

Tomlinscote



School

Curriculum Map Booklet

2022 - 23



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PSHE



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 studies.
- 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.

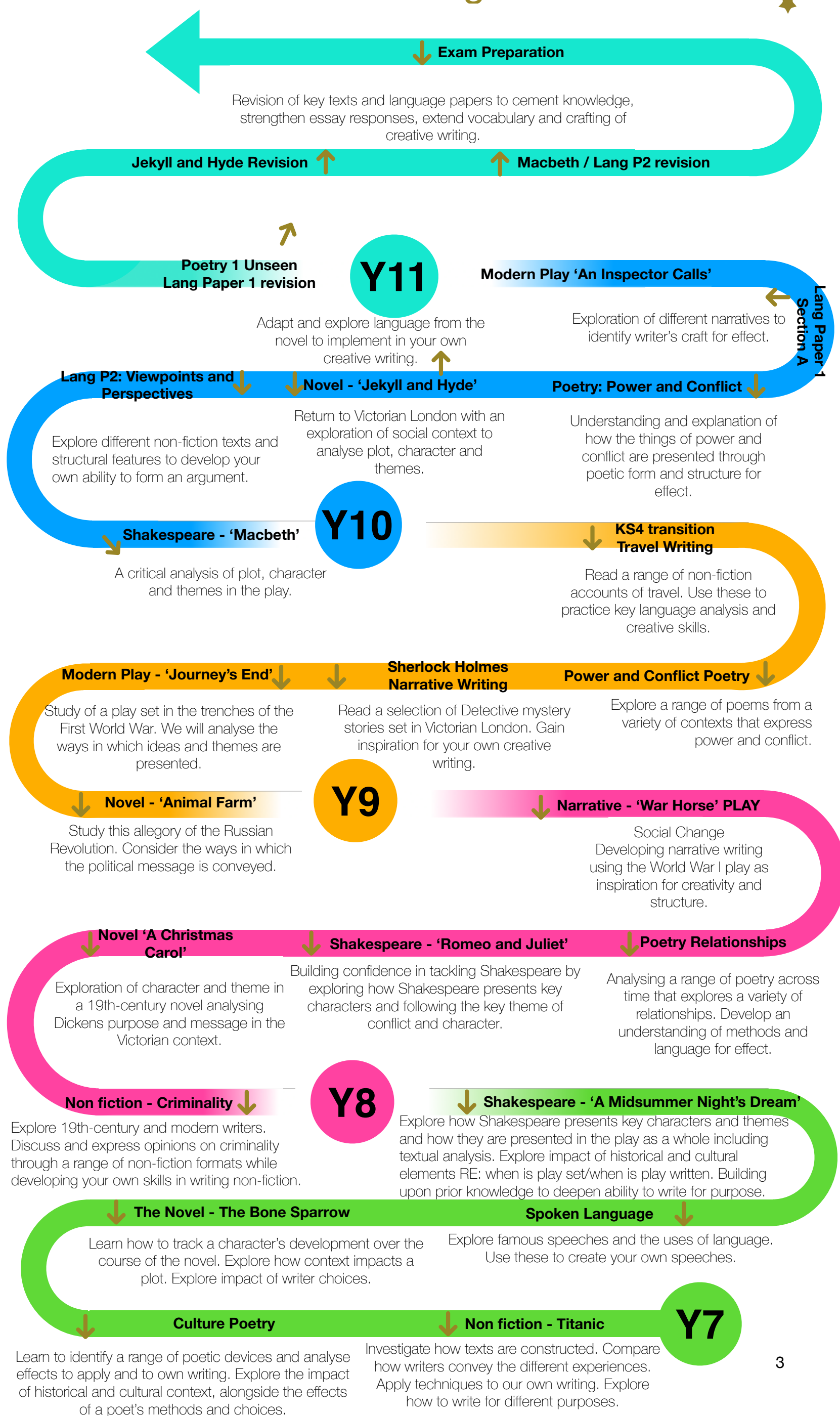
Mastery in Year 8

- 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 a fact.
- 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 writing.
- 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





Skills

Knowledge

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

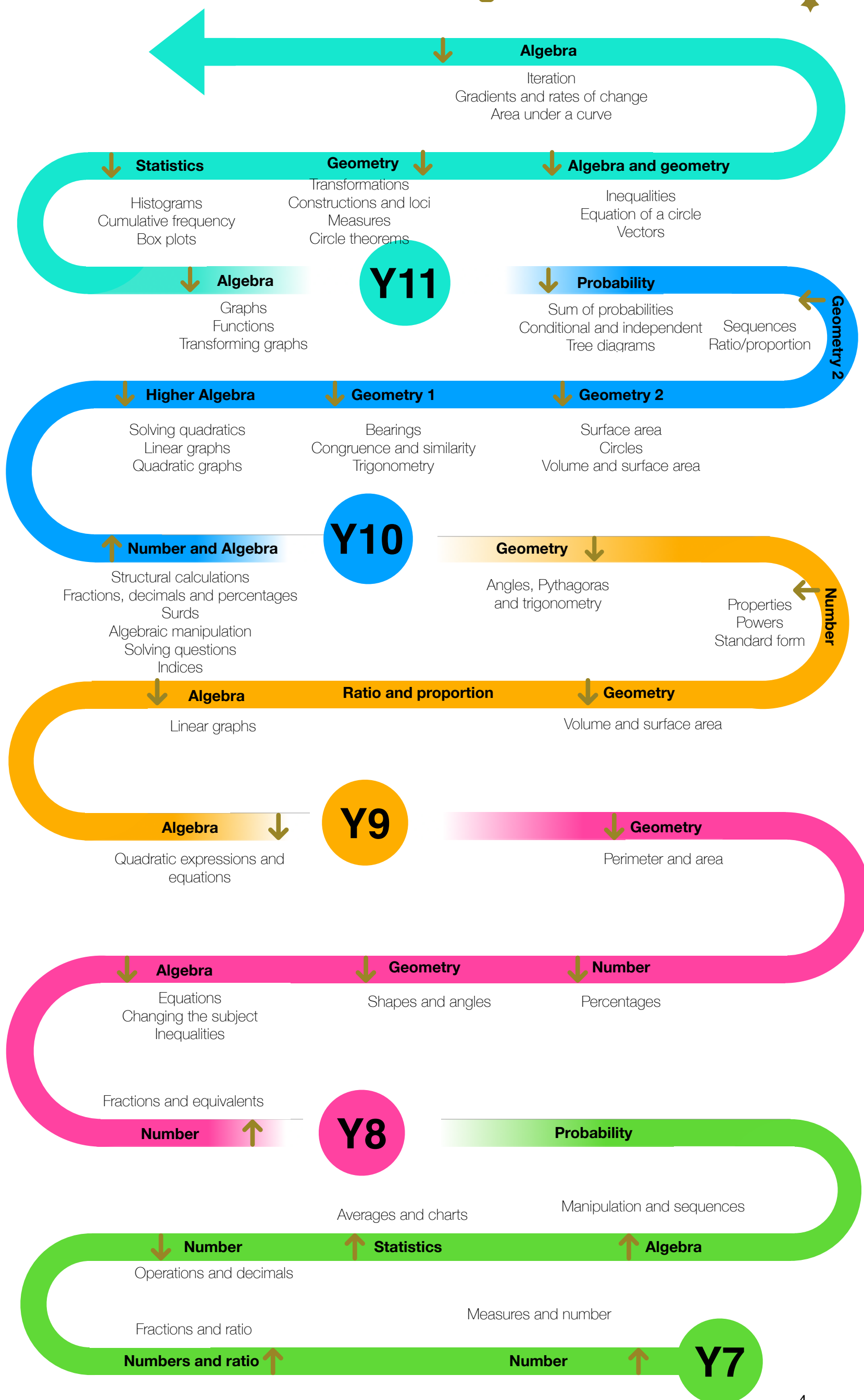
- Build on key skills and deepen understanding in preparation for GCSE.
- Algebra: investigate applications, quadratic expressions and equations, linear graphs.
- Problem-solving with numbers.
- Investigate different geometrical topics.

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





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.

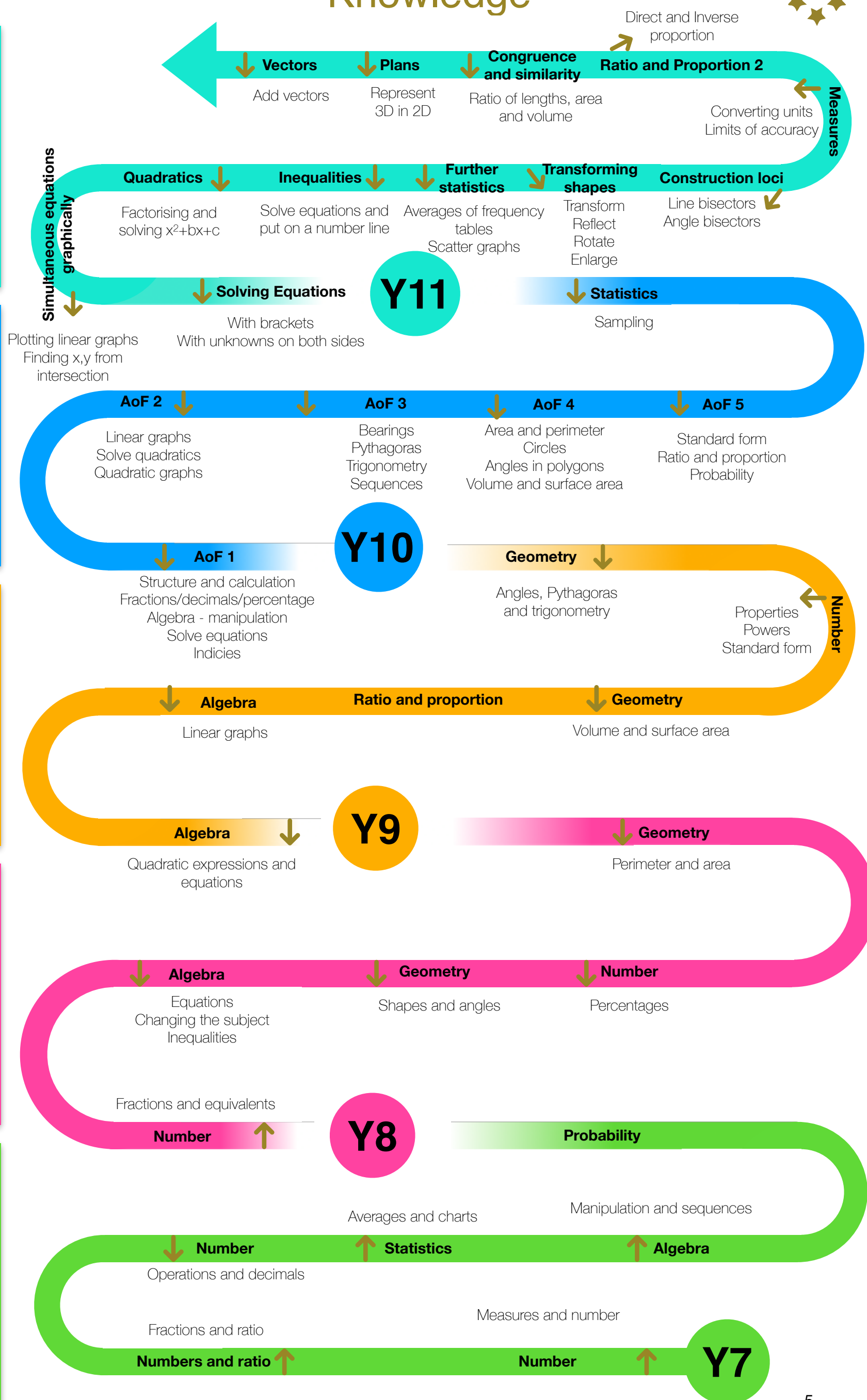
Mastery in Year 8

- 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.

Knowledge





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.

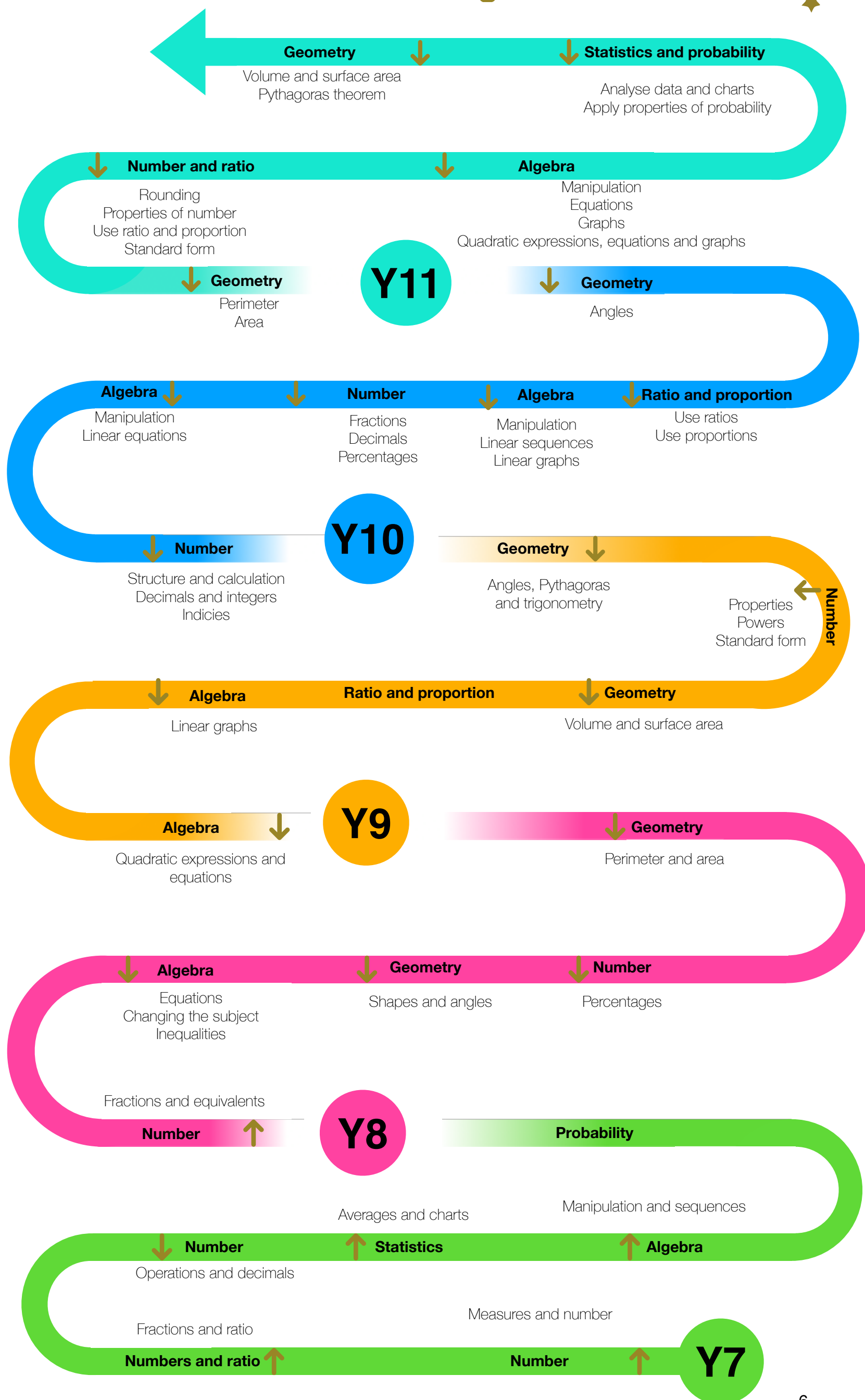
Mastery in Year 8

- 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





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.

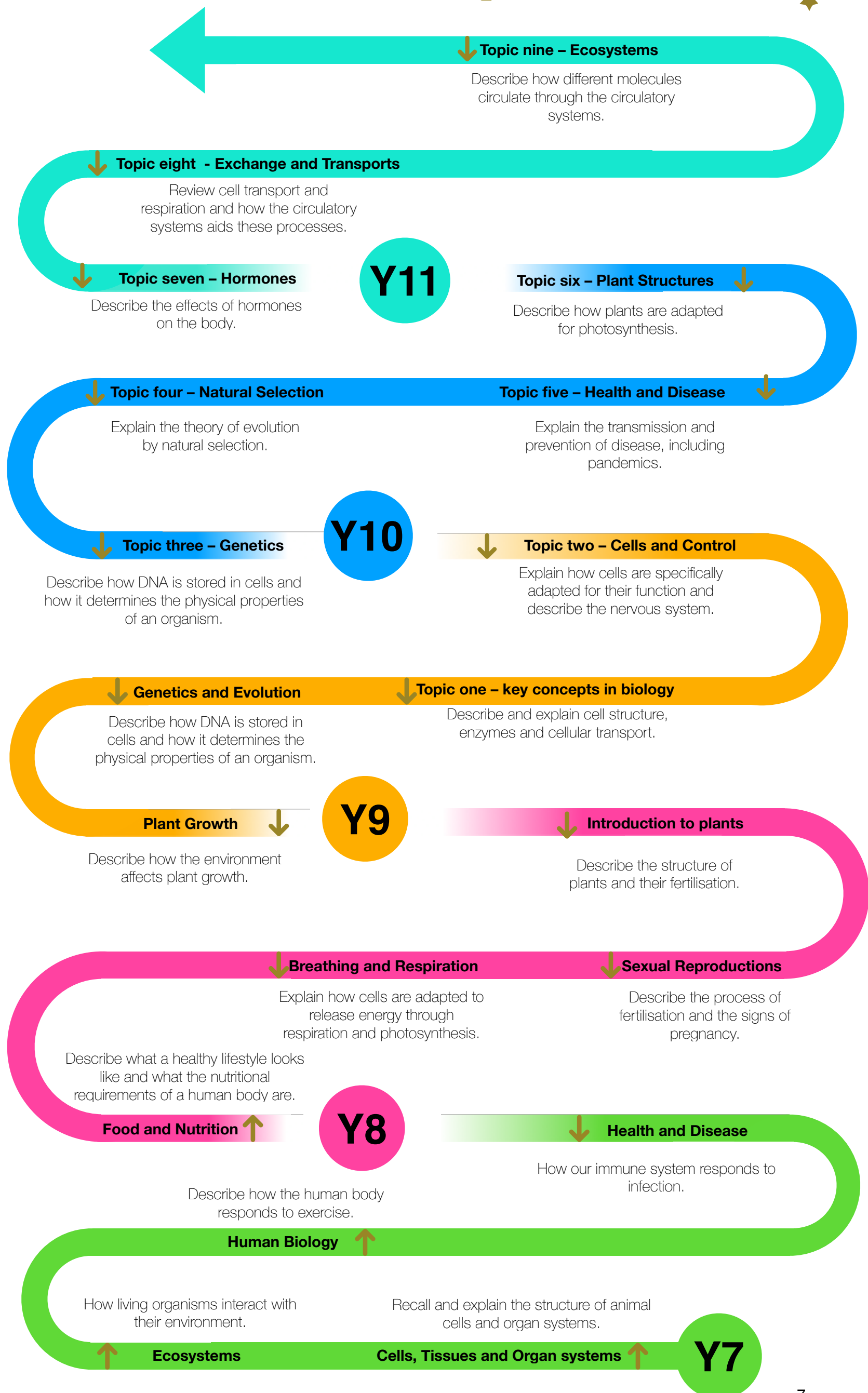
Mastery in Year 8

- 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





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.

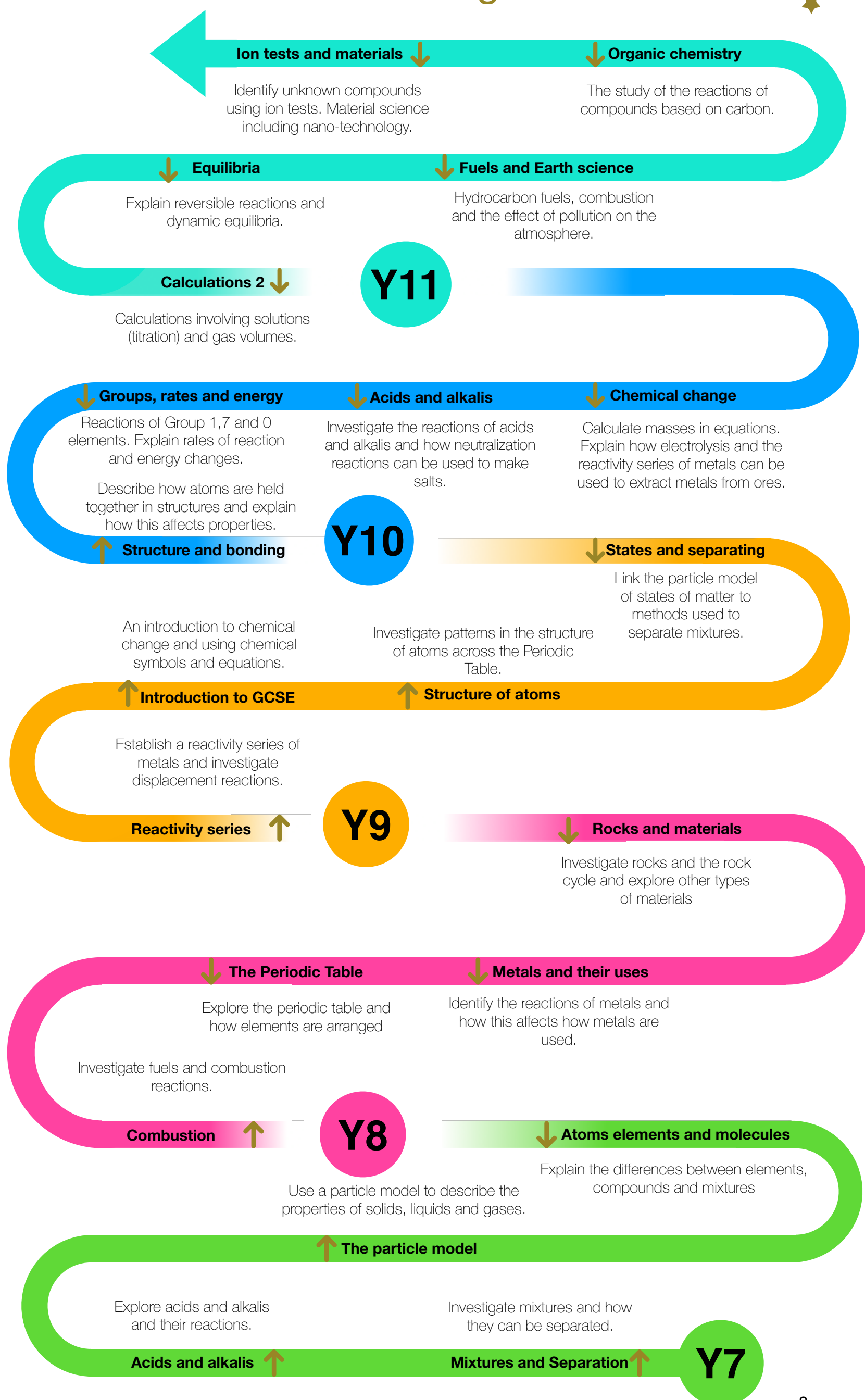
Mastery in Year 8

- 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





Skills

Knowledge

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

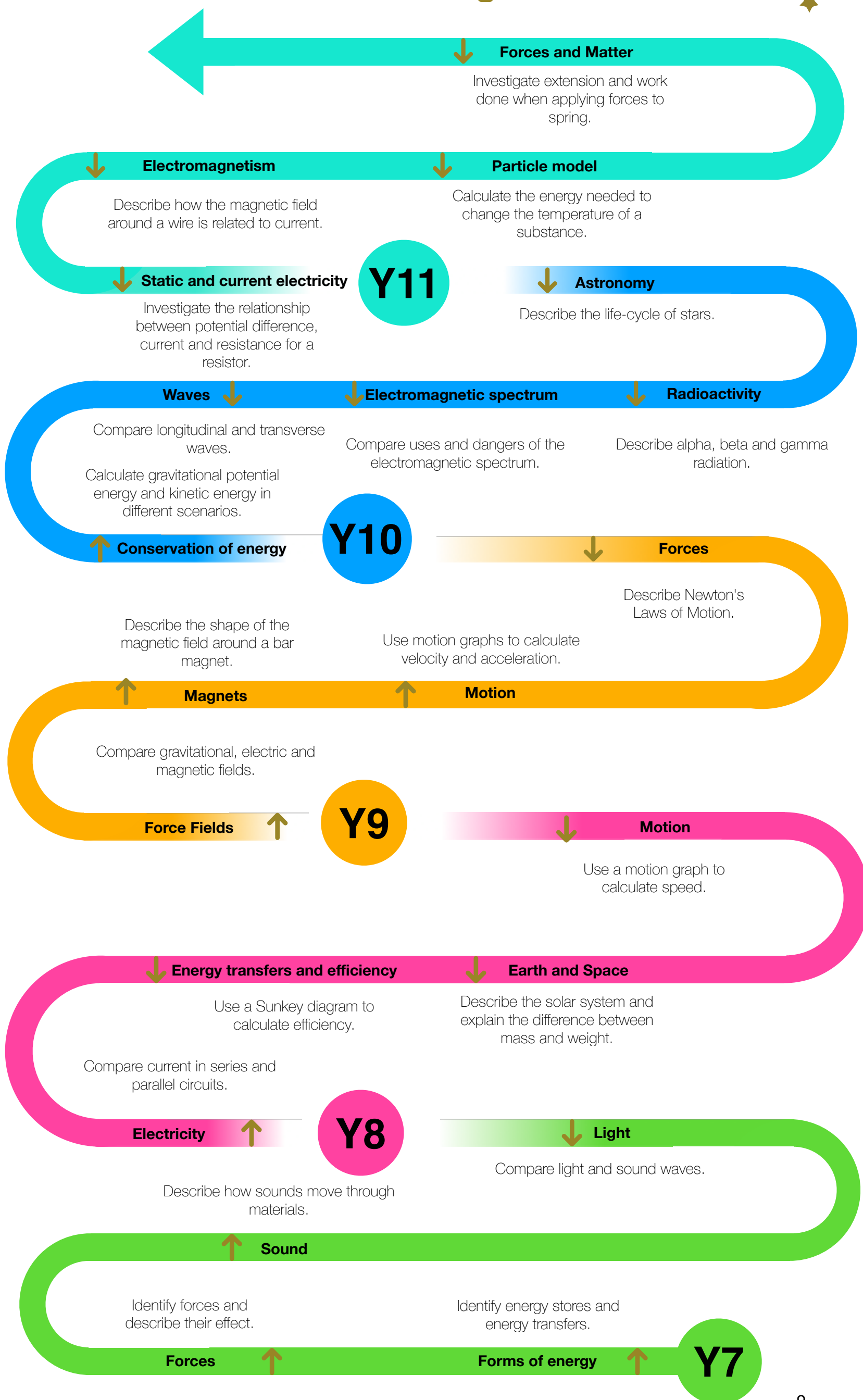
- Recall facts – identify revision techniques, use keywords and explanations.
- Rearrange and use equations.
- Enquire – identify hypotheses, choose variables, collect data, identify safety precautions.
- Analyse – discuss limitations of methods, construct explanations.

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.





Skills

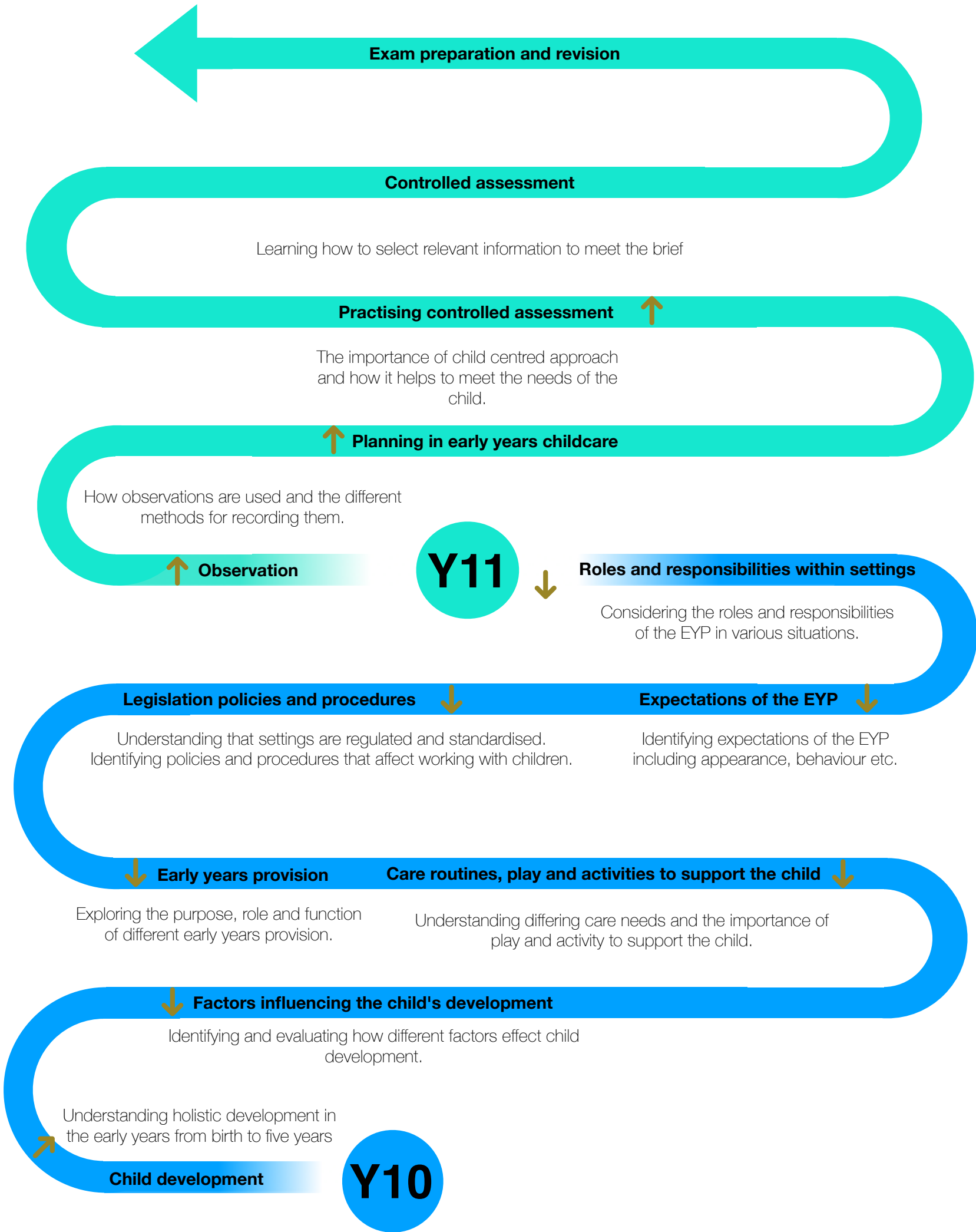
Mastery in Year 11

- 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





Skills

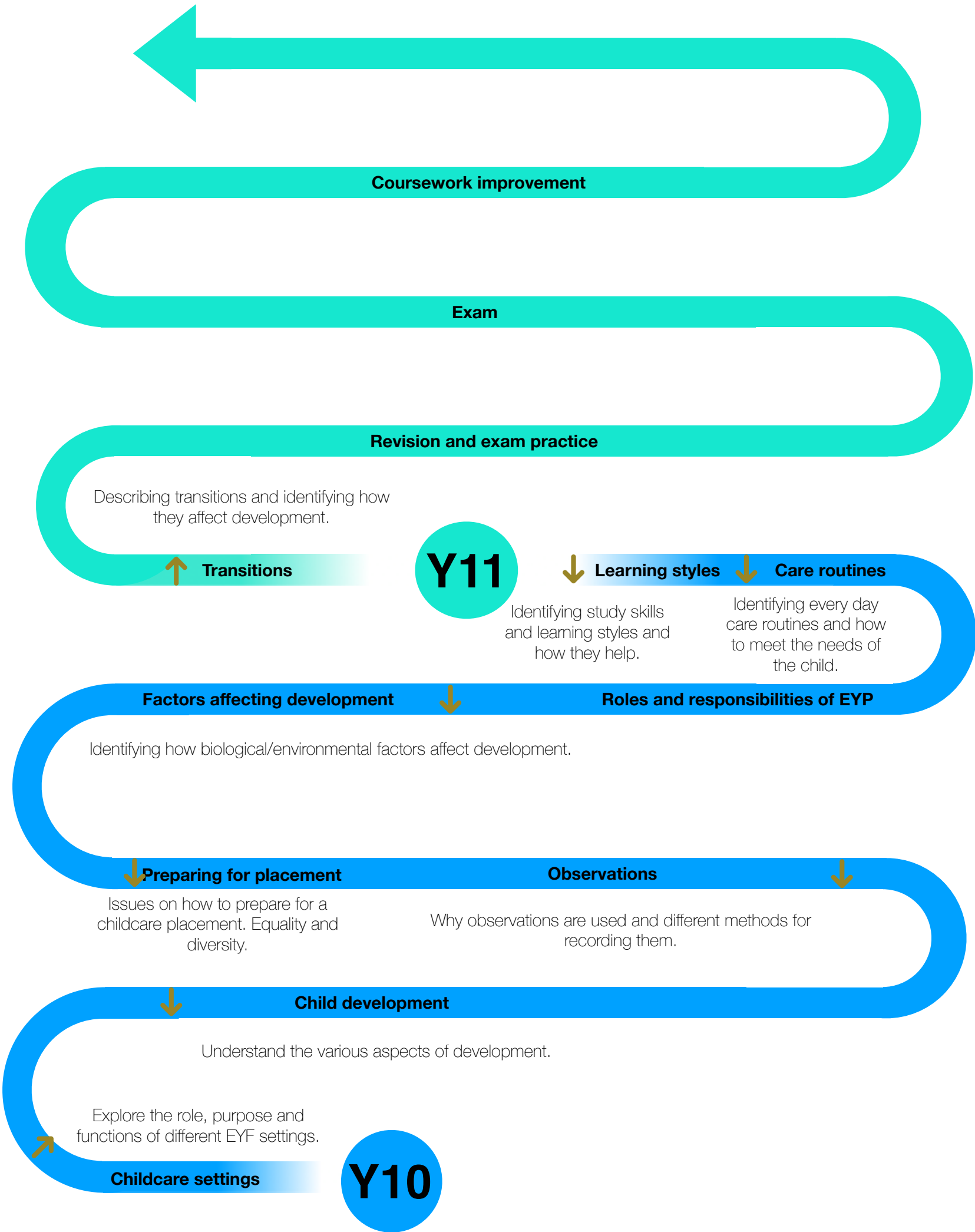
Knowledge

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.





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.

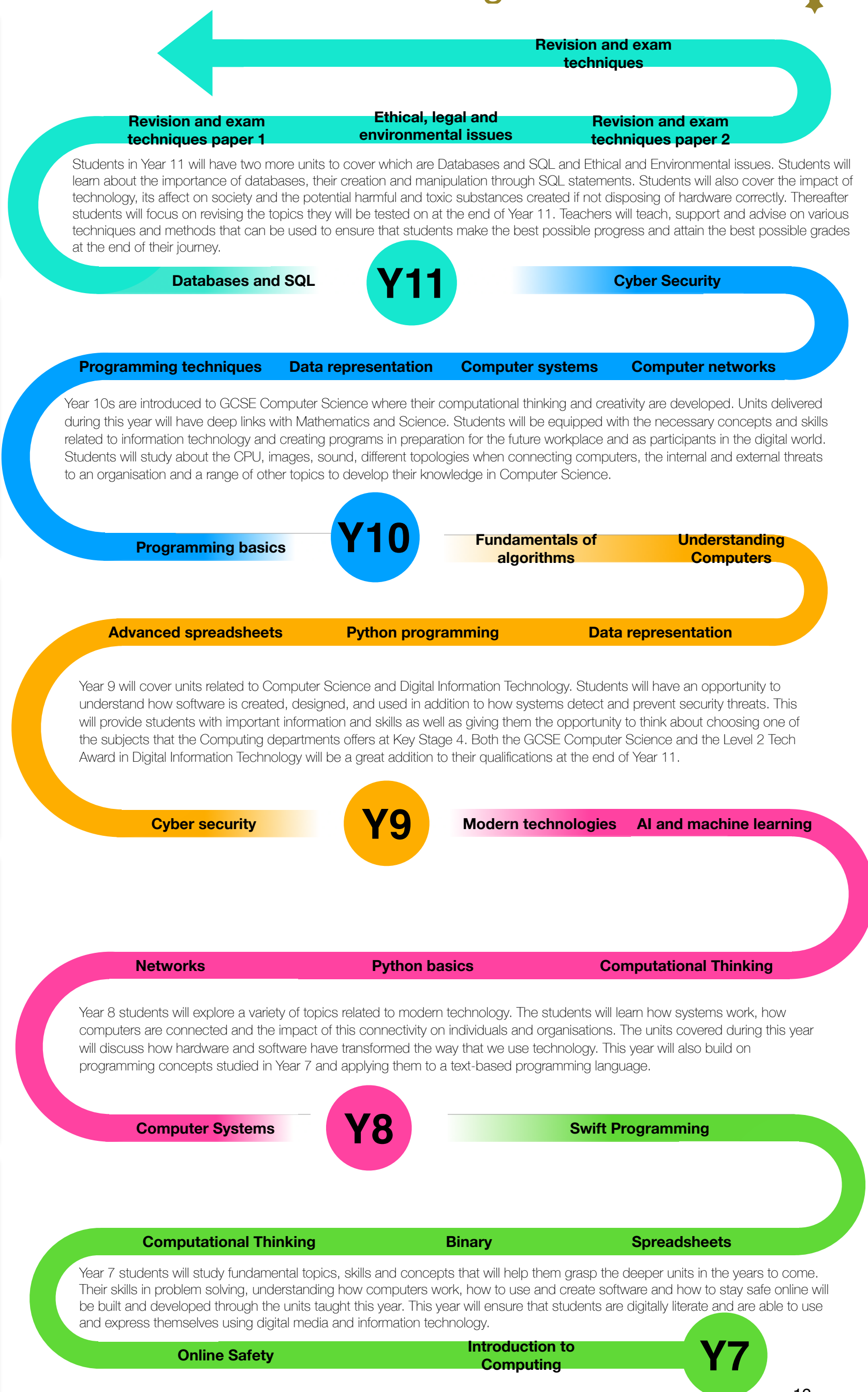
Mastery in Year 8

- 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





Skills

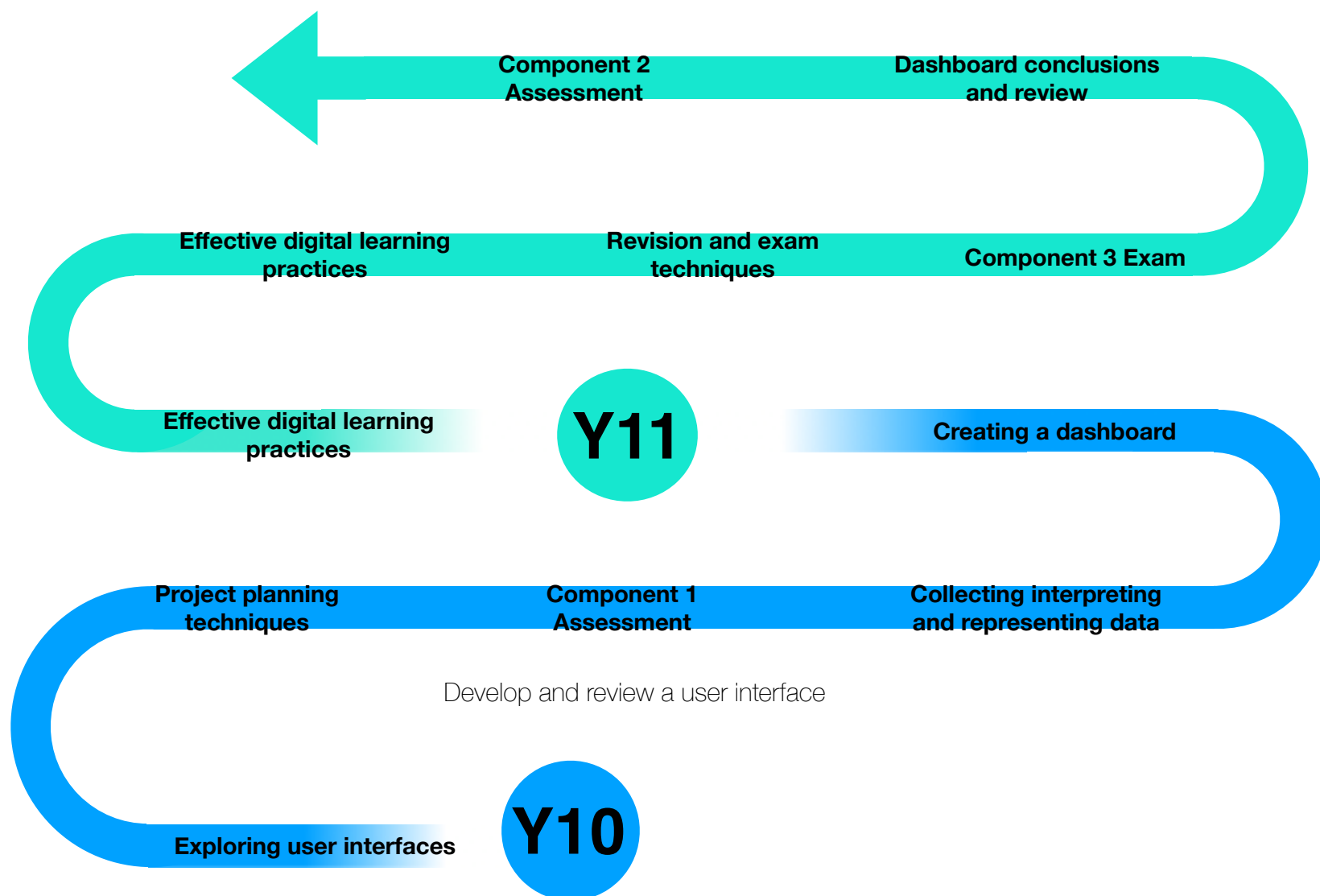
Knowledge

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.



Y1

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.

Y11

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

Knowledge

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 intentions demonstrating a visual language.

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.

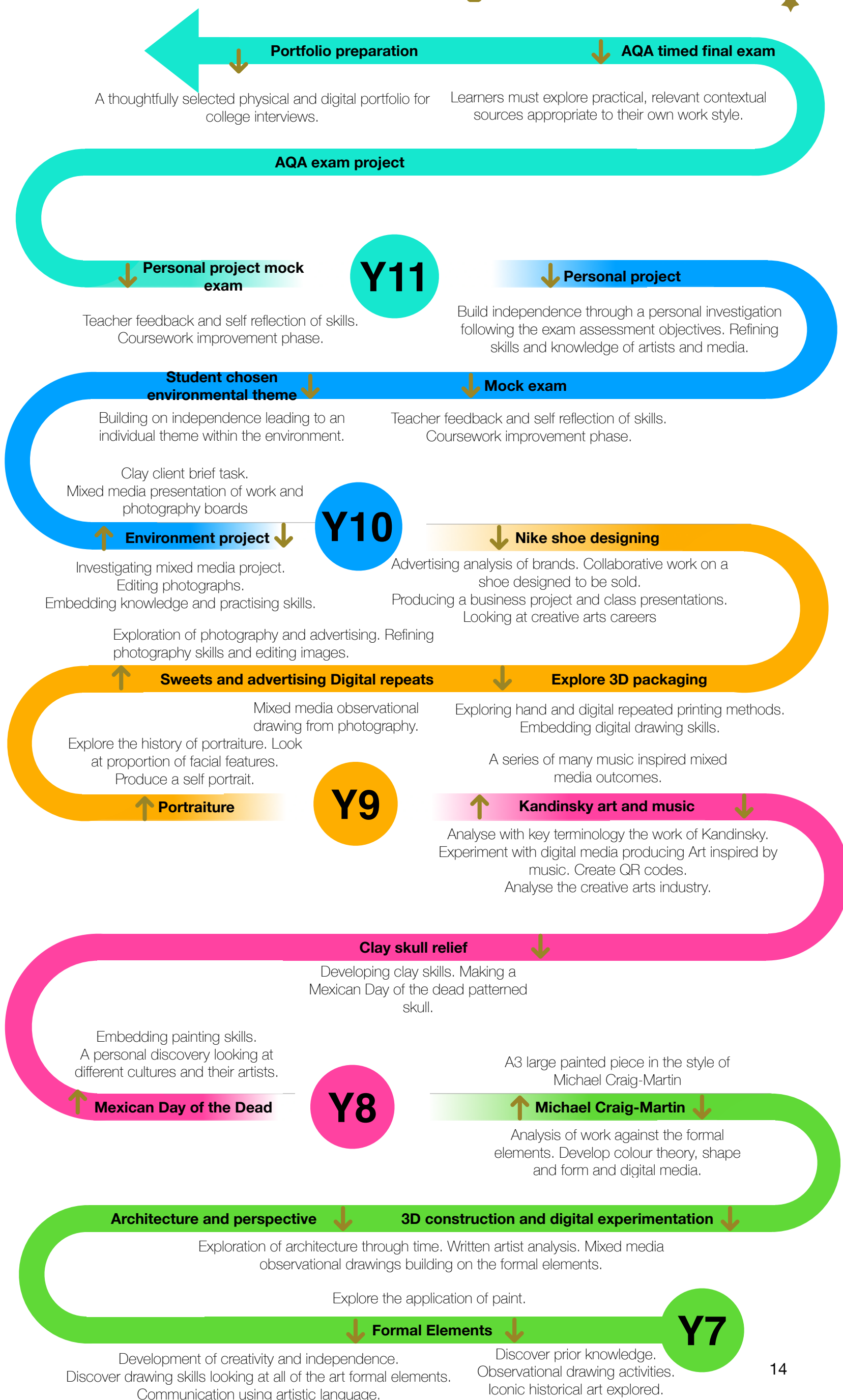
Mastery in Year 8

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.

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





Skills

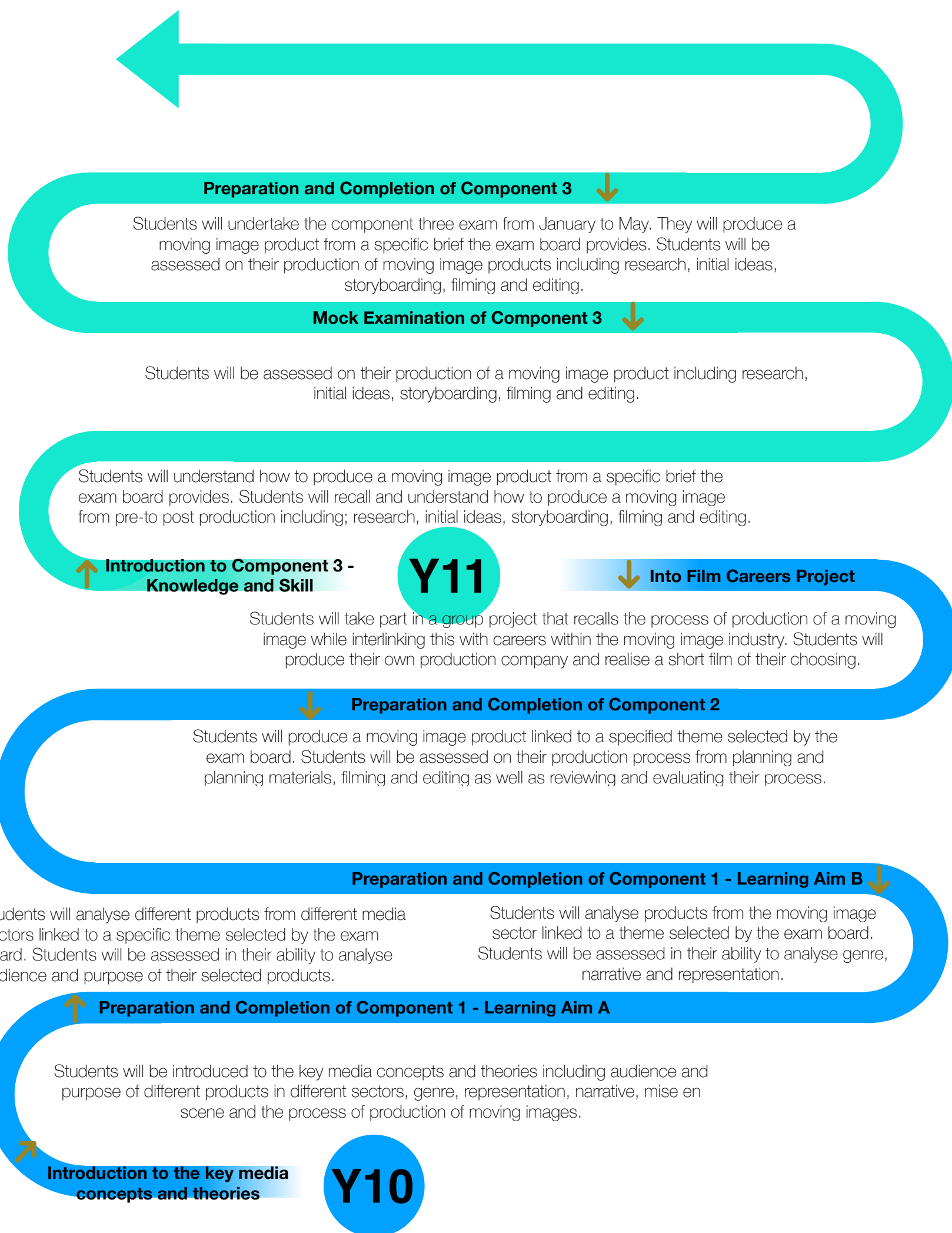
Knowledge

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.





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 in mind.
- Rehearse, refine, share and respond thoughtfully.
- Explore a wider range of styles, practitioners and playwrights and their impact on theatre.

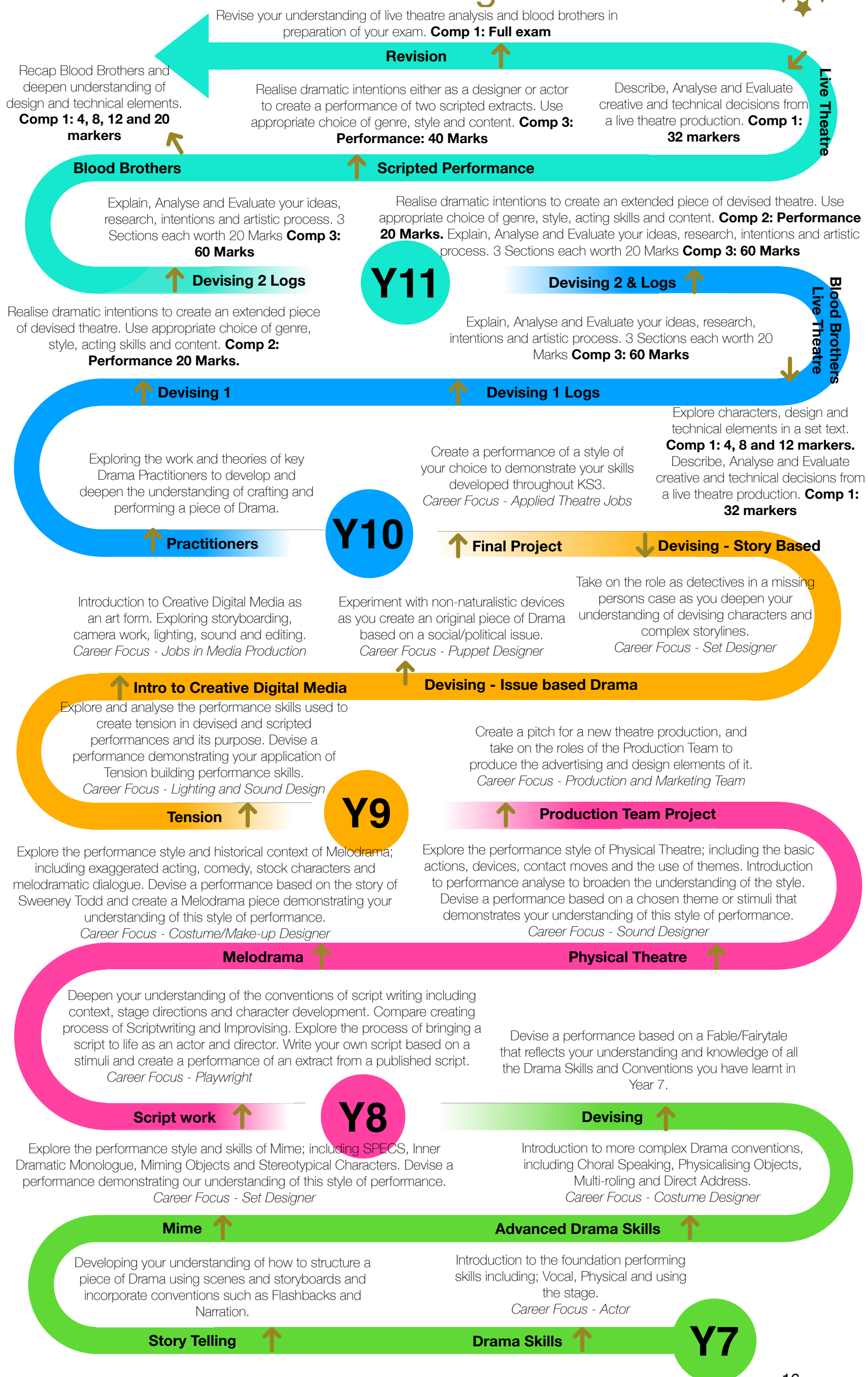
Mastery in Year 8

- 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



MUSIC



Skills

Mastery in Year 11

- Consolidation of understanding of the AoS required for the Unit 2 Listening & Appraising exam.
- Consolidation of composition & performing skills.
- Completion of coursework (60%) & final listening exam (40%)

Mastery in Year 10

- Consolidation of all musical theory & musical appraisal from Key Stage 3.
- Development of skills in composition & the understanding of the software that is used.
- Development of Listening & Appraising skills.

Mastery in Year 9

- Introduction to Film and Popular music & evaluating the links with careers.
- Consolidation of composing, listening & performance skills.
- Consolidation of the knowledge & understanding of the key characteristics & features of each genre/ style of music.

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.

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.
- Emerging skills in composing, listening & performing.

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)

Y11

Unit 1: Integrated Portfolio Assessment Point

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)

Y10

Music Mastery Project

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: Rock 'n' Roll & Rock Anthems

The Conventions of Pop Music: Pop Ballads & Solo Artists

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.

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.

Film and Game Music

Y9

Music Mastery Project

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

Rhythms of the World: Indian Classical, Indian Pop & Bhangra Music

Rhythms of the World: Greek/ Palestinian Folk Music

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

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

Y8

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

Y7

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.

Unit 2: Practical Component (ongoing)

Rhythms of the World: Samba & Calypso Music



Skills

Knowledge

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

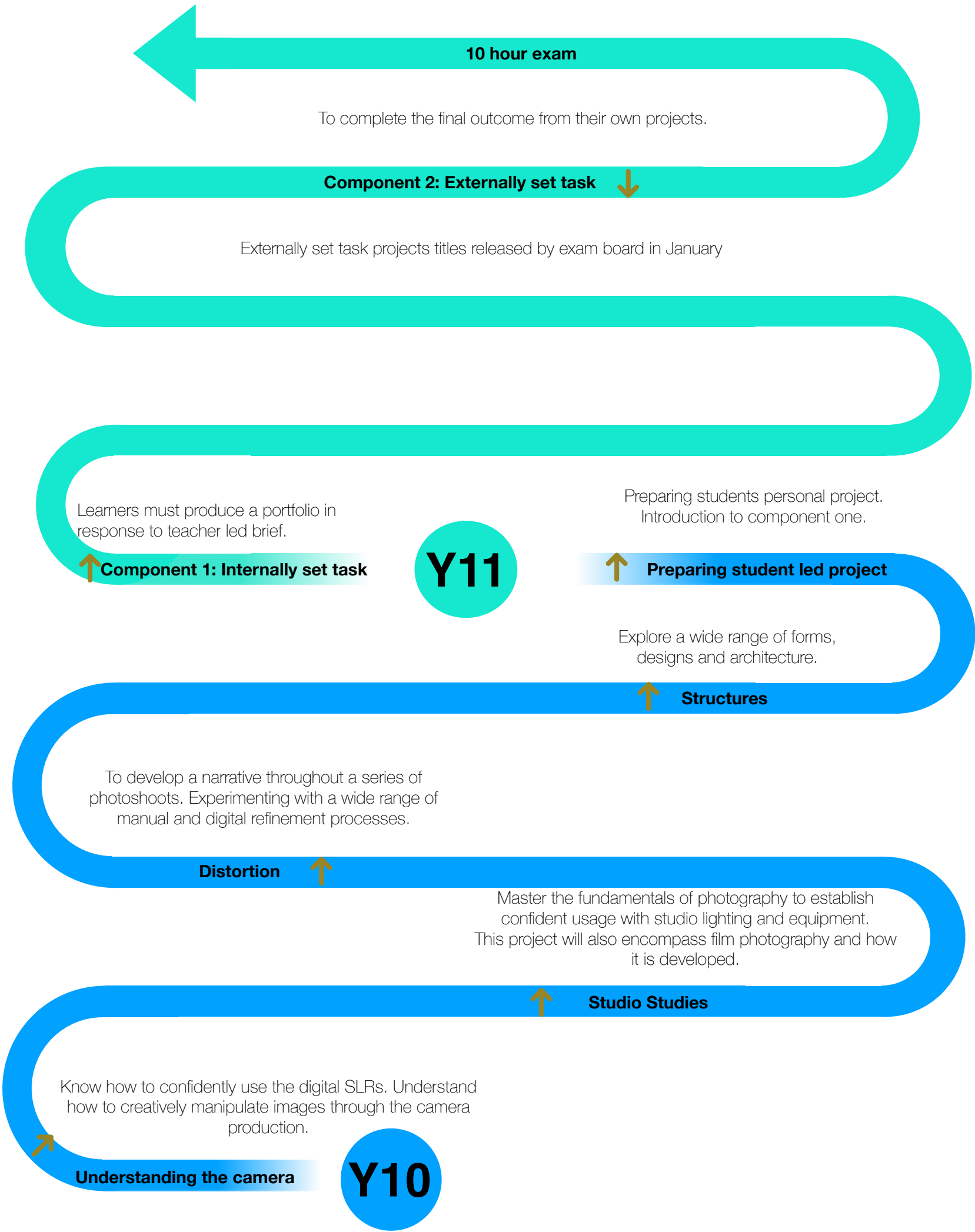
Exploring core skills in a range of photographic techniques, allowing students to develop into their own creative style. Projects are all tailored towards the 4 assessment objectives ability to:

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.





Skills

Knowledge

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.



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 ↑

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**

Y11

↓ **Opportunities**

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.

Y10

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.



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.

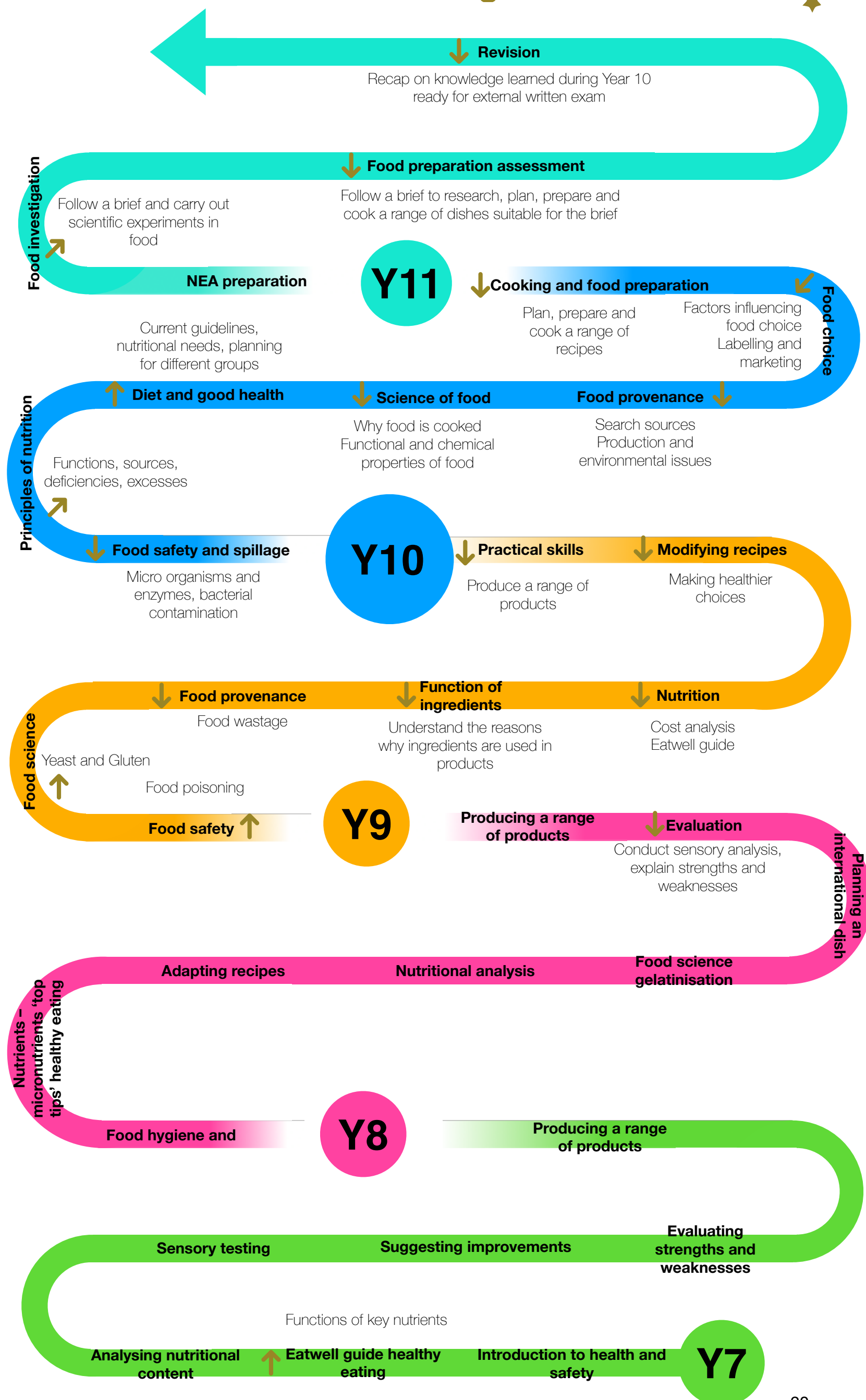
Mastery in Year 8

- Independently and confidently select and use equipment correctly to produce high-quality 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





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.

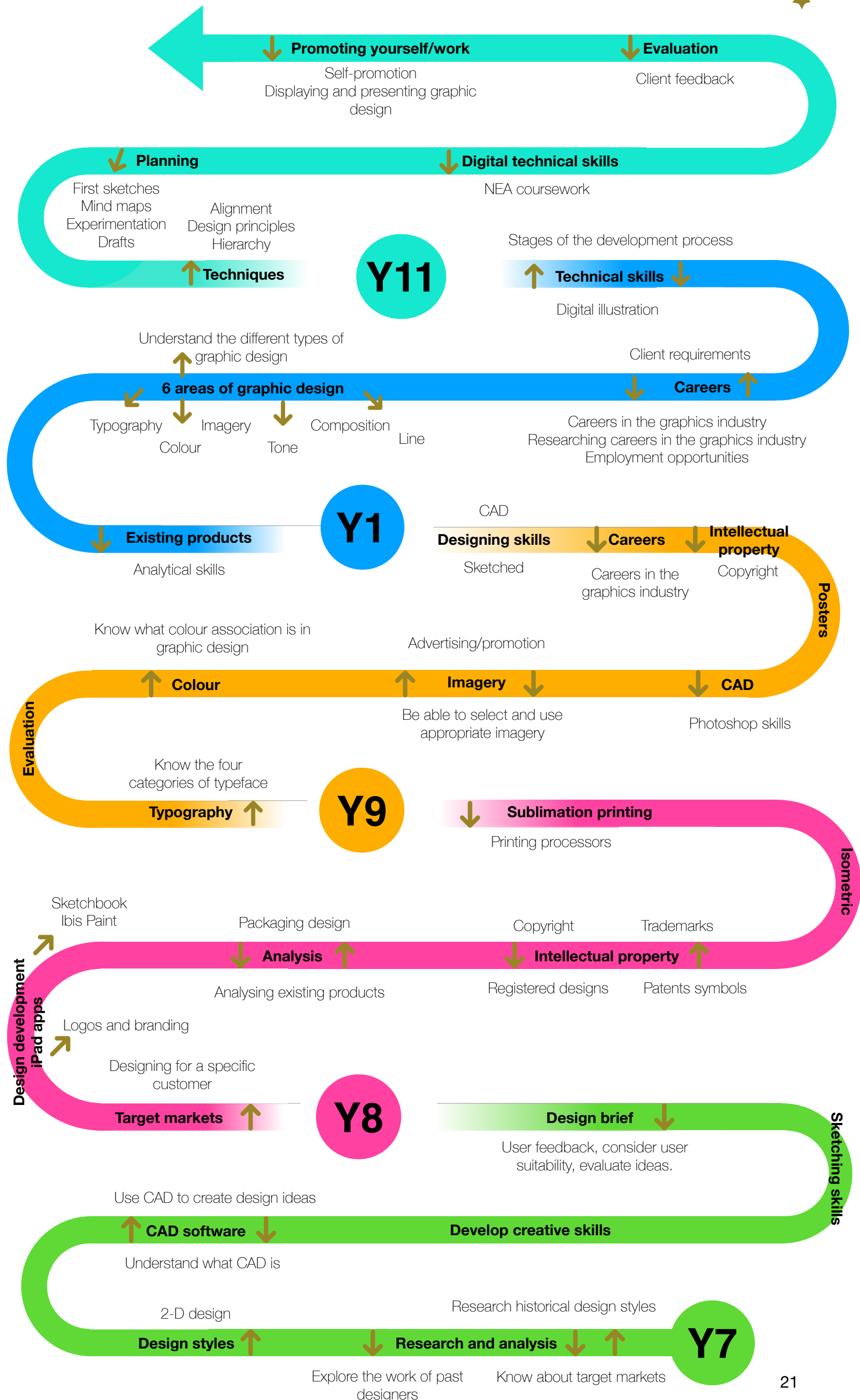
Mastery in Year 8

- 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





Skills

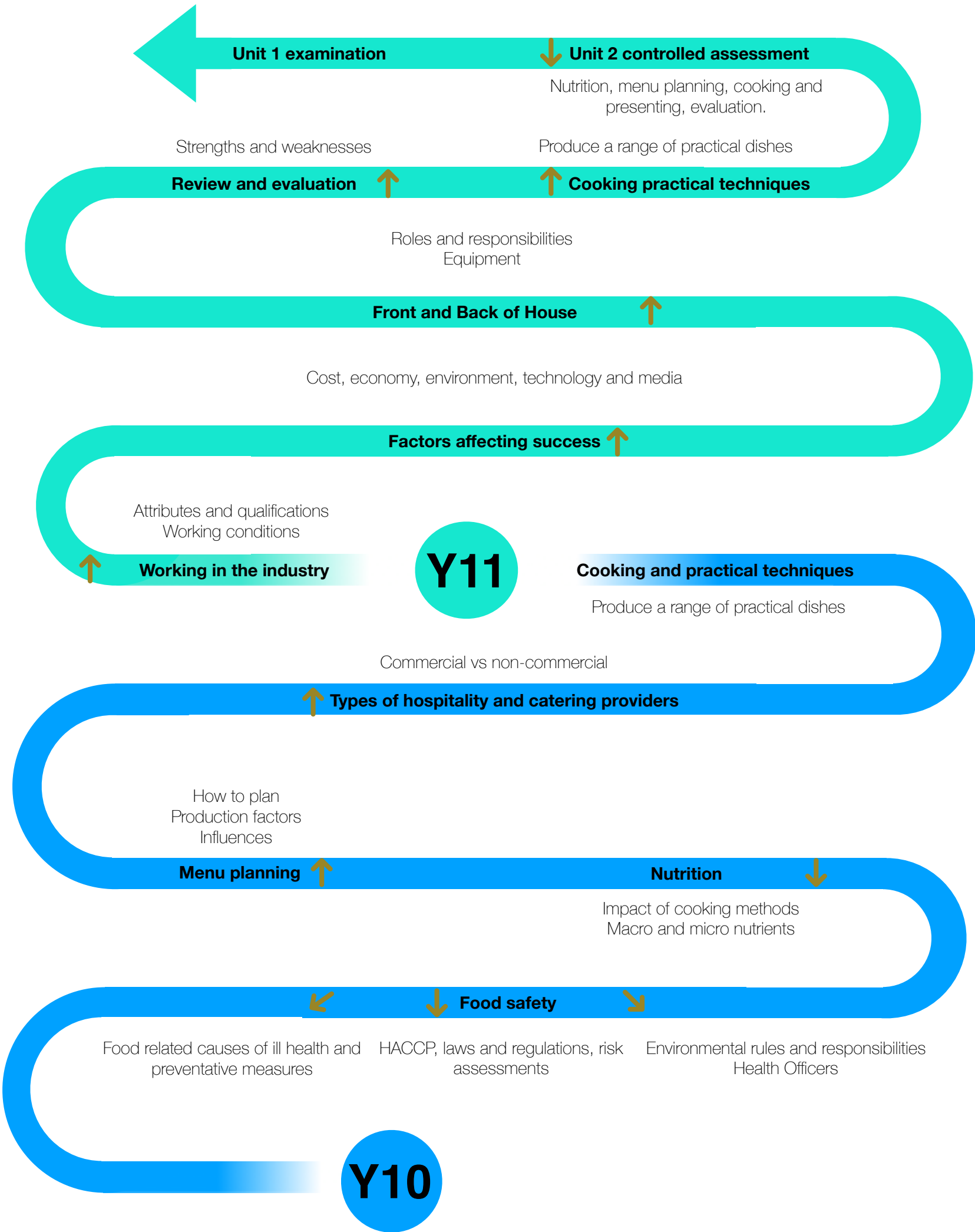
Mastery in Year 11

- 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





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.

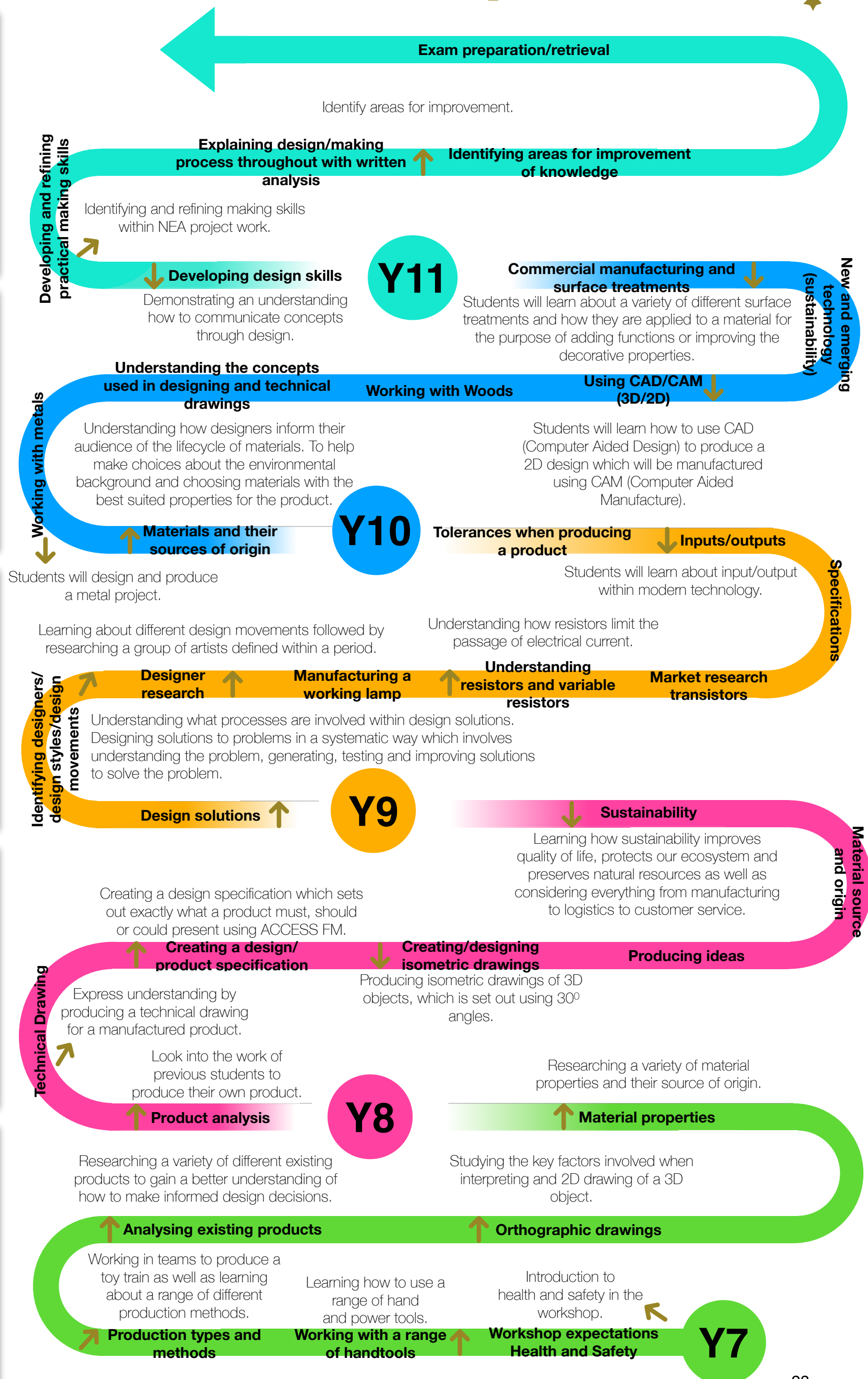
Mastery in Year 8

- 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



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.

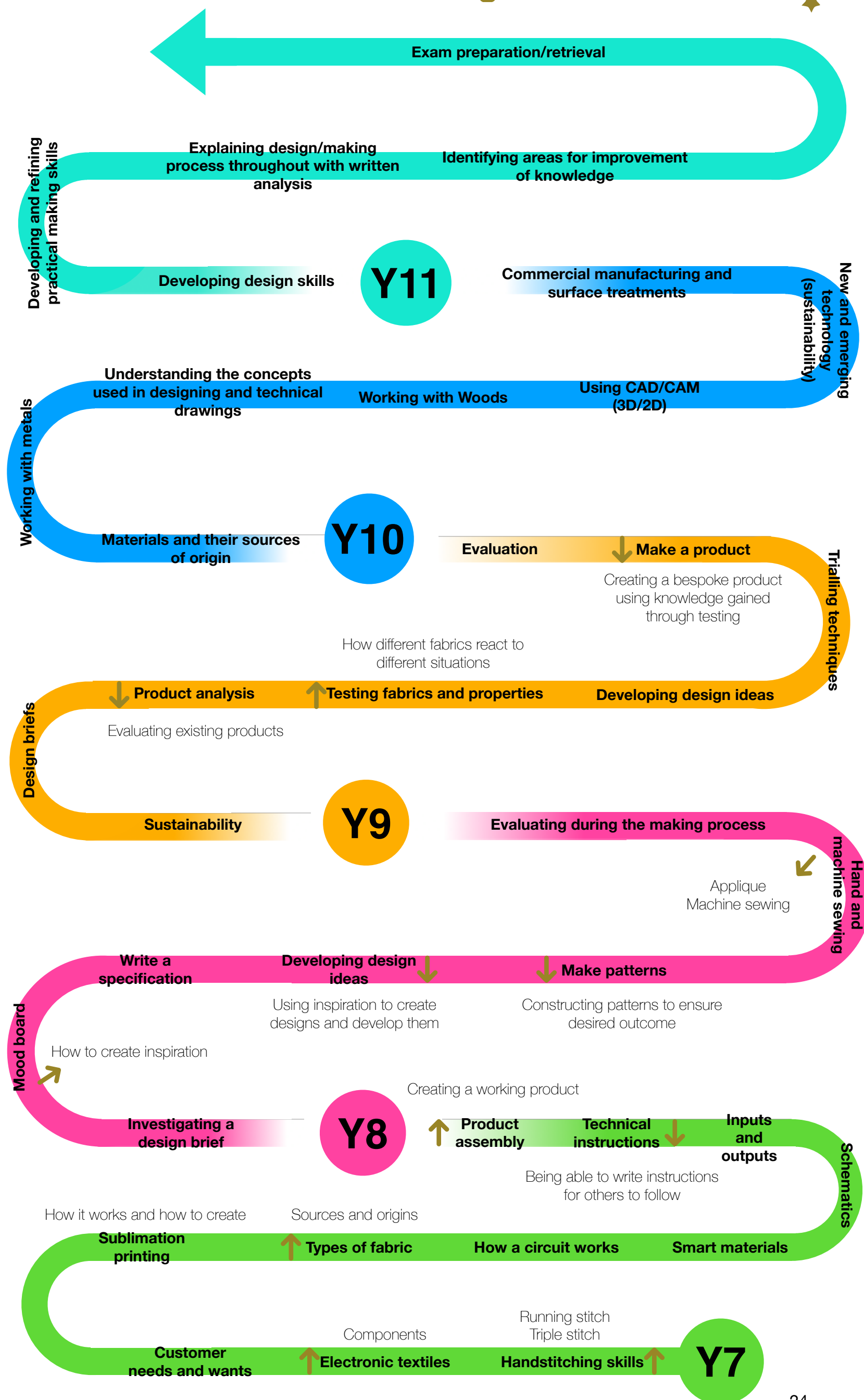
Mastery in Year 8

- 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





Skills

Knowledge

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 socio-economic data and GIS.
- Comparing development of countries using development indices and population pyramids.
- Locating key features on UK and OS maps.
- Explore the kind of questions capable of being investigated through fieldwork.

Mastery in Year 9

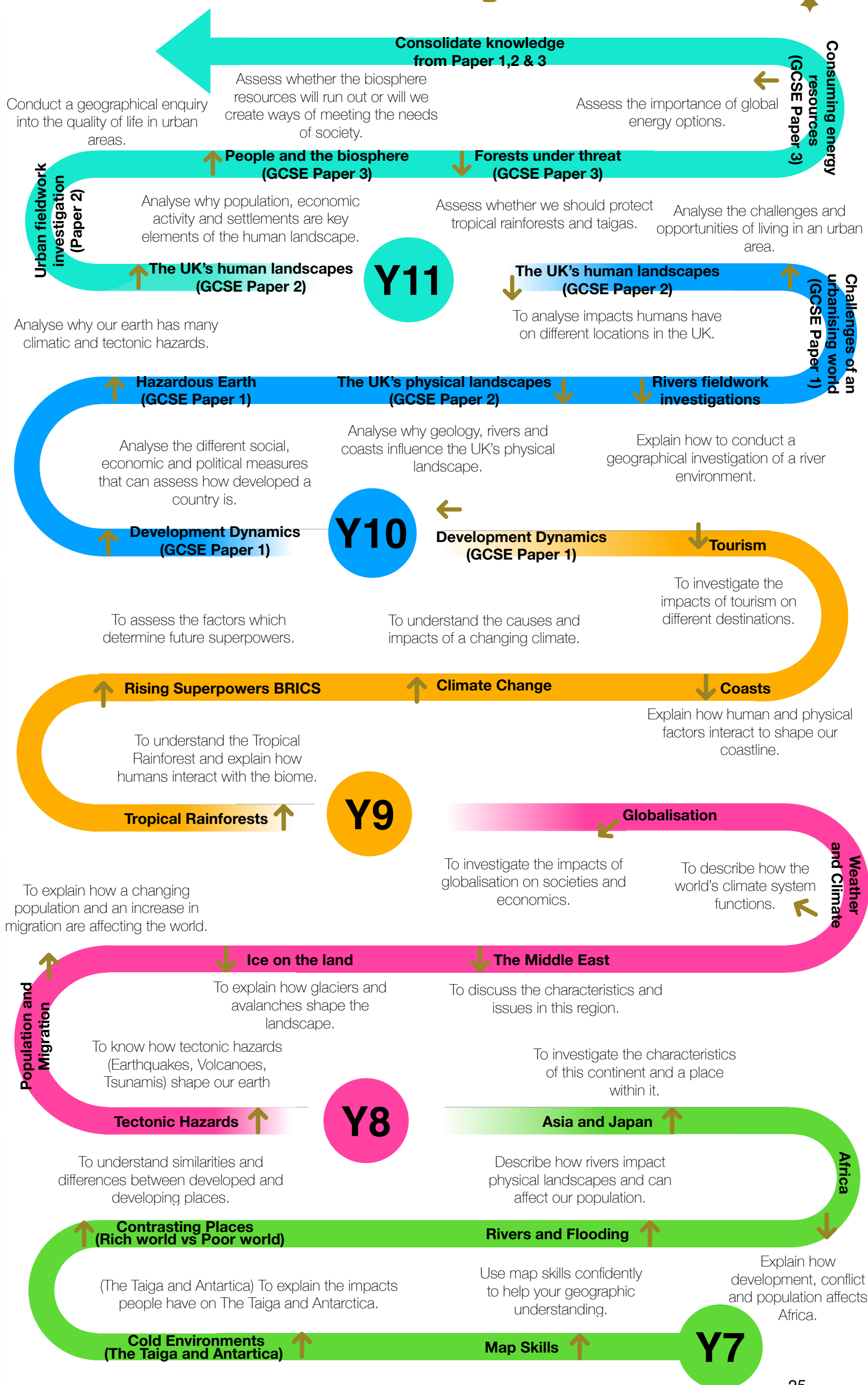
- Understand the processes and interactions between people and the environment through rain forests and climate change.
- A further emphasis on the geography of the UK through coasts.
- Analysing socio-economical differences between countries.

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 rivers.
- Develop skills in maps, graphs and data.





Skills

Mastery in Year 11

- 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 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

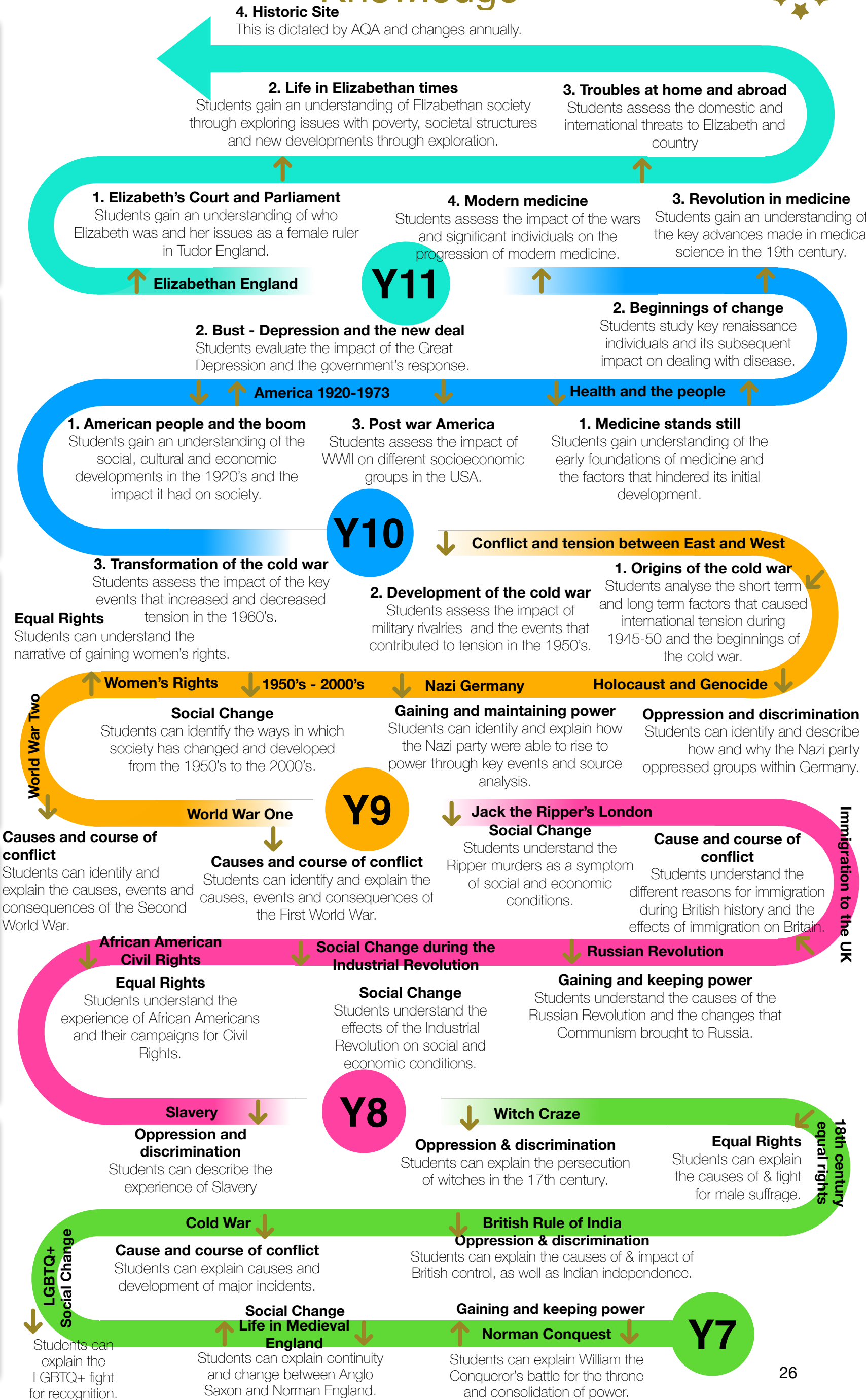
Mastery in Year 8

- 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





Skills

Knowledge

Mastery in Year 11

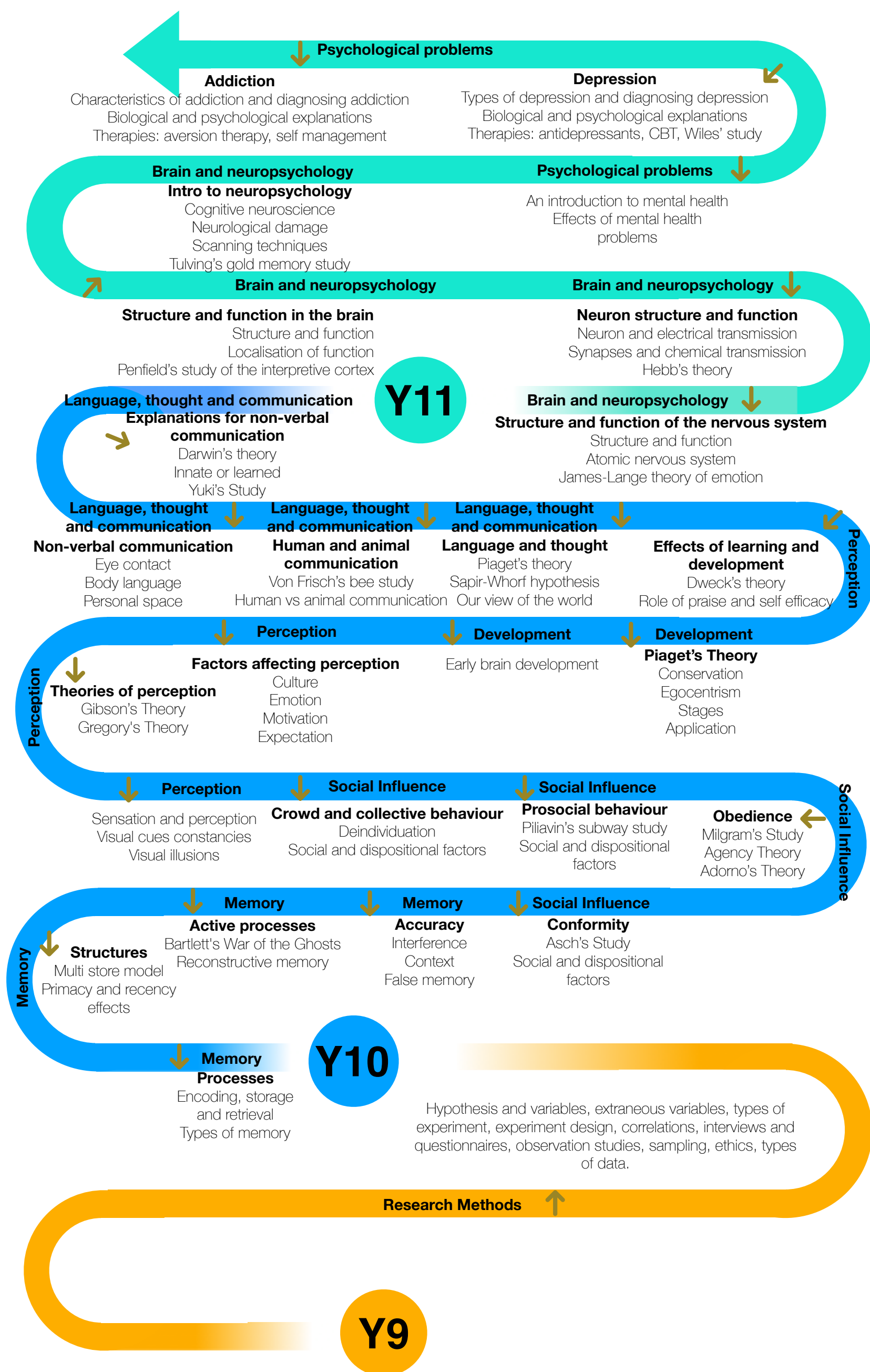
- Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories apply psychological knowledge and understanding of the content in a range of contexts.
- Analyse and evaluate psychological ideas, information, processes and procedures, make judgements, draw conclusions 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 theories.
- 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 areas of psychology.
- 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





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.

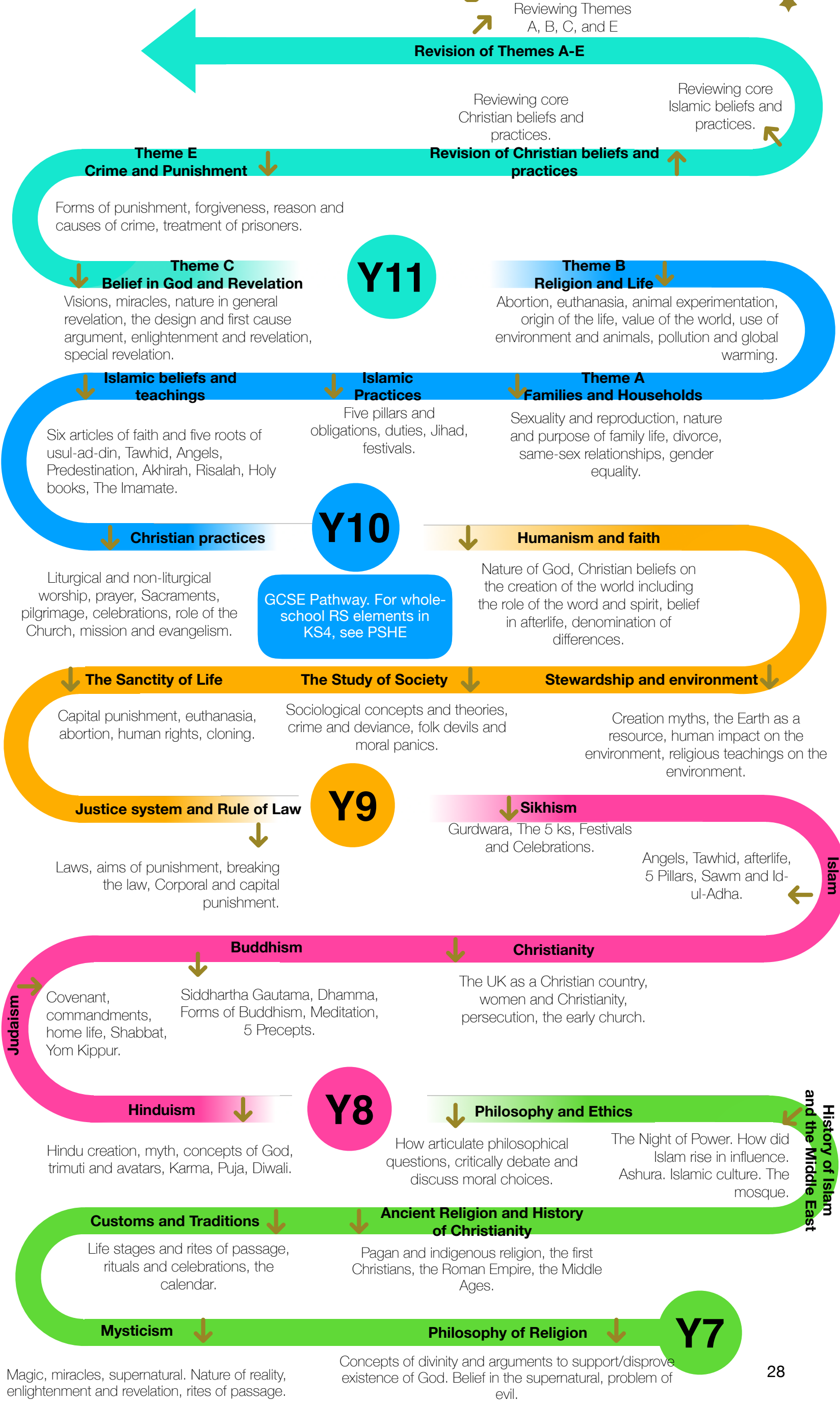
Mastery in Year 8

- 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





Skills

Knowledge

Mastery in Year 11

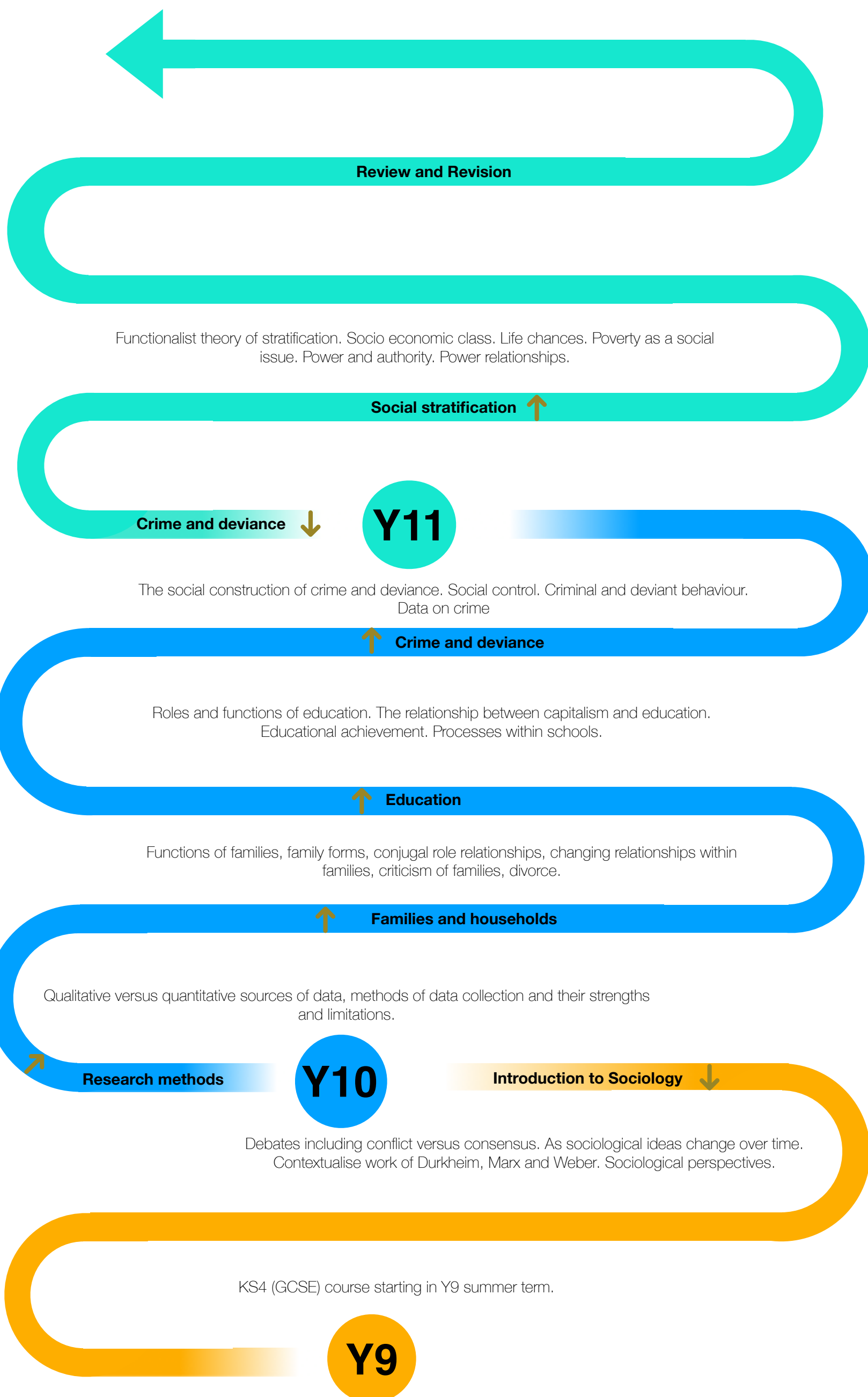
- Identify and describe sociological perspectives on each topic area.
- Evaluate strength and limitations of case studies in each topic area.
- Describe and evaluate methods using sociological research.

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.





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:

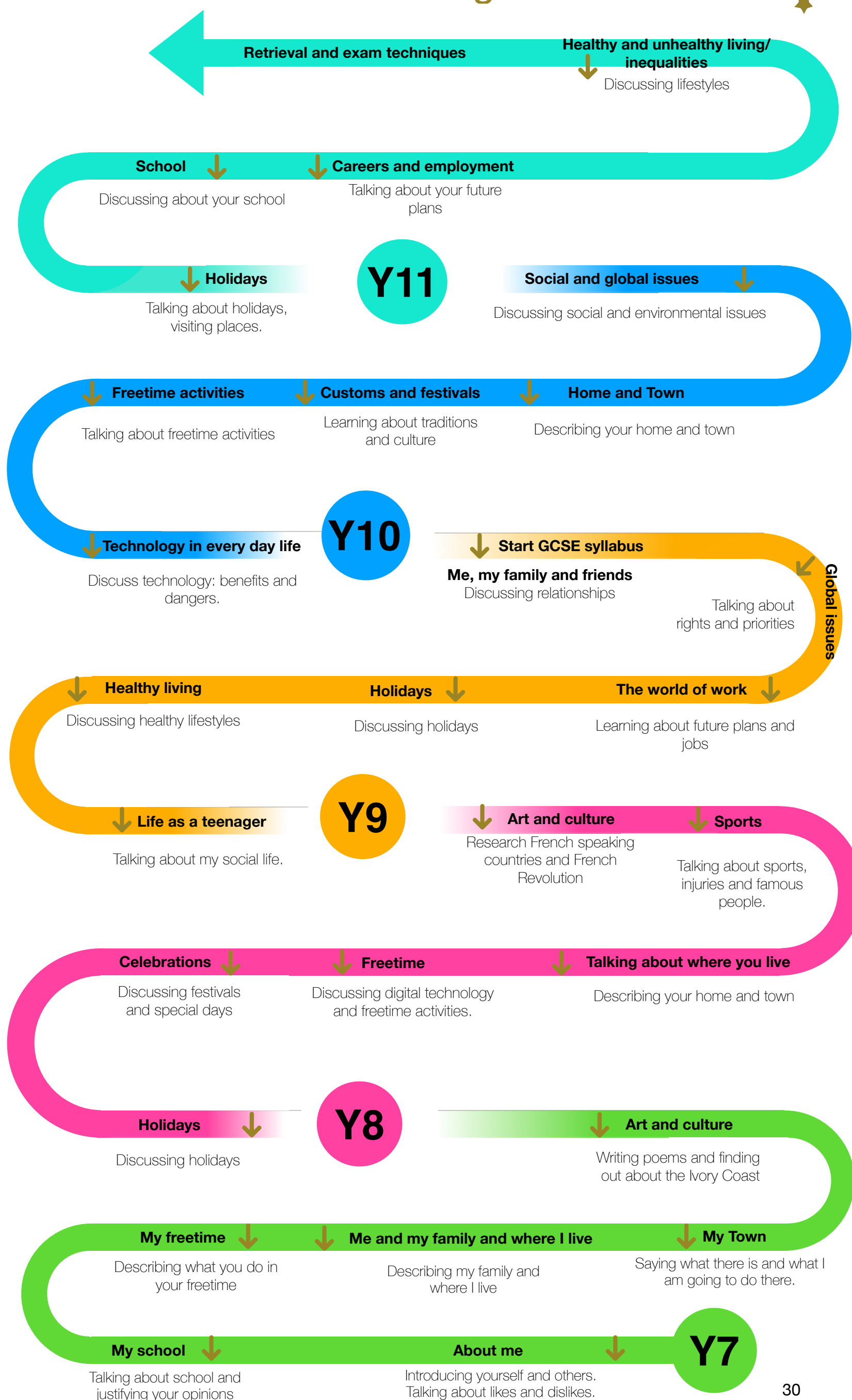
- Regular and irregular verbs in the perfect tense and 'to be' verbs.
- Regular and irregular verbs in the present tense.
- The near future tense.
- Forming and answering questions.
- Reflexive verbs.
- Comparatives
- Use of phonics to support writing and speaking skills.

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





Skills

Mastery in Year 11

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

- 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:

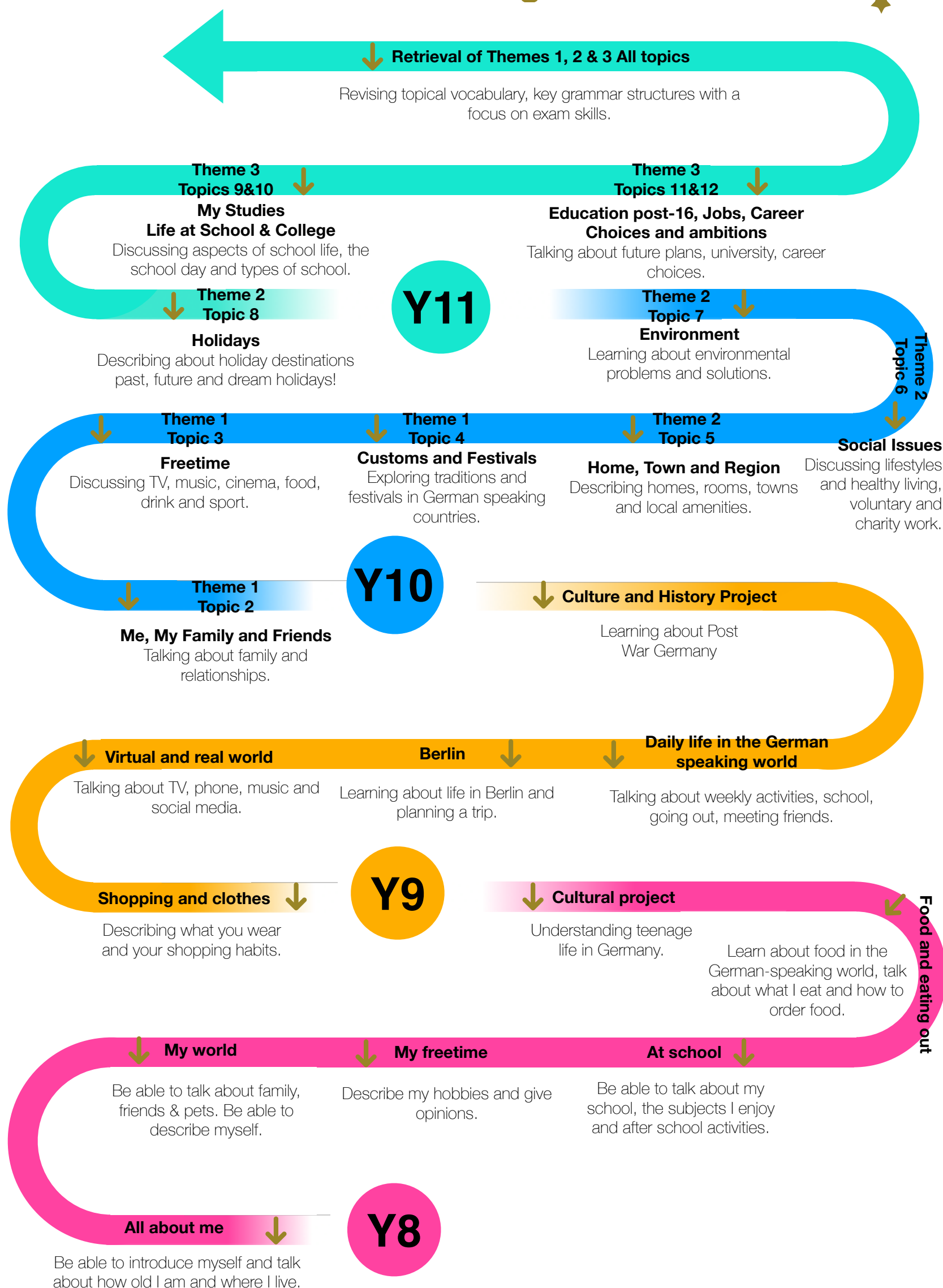
- Past, present and future tenses.
- Adjective endings.
- Subordinate clauses.
- Conjunctions.
- Reflexive verbs.
- Complex opinions.
- Use of phonics to support writing and speaking skills.

Mastery in Year 8

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

- Regular and irregular verbs in the present
- 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





Skills

Knowledge

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

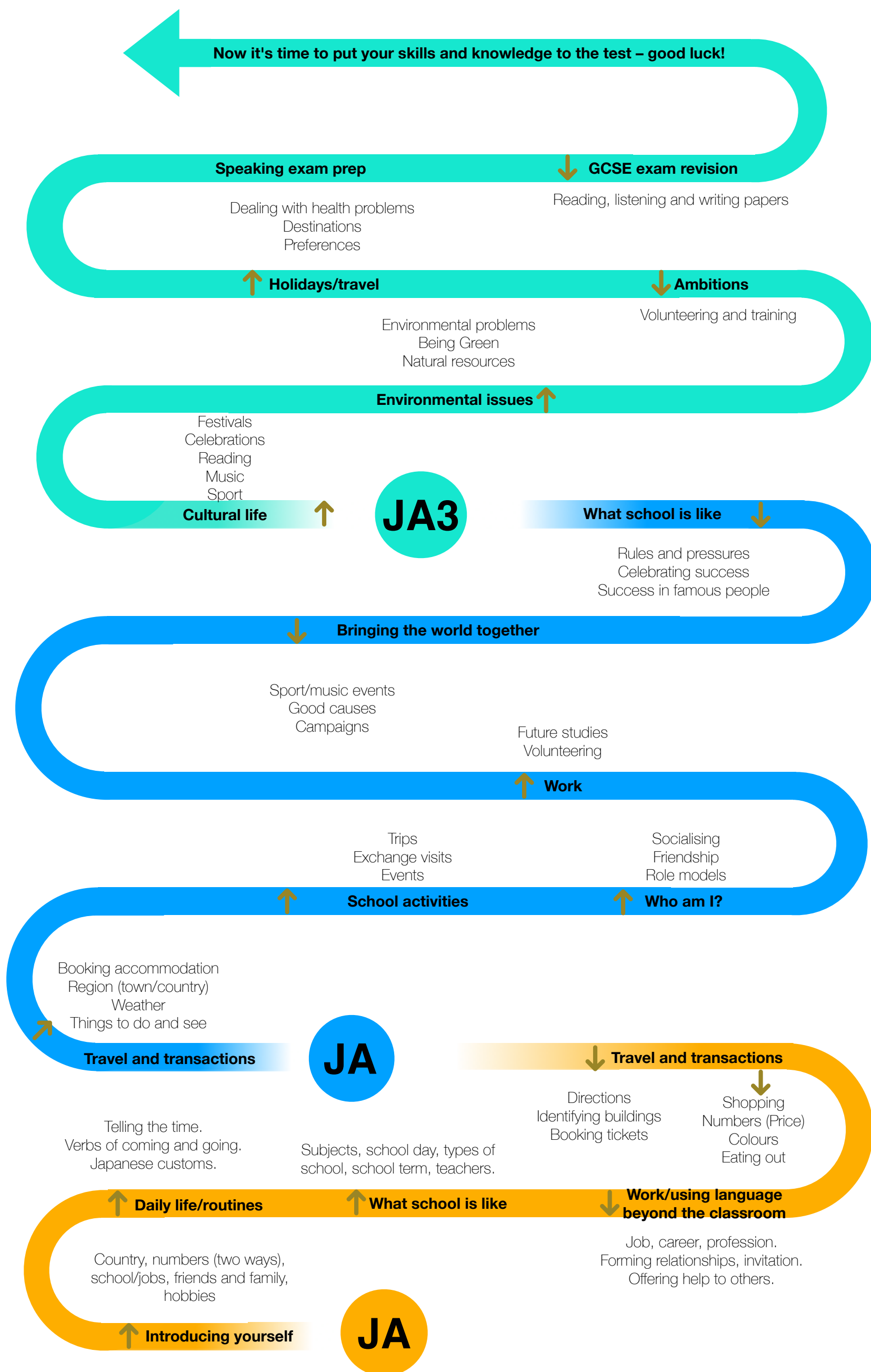
Consistent and accurate use of the following grammatical and linguistic areas:

- 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.





Skills

Knowledge

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

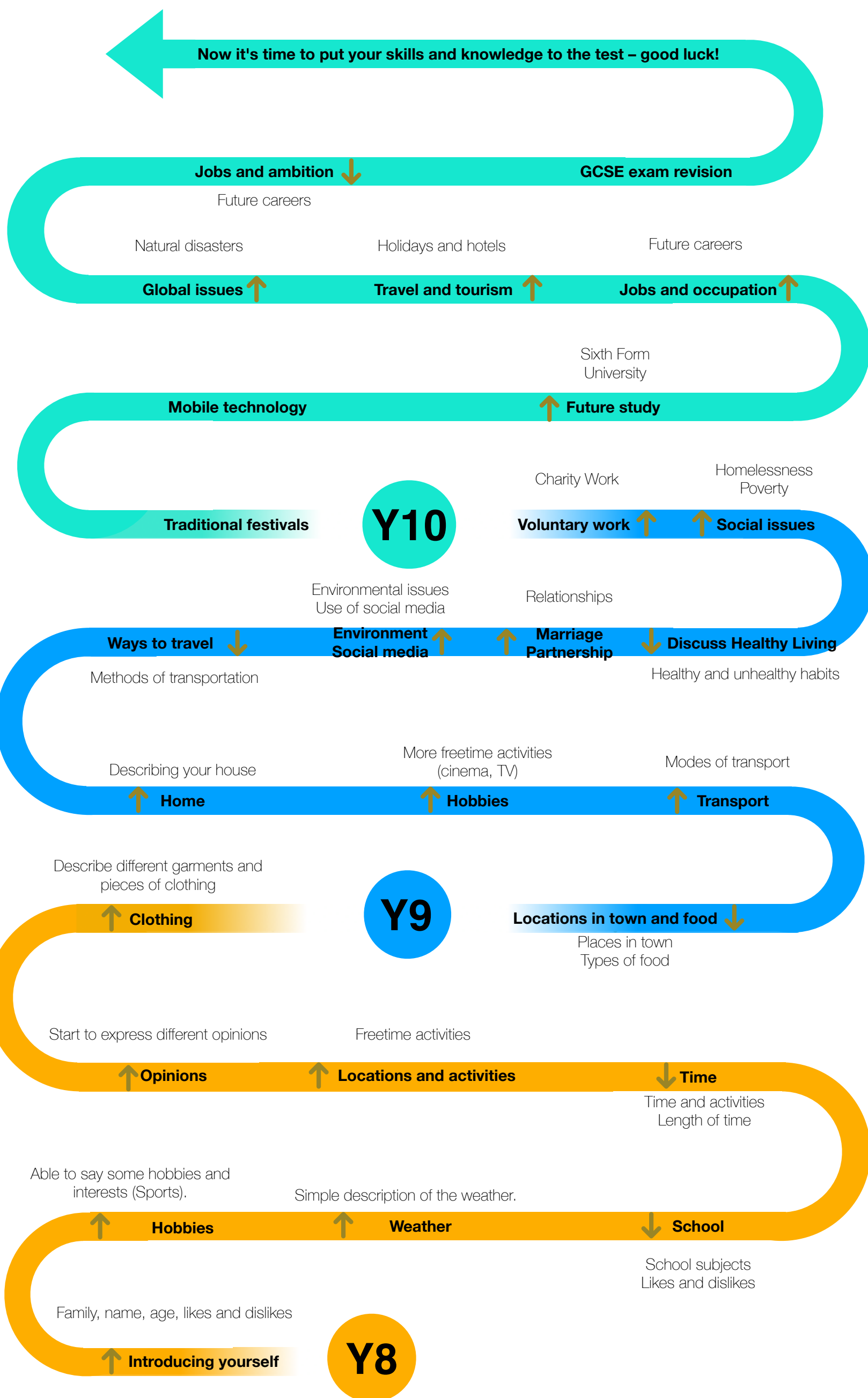
Consistent and accurate use of the following grammatical and linguistic areas:

- 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.





Skills

Mastery in Year 1

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

- Talking about weather.
- Expressions of sequence.
- Imperative.
- Personal.
- Si clauses.
- Io 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:

- 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:

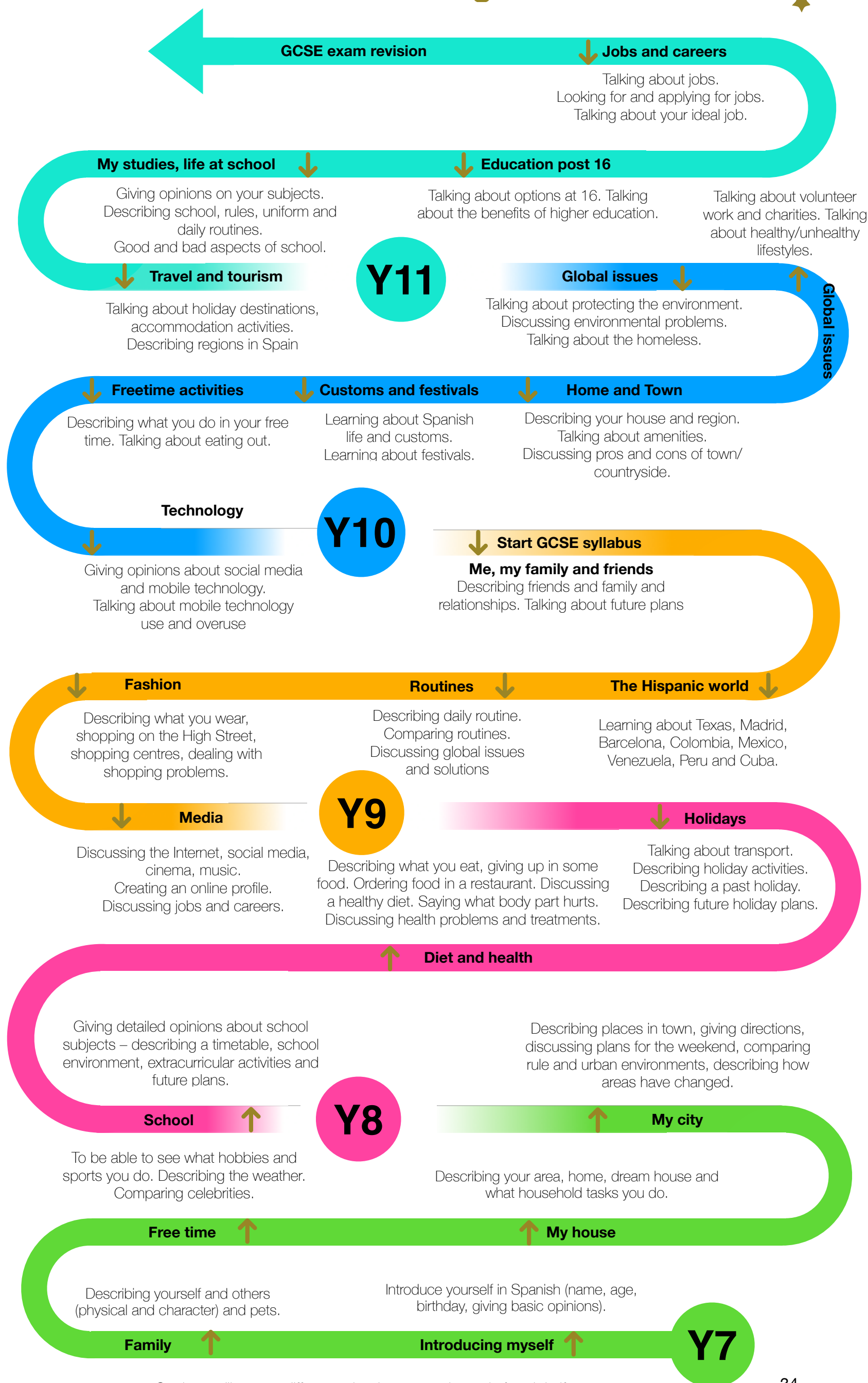
- Exclamations with ¡que.
- Telling the time.
- Se puede and se debe.
- Antes de and después de.
- Future expressions.
- Negative expressions.
- Ir and prepositions.
- Preterite tense.
- Near future tense.
- Slang expressions.

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



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



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

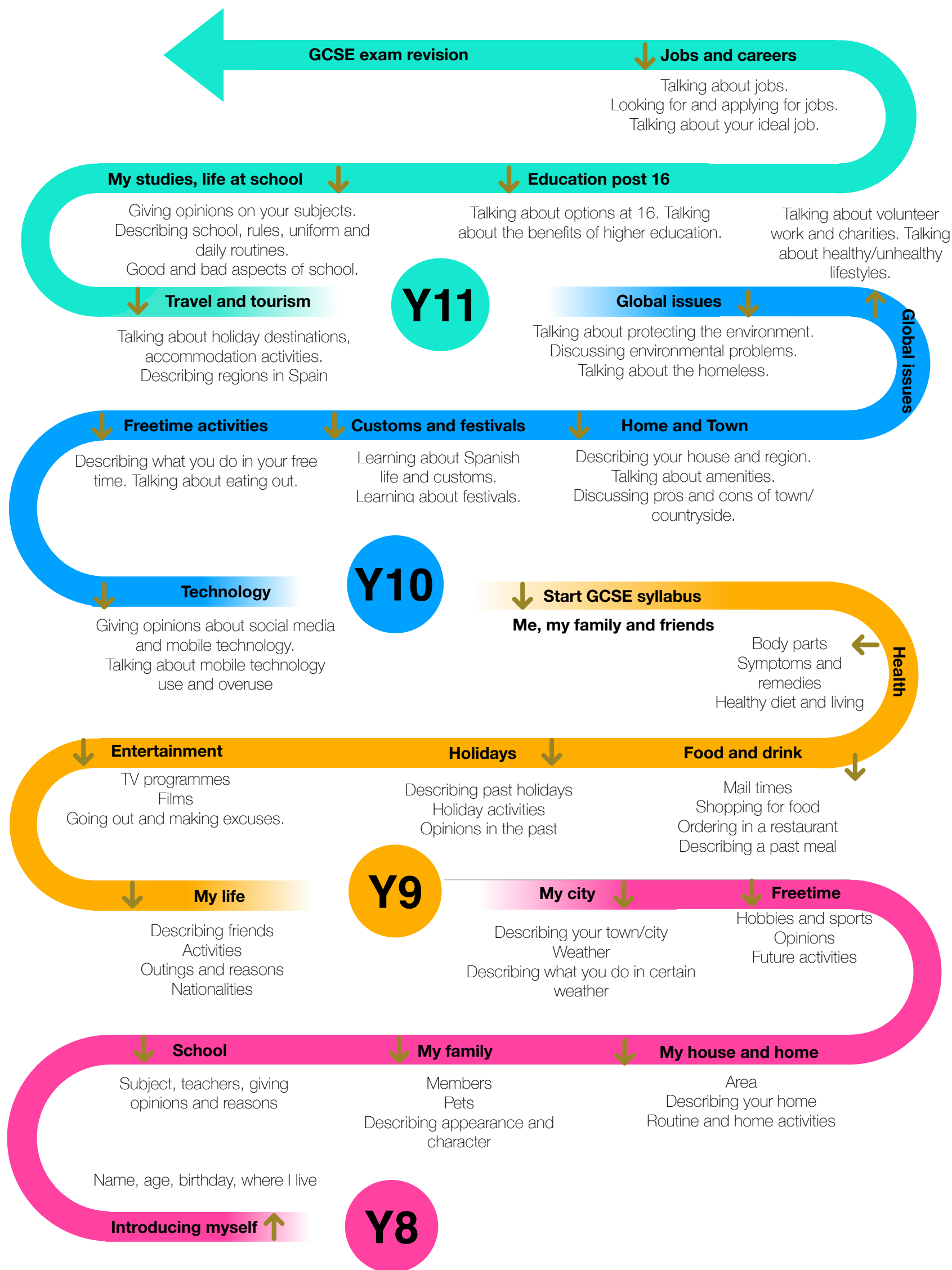
Consistent and accurate use of the following grammatical and linguistic areas:

- Present tense
- Adjectival agreements
- Comparatives
- Preterite tense (ser, ir, 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 areas:

- 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



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



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.

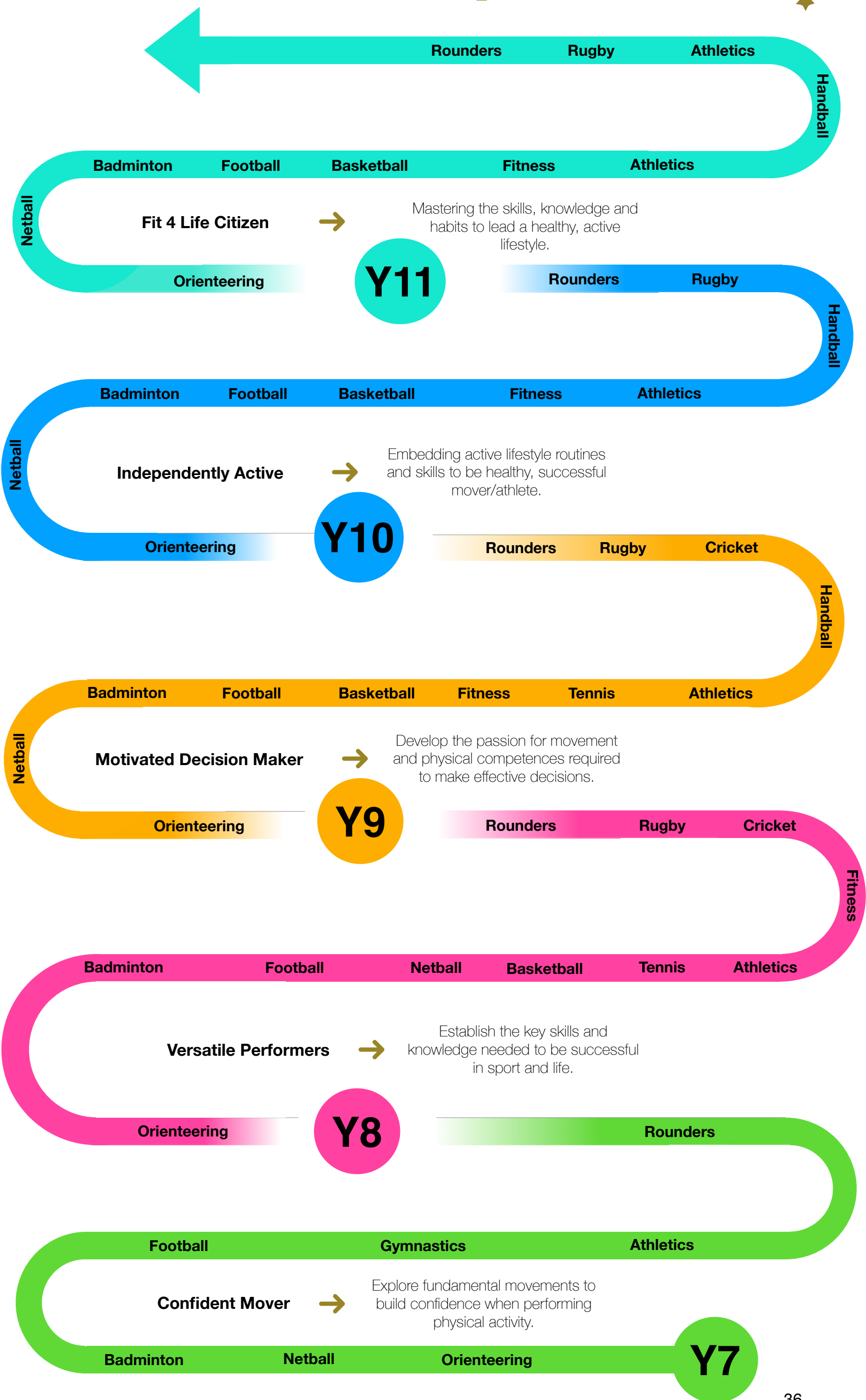
Mastery in Year 8

- 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.

Knowledge





Skills

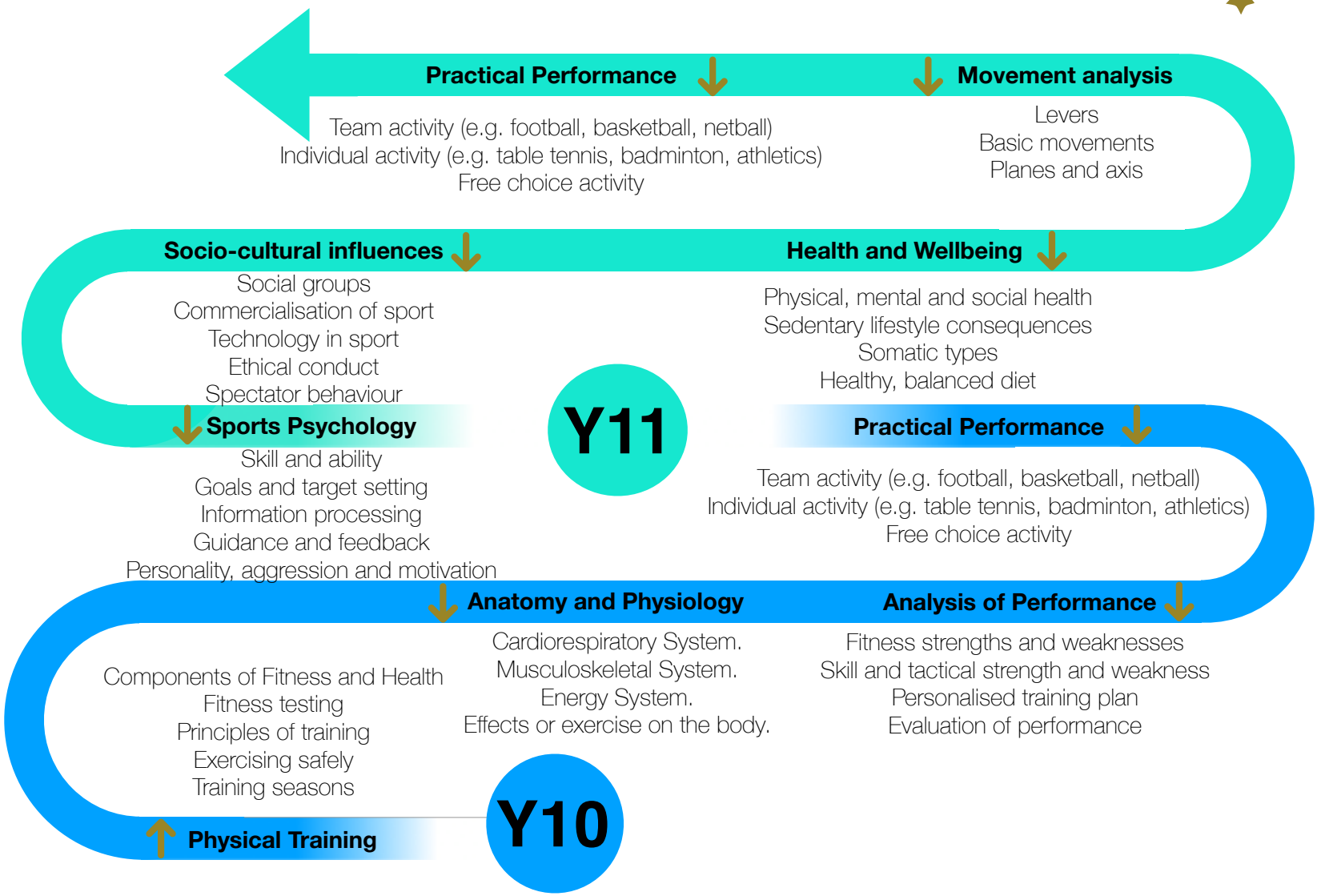
Mastery in Year 11

- 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





Skills

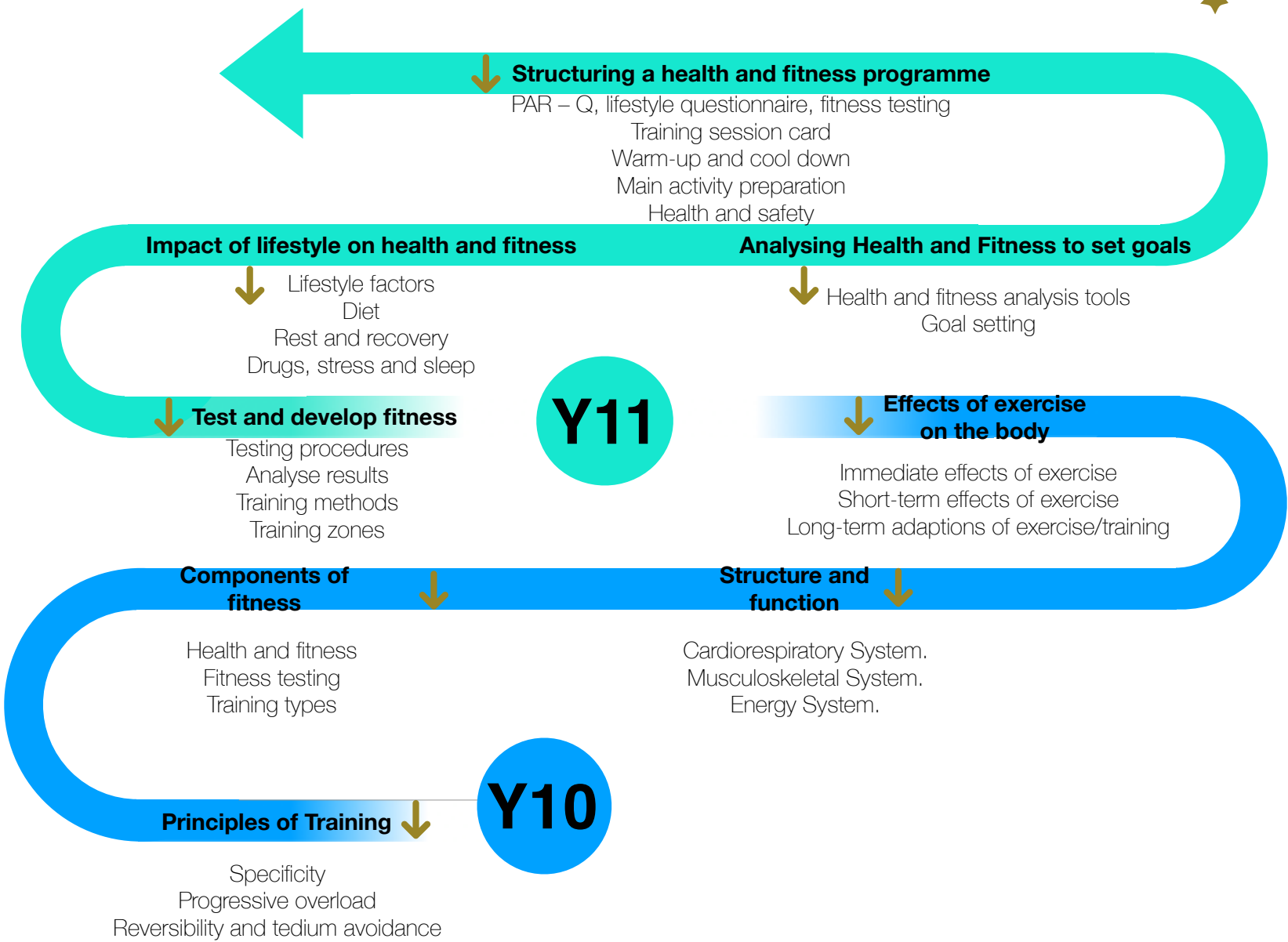
Mastery in Year 11

- 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





Skills

Mastery in Year 11

- Awareness 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 relationships.
- 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 values.
- Strategies for overcoming challenges or adversity.
- 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 feedback.
- 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 efficacy
- How to challenge unwanted contact
- How to recognise and challenge unhealthy behaviour

Knowledge

