

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Practice Coursework Portfolio. Students will produce work in the style / format of a GCSE coursework portfolio. Coursework portfolio covering AO1-4 including drawing/recording, exploring critical links to the work of artists and experimenting with media. Students will explore, observational drawing in small- and large-scale form using a variety of media A02, A03. Presentation of sketchbooks work A02 and artist research A01.	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio
Independent Tasks	Complete and build upon class work tasks as required. Students can explore their own ideas independently. Students may be required to complete work started in class at home. Additional independent work will really help to strengthen the quality and range of the portfolio.					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Curriculum	Coursework Portfolio. Students produce work towards their Coursework Portfolio covering AO1-3 including drawing/recording, researching artists and exploring media (60% of overall mark)	Students continue to develop their portfolio (60% of overall mark)	Students continue to develop their portfolio (60% of overall mark)	Students continue to develop their portfolio (60% of overall mark)	Students continue to develop their portfolio (60% of overall mark)	Students continue to develop their portfolio (60% of overall mark)
Independent Tasks	Complete and build upon class work tasks as required. Students can explore their own ideas independently. Students may be required to complete work started in class. Additional independent work really strengths the quality and range of the portfolio.					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Curriculum	Coursework Portfolio. Students produce work towards their Coursework portfolio covering AO1-3 including drawing/recording, researching artists and exploring media (60% of final mark)	Students produce a final outcome to bring the portfolio to a conclusion (AO4)	Students work as before but on their Externally Set task covering AO1-3	Students work as before but on their Externally Set task covering AO1-3	Students produce a final outcome for the externally set task under controlled conditions (AO4)	
Independent Tasks	Complete and build upon class work tasks as required. Students may be required to complete work started in class. Additional independent work really strengths the quality and range of the portfolio					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly.					

Business Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Students will be introduced to the purpose of business and explore why businesses exist and the needs and wants that businesses aim to satisfy. Students will explore business aims and objectives and understand why businesses set targets. Students will investigate different types of business ownership, including sole traders, partnerships and private limited companies.	Students will understand the advantages and disadvantages of different forms of ownership and how businesses choose an appropriate structure. Students will explore the role of stakeholders within a business, including employees, customers, owners, suppliers, government and the local community. Students will explore why businesses grow and the different methods businesses can use to achieve growth.	Students will understand the purpose of marketing and why businesses need to identify and respond to customer needs. Students will investigate different methods of market research, including questionnaires, interviews, focus groups and secondary research. Students will investigate the marketing mix and develop their understanding of product, price, promotion and place.	Students will apply the marketing mix to real businesses and consider how businesses can use it to meet the needs of their target market. Students will investigate the different methods businesses use to promote their products and services. Students will explore how businesses use branding, advertising, sales promotion and digital marketing to communicate with customers.	Students will build upon their understanding of the marketing mix and explore product decisions in greater depth. Students will investigate the product life cycle and understand how businesses respond as products move through different stages. Students will explore different pricing strategies and consider the factors businesses need to consider when setting prices.	Students will explore the role of human resources within a business and understand why employees are important to business success. Students will investigate organisational structures, including levels of hierarchy, span of control, delegation and chains of command. Students will explore different ways of working, including full-time, part-time, flexible and remote working.
Assessment	Mini Test One	End of topic test one	Mini test two	End of topic test two	Mini test three	End of topic test three
Homework	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning

Year 10 Curriculum	Students will investigate the recruitment and selection process, including job descriptions, person specifications, applications and interviews.	Students will explore different methods of production, including job, batch and flow production.	Students will investigate the importance of customer service and understand how businesses respond to customer needs and complaints.	Students will explore the role of finance within a business and understand why businesses need to make effective financial decisions.	Students will investigate business revenue, costs and profit and understand the difference between fixed and variable costs.	Students will investigate cash flow and understand why cash is important to the survival of a business.
	Students will explore the importance of effective training and development and compare on-the-job and off-the-job training.	Students will investigate productivity and understand how businesses can improve efficiency and reduce waste.	Students will explore the factors that influence business location decisions.	Students will investigate different sources of finance, including loans, overdrafts, retained profit, trade credit and share capital.	Students will calculate and interpret gross profit and net profit.	Students will construct and interpret cash-flow forecasts and identify potential cash-flow problems.
	Students will investigate different methods of motivating employees and understand how motivation can influence productivity and employee retention.	Students will explore the importance of quality and investigate quality control and quality assurance.	Students will investigate the relationship between businesses and their suppliers and consider the importance of cost, quality and reliability.	Students will consider how businesses select an appropriate source of finance for different situations.	Students will calculate and interpret gross profit margin and net profit margin and use financial information to support business decisions.	Students will explore break-even analysis, including break-even output and margin of safety, and use calculations to support business decisions.
Assessment	Mini test four	End of topic test four	Mini test five	End of topic test five	Mini test six	End of topic test six
Homework	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning
Year 11 Curriculum	Students will investigate globalisation, economics and social changes effect on business. Students will explore the rest of PESTLE by reviewing technology, laws and the environmental effects on business.	Students will explore how different areas of a business are interdependent and understand how decisions made in one area can affect another. Students will revisit marketing, people, operations and finance	Students will consolidate their knowledge of the OCR GCSE Business specification. Students will complete revision activities covering Business Activity, Marketing, People, Operations,	Students will develop their examination technique through case studies and practice questions, with a particular focus on applying knowledge, analysing information and making justified judgements.	GCSE examination period	GCSE examination period

	Pupils will review interdependence and the effect it has on business and how this topic links back to every unit of the course.	and apply their knowledge to a range of unfamiliar business situations. Students will develop their ability to analyse business information and evaluate different business decisions.	Finance and Influences on Business.			
Assessment	Mini test seven	End of topic test seven	Mock / GCSE practice	Mock / GCSE practice	GCSEs	GCSEs
Homework	Seneca Learning	Seneca Learning	Seneca Learning	Seneca Learning		

Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Students will learn correct dance technique and placement of the body to allow safe dance technique Students will explore small phrases of movement whilst applying correct dance technique learnt Students will learn how to engage in dance lessons safely, how to warm up/ cool down, why nutrition and hydration is important Students will understand the importance of safe studio practice and how it can impact a dancer	Students will learn how to create effective choreography with choreographic and structuring devices Students will learn how to respond to a stimulus as a starting point for the choreography Students will learn all dance skills (physical, technical, mental & expressive skills) Students will demonstrate their knowledge on the dance skills to strengthen their vocabulary	Students will learn a set dance- Breathe, and will perform it precisely Students will apply skills learnt to the set phrase (dance technique and skills) Students will learn how to answer section A questions relating to creating choreography Students will demonstrate their knowledge of section A by accurately giving definitions off all skills learnt	Students will learn a set dance- Flux, and will perform it precisely Students will apply skills learnt to the set phrase (dance technique and skills) Students will learn how to answer section A & B questions relating to the set phrases they have learnt and performed Students will demonstrate their knowledge of section A & B skills they have put into practice practically	Students will explore a professional work- Shadows. Students will work in groups of 4 to create their own version of the set work Students will learn how to dance and use props from the set work safely and effectively, following the professional works narrative Students will learn how to answer section B questions relating to a duet/ trio, they will use their Shadows group dance as a reference Students will begin to structure their knowledge and answer 6-mark questions	Students will explore a professional work- A Linha Curva. Students will work as a class to create a group set work Students will learn capoeira and samba style fusions from the set work safely and effectively, following the professional works narrative Students will explore all constituent features of the set work Shadows
Assessment	Practical: Dance technique Theory: Safe practice	Practical: Solo choreography Theory: Skills test	Practical: Breathe- Set phrase Theory: Section A	Practical: Flux- set phrase Theory: Section A & B skills	Practical: Shadows Theory: Section B	Practical: A Linha Curva Theory: Shadows
Homework	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence

Year 10 Curriculum	Students will build on their Breathe & Flux knowledge from year 9 and focus on physical and expressive skills to enhance their performance Students will explore all constituent features of the set work A Linha Curva	Students will explore a professional work- Artificial things. Students will work in quartets to explore phrases from this set work and create their own adaptations of the piece. Students will explore contemporary dance styles from the set work safely and effectively, following the professional works narrative Students will explore all constituent features of the set work Artificial things	Students will explore a professional work-Within Her Eyes. Students will work in pairs to explore phrases from this set work and create their own adaptations of the piece. Students will explore contemporary dance styles and contact work from the set work safely and effectively, following the professional works narrative Students will explore all constituent features of the set work Within Her Eyes	Students will explore a professional work-Emancipation of Expressionism. Students will work as a class to explore phrases from this set work and create their own adaptations of the piece. Students will explore street dance styles from the set work safely and effectively, following the professional works narrative Students will explore all constituent features of the set work Emancipation of Expressionism	Students will explore a professional work- Infra. Students will work as a class to explore phrases from this set work and create their own adaptations of the piece. Students will explore contemporary dance and ballet styles from the set work safely and effectively, following the professional works narrative Students will explore all constituent features of the set work Infra	Students will learn how to create effective choreography with choreographic and structuring devices Students will learn how to respond to a stimulus as a starting point for the choreography Students will consolidate their knowledge of all 6 professional set works and learn how to structure and answer 6- and 12-mark questions
Assessment	Practical: Breathe & Flux Theory: A Linha Curva	Practical & Theory: Artificial things	Practical & Theory: Within Her Eyes	Practical & Theory: E of E	Practical & Theory: Infra	Practical: Solo choreography Theory: Set works
Homework	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence
Year 11 Curriculum	Students will receive their stimulus from AQA on the 15th of September for their Solo Choreography exam. They will have until term 3 to create their choreography using structuring and choreographic devices Students will also be rehearsing the set phrases Breathe & Flux each lesson as part of the warmup Students will retrieve knowledge from Section A, B and C and consolidate their knowledge and ability to answer exam questions broadly	Students will have a Choreography mock exam. This will allow students to receive and apply feedback ready for their exam in term 3 Students will retrieve knowledge from Section A and consolidate their knowledge and ability to answer exam questions specifically from section A	Students will be briefed on their duet/ trio performance exam and be given their groups and stimuli to begin creating Final rehearsal lessons before the Solo choreography exam Students will practice answering 6 & 12 mark questions in preparation for their mock theory exam this term	Final rehearsals before the breathe & flux set phrase exam Students will continue to rehearse, perform, receive and apply feedback for their duet/ trio exam and the end of the term Students will have feedback from the mock exams last term and will begin to feed forward to improve their understanding of the theory in preparation for the real exam	Students will focus on section C this term to allow them to gain the most marks possible in 6 & 12 mark questions in the exam	FINISHED THE COURSE During the remaining dance lesson students will be revising for other subjects. They will need to bring their own revision materials to the class.
Assessment	Practical: None Theory: Section A, B & C	Practical: Solo Mock Theory: Section A	Practical: Choreography solo exam Theory: Mock exam	Practical: Set phrase exam & Duet/ trio exam Theory: Section B	Practical: Course completed Theory: Section C	Course completed

Homework	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	To complete any theory work missed due to absence	
-----------------	--	--	--	--	--	--

Digital IT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Students will be introduced to the role of digital information technology in modern businesses and society. Students will explore different types of digital technology and consider how businesses use technology to communicate, store information and complete everyday tasks. Students will develop their understanding of key digital terminology and begin to develop their confidence using a range of digital tools.	Students will explore different types of digital information, including text, images, audio, video and numerical data. Students will investigate how organisations collect, store and use information and understand the importance of accuracy and reliability. Students will develop practical skills using digital applications to create, edit and present information for different audiences.	Students will explore how digital information is used by businesses to communicate with different audiences. Students will investigate different communication methods, including email, websites, social media, presentations and digital documents. Students will consider how the choice of communication method can affect the way information is received and understood.	Students will develop their skills in planning and designing digital products for a specific audience and purpose. Students will explore different design principles, including layout, colour, typography, imagery and consistency. Students will begin to evaluate digital products and make improvements based on feedback.	Students will develop their understanding of spreadsheets and how businesses use them to organise and analyse information. Students will use formulas and functions to process data and create charts and graphs. Students will explore how digital tools can be used to identify patterns and support business decision-making.	Students will complete a digital project which brings together their learning from Year 9. Students will plan, create and evaluate a digital product for a specific client or target audience. Students will begin to develop the skills required for BTEC assessment, including following a brief, documenting their work and responding to feedback.
Assessment	Topic assessment	Practical digital skills assessment				
Homework						

Year 10 Curriculum	Students will develop their understanding of the components of a successful digital information technology project.	Students will develop practical skills using a range of digital applications to create effective digital products.	Students will explore how data is collected, stored, processed and presented by organisations.	Students will explore the importance of testing digital products before they are released to an audience.	Students will explore how organisations use digital technology to communicate with internal and external audiences.	Students will begin preparing for their first controlled assessment / Pearson Set Assignment.
	Students will explore how to interpret a client brief, identify requirements and consider the needs of a target audience.	Students will explore how design choices can affect accessibility, usability and the effectiveness of digital products.	Students will develop their spreadsheet and data-handling skills, including formulas, functions, charts and data analysis.	Students will develop testing strategies and learn how to identify errors, weaknesses and areas for improvement.	Students will investigate the advantages and disadvantages of different communication methods and consider issues such as security, accessibility and appropriateness.	Students will practise interpreting assessment briefs and identifying the requirements of different tasks.
	Students will develop project planning skills and consider how time, resources and constraints can affect the success of a digital project.	Students will learn how to justify design decisions and explain how their products meet the needs of a target audience.	Students will investigate how organisations use data to make informed decisions.	Students will use feedback and test results to make justified improvements to their digital products.	Students will develop their ability to select appropriate digital tools for different purposes and audiences.	Students will develop their ability to work independently, manage their time, evidence their work and meet assessment criteria.
						Students will complete practice assessment activities under controlled conditions.
Assessment						
Homework						

Year 11 Curriculum	Students will complete further preparation for the relevant BTEC controlled assessment. Students will revisit key knowledge and practical skills and complete timed practice tasks based on the requirements of the assessment. Students will develop their ability to work independently and produce evidence that meets the assessment criteria.	Students will undertake their controlled assessment / Pearson Set Assignment as required by the BTEC qualification. Students will apply their knowledge and practical skills to an authentic digital information technology scenario. Students will demonstrate their ability to interpret a brief, plan their work, create digital products and provide appropriate evidence.	Students will review the requirements of the remaining BTEC components and address any gaps in knowledge or practical skills. Students will revisit key areas including digital design, data, communication, project planning and evaluation. Students will develop their ability to explain and justify decisions using appropriate technical terminology.	Students will complete further controlled assessment preparation and practice. Students will work through realistic assessment scenarios and develop their ability to respond effectively to assessment briefs. Students will focus on improving the quality of their evidence, evaluation and justification.	GCSE examination period	GCSE examination period
Assessment			Mock / GCSE practice	Mock / GCSE practice	GCSEs	GCSEs
Homework						

English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Whole-Novel Study: The Bone Sparrow Key Knowledge: Writer's craft; plot, character, theme, structure, methods and narrative style.		Shakespeare: Romeo & Juliet Key Knowledge: Original methods (contextual awareness); different production types that influence audience perception; context of drama over time; alternative interpretations of the same character/theme.	Telling Tales Anthology and Creative Writing Key Knowledge: Analysing and evaluating character, theme and structure. Further mastery of comparison. Consolidating creative writing skills from KS3.		GCSE Poetry Anthology Key Knowledge: Understanding of how comparisons between poems can be made. Awareness of key contextual and thematic ideas behind all 15 poems in order to enhance interpretation.
Assessment	Essay on how a character is developed throughout the novel.		Comparison of two productions focusing on a key moment within the text.	Practice a GCSE style question taken from a past paper (comparison). End of unit portfolio showcasing the best examples of character, setting and fiction writing.		Comparison of named poem and another from student's own free choice.
Homework	SPARX Reader – 150 points each week.		SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.
N.B. We also follow a two-teacher pathway, whereby a second teacher will teach each class a different unit once per week. These units are as follows: Terms 1&2 – Fighting Talk: The Study of Great Non-Fiction.						

Year 10 Curriculum	Whole-Novel Study: A Christmas Carol <i>Key Knowledge:</i> Analysing and evaluating character and theme through the lens of 19th century literature; Dickens' craft as a writer; Victorian context.	Shakespeare: Macbeth <i>Knowledge:</i> Shakespeare's stagecraft and Elizabethan/Jacobean context; identifying dramatic irony; understanding of how lineage is central to character development; understanding of the structure of plays and ability to track the character/narrative arc; understand contextual influences and how these reflect the issues impacting society at the time the text was produced.		GCSE English Language Paper One Key Knowledge: Explicit practice on how to answer Reading section A and descriptive and narrative writing skills for Section B; understanding how to write in a way that accesses the exam criteria for all questions; practice of writing in timed conditions and to write with pace and purpose; expanding vocabulary for Section B.	
	Assessment	Analytical essay on a character/theme. Mock exam in Term 6.		Whole practice paper and then mock exam in Term 6.	
Homework	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.
N.B. We also follow a two-teacher pathway, whereby a second teacher will teach each class a different unit once per week. These units are as follows: Terms 1&2 – GCSE English Spoken Language Endorsement Terms 3&4 – GCSE English Language Paper Two Terms 5&6 – Unseen Poetry					

Year 11 Curriculum	Whole-Play Study: An Inspector Calls <i>Key Knowledge:</i> Priestley's stagecraft and pre and post war context; identifying dramatic irony; understanding of how lineage is central to character development.		Revision			
Assessment	Analytical essay on a character/theme. Mock exam in Term 3.		Mock exam in Term 3.			
Homework	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.	Tassomai - 5x daily goals per week.		
N.B. We also follow a two-teacher pathway, whereby a second teacher will teach each class a different unit once per week. These units are as follows: Terms 1&2 – Mock Preparation: Language Paper One and Literature Paper Two.						

Food and Nutrition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Health and Safety Eatwell Guide Digestion Functions Dietary Reference Values.	Food Science Cooking of food and heat transfer Functional and chemical properties of food	Dairy food, Primary and Secondary processing. Practical tasks.	Energy Through Life Nutritional Needs Adverse Reactions to food	Fats and sugar. Origins and processes. Practical tasks.	Food Provenance -Food sources -Food investigation task -Food prep task
Independent Tasks	Revision Guide. Exam question practise.					
Assessment	End of unit test and NEA 1. On-going assessment and feedback of booklet. Peer and self-assessment on set tasks. Progress to be determined by assessment of both practical and written work. Marking exam questions. Progress assessed termly.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Curriculum	Food, Nutrition and Health Protein Fats Carbohydrates Vitamins Minerals Water	Food Science Cooking of food and heat transfer Functional and chemical properties of food	Dairy food, Primary and Secondary processing. Practical tasks.	Food Choices- Factors that influence food choice. Food labelling and marketing influences British and International Cuisines Sensory	Fats and sugar. Origins and processes. Practical tasks.	Food Provenance -Food sources -Food investigation task -Food prep task
Independent Tasks	Revision Guide. Exam question practise.					
Assessment	NEA2 coursework practice run. Peer and self-assessment on set tasks. Progress to be determined by assessment of both practical and written work. Marking exam questions. Progress assessed termly					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Curriculum	Coursework NEA 1 task set by the exam board. Practical tasks. (Eduqas)	Coursework NEA2 task set by the exam board (Eduqas)	Research the task. Trial dishes Time plan	Final Practical / Evaluation	Revision for written paper. 50% of final grade.	
Independent Tasks	Review of skills and evaluation of practical tasks.	Recipe research and recipe trials.	Time plan for final dish.	Sensory analysis/Evaluation.	Past papers/revision Guide.	
Assessment	On-going assessment and feedback of coursework. Peer and self-assessment of practical and written work. Progress to be determined by assessment of coursework. Feedback on past papers. Final marking of coursework for submission to the exam board.					

KS4 Curriculum & Assessment

French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Module 1: Ma vie numérique. Students explore technology, social media, hobbies, music, television and online activities while learning to express and justify opinions and use the present tense accurately.	Module 1 continued. Students compare leisure activities, discuss the advantages and disadvantages of technology and develop GCSE speaking and writing skills.	Module 2: Mon collège. Students describe school subjects, teachers, facilities, rules and routines and discuss their views about school life.	Module 2 continued. Students compare school life in France and the UK, discuss future educational aspirations and practice translation skills.	Module 3: Qui suis-je?. Students describe themselves, family members, friends and role models using a range of vocabulary and structures.	Module 3 continued. Students discuss relationships, social activities and personal experiences whilst consolidating key grammar.
Assessment	Listening Speaking test	Speaking test	Writing assessment	Reading and Listening	Year 9 EOY read/list assessment, writing 50-word, translation and 90-word writing (overlap)	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly
Year 10 Curriculum	Module 4: Influence et inspiration. Students explore music, television, cinema, fashion and social media and examine their influence on young people.	Module 4 continued. Students develop GCSE speaking skills through conversations, role plays and photo card discussions using increasingly sophisticated language.	Module 5: Chez moi, chez toi. Students describe their town, neighbourhood, local facilities, shops and tourist attractions.	Module 5 continued. Students investigate environmental issues and discuss ways to improve local communities using a variety of time frames.	Module 6 continued. Students compare customs in France and the UK and prepare for end-of-year mock examinations.	Module 6: Vive les fêtes ! Students study French traditions, festivals, customs and celebrations from France and the francophone world.
Assessment	Year 10 Reading and listening	Year 10 Photocard, Translation and 90 word writing	Year 10 - Read and List/writing 50/90 or 90/150 word task	Speaking assessment	Year 10 mocks	Vocabulary test

Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly
Year 11 Curriculum	Module 7: Mon avenir. Students discuss future study, careers, work experience, apprenticeships and ambitions using future time frames.	Module 7 continued. Students develop detailed discussions about employment opportunities, personal strengths and workplace experiences.	Mocks revision and exams skills. Module 8: Le monde est à nous. Students explore environmental issues, healthy living, volunteering and social responsibility.	Final GCSE Speaking Preparation and Examinations Students complete intensive exam practice, speaking preparation and final revision activities before sitting their GCSE examinations.	GCSE Revision Programme Students revisit all GCSE themes, key vocabulary and grammar structures. Revision focuses on retrieval practice, translation skills, exam strategies and targeted intervention based on individual needs.	
Assessment	Reading and listening assessments	Speaking and writing assessment	Year 11 mocks	Year 11 Speaking exams	Year 11 GCSE Exams	
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Higham Ferrers Geographical Fieldwork Enquiry. Students will carry out a local geographical enquiry in Higham Ferrers, developing a question or hypothesis, planning appropriate primary and secondary data collection, considering sampling and risks, collecting and presenting data, analysing patterns and relationships, and reaching evidence-based conclusions. They will also evaluate the reliability of their methods and data, helping them develop the fieldwork and geographical skills	Living World Students will explore how ecosystems work, including the relationships between living and non-living components, food chains and nutrient cycles. They will then investigate tropical rainforests, focusing on their characteristics, adaptations, importance, threats and sustainable management.	Living world – Deserts Students will investigate the Thar Desert as a hot desert ecosystem, learning about its climate, water supply, soils, plants and animals and how they are adapted to extreme conditions. They will then explore how people use and develop the desert through farming, mineral extraction, energy and tourism, considering both the opportunities these provide and challenges such as extreme temperatures, limited water and poor accessibility. Students will also examine desertification, its causes and impacts, and strategies used to reduce its risk	Urban Issues and Challenges Students will investigate Rio de Janeiro as an example of a rapidly growing city in a Newly Emerging Economy, exploring its location, importance and the causes of its growth through migration and natural increase. Students will examine the social, economic and environmental opportunities and challenges created by urban growth, including employment, healthcare, education, water and energy supply, traffic, pollution and informal settlements such as favelas. Students will also evaluate strategies used to improve quality of life, particularly the Favela-Bairro Project, and consider how successful these approaches have been	Urban Issues and Challenges Students will investigate Bristol as an example of urban change in the UK, exploring its location, importance and how population growth and migration have changed the city. Students will examine the social, economic and environmental opportunities and challenges of urban change, including employment, cultural diversity, inequality, housing, traffic, waste and urban sprawl. Students will also investigate how Bristol is being managed through urban regeneration, brownfield redevelopment, improved transport and sustainable urban living, considering the benefits and drawbacks of these strategies.	UK Physical Landscapes – Rivers Students will learn how rivers change from their source to their mouth and how processes such as erosion, transportation and deposition create distinctive landforms including waterfalls, meanders, ox-bow lakes, floodplains and levees. Students will also investigate flooding, hydrographs and the advantages and disadvantages of different river-management strategies
Assessment	Knowledge Test - Fieldwork	Knowledge Test – Living world	Living World Assessment	Assessment on Urban Issues – Rio de Janeiro	Assessment – Decision Making Paper	Knowledge Test on Rivers

Homework	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning
Year 10 Curriculum	Natural Hazards – Tectonic Hazards: Students will investigate the causes, distribution and impacts of earthquakes and volcanic eruptions, focusing on how tectonic processes at plate boundaries create hazards. Students will compare the impacts of tectonic hazards in countries at different levels of development and explore why people continue to live in hazard-prone areas. Students will examine monitoring, prediction, protection, planning and emergency responses, using case studies to assess how effectively the risks and impacts of earthquakes and volcanic eruptions can be reduced.	Natural Hazards – Tropical Storms & Climate Change: Students will investigate the formation, distribution and impacts of tropical storms (hurricanes/typhoons/cyclones), including how they develop over warm oceans and why their impacts can be particularly severe in vulnerable countries. Students will examine strategies for monitoring, forecasting, planning and responding to tropical storms. Students will also explore climate change, including its natural and human causes, evidence for recent climate change, its potential impacts and the strategies of mitigation and adaptation used to manage its effects.	Resource Management Students will explore the importance of food, water and energy to people's quality of life and economic development, including global inequalities in resource supply and consumption. Students will investigate changing demand for resources in the UK, the challenges of supplying them sustainably, and the environmental impacts of resource use. Students will consider how resources can be managed more sustainably and how changes in consumption, technology and management can help meet future demand	Resources - Water Students will investigate the global distribution of water surplus and water deficit, exploring why water consumption is increasing and why some areas experience water insecurity. Students will examine the impacts of water insecurity, including disease and reduced food production, and investigate strategies such as dams, reservoirs, water transfers and desalination, alongside sustainable approaches including water conservation, groundwater management and recycling	Coasts Students will explore how waves, weathering, mass movement, erosion, transportation and deposition shape coastal landscapes. Students will learn how these processes create landforms such as headlands and bays, cliffs, wave-cut platforms, caves, arches, stacks, beaches, sand dunes and spits.	Coasts Students will also investigate coastal flooding and erosion and evaluate hard engineering, soft engineering and managed retreat, considering their costs, benefits, environmental impacts and potential conflicts between different groups.
Assessment	Knowledge test Tectonic hazards	Paper 1 Assessment – Hazards	Knowledge test Resources	Paper 2 assessment Resources	Knowledge test – Coasts	Paper 1 -Mock Exam
Homework	Homework will be set on Seneca Learning.	Homework will be set on Seneca Learning.	Homework will be set on Seneca Learning.	Homework will be set on Seneca Learning.	Homework will be set on Seneca Learning.	Homework will be set on Seneca Learning.

Year 11 Curriculum	Changing Economic World – Nigeria: Students will investigate Nigeria as an example of a newly emerging economy (NEE), exploring its location, population and growing importance in the global economy. Students will examine the economic opportunities and challenges created by Nigeria’s development, including the growth of industry, oil production, foreign investment, trade and employment, alongside issues such as poverty, inequality, environmental pollution and regional disparities. Students will also investigate how aid, investment and development strategies are improving quality of life and consider Nigeria’s changing role in the global economy	Changing Economic World – UK : Students will investigate how the UK economy has changed, including the decline of traditional manufacturing and the growth of the service, information and technology sectors. Students will explore the impacts of deindustrialisation, globalisation, population change and the UK’s changing relationship with the rest of the world, as well as regional inequalities between areas of the UK. Students will also examine strategies such as investment, infrastructure improvements and regeneration designed to support economic growth and reduce regional disparities.	Revision: Students will revisit and consolidate the key knowledge and geographical skills covered across the three GCSE Geography papers, including physical geography, human geography, case studies, fieldwork and geographical skills. Students will practise applying their knowledge to maps, graphs, photographs, data and unfamiliar situations, while developing their ability to explain processes, interpret evidence, evaluate different viewpoints and answer exam-style questions. Revision will focus on identifying areas for improvement and building confidence with short-answer, calculation, extended-response and 9-mark questions.	Geographical Applications: Students will prepare for AQA Paper 3, applying their geographical knowledge and skills to unfamiliar issues and real-world scenarios. Students will investigate pre-release material, analysing sources such as maps, graphs, photographs and statistics before considering different viewpoints and making justified decisions.	Geographical Applications Students will also practise their fieldwork enquiry skills, including analysing data, evaluating methods and drawing conclusions, while developing the ability to use evidence to make well-reasoned decisions and evaluate geographical issues.	Exams	
	Assessment	Knowledge test – Changing Economic World	Changing Economic World – Assessment	Paper 2 Mock Exam	Decision Making Exercise – Assessment	Knowledge Test on Fieldwork write up	Formal Examinations
	Homework	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning	Homework will be set on Seneca Learning

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	<i>Medicine through time, c1250-present Unit 1 and Unit 2</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Medicine through time, c1250-present Unit 2 and Unit 3</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Medicine through time, c1250-present Unit 4 and World War 1</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Anglo Saxon and Norman England, c1060-1088 Unit 1</i> Students will embed source skills and develop knowledge and historical context of the period. <i>Anglo Saxon and Norman England, c1060-1088 Unit 2</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Continued: Anglo Saxon and Norman England, c1060-1088 Unit 2</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Anglo Saxon and Norman England, c1060-1088 Unit 3</i> Students will embed source skills and develop knowledge and historical context of the period.
Assessment	Knowledge test – Multiple question short answer assessment (Medicine Unit 1)	Written - Essay based (Medicine Unit 1 and Unit 2)	Written - Essay based (Medicine Unit 1 and Unit 2) Knowledge test – Multiple question short answer assessment (Medicine Unit 2 and Unit 3)	Knowledge test – Multiple short answer assessment (Normans Unit 1 and Unit 2)	Written - Essay based (Normans Unit 1)	Knowledge test – Multiple short answer assessment (Normans Unit 3)
Homework	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning.

Year 10 Curriculum	<i>Weimar and Nazi Germany, 1918-1939 Unit 1</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Weimar and Nazi Germany, 1918-1939 Unit 2</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Weimar and Nazi Germany, 1918-1939 Unit 3</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Weimar and Nazi Germany, 1918-1939 Unit 4</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Superpower relations and the Cold War, 1941-91 Unit 1</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Continued: Superpower relations and the Cold War, 1941-91 Unit 1</i> Students will reinforce source skills and develop knowledge and historical context of the period. <i>Superpower relations and the Cold War, 1941-91 Unit 2</i> Students will reinforce source skills and develop knowledge and historical context of the period.
Assessment	Knowledge test – Multiple question short answer assessment (Germany Unit 1)	Written - Essay based (Germany Unit 2)	Knowledge test – Multiple question short answer assessment (Germany Unit 2+3)	Written - Essay based (Germany Unit 4)	Knowledge test – Multiple question short answer assessment (Germany Unit 4 and Superpowers Unit 1)	Year PPE (Exam) - Paper 1 (Medicine) and Paper 2 (Normans)
Homework	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams
Year 11 Curriculum	<i>Continued: Superpower relations and the Cold War, 1941-91 Unit 2</i> Students will reinforce source skills and develop knowledge and historical context of the period. <i>Superpower relations and the Cold War, 1941-91 Unit 3</i>	<i>Continued: Superpower relations and the Cold War, 1941-91 Unit 3</i> Students will reinforce source skills and develop knowledge and historical context of the period.	<i>Revision for Final GCSE Exams</i> Students will reinforce source skills, knowledge and historical context of all the periods studied.	<i>Revision for Final GCSE Exams</i> Students will reinforce source skills, knowledge and historical context of all the periods studied.	<i>Revision for Final GCSE Exams</i> Students will reinforce source skills, knowledge and historical context of all the periods studied.	<i>Exams</i>

	Students will reinforce source skills and develop knowledge and historical context of the period.					
Assessment	Written - Essay based (Superpowers Unit 2)	Knowledge test – Multiple question short answer assessment (Superpowers Unit 2+3)	Year 11 Mock Exam - Paper 2 (Superpowers) and Paper 3 (Germany)	Written - Essay based (Superpowers Unit 3)	Continual in-class exam practice.	Continual in-class exam practice.
Homework	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent learning is set on Seneca Learning. Revision for written assessment will be set on Teams	Independent revision	Independent revision

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Indices Circles Proportion	Charts and Graphs Volume Transformations Expanding double brackets	Further solving equations Scatter graphs Angle properties	Backwards percentage Similarity Congruency	Rearranging formulae Pythagoras Theroem Averages	Averages Advanced probability
Assessment		Mid-term 1		Mid-term 2		Mid-term 3
Homework	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above
Year 10 Curriculum	Negatives and algebraic basics Linear simultaneous equations Rounding Limits of accuracy Charts and graphs	Charts and graphs Arcs and sectors Linear inequalities Expand and factorise Factorising quadratics	Further Volume and surface area Similarity and trigonometry	Advanced probability Solving quadratics Linear graphs	Indices Ratio Algebraic proportion Quadratic sequences Transformations	Vectors
Assessment	Mid-term 1		Mid-term 2			Year 10 Mocks
Homework	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above

Year 11 Curriculum	Recurring decimals/fractions Linear and quadratic sequences Vectors Further Trigonometry Algebraic Fractions Quadratic inequalities Proof	Graphs of functions Further Graphs Surface Area and Volume	Circle Theorems			
Assessment	Fundamental skills		Mock exams			
Homework						

Media Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Students will be learning basic Adobe Photoshop Skills: Gradients, Cutouts, and blending modes to be able to create original imagery Students will be taught the media production process: - Idea Generation - Pre-Production - Production - Post-Production - Review and Refine They will apply these new skills to a marketing brief – creating an Instagram Triptych	Students will be taught the codes and conventions of magazine design and page layout. They will then apply this practically by creating their own magazine front cover. Students will develop and improve their use of the media production process while completing a project PowerPoint for the Magazine brief	Students will be taught the theory of filming: Shot types and how to edit together a basic sequence in Adobe Premiere Pro They will then apply this practically by filming all 17 different shot types and then editing it into a finished shot type tutorial film Students will be taught the theory of continuity editing and complete practical filming workshops Students will be taught how to draw effective storyboards	Students will build on the filming and continuity editing skills taught in Spring Term 1 by completing a short-film scene project. They will plan, storyboard, film and then edit a scene for the fictional TV Drama 'Waterloo Road' Students will develop and improve their use of the media production process while completing a project PowerPoint for the Waterloo Road brief.	Students will be taught new filming skills: - How to set-up as studio for filming interviews. - How to film with a multi-camera setup They will plan, film and then edit a promotional video Students will further refine their use of the media production process while completing a project PowerPoint for the Promo Video brief.	Students will return to a print-based project. They will be taught the codes and conventions of film poster design. They will then apply this practically by creating their own Horror Film Poster. Students will further refine their use of the media production process while completing a project PowerPoint for the Horror Film poster brief
Assessment	Project Assessment - Triptych	Project Assessment - Magazine	Live verbal feedback	Project Assessment – Waterloo Road	Project Assessment – Promo Video	Live verbal feedback
Homework		Taking photographs for their Magazine Cover				Taking photographs for their Horror Poster
Year 10 Curriculum	Students will be learning the content required for: Component 1 – Exploring Media Products (Task 1) <u>They will learn about:</u> Media Sectors Media Purpose Audience Segmentation	Students will be learning the content required for: Component 1 – Exploring Media Products (Task 2) <u>They will learn about:</u> Genre Narrative Structure Representations Production Techniques Audience effect	The official exam board brief will be released for Component 1 – Exploring Media Products and students will be sitting the 10 hours of controlled condition assessment. They will submit their work for grading.	Following the grading of their Component 1 coursework, students will be given 5 hours of controlled condition re-submission time. They can improve their work. This will then be marked a final time and submitted to the exam board in May.	Students will return to practical media creation workshops in Adobe Photoshop, preparing and practicing skills required for Component 2 - Developing digital media production skills	Students will learn what is required for Component 2 - Developing digital media production skills official coursework by completing a mock exam project. They will re-visit the media production process embedded in year 9:

			This is worth 30% of their final grade in year 11			Pre-Production > Production > Post Production > Review and Refine
Assessment	Live Verbal Feedback	Live Verbal Feedback	Official Coursework Assessment – Component 1	Official Coursework Assessment – Component 1	Live Verbal Feedback	Live Verbal Feedback
Homework		Pre-assessment preparation				Taking photos or filming footage
Year 11 Curriculum	The official exam board brief will be released for Component 2 - Developing digital media production skills and students will be sitting the 10 hours of controlled condition assessment. They will submit their work for grading. This is worth 30% of their final grade in year 11	Following the grading of their Component 2 coursework, students will be given 5 hours of controlled condition re-submission time. They can improve their work. This will then be marked a final time and submitted to the exam board in December.	The official exam board brief will be released for Component 3: Create a media product in response to a brief Students will generate ideas for a response to the brief in lesson ready for the first two exams in March and April	Students will practice writing their ideas log and drawing their Storyboards or sketch designs so they are ready for the first two exams They will also use lesson time to create raw footage and images for their final media products Exam 1: Ideas Log Exam 2: Planning Materials	They will use lesson time to create raw footage and images for their final media products Students will practice crating their product ready for the final exam Exam 3: Media Product Creation	FINISHED THE COURSE During the remaining Media lesson students will be revising for other subjects. They will need to bring their own revision materials to the class.
Assessment	Official Coursework Assessment – Component 2	Official Coursework Assessment – Component 2	No feedback allowed during this period (BTEC rules)	Exam 1: Ideas Log (2hrs) Exam 2: Planning Materials (2hrs)	Exam 3: Media Product Creation (5hrs)	
Homework	Taking photos or filming footage	Taking photos or filming footage	Taking photos or filming footage	Taking photos or filming footage	Taking photos or filming footage	

BTEC Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Performing and Understanding Music Students begin the year by developing their ensemble performance skills through a group performance project. They will learn how to rehearse effectively, work collaboratively, and set personal targets before evaluating their final performance and identifying areas for improvement. Following this, students will explore the Elements of Music, developing an understanding of how composers and performers use these features to create different musical effects. They will then apply this knowledge by transforming existing pieces of music through changing elements such as tempo, dynamics, texture, and instrumentation.	Developing Performance or Music Technology Skills Students will choose to focus on either performance or music technology skills, allowing them to build expertise in an area of interest. Working in a similar way to Component 2 of the BTEC course, students will set goals, develop their skills through structured rehearsal or production sessions, and monitor their progress throughout the project. The term concludes with reflection and evaluation activities, helping students understand how effective planning and practice contribute to musical success.	Listening and Analytical Skills This term focuses on developing students' listening, analytical, and critical thinking skills. Students will explore a range of musical styles and genres, identify key characteristics and use the Elements of Music to explain how music is constructed. Through practical and written activities, they will learn to analyse music in greater depth and apply their understanding to the creation of a final project linked to their musical investigations.	Composition and Songwriting Students will begin developing their composition skills through songwriting and creative music-making activities. They will explore how chord sequences, melodies, and musical structures are used to create effective compositions, drawing on knowledge gained in previous units. Throughout the project, students will reflect on their creative decisions and evaluate their progress as composers.	Music for Film and Moving Image Building on their composition skills, students will learn how music is used to support film, television, and other moving images. They will investigate how composers create mood, atmosphere, and emotion through musical choices before creating their own music for visual media. Students will continue to evaluate their work and refine their compositions in response to feedback and self-reflection.	Remixing and Music Production In the final term, students will undertake a music production project inspired by Component 3 of the BTEC course. They will learn how to reinterpret and remix an existing piece of music, transforming it into a new style while applying production, arrangement, and creative decision-making skills. The project will mirror the stages of a professional creative brief and will conclude with reflection and evaluation, preparing students for the coursework demands of Years 10 and 11.
Assessment	Project Assessment – Group Performance and composition	Live verbal feedback based on performance / Tech work	Project Assessment – Genre analysis	Live verbal feedback based on compositional work	Project Assessment – Music for film composition	Project Assessment – Remix
Homework	Rehearsal for lesson time / Attend extra-curricular session	Rehearsal for lesson time / Attend extra-curricular session	Research of styles / Attend extra-curricular session	Practice skills at home or lunch/after school / Attend extra-curricular session	Practice skills at home or lunch/after school / Attend extra-curricular session	Practice skills at home or lunch/after school / Attend extra-curricular session

Year 10 Curriculum	Students will be learning the content required for: Component 1 – Exploring Music Products and Styles (Genres 1-2) Students investigate different musical styles, their characteristics, and how music products are created. They develop listening, analytical and creative skills	Students will be learning the content required for: Component 1 – Exploring Music Products and Styles (Genres 3-4) Students investigate different musical styles, their characteristics, and how music products are created. They develop listening, analytical and creative skills	The official exam board brief will be released for Component 1 – Exploring Music Products and Styles and students will be sitting the 12 hours of controlled condition assessment. They will submit their work for grading. This is worth 30% of their final grade in year 11	Component 1 is completed and marked in the first half of this term. Following the grading of their Component 1 coursework, students will be given up to 8 hours of controlled condition re-submission time. They can improve their work. This will then be marked a final time and submitted to the exam board in May.	The last of the retake time for component 1 happens at the start of this term. After this, students return to practical studying ahead of Component 2 – Music Skills Development. Students focus on developing practical skills in performance, composition and/or music production. They set targets, rehearse, refine their work and evaluate their progress	Students will learn what is required for Component 2 – Music Skills Development by continuing to review their results from component 1 and identifying areas that need developing ahead of component 3. They will re-visit the music skills and knowledge embedded in year 9:
Assessment	Live verbal feedback	Live verbal feedback	Official Coursework Assessment – Component 1	Official Coursework Assessment – Component 1	Official Coursework Assessment – Component 1	Live verbal feedback
Homework	Mock Component 1 Tasks	Mock Component 1 Tasks	Research / Practicing Skills for exam	Research / Practicing Skills for exam	Attend extra-curricular sessions	Attend extra-curricular sessions
Year 11 Curriculum	Students prepare for the release of the brief through review of their planning from the end of year 10 and looking at exemplar submissions so they are familiar with what they need to do. The official exam board brief will be released for Component 2 – Music Skills Development and students will begin sitting the 15 hours of controlled condition assessment. They will submit their work for grading. This is worth 30% of their final grade in year 11	Following the grading of their Component 2 coursework, students will be given up to 8 hours of controlled condition re-submission time. They can improve their work. This will then be marked a final time and submitted to the exam board in December.	The official exam board brief will be released for Component 3: Responding to a Commercial Music Brief Students respond to an industry-style brief by creating and developing music in a new style, demonstrating the skills and knowledge gained from Components 1 and 2 After some preparation at the start of the term, students will begin sitting the 23 hours of controlled condition assessment. They start with 4 hours prep time which is split over the holiday so they can do some work at home on this.	Students are in controlled conditions assessment completing the 23 hours of the official exam. After completing the prep hours, students analyse the brief, research relevant styles and musicians, and generate initial ideas. They explain how they plan to meet the requirements of the brief. They have two hours to write up their ideas. Next, Students transform a given piece of music into a new style, developing, refining and producing their final musical outcome. This is the largest part of the assessment (16 hours) and demonstrates their practical and creative skills.	Students complete the second task and mix down / record their final work for examination. Students then have 1 hour to evaluate their work, explaining the decisions they made, how they developed their ideas, and how successfully they fulfilled the brief	FINISHED THE COURSE During the remaining Music lessons students will be revising for other subjects. They will need to bring their own revision materials to the class.

Assessment	Official Coursework Assessment – Component 2	Official Coursework Assessment – Component 2	Live verbal feedback where allowed	Official Coursework Assessment – Component 3	Official Coursework Assessment – Component 3	
Homework	Additional research / preparation outside of lesson Attend an extra-curricular club	Additional research / preparation outside of lesson Attend an extra-curricular club	Additional research / preparation outside of lesson Attend an extra-curricular club	Additional research / preparation outside of lesson Attend an extra-curricular club	Additional research / preparation outside of lesson Attend an extra-curricular club	

Photography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Practice Coursework Portfolio. Students will produce work in the style / format of a GCSE coursework portfolio. Coursework portfolio covering AO1-4, Develop, Explore, Record and Present. Through the practice portfolio students will explore composition, learn how to use a DSLR, gain the correct exposure manually, use studio lighting equipment, develop a range of Photoshop skills, analyse the work of photographers and write critically about them and learn how to present work appropriately. We will explore the theme of digital imaging and our own relationship with an increasingly digital life and persona eventually developing more personal responses	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio	Students continue to develop their portfolio

Independent Tasks	Complete and build upon class work tasks as required. Students can explore their own ideas independently. Use Pinterest or other image gathering platforms to build up a folder / board of inspirational photographers. Develop own critical understanding and knowledge of photographers.
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed inline with assessment calendar through a review of student's portfolios. Feedback given via teams on assignments as completed

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Curriculum	Students will begin their GCSE Coursework Portfolio, working within the theme "Telling Stories / Landscape and Place". This will cover AO1-4, Develop, Explore, Record and Present. To begin with, students will explore formal elements in photography: including composition, light and exposure, as well as how to edit in adobe camera RAW.	Students will learn how to develop and use a sketchbook, about the history of photography and about the different genres of photography. Start their first major body of work: Telling Stories through creative digital photography.	Students continue to develop their portfolio.	Telling Stories through experimental and landscape photography, using photoshop and physical manipulation.	Students continue to develop their portfolio.	Students continue to develop their portfolio.
Independent Tasks	Complete and build upon class work tasks as required. Students can explore their own ideas independently. Use Pinterest and other image gathering platforms to build up a folder / board of inspirational photographers. Develop own critical understanding and knowledge of photographers.					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed inline with assessment calendar through a review of student's portfolios. Feedback given via teams on assignments as completed					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Curriculum	Coursework Portfolio. Students produce work towards their Coursework portfolio covering AO1-3 including recording, researching artists and exploring photographic techniques (60% of final mark)	Students produce a final outcome to bring the portfolio to a conclusion (AO4)	Students work as before but on their Externally Set task covering AO1-3	Students work as before but on their Externally Set task covering AO1-3	Students produce a final outcome for the externally set task under controlled conditions (AO4)	
Independent Tasks	Students may be required to complete work started in class. Additional independent work really strengthens the quality and range of the portfolio.					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly.					

PHSE & World Views

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Looking at Person Safety through the lens of: - Mental Health Stigma & Language - Managing Anxiety - Gambling Risks - Gender Stereotypes - Misogyny - Pornography and Our Brains - Intimate relationships & STIs*	Students will focus on different Ethical Issues with lessons looking at: - Crime in the UK - Law & Consequences - Knife Crime Part - Punished or Rehabilitated? - Can People Change? - Forgiveness, Redemption and Second Chances	Students will learn about Anti-Social Behaviour & Risk Law & Personal Safety. Lessons will cover: - Drugs - Knife Crime & online supply - Sexual Harassment & the Law - Sexual Health, Intimate Relationships & STIs - Online Harm - Relationships in the Media	Students will focus on different Ethical Issues with lessons looking at: - Free Will - The difference between right & wrong - Determinism - Liberationism - Freedom of Speech	Learning will be on the topic of Sex & Relationships & Online Safety. Covering learning on: - FGM, virginity testing, hymenoplasty - Sexual Harassment and the Law - Pornography & Our Brains - Relationships in the Media - Sextortion & spotting AI - Diverse Relationships	Students will focus on different Ethical Issues with lessons looking at: - Can war be justified - Causes of War - Are any Wars Just? - Should we legalise Drugs - Morality in Sport & Leisure - Religious attitudes to work
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					
Year 10 Curriculum	Looking at Person Safety through the lens of: - Harmful Sexual Behaviours - Pornography's disempowering effect - Coercive, Exploitative & Abusive Relationships	Students will build on their understanding of different Ethical Issues with lessons on: - Human Rights - Immigration - Terrorism - Torture - Extremism - Extremists	Theme of Family friendships & healthy relationships with topics on: - Divorce & Separation - Stalking, Harassment and the Law - Assessing readiness for Sex - Forced Marriage & Arranged Marriage - Incel Culture & Online Influencers	Students will build on their knowledge of different Ethical Issues with lessons learning about - Scientology - Abortion - Conspiracy Theories and Illuminati - Beyond Our Dimensions - What Is the Soul	Health & Wellbeing topics will look at: - Pregnancy options - LGBT Rights - Gambling & links to mental health - Drugs — synthetic drugs, illicit vapes, counterfeit medicines - Financial Exploitation - Cancer Screening - Adoption and Fostering	Careers and Post 16 planning: This term is focused on exam preparation and preparation for Work Experience Year 10 Exams Work Experience Target Setting for Year 11 & Post 16 planning

	• Inequalities of power in sexual relations • Gaslighting and Emotional Abuse • Readiness for sex & emotional decision making • Intimate relationships • Contraception, STIs, HIV, PrEP/PEP		• Being Safe - Strangulation as a criminal offense			
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					
Year 11 Curriculum	Looking at Person Safety through the lens of: • Language Microaggressions and Bullying • Domestic Abuse • Online Dating • Role of Pleasure in intimate relationships • Sexualisation in the Media • Deepfakes & Malicious AI • Sextortion and Spotting AI	Learning about living in the wider world. Lesson will focus on: • Cost of Living • Personal Safety & Independent Travel • Ideology & Extremism Part 1 • Festivals, Parties & Associated Risks • Prescription Drugs & Anti-Biotics	Building on knowledge of personal safety & health and wellbeing through the lens: • Anxiety & Depression • The Role of Pleasure • Gaslighting & Emotional Abuse • Responsible Choices, Gillick Competence & medical consent	Theme of Family friendships & healthy relationships with topics on: • Different Types of Families • Families: common-law marriage myth; cohabitation rights • Parenting Costs and Considerations • Unwanted, fixed & Obsessive Behaviours • Honour Violence & Killing	Health & Wellbeing - preparing for life beyond school • Algorithms and Subcultures • E-Reputation & Digital Legacy • Early Years Brain Development and Parenting • Financial Exploitation • Online Dating & Scams • Economic Independence	
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					

Product Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Curriculum	Students are working on their NEA including the following areas: Researching existing products, identifying clients, writing a design brief and Specification and beginning initial designs	Students are working on their NEA including the following areas: Students will continue to generate initial ideas. They will then review and refine a range of designs. Students will begin to explore model making to help refine design ideas.	Students are working on their NEA including the following areas: Students will continue with model making and from this review and develop designs. Students will produce final design drawings. Write production plans and produce technical drawings for manufacturing prototypes.	Students are working on their NEA including the following areas: Students will manufacture their prototype in the workshop using a range of possible materials and techniques. Students will evaluate and suggest future developments based on the success of their prototype measured against their design specification.	Students will review and finalise their NEA's then begin revision lessons for the exam component.	
Independent Tasks	Students may be required to complete work started in class. Additional independent work really strengths the quality and range of the portfolio.					
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly.					

Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Health Components of Fitness Skill Components of Fitness Students will learn Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed Fitness Testing Students will learn the Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection	Principles of Training Students will learn planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training. Methods of Training Students will learn the factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness) Relationship between Health, Fitness Exercise and Performance Students will learn the definitions of fitness, health, exercise and performance and the relationship between them.	Practical – Trampolining Students will participate in practical units which will result in assessment at the end of the block. Benefits of Health Students will learn about; - Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved - Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved - Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved	Lifestyle Choices Students will learn about lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine) and positive and negative impact of lifestyle choices on health, fitness and wellbeing, Consequences of a sedentary lifestyle Students will learn about a sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness Diet and Nutrition Students will learn about the nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport	Goal Setting Students will learn about the use of goal setting to improve and/or optimise performance and the use of goal setting and SMART targets to improve and/or optimise performance 2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound). Practical – Handball and netball Students will participate in practical units which will result in assessment at the end of the block.	Practical – Athletics Students will participate in practical units which will result in assessment at the end of the block.
Assessment	Topic Tests following each workbook.	Topic Tests following each workbook. Modular Test 1	Practical Assessment Topic Tests following each workbook.	Topic Tests following each workbook. Modular Test 2	Practical Assessment	Practical Assessment

Homework	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term.	N/A	Research technical aspects of the events of students' choice
Year 10 Curriculum	Health Components of Fitness Skill Components of Fitness Students will learn Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed Fitness Testing Students will learn the Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection	Principles of Training Students will learn planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training. Methods of Training Students will learn the factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness) Goal Setting Students will learn about the use of goal setting to improve and/or optimise performance and the use of goal setting and SMART targets to improve and/or optimise performance 2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound).	Cardiovascular System Part 1: Functions and structure Students will learn about the functions and the structure of the cardiovascular system. Cardiovascular System Part 2: Vessels and components of blood. Students will learn about the structure of arteries, veins and capillaries and the importance to physical activity. Students will learn about redistribution of blood/vascular shunting and the function and importance of the components of the blood. Respiratory System Students will learn about the location of the main components of the respiratory system and the structure. Students will learn about the structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)	Respiratory System Students will learn about how the cardiovascular and respiratory systems work together to allow participation in sport. Aerobic and Anaerobic Exercise Students will learn about Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid) Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity Short term effects of exercise Students will learn about the short-term effects of exercise on the; - muscular system - cardiovascular system - respiratory system	Long term effects of exercise Students will learn about; long-term effects of exercise on the; - muscular system - skeletal system - cardiovascular system - respiratory system Practical – Handball and netball Students will participate in practical units which will result in assessment at the end of the block.	Practical – = Practical – Athletics Students will participate in practical units which will result in assessment at the end of the block.
Assessment	Topic Tests following each workbook.	Topic Tests following each workbook. Modular Test 3	Topic Tests following each workbook.	Topic Tests following each workbook.	Topic Tests following each workbook. Modular Test 4 Practical Assessment	Practical Assessment Topic Tests following each workbook.
Homework	Homework set via SENECA to consolidate understanding	Homework set via SENECA to consolidate understanding	Homework set via SENECA to consolidate	Homework set via SENECA to consolidate	Homework set via SENECA to consolidate understanding	Research technical aspects of the events of students' choice

	of the topics done during this half term.	of the topics done during this half term.	understanding of the topics done during this half term.	understanding of the topics done during this half term.	of the topics done during this half term.	
--	---	---	---	---	---	--

Year 11 Curriculum	Goal Setting Students will learn about the use of goal setting to improve and/or optimise performance and the use of goal setting and SMART targets to improve and/or optimise performance 2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound). Coursework – Personal Exercise Programme Plan, carry out and evaluate a personal exercise programme. Injuries Students will learn about injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) and the use of RICE (rest, ice, compression, elevation) as a way of treating soft tissue injuries.	Optimising Training Students will learn about the use of a PARQ to assess personal readiness for training and injury prevention through correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports. The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport and phases of a warm-up and their significance in preparation for physical activity and sport Performance Enhancing Drugs Students will learn about performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones	Guidance and Feedback Students will learn about Types of guidance to optimise performance: visual, verbal, manual and mechanical and the advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts. Students will learn about the types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal Engagement Patterns Students will learn about participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability. Interpretation and analysis of graphical representation of data associated with trends in participation rates Year 11 PPEs	Commercialisation The relationship between commercialisation, the media and physical activity and sport and the advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator Ethical social-cultural issues Students will learn about the different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level Revision	Revision

		(GH)), stimulants, blood doping			
Assessment	Topic Tests following each workbook. Assessment of coursework	Topic Tests following each workbook. Modular Test 8	Topic Tests following each workbook.	Topic Tests following each workbook. Modular Test 9	N/A
Homework	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term.	Homework set via SENECA to consolidate understanding of the topics done during this half term	Revision

PHSE & World Views

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Looking at Person Safety through the lens of: - Mental Health Stigma & Language - Managing Anxiety - Gambling Risks - Gender Stereotypes - Misogyny - Pornography and Our Brains - Intimate relationships & STIs*	Students will focus on different Ethical Issues with lessons looking at: - Crime in the UK - Law & Consequences - Knife Crime Part - Punished or Rehabilitated? - Can People Change? - Forgiveness, Redemption and Second Chances	Students will learn about Anti-Social Behaviour & Risk Law & Personal Safety. Lessons will cover: - Drugs - Knife Crime & online supply - Sexual Harassment & the Law - Sexual Health, Intimate Relationships & STIs - Online Harm - Relationships in the Media	Students will focus on different Ethical Issues with lessons looking at: - Free Will - The difference between right & wrong - Determinism - Liberationism - Freedom of Speech	Learning will be on the topic of Sex & Relationships & Online Safety. Covering learning on: - FGM, virginity testing, hymenoplasty - Sexual Harassment and the Law - Pornography & Our Brains - Relationships in the Media - Sextortion & spotting AI - Diverse Relationships	Students will focus on different Ethical Issues with lessons looking at: - Can war be justified - Causes of War - Are any Wars Just? - Should we legalise Drugs - Morality in Sport & Leisure - Religious attitudes to work
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					
Year 10 Curriculum	Looking at Person Safety through the lens of: - Harmful Sexual Behaviours - Pornography's disempowering effect - Coercive, Exploitative & Abusive Relationships	Students will build on their understanding of different Ethical Issues with lessons on: - Human Rights - Immigration - Terrorism - Torture - Extremism - Extremists	Theme of Family friendships & healthy relationships with topics on: - Divorce & Separation - Stalking, Harassment and the Law - Assessing readiness for Sex - Forced Marriage & Arranged Marriage - Incel Culture & Online Influencers	Students will build on their knowledge of different Ethical Issues with lessons learning about - Scientology - Abortion - Conspiracy Theories and Illuminati - Beyond Our Dimensions - What Is the Soul	Health & Wellbeing topics will look at: - Pregnancy options - LGBT Rights - Gambling & links to mental health - Drugs — synthetic drugs, illicit vapes, counterfeit medicines - Financial Exploitation - Cancer Screening - Adoption and Fostering	Careers and Post 16 planning: This term is focused on exam preparation and preparation for Work Experience Year 10 Exams Work Experience Target Setting for Year 11 & Post 16 planning

	• Inequalities of power in sexual relations • Gaslighting and Emotional Abuse • Readiness for sex & emotional decision making • Intimate relationships • Contraception, STIs, HIV, PrEP/PEP		• Being Safe - Strangulation as a criminal offense			
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					
Year 11 Curriculum	Looking at Person Safety through the lens of: • Language Microaggressions and Bullying • Domestic Abuse • Online Dating • Role of Pleasure in intimate relationships • Sexualisation in the Media • Deepfakes & Malicious AI • Sextortion and Spotting AI	Learning about living in the wider world. Lesson will focus on: • Cost of Living • Personal Safety & Independent Travel • Ideology & Extremism Part 1 • Festivals, Parties & Associated Risks • Prescription Drugs & Anti-Biotics	Building on knowledge of personal safety & health and wellbeing through the lens: • Anxiety & Depression • The Role of Pleasure • Gaslighting & Emotional Abuse • Responsible Choices, Gillick Competence & medical consent	Theme of Family friendships & healthy relationships with topics on: • Different Types of Families • Families: common-law marriage myth; cohabitation rights • Parenting Costs and Considerations • Unwanted, fixed & Obsessive Behaviours • Honour Violence & Killing	Health & Wellbeing - preparing for life beyond school • Algorithms and Subcultures • E-Reputation & Digital Legacy • Early Years Brain Development and Parenting • Financial Exploitation • Online Dating & Scams • Economic Independence	
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					

Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Module 1: Free time and technology. Students discuss hobbies, sport, music, films, reading and social media. They learn to express and justify opinions using present tense verbs.	Module 1 continued. Students develop longer answers, compare activities and improve spontaneous speaking and writing skills.	Module 2: School life. Students describe subjects, teachers, facilities and future educational plans using present and future tenses.	Module 2 continued. Students compare school systems, develop translation skills and complete GCSE-style tasks.	Module 3: Family and relationships. Students describe family members, friendships, role models and personal relationships.	Module 3 Continued Students discuss social activities, relationships and personal experiences. They consolidate key vocabulary and grammar from Year 9 and prepare for end-of-year assessments.
Assessment	Listening Speaking test	Speaking test	Writing assessment	Reading and Listening	Year 9 EOY read/list assessment, writing 50 word, translation and 90 word writing (overlap)	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly
Year 10 Curriculum	Module 4: Interests and Influences. Students explore the influence of music, television, cinema, fashion and social media on young people. They learn how to express detailed opinions, discuss trends and justify viewpoints using a range of language structures.	Module 4 Continued Students analyse positive and negative influences in society and develop GCSE speaking skills through photo card descriptions, role-plays and conversation practice.	Module 5: Local Area, Travel and Tourism. Students describe where they live and discuss the advantages and disadvantages of towns and cities. They learn language relating to shops, tourist attractions and local facilities.	Module 5 Continued. Students explore environmental issues and improvements that could be made within local communities. Grammar includes comparatives, superlatives and multiple time frames.	Mocks revision and exams skills. Module 6: Customs and Festivals. Students study Spanish and Hispanic traditions, celebrations and festivals. They learn about cultural events and compare customs with those in the UK.	Module 6 Continued. Students discuss festivals they have attended, describe celebrations in different time frames and prepare for end-of-year mock examinations covering all four GCSE skills.
Assessment	Year 10 Reading and listening	Year 10 Photocard, Translation and 90 word writing	Year 10 - Read and List/writing 50/90 or 90/150 word task	Speaking assessment	Year 10 mocks	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly

Year 11 Curriculum	Module 7: Future Aspirations, Study and Work. Students explore future career pathways, employment, work experience and university options. They learn to discuss ambitions, skills and qualities needed for future careers.	Module 7 Continued Students practise discussing work-related experiences and future plans using more advanced structures, including the conditional tense. GCSE speaking preparation continues throughout the term.	Module 8: A Better World. Students study global and environmental issues, healthy living, volunteering and social responsibility. They learn how to discuss global challenges and suggest solutions.	Final GCSE Speaking Preparation and Examinations Students complete intensive exam practice, speaking preparation and final revision activities before sitting their GCSE examinations.	GCSE Revision Programme Students revisit all GCSE themes, key vocabulary and grammar structures. Revision focuses on retrieval practice, translation skills, exam strategies and targeted intervention based on individual needs.	
Assessment	Reading and listening assessments	Speaking and writing assessment	Year 11 mocks	Year 11 Speaking exams	Year 11 GCSE Exams	
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Curriculum	Biology B1Cell Biology Chemistry C1 Atoms Physics P1 Energy (a)	Biology B1Cell Biology Chemistry C1 Atoms Physics P2 Particle model	Biology B2 Organisation Chemistry C2 Bonding Physics Chapter P3 Particle Model of Matter	Biology B2 Organisation Chemistry C2 Bonding Physics Chapter P4 Atomic Structure	Biology B3 Infection and Response Chemistry C4 Chemical Changes Physics P1 Energy (b)	Biology B3 Infection and Response Chemistry C4 Electrolysis Physics P2 Electricity.
Assessment	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.
Homework	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday
Year 10 Curriculum	Biology B4 Bioenergetics Chemistry C5 Energy Changes Physics P2 Electricity	Biology B4 Bioenergetics Chemistry C3 Quantitative Chemistry Physics P5 Forces	Biology B5 Homeostasis Chemistry C6 Rate of Reaction Physics P5 Forces	Biology B5 Homeostasis Chemistry C6 Rate of Reaction Physics P5 Forces	Biology B7 Ecology Chemistry C7 Organic Chemistry Physics P5 Forces	Biology B7 Ecology Chemistry C7 Organic Chemistry Physics P6 Waves
Assessment	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.
Homework	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday

Year 11 Curriculum	Biology B5 Homeostasis Chemistry C7 Organic Chemistry C8 Chemical Analysis Physics P6 Waves	Biology B6 Inheritance and Variation Chemistry C9 Chemical Analysis, C10 Atmospheric Chemistry Physics P6 Waves	Biology B6 Inheritance and Variation Chemistry C9 Chemical Analysis, C10 Atmospheric Chemistry Physics P6 Waves	Preparation for Exams	Preparation for Exams	Preparation for Exams
Assessment	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.	Extended answer questions in class and unit tests.
Homework	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday	Independent learning set on Tassomai every Monday