

# Curriculum Overview

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Dystopian novels</p> <p>The Lion, The Witch and The Wardrobe</p> <p>Conventions of a dystopian novel</p> <p>Analysis of plot and characters</p> <p>Creative writing - Settings and characters</p>	<p>Poetry</p> <p>Language Features</p> <p>Conventions of poetry, rhyme etc.</p> <p>Literary devices</p> <p>The Magic Box by Wright</p> <p>Talking Turkey collection by Zephaniah</p> <p>The Sound Collector by Mc Gough</p>	<p>Biographies and autobiographies</p> <p>Reading understanding and interpreting biographies and autobiographies</p> <p>Creating autobiographies and biographies</p>	<p>Short Stories</p> <p>The Black Amulet</p> <p>The Dream Asylum</p> <p>Analysis of characters and plots</p> <p>Developing and writing short stories</p> <p>Development of settings and characters</p> <p>Literary devices</p>	<p>Journalism</p> <p>Persuasive writing</p> <p>Reading and writing articles</p> <p>Preparing a class newspaper</p> <p>Interpreting the news and preparing TV and radio programs</p>	<p>Drama</p> <p>A Midsummer's Night Dream</p> <p>Shakespeare's times</p> <p>The Theatre in Shakespeare's time</p> <p>Iambic Pentameter</p> <p>Characters and themes in the play</p> <p>Performance</p>
Maths	<p>Place value</p> <p>Counting</p> <p>Sequencing</p> <p>Number patterns</p> <p>Mental addition and subtraction</p> <p>Written addition and subtraction</p> <p>2D and 3D shapes</p>	<p>Number</p> <p>Collecting data</p> <p>Reading data</p> <p>Simple tables</p> <p>Pictograms</p> <p>Venn diagrams</p> <p>Measurement</p> <p>Length, Mass, weight</p> <p>Perimeter</p>	<p>Number</p> <p>Money</p> <p>Four operations</p> <p>Position and direction</p> <p>Co-ordinates</p> <p>Temperature</p> <p>Time</p> <p>12 hours</p>	<p>Number</p> <p>Multiplication and division</p> <p>Time 12 and 24 hours</p> <p>Measurement, length, mass and weight</p> <p>Perimeter and area</p>	<p>Number</p> <p>One part word problems</p> <p>Fractions</p> <p>Decimals</p> <p>Data collection and presenting data</p> <p>Bar charts</p> <p>Venn diagrams</p> <p>Pictograms</p>	<p>Number and place value</p> <p>Negative numbers</p> <p>Two part word problems</p> <p>2D and 3D shapes</p> <p>Angles</p> <p>Area, perimeter and volume</p>

## Curriculum Overview

Science	Grouping materials  Properties of materials	Humans  Body parts and the skeleton  Staying healthy	The Environment	Changing materials  How materials react  How we change materials	Light	Animals  Food/Food chains  Habitats
Humanities	Maps, atlases and globes.  Drawing maps Reading maps  Scale and keys  Exploring aerial and satellite photos	Explorers  Finding out about different explorers and what they did  Discuss the impact of exploration, both positive and negative	Countries around the world  Concept of continents  Explore countries, their physical characteristics, weather, habitats, animals, industries and cultures	Middle Ages  Development of church, state and society  Feudalism  Magna Carta  The Black Death  Peasants Revolt  Everyday life in the Middle Ages	Climate Change  Physical geography  Rocks, soils and weathering  Ice Age and Climate Change in our time  How to be eco-friendly	Tudors  Tudor kings and queens  Development of society  Reformation  Everyday life in Tudor times  The Renaissance
RSE/PSHE	Building relationships  Self-worth, friendships and relationships – boundaries  Diwali	Advocacy  Setting goals, looking to the future – vocalising plans and aspirations	Health and Puberty  Healthy routines, puberty, contact and boundaries  Chinese New Year	Celebrating Diversity  Diversity, prejudice and bullying  LGBTQ+	Our community  How we use it and how we can contribute to it  Hindu Beliefs	Financial decision making  Saving, borrowing, budgeting, making financial choices  Sikhism

## Curriculum Overview

		Christmas around the world Hannukah				
Art and Design	Colour chaos: Using and mixing colours  Exploring and life and work of abstract artists - Piet Mondrian Kandinsky Paul Klee Jackson Pollock	Sculpture  Figurative and abstract sculpture  Marc Quinn Barbara Hepworth Michelle Reader	Magic realism and Spanish abstract  Joan Miro  Frida Kahlo De Chirico Dali	Sculptures inspired by nature  Brancusi and Richard Sweeney	Impressionism  Van Gogh, Monet, Renoir	Pop Art  Roy Lichtenstein Andy Warhol
Food Tech	Snacks and sandwiches	Christmas recipes from around the world	Seasonal vegetables and how to use them	Healthy desserts and how to cook them	Creating a three course meal and how to cook it	Party food and buffets – organising a menu and preparation
Careers	Teamwork	Investigating what people do at work and different professions	Making a CV and preparing for an interview	Learning to be a leader	Enterprise	Onsite work experience
Computing	Word processing and touch typing	Making a presentation/power point	Cyber safety	Using EXCEL and other programs	Scratch	Animation
Music	Rhythm	Melody	Harmony	Texture	Band skills	Solo project
PE	Fitness	Fitness/Football	Fitness/Football	Fitness/Football	Fitness/cricket/rounders	Athletics

## Curriculum Overview

	Swimming Table tennis Dance					
--	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------

Year 8 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Gothic Literature The Highwayman Pupils will read and analyse the themes, characters and ideas within a poem Coraline Pupils will read and analyse extracts from the novel alongside the movie adaptation, focusing on atmosphere and setting, analysing language for effect, theme and imagery.	Gothic Literature 'Frankenstein Playscript' Adapted by Philip Pullman: This unit allows pupils to develop their understanding of dramatic devices and the structure of play scripts, building on their understanding of form and purpose, with a focus on characterisation linked to theme	'Holes' by Louis Sachar: Through reading the novel Holes students will examine a variety of themes and issues that emerge throughout the plot. Students will build on their skills in reading, writing and speaking & listening when undertaking tasks which relate to character, setting, language and mood	Creative writing focus using exercises from both ELC and GCSE paper 1	News and Reporting: This scheme seeks to build skills in media analysis and spoken language. The scheme will look at general news reporting, particularly that on the television and newspapers. It will also cover magazine article	The World of Michael Morpurgo- how Michael Morpurgo brought history and geography to students through his books. Analysis of text.

## Curriculum Overview

Maths	Number and Place Value Geometry:	Properties of Shapes; Position and Direction Consolidation	Measurement; Fractions Number: Addition and Subtraction;	Multiplication and Division Statistics Consolidation	Geometry; Number and Place Value Number Measurement	Consolidation: Addition, Subtraction, Multiplication, Division
Science	Elements and compounds: Atoms and molecules Periodic table Properties and use of metals and non-metals	Making compounds from elements Compounds and their formulae Chemical reactions and word equations	Respiration: The respiratory system The heart Aerobic and anaerobic respiration Forces: Contact and noncontact forces Weight and mass	Food and Digestion: Structure and function of the digestive system Diet Food groups Testing for food groups Vitamin and mineral deficiencies	Motion Energy: Energy stores Energy transfer Food and energy	Classification and variation: Plant and animal classification Variation among species Work of Linnaeus How animals are adapted to their environment Extinct and endangered species
Humanities	Geo:European countries -Study European countries and their capital cities -The national flag, currency, typical foods, languages, natural beauty areas, etc. -Taste some typical European foods	Russia -Find out basic facts about Russia' geography and economy and present it, in a form of a Power Point. poster or other - Find out about Russian culture (music, theatre, literature, ballet) and experience it	Physical landscapes: Rivers -Name and describe the main parts of a river -Know the biggest rivers of the world and their locations -Explain benefits of rivers for us and the wildlife - Know what part rivers	China and India research -Describing the physical features of the country, such as rivers, mountains, etc. -Adding the facts from a video to help with research -Finding out about human features,	Rainforests; unique biomes -Learn about the rainforestits structure, occurrence on the globe, its plant and animal content -Understand the importance of the rainforest for the planet's as well as human's wellbeing -Analyse ways to protect	Rocks and geological time scales? -Find out about the 3 main types of rocks in nature -Explore how they were formed - Find out what they are used for and if it is mainly as building materials -Analyse

## Curriculum Overview

	<ul style="list-style-type: none"> <li>-Recognise some famous landmarks in Europe and natural beauty spots</li> <li>-Understand what makes a European and why we learn about Europe</li> </ul> <p>History: The civil wars: Was England 'turned upside down' in the 17th century? -Describe how Charles I governed before the wars</p> <p>-Understand who was Oliver Cromwell -Give reasons and supported answers as to why the wars were fought -Explain causes of parliamentary victory -Make links between the events of the wars and different</p>	<p>through reading, watching or looking at some artefacts</p> <p>-Explore Russia's environments, especially Siberia and Lake Baikal</p> <p>History: Oliver Cromwell and the Interregnum:</p> <p>-Study the religious, political and economic changes in Britain from 1500-1750 through a series of images created at the time</p> <p>-Learn about primary and secondary sources</p> <p>-Write an extended paragraph using source analysis -Use timelines and portraits to determine Cromwell's personality.</p>	<p>play in the water cycle and providing drinking water</p> <p>-Explain the ways of protecting rivers</p> <p>-Analyse the importance of protecting rivers</p> <p>-Know wildlife type that exists near rivers</p> <p>History: The British Empire: Colonies and the Slave trade</p> <p>-Identify the impact of the British empire</p> <p>-Understand colonialism and British foreign policy</p> <p>-Learns about the Slave Trade and emancipation</p> <p>-Learn about the Triangle Trade</p> <p>RSE: Islam: -Learn about the life of the prophet Muhammad and his teachings</p>	<p>mainly cities and urban areas, as well as famous infrastructure</p> <p>- Know about products, agricultural or cultural goods</p> <p>-Researching areas of natural beauty and its wildlife</p> <p>-Compiling the findings in a form of a Power Point or a poster</p> <p>History: The British Empire: Colonies and the Slave trade</p> <p>-Identify the impact of the British empire</p> <p>-Understand colonialism and British foreign policy</p> <p>-Learns about the Slave Trade and emancipation</p> <p>-Learn about the Triangle Trade</p>	<p>the rainforests for the current and future generations</p> <p>-Explain the wealth of the rainforest as a source of food, materials, and medicine.</p> <p>History: Decolonisation:</p> <p>- What caused the British Empire to grant independence to her colonies? -</p> <p>De-colonisation - Methods and cases - Case studies e.g. India and Ireland. - New national identities. - Fight for freedom</p> <p>RSE: What matters:</p> <p>-Learn about what matters for people from different religions</p> <p>-Find out about things that matter for us and others</p> <p>-Explore if health and relationships are more important than material things</p> <p>-Analyse the importance of education for us</p>	<p>the importance of rocks</p> <p>-Learn about carbon as a rock and a type fossil fuel</p> <p>-Define geological timescales and know its main units</p> <p>-Find out about the 4 main eras (longer periods)</p> <p>History: The Industrial Revolution and</p> <p>Chartists: How did the IR cause Britain to be a leading World power? - Changing role of parliament</p> <p>- Rise of workers rights and trade unions</p> <p>- Rise of women's rights</p> <p>- End to child labour</p> <p>- Women's rights</p> <p>RSE: What matters:</p> <p>-Learn about what matters for people</p>
--	---	---	---	--	--	---

## Curriculum Overview

	<p>political and religious ideas</p> <p>RSE: Buddhism: -Buddhist beliefs, precepts, way of life, the leader, symbols -Read stories and watch videos about the Buddha's life and teachings -Analyse the 5 precepts/ rules and what they mean in practise -Try out meditation and correct breathing -Learn about monks and nuns in Buddhism</p>	<p>RSE: Buddhism: -Buddhist beliefs, precepts, way of life, the leader, symbols -Read stories and watch videos about the Buddha's life and teachings -Analyse the 5 precepts/ rules and what they mean in practise -Try out meditation and correct breathing -Learn about monks and nuns in Buddhism</p>	<p>out about the pillars (rules), festivals, special foods and the way of life in accordance with the Qur'an</p> <p>-Designing Islamic patterns and decorations</p> <p>-Exploring the layout of the mosque and its importance</p>	<p>RSE: Islam: -Learn about the life of the prophet Muhammad and his teachings</p> <p>-Find out about the pillars (rules), festivals, special foods and the way of life in accordance with the Qur'an</p> <p>-Designing Islamic patterns and decorations</p> <p>-Exploring the layout of the mosque and its importance</p>	<p>-Explore the importance of money in life</p>	<p>from different religions</p> <p>-Find out about things that matter for us and others</p> <p>-Explore if health and relationships are more important than material things</p> <p>-Analyse the importance of education for us</p> <p>-Explore the importance of money in life</p>
PSHE/Careers	<p>Personal Safety &amp; Emergency Life Skills: • Safe and unsafe people and situations • Knife crime / gangs • Stranger danger • Emergencies and emergency services • E-safety • Can I role play calls to emergency</p>	<p>Personal Safety &amp; Emergency Life Skills: • Safe and unsafe people and situations • Knife crime / gangs • Stranger danger • Emergencies and emergency services • E-safety • Can I role play calls to emergency</p>	<p>Friendship and Other Relationships: • What is a friend? • What do I look for in a friend? • Friendship skills • Confidence and self esteem • Signs of healthy and unhealthy relationships •</p>	<p>Rights, Needs, Wants and Responsibilities: • Needs vs wants • Responsibility • Human rights - The rights of the child • Fairness • Prejudice • Discrimination and equality</p>	<p>The World Around Me: • Similarities and differences between me and others • Community • Culture and diversity • Respect and tolerance • Celebrations around the world • Religions around the world</p>	<p>Making Healthy Choices • What is healthy? • What is unhealthy? • What makes up a healthy diet? • Personal hygiene • Puberty • Mental health and emotional wellbeing • Stress • How can I keep</p>

## Curriculum Overview

	<p>services? • How to contact emergency services and hoax calls • The role of the police and other emergency services • Emergency life skills • How to respond of someone is hurt, unconscious, choking, bleeding seriously or having a suspected heart attack? • Recovery position</p>	<p>services? • How to contact emergency services and hoax calls • The role of the police and other emergency services • Emergency life skills • How to respond of someone is hurt, unconscious, choking, bleeding seriously or having a suspected heart attack? • Recovery position</p>	<p>Bullying • E-safety • Grooming / Extremism • Boyfriend / Girlfriend</p>			<p>my body and mind healthy? • Where can I go for help if I need it?</p>
Art and Design	<p>Pointillism – Georges Seurat: In this project, pupils will experiment with colour theory and study the artwork and style of George Seurat. They will then research the meaning and visual setup of a 'still life', before combining all of their knowledge</p>	<p>Aboriginal Art and Culture: Pupils will learn about the origins of Aboriginal Art and its importance within aboriginal tribes. Pupils will also be able to identify colours and symbols used in Aboriginal Art and the purpose these elements of the work have.</p>	<p>Litter Bugs: In this project, pupils will experiment with Symmetry, Reflection and Collage. Pupils will work with recyclable materials to create a bug sculpture from images they have researched. This project also refocuses the pupils on the key</p>	<p>Litter Bugs: In this project, pupils will experiment with Symmetry, Reflection and Collage. Pupils will work with recyclable materials to create a bug sculpture from images they have researched. This project also refocuses the pupils on the key</p>	<p>Doodle Design - Jon Burgerman: In this project pupils will study Jon Burgerman doodles looking at and developing and understanding of colour combinations. They will create a 3-dimensional Doodle character, transferring 2D design to 3D. This project will also serve to expand upon graphic design, modelling and 3D</p>	<p>Doodle Design - Jon Burgerman: In this project pupils will study Jon Burgerman doodles looking at and developing and understanding of colour combinations. They will create a 3-dimensional Doodle character, transferring 2D design to 3D. This</p>

## Curriculum Overview

	learnt in the project to create a Pointillist still life from first hand observation.		skills of drawing and collage in the beginning and then looks at wider issues of litter and recycling (environment) to create a final piece insect from found materials.	skills of drawing and collage in the beginning and then looks at wider issues of litter and recycling (environment) to create a final piece insect from found materials.	sculpture making techniques. To encourage an understanding and appreciation of artwork from diverse and contemporary cultures and to support the development of a GCSE Art coursework portfolio.	project will also serve to expand upon graphic design, modelling and 3D sculpture making techniques. To encourage an understanding and appreciation of artwork from diverse and contemporary cultures and to support the development of a GCSE Art coursework portfolio.
Computing	Digital imaging / Using Photoshop	Computer systems	Learning text-based programming language (Python)	Creating media – Web page creation	Data modelling	BBC School Report / Fake news
PE	Fitness Swimming Table tennis Dance	Fitness/Football Swimming Table tennis Dance	Fitness/Football Swimming Table Tennis Dance	Fitness/Football Swimming Table tennis Dance	Fitness/cricket/rounders Swimming Table tennis Dance	Athletics Swimming Table tennis Dance

Year 9 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

## Curriculum Overview

English	<p>Film Study: Pupils will use the film 'Wicked' as the text for a media-based essay which will feed into the skills used to study literature texts at GCSE level for higher ability pupils, whilst providing opportunity to develop analytic skills for all pupils. Students will analyse the way the director builds tension and suspense in the film. Pupils will develop understanding of writing for different purposes, and write to review in form of a film review.</p>	<p>Writing to Persuade: In this unit, pupils will develop a range of written skills in composing a variety of persuasive pieces. Pupils will incorporate a range of persuasive techniques in their writing and build on their awareness of purpose, audience and form. Pupils look at persuasive techniques used in advertising and create their own adverts for charities and a travel brochure</p>	<p>Lower tier Future Hopes: An anthology of climate fiction rooted in real-world science and technology. Pupils will read and analyse the themes, characters and ideas within a novel. Pupils will engage with ideas that help them question the world around them, developing their ability to justify opinions and show understanding of cause and effect.</p> <p>Higher Tier Refugee Boy: Pupils will read and analyse the themes, characters and ideas within a novel. Using the novel Refugee Boy pupils will explore depictions of culture and language, consider</p>	<p>Lower tier Future Hopes: An anthology of climate fiction rooted in real-world science and technology. Pupils will read and analyse the themes, characters and ideas within a novel. Pupils will engage with ideas that help them question the world around them, developing their ability to justify opinions and show understanding of cause and effect.</p> <p>Higher Tier Refugee Boy: Pupils will read and analyse the themes, characters and ideas within a novel. Using the novel Refugee Boy pupils will explore depictions of culture and language, consider</p>	<p>Romeo and Juliet: As part of the requirements at KS3, students will be touching on a Shakespeare play – Romeo and Juliet. This will enable students to build-on skills required for English Literature Paper 1 at GCSE or for analytical and explorative skills needed to complete the Entry level award. Pupils focus on key scenes and are exposed to literary criticism and evaluate others' opinions on key characters. They study the conventions of Shakespearean tragedy and sonnet form, focusing on the theme of authority and forbidden love. This unit will also allow students to develop on their analytical writing skills by combining the three AOs and thus allowing students to construct more developed</p>	<p>Writers viewpoint 'Social Injustice': This scheme aims to develop students' reading, writing and speaking skills to help them analyse texts in greater depth and sophistication. Notably, with focus on developing students' understanding of the writers' intentions and the way literature can be used as a tool for political protest or comment. Under the theme social justice: students will learn to evaluate how writers use their texts to convey political and social messages about the injustice in their society.</p>
---------	---	--	---	---	---	---

## Curriculum Overview

			<p>viewpoint, identity identifying how language, structure, and presentation contribute to meaning ii.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>viewpoint, identity identifying how language, structure, and presentation contribute to meaning ii.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>paragraphs. Pupils will explore sections of the text, develop language and characterisations skills and develop creative thinking skills</p>	<p>These ideas are explored across a range of text types including t poetry (London through time), and non-fiction newspaper articles This unit is designed to give students an understanding of the different forms of newspaper articles and the way they are used to present real world issues. Key themes are inequality, exploitation, freedom of the press, and human rights. Students will explore bias and manipulation in the media as well as how to use their own writing as a form of political</p>
--	--	--	---	---	---	---

## Curriculum Overview

						expression or protest.
Maths	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement;	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement	Fractions Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry;	Fractions Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry	Number and Place Value Number: Fractions and Decimals Measurement Consolidation: Addition, Subtraction, Multiplication, Division	Number and Place Value Number: Fractions and Decimals Measurement Consolidation: Addition, Subtraction, Multiplication, Division
Science	Key concepts in Biology Cell Structure: Microscopes Understanding of size and scale in relation to microscopy, including magnification Order of magnitude calculations Plant and animal cells (structure and function of organelles) Life processes Organ systems	Acids and Alkalies: Safety in the Science room Acids Alkalies pH Scale Using indicators Neutralisation	Obtaining and using materials: The reactivity series of metals Representing reactions of metals with word and simple symbol equations Extracting metals from ores Oxidation and reduction Recycling metals. Investigating electrolysis Materials used for building	The nervous system: The senses and sense organs Binocular and monocular vision Central nervous system Reflex actions and receptors in the skin.	Our electricity supply: Electrical symbols and diagrams Series and Parallel circuits Circuit diagrams Electrical safety Generating and supplying electricity The National Grid Renewable and nonrenewable resources Thermal insulation and energy transfer	Final frontier: Our Solar system and beyond Artificial and natural satellites Space travel Laws of motion Astronomy
Humanities	Geo: Natural Hazards; -Learn	Geo: Physical Landscapes: Deserts	Geo: Maps/Scales -Learn what maps	Geo: Fieldwork Unit: Recycling	Geo: Cities - Patterns and Change; -Learn	Geo: China and India research

## Curriculum Overview

	<p>about the nature of volcanoes and earthquakes and what causes both</p> <ul style="list-style-type: none"> <li>-Global distribution of earthquakes and volcanoes and the link to the boundaries of the Earth's plate</li> <li>-Understanding what causes flooding around coastal areas and by rivers</li> <li>-Finding out about storms and heavy winds</li> <li>-Analysing droughts and their impact on local livelihood</li> <li>-Analyse the impact of human action on natural hazards.</li> </ul> <p>History: World War 1:</p> <ul style="list-style-type: none"> <li>-Investigate causes and consequences of war</li> <li>-Explore new sources of information and evaluate sources</li> <li>-Prepare and write an essay about a key topic in WWI</li> <li>-Learn to reflect critically</li> </ul>	<p>of the Middle East and Africa</p> <ul style="list-style-type: none"> <li>-Find out the exact locations of the deserts on a map</li> <li>-List adjectives referring to deserts to describe a desert</li> <li>-Name and show the desert countries</li> <li>-Find out about typical desert animals and plants</li> <li>-Learn about the desert way of life (nomadic lifestyle)</li> <li>-Explore desert activities for tourism</li> <li>-Find out about the importance/benefits of desert.</li> </ul> <p>History: History: World War 1:</p> <ul style="list-style-type: none"> <li>-Investigate causes and consequences of war</li> <li>-Explore new sources of information and evaluate sources</li> <li>-Prepare and write an essay about a key topic in WWI</li> <li>-Learn to reflect critically</li> </ul>	<ul style="list-style-type: none"> <li>represent and where to use them</li> <li>-Practical map skills, such as using a compass to find compass points, using grid references and index pages to locate places</li> <li>-Planning your route using google, tube and other maps</li> <li>-Using map skills to map human and physical features of an area</li> <li>-Drawing your own simple map of an area, using scales, grids and compass points.</li> </ul> <p>History: History: World War Two:</p> <ul style="list-style-type: none"> <li>-The Rise of the Third Reich &amp; War and Home Front:</li> <li>-Learn about how Hitler came into power and his policies on war</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the recycling facilities in the area</li> <li>-Find out about types of recycling undertaken</li> <li>-Explore ways of informing our school about their recycling scope</li> <li>-Undertake a small recycling/eco project based on our concerns about our area</li> <li>-Come up with ways to promote more recycling in our school and promote during an assembly.</li> </ul> <p>History: History: World War Two - The Rise of the Third Reich &amp; War and Home Front:</p> <ul style="list-style-type: none"> <li>-Learn about how Hitler came into power and his policies on war with Europe</li> <li>-Investigate</li> </ul>	<p>about the cities and their development as well as the benefits and negative sides of cities' growth</p> <ul style="list-style-type: none"> <li>-Locate the most famous world cities and learn some facts about each of them</li> <li>-Hypothesise about the future of cities and their inhabitants</li> <li>-Explore the population growth and expansion of the world's cities</li> <li>-Analyse the urbanisation and the 4 sectors (primary etc.) of economic activity.</li> </ul> <p>History: The Holocaust:</p> <ul style="list-style-type: none"> <li>-Learn how and why the Holocaust happened</li> <li>-Develop historical concepts such as cause and consequence</li> <li>-Read parts of the Diary of Anne Frank</li> <li>-Discuss and consider 'the final solution'</li> <li>-Learn about the ghetto and what life was like for the Jewish population there.</li> </ul>	<ul style="list-style-type: none"> <li>-Describing the physical features of the country, such as rivers, mountains, etc.</li> <li>-Adding the facts from a video to help with research</li> <li>-Finding out about human features, mainly cities and urban areas, as well as famous infrastructure</li> <li>-Know about products, agricultural or cultural goods</li> <li>-Researching areas of natural beauty and its wildlife</li> <li>-Compiling the findings in a form of a Power Point or a poster.</li> </ul> <p>History: The Holocaust:</p> <ul style="list-style-type: none"> <li>-Learn how and why the Holocaust happened</li> <li>-Develop historical concepts such as cause and consequence</li> <li>-Read parts of the Diary of Anne Frank</li> <li>-Discuss and consider 'the final solution'</li> <li>-Learn about the ghetto and what life was like for the Jewish population there.</li> </ul>
--	--	---	---	---	--	---

## Curriculum Overview

	<p>sources of information and evaluate sources</p> <ul style="list-style-type: none"> <li>-Prepare and write an essay about a key topic in WWI</li> <li>-Learn to reflect critically on historical questions and issues</li> </ul> <p>RSE: Introducing Judaism: -Learn about basic facts on Judaism-the Jewish leaders, holy books, symbols, holy book etc. -Read some stories from the Old Testament and discuss their message</p> <ul style="list-style-type: none"> <li>-Explore the idea of the Jewish kosher food</li> <li>-Analyse the importance of the synagogue for the community</li> <li>-Find out facts about both Jewish symbols</li> </ul>	<p>on historical questions and issues</p> <p>RSE: Introducing Judaism: -Learn about basic facts on Judaism-the Jewish leaders, holy books, symbols, holy book etc. -Read some stories from the Old Testament and discuss their message</p> <ul style="list-style-type: none"> <li>-Explore the idea of the Jewish kosher food</li> <li>-Analyse the importance of the synagogue for the community</li> <li>-Find out facts about both Jewish symbols</li> </ul>	<p>with Europe</p> <ul style="list-style-type: none"> <li>-Investigate weaponry and the use of the atomic bomb</li> <li>-Understand how the war was fought and what were the major battlefields</li> <li>-Use sources to enquire about the cause and consequence of war.</li> </ul> <p>RSE: Introducing Sikhism: -Learn about Sikhism and its basic teachings (the leaders, the holy book, the symbols etc.)</p> <ul style="list-style-type: none"> <li>-Learn about the Sikh code for living and the 3 main principles; analyse the idea of equality in Sikhism</li> <li>-Explore the 5K's and what they are for; and their importance</li> <li>-Read some Sikh stories and analyse their messages</li> </ul>	<p>weaponry and the use of the atomic bomb</p> <ul style="list-style-type: none"> <li>-Understand how the war was fought and what were the major battlefields</li> <li>-Use sources to enquire about the cause and consequence of war.</li> </ul> <p>RSE: Introducing Sikhism: -Learn about Sikhism and its basic teachings (the leaders, the holy book, the symbols etc.)</p> <ul style="list-style-type: none"> <li>-Learn about the Sikh code for living and the 3 main principles; analyse the idea of equality in Sikhism</li> <li>-Explore the 5K's and what they are for; and their importance</li> <li>-Read some Sikh stories and analyse their messages</li> </ul>	<p>RSE: Introducing Hinduism: -Learn about the basic teachings of Hinduism, including the idea of many gods representing one</p> <ul style="list-style-type: none"> <li>-Investigate the Hindu code for living (do's and don'ts)</li> <li>-Read some Hindu stories and analyse their messages</li> <li>-Analyse the Hindu creation story and its many variations</li> </ul> <p>RSE: Introducing Hinduism: -Learn about the basic teachings of Hinduism, including the idea of many gods representing one</p> <ul style="list-style-type: none"> <li>-Investigate the Hindu code for living (do's and don'ts)</li> <li>-Read some Hindu stories and analyse their messages</li> </ul>	<p>cause and consequence</p> <ul style="list-style-type: none"> <li>-Read parts of the Diary of Anne Frank</li> <li>-Discuss and consider 'the final solution'</li> <li>-Learn about the ghetto and what life was like for the Jewish population there.</li> </ul> <p>RSE: Introducing Hinduism: -Learn about the basic teachings of Hinduism, including the idea of many gods representing one</p> <ul style="list-style-type: none"> <li>-Investigate the Hindu code for living (do's and don'ts)</li> <li>-Read some Hindu stories and analyse their messages</li> </ul>
--	--	---	--	--	--	---

## Curriculum Overview

			messages -Find out about the worship in the Gurdwara and the importance of each room	worship in the Gurdwara and the importance of each room		its functions - Learn about and discuss the caste system, as well as the idea of reincarnation
PSHE/Careers	Money Matters Enterprise Project: <ul style="list-style-type: none"> <li>• Financial capability living in the wider world</li> <li>• Identifying money and using money in the real world</li> <li>• Needs vs wants</li> <li>• Savings vs spending</li> <li>• Budgeting, debt, bank accounts, application forms</li> <li>• Being enterprising – Christmas stall</li> </ul>	Money Matters Enterprise Project: <ul style="list-style-type: none"> <li>• Financial capability living in the wider world</li> <li>• Identifying money and using money in the real world</li> <li>• Needs vs wants</li> <li>• Savings vs spending</li> <li>• Budgeting, debt, bank accounts, application forms</li> <li>• Being enterprising – Christmas stall.</li> </ul>	Our Global Environment: <ul style="list-style-type: none"> <li>• Litter, recycling, waste</li> <li>• The impact of global warming</li> <li>• Personal and shared responsibility</li> <li>• The role of charities</li> <li>• Refugees</li> <li>• Homelessness</li> </ul>	Healthy Relationships: <ul style="list-style-type: none"> <li>• Signs of a healthy and unhealthy friendship</li> <li>• Feelings – towards different people</li> <li>• Consent</li> <li>• Good and bad touch</li> <li>• Assertion</li> <li>• Mental health and wellbeing</li> <li>• Accessing support</li> </ul>	The UK: <ul style="list-style-type: none"> <li>• Counties in the UK</li> <li>• Cities in the UK</li> <li>• Government, political parties, taking a vote and democracy</li> <li>• Creating my own political party</li> </ul>	Celebrating Difference and Diversity: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Other cultures and traditions</li> <li>• My culture and traditions</li> <li>• Respecting and celebrating diversity</li> <li>• LBGQT+</li> </ul>
Art and Design	The Fauves and Natural Forms: In this project pupils will develop drawing skills through a wide range of media; pencil, charcoal, chalk, pen and ink	The Fauves and Natural Forms: In this project pupils will develop drawing skills through a wide range of media; pencil, charcoal, chalk, pen and ink	The Green Man Part A (Portrait and Green Man Plan): In this project, students will learn and demonstrate the basic rules of	The Green Man Part B (Green Man Sculpture and painting): In this part of the project, students will learn how to translate their flat Green	Exploring identity: Pupils will explore colour and emotions with everyday life, starting with some soap carvings using relevant typography (Font Design) to visually	Exploring identity: Pupils will explore colour and emotions with everyday life, starting with some soap carvings using relevant

## Curriculum Overview

	<p>chalk, pen and ink to record from various natural forms from first hand and second hand observation. Pupils will also explore the Fauves movement and recreate a drawing from their sketchbook into a Fauve style image using Photoshop. The final piece will be an A4 or A3 square piece completed in colour pencil</p>	<p>to record from various natural forms from first hand and second hand observation. Pupils will also explore the Fauves movement and recreate a drawing from their sketchbook into a Fauve style image using Photoshop. The final piece will be an A4 or A3 square piece completed in colour pencil</p>	<p>creating a self-portrait, will study elements of the natural world and will finally, combine these two elements together to devise a 'Green Man' design plan that can eventually be built out of clay.</p>	<p>Man 2D design into a 3D format, modifying and improving upon their idea as they progress through each stage. Having then built the Green Man sculpture, students will produce a watercolour/wax and wash Green Man painting.</p>	<p>communicate positive and negative emotions. The project will lead into the artist Picasso and an exploration of the use of emotions in his Cubist work. Focus will be drawn to the painting Guernica and pupils will split into groups and pick a character using paper rods and papier Mache to secure the structure. The sculptures will finally be painted black/white/grey with collages of newspapers to match the style used by Picasso.</p>	<p>typography (Font Design) to visually communicate positive and negative emotions. The project will lead into the artist Picasso and an exploration of the use of emotions in his Cubist work. Focus will be drawn to the painting Guernica and pupils will split into groups and pick a character using paper rods and papier Mache to secure the structure. The sculptures will finally be painted black/white/grey with collages of newspapers to match the style used by Picasso.</p>
Computing	Programming Project (Design)	Programming Project (Implementation)	Testing and Evaluation	Hardware	Software	Logic

## Curriculum Overview

PE	Fitness/Football Swimming Table Tennis Dance	Fitness/Football Swimming Table Tennis Dance	Fitness/Football Swimming Table Tennis Dance	Fitness/Football Swimming Table tennis Dance	Fitness/cricket/rounders Swimming Table tennis Dance	Athletics Swimming Table tennis Dance
----	---	---	---	---	---	--

Year 10 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>GCSE A Christmas Carol: The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19th Century Novel'. Students will be required to answer one question on the novel. They will then be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>ELC A Christmas Carol: The unit is set to prepare</p>	<p>GCSE A Christmas Carol: The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19th Century Novel'. Students will be required to answer one question on the novel. They will then be required to write in detail about an extract from the novel and then to write about the novel as a whole</p> <p>ELC creative writing module to prepare</p>	<p>GCSE Poetry Anthology/ Unseen poetry Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. The cluster contains 15 poems 1789-present and is part of English Literature paper 2 (8702)</p> <p>ELC Music: This is a suggested unit of work for ELC Step up to English (5970),</p>	<p>GCSE Poetry Anthology/Creative Writing Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. Pupils look at creative writing based on themes explored throughout poetry cluster including writers perspective and viewpoint</p> <p>ELC Short Stories: This unit will develop reading comprehension</p>	<p>GCSE An Inspector Calls Inspector Calls will comprise Section A of Paper 2 titled 'Modern Texts'. The unit allows students to study the play in its entirety. The unit is preparation for the 2017 examination under the new GCSE curriculum requirements.</p> <p>ELC Detectives: This is a suggested unit of work for ELC Step up to English (5970), Component 1: Detectives. The unit covers skills for both Silver step and Gold step. Pupils read a selection of non fiction</p>	<p>GCSE An Inspector Calls:/ Language Paper 2 'An Inspector Calls will comprise Section A of Paper 2 titled 'Modern Texts'. The unit allows students to study the play in its entirety. The unit is preparation for the examination under the new GCSE curriculum requirements.</p> <p>Pupils begin to look at fiction and non fiction text with a focus on comparison of viewpoint</p>

## Curriculum Overview

	<p>students for the skills needed to infer meaning, to improve the skills needed to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English programme of study.</p>	<p>for Step up to English writing task.</p>	<p>Component 1: the unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'StepUp to English programme of study. Take part in group discussions and make an individual presentation.</p> <ul style="list-style-type: none"> <li>• Read a selection of nonfiction texts (timelines, magazines, factual books, factsheets).</li> <li>• Use the text to learn how to: infer</li> <li>• comment on language and structure</li> <li>• evaluate ideas</li> <li>• express personal preferences.</li> <li>• Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).</li> </ul>	<p>skills needed to support the reading component of the Step-Up Qualifications and broaden pupils perspective on genre and the author's craft.</p>	<p>texts; use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences; learn how to plan, write, edit and proof read a piece of informative writing (report)</p>	<p>ELC Writing to argue: This unit will help pupils identify and comment on language choices, exploring vocabulary, imagery and performance. Pupils will develop there speaking and listening skills and gain greater depth in understanding how spoken word can change meaning and effect the audience/reader.</p>
--	--	---	---	---	--	---

## Curriculum Overview

Maths	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement; Fractions	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement; Fractions	Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry; Number and Place Value	Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry; Number and Place Value	Number: Fractions Measurement Consolidation: Addition, Subtraction, Multiplication, Division	Number: Fractions Measurement Consolidation: Addition, Subtraction, Multiplication, Division
Science	ELC: Chemical change and rates of reactions: Structure of the atom Atomic and mass number Isotopes The periodic table Electronic configurations Chemical bonding Metal elements and their properties Speeding up reactions GCSE:	ELC: Control systems: Plant and animal cells Growth and differentiation Growth in plants Enzymes Homeostasis in humans GCSE: Control systems: Mitosis Growth and differentiation Enzymes and nutrition Enzyme action Enzyme activity Homeostasis in humans	ELC: CSI Plus: Blood groups and DNA Collecting evidence Comparing evidence Working safely GCSE: 1 CSI plus: 2 Fuels: 1.Blood groups and DNA Collecting evidence Comparing evidence Chemical analysis Working safely 2.Extracting and using crude oil Fractional	ELC: Motion: Forces Speed and velocity Distance/time graphs Road safety Stopping distances GCSE: Motion: Speed and velocity Some typical speeds Acceleration equation and units Distance/time graphs Stopping distance Reaction time	ELC: Genetics: DNA structure Genes and alleles Genetic and environmental variation Punnett squares Genetic diagrams Effects of mutations Darwin's theory of evolution by natural selection How fossils form and about their use as evidence of evolution. GCSE: Genetics: DNA structure. Genes and alleles Genetic and environmental variation	ELC: Casualty: Structure and function of the respiratory system Non-communicable diseases including cardiovascular disease and asthma Healthy life-style choices GCSE: Casualty: Structure and function of the respiratory system Non-communicable diseases

## Curriculum Overview

	<p>Chemical change and rates of reaction: Structure of the atom Atomic mass Atomic and mass number Isotopes The periodic table Electronic configurations Ionic bonding. Ionic lattices Covalent bonding Simple molecular and giant covalent substances Metals and metallic bonding</p>		<p>distillation Hydrocarbon chains</p>		<p>Meiosis and mitosis Monohybrid inheritance: Punnett squares Genetic diagrams Selective breeding Genetic engineering Ethical implications Darwin's theory of evolution by natural selection How fossils form and about their use as evidence of evolution.</p>	<p>including cardiovascular disease and asthma Healthy life-style choices.</p>
Humanities	<p>Volcanoes/ WJEC -Name and describe the volcano parts and eruption events. -Explain problems for nature and people -List and discuss the ways to warn about eruptions -Produce a list of ways to help after an eruption -Locate the most</p>	<p>Volcanoes/ WJEC -Name and describe the volcano parts and eruption events. -Explain problems for nature and people -List and discuss the ways to warn about eruptions -Produce a list of ways to help after an eruption -Locate the most famous</p>	<p>Places of Worship/WJEC -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why it is important to</p>	<p>Places of Worship/WJEC -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why it is important to</p>	<p>Places of Worship (Summer E/ F -start Festivals) /WJEC -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why it is important to behave -Analyse the importance of the place for the</p>	<p>Places of Worship (Summer E/ F -start Festivals) /WJEC -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why they are important -Explain the correct behaviour in the place of worship and why it is important to behave</p>

## Curriculum Overview

	<p>famous volcanoes on the world map.</p> <p>History: Life in the 1960s in Britain: - Changes in home life including the lives of women - Changes in work including the impact of new technology - Fashion and entertainment including the influence of pop music and television - Immigration – reasons and reaction</p>	<p>volcanoes on the world map.</p> <p>History: Life in the 1960s in Britain: - Changes in home life including the lives of women - Changes in work including the impact of new technology - Fashion and entertainment including the influence of pop music and television - Immigration – reasons and reaction</p>	<p>behave -Analyse the importance of the place for the followers -Analyse tie importance for the wider community</p> <p>History: Persecution of people: - Explain what happens to people who are persecuted - Write an account to describe individuals who have been persecuted - Describe how people are affected by persecution - Use historical sources to identify ways persecution happens:</p>	<p>behave -Analyse the importance of the place for the followers -Analyse tie importance for the wider community</p> <p>History: Responses to conflict in World events: -Recognise features of contemporary conflict -Explain how people are involved in and affected by conflict -Learn about the prevention of conflict -Describe why conflicts can be difficult to end</p>	<p>followers -Analyse tie importance for the wider community</p> <p>History: Responses to conflict in World events: -Recognise features of contemporary conflict -Explain how people are involved in and affected by conflict -Learn about the prevention of conflict -Describe why conflicts can be difficult to end</p>	<p>is important to behave -Analyse the importance of the place for the followers -Analyse tie importance for the wider community</p> <p>History: A non-British society in the past: -The USA in the 1920s -Examine different primary and secondary sources - Features of immigration and racial intolerance - Features of prohibition and the gangsters - The rise and fall of the US economy up to the Crash of 1929 - Popular culture: cinema, sport, flappers, the jazz age</p>
PSHE/Careers	<p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> <li>• What is a</li> </ul>	<p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> <li>• What is a healthy</li> </ul>	<p>Media and Me:</p> <ul style="list-style-type: none"> <li>• What is media</li> </ul>	<p>Me, Myself and I:</p> <ul style="list-style-type: none"> <li>• Contraception</li> </ul>	<p>The World of work:</p> <ul style="list-style-type: none"> <li>• The benefits of work</li> </ul>	<p>The World of work:</p> <ul style="list-style-type: none"> <li>• The</li> </ul>

## Curriculum Overview

	<ul style="list-style-type: none"> <li>healthy lifestyle • The benefits of a healthy lifestyle • Exercise • Fizzy drinks, caffeine, junk food • Alcohol and addiction • Tobacco • Illegal drugs • Peer pressure and assertion • Having a balanced lifestyle • Emotional and mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>lifestyle • The benefits of a healthy lifestyle • Exercise • Fizzy drinks, caffeine, junk food • Alcohol and addiction • Tobacco • Illegal drugs • Peer pressure and assertion • Having a balanced lifestyle • Emotional and mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>The power of advertising • Body image • Digital manipulation in magazines and billboards • Diversity in the media • Self-esteem and wellbeing • Social media and e safety • Influencing / influencers</li> </ul>	<ul style="list-style-type: none"> <li>Staying safe • Relationship values • Respecting others • Consent • Reporting • Relationships with others • Peer pressure • Law</li> </ul>	<ul style="list-style-type: none"> <li>and work experience • Career development • Understanding Job adverts • Applying for jobs • CV writing • Rights at work • Pay and tax • College and transition • Apprenticeships • Application forms • My work experience choices • Professional telephone calls • Safety signs at work • Interview skills and preparation</li> </ul>	<ul style="list-style-type: none"> <li>benefits of work and work experience • Career development • Understanding Job adverts • Applying for jobs • CV writing • Rights at work • Pay and tax • College and transition • Apprenticeships • Application forms • My work experience choices • Professional telephone calls • Safety signs at work • Interview skills and preparation</li> </ul>
Art and Design	<p>Pop Art - Self Portrait: This project introduces pupils to the structure and outline of the GCSE course. Through specific tasks and activities, based on the Pop Art movement, they</p>	<p>Pop Art - Self Portrait: This project introduces pupils to the structure and outline of the GCSE course. Through specific tasks and activities, based on the Pop Art movement, they</p>	<p>Pop Art - Self Portrait: This project introduces pupils to the structure and outline of the GCSE course. Through specific tasks and activities, based on the Pop Art movement, they</p>	<p>Pop Art - Self Portrait: This project introduces pupils to the structure and outline of the GCSE course. Through specific tasks and activities, based on the Pop Art movement, they</p>	<p>3D sculpture (Organic &amp; Geometric): This scheme is to enable pupils to explore British artists who work with a variety of media to create two distinct style of 3D based work. Pupils will explore the themes behind the work of each artist and will</p>	<p>3D sculpture (Organic &amp; Geometric): This scheme is to enable pupils to explore British artists who work with a variety of media to create two distinct style of 3D based work.</p>

## Curriculum Overview

	<p>movement, they gain knowledge and understanding of the GCSE syllabus requirements and assessment objectives. Pupils use the initial starting point of portraiture and develop a self-portrait in a Pop Art style. They will produce an A1 painting on board, with experimentation in ICT.</p>	<p>gain knowledge and understanding of the GCSE syllabus requirements and assessment objectives. Pupils use the initial starting point of portraiture and develop a self-portrait in a Pop Art style. They will produce an A1 painting on board, with experimentation in ICT.</p>	<p>movement, they gain knowledge and understanding of the GCSE syllabus requirements and assessment objectives. Pupils use the initial starting point of portraiture and develop a self-portrait in a Pop Art style. They will produce an A1 painting on board, with experimentation in ICT.</p>	<p>gain knowledge and understanding of the GCSE syllabus requirements and assessment objectives. Pupils use the initial starting point of portraiture and develop a self-portrait in a Pop Art style. They will produce an A1 painting on board, with experimentation in ICT.</p>	<p>record from first hand observation, natural forms that can be used to develop ideas for each pupil to create their own individual pieces of clay sculpture.</p>	<p>Pupils will explore the themes behind the work of each artist and will record from first hand observation, natural forms that can be used to develop ideas for each pupil to create their own individual pieces of clay sculpture.</p>
Computing	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Improving productivity using IT</p>	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Improving productivity using IT</p>	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT – IT User Fundamentals</p>	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT – IT User Fundamentals</p>	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Using Word Processing Software</p>	<p>WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Using Word Processing Software</p>
PE	<p>Fitness Swimming Table tennis Dance</p>	<p>Fitness/Football Swimming Table tennis Dance</p>	<p>Fitness/Football Swimming Table Tennis Dance</p>	<p>Fitness/Football Swimming Table tennis Dance</p>	<p>Fitness/cricket/rounders Swimming Table tennis Dance</p>	<p>Athletics Swimming Table tennis Dance</p>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
---------	----------	----------	----------	----------	----------	----------

## Curriculum Overview

Subject						
English	<p>ELC</p> <p>Hobbies: This unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'StepUp to English programme of study. Take part in group discussions and make an individual presentation. • Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets). • Use the text to learn how to: infer • comment on language and structure • evaluate ideas • express personal preferences. • Learn how to</p>	<p>ELC</p> <p>This is a suggested unit of work for ELC Step up to English (5970), Component 2: Heroism. The unit covers skills for both Silver step and Gold step. Pupils will take part in group discussions and make an individual presentation. They will read a selection of non-fiction texts and use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences. Students will need to learn how to plan, write, edit and proof read a piece of</p>	<p>ELC</p> <p>Holidays: This unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'StepUp to English programme of study. Pupils will take part in group discussions and make an individual presentation. They will read a selection of non-fiction texts and use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences.</p>	<p>ELC</p> <p>Science Fiction: This is a suggested unit of work for ELC Step up to English (5970), Component 2: Gothic Horror. The unit covers skills for both Silver step and Gold step. Pupils will read a selection of literary and literary non-fiction texts. Use the text to learn how to infer, comment on language and structure and to compare ideas and perspectives.</p>	<p>ELC</p> <p>Heroism: This is a suggested unit of work for ELC Step up to English (5970), Component 1: The Next Step. The unit covers skills for both Silver step and Gold step. Pupils will take part in group discussions and make an individual presentation. They will read a selection of non fiction texts and use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences. Students will need to learn how to plan, write, edit and proof read a piece of informative writing (email).</p>	<p>ELC</p> <p>Next Steps: This is a suggested unit of work for ELC Step up to English (5970), Component 1: Next Steps. This unit covers skills for both Gold and Silver award. is based around the planning and preparing of students for their future careers. Students are responsible for planning and organising their next step. They will read and extract information from non-fiction texts, summarise main ideas and infer meaning from the text. Students will learn how to prepare for next</p>

## Curriculum Overview

	<p>plan, write, edit and proofread a piece of informative writing (letter or review).</p> <p>GCSE Macbeth: Pupils will be exploring the language, themes, characters and staging. This is in preparation for the English Literature paper. Pupils will be given an extract and have to answer one question about the extract and then link that question to the play as a whole.</p>	<p>informative writing (email).</p> <p>GCSE Macbeth /spoken language task: Pupils will be exploring the language, themes, characters and staging. This is in preparation for the English Literature paper. Pupils will be given an extract and have to answer one question about the extract and then link that question to the play as a whole. Pupils record spoken language task for Language GCSE based on theme Power and Conflict</p>	<p>Language paper 1 and Paper 2 examinations. Pupils will consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will look at a variety of sources to support this skill. Pupils will work on their creative writing, practising using a written or visual prompt a stimulus. Pupils will be required to consider two sources from different time periods and consider how each presents a perspective or viewpoint. Pupils will also engage in a variety of tasks where they will have to present their own viewpoint using a range of opinions, statements and</p>	<p>Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. The cluster contains 15 poems 1789- present and is part of English Literature paper 2 (8702)</p>	<p>exam practice, analysing an extract and relating to the text as a whole. There is an increased focus on exam technique and building student exam stamina through regular independent writing practice</p>	<p>steps and conduct themselves in interviews (role play of interviews,) and read a range of nonfiction texts and extract key information. Identify key features</p> <p>GCSE</p> <p>The final section of the year also has a clear focus on essay planning skills with students moving to work in booklets containing essay planning grids</p> <p>During these lessons, students are expected to manipulate key pieces of evidence to fit multiple questions, in order to build their confidence and ensure they</p>
--	--	---	--	--	--	--

## Curriculum Overview

			writing scenarios to provoke a response			feel prepared for any question that may come up in their assessments Revision/Exam Period: -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visit
Maths	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement; Fraction	Number and Place Value Geometry: Properties of Shapes; Position and Direction Consolidation: Measurement; Fraction	Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry; Number and Place Value	Number: Addition and Subtraction; Multiplication and Division Statistics Consolidation: Geometry; Number and Place Value	Number: Fractions Measurement Consolidation: Addition, Subtraction, Multiplication, Division	Number: Fractions Measurement Consolidation: Addition, Subtraction, Multiplication, Division
Science	ELC: Plant structures and their functions: The leaf and photosynthesis Factors affecting photosynthesis The structure of plants cells including root hair and palisade cells	ELC: Health, disease and the development of medicines: Types of pathogens Spreading pathogens Physical and chemical defences Communicable and non communicable diseases The	ELC: Metals and acids: The reactivity series of metals Properties and uses of metals The pH scale Metals and acids The test for hydrogen gas Electrolysis Recycling metal	ELC: Methods of separating and purifying substances: Mixtures Methods of separating. Filtration, evaporation and crystallisation Paper chromatography	ELC: Electromagnetic Spectrum: Frequency, wavelength and amplitude Longitudinal and transverse waves. Light and the electromagnetic spectrum Radio waves, microwaves, infrared, visible, ultraviolet, X-rays and gamma rays	ELC: Science in Action: First aid Health and Safety The role of science and scientists Science in the news Gathering evidence from reliable sources GCSE:

## Curriculum Overview

	<p>Diffusion and osmosis Plants for food Pupils will complete an Entry Level Certificate practical task.</p> <p>GCSE: Plant structures and their functions. Transport in plants: The leaf and photosynthesis Factors affecting photosynthesis Rate of photosynthesis The structure of the root hair cells Diffusion, osmosis and active transport The structure of xylem and phloem tubes Transpiration and translocation.</p>	<p>immune system Antibiotics The effect of lifestyle factors on non-communicable diseases BMI and waist-to-hip ratio calculations Cardiovascular disease</p> <p>GCSE: Health, disease and the development of medicines: Types of pathogens Spreading pathogens Physical and chemical defences Communicable and non communicable diseases The immune system Antibiotics The effect of lifestyle factors on non-communicable diseases BMI and waist-to-hip ratio calculations Cardiovascular disease</p>	<p>Metals and acids: The reactivity series of metals Properties and uses of metals The pH scale Metals and acids The test for hydrogen gas Electrolysis Recycling metals</p>	<p>Interpret a paper chromatogram Distillation GCSE: Animal coordination, control and homeostasis: Homeostasis The endocrine system Hormonal control of blood glucose Causes and methods used to control Type 1 and Type 2 diabetes. Correlation between body mass and type 2 diabetes Hormonal and barrier methods of contraception</p>	<p>Uses and dangers of electromagnetic radiation GCSE: Ecosystems and material cycles: Populations, communities and ecosystem Abiotic and biotic factors Interdependence and its importance in a community The impact of humans on biodiversity How data from samples can be used to estimate population sizes The importance of water, carbon and nitrogen cycles</p>	<p>Revision and exams:</p>
--	--	--	--	--	--	----------------------------

## Curriculum Overview

Humanities	<p>Religious Festivals / WJEC -Describe a few religious festivals – basic facts -Describe the social aspects of the festivals -Describe the religious aspects -Explain the importance for the followers -Explain the importance for the wider community</p>	<p>Religious Festivals / WJEC -Describe a few religious festivals – basic facts -Describe the social aspects of the festivals -Describe the religious aspects -Explain the importance for the followers -Explain the importance for the wider community</p>	<p>Climate change / WJEC -Outline the evidence for climate change. -Give natural causes of climate change. -Outline ways in which human activity influences climate change and global warming. -Outline the major consequences of climate changes. -Give positive and negative effects of climate change in the UK. -Outline renewable energy sources that could be used to meet future energy needs in the UK. -Outline what individuals can do to reduce the risk of climate change. -Outline what the UK government can do to reduce the risk of climate change</p>	<p>Climate change / WJEC -Outline the evidence for climate change. -Give natural causes of climate change. -Outline ways in which human activity influences climate change and global warming. -Outline the major consequences of climate changes. -Give positive and negative effects of climate change in the UK. -Outline renewable energy sources that could be used to meet future energy needs in the UK. -Outline what individuals can do to reduce the risk of climate change. -Outline what the UK government can do to reduce the risk of climate change</p>	<p>Rules for life -additional -Come up with own rules to follow in life -Explain the reasons for these rules -Present the rules to the class and compare with others' -Produce a poster or a Power Point for my rules -Give all a constructive feedback about how to improve your ideas and presenting them</p>	<p>Rules for life -additional -Come up with own rules to follow in life -Explain the reasons for these rules -Present the rules to the class and compare with others' -Produce a poster or a Power Point for my rules -Give all a constructive feedback about how to improve your ideas and presenting them</p>
------------	---	---	--	--	---	---

## Curriculum Overview

PSHE/Careers	<p>PREPARING FOR COLLEGE AND/OR EMPLOYMENT / 79643 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Autumn Term this includes: - Mock interviews carried out by adults in the school. - Visitors and guests with relevant experience, attend to speak and conduct interviews. - Pupils practise and conduct</p>	<p>PREPARING FOR COLLEGE AND/OR EMPLOYMENT / 79643 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Autumn Term this includes: - Mock interviews carried out by adults in the school. - Visitors and guests with relevant experience, attend to speak and conduct interviews. - Pupils practise interview technique</p>	<p>INTERVIEW SKILLS / 111189 PREPARING FOR AN INTERVIEW / 112354 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Spring Term this includes: - Mock interviews carried out by adults in the school, including the questions that might be asked during a job interview. - Visitors and guests with relevant experience, attend to speak and conduct interviews. - Pupils practise interview technique</p>	<p>INTERVIEW SKILLS / 111189 PREPARING FOR AN INTERVIEW / 112354 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Spring Term this includes: - Mock interviews carried out by adults in the school, including the questions that might be asked during a job interview. - Visitors and guests</p>	<p>VISITING A LOCAL CHURCH / 75727 ACCESS WITHIN THE COMMUNITY / 112479 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Summer Term this includes: - Pupils gaining the opportunity to visit a local church. - Pupils exploring and engaging in parts of their local community, finding facilities that meet their needs. - Pupils have a real-life experience of Christian worship and various artefacts used for it. - Pupils will engage in a sensory experience of listening to church music and</p>	<p>VISITING A LOCAL CHURCH / 75727 ACCESS WITHIN THE COMMUNITY / 112479 Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations. In the Summer Term this includes: - Pupils gaining the opportunity to visit a local church. - Pupils exploring and engaging in parts of their local community,</p>
--------------	---	---	---	---	---	--

## Curriculum Overview

	<p>interviews. - Pupils practise interview technique and social communication. - Producing a basic letter or application form for a relevant job or college course. - Producing a CV. During the topic, pupils will begin to identify the different ways that they can apply for a job or course and put this in to practice. Pupils will also produce a basic CV.</p>	<p>interview technique and social communication. - Producing a basic letter or application form for a relevant job or college course. - Producing a CV. During the topic, pupils will begin to identify the different ways that they can apply for a job or course and put this in to practice. Pupils will also produce a basic CV.</p>	<p>and social communication. - Practicing wearing the correct clothing for a job interview. - Demonstrating correct ways in which positive body language can help in an interview situation. - Learning ways in which negative body language can hinder an interview situation. Content in this term will prepare students for adult life after EPS, both further education and work place.</p>	<p>with relevant experience, attend to speak and conduct interviews. - Pupils practise interview technique and social communication. - Practicing wearing the correct clothing for a job interview. - Demonstrating correct ways in which positive body language can help in an interview situation. - Learning ways in which negative body language can hinder an interview situation. Content in this term will prepare students for adult life after EPS both further education and work place.</p>	<p>Bible stories, as well as prayers. These experience-based units will support pupils understanding of the world around them.</p>	<p>finding facilities that meet their needs. - Pupils have a real-life experience of Christian worship and various artefacts used for it. - Pupils will engage in a sensory experience of listening to church music and Bible stories, as well as prayers. These experience-based units will support pupils understanding of the world around them.</p>
--	--	--	---	--	--	---

## Curriculum Overview

Art and Design	3D sculpture (Organic & Geometric): This scheme is to enable pupils to explore British artists who work with a variety of media to create two distinct style of 3D based work. Pupils will explore the themes behind the work of each artist and will record from first hand observation, natural forms that can be used to develop ideas for each pupil to create their own individual pieces of clay sculpture.	3D sculpture (Organic & Geometric): This scheme is to enable pupils to explore British artists who work with a variety of media to create two distinct style of 3D based work. Pupils will explore the themes behind the work of each artist and will record from first hand observation, natural forms that can be used to develop ideas for each pupil to create their own individual pieces of clay sculpture.	Arts Award and GCSE EXAM, theme: TBD This scheme is designed to produce responses to artists in a visual and written format. These explorations should lead onto an idea that will directly incorporate Artists techniques.	Arts Award and GCSE EXAM, theme: TBD This scheme is designed to produce responses to artists in a visual and written format. These explorations should lead onto an idea that will directly incorporate Artists techniques.	Exam coursework review and refine: This scheme is specifically positioned to make the most valuable use of lessons that are attended following the exam (normally in April/May). It is built on diagnostic marking by peer, self and teacher to obtain the highest quality of work from all pupils. By this time of the GCSE course pupils should all be aware of what is necessary to complete the work set.	Exam coursework review and refine: This scheme is specifically positioned to make the most valuable use of lessons that are attended following the exam (normally in April/May). It is built on diagnostic marking by peer, self and teacher to obtain the highest quality of work from all pupils. By this time of the GCSE course pupils should all be aware of what is necessary to complete the work set.
Computing	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Presentation Software	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Presentation Software	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Online basics / Using Email	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Online basics / Using Email	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Imaging Software	WJEC PATHWAYS - ENTRY QUALIFICATIONS IT - Imaging Software
PE	Fitness Swimming	Fitness/Football Swimming	Fitness/Football Swimming	Fitness/Football Swimming	Fitness/cricket/rounders Swimming	Athletics Swimming

## Curriculum Overview

	Table tennis Dance					
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------