences against these. Pupils will study how vaccinations can provide immunity to particular pathogens and the role of antibiotics. Pupils will explain the evolution of antibiotic resistance and the key stage in the development of new drugs</p>	<p>Organic Chemistry</p> <p>Pupils will look at organic molecules in crude oils. Pupils will define hydrocarbons and alkanes and explain how fractional distillation can be used to separate these. Pupils will go on to look at the use of different fractions and how cracking can be used to increase supply</p>
<p>Rates of Reaction</p> <p>Pupils will study how the rate of reaction can be investigated using different methods. Pupils will use results to calculate the average rate of reaction and explain why the rate of reaction changes over time.</p> <p>Pupils will also investigate factors which increase the rate of reaction and explain this using knowledge of collisions theory</p>	<p>Nuclear Physics</p> <p>Pupils will look at the development of the model of the atom, focusing on the work of Ernest Rutherford. Pupils will then study the types of radioactive decay and their respective properties.</p> <p>Pupils will look at background radiation and calculate half life.</p>	

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as stem cell research and use of nuclear energy.

Year 11

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
<p>Inheritance</p> <p>Pupils will continue from their work in year 10 to look at selective breeding and genetic engineering.</p> <p>Pupils will then move on to look at</p>	<p>Pupils will undertake revision of key content in preparation for their final examinations</p>	<p>Examinations begin</p>

<p>evolution of species and how fossil evidence supports this before studying reasons for extinction</p>		
<p>Quantitative Chemistry</p> <p>Pupils will look at a range of calculations used in chemistry. They will study how to calculate mass in moles and use this to calculate reacting masses and limiting reactants.</p>		
<p>Magnetism</p> <p>Pupils will look at magnetic fields and electromagnets. Pupils will then go onto study both the right hand and left hand rules and the motor effect.</p>		

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-10 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as stem cell research and use of nuclear energy.

SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

GCSE Biology

Year 10

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Organisation</p> <p>Pupils will study different food tests and the role of enzymes in digestion of various food groups. Pupils will study in detail investigations into osmosis and active transport</p>	<p>Bioenergetics</p> <p>Pupils will look at plant tissues and organs and the process of photosynthesis. Pupils will investigate the effect of light intensity on the rate of photosynthesis and explain the role of limiting reactants.</p> <p>Pupils will go on to look at aerobic and anaerobic respiration and their response to exercise</p>	<p>Inheritance</p> <p>Pupils will look at sexual and asexual reproduction and describe the structure of genetic material. Pupils will describe the cell cycle and cell division through mitosis and meiosis. Pupils will then go on to study how sex and particular disorders can be inherited</p>
	<p>Infection and Response</p> <p>Pupils will look at communicable diseases and the bodies defences against these. Pupils will study how vaccinations can provide immunity to particular pathogens and the role of antibiotics. Pupils will explain the evolution of antibiotic resistance and the key stage in the development of new drugs</p>	

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as stem cell research.

Year 11

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
<p>Inheritance</p> <p>Pupils will continue from their work in year 10 to look at selective breeding and genetic engineering.</p> <p>Pupils will then move on to look at evolution of species and how fossil evidence supports this before studying reasons for extinction</p>	<p>Pupils will undertake revision of key content in preparation for their final examinations</p>	<p>Examinations begin</p>

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as stem cell research

SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

GCSE Chemistry

Year 10

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>Structure and Bonding</p> <p>Pupils will build on their knowledge of atomic structure to describe how elements bond together and the structures they form. This will focus on ionic, covalent and metallic structures and explaining their respective properties</p>	<p>Energy Changes</p> <p>Pupils look at the energy changes that take place in exothermic and endothermic reactions. Pupils will represent these reactions as energy profiles and predict if a reaction is exothermic or endothermic from these as well as bond energy calculations.</p> <p>Pupils will go onto to look at explaining dynamic equilibrium and Le Chateliers principle</p>	<p>Organic Chemistry</p> <p>Pupils will look at organic molecules in crude oils. Pupils will define hydrocarbons and alkanes and explain how fractional distillation can be used to separate these. Pupils will go on to look at the use of different fractions and how cracking can be used to increase supply</p>
<p>Rates of Reaction</p> <p>Pupils will study how the rate of reaction can be investigated using different methods. Pupils will use results to calculate the average rate of reaction and explain why the rate of reaction changes over time. Pupils will also investigate factors which increase the rate of reaction and explain this using knowledge of collisions theory</p>	<p>Chemical Changes</p> <p>Pupils will look at the reactivity series of metals and explain how this links to displacement in a chemical reaction.</p> <p>Pupils will then go onto to look at identifying and defining acids and their reactions with metals, bases and alkali to produce soluble salts..</p> <p>Pupils will then look at how electrolysis can be used to separate ionic compounds such as salts</p>	

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on

the impact of science on the world evaluate a range of key scientific issues such as the use of nanotechnology.

Year 11

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Quantitative Chemistry Pupils will look at a range of calculations used in chemistry. They will study how to calculate mass in moles and use this to calculate reacting masses and limiting reactants.	Pupils will undertake revision of key content in preparation for their final examinations	Examinations begin

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-10 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as the use of nanotechnology.

SMSC and British Values

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics. The development of alternative fuels in terms of technology, cost, economics and community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

GCSE Physics

Year 10

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>Waves</p> <p>Pupils will study the properties of transverse and longitudinal waves.</p> <p>Pupils will look at the electromagnetic spectrum, properties of the different parts of the spectrum and link this to their uses and potential dangers</p>	<p>Circuits</p> <p>Pupils will look more in depth at resistance. They will investigate the resistance of a wire and study how resistance varies across a range of components such as LDR's and thermistors.</p> <p>Pupils will go on to look at alternating and direct current and how to wire a plug.</p>	<p>Forces and Motion</p> <p>Pupils will look at a range of calculations involving acceleration, including calculating this from velocity time graphs.</p> <p>Pupils will go on to explain the interactions of forces when an object reaches terminal velocity</p>
<p>Particle Model</p> <p>Pupils will look in depth at density. and how density can be investigated for regular and irregular shape.</p> <p>Pupils will also look at latent heat theory</p>	<p>Nuclear Physics</p> <p>Pupils will look at the development of the model of the atom, focusing on the work of Ernest Rutherford.</p> <p>Pupils will then study the types of radioactive decay and their respective properties.</p> <p>Pupils will look at background radiation and calculate half life.</p>	

Skills

- Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as the use of nuclear energy

Year 11

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
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<p style="text-align: center;">Magnetism</p> <p>Pupils will look at magnetic fields and electromagnets. Pupils will then go onto study both the right hand and left hand rules and the motor effect.</p>	<p style="text-align: center;">Pupils will undertake revision of key content in preparation for their final examinations</p>	<p style="text-align: center;">Examinations begin</p>
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Skills

- Pupils will continue to build on the key knowledge gained through Years 7-10 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as the use of nuclear energy

SMSC and British Values

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices, which are more efficient. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.

GCSE Sociology

Year 10

Autumn	Spring	Summer
<p>Pupils will learn - Sociological Concepts</p> <p>Debates within sociology including conflict versus consensus</p> <p>How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world</p> <p>the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline</p> <p>Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts)</p> <p>The interrelationship between the core areas of sociology</p> <p>How to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, crime and deviance, social stratification.</p> <p>key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</p>	<p>Pupils will learn- The Sociology of Families</p> <p>Differing views of the functions of families</p> <p>Parsons functionalist perspectives on primary socialisation and the stabilisation of adult personalities.</p> <p>How family forms differ in the UK and within a global context.</p> <p>The work of Rapoport on family diversity.</p> <p>Different views of conjugal role relationships.</p> <p>The feminist perspective of Oakley on the idea of the conventional family.</p> <p>Changing relationships within families.</p> <p>How relationships within families have changed over time.</p> <p>The theory of the symmetrical family and the principles of stratified diffusion developed from the functionalist perspective of Wilmott and Young.</p> <p>Different criticism of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).</p> <p>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard feminist critique of families.</p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p>	<p>Pupils will learn - The Sociology of Education</p> <p>Different views of the role and functions of education.</p> <p>The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.</p> <p>Different views of the correspondence principles on the relationship between education and capitalism were developed from a Marxist perspective of Bowles and Gintis.</p> <p>Factors affecting educational achievement.</p> <p>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p>Processes within schools affecting educational achievement.</p> <p>The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p>

Year 11

Autumn	Spring	Summer
<p>Pupils will learn - The Sociology of Crime</p> <p>The social construction of concepts of crime and deviance and explanations of crime and deviance.</p> <p>The work of Merton on the cause of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>Formal and informal control methods of social control.</p> <p>The work of Hiedensohn on female conformity in male dominated patriarchal societies.</p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and</p>	<p>Pupils will learn - Social Stratification</p> <p>Different views of the functionalist theory of social stratification.</p> <p>The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>Different views of socio economic class.</p> <p>The work of Marx and Weber on socio - economic class.</p> <p>Different views on factors affecting life chances.</p> <p>The work of Devine revisiting the idea of the affluent worker.</p> <p>Different interpretations of poverty as a social</p>	<p>Revision</p>

<p>deviant behaviour have generated public debate. The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. The usefulness of the main sources of data on crime, the collection of data on crime, the collection of official data on crime, patterns and trends in crime figures and the "dark figure".</p>	<p>class. The work of Townsend on relative deprivation and Murray on the underclass. Different forms of power and authority. The work of Weber on power and authority.</p>	
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SMSC and British Values

Sociology provides a platform for students to develop and understanding and invaluable insight into the development of contemporary spiritual, moral, social and culture issues. Throughout the course students will acquire a sense of how society treats its members and be able to assess how SMSC has developed within society.

Sociology promotes students Spiritual Development and understanding by:

- Helping students develop a sense of self knowledge including an awareness and understanding of their own beliefs, values, norms and identity.
- Developing empathy with others and an understanding that humans deal with different situations differently. They will be able to identify their unique potential and explore other people's unique identities.
- Encouraging students to understand their own strengths and areas of improvement through WWW and EBI, students will also be expected to reflect on their own work through self-evaluation and target setting.
- Giving students the opportunity to choose topics that they find interesting and express their own views on the different sociological views we study.
- Respect for other beliefs, emotions and identities will be crucial to success within Sociology.
- Enabling students to explore their own thoughts, ideas and opinions about the topics we cover. Whilst enabling students to relate their ideas with a wider societal context and within society.
- Expecting that Students will develop holistically within the subject and to create synoptic links throughout the topics studied.
- Inspiring students through resources, up to date studies, a variety of teaching styles and opportunity for extra-curricular and cross-curricular activities to take place. Giving students the opportunity to ask life's fundamental questions for example Why do I like certain things? What is right and wrong? What creates our norms and values?

Sociology promotes students' Moral Development and understanding by:

- Developing decision making skills and encouraging students to think about consequences to certain actions. Promoting students' understanding of basic moral principles, norms and values.
- Challenging discrimination on the basis of race, religion, gender, age, sexual orientation, disability and class. Encouraging respect for others and their views.
- Ensuring that students take responsibility for their actions.
- Challenge student assumptions, stereotypes and prejudices.
- Considering the morals and ethical impact of sociological research on the wider community.

Sociology promotes students' Social Development and understanding by:

- Encouraging students to relate positively to one another and work effectively within teams, discussions, class presentations, sharing good practice and problem solving tasks. These tasks develop interpersonal skills and encourage students to work collaboratively. Following the expectations and routines set out within the Malet Lambert behaviour system, teacher's will have high expectations of students to do their best and in return the staff will also ensure that nothing more could be done to aid success within the classroom.
- Creating students to take responsibility for their own learning through extended learning projects, independent task booklets and extended reading tasks.
- Creating a sense of community both within the classroom as a whole with common inclusive values so that everyone is equal no matter what their ethnicity, gender, ability, sexual orientation and religion is. Creating a classroom climate that stimulates excitement and engagement. Celebrating success of good work through written and oral feedback, effort celebration and making progress displays, and the use of examples within lessons.
- Organising extra-curricular activities which support learning
- Discussing the skills and personal qualities needed to be a positive citizen.
- Raising student aspirations within the subject.

Sociology promotes students' Cultural Development and understanding by:

- Discussing different cultural traditions and how definitions of concepts such as Gender are different within different cultures.
- Enabling students to acquire knowledge and insight into the values, influences, norms, beliefs and expectations of their own culture alongside other cultures.
- Giving students an opportunity to appreciate the diversity and richness of other cultures.
- Discuss the value of being a global citizen and explore contemporary argues about globalisation and a global culture.