# Tomlinscote



# School

# Curriculum Map Booklet

2022 - 23



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# **ENGLISH**



# Skills

# Mastery in Year 11

- Consistent independent retrieval practice of text studied.
- A critical and exploratory response to text.
- Sophisticated application of the GCSE assessment objectives.
- Consideration and interpretation of alternative readings.

# Mastery in Year 10

- Developing a confident understanding of the tech
- Confident recall of knowledge and skills built in key stage three.
- Constructing a fully developed argument.
- Clear understanding of the application of the assessment objectives in GCSE.
- Building an independent approach to learning and wider reading.

### Mastery in Year 9

- Confidently analyse texts from different historical periods.
- Identify writers' methods and purposes and suggest interpretations and effect.
- Use context to inform vocabulary, and imagery.
- Create narrative writing developing the craft of structural and descriptive devices.
- Create a convincing and sustained argument.

# Mastery in Year 8

- Confident use of key literacy and poetic terminology.
- Formulating analytical paragraphs that explore text within the social and historical context.
- Compose non-fiction that responds to the audience, form and purpose and includes a range of convincing persuasive devices.
- Create narrative writing through accurate and secure range of structural and descriptive devices for
- Improving accuracy of spelling, punctuation and grammar and developing use of a wider range of ambitious vocabulary.

# Mastery in Year 7

- Knowledge of features of different forms and purposes of
- Ability to identify writers methods and apply to their own work.
- Developing knowledge of how to respond to text analytically.
- Deepen understanding of writers within their historical and cultural context – and apply to their text
- Deepen understanding of word classes and impact, ability to infer.

# Knowledge



# Exam Preparation

Revision of key texts and language papers to cement knowledge, strengthen essay responses, extend vocabulary and crafting of creative writing.

Jekyll and Hyde Revision 1



Macbeth / Lang P2 revision



# **Poetry 1 Unseen Lang Paper 1 revision**



# **Modern Play 'An Inspector Calls'**

Adapt and explore language from the novel to implement in your own creative writing.

### Lang P2: Viewpoints and 🏻 **Perspectives**

Explore different non-fiction texts and

structural features to develop your

own ability to form an argument.

# ♣Novel - 'Jekyll and Hyde'

Return to Victorian London with an exploration of social context to analyse plot, character and themes.

# Poetry: Power and Conflict

Understanding and explanation of how the things of power and conflict are presented through poetic form and structure for effect.

Exploration of different narratives to

identify writer's craft for effect.

Shakespeare - 'Macbeth'

A critical analysis of plot, character and themes in the play.



Read a range of non-fiction accounts of travel. Use these to practice key language analysis and creative skills.

# Modern Play - 'Journey's End'

# Study of a play set in the trenches of the First World War. We will analyse the ways in which ideas and themes are presented.

Read a selection of Detective mystery stories set in Victorian London. Gain inspiration for your own creative writing.

**Sherlock Holmes** 

**Narrative Writing** 

**Power and Conflict Poetry** 

Explore a range of poems from a variety of contexts that express power and conflict.

**Novel - 'Animal Farm'** 

Study this allegory of the Russian Revolution. Consider the ways in which the political message is conveyed.

# Narrative - 'War Horse' PLAY

Social Change Developing narrative writing using the World War I play as inspiration for creativity and structure.

## **Novel 'A Christmas** Carol'

# Shakespeare - 'Romeo and Juliet'

# **Poetry Relationships**

Exploration of character and theme in a 19th-century novel analysing Dickens purpose and message in the Victorian context.

Building confidence in tackling Shakespeare by exploring how Shakespeare presents key characters and following the key theme of conflict and character.

Analysing a range of poetry across time that explores a variety of relationships. Develop an understanding of methods and language for effect.

# Non fiction - Criminality

Explore 19th-century and modern writers. Discuss and express opinions on criminality through a range of non-fiction formats while developing your own skills in writing non-fiction.



# Shakespeare - 'A Midsummer Night's Dream'

Explore how Shakespeare presents key characters and themes and how they are presented in the play as a whole including textual analysis. Explore impact of historical and cultural elements RE: when is play set/when is play written. Building upon prior knowledge to deepen ability to write for purpose.

# **Spoken Language**

# The Novel - The Bone Sparrow

Learn how to track a character's development over the course of the novel. Explore how context impacts a plot. Explore impact of writer choices.

# Explore famous speeches and the uses of language. Use these to create your own speeches.

# **Culture Poetry**

# **Non fiction - Titanic**

Investigate how texts are constructed. Compare

how writers convey the different experiences. Apply techniques to our own writing. Explore how to write for different purposes.

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### Learn to identify a range of poetic devices and analyse effects to apply and to own writing. Explore the impact of historical and cultural context, alongside the effects of a poet's methods and choices.



# **MATHEMATICS - HIGHER**

# T

# Skills

# Mastery in Year 11

- Be able to prove, apply and link learning to solve mathematical problems.
- Interpret statistical diagrams.
- Prove circle theorems using understanding of geometry and algebra.
- Problem-solving with algebra and number

# Mastery in Year 10

To develop fluency and skills in:

- Solving equations.
- Calculating perimeter, volume and surface area.
- Apply logical thinking in probability and shape.

# Mastery in Year 9

- Build on key skills and deepen understanding in preparation for GCSE.
- Algebra: investigate applications, quadratic expressions and equations, linear graphs.
- Problem-solving with numbers.
- Investigate different geometrical topics.

# Mastery in Year 8

- Develop fundamental skills.
- Percentages.
- Shapes and angles.
- Algebra equations and applications.
- Understand probability.

# Mastery in Year 7

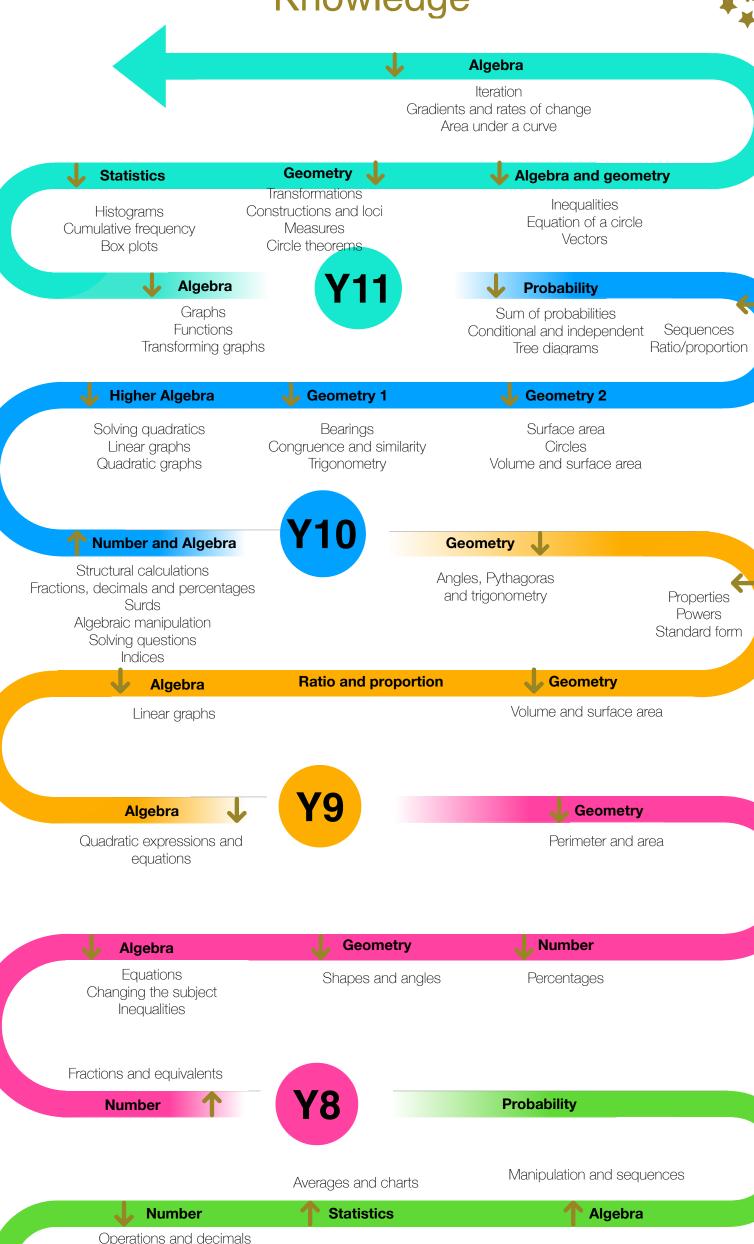
 Build confidence and depth of understanding on core maths skills required for future problem-solving.

Fractions and ratio

Numbers and ratio 1

- Number skills.
- Algebraic manipulation.
- Analyse statistics.

# Knowledge



Measures and number

Number



# **MATHEMATICS - FOUNDATION**

# Skills

# Mastery in Year 11

- Interpret a range of algebraic graphs.
- Analyse and make statistical predictions.
- Practice skills listed.

# Mastery in Year 10

To develop fluency and skills in:

- Solving equations.
- Calculating perimeter, volume and surface area.
- Applying logical thinking in probability and shape.

# Mastery in Year 9

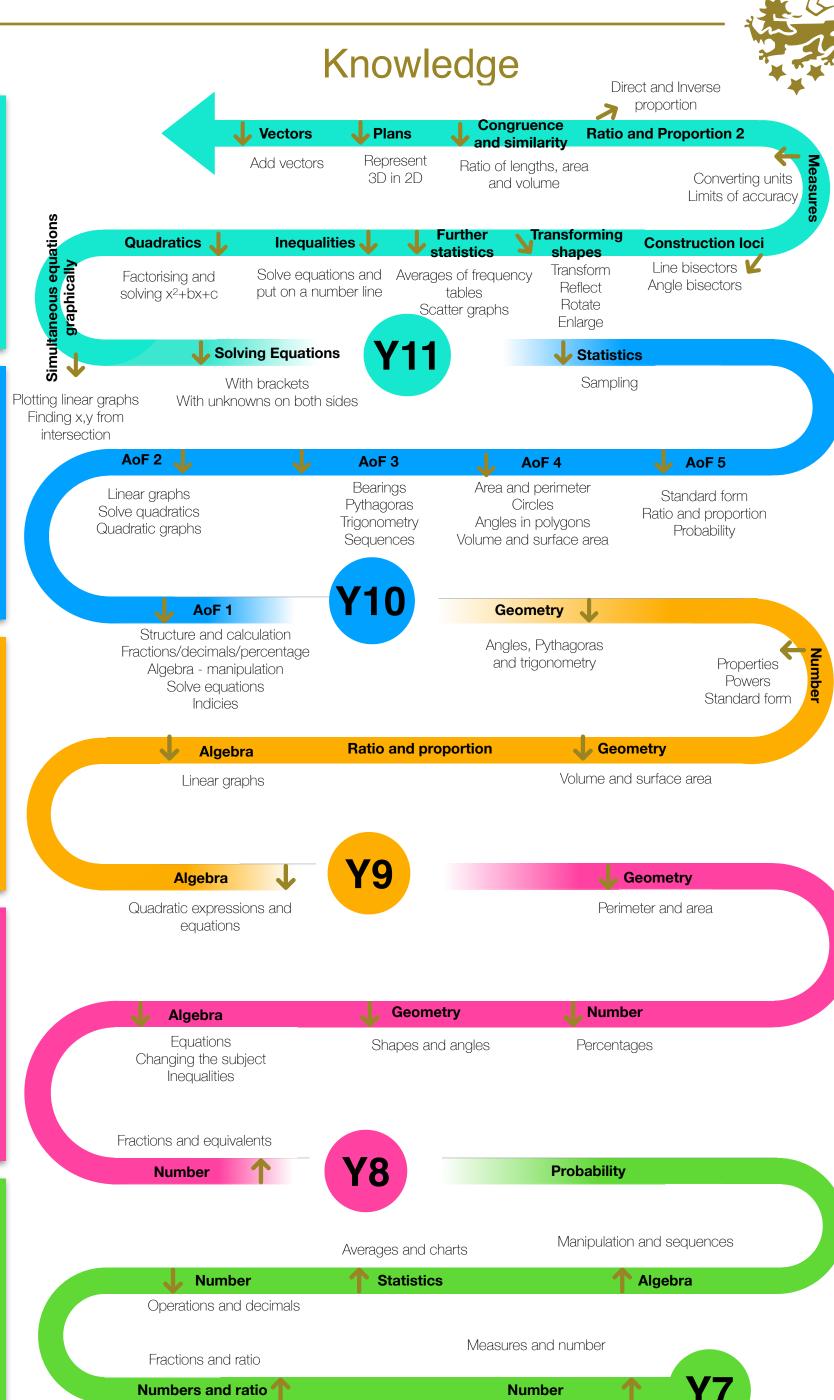
- Build on key skills and deepen understanding in preparation for GCSE.
- Algebra: investigate applications, quadratic expressions and equations, linear graphs.
- Problem-solving with numbers.
- Investigate different geometrical topics.

# Mastery in Year 8

- Develop fundamental skills.
- Percentages.
- Shapes and angles.
- Algebra equations and applications.
- Understand probability.

# Mastery in Year 7

- Build confidence and depth of understanding on core maths skills required for future problem-solving.
- Number skills.
- Algebraic manipulation.
- Analyse statistics.





# **MATHEMATICS - SUPPORT**

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# Skills

# Mastery in Year 11

- To be able to apply and link learning to solve mathematical problems.
- Interpret statistical diagrams.
- Problem-solving with numbers and algebra.

# Mastery in Year 10

- To develop fluency and skills and number and algebra specifically calculations and algebraic manipulation.
- Apply to logical thinking and ratio and proportion problems.

# Mastery in Year 9

- Build on key skills and deepen understanding in preparation for GCSE.
- Algebra: investigate applications, quadratic expressions and equations, linear graphs.
- Problem-solving with numbers.
- Investigate different geometrical topics.

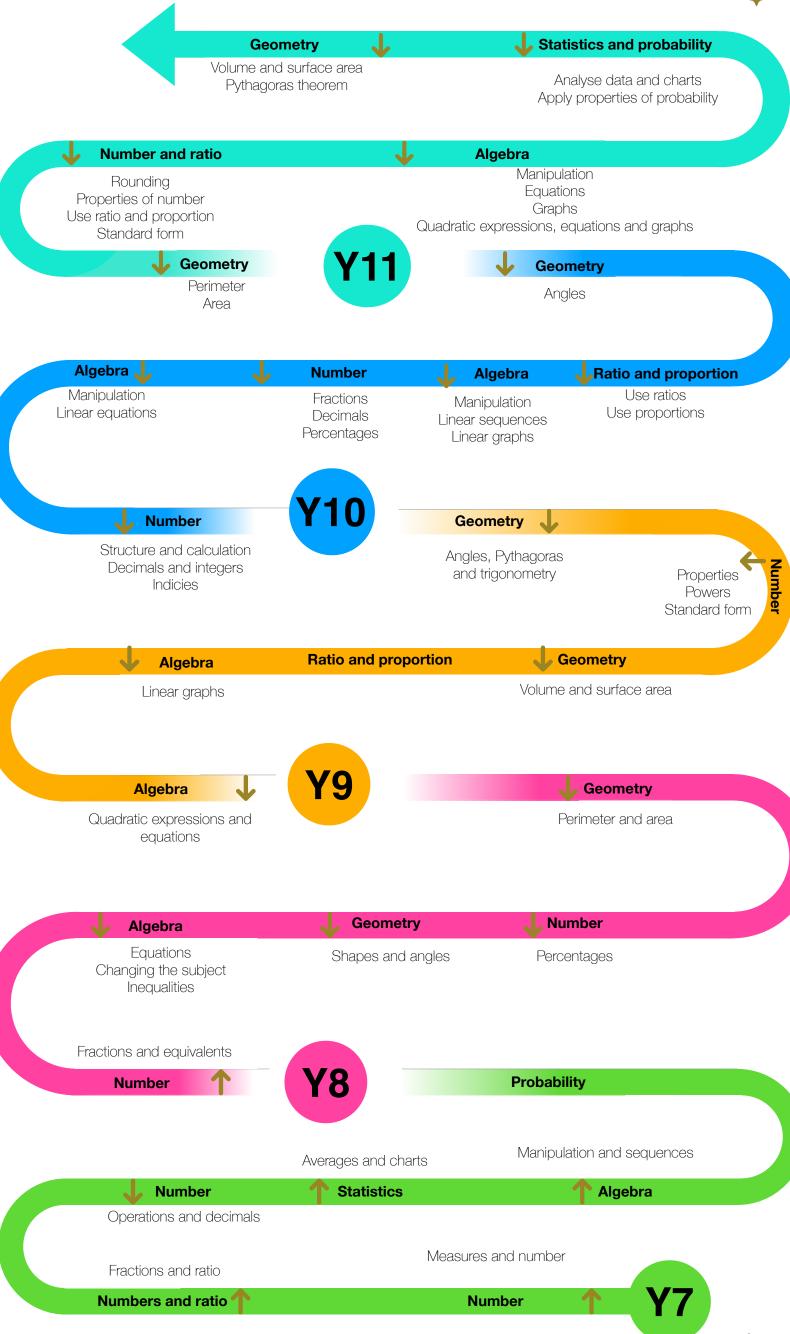
# Mastery in Year 8

- Develop fundamental skills.
- Percentages.
- Shapes and angles.
- Algebra equations and applications.
- Understand probability.

# Mastery in Year 7

- Build confidence and depth of understanding on core maths skills required for future problem-solving.
- Number skills.
- Algebraic manipulation.
- Analyse statistics.

# Knowledge





# **BIOLOGY**



# Skills

# Mastery in Year 11

- Analyse draw graphs, analyse data from graphs, analyse hypothesis and validity.
- Communicate construct explanations, choose appropriate revision methods.
- Apply confidently use exam scores that allow full access to questions and clear application of content.

# Mastery in Year 10

- Enquire write methods, plan variables, identify hypotheses, collect results.
- Analyse extract data from graphs and tables, calculate quantities based on graphs and analyse hypothesis.
- Communicate construct explanations, write clearly and concisely.

# Mastery in Year 9

- Recall factors identify revision techniques, remember key definitions, rearrange equations.
- Apply develop exam skills that allow full access to questions and clear application of context.
- Analyse discuss limitations of methods, construct explanations.

# Mastery in Year 8

- Communication Use observations and data to formulate conclusions.
- Analyse evaluate data, recognise anomalies in data, construct explanations.
- Solve calculate mean and range, review theories.

# Mastery in Year 7

- Enquire follow methods, identify hypothesis, collect results, identify hazards and safety precautions.
- Analyse draw results tables, describe patterns and make conclusions from graphs.
- Structure to make concise notes in lab books.

# Knowledge

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Describe how different molecules circulate through the circulatory systems.

# Topic eight - Exchange and Transports

Review cell transport and respiration and how the circulatory systems aids these processes.

# **Topic seven – Hormones**

Describe the effects of hormones on the body.



# **Topic six – Plant Structures**

Describe how plants are adapted for photosynthesis.

# J Topic four - Natural Selection

Explain the theory of evolution by natural selection.

# **Topic five – Health and Disease**

Explain the transmission and prevention of disease, including pandemics.

# **Topic three – Genetics**

Describe how DNA is stored in cells and how it determines the physical properties of an organism.



# **Topic two - Cells and Control**

Explain how cells are specifically adapted for their function and describe the nervous system.

# **Genetics and Evolution**

Describe how DNA is stored in cells and how it determines the physical properties of an organism.



# Topic one - key concepts in biology

Describe and explain cell structure, enzymes and cellular transport.

# **Plant Growth**

Describe how the environment affects plant growth.

# **Introduction to plants**

Describe the structure of plants and their fertilisation.

# **Breathing and Respiration**

Explain how cells are adapted to release energy through

respiration and photosynthesis.

Describe the process of fertilisation and the signs of pregnancy.

**Sexual Reproductions** 

Describe what a healthy lifestyle looks like and what the nutritional requirements of a human body are.

# Food and Nutrition



# **Health and Disease**

How our immune system responds to infection.

Describe how the human body responds to exercise.

# **Human Biology**

How living organisms interact with their environment.

**Ecosystems** 

Recall and explain the structure of animal cells and organ systems.

Cells, Tissues and Organ systems 1





# **CHEMISTRY**

# Skills

# Mastery in Year 11

- Communicate Construct longer written answers to exam questions using GCSE level concepts and ideas
- Recap/consolidate Select revision strategies to link content from across topics
- Plan Use a revision timetable to prepare for exams

# Mastery in Year 10

- Apply Use word and balanced symbol equations to represent common reactions at GCSE.
- Analyse Interpret results in tables and graphs, perform calculations and write conclusions problems.
- Practical develop practical skills to obtain results from Core Practicals.

# Mastery in Year 9

- Apply Predict the results of chemical reactions using patterns and theories.
- Recap/consolidate Recall facts, identify revision techniques and secure knowledge from across the KS3 course.
- Evaluate Consider the context of results and the validity of data.

# Mastery in Year 8

- Enquire Describe variables including control variables. describe appropriate method and equipment.
- Problem solving Plan practical work required to solve problems.
- Evaluate Consider sources of information for accuracy and reliability.

# Mastery in Year 7

- Enquire Plan experiments, control variables, write methods, collect results, identify hazards.
- Analyse Draw results tables, interpret results, draw graphs, interpret graphs.
- Evaluate Consider the outcomes and write conclusions to experiments.

# Knowledge

# Ion tests and materials 👃

Identify unknown compounds using ion tests. Material science including nano-technology.

# Organic chemistry

The study of the reactions of compounds based on carbon.

# **Equilibria**

Explain reversible reactions and dynamic equilibria.

# Fuels and Earth science

Hydrocarbon fuels, combustion and the effect of pollution on the atmosphere.

# Calculations 2

Calculations involving solutions (titration) and gas volumes.

# Groups, rates and energy

Reactions of Group 1,7 and 0 elements. Explain rates of reaction and energy changes.

> Describe how atoms are held together in structures and explain how this affects properties.

> > Structure and bonding

An introduction to chemical

change and using chemical

symbols and equations.

# b Acids and alkalis

Investigate the reactions of acids and alkalis and how neutralization reactions can be used to make salts.

# Chemical change

Calculate masses in equations. Explain how electrolysis and the reactivity series of metals can be used to extract metals from ores.



Investigate patterns in the structure

# Link the particle model

States and separating

of states of matter to methods used to separate mixtures.

of atoms across the Periodic Table.

# **Introduction to GCSE**

Establish a reactivity series of metals and investigate displacement reactions.

# **Reactivity series**



# **Structure of atoms**

**Rocks and materials** Investigate rocks and the rock

cycle and explore other types of materials

# **The Periodic Table**

Explore the periodic table and how elements are arranged

Investigate fuels and combustion reactions.

# Metals and their uses

Identify the reactions of metals and how this affects how metals are used.

# Combustion





# Atoms elements and molecules

Explain the differences between elements, compounds and mixtures

# The particle model

Use a particle model to describe the

properties of solids, liquids and gases.

Explore acids and alkalis and their reactions.

Acids and alkalis T

Investigate mixtures and how they can be separated.

Mixtures and Separation







# **PHYSICS**

# Skills

# Mastery in Year 11

- Analyse plan investigations, decide on methods, analyse data from graphs.
- Communicate construct explanations, choose appropriate revision methods.
- Solve Choose the equation to solve the problem. Rearrange for complex equations.

# Mastery in Year 10

- Analyse identify patterns from graphs and tables. Calculate quantities based on graphs.
- Solve choose the equation to solve the problem. Rearrange more complex equations.
- Communicate construct explanations, write clearly and concisely.

# Mastery in Year 9

- Recall facts identify revision techniques, use keywords and explanations.
- Rearrange and use equations.
- Enquire identify hypotheses, choose variables, collect data, identify safety precautions.
- Analyse discuss limitations of methods, construct explanations.

# Mastery in Year 8

- Analyse evaluate data, draw conclusions, explain results.
- Solve identify anomalies and patterns.
- Communicate present data using a line graph and line of best fit.
- Calculate rearrange equations and identify units.

# Mastery in Year 7

- Enquire identify hypotheses, choose variables, collect data, identify safety precautions
- Analyse draw results tables, draw graphs, describe patterns from graphs, conclusions.
- Calculate rearrange a three variable equation and identify units.

# Knowledge

# **Forces and Matter**

Investigate extension and work done when applying forces to spring.

# **Electromagnetism**

Describe how the magnetic field around a wire is related to current.

# **Particle model**

Calculate the energy needed to change the temperature of a substance.

# Static and current electricity

Investigate the relationship between potential difference, current and resistance for a resistor.

# **Astronomy**

Describe the life-cycle of stars.

# Waves **J**



Calculate gravitational potential energy and kinetic energy in

LElectromagnetic spectrum

Radioactivity

Compare longitudinal and transverse waves.

different scenarios.

Compare uses and dangers of the electromagnetic spectrum.

Describe alpha, beta and gamma radiation.

# **Conservation** of energy

Describe the shape of the magnetic field around a bar

**Forces** 

Describe Newton's Laws of Motion.

magnet.

**Magnets** 

Use motion graphs to calculate velocity and acceleration.

Motion

Compare gravitational, electric and magnetic fields.

**Force Fields** 

**Motion** 

Use a motion graph to calculate speed.

# **Energy transfers and efficiency**

Use a Sunkey diagram to calculate efficiency.

# **Earth and Space**

Describe the solar system and explain the difference between mass and weight.

Compare current in series and parallel circuits.

**Electricity** 



**Light** 

Compare light and sound waves.

Describe how sounds move through materials.

Sound

Identify forces and describe their effect.

**Forces** 

Identify energy stores and energy transfers.

Forms of energy





# Skills

# **Mastery in Year 11**

- Use examples to help explain how observations are used.
- Evaluate the importance of a child centred approach.
- Be able to make informed decisions on selecting relevant information.
- Reflecting on activities suggested.

# **Mastery in Year 10**

- To define different aspects of holistic development.
- Identify short and long-term effects of biological and environmental factors.
- Give with examples ways in which the EYP supports the care and well-being of the child.
- Identify and explain how examples of different play and activities promote development.
- Explain the role of the EYP and be able to see what could happen if the role is not followed.
- Identify strengths and weaknesses of various settings.

# Knowledge

# **Exam preparation and revision**

### **Controlled assessment**

Learning how to select relevant information to meet the brief

# **Practising controlled assessment**



The importance of child centred approach and how it helps to meet the needs of the child.



T Planning in early years childcare

How observations are used and the different methods for recording them.





# Roles and responsibilities within settings

Considering the roles and responsibilities of the EYP in various situations.

# Legislation policies and procedures



**Expectations of the EYP** 



Understanding that settings are regulated and standardised. Identifying policies and procedures that affect working with children.

Identifying expectations of the EYP including appearance, behaviour etc.

# Early years provision

# Care routines, play and activities to support the child



Exploring the purpose, role and function of different early years provision.

Understanding differing care needs and the importance of play and activity to support the child.

# Factors influencing the child's development

Identifying and evaluating how different factors effect child development.

Understanding holistic development in the early years from birth to five years

# **Child development**



# Skills

# **Mastery in Year 11**

- Independently review and improve work against given criteria.
- Confidently explain answers against set criteria.

# **Mastery in Year 10**

- To identify and describe learning styles.
- To identify features of various settings.
- Explain with examples the roles and responsibilities within an EYF.
- Explain the sequence of holistic development.
- Know and be able to use various observation methods.
- Give with examples factors affecting development.

# Knowledge

**Coursework improvement** 

**Exam** 

# **Revision and exam practice**

Describing transitions and identifying how they affect development.

**Transitions** 

👃 Learning styles 👃

**Care routines** 

Identifying study skills and learning styles and how they help.

Identifying every day care routines and how to meet the needs of the child.

# **Factors affecting development**



**Roles and responsibilities of EYP** 

Identifying how biological/environmental factors affect development.

# Preparing for placement





Issues on how to prepare for a childcare placement. Equality and diversity.

Why observations are used and different methods for recording them.

**Observations** 



# **Child development**

Understand the various aspects of development.

Explore the role, purpose and functions of different EYF settings.

**Childcare settings** 





# COMPUTER



# Skills

# **Mastery in Year 11**

- Understanding how databases and SQL are used to store, organise and interrogate data.
- The ability to identify and analyse the impact of technology in the modern world.
- Practice exam technique and complete extensive revision.

# Mastery in Year 10

- Applying problem-solving and computational thinking skills.
- Developing knowledge in data representation, computer systems, computer networks and cyber security.
- Learning the methods used to protect the privacy and identity of individuals and organisations

# **Mastery in Year 9**

- Detecting and preventing cyber threats.
- Understanding the characteristics of data and using data manipulation methods.
- Developing programs on Python and understanding algorithms.

# **Mastery in Year 8**

- Learning about different types of devices, hardware and software, components of a computer and their suitability for different users and scenarios.
- Studying computers, creating networks and how computers are becoming more sophisticated through machine learning.
- Developing computational skills and starting the basics of Python programming.

# **Mastery in Year 7**

- Learning how to use, create and edit in Google Classroom and Google Drive.
- Understanding how to use online technology safely.
- Breaking down tasks and applying computational thinking.
- Being introduced to new skills in Excel spreadsheets and programming.

# Knowledge

Revision and exam techniques

Revision and exam techniques paper 1

Ethical, legal and environmental issues

Revision and exam techniques paper 2

Students in Year 11 will have two more units to cover which are Databases and SQL and Ethical and Environmental issues. Students will learn about the importance of databases, their creation and manipulation through SQL statements. Students will also cover the impact of technology, its affect on society and the potential harmful and toxic substances created if not disposing of hardware correctly. Thereafter students will focus on revising the topics they will be tested on at the end of Year 11. Teachers will teach, support and advise on various techniques and methods that can be used to ensure that students make the best possible progress and attain the best possible grades at the end of their journey.

**Databases and SQL** 



**Cyber Security** 

Programming techniques

**Data representation** 

**Computer systems** 

**Computer networks** 

Year 10s are introduced to GCSE Computer Science where their computational thinking and creativity are developed. Units delivered during this year will have deep links with Mathematics and Science. Students will be equipped with the necessary concepts and skills related to information technology and creating programs in preparation for the future workplace and as participants in the digital world. Students will study about the CPU, images, sound, different topologies when connecting computers, the internal and external threats to an organisation and a range of other topics to develop their knowledge in Computer Science.

**Programming basics** 



Fundamentals of algorithms

Understanding Computers

**Advanced spreadsheets** 

**Python programming** 

**Data representation** 

Year 9 will cover units related to Computer Science and Digital Information Technology. Students will have an opportunity to understand how software is created, designed, and used in addition to how systems detect and prevent security threats. This will provide students with important information and skills as well as giving them the opportunity to think about choosing one of the subjects that the Computing departments offers at Key Stage 4. Both the GCSE Computer Science and the Level 2 Tech Award in Digital Information Technology will be a great addition to their qualifications at the end of Year 11.

Cyber security



Modern technologies

Al and machine learning

Networks

**Python basics** 

**Computational Thinking** 

Year 8 students will explore a variety of topics related to modern technology. The students will learn how systems work, how computers are connected and the impact of this connectivity on individuals and organisations. The units covered during this year will discuss how hardware and software have transformed the way that we use technology. This year will also build on programming concepts studied in Year 7 and applying them to a text-based programming language.

**Computer Systems** 



**Swift Programming** 

**Computational Thinking** 

Binary

Spreadsheets

Year 7 students will study fundamental topics, skills and concepts that will help them grasp the deeper units in the years to come. Their skills in problem solving, understanding how computers work, how to use and create software and how to stay safe online will be built and developed through the units taught this year. This year will ensure that students are digitally literate and are able to use and express themselves using digital media and information technology.

**Online Safety** 

Introduction to Computing

**Y7** 



# **DIGITAL INFORMATION**



# Skills

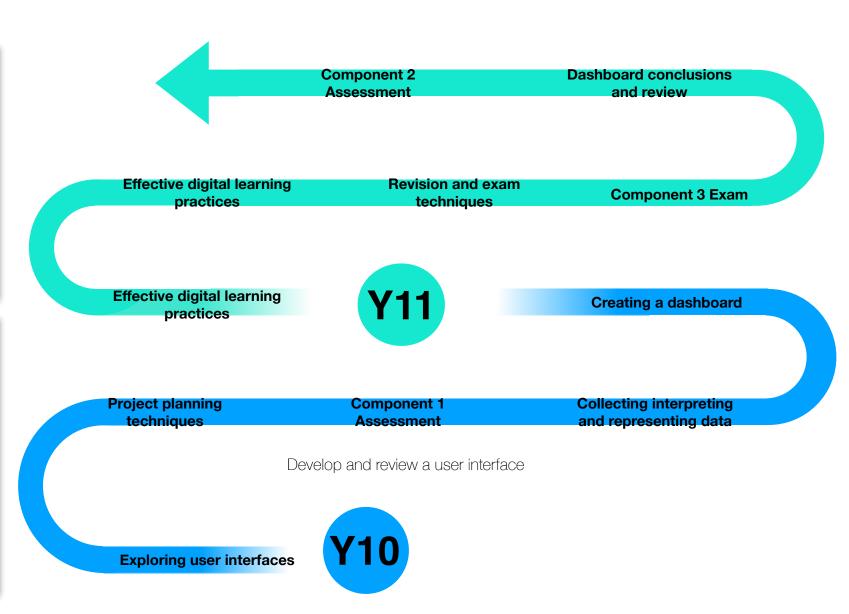
# Knowledge

# **Mastery in Year 11**

- Studying the impact of digital systems
- Understanding the effect of data on individuals and organisations.
- Creating a dashboard using data manipulation tools.

# **Mastery in Year 10**

- Understanding the uses and impact of user interface designs for individuals and organisations.
- Learning and using project planning techniques.
- Creating a user interface using project planning techniques.
- Understanding data and information, and creating a dashboard.





Students taking Digital Information Technology as a subject will spend Year 10 completing Component 1 and learning about user interfaces, design principles, project planning techniques, different types of devices, analysing strengths and weaknesses of user interface designs before applying this knowledge in their Component 1 assessment. Students will then begin component 2 by looking at techniques for collecting, interpreting and analysing data, before focusing on a variety of methods for producing dashboards.



In Year 11, students will study modern technologies, cyber security and learn about the impact that modern technologies have on society. Students will also develop their understanding about the potential internal and external threats to an organisation and how those threats can be detected and prevented in preparation for the February component 3 exam. After the exam has been completed they will complete their final component 2 assessment which focuses on data, data collection, analysis and manipulation into dashboards.



# Skills

# **Mastery in Year 11**

Developing and building on all the mastery skills of Year 10. Students refine and develop their written skills through analysing the work of other artists from different times and cultures. Students continue to refine and experiment in their chosen disciplines. Students organise their portfolio for future learning and college applications.

# **Mastery in Year 10**

Present a portfolio of work showing exceptional ability and proficiency in: AO1: Developing ideas, demonstrating a critical understanding of sources. AO2: Experimenting with appropriate media, techniques and processes. AO3:Record information relevant to personal investigations. AO4:Present a meaningful and personal response that realises ntentions demonstrating a visual anguage.

### **Mastery in Year 9**

Refining past learning by selecting and experimenting with new media, processes and techniques. Articulate in all forms of communication how to improve forming personal opinions about their own and others' work. Discover the world of work and career related concepts.

# **Mastery in Year 8**

Developing and embedding painting, drawing and digital skills. Improving resilience and problem solving whilst developing independence in practical and research techniques, identifying strengths and areas for improvement.

# **Mastery in Year 7**

Autumn term 1 and 2: Base line test shoe drawing and a 12 week project on formal elements with mini outcomes.

<u>Demonstrate</u> knowledge of the formal elements and practise skills. Experiment with techniques and media to deepen understanding.

# Knowledge

# Portfolio preparation



A thoughtfully selected physical and digital portfolio for college interviews.

Learners must explore practical, relevant contextual sources appropriate to their own work style.

### **AQA** exam project

# Personal project mock exam



Personal project

Teacher feedback and self reflection of skills.

Coursework improvement phase.

Build independence through a personal investigation following the exam assessment objectives. Refining skills and knowledge of artists and media.

### Student chosen environmental theme 🦖



Building on independence leading to an individual theme within the environment.

Teacher feedback and self reflection of skills. Coursework improvement phase.

Clay client brief task. Mixed media presentation of work and photography boards





# Nike shoe designing

Investigating mixed media project. Editing photographs. Embedding knowledge and practising skills.

Advertising analysis of brands. Collaborative work on a shoe designed to be sold. Producing a business project and class presentations. Looking at creative arts careers

Exploration of photography and advertising. Refining photography skills and editing images.

# **Sweets and advertising Digital repeats**



Mixed media observational drawing from photography.

at proportion of facial features.

Exploring hand and digital repeated printing methods. Embedding digital drawing skills.

Explore the history of portraiture. Look Produce a self portrait.

A series of many music inspired mixed media outcomes.

# **Portraiture**



# Kandinsky art and music

Analyse with key terminology the work of Kandinsky. Experiment with digital media producing Art inspired by music. Create QR codes.

Analyse the creative arts industry.

# Clay skull relief

Developing clay skills. Making a Mexican Day of the dead patterned skull.

Embedding painting skills. A personal discovery looking at different cultures and their artists.

**Mexican Day of the Dead** 



A3 large painted piece in the style of Michael Craig-Martin

# Michael Craig-Martin

Analysis of work against the formal elements. Develop colour theory, shape and form and digital media.

# **Architecture and perspective**

# 3D construction and digital experimentation $\mathbf{J}$

Exploration of architecture through time. Written artist analysis. Mixed media observational drawings building on the formal elements.

# Formal Elements



Explore the application of paint.

Development of creativity and independence. Discover drawing skills looking at all of the art formal elements. Communication using artistic language.

Discover prior knowledge. Observational drawing activities. Iconic historical art explored.



# **CREATIVE MEDIA PRODUCTION**



# Skills

# **Mastery in Year 11**

- Consolidation of media theory and application to a vocational set brief.
- Consolidation of skill analysis and evaluation.
- Consolidation of technical skills to produce a specific moving image.

# **Mastery in Year 10**

- Introduction to all media concepts required for the BTEC; including audience theories, purpose, products, sectors, genre, representation, narrative including Todorov's theory, mise en scene and the process of production.
- Developing skill in analysis and evaluation.
- Developing technical skills through the production of different moving images.
- Developing links to different creative careers within the media world.

# Knowledge





Students will undertake the component three exam from January to May. They will produce a moving image product from a specific brief the exam board provides. Students will be assessed on their production of moving image products including research, initial ideas, storyboarding, filming and editing.

### **Mock Examination of Component 3**



Students will be assessed on their production of a moving image product including research, initial ideas, storyboarding, filming and editing.

Students will understand how to produce a moving image product from a specific brief the exam board provides. Students will recall and understand how to produce a moving image from pre-to post production including; research, initial ideas, storyboarding, filming and editing.

Introduction to Component 3 - Knowledge and Skill

**Y11** 



Students will take part in a group project that recalls the process of production of a moving image while interlinking this with careers within the moving image industry. Students will produce their own production company and realise a short film of their choosing.

# 4

# **Preparation and Completion of Component 2**

Students will produce a moving image product linked to a specified theme selected by the exam board. Students will be assessed on their production process from planning and planning materials, filming and editing as well as reviewing and evaluating their process.

# Preparation and Completion of Component 1 - Learning Aim B

Students will analyse different products from different media sectors linked to a specific theme selected by the exam board. Students will be assessed in their ability to analyse audience and purpose of their selected products.

Students will analyse products from the moving image sector linked to a theme selected by the exam board. Students will be assessed in their ability to analyse genre, narrative and representation.

# T

# Preparation and Completion of Component 1 - Learning Aim A

Students will be introduced to the key media concepts and theories including audience and purpose of different products in different sectors, genre, representation, narrative, mise en scene and the process of production of moving images.

Introduction to the key media concepts and theories





# DRAMA

# Skills

# Mastery in Year 11

- Realising artistic intentions as either an actor or designer in scripted performance.
- Evaluating creative and technical decisions in written form.
- Demonstrating script analysis skills and explain performance concept as designer, director and actor.
- Analysing and evaluating performance, technical and design elements of text and live theatre.

# Mastery in Year 10

- Using a range of stimuli to devise original pieces of theatre.
- Analysing and evaluating the devising process in written form.
- Developing script analysis skills and further explore design and technical elements.
- Analysing and evaluating performance, technical and design elements of text and live theatre.

# Mastery in Year 9

- Demonstrating a wide range of physical and vocal skills to portray a range of characters.
- Secure understanding of improvising, devising and scripted theatre with an audience
- Rehearse, refine, share and respond thoughtfully.
- Explore a wider range of styles, practitioners and playwrights and their impact on theatre.

# Mastery in Year 8

- Demonstrating a wider range of physical and vocal skills to portray a range of characters.
- Developing understanding of improvising and scripted theatre with an audience in mind.
- Rehearse, refine, share and respond thoughtfully.
- Explore a wider range of styles, practitioners and playwrights and their impact on theatre.

# Mastery in Year 7

- Demonstrating fundamental physical and vocal skills to portray a range of characters.
- Basic understanding of improvising and devising theatre with an audience in mind.
- Rehearse, refine, share and respond thoughtfully.
- Develop an understanding of the stylistic features of a historical style of performance.

# Knowledge

Revise your understanding of live theatre analysis and blood brothers in preparation of your exam. Comp 1: Full exam

### Revision

Realise dramatic intentions either as a designer or actor to create a performance of two scripted extracts. Use appropriate choice of genre, style and content. Comp 3:

Performance: 40 Marks

**Y11** 

**Scripted Performance** 

Describe, Analyse and Evaluate creative and technical decisions from a live theatre production. **Comp 1:** 

32 markers

Realise dramatic intentions to create an extended piece of devised theatre. Use

appropriate choice of genre, style, acting skills and content. Comp 2: Performance

20 Marks. Explain, Analyse and Evaluate your ideas, research, intentions and artistic

process. 3 Sections each worth 20 Marks Comp 3: 60 Marks

Devising 2 & Logs 1

Explain, Analyse and Evaluate your ideas, research,

intentions and artistic process. 3 Sections each worth 20

Marks Comp 3: 60 Marks

# **Blood Brothers**

Recap Blood Brothers and

deepen understanding of

design and technical elements.

Comp 1: 4, 8, 12 and 20

markers

Explain, Analyse and Evaluate your ideas, research, intentions and artistic process. 3 Sections each worth 20 Marks Comp 3:

### 60 Marks



Realise dramatic intentions to create an extended piece of devised theatre. Use appropriate choice of genre, style, acting skills and content. Comp 2:

# Performance 20 Marks.

T Devising 1

Exploring the work and theories of key Drama Practitioners to develop and deepen the understanding of crafting and performing a piece of Drama.

# **Practitioners**

Introduction to Creative Digital Media as an art form. Exploring storyboarding, camera work, lighting, sound and editing. Career Focus - Jobs in Media Production

**Tension** 

Explore the performance style and historical context of Melodrama;

including exaggerated acting, comedy, stock characters and

melodramatic dialogue. Devise a performance based on the story of

Sweeney Todd and create a Melodrama piece demonstrating your

understanding of this style of performance. Career Focus - Costume/Make-up Designer

**Intro to Creative Digital Media** 

Experiment with non-naturalistic devices based on a social/political issue.

Career Focus - Puppet Designer

your choice to demonstrate your skills creative and technical decisions from developed throughout KS3. a live theatre production. **Comp 1:** Career Focus - Applied Theatre Jobs 32 markers

Explore characters, design and

technical elements in a set text.

Comp 1: 4, 8 and 12 markers.

Describe, Analyse and Evaluate

# **Final Project**

**Devising - Story Based** 

Take on the role as detectives in a missing persons case as you deepen your as you create an original piece of Drama understanding of devising characters and complex storylines. Career Focus - Set Designer

# **Devising - Issue based Drama**

**Devising 1 Logs** 

Create a performance of a style of

Explore and analyse the performance skills used to create tension in devised and scripted Create a pitch for a new theatre production, and performances and its purpose. Devise a take on the roles of the Production Team to performance demonstrating your application of produce the advertising and design elements of it. Tension building performance skills. Career Focus - Production and Marketing Team Career Focus - Lighting and Sound Design

# **Production Team Project**

Explore the performance style of Physical Theatre; including the basic actions, devices, contact moves and the use of themes. Introduction to performance analyse to broaden the understanding of the style. Devise a performance based on a chosen theme or stimuli that demonstrates your understanding of this style of performance. Career Focus - Sound Designer

**Physical Theatre** 

# Melodrama

Deepen your understanding of the conventions of script writing including context, stage directions and character development. Compare creating process of Scriptwriting and Improvising. Explore the process of bringing a script to life as an actor and director. Write your own script based on a stimuli and create a performance of an extract from a published script.

Career Focus - Playwright

Mime

**Story Telling** 

# Script work

performance demonstrating our understanding of this style of performance.

Career Focus - Set Designer

Explore the performance style and skills of Mime; including SPECS, Inner Dramatic Monologue, Miming Objects and Stereotypical Characters, Devise a

Devise a performance based on a Fable/Fairytale that reflects your understanding and knowledge of all the Drama Skills and Conventions you have learnt in Year 7.

# Devising

Introduction to more complex Drama conventions, including Choral Speaking, Physicalising Objects, Multi-roling and Direct Address. Career Focus - Costume Designer

# **Advanced Drama Skills**

Developing your understanding of how to structure a piece of Drama using scenes and storyboards and incorporate conventions such as Flashbacks and Narration.

Introduction to the foundation performing skills including; Vocal, Physical and using the stage. Career Focus - Actor

Drama Skills T



Skills

• Consolidation of understanding of the AoS required for the Unit 2

Listening & Appraising exam.

• Consolidation of composition &

• Completion of coursework (60%) & final listening exam (40%)

Mastery in Year 11

performing skills.

Mastery in Year 10

Key Stage 3.

Consolidation of all musical

Development of skills in

theory & musical appraisal from

composition & the understanding

of the software that is used.

• Development of Listening &

• Introduction to Film and Popular

• Consolidation of composing,

listening & performance skills.

Consolidation of the knowledge

characteristics & features of each

& understanding of the key

genre/ style of music.

music & evaluating the links with

Appraising skills.

Mastery in Year 9

# **MUSIC**

# Knowledge

Students will prepare a final composition set by the exam board. Students will use their skill and knowledge of composition to complete a chosen brief. Alongside this they will prepare, rehearse

and perform an ensemble performance.

Students will continue their understanding of appraising music for the GCSE examination. Students will focus on exam technique and the understanding of the following topics throughout the year: the concerto through time, rhythms of the world, film music and the conventions of pop.

### **Unit 3: Listening and Appraising Music (ongoing)**

Students will prepare and rehearse their skills as a solo performer on an instrument of their choice.

Students will submit their final version of the Unit 1 free choice composition for marking at the end of year 10.

### **Unit 1: Integrated Portfolio Performance** (ongoing)



**Unit 1: Integrated Portfolio Assessment Point** 



Component (ongoing)

Students will recall their knowledge and understanding of appraising music from topics explored at KS3. They will look at the fundamentals of listening and appraising and how to apply this in their GCSE listening examination. Students will focus on exam technique and learning key vocabulary and content needed to be successful in 90min exam.

# **Unit 3: Listening and Appraising Music (ongoing)**



Students will begin their coursework. They will have 'free choice' in their composition under controlled conditions.



Students will plan an extensive project to demonstrate their mastery and understanding of any topic they have explored this year. This could be in the form of a performance, presentation or composition.

### Unit 1: Integrated Portfolio Composition (ongoing)



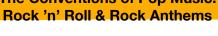


Students will learn about the key characteristics and features typically associated with Rock 'n' Roll from the 50s/60s and Rock Anthems from the 70's/80's.

Students will learn about the key characteristics and features typically associated with Pop Ballads from the 70s/80s/90s and Solo Artists from the 90's to present day.

# The Conventions of Pop Music:

Film and Game Music



Students will learn about the key characteristics, features and techniques of Film & Game music. They will explore the process composers use to create mood, emotions and atmosphere.

# The Conventions of Pop Music: Pop **Ballads & Solo Artists**

Students will plan an extensive project to demonstrate their mastery and understanding of any topic they have explored this year. This could be in the form of a performance, presentation or composition.

# Mastery in Year 8

- A broad introduction to World music both traditional & modern.
- Consolidation of composing, listening & performance skills.
- Consolidation of the knowledge & understanding of the key characteristics & features of music from around the world.

# **Music Mastery Project**

# and Calypso music and the key characteristics and features that make them identifiable.

Students will learn about the world of Samba

# **Indian Pop & Bhangra Music**

**Rhythms of the World: Indian Classical.** 

Students will learn about the world of Indian Classical,

Indian Pop and Bhangra music and the key characteristics

and features that make them identifiable.

Students will learn about the world of African music and the key characteristics and features that make it identifiable.

### Rhythms of the World: Greek/ Palestinian Folk Music

Students will learn about the world of Greek, Israeli and Palestinian Folk music and the key characteristics and features that make them identifiable.

Students will plan an extensive project to demonstrate their mastery and understanding of any topic they have explored this year. This could be in the form of a performance, presentation or composition.

## **Rhythms of the World: African Music**



# Music Mastery Project

Students will continue to explore the further developments of the concerto, the characteristics and features, continued development of the orchestra & the key composers of the Classical period.

### The Concerto Through Time: **Classical Music**

### The Concerto Through Time: **Romantic Music**

Students will explore the foundation of the concerto, the characteristics and features, development of the orchestra & the key composers of the Baroque period.

Students will explore the final developments of the concerto, the characteristics and features, expansion of the orchestra & the key composers of the Romantic period

### The Concerto Through Time: **Baroque Music**

# My Musical Development 🕹



• Emerging skills in composing,

Students will learn about the foundations of music, the 'Building Blocks' through music theory, listening composition and performance. They will explore, create and demonstrate their skills throughout this topic.

Rhythms of the World: Samba & Calypso Music

# Mastery in Year 7

- Introduction & exploration of the building blocks of music (including notation & theory).
- Exploring the Concerto & development of the orchestra via the Baroque, Classical & Romantic eras including key composers of the time.
- listening & performing.



# **PHOTOGRAPHY**



# Skills

# **Mastery in Year 11**

Present two portfolios of work showing extensive trajectory of formal elements in photography which are;

**Focus** - the process of adjusting the lens to find maximum detail and sharpness in an image

**Light**- how the light source, natural or artificial and how the position of light source relates to your subject Line-a point that continues; it implies motion.

**Repetition** - using repeating shapes or a repetitive pattern inside the frame as part of the composition.

**Shape/form** - The two-dimensional appearance of objects as they're captured by your camera.

**Space** - the direction the subject of the photograph is moving in, or even just looking in.

**Texture** - the visual quality of the surface of an object, revealed through variances in shape, tone and colour depth.

**Tone** - the levels of brightness in the photograph, from solid black to pure white.

# **Mastery in Year 10**

Exploring core skills in a range of photographic techniques, allowing students to develop into their own creative style. Projects are all tailored towards the 4 assessment objectives ability to:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

# Knowledge

### 10 hour exam

To complete the final outcome from their own projects.

**Component 2: Externally set task** 



Externally set task projects titles released by exam board in January

Learners must produce a portfolio in response to teacher led brief.

Component 1: Internally set task



Preparing students personal project. Introduction to component one.



**Preparing student led project** 

Explore a wide range of forms, designs and architecture.



**Structures** 

To develop a narrative throughout a series of photoshoots. Experimenting with a wide range of manual and digital refinement processes.

**Distortion** 



Master the fundamentals of photography to establish confident usage with studio lighting and equipment.

This project will also encompass film photography and how it is developed.



**Studio Studies** 

Know how to confidently use the digital SLRs. Understand how to creatively manipulate images through the camera production.

**Understanding the camera** 





# BEAUTY



# Skills

# **Mastery in Year 11**

- Synoptic assessment.
- Demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area.

# **Mastery in Year 10**

- Develop analytical, and evaluate skills.
- Using reflective practice on performance.
- Advanced skills in analysing and applying knowledge.
- Have excellent reasoning and problem-solving skills.

# Knowledge

Assessment by exam – students will draw from knowledge and skills developed throughout the duration of the qualification which will contain "Real-World Scenarios"

Exam preparation and revision 1



### Synoptic preparation and completion

# Design in the hair and beauty sector

To understand how to present and communicate design brief ideas and concepts to range of audiences.

**UC092** 



### Design in the hair and beauty sector

Learners to develop knowledge of the purpose and principles of a design brief

UC092





Identifying business opportunities within the hair and beauty sector



**UC090** 

# Business and entrepreneurship in the hair and beauty sector

Learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship.

UC091 👃



# Anatomy, physiology and cosmetic science

Learners to develop knowledge and understanding of the role of the integumentary system. Understanding of cosmetic chemistry and the development of hair and beauty products.

Intro to VTCT

Overview of the technical award in the study of hair and beauty.





# FOOD PREP AND NUTRITION

# T

# Skills

# Mastery in Year 11

- Produce a scientific food investigation.
- Independently and successfully plan, prepare and cook a range of high skilled dishes successfully.
- Understand the examination content and have confidence in external set written exam.

# Mastery in Year 10

- Apply understanding of food safety, nutrition, food science, food provenance and food choice.
- Cook with confidence and creativity.

# Mastery in Year 9

- To confidently describe food science principles.
- Understand and explain how to reduce food waste.
- Articulate how to make healthier choices.

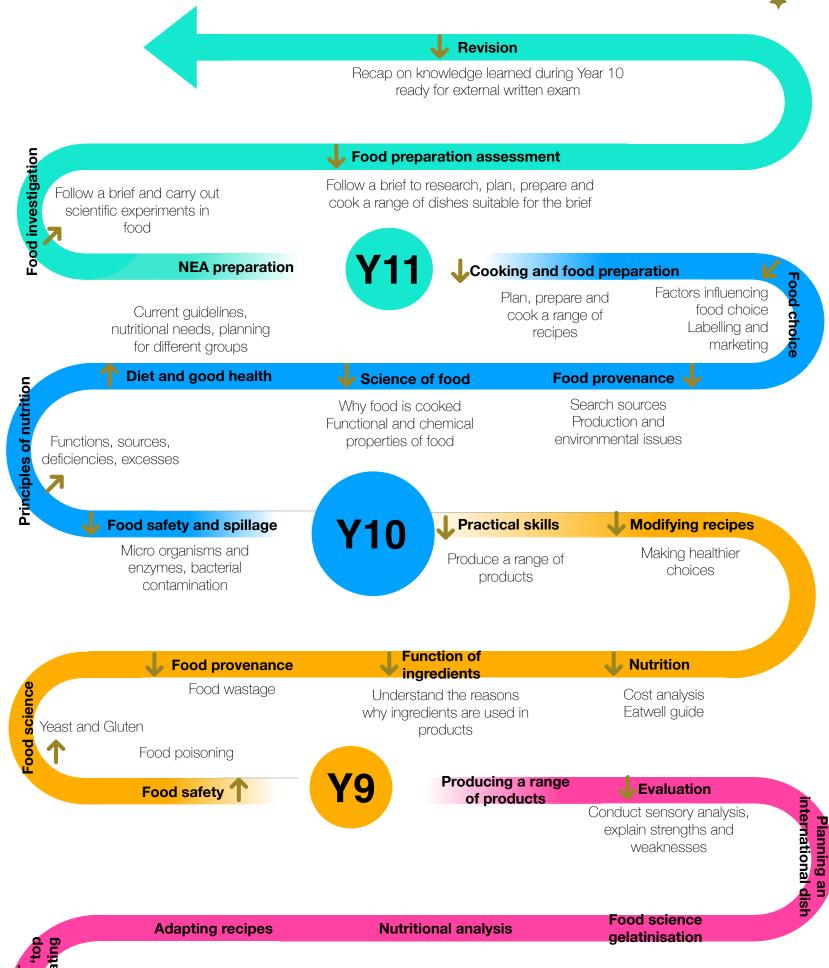
# Mastery in Year 8

 Independently and confidently select and use equipment correctly to produce highquality skilled products.

# Mastery in Year 7

- Be able to critically analyse and evaluate strengths and weaknesses.
- Completed sensory testing and explain creative ideas for improvement.

# Knowledge





Sensory testing

Suggesting improvements

Suggesting improvements

Strengths and weaknesses

Functions of key nutrients

Analysing nutritional content

Eatwell guide healthy eating

Introduction to health and safety



# **GRAPHICS**

# T

# Skills

# Mastery in Year 11

- NEA coursework.
- Responding to a brief.
- Development of designing and technical skills.
- Working within the graphics industry.
- Promoting yourself as a graphic designer.

# Mastery in Year 10

- In-depth knowledge and understanding of the six areas of graphic design.
- Development of creative skills.
- Advanced analytical skills.

# Mastery in Year 9

- Develop knowledge of Adobe Photoshop.
- Understand a variety of types of advertising.
- Apply the three key components of graphic design.

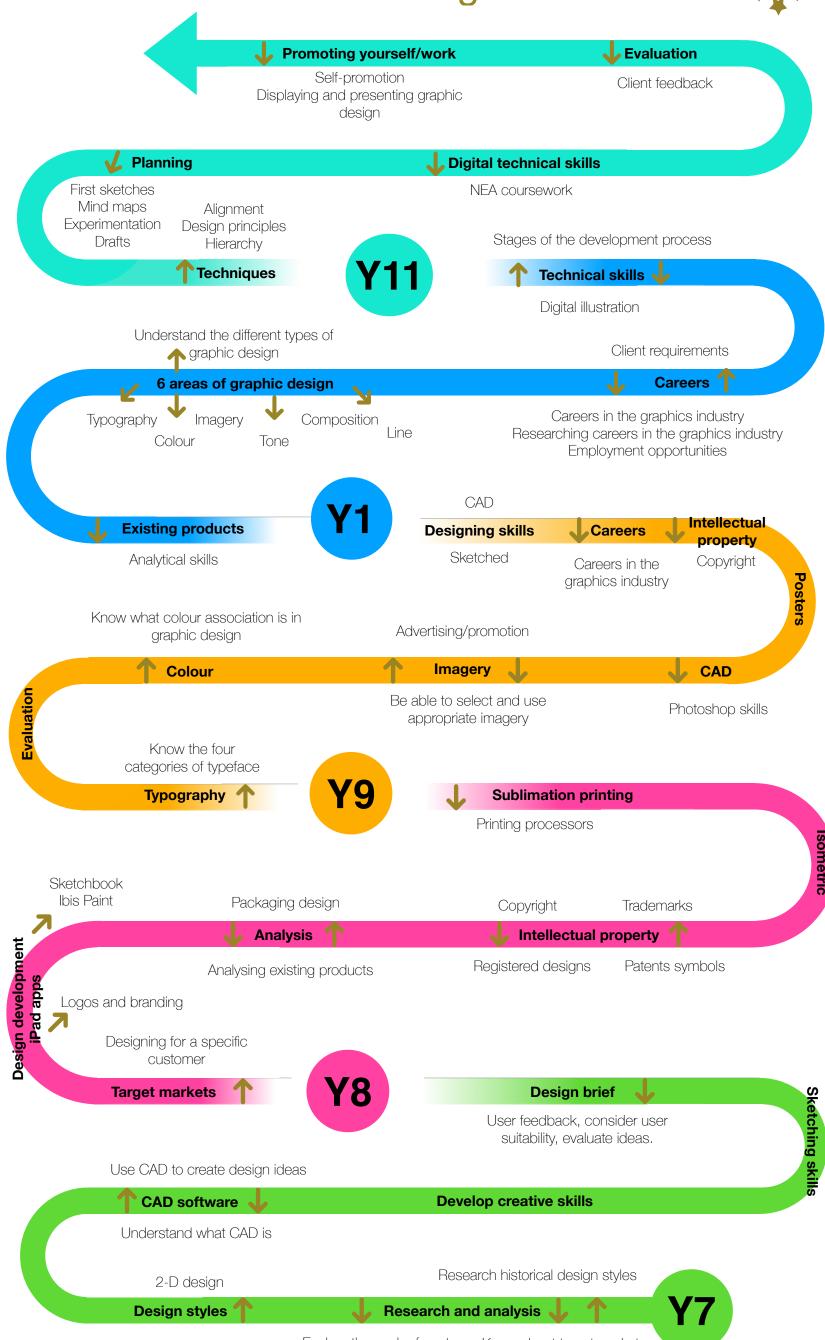
# Mastery in Year 8

- Develop specifications to form design ideas for target markets.
- Develop knowledge of drawing packages on – iPad (apps), sketchbook, ibisPaint.

# Mastery in Year 7

- Analyse the work of past designers and historical design styles to improve design ideas.
- Develop knowledge of CAD and use software to produce design ideas.
- 2-D design

# Knowledge





# **HOSPITALITY AND CATERING**

# T

# Skills

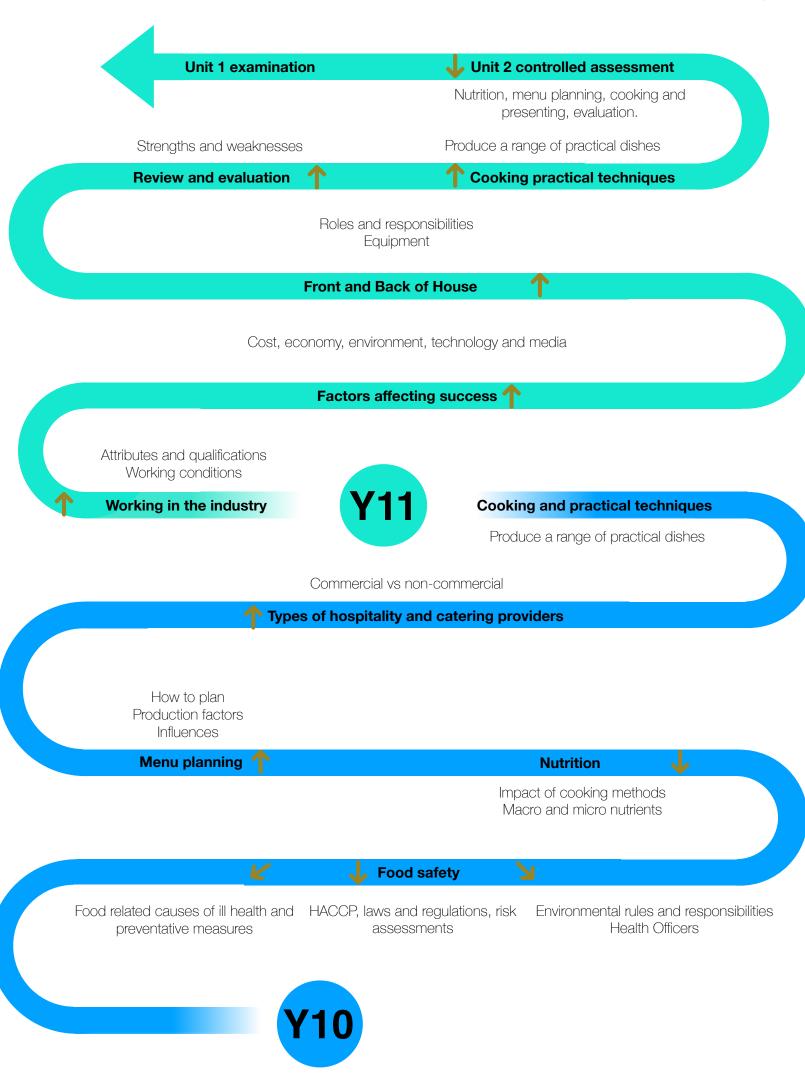
# **Mastery in Year 11**

- Full consideration of the requirements of the unit to task.
- Clear demonstration of knowledge within written examination.
- Cook with creativity and confidence demonstrating complex skills.

# **Mastery in Year 10**

- Detailed understanding of food safety.
- Principles and nutrition.
- Able to articulate a range of examples within answers.
- Cook with confidence and creativity.

# Knowledge



# **PRODUCT DESIGN**

(sustainability

technology

**Specifications** 

Material source and origin

# Skills

# Mastery in Year 11

- Understand how to work independently to retrieve knowledge.
- Ability to follow a task to produce a positive outcome.
- Apply creative knowledge and skills to produce technical drawings.
- Convincingly meet all assessment criteria.

# Mastery in Year 10

- Being able to explore a range of different techniques when producing 2D/3D designs.
- Being able to produce a 3D model of a 2D drawing.
- Apply knowledge within all five areas of design technology.
- Being able to critically analyse work and suggest improvements.

# Mastery in Year 9

- Focusing on designers and understanding how designers work in industry to inspire others.
- Demonstrate research skills to inform better design decisions.
- Understanding electronic components.

# Mastery in Year 8

- Being able to research and analyse design briefs.
- Understand the concepts in producing a design specification.

# Mastery in Year 7

- Students will focus their skills on fundamental making using hand and power tools.
- They will also focus on understanding orthographic drawings.

# Knowledge

# **Exam preparation/retrieval**

Identify areas for improvement.

Explaining design/making process throughout with written analysis

Identifying and refining making skills within NEA project work.

# **Developing design skills**

Demonstrating an understanding how to communicate concepts through design.

# Understanding the concepts used in designing and technical drawings

Understanding how designers inform their audience of the lifecycle of materials. To help make choices about the environmental background and choosing materials with the best suited properties for the product.

> Materials and their sources of origin

Students will design and produce a metal project.

> dentifying designers/ design styles/design movements

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Developing and refining practical making skills

Learning about different design movements followed by

researching a group of artists defined within a period.

Designer Manufacturing a research working lamp

Understanding what processes are involved within design solutions. Designing solutions to problems in a systematic way which involves understanding the problem, generating, testing and improving solutions

to solve the problem.

**Design solutions** 

Creating a design specification which sets

out exactly what a product must, should or could present using ACCESS FM. Creating a design/

# product specification

Express understanding by producing a technical drawing for a manufactured product.

> Look into the work of previous students to produce their own product.

**Product analysis** 

Researching a variety of different existing

**Y8** 

products to gain a better understanding of how to make informed design decisions.

# **Analysing existing products**

Working in teams to produce a toy train as well as learning about a range of different production methods.

Production types and methods

Learning how to use a range of hand and power tools.

Working with a range 🧥 of handtools

Introduction to health and safety in the workshop.

Workshop expectations **Health and Safety** 

Identifying areas for improvement of knowledge

**Commercial manufacturing and** surface treatments Students will learn about a variety of different surface

treatments and how they are applied to a material for the purpose of adding functions or improving the decorative properties.

Using CAD/CAM **Working with Woods** (3D/2D)

> Students will learn how to use CAD (Computer Aided Design) to produce a 2D design which will be manufactured using CAM (Computer Aided Manufacture).

**Tolerances when producing** a product

Students will learn about input/output within modern technology.

Inputs/outputs

Understanding how resistors limit the passage of electrical current.

Understanding resistors and variable

**Creating/designing** 

isometric drawings Producing isometric drawings of 3D

objects, which is set out using 30°

angles.

**Market research** transistors resistors

**Sustainability** 

Learning how sustainability improves quality of life, protects our ecosystem and preserves natural resources as well as considering everything from manufacturing to logistics to customer service.

# **Producing ideas**

Researching a variety of material

properties and their source of origin.

**Material properties** 

object. **Orthographic drawings** 

Studying the key factors involved when

interpreting and 2D drawing of a 3D







# **TEXTILES**

# Skills

# Mastery in Year 11

- Understand how to work independently to retrieve knowledge.
- Enhance technical drawing skills.

# Mastery in Year 10

- Being able to explore a range of different techniques when producing 2D/3D designs.
- Being able to critically analyse work and suggest improvements.

# Mastery in Year 9

- Select independently and use specialist tools and equipment.
- Techniques and processes to produce a textiles based product that meets the needs of an intended user.

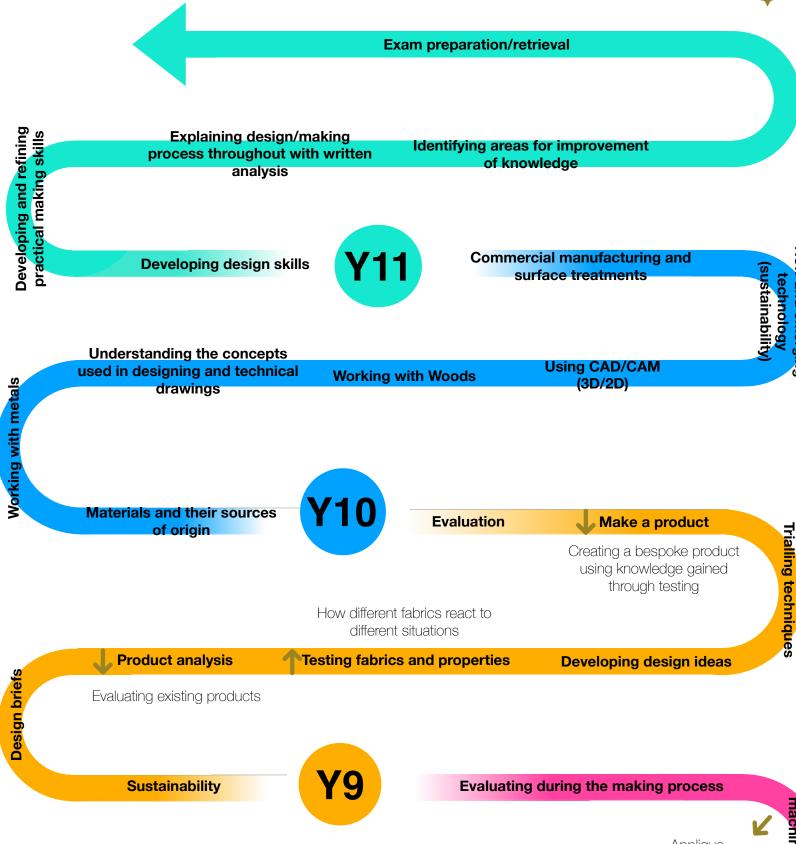
# Mastery in Year 8

- Discuss strengths and weaknesses in detail.
- Be able to critically analyse and evaluate products.

# Mastery in Year 7

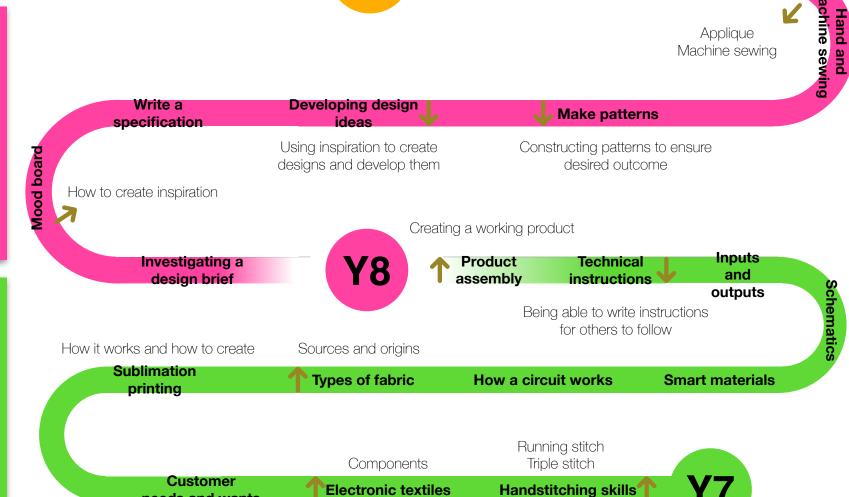
- In-depth confident knowledge of names and functions of different components.
- Understand how a circuit works

# Knowledge



Applique

Machine sewing



needs and wants



# **GEOGRAPHY**

resources (GCSE Paper

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# Skills

# Mastery in Year 11

- An understanding of processes and interactions between people and environments by investigating global issues.
- Investigating energy supply, demand and security, and how energy resources can be managed sustainably.
- An understanding of how tropical rainforests and taiga function.

# Mastery in Year 10

- Use and interpretation of graphs and charts.
- To assess impacts using socioeconomic data and GIS.
- Comparing development of countries using development indices and population pyramids.
- Locating key features on UK and
- Explore the kind of questions capable of being investigated through fieldwork.

# Mastery in Year 9

- Understand the processes and interactions between people and the environment through rain forests and climate change.
- A further emphasis on the geography of the UK through coasts.
- Analysing socio-economical differences between countries.

# Mastery in Year 8

- Understand key physical processes in Glaciation, Tectonic Hazards and Climatic conditions.
- Use of detailed case studies relating to middle east and natural disasters.
- Develop further the map skills, data interpretation and graph work from year 7.

# Mastery in Year 7

- Extend locational knowledge and deepen their spatial awareness of the world's countries.
- Understand human and physical geography with processes and change such as contrasting places and
- Develop skills in maps, graphs and data.

# Knowledge

### Consolidate knowledge from Paper 1,2 & 3

Assess whether the biosphere resources will run out or will we create ways of meeting the needs of society.

energy options.

Assess the importance of global

# People and the biosphere (GCSE Paper 3)

Analyse why population, economic activity and settlements are key elements of the human landscape.

The UK's human landscapes (GCSE Paper 2)

Analyse why our earth has many climatic and tectonic hazards.

Conduct a geographical enquiry

into the quality of life in urban

areas.

**Urban fieldwork** investigation (Paper 2)

# Forests under threat (GCSE Paper 3)

Assess whether we should protect tropical rainforests and taigas.

Analyse the challenges and opportunities of living in an urban area.

# The UK's human landscapes (GCSE Paper 2)

To analyse impacts humans have on different locations in the UK.

Challenges of an urbanising world (GCSE Paper 1) Rivers fieldwork

# **Hazardous Earth** (GCSE Paper 1)

Analyse the different social, economic and political measures that can assess how developed a country is.

**Development Dynamics** (GCSE Paper 1)

### The UK's physical landscapes (GCSE Paper 2)

Analyse why geology, rivers and coasts influence the UK's physical landscape.

investigations

Explain how to conduct a geographical investigation of a river environment.

# **Development Dynamics** (GCSE Paper 1)

To understand the causes and

To investigate the impacts of tourism on different destinations.

**Coasts** 

**Tourism** 

# To assess the factors which determine future superpowers.

impacts of a changing climate. **Rising Superpowers BRICS** 

To understand the Tropical Rainforest and explain how humans interact with the biome.

Tropical Rainforests

To explain how a changing

population and an increase in

migration are affecting the world.

ation and

gration

Popul Mig

# **Climate Change**

Explain how human and physical factors interact to shape our coastline.

Globalisation

To investigate the impacts of alobalisation on societies and economics.

functions.

# To describe how the world's climate system

# Ice on the land

To explain how glaciers and avalanches shape the landscape.

To know how tectonic hazards (Earthquakes, Volcanoes, Tsunamis) shape our earth

# Tectonic Hazards

To understand similarities and differences between developed and developing places.

# Contrasting Places (Rich world vs Poor world)

(The Taiga and Antartica) To explain the impacts people have on The Taiga and Antarctica.

Cold Environments (The Taiga and Antartica)

# The Middle East

To discuss the characteristics and issues in this region.

> To investigate the characteristics of this continent and a place within it.

# **Asia and Japan**

Describe how rivers impact physical landscapes and can affect our population.

# **Rivers and Flooding**

Use map skills confidently to help your geographic understanding.

Map Skills T

Explain how development, conflict and population affects Africa.

# **HISTORY**

# Skills

# Mastery in Year 11

- AO1: knowledge and understanding of the key features
- AO2: explain and analyse historical events using change/ continuity, similarities/differences and cause/consequence
- AO3: analyse, evaluate and use sources from historical events
- AO4: analyse, evaluate and make substantiated judgements about interpretations

# Mastery in Year 10

- AO1: knowledge and understanding of the key features of the unit
- AO2: explain and analyse historical events using change/ continuity, similarities/differences and cause/consequence
- AO3: analyse, evaluate and use sources from historical events
- AO4: analyse, evaluate and make substantiated judgements about interpretations

### Mastery in Year 9

- Write an account
- Bullet point essay
- Describe
- Knowledge and understanding of the key features of the unit

# Mastery in Year 8

- Bullet point essay
- Source utility
- Knowledge and understanding of the key features of the unit

# Mastery in Year 7

- Write an account
- Knowledge and understanding of the key features of the unit

# Knowledge

### 4. Historic Site

This is dictated by AQA and changes annually.

### 2. Life in Elizabethan times

Students gain an understanding of Elizabethan society through exploring issues with poverty, societal structures and new developments through exploration.

### 3. Troubles at home and abroad

Students assess the domestic and international threats to Elizabeth and country

### 1. Elizabeth's Court and Parliament

Students gain an understanding of who Elizabeth was and her issues as a female ruler in Tudor England.

# Elizabethan England

### 4. Modern medicine

Students assess the impact of the wars and significant individuals on the progression of modern medicine.

# 3. Revolution in medicine

Students gain an understanding of the key advances made in medical science in the 19th century.



# 2. Bust - Depression and the new deal

Students evaluate the impact of the Great Depression and the government's response.

# America 1920-1973

1. American people and the boom Students gain an understanding of the social, cultural and economic developments in the 1920's and the impact it had on society.

# 3. Post war America

Students assess the impact of WWII on different socioeconomic groups in the USA.

# 2. Beginnings of change

Students study key renaissance individuals and its subsequent impact on dealing with disease.

# Health and the people

# 1. Medicine stands still

# Students gain understanding of the early foundations of medicine and the factors that hindered its initial

development.



### Conflict and tension between East and West

# 2. Development of the cold war

Students assess the impact of military rivalries and the events that contributed to tension in the 1950's.

# 1. Origins of the cold war

Students analyse the short term and long term factors that caused international tension during 1945-50 and the beginnings of the cold war.

# Women's Rights

1950's - 2000's

**Social Change** Students can identify the ways in which society has changed and developed from the 1950's to the 2000's.

3. Transformation of the cold war

Students assess the impact of the key

events that increased and decreased

tension in the 1960's.

# Causes and course of conflict

**Equal Rights** 

World War Two

Students can understand the

narrative of gaining women's rights.

Students can identify and explain the causes, events and consequences of the Second World War.

# **Y9 World War One**

# **Causes and course of conflict**

Students can identify and explain the causes, events and consequences of the First World War.

# **Nazi Germany**

# Gaining and maintaining power

Students can identify and explain how the Nazi party were able to rise to power through key events and source analysis.

# **Holocaust and Genocide**

Oppression and discrimination Students can identify and describe how and why the Nazi party oppressed groups within Germany.

# **Jack the Ripper's London** Social Change

Students understand the Ripper murders as a symptom of social and economic conditions.

### Cause and course of conflict

Students understand the different reasons for immigration during British history and the effects of immigration on Britain.

ð

# **Civil Rights**

# **Equal Rights**

**African American** 

Students understand the experience of African Americans and their campaigns for Civil Rights.

# **Social Change during the Industrial Revolution**

# **Social Change**

Students understand the effects of the Industrial Revolution on social and economic conditions.

# **Russian Revolution**

# Gaining and keeping power

Students understand the causes of the Russian Revolution and the changes that Communism brought to Russia.

# **Y8**

# **Witch Craze**

# Oppression & discrimination Students can explain the persecution

of witches in the 17th century.

# **Equal Rights**

# Students can explain the causes of & fight for male suffrage.

# cial Change

# **Cold War**

Slavery

Oppression and

discrimination

Students can describe the

experience of Slavery

Cause and course of conflict Students can explain causes and development of major incidents.

# **Social Change** Life in Medieval

Students car explain the LGBTQ+ fight for recognition.

**England** 

Students can explain continuity and change between Anglo Saxon and Norman England.

# British control, as well as Indian independence.

**British Rule of India** 

Oppression & discrimination

Students can explain the causes of & impact of

Gaining and keeping power Norman Conquest **J** 

Students can explain William the Conqueror's battle for the throne and consolidation of power.



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# **PSYCHOLOGY**



# Skills

### Mastery in Year 11

- Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories apply psychological knowledge and understanding of the content in a range of contexts.
- Analyse and evaluate psychological ideas, information, processes and procedures, make judgements, draw conclusions and produce. developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- Evaluate therapies and treatments including in terms of their. appropriateness and effectiveness
- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour.
- Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity develop an understanding of the interrelationships between the core areas of psychology.
- Show how the studies for topics relate to the associated theory.

# Mastery in Year 10

- Demonstrate knowledge and understanding of psychological ideas, processes, procedures and
- Apply psychological knowledge and understanding of the specified content in a range of contexts.
- Analyse and evaluate psychological ideas, information, processes and procedures, make judgements, draw conclusions and produce. developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour.
- Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity develop an understanding of the interrelationships between the core
- Show how the studies for topics relate to the associated theory

# Mastery in Year 9

- Knowledge and understanding of research methods
- Practical research skills and mathematical skills will be assessed across all topic areas
- Skills should be developed by studying the specification content and through ethical, practical research activities, involving:
- designing research
- conducting research
- analysing and interpreting data

# Knowledge

# **Psychological problems**

### Addiction

Characteristics of addiction and diagnosing addiction Biological and psychological explanations Therapies: aversion therapy, self management

> **Brain and neuropsychology** Intro to neuropsychology

Cognitive neuroscience Neurological damage Scanning techniques Tulving's gold memory study

# **Brain and neuropsychology**

# Structure and function in the brain

Structure and function Localisation of function Penfield's study of the interpretive cortex

# Language, thought and communication **Explanations for non-verbal**

communication Darwin's theory

Innate or learned Yuki's Study

and communication Non-verbal communication

Language, thought

Eye contact Body language Personal space

Theories of perception

Gibson's Theory

Gregory's Theory

effects

Language, thought and communication

Von Frisch's bee study

Language, thought and communication **Human and animal** Language and thought communication Piaget's theory

Sapir-Whorf hypothesis Human vs animal communication Our view of the world

Atomic nervous system

**Depression** 

Types of depression and diagnosing depression

Biological and psychological explanations

Therapies: antidepressants, CBT, Wiles' study

**Psychological problems** 

An introduction to mental health

Effects of mental health

problems

Brain and neuropsychology **J** 

**Neuron structure and function** 

Neuron and electrical transmission

Synapses and chemical transmission

Hebb's theory

Structure and function James-Lange theory of emotion

Brain and neuropsychology

Structure and function of the nervous system

# **Perception**

**Factors affecting perception** 

Culture

Emotion

Motivation

Expectation

# **Development**

Early brain development

# **Development**

**Piaget's Theory** Conservation Egocentrism Stages **Application** 

Effects of learning and

development

Dweck's theory

Role of praise and self efficacy

Obedience

# **Perception**

Sensation and perception

Visual cues constancies

Visual illusions

# **Social Influence**

**Memory** 

**Accuracy** 

Crowd and collective behaviour Deindividuation

Social and dispositional factors

# Social Influence

**Prosocial behaviour** Piliavin's subway study Social and dispositional

Milgram's Study factors

# Agency Theory Adorno's Theory

# **Memory**

# **Active processes**

Bartlett's War of the Ghosts **Structures** Reconstructive memory Multi store model Primacy and recency

Interference Context False memory

# Social Influence

# Conformity

Asch's Study Social and dispositional factors

# **Memory Processes**

Encoding, storage and retrieval Types of memory

Hypothesis and variables, extraneous variables, types of experiment, experiment design, correlations, interviews and questionnaires, observation studies, sampling, ethics, types of data.

# **Research Methods**







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# RELIGIOUS STUDIES

# Skills

# Mastery in Year 11

- Identify and describe religious and secular responses to social issues.
- Explain religious and philosophical beliefs related to each theme.
- Evaluate the response of religious and secular views.

# Mastery in Year 10

- Identify and describe Christian and Muslim beliefs and practices.
- Identify and describe sources of teaching and authority.
- Critically examine contrasting views within religion.

# Mastery in Year 9

- Identify and describe ethical issues and philosophical questions about the world.
- Compare and contrast religious responses to existential questions and ethical issues.
- Apply religious and ethical arguments to world issues.

# Mastery in Year 8

- Describe religious beliefs and practices of the major world religions.
- Identify and describe core religious concepts that permeate religious behaviour.
- Define and apply subject vocabulary to describe religious behaviour.

# Mastery in Year 7

- Identify what concepts are important to religious believers.
- Define and apply subject vocabulary to describe religious beliefs and behaviour.
- Contextualise modern religion within a larger historical and cultural framework.

# Knowledge

Reviewing Themes A, B, C, and E

### **Revision of Themes A-E**

Reviewing core Christian beliefs and practices.

Reviewing core Islamic beliefs and practices.

Revision of Christian beliefs and practices

Forms of punishment, forgiveness, reason and causes of crime, treatment of prisoners.

Theme E **Crime and Punishment** 

# Theme C Belief in God and Revelation

Visions, miracles, nature in general revelation, the design and first cause argument, enlightenment and revelation, special revelation.



# Theme B Religion and Life

Abortion, euthanasia, animal experimentation, origin of the life, value of the world, use of environment and animals, pollution and global warming.

# Islamic beliefs and teachings

Six articles of faith and five roots of usul-ad-din, Tawhid, Angels, Predestination, Akhirah, Risalah, Holy books, The Imamate.



Five pillars and obligations, duties, Jihad, festivals.

### Theme A Families and Households

Sexuality and reproduction, nature and purpose of family life, divorce, same-sex relationships, gender equality.



Capital punishment, euthanasia,

abortion, human rights, cloning.

**Christian practices** 

Liturgical and non-liturgical worship, prayer, Sacraments, pilgrimage, celebrations, role of the Church, mission and evangelism.

GCSE Pathway. For whole-

school RS elements in

KS4, see PSHE

**Humanism and faith** 

Nature of God, Christian beliefs on the creation of the world including the role of the word and spirit, belief in afterlife, denomination of differences.

# The Sanctity of Life

# The Study of Society

Sociological concepts and theories, crime and deviance, folk devils and moral panics.

Stewardship and environment

Creation myths, the Earth as a resource, human impact on the environment, religious teachings on the environment.

# Justice system and Rule of Law



Laws, aims of punishment, breaking the law, Corporal and capital punishment.

# Sikhism

Gurdwara, The 5 ks, Festivals and Celebrations.

Angels, Tawhid, afterlife, 5 Pillars, Sawm and Idul-Adha.

# **Buddhism**

Covenant, commandments. home life, Shabbat, Yom Kippur.

Idaism

Siddhartha Gautama, Dhamma, Forms of Buddhism, Meditation, 5 Precepts.

# **Christianity**

The UK as a Christian country, women and Christianity, persecution, the early church.

# Hinduism

Hindu creation, myth, concepts of God,

trimuti and avatars, Karma, Puja, Diwali.



**Philosophy and Ethics** 

How articulate philosophical questions, critically debate and discuss moral choices.

The Night of Power. How did Islam rise in influence. Ashura. Islamic culture. The mosque.

# Customs and Traditions

Life stages and rites of passage, rituals and celebrations, the calendar.

# Ancient Religion and History of Christianity

Pagan and indigenous religion, the first Ages.

# **Mysticism**

# **Philosophy of Religion**

evil.

existence of God. Belief in the supernatural, problem of

Christians, the Roman Empire, the Middle

Concepts of divinity and arguments to support/disprove

Magic, miracles, supernatural. Nature of reality, enlightenment and revelation, rites of passage.



# SOCIOLOGY



# Skills

# **Mastery in Year 11**

- Identify and describe sociological perspectives on each topic area.
- Evaluate strength and limitations of case studies in each topic area.
- Describe and evaluate methods using sociological research.

# **Mastery in Year 10**

- Identify and describe sociological perspectives on each topic area.
- Evaluate strength and limitations of case studies in each topic area.
- Describe and evaluate methods using sociological research.

# **Mastery in Year 9**

- Identify and describe core concepts in sociology.
- Describe and define subject specific vocabulary.
- Describe and evaluate sociological perspectives.

# Knowledge

### **Review and Revision**

Functionalist theory of stratification. Socio economic class. Life chances. Poverty as a social issue. Power and authority. Power relationships.





Crime and deviance



The social construction of crime and deviance. Social control. Criminal and deviant behaviour. Data on crime



**Crime and deviance** 

Roles and functions of education. The relationship between capitalism and education. Educational achievement. Processes within schools.

**Education** 

Functions of families, family forms, conjugal role relationships, changing relationships within families, criticism of families, divorce.



**Families and households** 

Qualitative versus quantitative sources of data, methods of data collection and their strengths and limitations.

**Research methods** 



Introduction to Sociology

Debates including conflict versus consensus. As sociological ideas change over time. Contextualise work of Durkheim, Marx and Weber. Sociological perspectives.

KS4 (GCSE) course starting in Y9 summer term.





# **FRENCH**

# Skills

# Mastery in Year 11

Consistent and accurate use of the following grammatical and linguistic areas:

- Perfect, present and future tenses.
- Perfect versus imperfect.
- Modal verbs.
- Passive voice.
- "quand" clause + future.
- Imperfect.
- Subjunctive.
- Use of phonics to support writing and speaking skills.

### Mastery in Year 10

Consistent and accurate use of the following grammatical and linguistic areas:

- Near future tense, present tense, simple future, perfect tense, conditional, imperfect, subjunctive
- Negative forms.
- Comparative and superlative forms.
- "qui/que", "y/en".
- If present tense.
- Use of phonics to support writing and speaking skills.

# Mastery in Year 9

Consistent and accurate use of the following grammatical and linguistic areas:

- Perfect, present and future tenses.
- Direct object pronouns.
- Conditional tense.
- Imperfect tense.
- Use the phonics to support writing and speaking skills.

# Mastery in Year 8

Consistent and accurate use of the following grammatical and linguistic areas:

- Regular and irregular verbs in the perfect tense and 'to be' verbs.
- Regular and irregular verbs in the present tense.
- The near future tense.
- Forming and answering questions.
- Reflexive verbs.
- Comparatives
- Use of phonics to support writing and speaking skills.

# Mastery in Year 7

Consistent and accurate use of the following grammatical and linguistic areas:

- Gender
- - er verbs in the present tense
- Adjectives.
- Negative form.
- Asking questions. • Partitive articles.
- Prepositions.
- Near future tense.
- Use of phonics to support writing and speaking skills.

# Knowledge

Retrieval and exam techniques

Healthy and unhealthy living/ inequalities

Discussing lifestyles

Discussing about your school

**School** 

Careers and employment Talking about your future plans

**J** Holidays

Talking about holidays, visiting places.

Social and global issues

Discussing social and environmental issues

**Home and Town** 

Freetime activities

Talking about freetime activities

Learning about traditions and culture

Customs and festivals

Describing your home and town

**L**Technology in every day life

Discuss technology: benefits and dangers.

Start GCSE syllabus

Me, my family and friends

Discussing relationships

Talking about rights and priorities

**Healthy living** 

Discussing healthy lifestyles

Holidays J

Discussing holidays

Learning about future plans and jobs

The world of work

Life as a teenager

Talking about my social life.

**Art and culture** 

Research French speaking countries and French Revolution

Talking about sports, injuries and famous people.

Sports

Celebrations <

**Freetime** 

Talking about where you live

Discussing festivals and special days

Discussing digital technology and freetime activities.

Describing your home and town

**Holidays** 

Discussing holidays

**Art and culture** 

Writing poems and finding out about the Ivory Coast

My freetime

My Town

Describing what you do in your freetime

Describing my family and where I live

Me and my family and where I live

Saying what there is and what I am going to do there.

My school

Talking about school and justifying your opinions

About me

Introducing yourself and others. Talking about likes and dislikes.





# **GERMAN**



# Skills

# Mastery in Year 11

Consistent and accurate use of the following grammatical and linquistic areas:

- Past, present, future, pluperfect and conditional tenses.
- Increased focus on exam skills in particular translation and speaking.

# Mastery in Year 10

Consistent and accurate use of the following grammatical and linguistic

- Past, present and future tenses.
- Regular, irregular, modal, reflective and separable verbs.
- Adjective agreement.
- Prepositions.
- Wenn clauses.
- Forming questions.
- Wide range of complex opinions.

# Mastery in Year 9

Consistent and accurate use of the following grammatical and linguistic areas:

- Past, present and future tenses.
- Adjective endings.
- Subordinate clauses.
- Conjunctions.
- Reflexive verbs.
- Complex opinions.
- Use of phonics to support writing and speaking skills.

# Mastery in Year 8

Consistent and accurate use of the following grammatical and linguistic

- Regular and irregular verbs in the
- Perfect tense with Haben and Sein.
- Modal verbs.
- Imperfect of Haben and Sein
- Future tense.
- Prepositions.
- Opinions.
- Use of phonics to support writing and speaking skills.

# Knowledge

# Retrieval of Themes 1, 2 & 3 All topics

Revising topical vocabulary, key grammar structures with a focus on exam skills.

# Theme 3 **Topics 9&10**

### My Studies Life at School & College

Discussing aspects of school life, the school day and types of school.



# **Holidays**

Describing about holiday destinations past, future and dream holidays!



# Theme 3 **Topics 11&12 Education post-16, Jobs, Career**

**Choices and ambitions** Talking about future plans, university, career choices.

# Theme 2 Topic 7 **Environment**

Learning about environmental problems and solutions.



### Theme 1 Topic 3

### **Freetime**

Discussing TV, music, cinema, food, drink and sport.



# **Customs and Festivals**

Exploring traditions and festivals in German speaking countries.

# Theme 2 Topic 5

# Home, Town and Region

Describing homes, rooms, towns and local amenities.

Social Issues Discussing lifestyles and healthy living, voluntary and charity work.



### Theme 1 Topic 2

# Me, My Family and Friends

Talking about family and relationships.



# **Culture and History Project**

Learning about Post War Germany

# Virtual and real world

social media.

# Talking about TV, phone, music and

Learning about life in Berlin and planning a trip.

Berlin

Daily life in the German speaking world

Talking about weekly activities, school, going out, meeting friends.

# Shopping and clothes

Describing what you wear and your shopping habits.



# Cultural project

Understanding teenage life in Germany.

Learn about food in the German-speaking world, talk about what I eat and how to order food.

# My world

Be able to talk about family,

friends & pets. Be able to

describe myself.

# My freetime

Describe my hobbies and give opinions.

Be able to talk about my school, the subjects I enjoy and after school activities.

At school

# All about me

Be able to introduce myself and talk about how old I am and where I live.





# **JAPANESE**

# T

# Skills

# **Mastery in JA3**

Consistent and accurate use of the following grammatical and linguistic areas:

- Revisiting: 46 Hiragana / Katakana characters, 200 Kanji characters.
- Recommending (festivals, music, sports, food, culture), volunteering, job adverts, education, professions, asking for help (at a doctor – illness and symptoms).

# **Mastery in JA2**

Consistent and accurate use of the following grammatical and linguistic areas:

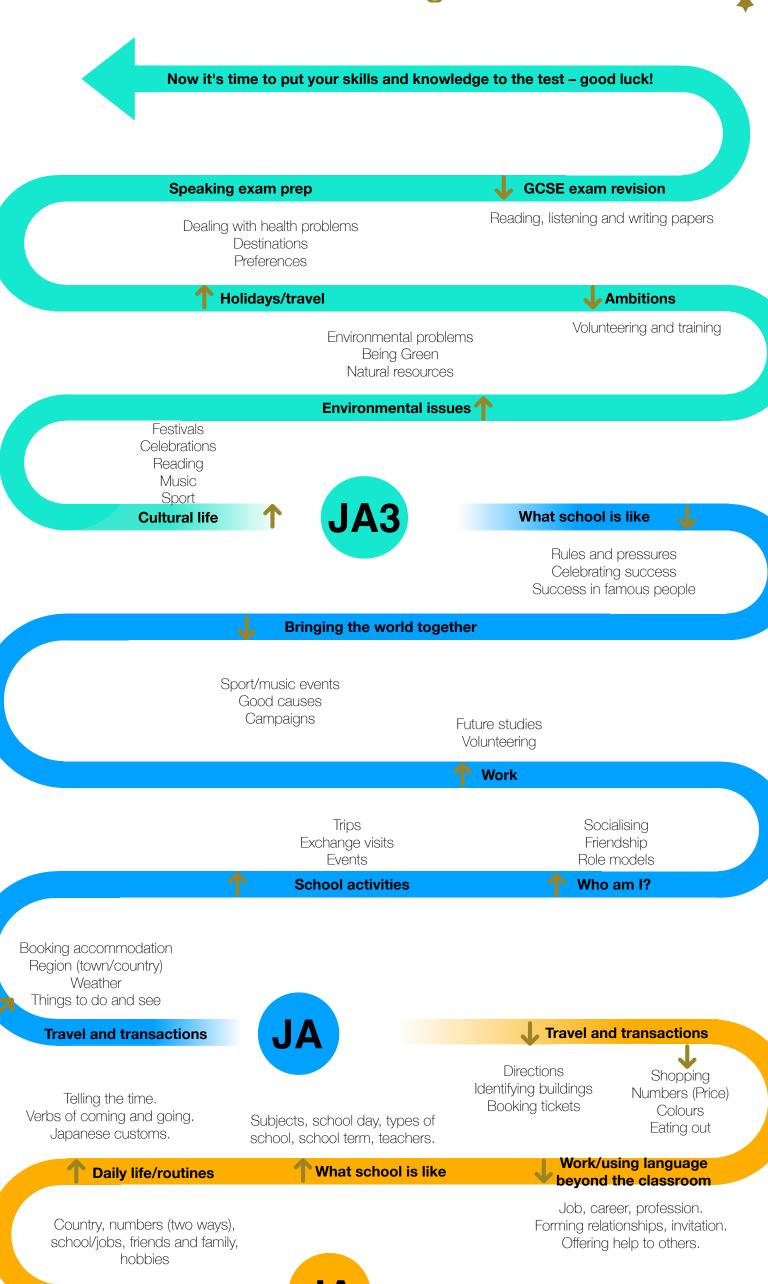
- 123 Kanji characters.
- Booking accommodation, weather, school trips, school brochure including school events and clubs, describing people, physical appearance, personality, writing about person you admire, future careers, likes and dislikes, describing a photograph using PALMS, giving opinions.

# **Mastery in JA1**

Consistent and accurate use of the following grammatical and linguistic areas:

- 46 Hiragana and Katakana characters.
- 77 Kanji characters.
- Greeting people (formal and familiar language), time (present and past tense), using conjunctions, description of school, giving future plans, agreeing and disagreeing, offering/accepting/declining help, shopping/ordering food/buying tickets.

# Knowledge



**Introducing yourself** 



# **MANDARIN**



# Skills

# **Mastery in Year 10**

Consistent and accurate use of the following grammatical and linguistic areas:

- Measure words.
- Adjectives/verbs.
- Comparatives.
- Adverbs.
- Prepositions.
- Conjunctions.
- Interrogatives.

# **Mastery in Year 9**

Consistent and accurate use of the following grammatical and linguistic areas:

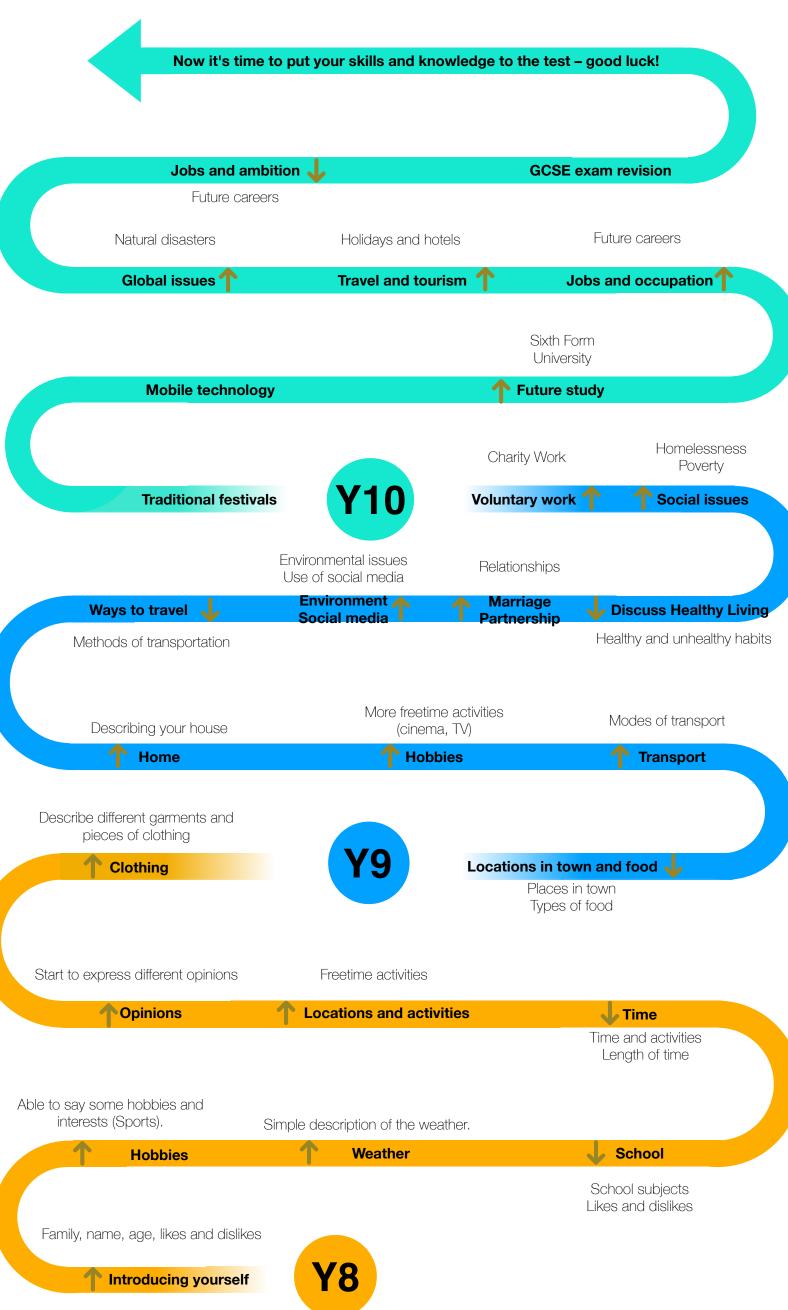
- Tenses and time frames.
- Locations.
- Prepositions.
- Pronouns.
- Exclamations.

# **Mastery in Year 8**

Consistent and accurate use of the following grammatical and linguistic areas:

- Personal pronouns.
- Conjunctions.
- Adverbs.
- Numbers, quantity.
- Dates and time.

# Knowledge



# SPANISH

# Year 7 2022/23



# Skills

# Mastery in Year 1

Consistent and accurate use of the following grammatical and linguistic

- Talking about weather.
- Expressions of sequence.
- Imperative.
- Personal.
- Si clauses.
- lo and lo que.
- Intensifiers.
- Revision of all tenses

### Mastery in Year 10

Consistent and accurate use of the ollowing grammatical and linguistic areas:

- Comparisons
- Por and para
- Perfect tense
- Revised present tense
- Preterite tense and future tense
- Adverbs
- Imperfect tense
- Pronouns
- Demonstrative adjectives
- Conditional tense
- Subjunctive
- Negatives

# Mastery in Year 9

Consistent and accurate use of the following grammatical and linguistic areas:

- Negative expressions.
- Acabar de
- Comparisons including mejor and peor.
- Prepositions with verbs.
- Ser v Estar.
- Future tense.
- Reflexive verbs.
- Demonstrative adjectives.
- Present continuous.
- Direct object pronouns
- Conditional tense, future tense, perfect tense, imperfect tense.

# Mastery in Year 8

Consistent and accurate use of the following grammatical and linguistic areas:

- Exclamations with !que.
- Telling the time.
- Se puede and se debe.
- Antes de and después de.
- Future expressions.
- Negative expressions.
- Ir and prepositions.
- Preterite tense.
- Near future tense.
- Slang expressions.

# Mastery in Year 7

Consistent and accurate use of the following grammatical and linguistic areas:

- Word order,
- · Verb endings,
- Gender endings/agreement,
- Numbers,
- Present tense,
- Possessive adjectives, • Opinions,
- If and when constructions, Prepositions with "estar",
- Conditional expressions,
- Near future,
- The imperative, Comparative, and perfect expressions.

# Knowledge

### **GCSE** exam revision

# Jobs and careers

Talking about jobs. Looking for and applying for jobs. Talking about your ideal job.

# My studies, life at school

Giving opinions on your subjects. Describing school, rules, uniform and daily routines.

Good and bad aspects of school.



# Travel and tourism

Talking about holiday destinations, accommodation activities. Describing regions in Spain



Talking about options at 16. Talking about the benefits of higher education.

Talking about volunteer work and charities. Talking about healthy/unhealthy lifestyles.



# Global issues

Talking about protecting the environment. Discussing environmental problems. Talking about the homeless.



# **Freetime activities**

Describing what you do in your free

time. Talking about eating out.

Customs and festivals

Learning about Spanish life and customs. Learning about festivals.

**Home and Town** 

Describing your house and region. Talking about amenities. Discussing pros and cons of town/ countryside.





and mobile technology. Talking about mobile technology use and overuse

Giving opinions about social media



# Start GCSE syllabus

# Me, my family and friends

Describing friends and family and relationships. Talking about future plans

# **Fashion**

Describing what you wear, shopping on the High Street, shopping centres, dealing with shopping problems.

Describing daily routine. Comparing routines. Discussing global issues and solutions

**Routines** 

The Hispanic world

Learning about Texas, Madrid, Barcelona, Colombia, Mexico, Venezuela, Peru and Cuba.

Discussing the Internet, social media, cinema, music. Creating an online profile.

Discussing jobs and careers.

Media

Describing what you eat, giving up in some food. Ordering food in a restaurant. Discussing a healthy diet. Saying what body part hurts. Discussing health problems and treatments.

Talking about transport. Describing holiday activities. Describing a past holiday. Describing future holiday plans.

**Holidays** 

**Diet and health** 

Giving detailed opinions about school subjects - describing a timetable, school environment, extracurricular activities and future plans.





Describing places in town, giving directions, discussing plans for the weekend, comparing rule and urban environments, describing how areas have changed.

My city

To be able to see what hobbies and sports you do. Describing the weather. Comparing celebrities.

Describing your area, home, dream house and what household tasks you do.

My house

Describing yourself and others (physical and character) and pets.

Free time

**Family** 

birthday, giving basic opinions). Introducing myself T

Introduce yourself in Spanish (name, age,



# Skills

# Knowledge

# Mastery in Year 11

Consistent and accurate use of the following grammatical and linguistic areas:

- Talking about weather.
- Expressions of sequence.
- Imperative.
- Personal.
- Si clauses.
- lo and lo que. • Intensifiers.
- Revision of all tenses

# Mastery in Year 10

Consistent and accurate use of the following grammatical and linguistic areas:

- Comparisons
- Por and para
- Perfect tense
- Cuyo
- Revised present tense
- Preterite tense and future tense
- Adverbs
- Imperfect tense
- Pronouns
- Demonstrative adjectives
- Conditional tense
- Subjunctive
- Negatives

# Mastery in Year 9

Consistent and accurate use of the following grammatical and linguistic areas:

- Present tense
- Adjectival agreements
- Comparatives
- Preterite tense (ser, irt, regular verbs)
- Direct object pronouns
- Conjugation of radical
- Changing verbs (guerer, poder)
- Immediate future tense
- Opinions and reasons

# Mastery in Year 8

Consistent and accurate use of the following grammatical and linguistic

- Present tense
- Verb conjugation (tener, ir, llamarse, ser, vivir, jugar, salir, hacer, estar, que)
- Immediate future tense
- Gender
- Agreement (nouns and adjectives)
- Articles (a, the, some)
- Opinions and reasons

# **GCSE** exam revision



Talking about jobs. Looking for and applying for jobs. Talking about your ideal job.

# My studies, life at school

Giving opinions on your subjects.

Describing school, rules, uniform and

daily routines.

Good and bad aspects of school.

**Travel and tourism** 

Talking about holiday destinations,

accommodation activities.

Describing regions in Spain



Talking about options at 16. Talking

**L** Education post 16

about the benefits of higher education.

Talking about volunteer work and charities. Talking about healthy/unhealthy lifestyles.



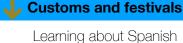
Global issues

Talking about protecting the environment. Discussing environmental problems. Talking about the homeless.

# Freetime activities

Describing what you do in your free

time. Talking about eating out.



life and customs.

**Home and Town** 

Describing your house and region. Talking about amenities. Discussing pros and cons of town/ countryside.



**Technology** 

Giving opinions about social media

and mobile technology.

Talking about mobile technology

use and overuse



Start GCSE syllabus

Me, my family and friends

Body parts Symptoms and remedies Healthy diet and living

# **Entertainment**

TV programmes Films Going out and making excuses.

Describing past holidays Holiday activities Opinions in the past

**Holidays** 

Mail times Shopping for food Ordering in a restaurant

**Food and drink** 



My city

Describing your town/city Weather Describing what you do in certain

weather

Describing a past meal Freetime

Hobbies and sports

Opinions

Future activities

# School

Subject, teachers, giving opinions and reasons

My life

Describing friends

Activities

Outings and reasons

Nationalities

Members Pets Describing appearance and character

My family

Mv house and home

Name, age, birthday, where I live

Introducing myself

Area Describing your home Routine and home activities

Students will cover a different cultural aspect at the end of each half term.



# PHYSICAL EDUCATION

# Skills

# Mastery in Year 11

- Fit 4 Life Citizen.
- Skills, knowledge and habits to lead a healthy, active lifestyle.

# Mastery in Year 10

- Independently active.
- Embedding active lifestyle routines and skills to be a healthy successful mover/ athlete.

# Mastery in Year 9

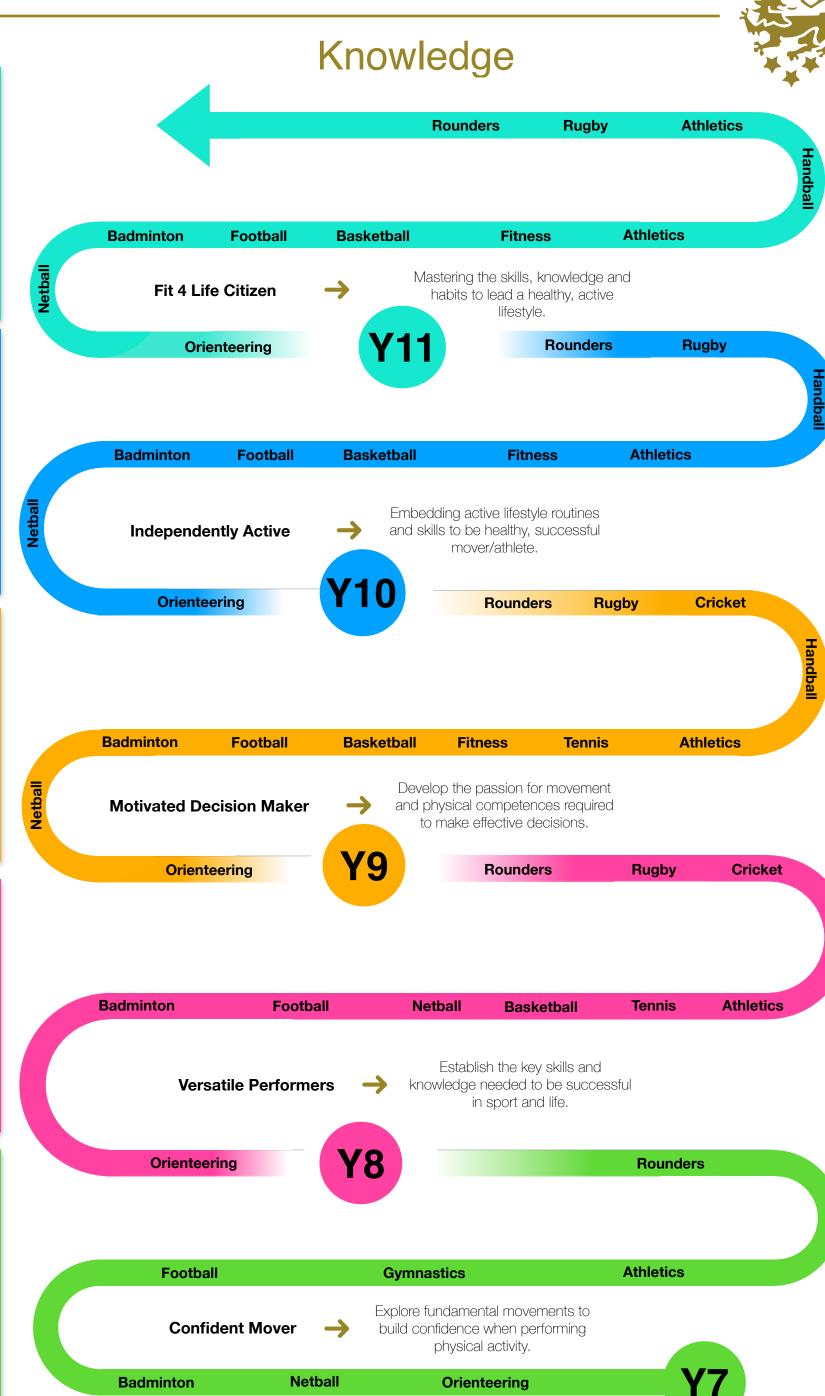
- Motivated decision maker.
- Develop the passion for movement and physical competences required to make decisions.

# Mastery in Year 8

- Versatile Performer
- Establish the key skills and knowledge needed to be successful in sport for life.

# Mastery in Year 7

- Confident movers.
- Explore fundamental movements to build confidence in physical activity.





# **GCSE PE**

# Skills

# Mastery in Year 11

- Practical Develop skills and apply with creativity in game rivalry.
- Theory Evaluate and analyse theory content.

# Mastery in Year 10

- Practical Apply health and fitness concepts to gym-based practices and design simple training programmes
- Theory Accurately apply understanding of health and fitness concepts to specific situations

# Knowledge

# Practical Performance



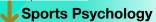
Movement analysis

Team activity (e.g. football, basketball, netball) Individual activity (e.g. table tennis, badminton, athletics) Free choice activity

Levers Basic movements Planes and axis

# Socio-cultural influences

Social groups Commercialisation of sport Technology in sport Ethical conduct Spectator behaviour



Skill and ability Goals and target setting Information processing Guidance and feedback

Personality, aggression and motivation

# Health and Wellbeing 👃



Physical, mental and social health Sedentary lifestyle consequences Somatic types Healthy, balanced diet

# Practical Performance



Team activity (e.g. football, basketball, netball) Individual activity (e.g. table tennis, badminton, athletics) Free choice activity

# Anatomy and Physiology

Cardiorespiratory System. Musculoskeletal System. Energy System. Effects or exercise on the body.

Analysis of Performance 👃 Fitness strengths and weaknesses

Skill and tactical strength and weakness Personalised training plan Evaluation of performance

Fitness testing Principles of training Exercising safely Training seasons

**Physical Training** 

Components of Fitness and Health





# **HEALTH AND FITNESS**

# T

# Skills

# Mastery in Year 11

Practical

Design and complete a personalised training programme, effectively applying health and fitness concepts and principles.

• Theory

Analyse and evaluate health and fitness data and information to make relevant and valid conclusions.

# Mastery in Year 10

- Practical
   Apply health and fitness concepts to gym-based practices and design simple training programmes.
- Theory
  Accurately apply understanding
  of health and fitness concepts
  to specific situations

# Knowledge



# Structuring a health and fitness programme

PAR – Q, lifestyle questionnaire, fitness testing Training session card Warm-up and cool down Main activity preparation Health and safety

# Impact of lifestyle on health and fitness

Lifestyle factors
Diet
Rest and recovery
Drugs, stress and sleep



Testing procedures Analyse results Training methods Training zones

# Analysing Health and Fitness to set goals

Health and fitness analysis tools
Goal setting

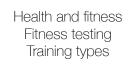


# Effects of exercise on the body

Immediate effects of exercise
Short-term effects of exercise
Long-term adaptions of exercise/training

# Structure and function

function
respiratory Systen



Components of

fitness

Principles of Training  $\downarrow$ 

Specificity
Progressive overload
Reversibility and tedium avoidance

Cardiorespiratory System. Musculoskeletal System. Energy System.



# **PSHE**

# Skills

# Mastery in Year 11

- wareness of stress management strategies, including maintaining healthy sleep habits, effective revision techniques and strategies.
- Informed on post 16 options career pathways
- Informed on rights, responsibilities and challenges in relation to working part time while studying.
- Awareness of gender identity, gender expression and sexual orientation.
- Awareness of different types of families and changing family structures.
- How to evaluate readiness for parenthood and positive parenting qualities
- Informed on fertility, pregnancy, birth and miscarriage.
- About unplanned pregnancy options, including abortion.
- About adoption and fostering.
- About 'honour based' violence and forced marriage and how to safely access support.

# Mastery in Year 10

- Informed on assumptions, misconceptions and social norms about sex, gender and
- Informed on opportunities and risks of forming and conducting relationships online.
- Itemise the impact of the media and pornography on sexual attitudes, expectations and behaviours.
- Awareness of the impact of drugs and alcohol individuals, personal safety, families and wider communities.
- Informed on the equality act, diversity and
- Strategies for overcoming challenges or
- Awareness of responsibilities in the workplace.

# Mastery in Year 9

- Knowledge of transferable skills, abilities and interests, different types of employment and career pathways
- How to manage feelings relating to future employment.
- How to work towards aspirations and set meaningful, realistic goals for the future.
- Informed on GCSE for 16 options.
- Informed on facts and misconceptions relating to consent
- Knowledge of the continuous right to withdraw consent and capacity to consent about young peoples employment rights and responsibilities
- Skills for enterprise in employability.
- How to give and act upon constructive
- Strategies to promote mental health and emotional wellbeing.

# Mastery in Year 8

- How to manage influences on beliefs and decisions.
- How to develop self-worth and confidence.
- Awareness of gender identity, transphobia and gender-based discrimination.
- How to recognise and challenge all forms of discrimination.
- Other attitudes towards mental health. How to change misconception stigma.
- Informed on positive daily well-being.
- How to develop digital resilience.
- Awareness of unhealthy coping strategies.

# Mastery in Year 7

- How to identify, express and manage their emotions in a constructive way
- How to manage the challenges of moving to a new school
- How to establish and manage friendships
- How to develop self-worth and self
- How to challenge unwanted contact
- How to recognise and challenge unhealthy behaviour

# Knowledge

# **Health and Wellbeing**

Independence Responsible health choices and safety

**RSHE** 

Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships (KS4 Religious Studies Unit)

**RSHE** 

# Living in the Wider World

Next Steps Application processes and skills for further education, employment and career progression

Communication in relationships

Personal values, assertive communication (including in relation to contraception and sexual health), consent, relationship challenges and abuse

# Health and Wellbeing

The Year ahead Citizenship (British Values and The Equality Act) Your Health, Your safety, Your future

# Living in the Wider World

Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.

Addressing extremism and radicalisation Communities, belonging and challenging extremism (KS4

Religious Studies Unit)

# **RSHE**

# Living in the Wider World **J**

Exploring influence The influence and impact of drugs, gangs, role models and the media

Health and Wellbeing

Work experience Preparation for and evaluation or work experience and readiness for work

Healthy relationships Consent and sex expectations, myths. pleasure and challenges,

Respectful relationships Consent, your body, your rights, your rules

**RSHE** 

# Health and Wellbeing

The Year ahead Citizenship (British Values and The Equality Act) Your Health, Your safety, Your future

# **Living in the Wider World**

Employability skills Employability and online presence

Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes

**RSHE** 

# **RSHE**

# Living in the Wider World

Setting Goals Peer influence, substance use and gangs Learning strengths, career options Healthy and unhealthy friendships, and goal setting as part of the GCSE assertiveness, substance misuse and gang options process (Enterprise Day) exploitation (Personal Development Day)

Digital literacy Online safety, digital

# **Y9**

# RSHE

Intimate relationships Equality, Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception/STIs

literacy, media reliability and gambling hooks.

# **Living in the Wider World**

Gender and Identity Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

**RSHE** 

# Living in the Wider World

**Health and Wellbeing** 

The Year ahead

Citizenship (British Values and The Equality Act)

Your Health, Your safety, Your future

Drugs and Alcohol Alcohol and drug misuse. Pressures relating to drug use.

Health an

Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work.

Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia.

> Financial decisions making Saving, borrowing, budgeting and making financial choices.

# Health and Wellbeing

The Year ahead Citizenship (British Values and The Equality Act) Your Health, Your safety, Your future

# Living in the Wider World

Building relationships Self-worth, romance and friendships (including online), consent and relationship boundaries.

**RSHE** 

# **RSHE**

# Health and Wellbeing

Health and puberty Healthy routines, influences on health, puberty, unwanted contact and FGM.

# **Living in the Wider World**

Diversity, prejudice and bullying

# **Health and Wellbeing**

Transition and safety Transition to secondary school and

Developing skills and aspirations Careers, teamwork and enterprise skills personal safety in and outside school. and raising aspirations.

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