

## Academic Overview 2021-22

### Year 7

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>Oliver Twist</b> <ul style="list-style-type: none"> <li>Character</li> <li>The Victorian Era</li> <li>Analytical writing</li> <li>The Novel</li> <li>Grammar</li> </ul>		<b>A Midsummer Night's Dream</b> <ul style="list-style-type: none"> <li>Shakespearean Language</li> <li>The Elizabethan Era</li> <li>Analytical writing</li> <li>The play form</li> <li>Grammar</li> </ul>		<b>Poetry</b> <ul style="list-style-type: none"> <li>Metaphor</li> <li>Unseen poetry</li> <li>Analytical writing</li> <li>Grammar</li> </ul>	
<b>Maths</b>	<b>The Number System</b> <ul style="list-style-type: none"> <li>Numbers &amp; numerals</li> <li>Axioms &amp; arrays</li> <li>Factors &amp; multiples</li> <li>Order of operations</li> </ul>	<b>The Number System</b> <ul style="list-style-type: none"> <li>Positive &amp; negative numbers</li> <li>Expressions, equations and sequences</li> </ul>	<b>2D Geometry</b> <ul style="list-style-type: none"> <li>Angles</li> <li>Classifying 2-D shapes</li> <li>Constructing triangles &amp; quadrilaterals</li> </ul>	<b>The Cartesian Plane</b> <ul style="list-style-type: none"> <li>Coordinates</li> <li>Area of 2-D shapes</li> <li>Transforming 2-D figures</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Prime factor decomposition</li> <li>Equivalent fractions</li> <li>All operations acting on fractions</li> </ul>	<b>Ratio and Proportion</b> <ul style="list-style-type: none"> <li>Ratio</li> <li>Percentages</li> <li>Recap of year</li> </ul>
<b>Science</b>	<b>Cells</b> <ul style="list-style-type: none"> <li>Cell Structure</li> <li>Specialised Cells</li> <li>Microscopy</li> <li>Cell Organisation</li> </ul> <b>The Particle Model</b> <ul style="list-style-type: none"> <li>The particle model</li> <li>Changes of state</li> <li>Diffusion</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>Balanced and Unbalanced forces</li> <li>Resultant Forces</li> <li>Friction</li> <li>Density</li> </ul> <b>Reproduction</b> <ul style="list-style-type: none"> <li>Sexual and Asexual reproduction</li> <li>Puberty</li> <li>The menstrual cycle</li> <li>Embryo development</li> <li>Plant reproduction</li> </ul>	<b>Elements, Atoms and Compounds</b> <ul style="list-style-type: none"> <li>Chemical Symbols</li> <li>Elements and compounds</li> <li>Metals and non-metals</li> </ul> <b>Gravity</b> <ul style="list-style-type: none"> <li>Mass and Weight</li> <li>Gravity</li> <li>The solar system</li> <li>Satellites</li> </ul>	<b>Interdependence</b> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Feeding relationships</li> <li>Competition</li> <li>Biotic and Abiotic Factors</li> </ul>	<b>Mixtures</b> <ul style="list-style-type: none"> <li>Pure and Impure substances</li> <li>Melting and Boiling</li> <li>Separating Mixtures</li> <li>Solubility</li> </ul> <b>Energy Transfers</b> <ul style="list-style-type: none"> <li>Energy and energy transfers</li> <li>Wasted energy</li> <li>Heat and Temperature</li> </ul>	<b>Electric Circuits</b> <ul style="list-style-type: none"> <li>Series and Parallel circuits</li> <li>Electrical Current</li> <li>Potential difference</li> </ul>
<b>Religious Education</b>	<b>Introduction to RE</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Abrahamic Religions</li> <li>Eastern Religions</li> <li>Symbols and Signs</li> <li>Religion and prayer at BDA</li> <li>Fables</li> </ul>	<b>Origins of the Universe</b> <ul style="list-style-type: none"> <li>Origins of the Universe</li> <li>Genesis 2-3</li> <li>Christian Stewardship</li> <li>Islamic creation story</li> <li>Hindu creation story</li> <li>Creation Stories around the world</li> <li>Science and Religion</li> </ul>	<b>Judaism</b> <ul style="list-style-type: none"> <li>The covenant with Abraham</li> <li>Abraham's sacrifice</li> <li>The covenant with Noah</li> <li>The covenant with Moses</li> <li>Pesach</li> <li>Jewish persecution</li> <li>Brit Milah</li> <li>Sabbath</li> <li>Tower of Babel</li> <li>King David</li> <li>The Temple</li> <li>The Synagogue</li> </ul>	<b>Jesus</b> <ul style="list-style-type: none"> <li>The incarnation</li> <li>The Baptism of Jesus</li> <li>The parables of Jesus</li> <li>The miracles of Jesus</li> <li>Holy Week</li> <li>The last supper</li> <li>The Crucifixion</li> <li>Salvation and Atonement</li> <li>Resurrection and Ascension</li> </ul>	<b>Conflict Pt 1</b> <ul style="list-style-type: none"> <li>What is a pilgrimage?</li> <li>Christian pilgrimage</li> <li>Islamic pilgrimage</li> <li>Jewish pilgrimage</li> <li>Hindu pilgrimage</li> <li>Buddhist pilgrimage:</li> </ul>	<b>Conflict Pt 2 &amp; Spirited Arts</b> <ul style="list-style-type: none"> <li>Types of war</li> <li>Thomas Aquinas</li> <li>The Just War Theory</li> <li>Holy War</li> <li>Pacifism</li> <li>Justice</li> <li>Spirited Arts competition end of term NATRE project</li> </ul>

	<ul style="list-style-type: none"> <li>Stories as symbols</li> <li>The Good Samaritan</li> </ul>					
<b>French</b>	<b>Who Am I</b> <ul style="list-style-type: none"> <li>introduction s, classroom routine &amp; items.</li> <li>My Family – members of my family, where I live &amp; countries</li> </ul>	<b>Friends &amp; Family</b> <ul style="list-style-type: none"> <li>Descriptions of me</li> <li>3rd person descriptions</li> </ul>	<b>School</b> <ul style="list-style-type: none"> <li>what subjects I do</li> <li>telling the time</li> <li>giving opinions</li> <li>Food, different types of food and added opinions</li> </ul>	<b>My free time</b> <ul style="list-style-type: none"> <li>Technology – how I use it + present tense</li> <li>Sports – Am I sporty &amp; different kinds of sports</li> </ul>	<b>Hobbies</b> <ul style="list-style-type: none"> <li>what I like to do &amp; what I don't like to do</li> <li>3<sup>rd</sup> person descriptions</li> <li>On peut + infinitives</li> </ul>	<b>Where I live</b> <ul style="list-style-type: none"> <li>what is there in my town &amp; descriptions in present tense.</li> <li>Near future – what are you going to do?</li> </ul>
<b>History</b>	<b>What is History?</b> <ul style="list-style-type: none"> <li>Migration to England before 1066</li> </ul>	<b>Why did William win the Battle of Hastings?</b> <ul style="list-style-type: none"> <li>How did William gain control of England?</li> <li>What was medieval life like in England?</li> </ul>	<b>Why was the Silk Road important?</b> <ul style="list-style-type: none"> <li>What was the Medieval Islamic World like?</li> </ul>	<b>The Crusades:</b> <ul style="list-style-type: none"> <li>How did the First Crusaders make it to Jerusalem?</li> <li>How did the Islamic Empires regain control of the Holy Land?</li> </ul>	<b>The Black Death-</b> <ul style="list-style-type: none"> <li>Causes, symptoms and consequences.</li> <li>Was the Peasants Revolt an 'English Rising' or a Peasants' Revolt'?</li> </ul>	
<b>Geography</b>	<b>Geography and me</b> <ul style="list-style-type: none"> <li>How to become a great geographer</li> <li>Different type of maps and compass directions</li> <li>Physical geography of UK</li> <li>Human geography of UK</li> <li>How migration has shaped the UK</li> <li>Role of fieldwork and fieldwork in your personal geography</li> </ul>	<b>Our Planet</b> <ul style="list-style-type: none"> <li>Continents</li> <li>Structure of the Earth</li> <li>Why is there life of Earth?</li> <li>Why is water important on Earth?</li> <li>Countries and governance</li> <li>Global population and population pyramids</li> <li>Distribution of wealth</li> </ul>	<b>Resources &amp; trade</b> <ul style="list-style-type: none"> <li>Why is there an uneven distribution of resources on a global and national scale?</li> <li>Global trade patterns</li> <li>Types of employment</li> </ul>	<b>Brilliant Biomes</b> <ul style="list-style-type: none"> <li>Distribution of biomes</li> <li>Tropical rainforests, hot deserts</li> <li>Impacts of deforestation</li> <li>Water cycle</li> <li>Climate graphs</li> </ul>	<b>Fantastic landscapes of UK</b> <ul style="list-style-type: none"> <li>Physical processes shaping the UK landscape</li> <li>Patterns of relief</li> <li>Continental drift</li> <li>Rock cycle</li> </ul>	<b>UK coasts</b> <ul style="list-style-type: none"> <li>Marine environments</li> <li>Coastal processes</li> <li>Landforms of erosion and deposition</li> <li>OS maps</li> </ul>



<p><b>Performing arts</b></p>	<p><b>Script work and physical theatre</b></p> <ul style="list-style-type: none"> <li>Physical theatre, Charlie Chaplin and Nutcracker!</li> <li>Introducing a script</li> <li>Script extract one, blocking and staging</li> <li>script extract 2, voice and movement.</li> <li>rehearsal</li> <li>assessment</li> </ul>	<p><b>Stomp</b></p> <ul style="list-style-type: none"> <li>Pulse, rhythm and notation – learning a stomp piece.</li> <li>Perform ‘Bring me little water Sylvie’ in an ensemble.</li> <li>Gumboot dancing and body percussion assessment.</li> <li>Composing through addition and subtraction.</li> <li>Developing composition</li> <li>Assessment lesson</li> </ul>	<p><b>Time travel</b></p> <ul style="list-style-type: none"> <li>Guy Fawkes (freeze frame and flashback)</li> <li>Thomas Beckett</li> <li>The great fire of London</li> <li>Evacuees and the second world war</li> <li>rehearsal for assessment</li> <li>assessment lesson</li> </ul>	<p><b>The power of Pentatonic</b></p> <ul style="list-style-type: none"> <li>Finding the notes of the pentatonic scale and short improvisation.</li> <li>Learning ‘Amazing Grace’</li> <li>Phrases, steps and dynamics in keyboard work.</li> <li>Performance lessons</li> <li>Composing question and answer in melody writing</li> <li>Assessment lesson.</li> </ul>	<p><b>Performing Shakespeare</b></p> <ul style="list-style-type: none"> <li>Bringing Shakespeare language to life</li> <li>The tempest, storm at sea, physical tehtare</li> <li>Prospero and Miranda, flashback</li> <li>Caliban scene</li> <li>rehearse for assessment</li> <li>assessment</li> </ul>	<p><b>Four Chord Song</b></p> <ol style="list-style-type: none"> <li>1 – What is a chord?</li> <li>2 – Triads and whole class band practice.</li> <li>3 – Vocals and band work</li> <li>4 – Ensemble performance</li> <li>5 – Chord sequence.</li> <li>6 – Final band performances.</li> </ol>
<p><b>Physical Education</b></p>	<p><b>Rotation:</b></p> <ul style="list-style-type: none"> <li>Football</li> <li>Badminton</li> <li>Rugby</li> <li>basketball</li> </ul>	<p><b>Rotation:</b></p> <ul style="list-style-type: none"> <li>Football</li> <li>Badminton</li> <li>Rugby</li> <li>basketball</li> </ul>	<p><b>Rotation:</b></p> <ul style="list-style-type: none"> <li>Football</li> <li>Badminton</li> <li>Rugby</li> <li>basketball</li> </ul>	<ul style="list-style-type: none"> <li>Tchoukball/volleyball/football/Handball/f itness/hockey</li> </ul>	<ul style="list-style-type: none"> <li>Tennis/cricket/athletic s/rounders</li> </ul>	<ul style="list-style-type: none"> <li>Tennis/cricket/athletic s/rounders</li> </ul>
<p><b>Art, Design and Food Technology</b></p>	<p><b>Portraiture</b></p> <ul style="list-style-type: none"> <li>To build confidence in their drawing skills, printing, watercolour r painting and collage skills.</li> <li>To be able to draw the proportions of the face accurately, to be able to create portraits using a variety of different styles and techniques</li> </ul>	<p><b>Portraiture</b></p> <ul style="list-style-type: none"> <li>To understand the origins of portraiture and how this has developed through history from tradition painting to digital graphics like emojis.</li> <li>To be able to present their own work clearly and sequentially.</li> </ul>	<p><b>Natural Forms</b></p> <ul style="list-style-type: none"> <li>To build confidence in their drawing skills, printing, water colour painting and collage skills.</li> <li>To be able to draw the proportions of the face accurately, to be able to create portraits using a variety of different styles and techniques.</li> <li>To understand the origins of portraiture and how this has developed through history from tradition painting to digital graphics like emojis.</li> <li>To be able to present their own work clearly and sequentially.</li> </ul>	<p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>To build confidence in their drawing and 3D construction skills.</li> <li>To be able to respond to different periods of architecture and 3D design.</li> </ul> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>To be able to create the proportions of a bridge whilst recognising the different design aspects. To be able to create creative representations of architecture using a variety of different styles and techniques.</li> <li>To be able to present their own work clearly and sequentially.</li> </ul>	<p><b>Food Preparation &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>Food Hygiene - temperatures/ storage.</li> <li>Personal hygiene around food.</li> <li>Food Safety - basic knife skills.</li> </ul>	<p><b>Food Safety and Hygiene</b></p> <ul style="list-style-type: none"> <li>Eatwell Guide and healthy eating.</li> <li>Food labelling.</li> <li>Food waste/food miles.</li> <li>Sensory Evaluation.</li> </ul>

<p><b>Computing and Digital awareness</b></p>			<p><b>E-Safety</b></p> <p>By the end of this unit students will have developed their understanding of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</p> <p><b>Using spreadsheets to understand key concepts and principles in computing</b></p> <ul style="list-style-type: none"> <li>• Understand how to write basic formulae in a spreadsheet.</li> <li>• Understand the concept of replication and the uses of relative and absolute cell referencing.</li> <li>• Understand how to name cells and ranges within a spreadsheet</li> <li>• Understand how to write a range of basic functions including SUM, AVERAGE, MAX, MIN, COUNT and IF.</li> <li>• Understand how to use conditional formatting.</li> <li>• Understand how to use data in a spreadsheet to create graphs and charts.</li> </ul>	<p><b>Using programming constructs and developing algorithms, for programming in Scratch.</b></p> <p><b>Programming Project/ Testing and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of sequencing, selection and iteration</li> <li>• Develop working programs in scratch</li> <li>• Analyse the requirements of a program</li> <li>• Use abstraction, decomposition, pattern recognition and algorithmic thinking to find appropriate solutions for specific problems.</li> <li>• By the end of this unit students will have undertaken a creative projects that involve selecting, using, and combining multiple applications, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</li> </ul>	<p><b>Using programming constructs and developing algorithms, for programming in Python</b></p> <ul style="list-style-type: none"> <li>• Understand a range of basic programming constructs in Python</li> <li>• Know how to print to the screen, perform calculations, take inputs and store them in suitably named variables</li> <li>• Develop working programs in Python to solve specific problems</li> <li>• Analyse the requirements of a program</li> <li>• Identify the processes needed to solve a problem</li> <li>• Design programs in Python to solve specific problems</li> </ul>	<p><b>Computer System</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will have developed their understanding of the hardware and software components that make up computer systems and how they communicate with one another and with other systems.</li> </ul>
<p><b>Citizenship</b></p>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>• What's happening in the world</li> <li>• COVID-19 and vaccines</li> </ul>	<p><b>Parliament</b></p> <ul style="list-style-type: none"> <li>• What is parliament?</li> <li>• What is the importance of the different aspects of parliament?</li> <li>• House of Commons</li> </ul>	<p><b>Our World, Our Rights</b></p> <ul style="list-style-type: none"> <li>• What is liberty?</li> <li>• What freedoms do we have in the UK that some other countries don't?</li> <li>• Why is diversity so important to our country?</li> <li>• Mutual respect and</li> </ul>	<p><b>Black Britain</b></p> <ul style="list-style-type: none"> <li>• Black History</li> <li>• BLM</li> <li>• Black Music</li> <li>• Black Film</li> <li>• Black Literature</li> <li>• Anti-Racism and Solidarity</li> </ul>	<p><b>Diverse Relationships</b></p> <ul style="list-style-type: none"> <li>• How families have changed in the UK</li> <li>• Religious and civil marriage</li> <li>• Gay marriage</li> </ul>	<p><b>Social Action</b></p> <ul style="list-style-type: none"> <li>• How can communities work together?</li> <li>• What can social action achieve?</li> </ul>

	<ul style="list-style-type: none"> <li>The situation in Afghanistan</li> <li>Brexit</li> <li><i>Protected characteristics: all</i></li> <li>Daily news and current affairs discussion</li> </ul>	<ul style="list-style-type: none"> <li>House of Lords</li> <li>Monarchy</li> <li>Why is voting important?</li> <li>Letter writing to MP</li> <li><i>Protected characteristics: all</i></li> <li>Daily news and current affairs discussion</li> </ul> <p><i>UK Parliament Week</i> <i>Ark Moments: Remembrance</i></p>	<p>understanding</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: all</i></li> <li>Daily news and current affairs discussion</li> </ul>	<ul style="list-style-type: none"> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: race</i></li> </ul> <p><i>Charity Week</i></p>	<ul style="list-style-type: none"> <li><i>Protected characteristics: religion or belief, marriage and civil partnership</i></li> <li>Daily news and current affairs discussion</li> </ul>	<ul style="list-style-type: none"> <li>Social action project (with support and planning from 6<sup>th</sup> form)</li> <li><i>Protected characteristics: age, disability, race</i></li> <li>Daily news and current affairs discussion</li> </ul>
<b>PSHE/RSE</b>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Online safety</li> <li>Radicalisation</li> <li>Fake News</li> <li>Online sexual harassment</li> <li>CPR</li> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Black History Month</i></p>	<p><b>Personal identity</b></p> <ul style="list-style-type: none"> <li>Families</li> <li>Friendships</li> <li>Anti-bullying</li> <li>Diversity</li> </ul> <p>Whole school spotlight: Female Genital Mutilation</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: age, disability, religion or belief, race, sexual orientation</i></li> </ul> <p><i>Anti-Bullying Week</i></p>	<p><b>Health and Puberty</b></p> <ul style="list-style-type: none"> <li>Influences on health</li> <li>What the media says</li> <li>Health and body image</li> <li>Healthy eating</li> </ul> <p>Whole school spotlight: Online porn</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: race, disability</i></li> </ul> <p><i>LGBTQ+ History Month</i></p>	<p><b>Ambitions</b></p> <ul style="list-style-type: none"> <li>What is the difference between a career and a job?</li> <li>What are my aspirations?</li> <li>How can I achieve my aspirations?</li> <li>The importance of STEM</li> </ul> <p>Whole school spotlight: forced marriage</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Women's History Month</i></p>	<p><b>Relationships and Self-Worth</b></p> <ul style="list-style-type: none"> <li>Friendships</li> <li>Online friendships</li> <li>Relationship Boundaries</li> <li>Consent</li> <li><i>Protected characteristics: age, disability, race, religion or belief, sexual orientation, sex</i></li> </ul>	<p><b>Money and Me</b></p> <ul style="list-style-type: none"> <li>What influences my decisions?</li> <li>How can I make informed decisions? Budgeting.</li> <li>Why do my decisions matter?</li> <li>How can I manage financial risk?</li> <li><i>Protected characteristics: age, disability</i></li> </ul>

## Year 8

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Sherlock Holmes</b></p> <ul style="list-style-type: none"> <li>Character</li> <li>The Victorian Era</li> <li>Analytical writing</li> <li>Structural elements (Structure of a story; Foreshadowing; Dramatic irony)</li> <li>Detective fiction</li> </ul>		<p><b>The Tempest</b></p> <ul style="list-style-type: none"> <li>Shakespearean Language</li> <li>The Elizabethan Era</li> <li>Colonialism</li> <li>Structure: 3 different plots</li> <li>Analytical writing</li> <li>The play form</li> <li>Grammar</li> </ul>		<p><b>Animal Farm</b></p> <ul style="list-style-type: none"> <li>Allegory and metaphor</li> <li>Author's purpose</li> <li>Analytical writing</li> <li>Cyclical structure</li> <li>Grammar</li> </ul>	



<p><b>Maths</b></p>	<p><b>Fractions and Percentages</b></p> <ul style="list-style-type: none"> <li>• Prime factors</li> <li>• Conceptualising fractions</li> <li>• Operating on fractions</li> <li>• Percentages</li> </ul>	<p><b>Equations and inequalities</b></p> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• forming and solving equations</li> <li>• Inequalities</li> </ul>	<p><b>Graphical Representations</b></p> <ul style="list-style-type: none"> <li>• Transforming 2D shapes</li> <li>• Linear graphs</li> </ul>	<p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Real-life graphs</li> <li>• Rates of change</li> <li>• Direct and Inverse Proportion</li> </ul>	<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>• Univariate and bivariate data</li> </ul>	<p><b>Area, Volume and Surface Area</b></p> <ul style="list-style-type: none"> <li>• Circles and composite shapes</li> <li>• Volume and surface area of prisms</li> </ul>
<p><b>Science</b></p>	<p><b>Tissues and Organs</b></p> <ul style="list-style-type: none"> <li>• The Breathing System</li> <li>• Gas Exchange</li> <li>• The Digestive System</li> <li>• Food Tests</li> <li>• Diet and Nutrition</li> <li>• The Small Intestine</li> <li>• Enzymes</li> <li>• Digestive Enzymes</li> <li>• Amylase Activity</li> <li>• Writing Scientific Methods</li> <li>• Organ Donation Debate</li> <li>• Recreational Drugs</li> <li>• The Skeletal and Muscular System</li> </ul> <p><b>Acids and Alkalis</b></p> <ul style="list-style-type: none"> <li>• The pH Scale</li> <li>• Indicators</li> <li>• Indicators Practical</li> <li>• Neutralisation</li> <li>• Making Salts</li> <li>• Acids and metal carbonates</li> <li>• Making salts from metal carbonates</li> </ul> <p><b>Movement and Pressure</b></p> <ul style="list-style-type: none"> <li>• Speed and Acceleration</li> <li>• Changing Speeds</li> <li>• Distance-Time Graphs</li> <li>• Applications of Pressure</li> </ul>	<p><b>Photosynthesis and Respiration</b></p> <ul style="list-style-type: none"> <li>• Respiration</li> <li>• Exercise and Respiration</li> <li>• Anaerobic Respiration</li> <li>• Investigating Muscle Fatigue</li> <li>• Uses of Anaerobic Respiration</li> <li>• Photosynthesis</li> <li>• Plant Adaptations</li> <li>• Investigating Photosynthesis</li> <li>• Non-Photosynthetic Plants</li> <li>• Biodomes</li> </ul>	<p><b>Changing Substances</b></p> <ul style="list-style-type: none"> <li>• Chemical changes</li> <li>• Conservation of mass</li> <li>• Introduction to Balanced Equations</li> <li>• Balancing Equations</li> <li>• Oxidation and reduction</li> <li>• Core Practical: Burning Magnesium</li> <li>• Reactions of Acids</li> <li>• Testing for gases</li> </ul> <p><b>Magnetism</b></p> <ul style="list-style-type: none"> <li>• Magnets</li> <li>• Magnetic Fields</li> <li>• Electromagnets</li> <li>• Investigating Electromagnets</li> <li>• Earth's Magnetic Field</li> </ul> <p><b>Life Diversity</b></p> <ul style="list-style-type: none"> <li>• Variation</li> <li>• Inheritance</li> <li>• Artificial Selection</li> <li>• Natural Selection</li> <li>• Evolution</li> <li>• Human Impact on Natural Selection</li> </ul>	<p><b>Earth Systems</b></p> <ul style="list-style-type: none"> <li>• The Rock Cycle</li> <li>• The Water Cycle Combustion</li> <li>•</li> </ul>	<p><b>Electric Circuits; Resistance</b></p> <ul style="list-style-type: none"> <li>• Resistance</li> <li>• Ohm's Law</li> <li>• Measuring Resistance</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Health</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Properties of Light</li> <li>• Reflection</li> <li>• Refraction</li> </ul>
<p><b>Religious Education</b></p>	<p><b>Moral Exemplars</b></p> <ul style="list-style-type: none"> <li>• Moral Exemplars</li> <li>• The Jim Crow Laws</li> <li>• MLK</li> <li>• Malcolm X</li> <li>• Comparison</li> </ul>	<p><b>Good and Evil</b></p> <ul style="list-style-type: none"> <li>• The nature of Good and Evil</li> <li>• The fall of Lucifer</li> <li>• Fall of humanity</li> <li>• Story of Job</li> </ul>	<p><b>Sacraments</b></p> <ul style="list-style-type: none"> <li>• Introduction to the sacraments</li> <li>• Baptism</li> <li>• Eucharist</li> <li>• Confirmation</li> </ul>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• What is Hinduism</li> <li>• Hindu God's &amp; Goddesses</li> <li>• Holy Books</li> <li>• Places of Worship</li> <li>• Key concepts</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Buddha's early life</li> <li>• Four sights and the Middle Way</li> <li>• Enlightenment</li> <li>• Four Noble Truths</li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Life of the Guru</li> <li>• Guru's teachings</li> <li>• Gurdwara and equality</li> </ul>



	<ul style="list-style-type: none"> <li>Malcolm X and racism</li> <li>The Nation of Islam</li> <li>Traditional Islam approach to racism</li> <li>Malcolm X reformed</li> </ul>	<ul style="list-style-type: none"> <li>Ireneaus and soul making</li> <li>St Augustine</li> <li>Free will defence</li> </ul>	<ul style="list-style-type: none"> <li>Reconciliation</li> <li>Anointing of the sick</li> <li>Marriage</li> <li>Holy Orders</li> <li>Comparison of the sacraments</li> </ul>	<ul style="list-style-type: none"> <li>Festivals</li> <li>Yoga</li> </ul>	<ul style="list-style-type: none"> <li>The Eightfold Path</li> <li>Samsara and Karma</li> <li>The 5 precepts</li> <li>Meditation</li> <li>Comparison to Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>The Khalsa and the 5 K's</li> <li>Festivals</li> <li>The importance of Sewa as a selfless act of giving.</li> </ul>
<b>French</b>	<b>My free time</b> <ul style="list-style-type: none"> <li>Classroom routines and language</li> <li>Hobbies – TV, cinema, reading and social media – asking questions (tu veux venir?)</li> <li>Food &amp; healthy eating</li> <li>Market and resto role play</li> </ul>	<b>Paris touristique –</b> <ul style="list-style-type: none"> <li>on peut/il faut</li> <li>Giving opinions and being a tourist</li> <li>Passé compose – extensive intro</li> <li>How was it?</li> <li>14<sup>th</sup> July in Paris</li> <li>Near future tense – combine with passé</li> </ul>	<b>Tout sur moi</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Personality descriptions</li> <li>My style</li> <li>Musical tastes</li> <li>My passions</li> </ul>	<b>Holidays</b> <ul style="list-style-type: none"> <li>Francophone countries</li> <li>Tourism/lost &amp; found office role play</li> </ul>	<b>Where I live</b> <ul style="list-style-type: none"> <li>what my house is like</li> <li>Where is it? Directions and descriptions</li> </ul>	<b>Daily routine</b> <ul style="list-style-type: none"> <li>reflexive verbs</li> <li>Describing my daily routine during the week and at the weekend</li> </ul>
<b>History</b>	<b>Thematic study:</b> How did the power of the English monarchy change from 1507-1649?	<b>West African Kingdoms: Timbuktu and Oyo and Dahomey</b> Why was Timbuktu a place of learning? What was the difference between the Kingdom of Dahomey and the Oyo Empire?	<b>Early British Empire and Transatlantic Slave Trade</b> How did Britain expand their power beyond Europe? The role that Britain played in the Transatlantic Slave Trade	<b>The Transatlantic Slave Trade, and the Abolitionist Movement</b> What was life like for an enslaved person? Why was the Slave Trade abolished in 1807?	<b>British Empire in Africa after the Slave Trade</b> 'The main way that Britain maintained control over Africa after the end of the Slave Trade was the trade of palm oil' How far do you agree?	<b>The World in 1900 (pre-WW1)</b> Britain, Russia, France, Germany 1900-1914 The Year 1914
<b>Geography</b>	<b>Glaciation</b> <ul style="list-style-type: none"> <li>Importance of glaciers</li> <li>Formation of a glacier</li> <li>Glaciers shape the land</li> <li>Glacial landforms</li> <li>Tourism in glacial environments</li> </ul>	<b>Climate change</b> <ul style="list-style-type: none"> <li>Evidence of Long term climate change</li> <li>Causes of climate change – natural and anthropogenic</li> <li>Sea level rise and its impacts</li> <li>Responding to climate change</li> </ul>	<b>Coasts</b> <ul style="list-style-type: none"> <li>Coastal retreat</li> <li>Coastal management</li> <li>Holderness coastline</li> <li>Formation of coastal landforms</li> </ul>	<b>Population</b> <ul style="list-style-type: none"> <li>Population distribution and density</li> <li>Factors that affect where we live</li> <li>Population statistics and representation</li> <li>Ageing population</li> <li>China's one child policy</li> <li>Global population growth concerns</li> <li>Romania's Pro-natalist policy</li> <li><b>Migration</b></li> <li>What is migration?</li> <li>How does migration impact different places?</li> <li>Migration statistics and data analysis</li> <li>The European migration crisis</li> <li>What are the possible solution to the migration crisis?</li> </ul>	<b>Weather</b> <ul style="list-style-type: none"> <li>What is weather?</li> <li>Recording weather</li> <li>What Local and global factors affect our weather?</li> <li>High and low pressure</li> <li>Extreme weather events – tropical cyclones, mid latitude storms, heatwaves.</li> <li>How is our weather changing?</li> </ul>	<b>Fieldwork: urban study</b> <ul style="list-style-type: none"> <li>The six step enquiry process</li> <li>Risk assessments and methodologies</li> <li>Analysing data</li> <li>Evaluating and drawing conclusions</li> <li>Evaluation of the local regeneration development in White City</li> </ul>
<b>Performing arts</b>	<b>Wonderland</b> <ul style="list-style-type: none"> <li>Theatre analysis, lighting sound and costume. Creating contrasting worlds.</li> <li>Character development, looking at key characters. Taking the</li> </ul>	<b>West African music</b> <ul style="list-style-type: none"> <li>How to perform in a community and play in a drum circle?</li> <li>Playing a west African piece using signal and unison ostinato.</li> </ul>	<b>Acting from a script</b> <ul style="list-style-type: none"> <li>'Teechers' - multi role and breaking the 4<sup>th</sup> wall</li> <li>Brothers - how to combine elements into performance</li> <li>Devising from a script</li> </ul>	<b>Baroque Remix</b> <ul style="list-style-type: none"> <li>Notes of the keyboard, the D major scale and melody 1.</li> <li>Developing into the second melody.</li> <li>Melody 3 and articulation.</li> <li>Melody 4 and dotted rhythms.</li> </ul>	<b>Devising</b> <ul style="list-style-type: none"> <li>Exploring a stimulus</li> <li>Creating flash back and forward scenes</li> <li>3 – applying explorative strategies, freeze</li> </ul>	<b>Blues</b> <ul style="list-style-type: none"> <li>The 12-bar blues and how to transpose.</li> <li>The 12-bar blues chord structure and turn around chord.</li> <li>Drumkit notation and shuffle rhythms</li> </ul>



	<p>themes from the production and beginning to create our own scenes</p> <ul style="list-style-type: none"> <li>• Creating Ali's world, exploring status and peer pressure</li> <li>• Physical theatre, creating another world through physical theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the role of the master drummer.</li> <li>• Playing polyrhythms.</li> <li>• Group practice</li> </ul>	<ul style="list-style-type: none"> <li>• Devising from current affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and rehearsing a canon performance - recording that on a DAW.</li> <li>• Assessment lesson.</li> </ul>	<p>frame and through track</p> <ul style="list-style-type: none"> <li>• 4 – applying slow motion, marking the moment and cross-cut</li> <li>• 5-rehearsing and refining all work for assessment</li> <li>• 6-performing for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a blues head and how to improvise in this style.</li> <li>• Hexatonic blues scale and vocal improvisation</li> <li>• Assessment lesson.</li> </ul>
<b>Physical Education</b>	Football/badminton/rugby/basketball	Football/badminton/rugby/fitness	Football/fitness/badminton/basketball	Tchoukball/volleyball/football/Handball/fitness/hockey	Tennis/cricket/athletics/rounders	Tennis/cricket/athletics/rounders
<b>Art, Design and Food Technology</b>	<p><b>Edible art</b></p> <ul style="list-style-type: none"> <li>• To build confidence in their drawing, typography and print making skills</li> <li>• To be able to use text and colour to communicate a message, to be able to draw the proportions of the food items and food advertising.,</li> </ul>	<p><b>Edible art</b></p> <ul style="list-style-type: none"> <li>• To be able to creatively respond to daily food items and food logos using a variety of different styles and techniques.</li> <li>• To be able to present their own work clearly and sequentially.</li> </ul>	<p><b>School of Rock Design Unit</b></p> <ul style="list-style-type: none"> <li>• To build confidence in their drawing, collage, print making and graphic design.</li> <li>• To be able to use text and colour to communicate a pop culture,</li> </ul>	<p><b>School of Rock</b></p> <ul style="list-style-type: none"> <li>• To be able to draw creatively using colour and text. To create art inspired by pop culture and music a variety of different styles and techniques.</li> <li>• To be able to present their own work clearly and sequentially.</li> </ul>	<p><b>Typography</b></p> <ul style="list-style-type: none"> <li>• To build confidence in their drawing, typography, printing and painting skills.</li> <li>• To be able to use text and colour to communicate a message, to be able to experiment with different painting techniques.</li> </ul>	<p><b>Typography</b></p> <ul style="list-style-type: none"> <li>• To consider proportion and composition whilst exploring typography using different styles and techniques.</li> <li>• To be able to present their own work clearly and sequentially.</li> </ul>
<b>Computing and Digital awareness</b>	<p><b>E-Safety – (From Sep 22)</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will have demonstrated their understanding of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</li> </ul>	<p><b>Programming with Python (From Sep 22) -</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will use a textual programming language to solve a variety of computer based problems; make appropriate use of data structures, design and develop modular programs that use procedures or functions</li> </ul>	<p><b>Programming with Python -(From Sep 22)</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will use a textual programming language to solve a variety of computer based problems; make appropriate use of data structures, design and develop modular programs that use procedures or functions</li> </ul>	<p><b>Programming Project (Python) (From Sep 22)</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will design, use and evaluate computer based problems that model real-world problems and physical systems</li> </ul>	<p><b>Data representation (From Sep 22)</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will have developed an understanding of simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li> </ul>	<p><b>Data representation (From Sep 22)</b></p> <ul style="list-style-type: none"> <li>• By the end of this unit students will have developed an understanding of simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li> </ul>



Citizenship	<b>Living in 2021</b> <ul style="list-style-type: none"> <li>What's happening in the world</li> <li>COVID-19 and vaccines</li> <li>The situation in Afghanistan</li> <li>Brexit</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: all</i></li> </ul>	<b>Parliament</b> <ul style="list-style-type: none"> <li>How do we vote?</li> <li>Who do we vote for? Political parties and candidates</li> <li>Who makes up parliament?</li> <li>Is parliament representative?</li> <li>Letter Writing to MP</li> <li><i>Protected characteristics: age, sex, sexual orientation</i></li> <li>Daily news and current affairs discussion</li> </ul> <i>UK Parliament Week</i> <i>Ark Moments: Remembrance</i>	<b>Our World, Our Rights</b> <ul style="list-style-type: none"> <li>Different forms of government</li> <li>UK in Europe</li> <li>The Commonwealth</li> <li>The United Nations</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: age, sex, sexual orientation</i></li> </ul>	<b>Black Britain</b> <ul style="list-style-type: none"> <li>Black History</li> <li>BLM</li> <li>Black Music</li> <li>Black Film</li> <li>Black Literature</li> <li>Anti-Racism and Solidarity</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: race</i></li> </ul> <i>Charity Week</i>	<b>Diverse Relationships</b> <ul style="list-style-type: none"> <li>Relationships and human rights</li> <li>Rights of the Child</li> <li>When people don't have the right to a relationship</li> <li><i>Protected characteristics: religion or belief, marriage and civil partnership</i></li> <li>Daily news and current affairs discussion</li> </ul>	<b>Social Action</b> <ul style="list-style-type: none"> <li>How can communities work together?</li> <li>What can social action achieve?</li> <li>Social action project (with support and planning from 6<sup>th</sup> form)</li> <li><i>Protected characteristics: age, disability, race</i></li> <li>Daily news and current affairs discussion</li> </ul>
	PSHE/RSE	<b>Living in 2021</b> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Online safety</li> <li>Radicalisation</li> <li>Fake News</li> <li>Online sexual harassment</li> <li>CPR</li> <li><i>Protected characteristics: all</i></li> </ul> <i>Black History Month</i>	<b>Emotional Wellbeing</b> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Emotional Wellbeing</li> <li>Body image</li> <li>Media portrayal of body image</li> <li>Whole school spotlight: Female Genital Mutilation</li> <li><i>Protected characteristics: race, disability</i></li> </ul> <i>Anti-Bullying Week</i>	<b>BDA Ambitions</b> <ul style="list-style-type: none"> <li>Equality vs equity</li> <li>What are our study choices?</li> <li>What are our future career choices?</li> <li>How can we help decide between choices?</li> <li><i>Protected characteristics: age, race, sex, sexual orientation</i></li> </ul> Whole school spotlight: Online porn <i>LGBTQ+ History Month</i>	<b>Relationships and Identity</b> <ul style="list-style-type: none"> <li>Gender Identity</li> <li>Discrimination: what is it?</li> <li>Discrimination: how can we stop it?</li> <li>Sexual orientation</li> <li><i>Protected characteristics: sex, gender reassignment, sexual orientation</i></li> </ul> Whole school spotlight: forced marriage <i>Women's History Month</i>	<b>First Give</b> <ul style="list-style-type: none"> <li>Social Action</li> <li>Social Responsibility</li> <li>Working in a group</li> <li>Pitching charity project</li> <li>Raising Money</li> <li><i>Protected characteristics: all</i></li> </ul>

Year 9

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Jane Eyre</b> <ul style="list-style-type: none"> <li>Character</li> <li>The Victorian Era</li> <li>Texts as criticisms of society</li> <li>Exposition</li> <li>Analytical writing</li> <li>The novel</li> </ul>		<b>Small Island</b> <ul style="list-style-type: none"> <li>Post-War Britain context</li> <li>Analytical writing</li> <li>The modern play form</li> <li>Grammar</li> </ul>		<b>Journeys Poetry</b> <ul style="list-style-type: none"> <li>Poetic form</li> <li>Language techniques</li> <li>Poetic structure</li> <li>Comparing contexts</li> <li>Comparison</li> <li>Grammar</li> </ul>	



	<ul style="list-style-type: none"> <li>Grammar</li> <li>Reading for Pleasure</li> </ul>		<ul style="list-style-type: none"> <li>Reading for Pleasure</li> </ul>			
<b>Maths: sets 1-3</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Number problems and reasoning</li> <li>Place value and estimating</li> <li>HCF and LCM</li> <li>Calculating with powers (indices)</li> <li>Zero, negative and fractional indices</li> <li>Powers of 10 and standard form</li> <li>Surds</li> <li>Algebraic Indices</li> <li>Expanding and Factorising</li> <li>Equation</li> <li>Formulae</li> <li>Linear Sequences</li> <li>Non-linear sequences</li> <li>More expanding and factorising</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Ratio and Proportion</li> <li>Percentages</li> <li>Fractions, Decimals and Percentages</li> <li>Solving quadratic equations</li> <li>Completing the square</li> <li>Simultaneous Equations</li> <li>Solving linear and quadratic simultaneous equations</li> <li>Solving linear inequalities</li> </ul>	<b>2D Geometry</b> <ul style="list-style-type: none"> <li>Angle properties of triangles and quadrilaterals</li> <li>Interior angles of a polygon</li> <li>Exterior angles of a polygon</li> <li>Pythagoras' theorem</li> <li>Trigonometry</li> </ul>	<b>Graphing</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Graph of the sine function,</li> <li>Graph of the cosine function</li> <li>The tangent function</li> <li>Calculating areas and the sine rule</li> <li>The cosine rule and 2D trigonometric problems</li> <li>Solving problems in 3D</li> <li>Transforming trigonometric graphs</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>Rearranging formulae</li> <li>Algebraic fractions</li> <li>Simplifying algebraic fractions</li> <li>Surds</li> <li>Solving algebraic fraction equations</li> <li>Functions</li> <li>Proof</li> </ul>	<b>Graphing</b> <ul style="list-style-type: none"> <li>Linear graphs</li> <li>Graphing rates of change</li> <li>Real-life graphs</li> <li>Line segments</li> <li>Quadratic graphs</li> <li>Cubic and reciprocal graphs</li> </ul>
<b>Maths: sets 4-7</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Calculations</li> <li>Rounding and Estimation</li> <li>Decimal numbers</li> <li>Place value</li> <li>Factors and multiples</li> <li>Squares, cubes and roots and</li> <li>Index notation</li> <li>Prime factors</li> <li>Algebraic expressions</li> <li>Substitution</li> <li>Simplifying expressions</li> <li>Expanding brackets</li> <li>Factorising</li> <li>Formulae</li> </ul>	<b>Fractions Decimals and Percentages</b> <ul style="list-style-type: none"> <li>Working with fractions,</li> <li>Operations with fractions</li> <li>Multiplying fractions</li> <li>Dividing fractions</li> <li>Fractions and decimals</li> <li>Fractions and percentages</li> </ul>	<b>Fractions and Indices</b> <ul style="list-style-type: none"> <li>Multiplying and dividing fractions</li> <li>The laws of indices</li> <li>Writing large numbers in standard form</li> <li>Writing small numbers in standard form</li> <li>Calculating with standard form</li> </ul>	<b>Probability and Shape &amp; Space</b> <ul style="list-style-type: none"> <li>Calculating probability,</li> <li>Two events,</li> <li>Experimental probability,</li> <li>Venn diagrams,</li> <li>Tree diagrams,</li> <li>More tree diagrams</li> <li>Rectangles, parallelograms and triangles</li> <li>Trapezia and changing units</li> <li>Area of compound shapes,</li> <li>Surface area of 3D solids,</li> <li>Volume of prisms,</li> <li>More volume and surface area</li> </ul>	<b>2D Geometry and Equations</b> <ul style="list-style-type: none"> <li>Circumference of a circle 1</li> <li>Area of a circle</li> <li>Semicircles and sectors</li> <li>Composite 2D shapes and cylinders</li> <li>Pyramids and cones</li> <li>Spheres and composite solids</li> <li>Solving equations</li> <li>Solving equations with brackets</li> <li>Introducing inequalities</li> <li>Generating sequences,</li> <li>Using the nth term of a sequence</li> </ul>	<b>The Cartesian Plane</b> <ul style="list-style-type: none"> <li>Coordinates</li> <li>Linear graphs</li> <li>Gradient</li> <li><math>y = mx + c</math></li> <li>Real-life graphs</li> <li>Distance-time graphs</li> </ul>
<b>Science</b>	<b>Growth and Differentiation</b> <ul style="list-style-type: none"> <li>Eukaryotic and Prokaryotic cells</li> <li>Cells Transport</li> <li>Cell division</li> <li>Stem Cells</li> </ul>	<b>Acceleration</b> <ul style="list-style-type: none"> <li>Vectors</li> <li>Newtons First Law</li> <li>Newtons Third Law</li> <li>Velocity/Time graphs</li> <li>Acceleration</li> </ul> <b>Human Interaction</b>	<b>Introduction to quantitative chemistry</b> <ul style="list-style-type: none"> <li>Atom conversion</li> <li>Moles</li> <li>Amounts of substance</li> <li>Concentration</li> <li>Acids and salts</li> </ul>	<b>Genetics</b> <ul style="list-style-type: none"> <li>Sexual and Asexual reproduction</li> <li>Genes and DNA</li> <li>Genetic Engineering</li> <li>Cloning</li> <li>Monohybrid inheritance</li> <li>Gene theory</li> </ul>	<b>Using Resources</b> <ul style="list-style-type: none"> <li>Treating water</li> <li>Testing water</li> <li>Using Materials</li> <li>Life Cycle Assessments</li> <li>Reduce Reuse Recycle</li> <li>Evaluating Impact</li> </ul>	<b>Home Electricity</b> <ul style="list-style-type: none"> <li>Mains Electricity</li> <li>Plugs</li> <li>Power</li> <li>Cost of electricity</li> <li>Power in circuits</li> <li>Power and Energy in appliances</li> </ul>



	<b>The Periodic Table</b> <ul style="list-style-type: none"> <li>Subatomic Particles</li> <li>Isotopes</li> <li>The atomic Model</li> <li>Periodic Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Biodiversity</li> <li>Global Warming</li> <li>Food Security</li> <li>Biotechnology</li> <li>Sustainable Farming</li> <li>Pyramids of biomass</li> </ul>	<b>Heating</b> <ul style="list-style-type: none"> <li>Thermal transfer</li> <li>Specific Heat Capacity</li> <li>Pressure</li> </ul>		<b>Sound and Waves</b> <ul style="list-style-type: none"> <li>Longitudinal and Transverse</li> <li>Wave properties</li> <li>Sound waves</li> <li>Seismic waves and ultrasound</li> </ul>	<ul style="list-style-type: none"> <li>Energy Resources</li> <li>The National Grid</li> <li>Static Electricity</li> </ul>
<b>Religious Education</b>	<b>Islamic Beliefs Pt 1</b> <ul style="list-style-type: none"> <li>The rightly Guided Caliphs</li> <li>Sunni and Shia Divide</li> <li>The Nature of Allah (Tawhid)</li> <li>Shia interpretation &amp; Adalat</li> <li>Revelation, Fitrah, Hanif &amp; Taqwa</li> <li>Prophet hood (Risalah)</li> <li>Past prophets</li> <li>Muhammad as the seal of the prophets</li> <li>Community in Medina</li> </ul>	<b>Islamic Beliefs Pt 2</b> <ul style="list-style-type: none"> <li>Angels (Malaikah)</li> <li>Difference in Sunni/Shia Beliefs for Angels and Freewill</li> <li>Akhirah</li> <li>Al Qadr</li> <li>Free Will</li> <li>Heaven</li> <li>Hell</li> <li>Foundations of Faith</li> <li>Usul-al Din (Shia principles of faith)</li> <li>Holy Books</li> </ul>	<b>Islamic Practices Pt 1</b> <ul style="list-style-type: none"> <li>Shahadah</li> <li>Salah</li> <li>Why is Salah important</li> <li>Zakah</li> <li>Islamic views about money</li> <li>Sawm</li> <li>Hajj</li> <li>Hajj - influence</li> <li>The Ten Acts</li> <li>Sunni and Shia</li> <li>Eid</li> <li>Why are festivals important</li> </ul>	<b>Islamic Practices Pt 2</b> <ul style="list-style-type: none"> <li>Jihad</li> <li>Great Jihad</li> <li>Lesser Jihad</li> <li>Festivals</li> <li>Eid – ul – Adha</li> <li>Eid – ul- Fitr</li> <li>Ashura</li> <li>The Night of Power</li> </ul>	<b>Christian Beliefs</b> <ul style="list-style-type: none"> <li>The Nature of God</li> <li>Evil and suffering</li> <li>Responses</li> <li>The Trinity</li> <li>Creation</li> <li>Biblical Creation and interpretations of Genesis</li> </ul>	<b>Jesus</b> <ul style="list-style-type: none"> <li>Jesus</li> <li>Incarnation</li> <li>Incarnation</li> <li>Crucifixion</li> <li>Resurrection and Ascension</li> <li>Salvation and Atonement</li> <li>Eschatological beliefs</li> </ul>
<b>French</b>	<b>Qui suis-je?</b> <ul style="list-style-type: none"> <li>Revision of 7/8 topics: Family and Friends</li> <li>Reflexive verbs - family</li> <li>Present tense – revision with friends</li> <li>Passé compose – revision with what you did last night</li> <li>Near future – we are going to see a show</li> <li>Imperfect tense – passé compose vs imperfect</li> </ul>	<b>Qui suis-je?</b> <ul style="list-style-type: none"> <li>My role model – using 3 tenses together</li> <li>Revision of technology, films and TV</li> <li>My life online – comparatives</li> <li>Reading and TV programs</li> </ul>	<b>Le temps des loisirs</b> <ul style="list-style-type: none"> <li>Cinema, reading, hobbies, use of technology</li> <li>What you do with friends and family</li> <li>superlatives</li> <li>Recap on near future tense and imperfect tense</li> </ul>	<b>Le temps des loisirs</b> <ul style="list-style-type: none"> <li>Extreme sports</li> <li>Examples of lesiure activities in French speaking countries</li> <li>Using past, present and future tenses together</li> <li>Extended descriptions of free time hobbies</li> </ul>	<b>Jours de fête</b> <ul style="list-style-type: none"> <li>Daily routine – devoir and pouvoir</li> <li>Healthy eating</li> <li>Tu vs Vous</li> <li>Clothes – shopping for and discussing</li> <li>Felicitations – venir de</li> </ul>	<b>Jours de fête</b> <ul style="list-style-type: none"> <li>Range of religious festivals</li> <li>Range of special dates in the French calendar</li> </ul>
<b>History</b>	<b>World War One, 1914-18</b> <ul style="list-style-type: none"> <li>Why did World War One break out in 1914?</li> <li>Why was World War One a global war?</li> </ul>	<b>The world after World War One</b> <ul style="list-style-type: none"> <li>How did the world change after World War One? (Treaties, League of Nations)</li> <li>Did the League of Nations fail in the 1920s?</li> </ul>	<b>Rise of Hitler and causes of Second World War</b> <ul style="list-style-type: none"> <li>How did Hitler become so powerful by 1939?</li> <li>Why did World War Two break out in 1939?</li> </ul>	<b>Second World War and the Holocaust</b>	<b>Thematic study: Migration to Britain early 20<sup>th</sup> century</b>	<b>Thematic study: Migration to Britain late 20<sup>th</sup> century</b>
<b>Geography</b>	<b>Geographical skills</b> Grid references, location, numerical, statistical, graphical and literature based analysis.	<b>Geographical Issues</b> Human rights, global superpowers, political corruption, education, tribal equality	<b>Natural Hazards</b> Natural hazards, tectonic hazards – earthquakes and volcanic eruptions, weather hazards – tropical storms, UK extreme weather, climate change.	<b>The Living World</b> Distribution of ecosystems, small scale UK ecosystem, Tropical rainforest, hot deserts.		



	Population, migration, flooding, air pollution and sustainable living.					
<b>Performing arts</b>	<b>Hit and Run</b> <ul style="list-style-type: none"> <li>1 responding to a stimulus, given circumstances, character development.</li> <li>2- explorative drama strategies; flash back, freeze frame.</li> <li>3 – using facts to inform a script, scriptwriting</li> <li>4-Devising ad original piece of theatre</li> <li>5-rehearsing and refining work</li> <li>6- performing for assessment</li> </ul>	<b>Fusion</b> <ul style="list-style-type: none"> <li>1 – Recapping West African drumming and Musical traditions fused in afrobeat.</li> <li>2 – Musical features of tango and how to compose in this style.</li> </ul> <b>EDM</b> <ul style="list-style-type: none"> <li>3- Creating a basic EDM drumbeat using music software.</li> <li>4 – Create a 4-chord progression through midi input.</li> <li>5 – Creating a bass line to match the chord progression.</li> <li>6 – Adding a riff – assessment lesson.</li> </ul>	<b>War Horse</b> <ul style="list-style-type: none"> <li>1 – Peacetime in Devon</li> <li>2 – Presentation of Rose and Arthur</li> <li>3 – Selling Joey into the army</li> <li>4 – Contrast of war/ arriving in France</li> <li>5 – Key characters and class difference</li> <li>6 –Using constituent features to present the contrast of peacetime and the reality of war</li> </ul>	<b>Film Music</b> <ul style="list-style-type: none"> <li>1 – Introduction to film music and how characters are represented through sound.</li> <li>2 – Understanding use of sonority in film music.</li> <li>3 – To play and develop a leitmotif to represent a character.</li> <li>4– Use of orchestral sounds in film music to create atmosphere.</li> <li>5 – Compose an underscore that reflects the mood of a film clip.</li> <li>6 – Assessment lesson.</li> </ul>	<b>Devising</b> <ul style="list-style-type: none"> <li>1 – Let Him have it 1 – why do people joining gangs, moral issue of death penalty</li> <li>2 - Derek Bently case</li> <li>Macbeth</li> <li>3 – Macbeth – Shakespearian insults</li> <li>4 – Macbeth – ambition</li> <li>6- Homelessness - news report versus case study – using contrast in drama</li> <li>5 – Hit and Run – flashback and showing consequences</li> <li>6 –Script-work based on topic form unit</li> </ul>	<b>Song writing</b> <ul style="list-style-type: none"> <li>1 – Analyse the harmony and texture of 'Imagine'.</li> <li>2 – Rehearsal of the structure of 'Imagine'.</li> <li>3 – Ensemble performance.</li> <li>4 – Understanding how to song write using chord progressions.</li> <li>5 – How to write a catchy hook?</li> <li>6 - Assessed performance of song.</li> </ul>
<b>Physical Education</b>	Football/badminton/rugby/basketball	Football/badminton/rugby/fitness	Football/fitness/badminton/basketball	Tchoukball/volleyball/football/Handball/fitness	Tennis/cricket/athletics/rollers	Tennis/cricket/athletics/rollers
<b>Art, Design and Food Technology</b>	<b>Entomology</b> <ul style="list-style-type: none"> <li>To build confidence in their drawing, typography and paper cutting skills.</li> <li>To be able to use text and colour to creatively depict insects and flowers,</li> </ul>	<b>Entomology</b> <ul style="list-style-type: none"> <li>To be able to draw the proportions of the creatures accurately and to be able to do this using a variety of different styles and techniques.</li> <li>To be able to present their own work clearly and sequentially.</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>To build confidence in their drawing skills, printing, water colour painting and collage skills.</li> <li>To be able to draw the proportions of the face accurately, to be able to create portraits using a variety of different styles and techniques.</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>To understand the origins of portraiture and how this has developed through history from tradition painting to digital graphics like emojis.</li> <li>To be able to present</li> </ul>	<ul style="list-style-type: none"> <li><b>Architecture</b></li> <li>To build confidence in their drawing, printing, painting skills.</li> <li>To be able to respond to different period of architecture using colour, tone and line.</li> </ul>	<ul style="list-style-type: none"> <li><b>Architecture</b></li> <li>To be able to draw the proportions of a building whilst recognising the different design aspects., To be able to create creative representations of architecture using a variety of different styles and techniques.</li> <li>To be able to present their own 3D models clearly and sequentially.</li> </ul>
<b>Computing and Digital awareness</b>	<b>e-Safety – (From Sep 22)</b> By the end of this unit students will have demonstrated their understanding of ways to use technology safely, respectfully,	<b>Programming with Python (From Sep 22) -</b> By the end of this unit students will use a textual programming	<b>Advanced programming - (From Sep 22)</b> As a part of this unit students will understand how instructions are stored and	<b>Creative programming Project (From Sep 22)</b> As a part of this unit students' will take part in a creative project that will involve selecting, using, and combining	<b>Data representation (From Sep 22)</b> By the end of this unit students will have	<b>Advanced computer systems</b> By the end of this unit students will have developed detailed



	responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.	language to solve a variety of computer based problems; make appropriate use of data structures, design and develop modular programs that use procedures or functions	executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	multiple applications. It will aim to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	developed an understanding of simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.	understanding of the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
<b>Citizenship</b>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>What's happening in the world</li> <li>COVID-19 and vaccines</li> <li>The situation in Afghanistan</li> <li>Brexit</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: all</i></li> </ul>	<p><b>Parliament</b></p> <ul style="list-style-type: none"> <li>The importance of voting</li> <li>Gender representation in parliament</li> <li>Race representation in parliament</li> <li>Letter Writing to MP</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: sex, race</i></li> </ul> <p><i>UK Parliament Week</i> <i>Ark Moments: Remembrance</i></p>	<p><b>Our World, Our Rights</b></p> <ul style="list-style-type: none"> <li>The rule of law</li> <li>The justice system in the UK</li> <li>Human Rights</li> <li>International Law</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: all</i></li> </ul>	<p><b>Black Britain</b></p> <ul style="list-style-type: none"> <li>Black History</li> <li>BLM</li> <li>Black Music</li> <li>Black Film</li> <li>Black Literature</li> <li>Anti-Racism and Solidarity</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: race</i></li> </ul> <p><i>Charity Week</i></p>	<p><b>Diverse Relationships</b></p> <ul style="list-style-type: none"> <li>LGBTQ+ Rights</li> <li>Trans rights</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: gender reassignment, marriage and civil partnership, pregnancy and maternity</i></li> </ul>	<p><b>Social Action</b></p> <ul style="list-style-type: none"> <li>How can communities work together?</li> <li>What can social action achieve?</li> <li>Social action project (with support and planning from 6<sup>th</sup> form)</li> <li><i>Protected characteristics: age, disability, race</i></li> <li>Daily news and current affairs discussion</li> </ul>
<b>PSHE/RS E</b>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Online safety</li> <li>Radicalisation</li> <li>Fake News</li> <li>Online sexual harassment</li> <li>CPR</li> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Black History Month</i></p>	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Respectful and loving relationships</li> <li>Relationship abuse</li> <li>Sexual images and sexting</li> <li><i>Protected characteristics: age, disability, race</i></li> </ul> <p>Whole school spotlight: Female Genital Mutilation</p> <p><i>Anti-Bullying Week</i></p>	<p><b>Barclays Life Skills</b></p> <ul style="list-style-type: none"> <li>Goal setting</li> <li>GCSE Options</li> <li>Employability skills</li> <li>Working as a team</li> </ul> <p>Whole school spotlight: Online porn</p> <li><i>Protected characteristics: age, disability, race</i> <p><i>LGBTQ+ History Month</i></p> </li>	<p><b>Intimate Relationships</b></p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Safe sex</li> <li>Consent</li> <li>Contraception</li> <li>Online Media</li> </ul> <p>Whole school spotlight: forced marriage</p> <li><i>Protected characteristics: sex, sexual orientation</i> <p><i>Women's History Month</i></p> </li>	<p><b>Peer Influence and Gangs</b></p> <ul style="list-style-type: none"> <li>County Lines</li> <li>Money Laundering</li> <li>Exploitation</li> <li>Peer Influence</li> <li><i>Protected characteristics: age, disability</i></li> </ul>	<p><b>Relationships and Identity (Stonewall)</b></p> <ul style="list-style-type: none"> <li>Sexual Identity</li> <li>LGBTQ+ Awareness</li> <li>Spectrum of sexuality</li> <li>Being an Ally</li> <li><i>Protected characteristics: sex, sexual orientation, gender reassignment</i></li> </ul>

**Year 10**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>English</b>	<b>An Inspector Calls</b>	<b>Language Paper 1</b>	<b>Macbeth</b>		<b>Language Paper 2</b>	<b>Language Paper 2 and Spoken Language exams</b>
	How can texts be used to criticise society?	How do authors shape meaning within texts and how can I do the same?	How does Shakespeare use the tragic genre to comment on contemporary concerns?		How do writers shape meaning in texts to express different viewpoints?	How can I use spoken language to persuade others?
	<ul style="list-style-type: none"> <li>The Edwardian Era</li> <li>Class and criticism of class</li> <li>The play genre</li> <li>Analytical writing</li> </ul>	<ul style="list-style-type: none"> <li>Understanding an unseen text</li> <li>Analysing language and structure</li> <li>Understanding how a writer constructs a viewpoint</li> <li>Writing creative texts</li> </ul>	Shakespearean Language <ul style="list-style-type: none"> <li>The Jacobean Era</li> <li>The tragic genre</li> <li>Analytical writing</li> <li>the play form</li> </ul>		<ul style="list-style-type: none"> <li>Understanding an unseen text</li> <li>Summarising differences</li> <li>Analysing language and structure</li> <li>Comparing how a writer constructs a viewpoint</li> <li>Writing to express a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Presentation skills</li> <li>Speaking in front of others</li> </ul>
<b>Maths: sets 1-3</b>	<b>Algebra and Shape &amp; Space</b> <ul style="list-style-type: none"> <li>Solving simultaneous equations graphically</li> <li>Representing inequalities graphically</li> <li>Graphs of quadratic functions</li> <li>Solving quadratic equations graphically</li> <li>Graphs of cubic functions</li> <li>Perimeter and area</li> <li>Units and accuracy</li> <li>Prisms</li> <li>Circles</li> <li>Sectors of circles</li> <li>Cylinders and spheres</li> <li>Pyramids and cones</li> </ul>	<b>3D shapes and Constructions</b> <ul style="list-style-type: none"> <li>Congruence</li> <li>Geometric proof and congruence</li> <li>Similarity</li> <li>Similarity in 3D solids</li> <li>3D solids</li> <li>Reflection and rotation</li> <li>Enlargement</li> <li>Transformations and combinations of transformations</li> <li>Bearings and scale drawings</li> <li>Constructions</li> <li>Loci</li> </ul>	<b>Ratio and Proportion and Probability</b> <ul style="list-style-type: none"> <li>Growth and decay</li> <li>Compound measures</li> <li>More compound measures</li> <li>Ratio and proportion</li> <li>Combined events</li> <li>Mutually exclusive events</li> <li>Experimental probability</li> <li>Independent events and tree diagrams</li> <li>Conditional probability</li> <li>Venn diagrams and set notation</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>Statistical diagrams</li> <li>Time Series</li> <li>Scatter Graphs</li> <li>Line of best fit</li> <li>Averages and Range</li> <li>Sampling</li> <li>Cumulative frequency</li> <li>Box plots</li> <li>Drawing histograms</li> <li>Interpreting histograms</li> <li>Comparing and describing populations</li> </ul>	<b>Circle Theorems and Vectors</b> <ul style="list-style-type: none"> <li>Radii and chords</li> <li>Tangents</li> <li>Angles in circles</li> <li>Applying circle theorems</li> <li>Vectors and vector notation</li> <li>Vector arithmetic</li> <li>Parallel vectors and collinear points</li> <li>Solving geometric problems</li> </ul>	<b>Direct and Inverse Proportion</b> <ul style="list-style-type: none"> <li>Direct proportion</li> <li>Inverse proportion</li> <li>Exponential functions</li> <li>Non-linear graphs</li> <li>Translating graphs of functions</li> <li>Reflecting and stretching graphs of functions</li> </ul>
	<b>Maths: set 4-6</b>	<b>Algebra and 2D Geometry</b> <ul style="list-style-type: none"> <li>Expanding double brackets</li> <li>Plotting quadratic graphs</li> <li>Using quadratic graphs</li> <li>Factorising quadratic expressions</li> <li>Solving quadratic equations algebraically</li> <li>Properties of shapes</li> <li>Angles in parallel lines</li> <li>Angles in triangles</li> </ul>	<b>Shape and Space and Constructions</b> <ul style="list-style-type: none"> <li>Pythagoras' theorem</li> <li>Trigonometry: the sine ratio</li> <li>Trigonometry: the cosine ratio</li> <li>Trigonometry: the tangent ratio</li> <li>Finding lengths and angles using trigonometry</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>Mean and range</li> <li>Mode, median and range</li> <li>Types of average</li> <li>Estimating the mean</li> <li>Sampling</li> <li>Frequency tables</li> <li>Two-way tables</li> <li>Representing data</li> <li>Time series</li> </ul>	<b>Rates of Change</b> <ul style="list-style-type: none"> <li>Growth and decay</li> <li>Compound measures</li> <li>Ratio and proportion</li> <li>Percentages</li> <li>Growth and decay</li> <li>Compound measures</li> <li>Distance, speed and time</li> <li>Direct and inverse proportion</li> </ul>	<b>Transformations and vectors</b> <ul style="list-style-type: none"> <li>Translation</li> <li>Reflection</li> <li>Rotation</li> <li>Enlargement</li> <li>Describing enlargements</li> <li>Combining transformations</li> <li>Similarity and enlargement</li> </ul>



	<ul style="list-style-type: none"> <li>Exterior and interior angles</li> <li>Geometrical patterns</li> </ul>	<ul style="list-style-type: none"> <li>3D solids</li> <li>Plans and elevations</li> <li>Accurate drawings</li> <li>Scale drawings and maps</li> <li>Constructions</li> <li>Loci and regions</li> <li>Bearings</li> </ul>	<ul style="list-style-type: none"> <li>Stem and leaf diagrams</li> <li>Pie charts</li> <li>Scatter graphs</li> <li>Line of best fit</li> </ul>		<ul style="list-style-type: none"> <li>Using similarity</li> <li>Congruence</li> <li>Vectors</li> </ul>	
<b>Maths: set 7</b>	<p>Number</p> <ul style="list-style-type: none"> <li>Count, read, write, order and compare numbers up to 1000</li> <li>Add and subtract using three-digit whole numbers</li> <li>Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders</li> <li>Multiply two-digit whole numbers by single- and double-digit whole numbers</li> <li>Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results</li> <li>Recognise and continue linear sequences of numbers up to 100</li> <li>Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms</li> <li>Read, write and use decimals up to two decimal places</li> <li>Recognise and continue sequences that involve decimals</li> </ul>	<p>Number</p> <ul style="list-style-type: none"> <li>Calculations</li> <li>Decimal numbers</li> <li>Place value</li> <li>Factors and multiples</li> <li>Squares, cubes and roots and</li> <li>Index notation</li> <li>Prime factors</li> <li>Working with fractions</li> <li>Four operations with fractions</li> <li>Fractions and decimals</li> <li>Fractions and percentages</li> <li>Calculating percentages</li> </ul>	<p>Organising Data</p> <ul style="list-style-type: none"> <li>Extract information from lists, tables, diagrams and charts and create frequency tables</li> <li>Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs</li> <li>Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts</li> </ul>	<p>Analysing Data</p> <ul style="list-style-type: none"> <li>Two-way tables</li> <li>Stem and leaf diagrams</li> <li>Mode, median and range</li> <li>Scatter graphs</li> <li>Extract information from bus and train timetables</li> </ul>	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> <li>Calculate with money using decimal notation and express money correctly in writing in pounds and pence</li> <li>Round amounts of money to the nearest £1 or 10p</li> <li>Read, measure and record time using am and pm</li> <li>Read time from analogue and 24-hour digital clocks in hours and minutes</li> <li>Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division</li> <li>Compare metric measures of length, including millimetres, centimetres, metres and kilometres</li> <li>Compare measures of weight, including grams and kilograms</li> <li>Compare measures of capacity, including millilitres and litres</li> <li>Use a suitable instrument to measure mass and length</li> <li>Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in</li> </ul>	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> <li>Calculating perimeter and area of trapezia, parallelograms, rectangles, triangles</li> <li>Angles in triangles and quadrilaterals</li> <li>Translations</li> <li>Add and subtract vectors</li> <li>Find multiples of a vector</li> <li>Reflections</li> <li>Rotations</li> <li>Enlargement</li> </ul>

					<p>rectangles and triangles</p> <ul style="list-style-type: none"> <li>Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns</li> </ul>	
<b>Science</b>	<p><b>Organising animals and plants</b></p> <ul style="list-style-type: none"> <li>Blood, vessels, heart</li> <li>Breathing and gas exchange</li> <li>Tissues organs and transport systems in plants</li> <li>Transpiration</li> </ul> <p><b>Digestive system</b></p> <ul style="list-style-type: none"> <li>Cells, tissues, organs</li> <li>Digestive systems</li> <li>Enzymes</li> </ul> <p><b>Respiration</b></p> <ul style="list-style-type: none"> <li>Aerobic Respiration</li> <li>Exercise</li> <li>Anaerobic respiration</li> <li>Metabolism and the liver</li> </ul> <p><b>The human nervous system</b></p> <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Structure and function of the nervous system</li> <li>Reflex actions</li> </ul>	<p><b>Energy Changes</b></p> <ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</li> <li>Energy transfers</li> <li>Reaction profiles</li> <li>Bond energy calculations</li> </ul> <p><b>Structure and bonding</b></p> <ul style="list-style-type: none"> <li>States of matter</li> <li>Atoms to ions</li> <li>Ionic and covalent bonding</li> <li>Giant ionic and covalent structures</li> <li>Fullerenes and graphene</li> <li>Bonding in metals</li> <li>Metallic structures</li> </ul> <p><b>Chemical Changes</b></p> <ul style="list-style-type: none"> <li>The reactivity series</li> <li>Displacement reactions</li> <li>Extracting metals</li> <li>Salts from metals</li> <li>Salts from insoluble bases</li> <li>Neutralisation and the pH scale</li> <li>Strong and weak acids</li> </ul>	<p><b>Photosynthesis</b></p> <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>The rate of photosynthesis</li> <li>How plants use glucose</li> <li>Making the most of photosynthesis</li> </ul> <p><b>Organising an ecosystem</b></p> <ul style="list-style-type: none"> <li>Feeding relationships</li> <li>Materials cycling</li> <li>The carbon Cycle</li> </ul> <p><b>Forces in balance</b></p> <ul style="list-style-type: none"> <li>Vectors and scalars</li> <li>Forces between objects</li> <li>Resultant forces</li> <li>Centre of mass</li> <li>The parallelogram of forces</li> <li>Resolution of forces</li> </ul> <p><b>Electrolysis</b></p> <ul style="list-style-type: none"> <li>Introduction to electrolysis</li> <li>Changes at the electrodes</li> <li>The extraction of aluminium</li> <li>Electrolysis of aqueous solutions</li> </ul> <p><b>The Earth's resources</b></p> <ul style="list-style-type: none"> <li>Finite and renewable resources</li> <li>Water safe to drink</li> </ul>	<p><b>Force and motion</b></p> <ul style="list-style-type: none"> <li>Force and acceleration</li> <li>Weight and terminal velocity</li> <li>Forces and braking</li> <li>Momentum</li> <li>Forces and elasticity</li> </ul> <p><b>Conservation and dissipation of energy</b></p> <ul style="list-style-type: none"> <li>Changes in energy stores</li> <li>Conservation of energy</li> <li>Energy and work</li> <li>Gravitational potential energy stores</li> <li>Kinetic Energy Stores</li> <li>Energy Dissipation</li> <li>Energy and efficiency</li> <li>Electrical appliances</li> <li>Energy and power</li> </ul> <p><b>Chemical analysis</b></p> <ul style="list-style-type: none"> <li>Pure substances and mixtures</li> <li>Analysing chromatograms</li> <li>Testing for gases</li> <li>Tests for positive ions</li> <li>Tests for negative ions</li> <li>Instrumental analysis</li> </ul> <p><b>Energy Resources</b></p> <ul style="list-style-type: none"> <li>Energy demands</li> <li>Energy from wind and water</li> <li>Power from the sun and the Earth</li> <li>Energy and the environment</li> <li>Big energy issues</li> </ul>	<p><b>Electric Circuits</b></p> <p><b>Electromagnetism</b></p> <ul style="list-style-type: none"> <li>Magnetic fields</li> <li>Magnetic fields of electric currents</li> <li>Electromagnets in devices</li> <li>The motor effect</li> <li>The generator effect</li> <li>The alternating-current generator</li> <li>Transformers</li> </ul> <p><b>Communicable diseases</b></p> <ul style="list-style-type: none"> <li>Health and disease</li> <li>Pathogens and disease</li> <li>Growing bacteria in the lab</li> <li>Preventing bacterial growth</li> <li>Preventing infections</li> <li>Viral diseases</li> <li>Bacterial diseases</li> <li>Diseases caused by fungi and protists</li> <li>Human defence responses</li> </ul> <p><b>Preventing and treating diseases</b></p> <ul style="list-style-type: none"> <li>Vaccination</li> <li>Antibiotics and painkillers</li> <li>Discovering drugs</li> <li>Developing drugs</li> <li>Making monoclonal antibodies</li> <li>Uses of monoclonal antibodies</li> </ul> <p><b>Non communicable diseases</b></p> <ul style="list-style-type: none"> <li>Non-communicable diseases</li> <li>Cancer</li> <li>Smoking and the risk of disease</li> </ul>	<p><b>Radioactivity</b></p> <ul style="list-style-type: none"> <li>Atoms and radiation</li> <li>The discovery of the nucleus</li> <li>Changes in the nucleus</li> <li>More about alpha beta and gamma</li> <li>Activity and half life</li> <li>Nuclear radiation in medicine</li> <li>Nuclear fission</li> <li>Nuclear fusion</li> <li>Nuclear issues</li> </ul> <p><b>Crude oil</b></p> <ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Fractional distillation of oil</li> <li>Burning hydrocarbon fuels</li> <li>Cracking hydrocarbons</li> </ul> <p><b>Variation and evolution</b></p> <ul style="list-style-type: none"> <li>Variation</li> <li>Evolution by natural selection</li> <li>Selective breeding</li> <li>Genetic engineering</li> <li>Ethics of genetic technologies</li> </ul>



			<ul style="list-style-type: none"> <li>Treating waste water</li> <li>Extracting metal ores</li> <li>Life cycle assessments</li> <li>Reduce, reuse and recycle</li> </ul>		<ul style="list-style-type: none"> <li>Diet, exercise and disease</li> <li>Alcohol and other carcinogens</li> </ul>	
<b>Religious Education</b>	<b>Christian Beliefs</b> <ul style="list-style-type: none"> <li>Jesus</li> <li>In the Bible</li> <li>Sin and Original Sin</li> <li>Crucifixion</li> <li>Resurrection</li> <li>Ascension</li> <li>Atonement</li> <li>Salvation</li> <li>Pentecost and the Holy Spirit</li> <li>The Afterlife</li> <li>Eschatological Beliefs</li> <li>Judgement</li> <li>Heaven and Hell</li> </ul>	<b>Christian Practices</b> <ul style="list-style-type: none"> <li>Forms of Worship</li> <li>Liturgical, Informal and Worship</li> <li>The nature and importance of Prayer</li> <li>Quakers and Evangelists</li> <li>Sacraments</li> <li>Baptism</li> <li>Eucharist</li> <li>Christmas</li> <li>Easter</li> <li>Pilgrimages (Lourdes)</li> <li>Pilgrimages</li> <li>Evangelism</li> <li>Church Growth</li> <li>Tear fund</li> <li>The Ecumenical Movement</li> <li>The Worldwide Council of Church</li> <li>Persecution of Christians Past and Present marriage</li> </ul>	<b>Life after Death Pt 1</b> <ul style="list-style-type: none"> <li>Design argument</li> <li>Science and religion</li> <li>Christian stewardship</li> <li>Muslim stewardship</li> <li>The origin and value of human life</li> <li>Sanctity and Quality of life</li> <li>Christian attitudes towards sanctity of life</li> <li>Religious and non-religious attitudes towards abortion</li> </ul>	<ul style="list-style-type: none"> <li><b>Life after Death Pt 2</b></li> <li>Religious and non-religious attitudes towards euthanasia</li> <li>Beliefs about death and the afterlife</li> <li>Religious and non-religious attitudes towards afterlife</li> <li>Christian attitudes to judgement, heaven and hell</li> <li>Muslim attitudes to judgement, heaven and hell</li> </ul>	<ul style="list-style-type: none"> <li><b>Human Rights Pt1</b></li> <li>What are human rights</li> <li>Social justice</li> <li>Key people who work for global social justice</li> <li>Freedom of Religion and Belief</li> <li>Censorship</li> <li>Case Studies</li> <li>Religious attitudes to freedom of expression</li> </ul>	<b>Human Rights Pt2</b> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Racism</li> <li>Martin Luther King</li> <li>Religious attitudes to prejudice and discrimination</li> <li>Wealth and attitudes towards money</li> <li>Religious attitudes to wealth</li> <li>What causes poverty</li> <li>People trafficking</li> <li>Charity</li> </ul>
<b>French</b>	<b>Theme: Local Area,</b> <ul style="list-style-type: none"> <li>Where I live, weather &amp; transport</li> <li>What is in my region</li> <li>Describing my town – positives and negatives</li> </ul>	<b>Theme: Local Area,</b> <ul style="list-style-type: none"> <li>Weather using simple future</li> <li>C'est pour un renseignement – asking questions</li> <li>Francophone town case study</li> </ul>	<b>Theme: Holiday &amp; Travel</b> <ul style="list-style-type: none"> <li>Holidays: what you normally do using present tense</li> <li>Describing holidays in past, present &amp; future</li> <li>Directions – asking and answering</li> </ul>	<b>Theme: Holiday &amp; Travel</b> <ul style="list-style-type: none"> <li>In a hotel – ordering a room, what you would like</li> <li>Food – food on holiday, ordering, descriptions</li> <li>Dream holidays – conditional tense + <i>c'était catastrophique</i></li> </ul>	<b>Theme: School</b> <ul style="list-style-type: none"> <li>School subjects</li> <li>My school – describing what is in my school</li> <li>School rules – il faut, il est interdit de</li> <li>Imperatives</li> </ul>	<b>Theme: School</b> <ul style="list-style-type: none"> <li>School in French speaking countries</li> <li>Je suis fier de moi – past, present and future recap</li> <li>School exchange – past, present and future recap</li> </ul>
<b>History</b>	Anglo-Saxon Society. The Godwin family and their power. Strengths and weaknesses of Edward the Confessor.	Motte and Bailey Castles. Causes and outcomes of Anglo-Saxon resistance, 1068-71 The legacy of resistance to 1087 Revolt of the Earls, 1075	The nature of warfare 1250-present including The Battle of Falkirk, 1298 The Battle of Agincourt, 1415	The experience of warfare, 1250-present including Recruitment of soldiers Training of soldiers The civilian experience of warfare London as a target during the Blitz	The British withdrawal and the creation of Israel. Aftermath of the 1948-49. Increased tension, 1955-63 The Six Day War, 1967 Aftermath of the 1967 war Israel and Egypt, 1967-73.	Diplomatic negotiations-Kissinger, reopening the Suez Canal, Sadat's visit to Israel. The Palestinian Issue, Arafat's speech to the UN,



	<p>Harold Godwinson's embassy to Normandy.          Death of Edward the Confessor.          Succession crisis and the candidates to the throne.          Battle of Gate Fulford, Stamford Bridge and Hastings.          Why did William win the Battle of Hastings?          Early years of William as King of England (March to London and establishment of castles)</p>	<p>The feudal system and the Church          Norman government          Norman aristocracy          William I and his sons.</p>	<p>The Battle of Naseby, 1645          The Battle of Waterloo, 1815          The Battle of Balaklava, 1854          The Battle of the Somme, 1916          The Iraq War, 2003</p>	<p>London's response          The impact of the bombing on civilians</p>		<p>PLO activities and Israeli reprisals.          Attempts at a solution.</p>
<b>Geography</b>	<p><b>Natural Hazards – climate change</b>           Evidence of climate change, natural causes, human causes, impacts of climate change, climate change management – mitigation and adaptation</p>	<p><b>The Living World</b>          Distribution of ecosystems, small scale UK ecosystem, Tropical rainforest, hot deserts.</p>	<p><b>The Living World</b>          Distribution of ecosystems, small scale UK ecosystem, Tropical rainforest, hot deserts.</p>	<p><b>The changing landscape of the UK &amp; coastal landscapes and processes</b>          Geology of the UK          Distinctive UK landscapes          Coastal processes          Coastal landforms resulting from erosion and deposition          Coastal management</p>	<p><b>River landscapes and processes</b>          River processes and the long profile          River landforms resulting from erosion and deposition          Human and physical causes of flood risk          River management</p>	<p><b>Urban issues and challenges</b>           Global pattern of urbanisation          Case study of a major city in an LIC or NEE – Lagos, Nigeria   <b>Urban issues and challenges</b>           A case study of a major city in the UK – London</p>
<b>Drama</b>	<p>My famous self          This SOW explores different pressures of the modern world has in comparison to pressures during WW2          1: Introduction to GCSE drama          2: peer pressure          3: being famous          4: being a war hero          5: creating a performance          5: using a flashback and cross cut's effectively.</p>	<p>Introduction to different theatre practitioners:          1-2: Frantic Assembly          3 Stanislavski          4 Brecht          5 applying a chosen practitioners style to War Horse.</p>	<p><i>War Horse</i>          Introduction to C3 exam style and set text,          War Horse using puppets.          1: scenes 1-3          2: scenes 4-8          3: scenes 8-12          4: scenes 13-15          5 scenes 16-20</p>	<p>1: structure and style          2: exam style questions          3: exploring sound          4: exploring set          5: exploring lighting          6: assessment on Theatre review.</p>	<p><b>Devising C1</b>          1: introduction to practitioner and stimulus          2: rehearsal          4: rehearsal          5: rehearsal          6: In-class share back</p>	<p><b>Portfolio and Evaluation for C1</b>          1: Portfolio and rehearsal          2: Performance of C1          3: Evaluation          4 5 WEX          5: portfolio and evaluation</p>
<b>BTEC Music</b>	<p><b>Revision to Logic – Unit 7 – Sequencing music.</b>           Students will learn the basics of how to use Logic Pro x. They will use the software creatively to composer original work and remix pre-existing work.          Students will be learning the basics of mixing their music and using effects to enhance the sound.</p>	<p><b>Unit 7/ Unit 1</b>           Students will learn how to use Logic Pro. They will use the software creatively to composer original work and remix pre-existing work.           Students will begin exam Unit 1 – The Music industry.          - Live performances          - Music Venues</p>	<p><b>Unit 7 - Sequencing</b>           Students will demonstrate their able to meet a brief by using the right software instrument, loops and samples.          Show they can record MIDI, edit regions, quantise and edit events.</p>	<p><b>Unit 7 – Sequencing</b>           Students will demonstrate their knowledge of Logic through recording a visual presentation – “how to guide”.</p>	<p><b>Unit 2 – Managing a music product</b>          Students will plan, develop, and deliver either a CD, online product, or live performance.          They will work in teams to decide on a product and will then develop their ideas together.          They will have to demonstrate good team</p>	<p><b>Unit 2 – Managing a music product</b>          Students will plan, develop and deliver either a CD/online product.          Students will work independently on their creative contribution to the group's music product.          Students will show through team meetings the ability to make creative decisions within a team.</p>

		<ul style="list-style-type: none"> <li>- Health and Safety</li> <li>- Tours</li> </ul>			working skills and personal management.	
<b>Physical Education</b>	Football/badminton/rugby/basketball	Football/badminton/rugby/fitness	Football/fitness/badminton/ basketball	Tchoukball/volleyball/football/Handball/fitness	Tennis/cricket/athletics/rounders	Tennis/cricket/athletics/rounders
<b>Physical Education GCSE</b>	Functions of the skeletal system Labelling the bones and muscles Synovial joints Levers, planes and axes	Structure of the cardiovascular system Structure of the respiratory system Aerobic and anaerobic respiration Long and short term effects of exercise on the body	Components of fitness (INC definitions and tests) Principles of training Optimising training Preventing injury in physical activity	AEP (Coursework)	AEP (Course work)	Physical activity in sport and the UK Participation in sport Commercialisation in sport
<b>BTEC Sport Studies</b>	<p>Ro41:</p> <p>Learning Outcome 1: Understand different factors which influence the risk of injury</p> <p>Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury</p> <p>Ro42:</p> <p>Learning Outcome 1: Know the principles of training in a sporting context</p> <p>Learning Outcome 2: Know how training methods target different fitness components</p>	<p>Ro41:</p> <p>Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury</p> <p>Learning Outcome 3: Know how to respond to injuries within a sporting context</p> <p>Ro42:</p> <p>Learning Outcome 2: Know how training methods target different fitness components</p> <p>Learning Outcome 3: Be able to conduct fitness tests</p>	<p>Ro41:</p> <p>Learning Outcome 3: Know how to respond to injuries within a sporting context</p> <p>Learning Outcome 4: Know how to respond to common medical conditions</p> <p>Ro42:</p> <p>Learning Outcome 3: Be able to conduct fitness tests</p> <p>Learning Outcome 4: Be able to develop fitness training programmes</p>	<p>Ro41:</p> <p>Learning Outcome 4: Know how to respond to common medical conditions</p> <p>Revision for exam unit begins</p> <p>Ro42:</p> <p>Learning Outcome 4: Be able to develop fitness training programmes</p> <p>Begin final draft of coursework</p>	<p>Revision and exam</p> <p>Complete final draft of coursework</p>	<p>Revision and exam</p> <p>Complete final draft of coursework</p>
<b>Business Studies</b>	<p><b>Business In the real World</b></p> <p>1.1 The purpose and nature of business</p> <p>1.2 Business ownership</p> <p>1.3 Setting business aims and objectives</p> <p>1.4 Stakeholders</p> <p>1.5 Business location</p> <p>1.6 Business planning</p> <p>1.7 Expanding a business</p>	<p><b>Influences on Business</b></p> <p>2.1 Technology</p> <p>2.2 Ethical and Environmental considerations</p> <p>2.3 The economic climate of business</p> <p>2.4 Globalisation</p> <p>2.5 Legislation</p> <p>2.6 The competitive environment</p>	<p><b>Business operations</b></p> <p>3.1 Production processes</p> <p>3.2 The role of procurement</p> <p>3.3 The concept of quality</p> <p>3.4 Good customer service</p>		<p><b>Finance</b></p> <p>6.1 Sources of finance</p> <p>6.2 Cash flow</p> <p>6.3 Financial terms and calculations</p> <p>6.4 Analysing the financial performance of a business</p>	
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Main economic groups and factors of production.</li> <li>• The basic economic problem: scarce resources, unlimited wants, opportunity cost,</li> </ul>	<ul style="list-style-type: none"> <li>• Demand: demand curve, shifts and movements along.</li> <li>• Supply: supply curve, shifts and movements along.</li> <li>• Equilibrium price.</li> </ul>	<ul style="list-style-type: none"> <li>• Production: the role of producers.</li> <li>• Productivity, costs, revenue, profit and loss.</li> <li>• Economies of scale.</li> </ul>	<ul style="list-style-type: none"> <li>• The labour market: interaction between workers and employers.</li> <li>• Determination of wages.</li> <li>• Pay and taxation.</li> <li>• The role of money and financial markets.</li> <li>• Interest rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of content to date in preparation for Paper 1.</li> <li>• Economic growth: calculation, data analysis, determinants, costs and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Paper 1 and re-teaching.</li> <li>• Fair distribution of income: income v wealth, calculating the same and</li> </ul>



	<p>economics choices and impacts.</p> <ul style="list-style-type: none"> <li>The role of markets: primary, secondary, tertiary sectors; products, services; factor and product markets; specialisation, exchange</li> </ul>	<ul style="list-style-type: none"> <li>Price elasticity of demand, determinants, elasticity for consumers and producers</li> <li>Price elasticity of supply, determinants, elasticity for consumers and producers</li> <li>Competition, monopoly and oligopoly.</li> </ul>			<ul style="list-style-type: none"> <li>Low unemployment: employment and unemployment, measurement, data analysis, types, causes and consequences.</li> </ul>	<p>consequences of inequality.</p>
<b>Sociology</b>	<ul style="list-style-type: none"> <li>What is Sociology and key terms</li> <li>Functionalism</li> <li>Marxism</li> <li>Feminism</li> <li>Family diversity; the Rapoport</li> <li>Nuclear family and alternatives</li> </ul>	<ul style="list-style-type: none"> <li>Functionalist, Marxist, feminist views on the family</li> <li>Marriage and divorce</li> <li>Perspectives on divorce</li> <li>Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Changing family structures and relationships</li> <li>Conjugal roles</li> <li>Symmetrical family</li> <li>Contemporary issues</li> <li>Research design</li> <li>Practical, ethical, theoretical</li> <li>Sampling</li> <li>Surveys</li> <li>Questionnaires</li> <li>Interviews</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Secondary sources</li> <li>Longitudinal studies</li> <li>Purposes and role of education (introduction)</li> <li>Functionalist perspective</li> <li>Marxist perspective</li> <li>Marketization and policy</li> <li>Alternative provision; organisation of current education system</li> </ul>	<ul style="list-style-type: none"> <li>State vs private schools</li> <li>Internal processes</li> <li>Education and social class</li> <li>Education and gender</li> <li>Education and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Families revision</li> <li>Education revision</li> </ul>
<b>Media Studies</b>	<p><b>Welcome to Media</b></p> <ul style="list-style-type: none"> <li>What Media Studies is, key frameworks and terminology</li> <li>History of Media Industry, offline to online</li> <li>Media Language</li> <li>Representation, Stereotypes, Beliefs &amp; Values</li> <li>Audience, Types effects and uses</li> <li>Production, Photoshop</li> </ul>	<p><b>Print Media</b></p> <ul style="list-style-type: none"> <li>Media industries in relation to the advertising and marketing of The Lego Movie</li> <li>Media language and representations in The Lego Movie posters</li> <li>Social and cultural contexts, targeting audiences, and different audience interpretation for the Lego Movie</li> <li>Audience analysis for MOJO</li> <li>Social/cultural context music magazines &amp; MOJO</li> <li>Production of a print text</li> </ul>	<p><b>Radio</b></p> <ul style="list-style-type: none"> <li>Radio in terms of media industries, audience, and contexts</li> <li>Radio 1 audience</li> <li>Analyse the media language and representations in set music videos in terms of social/cultural contexts</li> <li>Differences in audience interpretations</li> <li>Audiences use of fandom and music videos to construct identity</li> <li>Production of a media text</li> </ul>	<p><b>Lego &amp; Industry</b></p> <ul style="list-style-type: none"> <li>The Lego Movie as a case study</li> <li>Media language, representations and audience addressed in The Lego Movie TV trailer and all-Lego ad break</li> <li>The Lego Movie Game in terms of audience and media language (use of intertextuality only)</li> <li>The influence of social/cultural contexts</li> <li>Investigating media industry behind the game</li> </ul>	<p><b>News &amp; TV</b></p> <ul style="list-style-type: none"> <li>Explore website and social media of The Observer/Guardian</li> <li>Media language and genre conventions on newspaper</li> <li>Political contexts for newspapers</li> <li>Analysis of newspaper covers past and present day</li> <li>Analyse the media language &amp; representations in terms of the audience address and the ethos of the online Observer</li> <li>Screening of Cuffs</li> <li>Media Language: to analyse crime drama genre conventions and narrative in Cuffs</li> <li>Analyse the media language elements and audience address in</li> </ul>	<p><b>Make Your Own</b></p> <ul style="list-style-type: none"> <li>Key Terms and framework</li> <li>Conventions of newspapers</li> <li>Representation of gender in music videos</li> <li>Music Magazine</li> <li>NEA introduction to briefs</li> <li>Market research into selected brief</li> <li>Action plan for summer</li> <li>NEA Pitch Prep</li> <li>Statement of intent template</li> </ul>

					<p>key sequences from Cuffs</p> <ul style="list-style-type: none"> <li>Analyse the representations and audience address in Cuffs</li> <li>Analyse how Cuffs is influenced by contemporary social and cultural contexts</li> <li>Explore television media industries, especially regulation, and how Cuffs fits the BBC</li> </ul>	
<p><b>Citizenship</b></p>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>What's happening in the world</li> <li>COVID-19 and vaccines</li> <li>The situation in Afghanistan</li> <li>Brexit</li> <li><i>Protected characteristics: all</i></li> </ul> <p>Daily news and current affairs discussion</p>	<p><b>Parliament</b></p> <ul style="list-style-type: none"> <li>How laws are made</li> <li>Social background and MPs</li> <li>Is BDA truly represented in Parliament?</li> <li>Letter Writing to MP</li> <li><i>Protected characteristics: sex, race, age</i></li> <li>Daily news and current affairs discussion</li> </ul> <p><i>UK Parliament Week</i> <i>Ark Moments: Remembrance</i></p>	<p><b>Our World, Our Rights</b></p> <ul style="list-style-type: none"> <li>Holding the government to account</li> <li>Freedom of the press</li> <li>Electoral systems in the UK and beyond</li> <li>Protest movements</li> <li><i>Protected characteristics: all</i></li> <li>Daily news and current affairs discussion</li> </ul>	<p><b>Black Britain</b></p> <ul style="list-style-type: none"> <li>Black History</li> <li>BLM</li> <li>Black Music</li> <li>Black Film</li> <li>Black Literature</li> <li>Anti-Racism and Solidarity</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: race</i></li> </ul> <p><i>Charity Week</i></p>	<p><b>Diverse Relationships</b></p> <ul style="list-style-type: none"> <li>Different types of family</li> <li>Different ways to have a child</li> <li>Fostering and adoption</li> <li>Daily news and current affairs discussion</li> <li><i>Protected characteristics: race</i></li> </ul>	<p><b>Social Action</b></p> <ul style="list-style-type: none"> <li>How can communities work together?</li> <li>What can social action achieve?</li> <li>Social action project (with support and planning from 6<sup>th</sup> form)</li> <li><i>Protected characteristics: age, disability, race</i></li> <li>Daily news and current affairs discussion</li> </ul>
	<p><b>PSHE/SRE</b></p>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Online safety</li> <li>Radicalisation</li> <li>Fake News</li> <li>Online sexual harassment</li> <li>CPR</li> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Black History Month</i></p>	<p><b>Disrespect Nobody</b></p> <ul style="list-style-type: none"> <li>Healthy Relationships</li> <li>Relationship Abuse</li> <li>Consent</li> <li>Sharing Sexual Images</li> </ul> <p>Whole school spotlight: Female Genital Mutilation</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: marriage and civil partnership, sex, sexual orientation</i></li> </ul> <p><i>Anti-Bullying Week</i></p>	<p><b>EconoME</b></p> <ul style="list-style-type: none"> <li>Financial Literacy</li> <li>Impact of financial decisions</li> <li>Debt and gambling</li> <li>Spending public money</li> </ul> <p>Whole school spotlight: Online porn</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: sexual orientation</i></li> </ul>	<p><b>Extremism and Radicalisation</b></p> <ul style="list-style-type: none"> <li>Communities and the importance thereof</li> <li>Belonging</li> <li>Challenging Extremism</li> </ul> <p>Whole school spotlight: forced marriage</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: marriage and civil partnership, religion or belief</i></li> </ul> <p><i>Women's History Month</i></p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Intimacy in a relationship</li> <li>Contraception</li> <li>Risk of STIs</li> <li>Conflict Resolution</li> <li><i>Protected characteristics: sex, sexual orientation</i></li> </ul>

LGBTQ+ History  
Month

Year 11

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
English	Language Paper 2	Love and Relationships Poetry	Love and Relationships Poetry	Language and Literature revision	Language and Literature revision
	How do writers shape meaning in texts to express different viewpoints?	How do writers compare across different time periods?		How do students best retain information? How can students show off their knowledge in their exam?	How do students best retain information? How can students show off their knowledge in their exam?
	<ul style="list-style-type: none"> <li>Understanding an unseen text</li> <li>Summarising differences</li> <li>Analysing language and structure</li> <li>Comparing how a writer constructs a viewpoint</li> <li>Writing to express a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Poetic form</li> <li>Comparing use of language techniques</li> <li>Comparing contexts</li> <li>Comparison</li> </ul>		<ul style="list-style-type: none"> <li>Review content covered so far</li> <li>Use retrieval practice and exam practice to develop skills for the exam.</li> </ul>	<ul style="list-style-type: none"> <li>Review content covered so far</li> <li>Use retrieval practice and exam practice to develop skills for the exam.</li> </ul>
Mathematics Set 1	<b>Number, Algebra and Geometry</b> <ul style="list-style-type: none"> <li>Number</li> <li>Algebra</li> <li>Fractions, Ratio and Proportion</li> <li>Equations and Inequalities</li> <li>Angles and Trigonometry</li> <li>More Trigonometry</li> <li>More Algebra</li> <li>Graphs</li> <li>Equations and Graphs</li> </ul>	<b>Geometry and Probability</b> <ul style="list-style-type: none"> <li>Area and Volume</li> <li>Similarity and Congruence</li> <li>Transformations and Constructions</li> <li>Multiplicative Reasoning</li> <li>Probability</li> <li>Interpreting and Representing Data</li> <li>Further Statistics</li> <li>Circle Theorems</li> <li>Vectors and Geometric Proof</li> <li>Proportion and Graphs</li> </ul>			
Mathematics Set 2 & 3	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Number</li> <li>Algebra</li> <li>Fractions, Ratio and Proportion</li> <li>Equations and Inequalities</li> <li>Angles and Trigonometry</li> <li>More Trigonometry</li> </ul>	<b>Algebra and Geometry</b> <ul style="list-style-type: none"> <li>More Algebra</li> <li>Graphs</li> <li>Equations and Graphs</li> <li>Area and Volume</li> <li>Similarity and Congruence</li> <li>Transformations and Constructions</li> </ul>	<b>Number, Probability and Vectors</b> <ul style="list-style-type: none"> <li>Multiplicative Reasoning</li> <li>Probability</li> <li>Interpreting and Representing Data</li> <li>Further Statistics</li> <li>Circle Theorems</li> <li>Vectors and Geometric Proof</li> <li>Proportion and Graphs</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>Bespoke Scheme of learning based on question level analysis</li> <li>Walking talking mock exams</li> </ul>	

<p><b>Mathematics</b> <b>Set 4 - 7</b></p>	<p><b>Number, Algebra and Probability</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Fractions and Percentages</li> <li>• Fractions, Indices and Standard form</li> <li>• Probability</li> </ul>	<p><b>Shape and Space and Algebra</b></p> <ul style="list-style-type: none"> <li>• Perimeter, Area and Volume 1</li> <li>• Perimeter, Area and Volume 2</li> <li>• Equations, Inequalities and Sequences</li> </ul>	<p><b>Graphing, Geometry and Statistics</b></p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Quadratic Equations and Graphs</li> <li>• Angles</li> <li>• Right - angled Triangles</li> <li>• Graphs, Tables and Charts</li> <li>• Averages and Range</li> <li>• Transformations</li> </ul>	<p><b>Ratio and Proportion, Algebra and Constructions</b></p> <ul style="list-style-type: none"> <li>• Ratio and Proportion</li> <li>• Multiplicative Reasoning</li> <li>• Congruence, Similarity and Vectors</li> <li>• More Algebra</li> <li>• Constructions, Loci and Bearings</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Bespoke Scheme of learning based on question level analysis</li> <li>• Walking talking mock exams</li> </ul>
<p><b>Science</b></p>	<p><b>Hormonal Coordination</b></p> <ul style="list-style-type: none"> <li>• Principles of hormonal control</li> <li>• The control of blood glucose levels</li> <li>• Treating diabetes</li> <li>• The role of negative feedback</li> <li>• Human reproduction</li> <li>• Hormones and the menstrual cycle</li> <li>• The artificial control of fertility</li> <li>• Infertility treatments</li> </ul> <p><b>Adaptations, interdependence, and competition</b></p> <ul style="list-style-type: none"> <li>• The importance of communities</li> <li>• Organisms in their environment</li> <li>• Distribution and abundance</li> <li>• Competition in animals and plants</li> <li>• Adaptations in animals and plants</li> </ul> <p><b>Biodiversity and ecosystems</b></p> <ul style="list-style-type: none"> <li>• The human population explosion</li> <li>• Land and water pollution</li> <li>• Air pollution</li> <li>• Deforestation and peat destruction</li> <li>• Global warming</li> <li>• The impact of change</li> <li>• Maintaining biodiversity</li> <li>• Trophic levels and biomass</li> <li>• Food security and efficiency</li> </ul>	<p><b>The Earth's atmosphere</b></p> <ul style="list-style-type: none"> <li>• History of our atmosphere</li> <li>• Greenhouse gases</li> <li>• Global climate changes</li> <li>• Atmospheric pollutants</li> </ul> <p><b>The Earth's resources</b></p> <ul style="list-style-type: none"> <li>• Finite and renewable resources</li> <li>• Water safe to drink</li> <li>• Treating waste water</li> <li>• Extracting metal ores</li> <li>• Life cycle assessments</li> <li>• Reduce, reuse and recycle</li> </ul> <p><b>Wave Properties</b></p> <ul style="list-style-type: none"> <li>• The nature of waves</li> <li>• The properties of waves</li> <li>• Reflection and refraction</li> <li>• More about waves</li> <li>• Sound waves</li> <li>• The uses of ultrasound</li> <li>• Seismic waves</li> </ul> <p><b>Electromagnetic waves</b></p> <ul style="list-style-type: none"> <li>• The electromagnetic spectrum</li> <li>• Light, infrared, microwaves, and radio waves</li> <li>• Communications</li> <li>• Ultraviolet waves, X-rays, and gamma rays</li> <li>• x-rays in medicine</li> </ul>	<p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• Types of reproduction</li> <li>• Cell division in sexual reproduction</li> <li>• DNA and the genome</li> <li>• Inheritance in action</li> <li>• More about genetics</li> <li>• Inherited disorders</li> <li>• Screening for genetic disorders</li> </ul> <p><b>Variation and evolution</b></p> <ul style="list-style-type: none"> <li>• Variation</li> <li>• Evolution by natural selection</li> <li>• Selective breeding</li> <li>• Genetic engineering</li> <li>• Ethics of genetic technologies</li> </ul> <p><b>Genetics and evolution</b></p> <ul style="list-style-type: none"> <li>• Evidence for evolution</li> <li>• Fossils and extinction</li> <li>• More about extinction</li> <li>• Antibiotic resistance bacteria</li> <li>• Classification</li> <li>• New systems of classification</li> </ul> <p><b>Forces in balance</b></p> <ul style="list-style-type: none"> <li>• Vectors and scalars</li> <li>• Forces between objects</li> <li>• Resultant forces</li> <li>• Centre of mass</li> <li>• The parallelogram of forces</li> <li>• Resolution of forces</li> </ul> <p><b>Force and motion</b></p> <ul style="list-style-type: none"> <li>• Force and acceleration</li> <li>• Weight and terminal velocity</li> <li>• Forces and braking</li> <li>• Momentum</li> <li>• Forces and elasticity</li> </ul> <p><b>Electromagnetism</b></p> <ul style="list-style-type: none"> <li>• Magnetic fields</li> <li>• Magnetic fields of electric currents</li> <li>• Electromagnets in devices</li> <li>• The motor effect</li> <li>• The generator effect</li> </ul>	<p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Energy and energy resources</li> <li>• Particles at work</li> <li>• Atoms bonding and moles</li> <li>• Chemical reactions and energy changes</li> <li>• Cells and organisation</li> <li>• Disease and bioenergetics</li> </ul>	<p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Biological response</li> <li>• Genetics and reproduction</li> <li>• Ecology</li> <li>• Rates equilibrium and organic chemistry</li> <li>• Analysis and the Earth's resources</li> <li>• Forces in action</li> <li>• Waves electromagnetism and space</li> </ul>

	<ul style="list-style-type: none"> <li>Sustainable food production</li> </ul> <p><b>Motion</b></p> <ul style="list-style-type: none"> <li>Speed and distance-time graphs</li> <li>Velocity and acceleration</li> <li>More about velocity time-time graphs</li> <li>Analysing motion graphs</li> </ul>		<ul style="list-style-type: none"> <li>The alternating-current generator</li> <li>Transformers</li> <li>Transformers in action</li> </ul>		
<b>Religious Education</b>	<p><b>Good and Evil Pt 1</b></p> <ul style="list-style-type: none"> <li>Morality and crime</li> <li>Aims of punishment and Justice</li> <li>Christian/Muslim attitudes towards punishment and justice</li> <li>Prison reformers</li> <li>Death penalty</li> </ul>	<p><b>Good and Evil Pt 2</b></p> <ul style="list-style-type: none"> <li>Christian attitudes towards death penalty</li> <li>Muslim attitudes towards death penalty</li> <li>Christian and Muslim attitudes towards forgiveness</li> <li>Suffering (holocaust)</li> <li>Examples of suffering</li> <li>Christian attitudes towards free will</li> </ul>	<p><b>Human Rights Pt 1</b></p> <ul style="list-style-type: none"> <li>Human rights and social justice</li> <li>Personal conviction – Martin Luther King and Malala Yusefzai</li> <li>Censorship</li> <li>Freedom of religious expression and extremism</li> <li>Prejudice and discrimination</li> <li>Religious attitudes towards prejudice and discrimination</li> <li>Racial prejudice</li> <li>Christian and Muslim attitudes</li> <li>Wealth and poverty</li> <li>Christian and Muslim attitudes</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Islam beliefs</li> <li>Islam practices</li> <li>Christianity beliefs</li> <li>Christianity practices</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Issues of relationships</li> <li>Issues of life and death</li> <li>Issues of good and evil</li> <li>Issues of Human Rights</li> </ul>
<b>French</b>	<p><b>Theme: Future aspirations, study and work</b></p> <ul style="list-style-type: none"> <li>Jobs, part-time jobs and work preferences</li> <li>Ambitions and interests – conditional tense</li> <li>Il faut que je fasse ça: WOW expressions for writing</li> <li>Importance of languages for work</li> <li>How was it – recap of past tenses</li> <li>Je voudrais postuler – conditional</li> </ul>	<p><b>Theme: Bringing the world together</b></p> <ul style="list-style-type: none"> <li>Our planet – problems for the environment</li> <li>Problems in town</li> <li>Solutions to environmental issues</li> <li>Ethical shopping – where does your tee-shirt come from?</li> <li>Big events – advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>'General conversation' questions covering all 8 modules in preparation for the speaking examination.</li> </ul>		
<b>History</b>	<p><b>Weimar and Nazi Germany</b></p> <ul style="list-style-type: none"> <li>Germany after World War One</li> <li>Threats to the Weimar Republic</li> <li>1923 as a year of crisis</li> <li>Stresemann saving the Weimar Republic</li> <li>Origins of the Nazi Party</li> </ul>	<p><b>Weimar and Nazi Germany</b></p> <ul style="list-style-type: none"> <li>What methods did the Nazis use to consolidate power?</li> <li>The Police State</li> <li>Effectiveness of the Police State</li> <li>Propaganda</li> <li>Opposition</li> <li>Women</li> <li>Youth</li> <li>Unemployment</li> </ul>	<p><b>Revision: Anglo-Saxons and the Normans and Warfare through time</b></p>	<p><b>Revision: Warfare through time and Weimar and Nazi Germany</b></p>	<p><b>Revision of key topics</b></p> <ul style="list-style-type: none"> <li>Anglo Saxon England and the Norman Conquest</li> <li>William I in power: securing the kingdom, 1066-87</li> <li>Norman England, 1066-88</li> <li>The Weimar Republic 1918-29</li> </ul>

	<ul style="list-style-type: none"> <li>Munich Putsch</li> <li>Nazi Party after 1924</li> <li>Wall Street Crash</li> </ul> <p>Impact of the Wall Street Crash on Germany Hitler's rise to power</p>	<ul style="list-style-type: none"> <li>Minorities</li> </ul>			<ul style="list-style-type: none"> <li>Hitler's rise to power 1919-33</li> <li>Nazi control and dictatorship, 1933-39</li> <li>Life in Nazi Germany, 1933-39</li> <li>Nature and experience of warfare 1250- present</li> <li>Case studies</li> <li>The Blitz</li> </ul>
<b>Geography</b>	<p><b>The human environment. Changing cities – Birmingham</b></p> <ul style="list-style-type: none"> <li>Urbanisation</li> <li>Function and structure of Birmingham</li> <li>Impact of migration</li> <li>Globalisation and economic change</li> </ul>	<p><b>The human environment. Changing cities – Mumbai</b></p> <ul style="list-style-type: none"> <li>Function and structure of Mumbai</li> <li>Influence of rapid growth</li> <li>Opportunities and challenges of rapid growth</li> </ul>	<p><b>Energy &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Natural resources</li> <li>Distribution and consumption of resources</li> <li>Renewable and non-renewable resources</li> <li>Energy mix</li> <li>Increasing demand for energy</li> <li>The management and sustainable use of energy in Germany and China</li> </ul>	<p><b>Geographical investigations &amp; Revision</b></p> <ul style="list-style-type: none"> <li>The UK's resource consumption and environmental sustainability challenge</li> <li>The UK settlement, population and economic challenges</li> <li>The UK's landscape challenges</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Unseen fieldwork – urban and coastal</li> </ul>
<b>Drama</b>	<p><b>War Horse from a design aspect:</b></p> <ul style="list-style-type: none"> <li>L1, 2, 3: scenes 20-30 of War Horse</li> <li>L 4-6 preparing C2 texts</li> </ul>	<ul style="list-style-type: none"> <li>L1: theatre review practice on lighting</li> <li>L2 theatre review practice on sound</li> <li>L3: C2</li> <li>L4: theatre review practice on set/ C2 rehearsal</li> <li>L5 C2 rehearsal</li> <li>L6 C2 rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>L1-reviewing mock performance</li> <li>L2-5- rehearsal on C2 performance</li> <li>6: dress and Tec of C2 performance.</li> </ul>	<ul style="list-style-type: none"> <li>1: scenes 1-3</li> <li>2: scenes 4-8</li> <li>3: scenes 8-12</li> <li>4: scenes 13-15</li> <li>5 scenes 16-20</li> <li>L6: scenes 20-30</li> </ul>	<ul style="list-style-type: none"> <li>Warhorse and Theatre review</li> <li>L1-3 exploring section A of C3 exam</li> <li>L3-6</li> <li>Section B</li> <li>L7: addressing misconceptions</li> </ul>
<b>BTEC Music</b>	<p><b>Unit 2 – Managing a music product</b></p> <p>Students will plan, develop and deliver either a CD/online product. Students will need to consider promotion of their product and review the management of their final music product.</p>	<p><b>Unit 1 – The Music Industry</b></p> <p>Students will revise all exam topics related to the music industry.</p> <ul style="list-style-type: none"> <li>Job roles and responsibilities.</li> <li>Live performance</li> <li>Music organisations.</li> <li>Health safety, risk assessment.</li> <li>Tours</li> <li>Music Venues</li> <li>Real life scenarios</li> <li>Music unions</li> <li>Royalties and finances.</li> </ul>	<p><b>Unit 2 – Managing a music product</b></p> <p>Students will need to consider promotion of their product and review the management of their final music product. Students will need to consider promotion of their product and review the management of their final music product.</p>	<p><b>Unit 5 performing or Unit 6 recording</b></p> <p>Students will decide their final unit. Unit 5 – students will rehearse, log and perform a short gig on their specialist instrument. Unit 6 – students will learn the elements, equipment, and logistics of setting up and using a recording studio.</p>	<p><b>Unit 5 performing or Unit 6 recording / Summer exams</b></p> <p>Students will decide their final unit. Unit 5 – students will rehearse, log and perform a short gig on their specialist instrument. Unit 6 – students will learn the elements, equipment, and logistics of setting up and using a recording studio.</p> <p>Some students may re-sit Unit 1 Music Industry exam if required.</p>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Football/badminton/rugby/basketball</li> </ul>	<ul style="list-style-type: none"> <li>Football/badminton/rugby/basketball</li> </ul>	<ul style="list-style-type: none"> <li>Football/fitness/badminton/basketball</li> </ul>	<ul style="list-style-type: none"> <li>Touckball/fitness/volleyball/football</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>
<b>Physical Education GCSE</b>	<ul style="list-style-type: none"> <li>Structure and function of muscular-skeletal system</li> <li>Joints and movement</li> </ul>	<ul style="list-style-type: none"> <li>Respiratory System</li> <li>Cardiovascular system</li> <li>Aerobic and anaerobic</li> </ul>	<ul style="list-style-type: none"> <li>Planes</li> <li>Axes</li> <li>Lever system</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>

	<ul style="list-style-type: none"> <li>Ligaments/tendons</li> <li>Voluntary muscular system</li> </ul>	<ul style="list-style-type: none"> <li>Long- and short-term effects</li> <li>Commercialisation of physical activity</li> <li>Ethical and sociocultural issues</li> </ul>	<ul style="list-style-type: none"> <li>Health, fitness, performance &amp; exercise</li> <li>The components of fitness</li> <li>Principles of training</li> <li>Methods of training</li> </ul>		
<b>BTEC Sport Studies</b>	<p>R043</p> <ul style="list-style-type: none"> <li>Learning Outcome 1: Know the key components of the musculo-skeletal and cardiorespiratory systems, their functions and roles</li> <li>Learning Outcome 2: Understand the importance of the musculo-skeletal and cardiorespiratory systems in health and fitness</li> </ul> <p>R045</p> <ul style="list-style-type: none"> <li>Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet</li> <li>Learning Outcome 2: Understand the importance of nutrition in sport</li> </ul>	<p>R043</p> <ul style="list-style-type: none"> <li>Learning Outcome 2: Understand the importance of the muscular- skeletal and cardiorespiratory systems in health and fitness</li> <li>Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> </ul> <p>R045</p> <ul style="list-style-type: none"> <li>Learning Outcome 2: Understand the importance of nutrition in sport</li> <li>Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</li> </ul>	<p>R043</p> <ul style="list-style-type: none"> <li>Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> <li>Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> </ul> <p>R045</p> <ul style="list-style-type: none"> <li>Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</li> <li>Learning Outcome 4: Be able to develop diet plans for performers</li> </ul>	<p>R043</p> <ul style="list-style-type: none"> <li>Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> <li>Begin final draft of coursework</li> </ul> <p>R045</p> <ul style="list-style-type: none"> <li>Learning Outcome 4: Be able to develop diet plans for performers</li> <li>Begin final draft of coursework</li> </ul>	<ul style="list-style-type: none"> <li>Complete and submit final coursework draft for both units</li> </ul>
<b>Business Studies</b>	<p><b>Operations</b></p> <ul style="list-style-type: none"> <li>3.1 Production processes</li> <li>3.2 The role of procurement</li> <li>3.3 The concept of quality</li> <li>3.4 Good customer service</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>6.1 Sources of finance</li> <li>6.2 Cash flow</li> <li>6.3 Financial terms and calculations</li> <li>6.4 Analysing the financial performance of a business</li> </ul>		<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>5.1 Identifying and understanding customers</li> <li>5.2 Segmentation</li> <li>5.3 The purpose and methods of market research</li> <li>5.4 Elements of the marketing mix</li> <li>5.5 Using the marketing mix: Product and Pricing</li> <li>5.6 Promotion and distribution</li> </ul>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>4.1 Organisational structure</li> <li>4.2 Recruitment and selection of employees</li> <li>4.3 Motivating employees</li> <li>4.4 Training</li> </ul>	<p><b>Revision of:</b></p> <ul style="list-style-type: none"> <li>Key misconceptions identified in exams</li> <li>Exam structures and questions</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>International Trade</li> <li>Balance of Payments</li> <li>Exchange Rates</li> <li>Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Factors of Production</li> <li>The Economic Problem</li> <li>Markets</li> <li>Demand, Supply &amp; the Price Mechanism</li> <li>Competition, Monopoly &amp; Oligopoly</li> </ul>	<ul style="list-style-type: none"> <li>Globalisation: measurements of development, the driving forces behind globalisation and the costs and benefits to economic agents in developed and developing countries.</li> <li>Revision.</li> </ul>	<ul style="list-style-type: none"> <li>Revision.</li> </ul>	<ul style="list-style-type: none"> <li>Revision.</li> </ul>

<b>Sociology</b>	<ul style="list-style-type: none"> <li>• Crime, deviance, social control, social order</li> <li>• Functionalist view and Merton's strain theory</li> <li>• Cohen's subcultural theory</li> <li>• Marxist perspective</li> <li>• Becker's labelling theory</li> </ul>	<ul style="list-style-type: none"> <li>• Crime statistics</li> <li>• Class and crime</li> <li>• Ethnicity and crime</li> <li>• Gender and crime</li> <li>• The media and crime</li> <li>• Contemporary issues relating to crime</li> </ul>	<ul style="list-style-type: none"> <li>• Defining stratification and systems of stratification</li> <li>• Functionalist perspective</li> <li>• Marxist vs Weberian views on class</li> <li>• Is social class important today?</li> <li>• Ethnicity and life chances</li> <li>• Gender and life chances</li> <li>• Age and life chances</li> <li>• Affluent worker studies</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty and explanations for poverty</li> <li>• The welfare state</li> <li>• Murray and the underclass</li> <li>• Power and authority</li> <li>• Political power</li> </ul>	<ul style="list-style-type: none"> <li>• Families revision</li> <li>• Education revision</li> <li>• Research methods revision</li> <li>• Crime revision</li> <li>• Social stratification revision</li> </ul>
<b>Media Studies</b>	<b>Make Your Own Pt.2</b> <ul style="list-style-type: none"> <li>• Writing statement of intent</li> <li>• NEA pre-production stage</li> <li>• NEA production stage</li> <li>• NEA post-production stage</li> </ul>	<b>Exam Techniques</b> <ul style="list-style-type: none"> <li>• Exam writing skills</li> <li>• How to construct an argument</li> <li>• Understanding the actions words and their requirements (compare, analyse etc.)</li> <li>• Past questions on the different frameworks</li> <li>• Denotation and connotation</li> <li>• Uses and gratifications (Blumler and Katz).</li> <li>• NEA overview and unofficial submission to teacher</li> </ul>	<b>Television</b> <ul style="list-style-type: none"> <li>• Screen of The Avengers episode.</li> <li>• Analyse representation in The Avengers</li> <li>• Analyse key differences in representations between The Avengers and Cuffs</li> <li>• Analyse how these reflect historical social and cultural contexts</li> <li>• Sample other mid-60s TV products</li> <li>• Analyse media language in The Avengers – analysing key sequences in terms of ML elements</li> <li>• Analyse The Avengers episode in terms of 'macro' media language (genre and narrative)</li> <li>• Apply narrative theory to The Avengers and Cuffs</li> </ul>	<b>Paper 1</b> <ul style="list-style-type: none"> <li>• Textual analysis of Cuffs and The Avengers extracts.</li> <li>• Perspectives on representation (selection, construction and mediation) including feminist theory (patriarchy, objectification, gender stereotyping).</li> <li>• Genre (repetition/variation, change, hybridity, intertextuality) and narrative theory (Propp).</li> <li>• Media industries terminology (conglomerate, vertical integration, diversification, convergence, PSB, names of regulators).</li> <li>• Textual analysis of The Lego Movie advertising.</li> </ul>	<b>Paper 2</b> <ul style="list-style-type: none"> <li>• Textual analysis comparison of MOJO magazine and other unseen music magazines.</li> <li>• Active and passive audiences.</li> <li>• Textual analysis of the print and online Observer.</li> <li>• Comparison of contemporary and historical editions of the Observer in relation to contexts.</li> <li>• Compare the media language and representations in the Observer Twitter feed and Instagram feed with the Newspaper website</li> <li>• To analyse and exemplify audience participation in the social media feeds and Comment is Free pages</li> </ul>
<b>Citizenship</b>	<b>Living in 2021</b> <ul style="list-style-type: none"> <li>• What's happening in the world</li> <li>• COVID-19 and vaccines</li> <li>• The situation in Afghanistan</li> <li>• Brexit</li> <li>• <i>Protected characteristics: all</i></li> <li>• Daily news and current affairs discussion</li> </ul>	<b>Parliament</b> <ul style="list-style-type: none"> <li>• Voting Age</li> <li>• Comparison with other parliament systems</li> <li>• MPs: is the full spectrum of sexuality represented?</li> <li>• Letter Writing to MP</li> <li>• Daily news and current affairs discussion</li> <li>• <i>Protected characteristics: sexual orientation, gender reassignment</i></li> </ul> <p><i>UK Parliament Week</i> <i>Ark Moments: Remembrance</i></p>	<b>Our World, Our Rights</b> <ul style="list-style-type: none"> <li>• Parliament vs Government</li> <li>• UK Parliament: executive, legislature and judiciary</li> <li>• Our legal system</li> <li>• How law helps and forms society</li> <li>• Daily news and current affairs discussion</li> <li>• <i>Protected characteristics: all</i></li> </ul>	<b>Black Britain</b> <ul style="list-style-type: none"> <li>• Black History</li> <li>• BLM</li> <li>• Black Music</li> <li>• Black Film</li> <li>• Black Literature</li> <li>• Anti-Racism and Solidarity</li> <li>• Daily news and current affairs discussion</li> <li>• <i>Protected characteristics: race</i></li> </ul> <p><i>Charity Week</i></p>	<b>Study Skills and Intervention</b>



<p><b>PSHE/SRE</b></p>	<p><b>Living in 2021</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Online safety</li> <li>Radicalisation</li> <li>Fake News</li> <li>Online sexual harassment</li> <li>CPR</li> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Black History Month</i></p>	<p><b>BDA Ambitions</b></p> <ul style="list-style-type: none"> <li>Post 16 choices</li> <li>Understanding the application process</li> <li>A Level Pathways</li> <li>Professional Pathways and BTEC</li> </ul> <p>Whole school spotlight: Female Genital Mutilation</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: all</i></li> </ul> <p><i>Anti-Bullying Week</i></p>	<p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>Consent</li> <li>STIs</li> <li>Contraception</li> </ul> <p>Whole school spotlight: Online porn</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: sexual orientation, age, sex, gender reassignment</i></li> </ul> <p><i>LGBTQ+ History Month</i></p>	<p><b>Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>Knife free</li> <li>Sleep Factor</li> <li>Online choices and safety</li> </ul> <p>Whole school spotlight: forced marriage</p> <ul style="list-style-type: none"> <li><i>Protected characteristics: marriage and civil partnership</i></li> </ul> <p><i>Women's History Month</i></p>	<p><b>Study Skills and Intervention</b></p>
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