

KS4 Curriculum Overviews

1. Art
2. Business Studies
3. Computer Science
4. Creative iMedia
5. Dance
6. Design Technology
7. Drama
8. English Language and Literature
9. Film Studies
10. Food Technology
11. Geography
12. Graphic Communication
13. History
14. Health and Social Care
15. Languages: French
16. Languages: German
17. Languages: Spanish
18. Maths
19. Media Studies
20. Music
21. PE: Core
22. PE: GCSE
23. PE: Outdoor Education
24. PE: Cambridge National Sports Studies
25. Religious Studies
26. Science: Year 9
27. Science: Year 10
28. Science: Year 11
29. Sociology
30. Textiles

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Induction Project Skills introduced: - Observational drawing - Using tone to show form Skills developed: - Drawing accurately - Researching artists - Copying artwork	Ceramic Tile Skills introduced: - Producing responses - Presenting work - Collagraph printing Skills developed: - Chalk and charcoal - Design work - Ceramic sculpture	Art Nouveau Skills introduced: - Detailed cutting - Photography - Laser cutting Skills developed: - Composition and layout	Art Nouveau Continued	Architecture Skills introduced: - One-point perspective - Two-point perspective - Mixed media techniques - Lino printing Skills developed: - Photography - Perspective drawing	Architecture Continued Skills introduced: - Technical painting - Colour mixing - Using acrylic paint Skills developed: - Colour theory
Year 10	Portraiture Skills introduced: - Dry point etching - Photoshop Skills developed: - Watercolour painting - Oil pastel - Crosshatching - Collage	Portraiture Continued Skills introduced: - Technical painting - Colour mixing - Using acrylic paint Skills developed: - Colour theory	Futurism Skills introduced: - Repetition - Digital work Skills developed: - Digital manipulation	Futurism Continued	Start of Coursework Pupils will choose either the Portraiture or Futurism project and develop it further using their own references and photography. This project will be submitted as one of the 2 coursework projects in February 2025.	Coursework Continued Special focus on GCSE assessment objectives
Year 11	Mock Exam Skills introduced: - Working independently - Teacher-guided work Skills developed: - In-line with AOs	Mock Exam Continued Mock exam project continued leading up to final piece production in official 10-hour time limit	Coursework Continued Completing and enhancing coursework ready for submission in February	Exam Preparation		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Business Activity - The role of business enterprise and entrepreneurship - Business planning - Business ownership - The features of different types of business ownership, concept of limited liability.	Business activity - Business aims and objectives - How and why objectives might change as businesses evolve - Stakeholders in business roles and objectives - Business growth organic and external	Marketing - The role of marketing importance to a business of identifying and understanding its customers - Market research primary and secondary. The use and interpretation of qualitative and quantitative data	Marketing - Market segmentation age, gender, income, location and lifestyle - The marketing mix the four "Ps" – product, pricing, promotion and place	People - The role of human resources identifying and meeting the human resource needs of a business - Organisational structures and different ways of working full time / part time / flexible - Communication in business letters, email, text, phone – influence of digital communication	People - Recruitment and selection Why businesses recruit. Use of different methods. Methods of selection - Motivation and retention pay, bonuses, profit sharing, fringe benefits. - Training and development why businesses train their workers – staff development - Employment law – impact of current legislation on recruitment and employment
Year 10	Revision of Paper 1 topics - Business Activity - Marketing - People Paper 1 practice assessment Begin Operations - Production processes different production processes and their impact on businesses - Quality of goods and services concept of quality and methods of ensuring quality	Operations - The sales process and customer service methods of selling, the influence of e-commerce on business activity - Consumer Law reputation of the business, safety and satisfactory quality of goods. - Business location factors influencing business location – costs, proximity to market, labour and materials	Finance - The role of the finance function - Sources of finance reasons business need finance. Ways of raising finance - Revenue, costs, profit, and loss concept of revenue, costs and profit and loss in business and their importance in business decision-making	Finance - Break-even total costs = total revenue - Cash and cash flow difference between cash and profit – completion of cash flow forecasts	Finance - Ratio analysis – ARR, GPM, NPM - Interpretation of ratio analysis	Assessment paper 2/ Revision Students will have access to revision booklets through TEAMS and past exams papers

		Working with suppliers				
Year 11	Influences on business - Ethical and environmental considerations - The economic climate	Influences on business Globalisation the growth of multinational companies, influences on business location, international branding, how businesses compete internationally MOCK EXAM PAPER 1	The interdependent nature Students will use content from year 9 / 10 and 11 to make connections between different elements of the subject.	Revision MOCK EXAM PAPER 2	Exams J204 OCR GCSE Business 2 papers – 80 marks each – 1.5hrs each paper. Business 1: business activity, marketing and people Business 2: Operations, finance and influences on business	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students start the course by learning programming fundamentals including the use of variables, constants, operators, inputs, outputs and assignment Students will also learn how to design, create and refine algorithms	Half the allocated lessons are dedicated to learn about the architecture of the CPU, Von Neumann architecture and embedded systems The other half of lessons are dedicated to continuing with more advanced programming fundamentals to build upon the skills previously learned	Half the allocated lessons are dedicated to learn about primary and secondary storage The other half of lessons are allocated to the continued development of programming skills	Half the allocated lessons are dedicated to learning about Data Storage, including binary, hex, shifts and character representation The other half of lessons are allocated to the continued development of programming skills	Students continue to develop their programming skills by applying them to practical programming tasks	Students learn how data is stored in images and sounds as well as lossless and lossy compression
Year 10	Students begin Year 10 with the Network and Topologies unit, learning the different types of networks and their performance factors They then move on to Computational thinking, learning about abstraction and decomposition as well as Defensive design	Students learn about wired and wireless networks and the common protocols that are used with them Students also learn about additional programming techniques, taking a look into SQL and how it can be used to search for data	Students learn about the various threats to a computer network as well as identifying and preventing vulnerabilities They also learn about operating systems, utility software and searching and sorting algorithms	Students learn about Boolean logic and the classification of different programming languages They also learn about the common tools and facilities available in an Integrated Development Environment (IDE)	Half the allocated lessons are dedicated to learning about the ethical, legal, cultural and environmental impact of digital technology on wider society The other half of lessons are allocated to the continued development of programming skills	Students prepares for their summer mock exam by revisiting some of the topics covered over the last two years After the mocks, students undertake a programming project
Year 11	Students begin Year 11 by re-visiting the topic of Data Representation and continuing to develop their programming skills through practical programming activities	Students re-visit the topics of Networks and System Security and developing their programming skills	Students re-visit the topics of CPU architecture, Memory and Storage first studied in Year 9 Once again, programming lessons are scheduled throughout this half term	Students learn about the ethical, legal, cultural and environmental concerns associated with computer science Once again, programming lessons are scheduled throughout this half term		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students begin the course by learning about different Pre-Production documents that are used to plan projects They learn how to source assets from external sources and then develop their image editing skills using Adobe Photoshop	Using their newly acquired image editing skills, students undertake a project where they create Pre-Production documents, plan, design and create a product using Adobe Photoshop This project is assessed and used for the PR1 assessment point	Students begin learning how to create computer games using the GDevelop platform They learn how to create a platform game and a side-scrolling space shooter Students learn how to use sprites, variables, lives and how to export a game	Students undertake their second assessed project where they are asked to create a 2-player cooperative platform game This is assessed over a number of weeks and requires a degree of independent learning	Students learn about the design documentation associated with Games Design This involves understanding pre-client requirements, flow charts, games design document and testing	Students start their R099 – Digital Games coursework. (Brief is released on the 1st June) Students will complete Pre-Production documents and gather assets for the game they plan to build
Year 10	Students return to their coursework brief that was planned at the end of Year 9 They complete Task 1 – “Planning Your Digital Game” and hand in before October Half Term	Students completed Task 2 – “Creating your digital game” This involves the creation of both the game and game design document	Students complete the final part of their Digital Games coursework, Task 3 – “Test/checking and review your digital game” This involves extensive testing on different platforms and a written evaluation of the game	Students begin working on R094 – Visual Identity and Digital Graphics They learn how to create a visual identity for a client and re-visit some image editing skills in Adobe Photoshop to prepare them for the next coursework unit	Students complete two practise projects. Creating a visual identity for a Zoo and a Book cover task using Adobe Photoshop	Students start their R094 – Visual Identity and Digital Graphics coursework. (Brief is released on the 1st June) Students will complete Pre-Production documents and gather assets for the digital graphic they intend to create
Year 11	Students return to the R094 coursework brief that they started at the end of Year 10 Both Task 1 (Plan) and Task 2 (Create) are completed and handed in by October Half Term	Students begin learning the theory content for the summer exam unit R093 Content includes Industry job roles, research methods, camera angles/shots and media codes. (Section A)	Students move on to Section B of the theory content for R093 This includes creating and reviewing pre-production documents, workplans and storyboards	Students complete Section C of the theory content “Legal Issues and Distribution” Students also get a chance to work through several past papers to prepare for the summer exam		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Health and Safety in Dance This is a baseline test at the start of the course and provides technical feedback for students and key dance vocabulary for the written paper Learning about Physical Skills An informal written test to check theory understanding	How to Choreograph a Solo Dance Step-by-step support from the teacher based on one dance work from the anthology of 6 works. Work on Performance Qualities Assessment of the choreography and performance	Complete choreography working on misconceptions of both choreography and performance. Feedback given in order to work on these areas for final assessment using AQA criteria. Some dances put into the annual dance show.	Work on analysing first dance work from anthology Answering questions up to 6 marks (costume, lighting, set, props, etc) Dance trip to Move it – careers options within the arts Written paper Section A relevant to choreography and the hypothetical question using past knowledge from the solo choreography	Work on analysing second dance work from Anthology Answering questions up to 6 marks (costume, lighting, set, props, etc) Analysing physical, technical and expressive skills Both from a theoretical and practical point, which will link to Section A and B of the written paper	Begin Analysing a Third Dance Work This will go outside using a site sensitive performance environment and will include dance for camera and natural lighting-building upon skills
Year 10	Analyse work 4 but be able to write a 12-mark response to questions building up from a 6 mark	Begin to create a group dance based on a starting point of a visual stimulus.	Final rehearsals and refinement of choreography and performance for public viewing	Focus on Section B and how to answer 6 mark questions in relation to performance and choreography using the group choreography from the previous half term. Analyse work 5 Reinforcing how to write a 12-mark question using production features	Analyse work 6 from a theoretical perspective.	Learn both set phrases which will be assessed on return from the summer holidays (will include physical, technical and expressive skills)
Year 11	To perform both set phrases for assessment (10% of NEA) and to build on written skills to be able to complete a 12-mark	Complete choreography of the performance in a duo/trio dance (20% of the NEA) and begin research on the choreography (30% NEA)	Engage in 1:1 tutorials for choreography NEA and continue creating this piece of work.	Rehearsals and assessment for the performance in a duo/trio performance and choreography NEA assessment (50% in total). This will take place at the end of this half term.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students taught CAD package Solidworks – essential for completion of design work throughout the GCSE Project: Students create a Pewter Cast keyfob, working on sketching ideas and developments, learning the skills set of pewter casting and how to use ADOBE Illustrator with the Laser to create their moulds		Students work through a series of PowerPoints, worksheets and homework tasks to understand Unit3: General Materials – essential learning to help in producing project work and completing the written end exam Project: Tee Lights Students start to produce the Year 9 project to design and make a tee light. They are taught further skills in researching, designing, modelling and use their knowledge of SolidWorks to create the working drawings. They are taught how to manufacture their product		Students work through a series of PowerPoints, worksheets and homework tasks to understand Unit5: Specific Materials (Wood, Plastic) – essential learning to help in producing project work and completing the written end exam Project: Tee Lights	Students work through a series of PowerPoints, worksheets and homework tasks to understand Unit 1: New and emerging technologies– essential learning to complete the written end exam Project: Mock NEA
Year 10	Student work through a series of tasks to understand Unit 2 Project: Mock NEA Sketching design skills for evidence for Section C	Continue with Unit 2 Project: Mock NEA – Sketching design and developments skills for evidence for Section C and start Section D	Students work through a series of tasks to understand Unit 4 Project: Mock NEA Working on CAD SolidWorks for evidence for Section D	Continue with Unit 4 Project: Mock NEA Creating ADOBE illustrator drawings for Laser Section D and E	Revision of Units 1-5 prior to Year 10 mock exams Project: Mock NEA Creating final product and Evaluation – Section E and F	Students start their real NEA project Producing evidence for section A and B , also start Section C
Year 11	All lessons dedicated to the real NEA project Students produce evidence for Sections C and D Homework: additional tasks – 2-week question quiz on theory units	All lessons dedicated to the real NEA project Students produce evidence for Section D Homework: additional tasks – 2-week question quiz on theory units	All lessons dedicated to the real NEA project Students produce evidence for Section E Homework: additional tasks – 2-week question quiz on theory units	All lessons dedicated to the real NEA project Students produce evidence for Sections E and F Homework: additional tasks – 2-week question quiz on theory units	Revision lessons delivered to cover Units 1-5 through worksheets and past paper questions Homework: additional tasks – 2-week question quiz on theory units	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	WORKING ON SKILLS: Students will begin creating a mini-performance that will be in a set style. Students will need to work as a group to bring it to life. This will be partly scripted and devised.		MOCK DEVISED: component 2 Students will begin working on a more structured devised piece, as prep for component 2 (completed in Year 10). Students will learn how to create a devised piece. Stylistic conventions, characterization, atmospheres, and narrative elements will be explored. UNDERSTANDING DRAMA: component 1 - section a Students will explore key terminology, stage configurations, and key roles within the theatre. This is to be able to access component 1. SET TEXT: component 2 - section b Students will work on exploring their set text from AQA: Noughts & Crosses. They will work through the text as a performer, director and designer. Students will also work on exam style questions for component 1 of the exam.			
Year 10	DEVISED PERFORMANCE: component 2 Students will work on component 2: Devised drama. They will create a piece of Gothic Horror performance in groups (2-4). Students can take on the following roles: actor, or designer: sound, lighting, or costume. Students will accompany this with a logbook (initial ideas, development, and reflection). LIVE THEATRE: component 3 - section c Students will begin to explore the Live Theatre question for Component 1 (CHRISTMAS CAROL). They will explore a recorded play and write about how the actors were effective in a specific aspect (e.g., atmosphere, character, emotion, etc.).					
Year 11	SCRIPTED PERFORMANCE: component 3 Students will work on component 3: scripted drama. They will bring to life two extracts from the same play. They will take on one of the following roles: actor, or designer: sound, lighting, or costume. The groups can be between 1-4. Students will perform this to an examiner before Easter.			Component 1 revision: Students will revise sections a, b, and c of the written exam.		

	Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Developing knowledge of genre through the conventions of the gothic and the study of 'Woman in Black'. A greater focus on analysis of character, setting and theme . Introduction to and development of academic writing .	Further study of the world of Shakespeare and an introduction to the tragic tradition through Romeo and Juliet. Opportunities for development of analytical writing about Shakespeare.	An appreciation of non-fiction rhetoric is continued to be developed through a range of non-fiction extracts. Fighting Talk is a collection of demanding extracts which challenge students in their understanding of how writers create meaning .	'Face' by Benjamin Zephaniah skilfully develops student understanding and appreciation of Plot, characters and themes in a play form. Focus on close analysis of language, structure and form. Understanding of stagecraft, performance production	Words of War: Understanding of how the poetry of WW1 reflected a more journalistic purpose. Developing skills of analysis and evaluation students will develop academic, analytical responses to a comparison of 2 poems
Year 10	Consolidation and application of understanding of the gothic genre through Dickens' novel 'A Christmas Carol'. Developing appreciation of the importance of context. Developing confidence in academic writing and literature responses Language Paper 1: Explorations in creative reading and writing. A range of fiction texts used to ensure a confidence in how to respond confidently to section A and section B of language paper 1	A development in skills of oracy with the planning for and assessment of the Spoken Language endorsement Consolidation and application of understanding of modern drama through JB Priestley's play 'An Inspector Calls'	Language Paper 2: Writers' viewpoints and perspectives. A range of non-fiction used to ensure a confidence in how to respond confidently to section A and section B of language paper 2	A confidence in how to approach unfamiliar and unseen text, with a focus upon unseen poetry. Understanding and confidence in structure, language, ideas and tone	Examination technique: A range of techniques are explored in how to approach the language and literature examination papers, alongside explicit teaching of how to revise Power Poetry – focus on the theme of power in the study of a cluster from the AQA power and conflict anthology.
Year 11	Consolidation and application of understanding the world of Shakespeare through his play 'Macbeth'. Development of understanding of theme, character, symbol and tragedy. Developing a skilled approach in how to plan for the literature response. Language paper 1: Revision and focused practise of section A and section B	Power and Conflict Poetry: the sequence of learning has been built around many of the concepts and contexts raised through this collection of poetry. Poems will be taught through carefully chosen clusters to develop a confident and sophisticated analytical response	Language Paper 2 Revision and focused practise of section A and section B	Revision & Support A range of intervention sessions will be created to support the individual needs of groups of students – to include: mastery classes, focused question based sessions, ½ term intervention. Revision resources will support both printed and digital learning.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Introductory unit The Village SHYAMALAN 2004 Focus on - <i>Genre</i> <i>Film Industry</i> <i>Film Form</i> <i>Representation</i> <i>Narrative</i>	Introductory unit The Village SHYAMALAN 2004 Focus on - <i>Genre</i> <i>Film Industry</i> <i>Film Form</i> <i>Representation</i> <i>Narrative</i> TRAILER PRACTICAL	Component 1 Mainstream Hollywood Study Dracula BROWNING 1931 Lost Boys SCHUMACHER 1957 <i>Comparative Study</i> <i>Focus on Film and Film Technology</i>	Component 1 Mainstream Hollywood Study Dracula BROWNING 1931 Lost Boys SCHUMACHER 1957 <i>Comparative Study</i> <i>Focus on Film and Film Technology</i> CONTINUITY PRACTICAL	Component 1 Mainstream Hollywood Study Dracula BROWNING 1931 Lost Boys SCHUMACHER 1957 <i>Comparative Study</i> <i>Focus on film and Film Technology</i>	Component 2 Contemporary UK Film Blinded by the Light CHADHA 2019 <i>Focus on aesthetic qualities of film.</i> EDITING PRACTICAL
Year 10	Component 2 Contemporary UK Film Blinded by the Light CHADHA 2019 <i>Focus on aesthetic qualities of film</i>	Component 1 US Independent Film Whiplash CHAZELLE 2014 Focus on specialist writing including film criticism. INTRODUCING A CHARACTER PRACTICAL	Component 1 US Independent Film Whiplash CHAZELLE 2014 <i>Focus on specialist writing including film criticism</i>	Component 2 English Language film JoJo Rabbit WAITITI 2019 Or District 9 BLOMKAMP 2009 <i>Focus on Narrative</i>	Component 2 English Language film JoJo Rabbit WAITITI 2019 Or District 9 BLOMKAMP 2009 <i>Focus on Narrative</i> CAMERA SKILLS WORKSHOP	Component 2 Global Non-English Film Girlhood SCIAMMA 2014 <i>Focus on Representation</i>
Year 11	Component 2 Global Non-English Film Girlhood SCIAMMA 2014 <i>Focus on Representation</i> SOUND EDITING WORKSHOP	NEA	NEA	Revision Term	END OF COURSE	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Content taught through PowerPoint, notes, worksheets and practical activities • Health and safety • Food spoilage • Diet and good health		Content taught through PowerPoint, notes, worksheets and practical activities • Cereals Introduction to NEA1 understanding and completing project through written investigation and practical activity		Content taught through PowerPoint, notes, worksheets and practical activities • Dairy products • Sugar and oils Introduction to NEA2 through written investigation and practical activity	Content taught through PowerPoint, notes, worksheets and practical activities • Nutrition Introduction to NEA2 through written investigation and practical activity
Year 10	Content taught through PowerPoint, notes, worksheets and practical activities • Principles of nutrition • Technological developments • Science of Cooking • Culture and cuisines		Content taught through PowerPoint, notes, worksheets and practical activities • Science of cooking • Culture and cuisines Completing mock NEA1 project – learning how to produce, given feedback ready to use in real NEA1		Completing MOCK NEA2 project – learning how to produce, given feedback ready to use in real NEA2	
Year 11	NEA1 launched 1 st week in September – completing real NEA1 Homework: additional tasks – 2-week question quiz on theory units	Completing real NEA1 – Practical exam in Oct/Nov Homework: additional tasks – 2-week question quiz on theory units	Completing real NEA2 Homework: additional tasks – 2-week question quiz on theory units	Completing real NEA2 – Practical exam at end of Feb Homework: additional tasks – 2-week question quiz on theory units	Revision lessons to cover units covered during Years 9-11 through PowerPoint, revision worksheets and past paper questions	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Start GCSE Paper 1 Section B: Living World + DME Prep	Paper 1 Section B: Living World + DME Prep Paper 2 Section A: Urban Issues & Challenges	Paper 2 Section A: Urban Issues & Challenges	Paper 2 Section A: Urban Issues & Challenges	Y9 Exam GCSE Paper 3 Paper 2 Section A: Urban Issues & Challenges	Paper 1 Section C: UK Physical Landscapes & Rivers
Year 10	Paper 1 Section A: Natural Hazards	Paper 1 Section A: Natural Hazards	Paper 2 Section C: Resource Management	Paper 2 Section C: Resource Management	Paper 1 Section C: Coasts	Revision Y10 Exam Full Paper 1 (1.5 hours) Physical Fieldwork
Year 11	Paper 2 Section B: Changing Economic World	Revision Y11 Mock: Rivers and Coasts, Urban Issues and Challenges Unfamiliar fieldwork (1.5 hours)	Paper 2 Section B: Changing Economic World Revision Y11 Mock (2) Full Paper 2 (1.5 hours)	Revision Human Fieldwork	Paper 3: Pre-release Revision	Examinations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Chocolate Bar Project Part 1 Design a chocolate bar wrapper for children Skills Introduced: Font design, vector illustration using Adobe Illustrator, introduction of detailed recording of the creative process using PowerPoint Skills Developed: Drawing skills, colour theory, compositional skills		Chocolate Bar Project 2 To design a high-end chocolate bar packaging Skills Introduced Creative response to professional design, use of three-dimensional design templates, kerning and tracking fonts Skills Developed Expansion of knowledge of Adobe Illustrator, further exploration of font size, weight and type and colour		Developing a Brand To expand the best design from the chocolate project to create merchandise/ a brand identity / shop front Skills Introduced Logo design, branding Skills Developed 3D template knowledge broadened; Adobe Illustrator skills refined	
Year 10	Young Designers' Awards Produce two posters to promote the annual young designers' exhibition and awards. One using a studio portrait and one using an illustration made on Adobe Illustrator. Skills Introduced Studio lighting, Adobe Photoshop editing Skills Developed Logo design, understanding of composition, creative response to professional design, creation of design sketches. Creation of prep work on PowerPoint to record the creative journey		Branding Project To brand a coffee shop or burger restaurant, creating a logo, menu, packaging and signage Skills Introduced The amalgamation of two design ideas into one product Skills Developed Expansion of knowledge of Adobe Illustrator, further exploration of fonts, colour schemes and design styles. PowerPoints refined to meet OCR assessment objectives		This part of the year is used for the expansion of existing projects	
Year 11	Mock Exam Students select a title and find their own inspiration and decide on their own outcome Skills Introduced Project writing, selecting references for content and style Skills Developed Students select an appropriate outcome for a 10 hour. Students, create alternative design ideas (both drawn and digital), with carefully written annotations		Final Selected Projects Responding to written feedback, students refine their two best projects for submission. These will constitute 60% of the GCSE	Exam Preparation Period Students have received the exam paper and will use approximately 7 weeks to complete a PowerPoint that explores ideas through drawing and digital exploration. This will lead up to a final design idea that will be created in a 10-hour practical exam		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students begin their GCSE exploring Medicine Through Time . The start of course explores the cause of disease, the treatment, hospital care and prevention of disease during the medieval period. Before half term they will begin studying medicine during the renaissance.	Students will explore the renaissance period after the Reformation, studying important individuals like Vesalius and Harvey, discovering how humanism changed thinking about medicine. They will end the term looking at the 18 th and 19 th Century medicine.	Spring term 1 explore the significant roles individuals like Pasteur, Koch, Nightingale, Jenner, Lister and Snow had on changing medicine. This section leads them into looking at how modern medicine has changed.	Students will finish exploring modern medicine , looking at the discoveries of Watson and Crick on DNA and the importance of Fleming, Florey and Chain. Modern medicine finishes by exploring how science and technology have advanced and role the NHS and individual's life choices affect healthcare.	The final unit of medicine through time will be a depth study in the role WW1 played in advancing medicine. Students will learn about the how different battles and changing technology rapidly progressed things like plastic surgery and aseptic surgery.	The students will be exploring the first unit of Weimar and Nazi Germany . Students will look at how the Weimar came to be and the early challenges it faced up to 1923. They will finish the term exploring how the Weimar recovered and flourished up to 1929.
Year 10	Students will be exploring how Hitler rose to power in 1933. They will explore the early Nazi Party and how the impact of the Munich Putsch. The topic looks at the significance of how Hitler changed the Nazi Party between 1924 and 1929. They will learn how Hitler became Fuhrer by 1934.	Students will begin to look at the role of Nazi police state as well as opposition to Hitler's rule . Students will also explore the role of women and youth in Nazi Germany, whether Hitler was able to improve living standards, and persecution of minorities including the Jewish antisemitism.	Students start their third unit exploring the Superpower relations and the Cold War . The early unit explore how the Cold War began after the end of WW2, and the impact of events in eastern Europe, the disagreement over Berlin and the Hungarian uprising.	Section 2 of the Superpower relations topics explores the Cold War crisis between 1958 and 1970. Students will explore the events of Cuban Missile Crisis, the building of the Berlin Wall and relations in Czechoslovakia.	The final section of Superpower relations looks at how relations seemed to improve during the period of détente, how the Afghan war started the second Cold War and role Reagan played in slowly defeating Communism. This section looks at the Cold War came to an end and how the Berlin Wall came down.	The first section of Henry VIII and his ministers explores the topics of Henry as a young king and role Cardinal Wolsey played in his court. It explores the dynamics of the Tudor realm and the significance of Henry's desire for success in wars abroad.
Year 11	Section 2 of Henry VIII explores the role Thomas Cromwell had in Henry's government. This period explores Henry as tyrant ruler and Cromwell supporting his every need, yet ultimately still ending in his downfall.	Students will finish off exploring section 3 of Henry. This will explore the period of the Reformation and significance how the Church was reformed, why the monasteries were closed and Henry's greatest rebellion the Pilgrimage of Grace.	Students will begin their revision. Students will return to the Medicine through time unit of study – Paper 1, being provided with guided revision booklets to help recall the key details of their first study from year 9.	Students will continue revising in class. Students will be provided with revision materials to guide them Weimar and Nazi Germany – Paper 3. They will also begin to look at Superpower Relations and the Cold War.	Students will revise the paper 2 – Superpower Relations and the Cold War and Henry VIII and his ministers. Students will be given guided and targeted revision materials. There will also be masterclasses on how to answer each question on every paper.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Life Stages and Development - Key milestones of the life stage given by the board - Factors affecting growth and development	Impact of Life Events - Life events and their impact on individuals - Identifying individual needs based on life events	Sources of Support - Types of support - The roles of practitioners in meeting the needs of service user	Acting on marking and feedback in order to make amendments to coursework	Health and Social Impact - The importance of a healthy society - Public health campaigns - The benefits of campaigns	Health and Wellbeing - Factors to leading a healthy lifestyle - Barriers to leading a healthy lifestyle - Benefits to leading a healthy lifestyle.
Year 10	Plan and Create a Health Promotion Campaign - How to plan a health promotion campaign - Design the campaign	Deliver and Evaluate a Health Promotion Campaign - How to deliver a health promotion plan - How to evaluate your own performance	Deliver the Campaign	Review and make changes to NEA	The Rights of Service Users in Health and Social Care - Types of care settings - Rights of service users - Benefits of applying the rights	Person-Centred Values - How they are applied by service providers - Benefits of applying person-centred values - Effects on service users' health and wellbeing if values are not applied
Year 11	Effective Communication in Health and Social Care - Verbal - Non-verbal - active listening - Special methods - Effective communication	Protecting Service Users and Service Providers - Safeguarding - Infection prevention - Safety procedures and measures - Security measures and protecting individuals	Exam revision and preparation	Exam revision and preparation		

	Autumn	Spring	Summer
Year 9	Family, friends and relationships Tense focus: present Examples of grammar covered: etre and avoir adj agreement extending writing / speaking using connectives use 'on' add possessive adjectives and return to adj agreement intro reflexives	Technology in everyday life Tense focus: near future and infinitive constructions Examples of grammar covered: use of faire, frequency words je vais +INF as chunks with the key verbs from S2/3 to compare normally/tonight il faut+INF quantities	Free time and hobbies Tense focus: past tense – use of all 3 tenses Examples of grammar covered: Revisit 'regarder' in present tense Use the comparative Embed j'ai regardé, add je suis allé(e) au cinéma before it Asking questions Negation
Year 10	Home and local area Grammar covered: Habiter – 3 tenses On peut + INF – R Comparative / superlative - R Forming questions Impersonal verbs and weather# Si clauses Negation	Holidays Grammar covered: Present tense – R 2 nd person plural use – Nous / notre / nos etc Comparative – R Comparing events using present , past , future tense – R Expressions which use avoir in French Emphatic language	Health and lifestyles (mix themes) Grammar covered: Conditional En + pres participle Imperatives Imperfect tense Adverbs to improve sentences End of year exams and feedback to prep for Y11
Year 11	School, post-16 and future world of work Examples of grammar covered: Recognising DOPs Using present tense plural for general descriptions Impersonal verbs Adverbs Imperative Imperfect tense Conditional	World issues Grammar : Simple future == R On doit/ peut +INF Recognising the passive	

	Autumn	Spring	Summer
Year 10	Kapitel 1 : Zurück zur Schule – back to school Key Grammar: Cases: • Recognition of nominative and accusative cases Verbs • Present tense: regular, irregular, haben+sein • Modal verbs: müssen, dürfen, sollen • Perfect tense: haben – regular+irregular, sein • Imperfect tense: war, hatte, es gab Word order: • With subordinating conjunctions: weil, dass Other • articles + plural nouns Kapitel 3 Meine Welt, deine Welt – my world your world Key Grammar: Cases: • Possessive adjectives in the nominative, accusative and dative after 'mit' • Relative pronouns in the nominative • in + accusative Verbs • Practise using 3 time frames Word order • relative pronouns: der, die, das • subordinating conjunctions: da • time, manner place	Kapitel 3 Meine Welt, deine Welt assessment Kapitel 4 Bleib gesund – staying healthy Key Grammar: Cases: • 'in' + accusative or dative • es gibt + accusative with indefinite article/kein Verbs • revision of future tense • infinitive structures: um...zu, ohne...zu, statt...zu • infinitive structures: verbs – ich plane, ich versuche etc • infinitive structures: es ist wichtig etc • modal verbs in the imperfect • conditional: hätte, wäre, würde • Word order • Subordinating conjunction: 'wenn' Other • using 'sondern' to contradict 2 ideas • using 'seit' • 'beim' + noun • Asking questions	Kapitel 5: Meine Gegend – my area Key Grammar: Verbs • revisit present tense ending, especially 'meine Familie' + 3rd person • revisit modal verbs: muss / kann / darf / sollte / möchte / will • revisit future tense Cases • prepositions followed by the dative • prepositions followed by the accusative • Using dual-case prepositions followed by the dative Word order • Revise word order: TMP, with 'weil', with modal verbs • Using 'wo', 'was', 'wer' as relative pronouns Other • Revise word order: TMP, with 'weil', with modal verbs • Ask questions using 'wie' • Using plurals of nouns
Year 11 Proposed (for current Y10 24/25)	Holiday and Environment	Future Plans and World of Work Revision and Exam Prep	

	Autumn	Spring	Summer
Year 9	Free Time, going out Grammar covered: Present tense, all conjugations Adjectives Opinion verbs Simple future tense The preterite tense Direct object pronouns	Holidays, festivals Grammar covered: More opinion verbs Comparisons Si clauses ‘Acabar de’ + infinitive Use of ‘lo’ Using ‘se puede’ Possessive adjectives Present continuous ‘Ser’ and ‘Estar’	Family, friends, celebrities Grammar covered: Desde hace Personal a Reflexive verbs Para + infinitive Indirect object pronouns Revision of earlier grammar covered
Year 10	Free time, going out + Family, friends, celebrities Grammar covered: Adjectives Present tense, all conjugations expressions of frequency Near future tense Preterite tense Combining different tenses Si clauses Possessive adjectives Present continuous, <i>ser</i> and <i>estar</i> Combining different tenses Reflexive verbs Para + infinitive Object pronouns	Family, friends, celebrities + Food, habits, illnesses, healthy living School Grammar covered: Poder/querer + infinitive Podrías/deberías + infinitive Indirect object pronouns Revision of adjectives Revision of direct object pronouns Revisiting imperfect tense Reflexive verbs in the preterite Simple future tense Relative pronouns Lo que	School Local area Grammar covered: The conditional tense Negatives and forming questions Revising adjectives and adverbs. False friends Using the Perfect Tense Demonstrative adjectives, revisiting imperfect tense Revisiting direct object pronouns Revising comparisons. Using the present subjunctive with ‘cuando’

Year 11	Current and future study and employment + Local, national and international areas of interest Grammar covered: Revisiting use of different tenses. Using expressions followed by the infinitive Use of saber and conocer Some si+imperfect subjunctive set phrases. Using indirect object pronouns Different ways of talking about the future + present subjunctive Se debería	Local, national and international areas of interest + revision Grammar covered : Pluperfect (Higher only) Imperfect continuous (Higher only)	Revision
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students will study: Powers and roots Standard index numbers Multiples and primes Fractions (further work) Different types of data	Students will study: Collecting data Representing data Angles in parallel lines Bearings Plans and elevations	Students will study: Constructions and loci Scatter graphs Linear graphs	Students will study: Transformations Equations and inequalities Rearranging formulae	Students will study: Ratio and proportion Rounding and accuracy	Students will study: Compound measures There will also be time to review the work completed over the year and to return to key concepts, including lots of problem solving
Year 10	Students will study: Percentages Similarity Linear graphs Transformations recap	Students will study: Quadratics Direct proportion Inverse proportion	Students will study: Congruency Pythagoras Trigonometry Powers and roots	Students will study: Listing strategies Probability and sets Forming equations Solving equations Iterative methods (H)	Students will study: Calculating exact values Simultaneous equations	Students will study: Cumulative frequency Box plots Histograms There will also be time to review the work completed over the year and to return to key concepts, which will lead into the programme of study for Year 11
Year 11	Students will study: Decimals to fractions Linear sequences Quadratic sequences Vectors Further trigonometry Algebraic fractions	Students will study: Quadratic inequalities (H) Proof (H) Linear equalities (F) Functions and graphs There will also be time to review the work completed over the past 2 years and to return to key concepts	Students will study: Functions and graphs Volume Surface area There will also be time to review the work completed over the past 2 years and to return to key concepts	Students will study: Circle theorems (H) Revision (F) There will also be time to review the work completed over the past 2 years and to return to key concepts		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Dystopian Fantasy Introductory Unit Introducing Key Concepts: – Genre – Audience – Industry – Representation	Dystopian Fantasy Introductory Unit Initial Skills Building: Plan, film and edit a dystopian film trailer	The Lego Movie Set Text Advertising and Marketing: – Main Poster – Teaser Posters – Trailers – UK Advert Break	The Lego Movie Set Text Studying: – Film industry – Representation – Lego Movie Video Game	Practical Production Skills and Radio 1 Live lounge – Set Text Continuity Film Making: Working in small groups to film and edit a short film using rules of continuity film making	Radio 1 Live Lounge Set Text Studying: – Audience – Industry – Media Language
Year 10	The Avengers (1965) Set Text Studying: – Social Context – Historical Context – Political Context – Media Language – Audience <i>*Comparative Study</i>	Vigil (2021) Set Text Studying: – Social Context – Historical Context – Political Context – Media Language – Audience <i>*Comparative Study</i>	Practical Production Skills and Music Video Editing Working with pre-filmed clips, develop editing skills by producing a short music video to a given song	Mojo Set Text Studying: – Audience – Representation – Media language – Industry <i>*Comparative Study</i>	Mojo Set Text Studying: – Audience – Representation – Media language – Industry <i>*Comparative Study</i>	Practical Production Skills and Music Video Editing Revision lessons on previous units ready for Year 11
Year 11	The Observer Set Text Studying: – Social Context – Historical Context – Political Context – Media Language – Print Industry – Representation	The Observer Set Text and Mock Exams 1 <i>*Introduction to the NEA Project in December</i>	NEA Music Video Project All Lessons	NEA Music Video Project Mock Exams 2 Music Video Set Text Study Studying: – Audience – Representation – Media Language <i>*Comparative Study</i>	Revision Masterclasses GCSE Exams	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Introduction to musicology and listening skills Content derived from GCSE Areas of Study: <i>The Concerto through time, Rhythms of the World, Film Music, Conventions of Pop</i> . Students are introduced to range of key vocabulary and learn to identify these terms aurally for use in written responses which build in length and detail over time.		Development of musicological and listening skills Students continue to develop their responses to listening content drawn from AOS 2-5, with a focus on widening the depth of written responses and detail in aural recognition.		AOS2 The concerto through time: The Baroque concerto (solo concerto and concerto grosso), The Classical concerto, the Romantic concerto. Outcome: Listening assessment based on the above	
	Introduction to Composition Students are introduced to range of composition techniques through mini 'starting point' projects. Students choose one of these to develop into an individual composition in any style.		Performance focus AOS1: Solo Performance Focus on individual instrumental/vocal/sequencing skills. Students will decide on which performance pathway they would like to pursue and prepare a solo performance for formal assessment		AOS 1: Mock composition project: Students prepare a longer piece which focuses on intention, style, method, techniques for an instrument of their choice.	
Assessment Focus	Formative listening/summative composition tasks		Formative listening/summative performance tasks		Summative listening and composition assessments.	
Year 10	AOS3 - Rhythms of the World: African music, Middle Eastern music, Indian music, Central American music	Mock 'Brief' Composition Project. Writing to a given brief using appropriate stylistic and musical conventions.	AOS4 - Film music: Musical elements: melody, harmony, tonality etc related to dramatic action in film and computer gaming music. Outcome:	Performance focus AOS1: Ensemble Performance: Focus on individual instrumental/vocal/sequencing skills. Students will decide on which performance pathway they would like to pursue and prepare a solo performance for formal assessment.	AOS5 - Conventions of Pop: Rock of the '50's and '60's; Rock Anthems of the '70's and '80's; Pop Ballads of the '70's, '80's and '90's; Solo artists from 1990 - present.	Begin production of AOS1 integrated portfolio composition and solo performance.
Assessment Focus	Formative and summative assessments.	Summative feedback pf composition	Formative and summative assessments	Summative feedback on performance	Mock Listening Exam	Formative feedback in preparation for submission in Autumn 1 of Year 11.
Year 11	AOS's 2,3 4 and 5 - Revision: Combined AOS short question listening skills; Long answer listening skills. AOS 1 - Combined portfolio ensemble performance preparation. Final submission by half term.	AOS's 2,3 4 and 5 - Revision: Combined AOS short question listening skills; Long answer listening skills. AoS1 'Brief' composition and ensemble performance preparation Completed by Spring 1.	AOS's 2,3 4 and 5 - Revision: Combined AOS short question listening skills; Long answer listening skills and mock preparation. Y11 mock: AOS listening assessment.	AOS's 2,3 4 and 5 - Revision: Combined AOS short question listening skills; Long answer listening skills and mock preparation. NEA composition and performance improvement and catch-up. <u>Final submission by end of Spring 2.</u>	AOS's 2,3 4 and 5 - Revision: Combined AOS short question listening skills; Long answer listening skills and mock preparation.	
Assessment Focus	Formative and summative assessments.	Formative and summative assessments and feedback across all areas.	Formative and summative assessments and feedback across all areas.	Formative and summative assessments and feedback across all areas.	Formative and summative listening assessments and feedback.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students will use a range of tactics and strategies to overcome opponents in direct competition through team games e.g. football, netball and handball Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students take part in outdoor and adventurous activities, which present intellectual and physical challenges and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. badminton, basketball and table tennis. Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students take part in outdoor and adventurous activities, which present intellectual and physical challenges and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. dodgeball, hockey and rugby Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students can take part in competitive sports and activities outside school through community links or sports clubs, and complete health and fitness work to enhance the need for a healthy and active lifestyle	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. frisbee, touch rugby and handball Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students begin to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. cricket, rounders and tennis Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students begin to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. softball, crazy catch and rounders Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students can take part in competitive sports and activities outside school through community links or sports clubs, and complete health and fitness work to enhance the need for a healthy and active lifestyle. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs
Year 10	As above	As above	As above	As above	As above	As above
Year 11	As above	As above	As above	As above		

	Autumn	Spring	Summer
Year 9	Physical Training: Paper 1 The Human Body and Movement in Physical Activity and Sport - Health and fitness - The components of fitness - Linking sports and activities to the components of fitness - Reasons for and limitations of fitness testing - Measuring the components of fitness and demonstrating how data is collected.	Physical Training: Paper 1 The Human Body and Movement in Physical Activity and Sport - The principles of training and overload - Applications of the principles of training - Types of training - Calculating intensity - Considerations to prevent injury - High altitude training and seasonal aspects - Warming up and cooling down	Applied Anatomy and Physiology: Paper 1 The Human Body and Movement in Physical Activity and Sport - Bones and the functions of the skeleton - Structure of the skeletal system/functions of the skeleton - Muscles of the body - Structure of a synovial joint. - Types of joints that allow different movements - How joints differ in design - How the muscles and muscle groups work antagonistically
Year 10	Applied Anatomy and Physiology: Paper 1 The Human Body and Movement in Physical Activity and Sport - The pathway of air and gaseous exchange - Blood vessels - Structure of the heart and the cardiac cycle - Cardiac output and stroke volume - Mechanics of breathing - Interpretation of a spirometer trace - The short- and long-term effects of exercise	Movement Analysis: Paper 1 The Human Body and Movement in Physical Activity and Sport - First, second and third class levers - Mechanical advantage - Analysis of basic movements in sporting examples - Planes and axes	Sports Psychology: Paper 2 Socio-Cultural Influences and Wellbeing in Activity and Sport - Skill and ability, including classification of skill - Definitions and types of goals - Basic information processing - Examples of and evaluation of the types of feedback - Aggression and personality - Intrinsic and extrinsic motivation, including evaluation of their merits
Year 11	Sports Psychology: Paper 2 Socio-Cultural Influences and Wellbeing in Activity and Sport - Engagement patterns and the factors affecting them. - Commercialisation, sponsorship and the media. - Impacts of sponsorship and the media. - Positive and negative impacts of technology. - Conduct of performers and introduction to drugs. - Sporting examples of drug taking. - Spectator behaviour and hooliganism	Health, Fitness and Wellbeing: Paper 2 Socio-Cultural Influences and Wellbeing in Activity and Sport - The meaning of health and fitness - The consequences of a sedentary lifestyle. - Obesity and how it may affect - Somatotypes - Energy use - Reasons for having a balanced diet - The role of carbohydrates, fat, protein, vitamins, minerals	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	R187 - Provision for different types of outdoor and adventurous activities in the UK R187 - Participate in an outdoor and adventurous activity	R187 - Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities R187 - Participate in an outdoor and adventurous activity	R187 - Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities R187 - Participate in an outdoor and adventurous activity	R187 - Participate in an outdoor and adventurous activity R185 - Leading a sports activity session R187 - Plan for and be able to demonstrate knowledge and skills during an outdoor and adventurous activity	R187 - Participate in an outdoor and adventurous activity R187 - Plan for and be able to demonstrate knowledge and skills during an outdoor and adventurous activity	R185 - Leading a sports activity session R187 - Evaluate your own performance and understand the value of participating in an outdoor and adventurous activity
Year 10	R185 - Leading a sports activity session R185 - Key components of performance R185 - Applying practice methods to support improvement in a sporting activity	R185 - Leading a sports activity session R185 - Reviewing your own performance in planning and leading a sports activity session R185 - Applying practice methods to support improvement	R184 - Issues which affect participation in sport R184 - The role of sport in promoting values R187 - Participate in an outdoor and adventurous activity	R184 - The role of sport in promoting values R184 - The implications of hosting a major sporting event for a city or country R187 - Participate in an outdoor and adventurous activity	R184 - The implications of hosting a major sporting event for a city or country R184 - The role National Governing Bodies (NGBs) play in the development of their sport	R185 - Key components of performance R185 - Applying practice methods to support improvement in a sporting activity R187 - Participate in an outdoor and adventurous activity
Year 11	R184 - The use of technology in sport R187 - Participate in an outdoor and adventurous activity	R184 recapping content - Issues which affect participation in sport; the role of sport in promoting values; The implications of hosting a major sporting event for a city or country; The role National Governing Bodies (NGBs) play in the development of their sport; The use of technology in sport	R184 – Contemporary Issues in Sport external exam R185 – Sport Performance and Leadership submission	R185 - Leading a sports activity session.	R185 - Leading a sports activity session Exam Revision and Intervention	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	R186 – Sport and the Media. R185 – Practical Sports Performance. Performance of skills and techniques in two sports Use of tactics, strategies in practical activities	R186 – Sport and the Media. R185 – Practical Sports Performance. Decision-making during performance Managing and maintaining performance in individual activities	R186 – Sport and the Media. R185 – Practical Sports Performance Your role and contribution to team activities	R186 – Sport and the Media. R185 – Practical Sports Performance Strengths and weaknesses of sports performance	R186 – Sport and the Media. R185 – Practical Sports Performance Methods to improve performance – types of practice and progressive drills	R186 – Sport and the Media R185 – Practical Sports Performance Methods to improve performance – use of self-evaluation
Year 10	R186 – Sport and the Media. R185 – Leading a sports activity session	R186 – Sport and the Media R185 – Leading a sports activity session	R184 - Issues which affect participation in sport R184 - The role of sport in promoting values R185 – Leading a sports activity session	R184 - The role of sport in promoting values R184 - The implications of hosting a major sporting event for a city or country R185 – Leading a sports activity session	R184 - The implications of hosting a major sporting event for a city or country R184 - The role National Governing Bodies (NGBs) play in the development of their sport R185 – Leading a sports activity session	R184 - The use of technology in sport R185 – Leading a sports activity session
Year 11	R184 recapping content - Issues which affect participation in sport; the role of sport in promoting values	R184 recapping content - The implications of hosting a major sporting event for a city or country; the role National Governing Bodies (NGBs) play in the development of their sport; the use of technology in sport	R184 – Contemporary Issues in Sport external exam	Resubmission for any required for R184 and R186 First Aid Qualification Sport leadership opportunities	Resubmission for any required for R184 and R186 First Aid Qualification Sport leadership opportunities	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Religion Family and Relationships	Religion family and relationships	Islamic Practices	Islamic Practices	Christian Belief	Christian Belief
Year 10	Religion Peace and Conflict	Religion Peace and Conflict	Religion and Life Issues	Religion and Life Issues	Islamic Belief	Islamic Belief
Year 11	Christian Practices	Christian Practices	Religion Crime and Punishment	Religion Crime and Punishment	Revision	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 - Biology	B1 Cell Biology and Transport In this unit students will learn how structural differences between types of cells enables them to perform specific functions within the organism and how substances move around the human body and plants	B2 Stem Cells In this unit students will learn that if cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells	B3 Organisation in Humans In this unit students will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide	B4 Organisation in Plants In this unit students will learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis	B5 Communicable Diseases Students will learn about pathogens such as viruses and bacteria that cause infectious diseases in animals and plants. This unit will explore how we can avoid diseases as well as how the body uses barriers against pathogens	B6 Vaccination In this unit students will learn about the role of vaccination in preventing disease B7 Non-communicable diseases In this unit students will look at how lifestyle and genetics can cause disease
Year 9 - Chemistry	C1 Atomic Structure Students will learn that the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties	C2 The Periodic Table Students will learn that the historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as evidence emerges	C3 Chemical Bonding In this unit students will learn the different types of chemical bond and that chemists use theories of structure and bonding to explain the physical and chemical properties of materials	C12 Chemical Analysis In this unit students will learn that there are a range of qualitative tests to detect specific chemicals	C9 Crude Oil In this unit students will learn about carbon chemistry and the types of carbon compounds that exist and how chemists are able to take organic molecules and modify them in many ways to make new and useful materials	C13 The Atmosphere In this unit students will learn about how the atmosphere has changed over millions of years and the problems caused by increased levels of air pollutants
Year 9 - Physics	P1 Energy Stores In this unit students will learn about the different stores of energy and how they can be transferred and transformed as well as learn how to calculate the value of different energy stores	P2 Thermal Energy Changes In this unit students will learn how thermal energy is transferred via infrared radiation	P3 Energy Resources In this unit students will learn about renewable and non-renewable energy resources and their human and environmental impact	P6 Matter In this unit students will investigate the particle model and learn how and what changes in state occur	P7 Radioactivity In this unit students will learn about the development of the atom and the types of radiation given off by the nucleus including how we measure radioactivity and its dangers	P16 Space In this unit students will look at the formation of the universe and the evidence for the Big Bang theory

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 - Biology	B8 Photosynthesis In this unit students will explore how plants harness the Sun's energy in photosynthesis B9 Photosynthesis and Respiration and how living organisms use respiration to transfer energy	B10/B11 Homeostasis In this unit students will explore the structure and function of the nervous system and how it can bring about fast responses and the hormonal system which usually brings about much slower changes in plants and animals.	B12 In this unit students will explore the structure and function of the renal system and how it controls the balance of water in the human body	B16 Organisation of Habitats In this unit students will learn that an ecosystem is composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic.	B17 Material Cycles In this unit students will learn that materials including carbon and water are continually recycled by the living world	B18 Human Impact on the Environment In this unit students will learn that in order to continue to benefit from these services humans need to engage with the environment in a sustainable way.
Year 10 - Chemistry	C5 Making Salts In this unit students will investigate how different compounds in the salt family are made using ideas about reactivity	C6 Electrolysis In this unit students will investigate how to use electrolysis to separate ions	C7 Endo and Exothermic Reactions In this unit students will learn that reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic.	C4 Quantitative Chemistry In this unit students will learn how chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions.	C14 Using Resources Students will learn that industries use the Earth's natural resources to manufacture useful products	
Year 10 - Physics	P4 Current Electricity In this unit students will learn about the different types of circuits and the behaviour of common electrical components in terms of resistance	P5 Main Electricity In this unit students will look at how electricity is delivered around the country and how we can stay safe when using electricity	P8 Scalar and Vector and Newton's Laws of Motion In this unit students will learn the difference between scalar and vector quantities and Newton's three law of motion	P9 Motion In this unit students will learn how to analyse motion graphs to describe the motion of moving objects	P10 Resultant Forces In this unit students will learn about Newton's second law in more detail, focussing on how acceleration occurs and how to calculate it	P11 Pressure In this unit students will look at pressure on solid surfaces. They will also look at pressure in fluids and how this affects buoyancy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 - Biology	B13 Reproduction In this unit students will discover how sexual and asexual reproduction lead to variation or a lack of it in organisms	B14 Natural Selection In this unit students will learn that very rarely a new mutation can be beneficial and lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve.	B15 Evolution and Genetic Engineering In this unit students will learn how scientists have now discovered how to take genes from one species and introduce them in to the genome of another by a process called genetic engineering.	Revision	Revision	Revision
Year 10 - Chemistry	C8 Rates Of Reaction In this unit students will investigate the factors that affect the rate of a chemical reaction and this determines the yield of a reaction	C10 Organic Compounds In this unit students will learn about the more complex organic compounds	C11 Polymers In this unit students will learn about the chemistry of polymers; how they are made and how humans make use of them	Revision	Revision	Revision
Year 10 - Physics	P12 Waves In this unit students will look at the fundamental principle of waves and how they transfer energy	P13/P14 Electromagnetic Spectrum In this unit students will learn more about the e-m spectrum and how light behaves when it passes from one medium to another	P15 Electromagnetism In this unit students will learn about how we use electromagnetism in both the motor effect and the generator effect	Revision	Revision	Revision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	The Sociological Approach For example... What is Sociology and how does it differ from the natural Sciences or other Social Sciences? How is society is structured and what social processes make us fit into society?	The Sociological Theories For example... What is a Sociological Perspective/theory? Who are the Founding Fathers of the Academic Discipline of Sociology?	Research Methods For example... What do Sociologists do and how do they find evidence? What is the Sociological Process? How do we find people to research?	The Sociology of Families For example... What is the Family? Is there an ideal family type? How much Family diversity do we have in Britain globally? What are the alternatives to the Family?	The Sociology of Families For example... How have relationships and relationships in the family changed over time? Are conjugal relationships more equal now or do women still do more of the housework?	The Sociology of Families For example... How has the structure of the family changed? What are the patterns with fertility and size of families? -What are the patterns of marriage and divorce rates?
Year 10	The Sociology of Education For example... What is the purpose of our Education system? What do the Sociological perspectives say? How do they differ?	The Sociology of Education For example... What has been the impact of educational policies on education achievement? Which social class underachieves and is this due to factors at home?	The Sociology of Education For example... Which ethnic groups achieve and underachieve and why? Which gender achieves in education and why? Do we have gendered subject choice?	Crime and Deviance For example... Who decides what actions are seen as criminal or deviant? How does this differ in other countries? How does society try and control crime rate??	Crime and Deviance For example... Why do people commit crime and is it the way society is structured? What are the theoretical perspectives on why people commit crime?	Crime and Deviance For example... Who commits crime and what social class do they come from? Do different social classes commit different types of crime?
Year 11	Crime and Deviance For example... Should young offenders be treated more leniently? Is prison effective and what are the alternatives? How do other countries organise prisons?	Social Stratification For example... What are the main social hierarchies in our society? Is the working class so different from the middle class anymore?	Social Stratification For example... How do our life chances differ according to our social group? How do we measure poverty? Why do some people live in poverty?	Social Stratification For example... What is power and is it different from authority? Who has power and how do they maintain it? How do the perspectives differ in their view of power?	Revision Lesson time will be spent revising and preparing for the GCSE Exam	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Free Machining Learning to thread and problem solve with the sewing machine Know how to 'Free Machine' and use the sewing machine as a drawing tool Introduce fabric layers to produce texture and depth	Fabric Manipulation Develop skills in folding to control dyed areas Know the implication of applying continued pressure during the dyeing process Develop skills in folding fabrics to control outcome of dyed areas	Free Hand Stitching Know how to create surface detail and texture using a needle and thread Develop skills in embroidery with a needle and thread Develop skills in selecting appropriate fabrics to hand stitch into	Applique & Reverse Applique Know how to deconstruct a picture and rebuild using a variety of fabrics using a technique of layering fabrics Develop skills in applique by using layered fabrics machine stitches.	Felt Making Know how to layer fibres to produce a fabric Understand the necessity of layering fibres to create stability Develop skills in using fibres to produce an image and in layering around moulds	Contextual Studies: Batik Use the work of other artists as a development resource Develop observational skills through analysis of others work and write reflective notes Understand how evaluation can improve work
Year 10	Small Textile Project Small based project using some of the key skills learnt in Year 9 to apply to a chosen product to be produced Starting to learn how to create the evidence for a NEA Key skills and techniques will be developed during this term		Mock NEA Component Students are shown how to complete the NEA through a mock project – theme is set by subject Students will develop further skills and understanding with guidance and support to produce this work Students will respond to the theme, evidencing the journey from engagement with an idea to the realisation of intentions			Real NEA Component This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding from across their course of study
Year 11	Real NEA Component This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding from across their course of study		Exam Component 2: Externally Set Exam Project Students will demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skill and understanding in response to their selected starting point The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours supervised time			