

| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Art Craft and Design Art Craft and Design -3D Make | During Year 7, students are introduced to core skills: <ul style="list-style-type: none"> • Basic shapes • Good method drawing • Tone and shape • Development of piece over time. We have also introduced 3D Make to Key Stage 3. During Year 7, students will develop skills to enable them to participate in Basket Weaving | During Year 8, students will develop their core skills, building on the knowledge and skills that they were introduced to in Year 7: <ul style="list-style-type: none"> • Basic shapes • Good method drawing • Tone and shape • Development of piece over time. 3D Make – Creating a wire shoe and a 3D animal. | OCR Students will develop their painting and drawing skills throughout the Year 9 carousel. They will also gain experience of using different materials in preparation for GCSE through this carousel rotation. 3D Make – Making and glazing a clay dinosaur | OCR Students will develop ideas through investigations, demonstrating critical understanding of sources. They will record ideas, observations and insights which are relevant to their intentions as they make progress with their work. | GCSE Exam board - OCR – 100% non-examined assessment Students will develop their skills of refining their work. The work they create will be enabled by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will also present a personal and meaningful response that realises intentions and demonstrates their understanding of visual language. |
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| Business Studies | N/A | N/A | Edexcel When students study Business Studies on the carousel they will focus on investigating an overview of the following topics through practical methods: <ul style="list-style-type: none"> • What is a business? • They differences between businesses • The 4 Ps of a business – Price, Product, Place and Promotion • What is business | Edexcel During Year 10, students will explore Small Business which includes: <ul style="list-style-type: none"> • Enterprise • Market Research • Finance • Legal Structures • External Influences. | GCSE Exam board – Edexcel 2x 90 minutes written exams – 50% each Paper 1 – Investigating a Small Business Paper 2 – Building a Small Business During Year 11 students will focus on Building a Business which will include: <ul style="list-style-type: none"> • Growth • Marketing |

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| | | | Finance | | <ul style="list-style-type: none"> • Operations Management • Finance • Human Resources |
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| Child Development | N/A | N/A | <p>Throughout the carousel rotation for Child Development, students will investigate the following questions:</p> <ul style="list-style-type: none"> • What is a family? • What is contraception? • What happens at conception? • What happens during pregnancy and labour? • How much does having a baby cost? • How can good behaviour be encouraged in children? • How can we feed a young child well and keep them healthy? • Why is play important? • Why do children need rules? • How would a child with special needs change a family unit? | <p>GCSE Exam board - OCR Written Exam - 50% Controlled Assessment – 25% Controlled Assessment – 25%</p> <p>Written Exam – This will be based on each of the topics identified in Year 9 column.</p> <p>Child Study – 25% study of a child aged 0-5. Students to plan and deliver appropriate activities to with a child of their choice and then analyse development.</p> <p>Controlled Assessment – This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years.</p> | <p>GCSE Exam board – AQA Written Exam – 40% Research Task – 20% Child Study – 40%</p> <p>Written Exam – This will be based on each of the topics identified in Year 9 column.</p> <p>Focus of research task is to plan, review and analyse work – based on an externally set question – Environmental Impact of Disposable Nappies.</p> <p>Child Study – study of a child aged 0-5. Students to plan and deliver appropriate activities to with a child of their choice and then analyse development.</p> |
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| Dance | Half a term of Dance within PE, | Half a term of Dance within PE | Throughout the carousel | GCSE Exam board - AQA | N/A |

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| | <p>from January.</p> <p>An Introduction to Dance focusing on skills needed:</p> <ul style="list-style-type: none"> • Actions • Space • Dynamics • Relationships | <p>in which students will explore the skills and subject knowledge required for Street Dance.</p> | <p>rotation for Dance, students will be introduced to and enabled to participate in:</p> <ul style="list-style-type: none"> • Street Dance • Contemporary Dance • Rock 'n Roll • Choreography | <p>Written Exam – 40% Performance – 30% Choreography – 30%</p> <p>Set works which students need to study are:</p> <ul style="list-style-type: none"> • Emancipation of Expressionism • A Linha Curva • Infra • Artificial Things • Shadows • Within Her Eyes <p>Practical lessons will build on knowledge and understanding of these works, as well as build on performance and choreography skills.</p> | |
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| Design and Technology | <p>During Year 7, students will experience:</p> <ul style="list-style-type: none"> • Introduction to graphical techniques • Skills focus – how to use hand tools • Cutting simple Joints • Vacuum forming – machine used for packaging | <p>During Year 8, students will be enabled to demonstrate:</p> <ul style="list-style-type: none"> • Development of graphical skills • Components of electronics • What controls an electronic circuit • Learn how solder and test circuits. • Develop woodworking skills and finishing skills | <p>Throughout the DT carousel rotation, students will explore:</p> <ul style="list-style-type: none"> • Environmental implications of design • CAD – Computer Aided Design • CAM – Computer Aided Manufacturing • Manufactured and Smart Materials (e.g. carbon fibre) • Production of a passive speaker – | <p>GCSE Exam board - AQA DT Written Exam – 50% NEA – 50%</p> <p>Students will be required to identify, investigate and outline design possibilities to address needs and wants, while applying technical principles. They will also design, make, analyse and evaluate prototypes that are fit for purpose.</p> <p>Students will be enabled to</p> | <p>GCSE Exam board - AQA Product Design Written Exam – 40% Controlled Assessment – 60%</p> <p>Students will complete a major Design and Make assignment – currently lamps in the style of a major design movement of the 20th century – e.g. Pop Art, Art Deco, Modernist.</p> <p>Revision of theory examined in Year 10 will also be completed during</p> |

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| | | | non-electronic amplifier <ul style="list-style-type: none"> • Packaging of products and environmental implications of this. | create electronic speakers to enable them to demonstrate each of these skills. | Year 11. |
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| Drama | Students will demonstrate knowledge and understanding of how drama and theatre is performed, while analysing and evaluating their work and work of others. This will be achieved by exploring: <ul style="list-style-type: none"> • Harry Potter • Pantomime • A Midsummer Night's Dream • Literacy Through Drama • Charlie and the Chocolate Factory | Students will demonstrate knowledge and understanding of how drama and theatre is performed, while analysing and evaluating their work and work of others. This will be achieved by exploring: <ul style="list-style-type: none"> • Mime • Commedia Dell Arte • Television • Scripted Performance | Students will demonstrate knowledge and understanding of how drama and theatre is performed, while analysing and evaluating their work and work of others. This will be achieved by exploring: <ul style="list-style-type: none"> • Fame • Teachers | Students will demonstrate knowledge and understanding of how drama and theatre is performed, while analysing and evaluating their work and work of others. This will be achieved by exploring: <ul style="list-style-type: none"> • Blood Brothers • Live Theatre | GCSE Exam board - AQA Written Exam – 40% Practical – 40% +20% Written Exam – Understanding Drama – a study of a set play - The Play that Goes Wrong. Practical – 40% - Devising Drama analysis and evaluation of performance. Practical – 20% Performance of 2 extracts, that contrasts with The Play the Goes Wrong. |
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| Economics | N/A | N/A | N/A | N/A | GCSE Exam board – AQA 2 Written exams – 50% each Personal Economics Investigating Economic Issues <ul style="list-style-type: none"> • Money • Work • National and Global Economy |

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| | | | | | <ul style="list-style-type: none"> Managing the Economy Current Economic issues |
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| English | <p>During Year 7, students will develop their knowledge and understanding of English Literature and the English Language by exploring the following:</p> <p>Literature –</p> <ul style="list-style-type: none"> The Boy in the Striped Pyjamas An Introduction to Shakespeare Character and Voice in Poetry <p>Language –</p> <ul style="list-style-type: none"> Crime and Detection extracts Transactional Writing – reports, journal articles and persuasive texts. Imaginative Writing | <p>During Year 8, students will further develop their knowledge and understanding of English Literature and the English Language by exploring the following:</p> <p>Literature –</p> <ul style="list-style-type: none"> Private Peaceful Romeo and Juliet Poetry from different cultures <p>Language –</p> <ul style="list-style-type: none"> Crime and Detection mystery Frankenstein Survivor | <p>During Year 9, students will continue to develop their knowledge and understanding of English Literature and the English Language by exploring the following:</p> <p>Literature –</p> <ul style="list-style-type: none"> The Woman in Black MacBeth Poetry from Moon on the Tides <p>Language –</p> <ul style="list-style-type: none"> Exploring Characters, Themes, Settings and Ideas. Animal Farm Survivor | <p>During Year 10, students will develop their knowledge and understanding of English Literature and the English Language by exploring the following GCSE requirements:</p> <p>Literature –</p> <ul style="list-style-type: none"> An Inspector Calls Romeo and Juliet Jekyll and Hyde Conflict Poetry Unseen Poetry <p>Language –</p> <ul style="list-style-type: none"> Fiction and Non-Fiction Imaginative Writing Spoken Language Transactional Writing | <p>GCSE Exam board - Edexcel</p> <p>During Year 11, students will develop their knowledge and understanding of English Literature and the English Language in preparation for their examinations by exploring the following:</p> <p>Literature –</p> <p>50% Shakespeare and Post 1914 Literature</p> <p>50% 19th Century novel and poetry since 1789</p> <ul style="list-style-type: none"> An Inspector Calls Romeo and Juliet Jekyll and Hyde Conflict Poetry Unseen Poetry <p>Language –</p> <p>40% Fiction and Imaginative Writing</p> <p>60% Non-Fiction and Transactional Writing</p> <ul style="list-style-type: none"> Fiction and Non Fiction Imaginative Writing Spoken Language Persuasion |

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| Finance | N/A | Pilot – tutor programme for selected students exploring concepts and practises around Financial Awareness | During the carousel rotation of Finance students will explore what is involved in Personal Finance. | <p>GCSE Exam board – Certificate in Financial Awareness (Technical Award)</p> <p>35% - Finance, the Individual and Society – This exam will be completed during the Summer Term of Year 10</p> <p>35% - Practises of Managing Money 30% - Financial Capability, Work and Enterprise.</p> <ul style="list-style-type: none"> • Politics • Tax • Economic cycle • Personal life cycle • Exchange Rates • Inflation • What money is | N/A |
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| French | <ul style="list-style-type: none"> • Meeting and greeting • Likes and dislikes • Animals • School • Where you live and directions • The weather | <ul style="list-style-type: none"> • Leisure activities • Where you live and directions • TV and films • The weather • Fashion • Food and drinks | <ul style="list-style-type: none"> • Describing yourself • Social media • Healthy living • The perfect tense • The near future tense | <ul style="list-style-type: none"> • Identity and culture • Local, national and global areas of interest • Current and future studies and employment | <p>GCSE Exam board - AQA</p> <p>25% Listening – Recorded test using native speakers</p> <p>25% Reading – Comprehension tasks based on tests</p> <p>25% Speaking – Role play, picture task and general conversation</p> <p>25% Written – Tasks</p> |

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| Geography | <ul style="list-style-type: none"> • The United Kingdom • Weather and Climate • Restless Earth • Development - Africa • Ecosystems – Antarctica and Everest • Climatic change • Rivers and Landforms | <ul style="list-style-type: none"> • Population dynamics - China • Coastal change and conflict • Resources and our environment • Globalisation and Trade • River landscapes • Investigation of Brazil | <p>Carousel - Changing Economic world – Global variations</p> <p>Those studying Geography for their GCSE from year 9 – Paper 1 - 35% - (1 hr 30 mins written exam)</p> <p>Living with the physical environment: The challenges of natural hazards; the living world; physical landscapes in the UK; Geographical skills.</p> | <p>Completion of Paper 1 – Rivers</p> <p>Paper 2 - 35% - 1 hr 30 mins</p> <p>Challenges in the human environment: Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills</p> | <p>including translation from English to French</p> <p>GCSE Exam board - AQA</p> <p>3 written exam papers – 35%+35%+30%</p> <p>Completion of Paper 2 during Year 11</p> <p>Paper 2 - 35% - 1 hr 30 mins</p> <p>Challenges in the human environment: Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills</p> <p>30% - 1 hr 15 mins</p> <p>Geographical applications – 2 fieldwork studies – human +physical</p> |
| Health and Social Care | N/A | N/A | N/A | N/A | <p>GCSE Exam board - Edexcel</p> <p>Controlled Assessment.</p> <p>Three unit assessments marked in school and then sent for moderation.</p> <p>External 1 hour exam for Unit 1.</p> <p>Each of the 4 units is worth</p> |

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| | | | | | <p>25% each.</p> <p>Throughout this course, students visit a local nursing home – Enable the students to connect with vulnerable people, to understand the values that under-pin Health and Social Care, and most careers (dignity, respect, person centred approach, confidentiality, and treating people as individuals)</p> <p>They perform role play, acting as a care giver – to demonstrate values required with care users</p> <p>Inter-personal skills are also developed – advantages and disadvantages of different forms of communication. Human Development – from ages 0-99, covering all the PIES (physical, Intellectual, Emotional and Social development) Well Being and promotion of it is the final unit which students will explore.</p> |
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| History | <ul style="list-style-type: none"> History Skills Medieval England – Battle of Hastings The Tudors, with a | <ul style="list-style-type: none"> The French Revolution The Slave Trade Democracy and People The Industrial | Period study and British depth study-option 27: Superpower relations and the Cold War,1941-1991 | Students will study the GCSE topics of: Early Elizabethan England | GCSE Exam board - Edexcel 3 written exam papers |

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| | <p>focus on Henry viii, Reformation and Elizabeth 1</p> <ul style="list-style-type: none"> • Stuart England – Civil Wars • Crime through Time – what has changed and remained consistent through time? | <p>Revolution</p> <ul style="list-style-type: none"> • World War 1 • Weimar Germany | | <p>1558-1588. and Thematic study and historic environment - option 11: Medicine in Britain, c1250-present and the British sector of the Western Front 1914-18: injuries, treatment and the trenches.</p> | <p>30% - 1hr 15 minutes Thematic study and historic environment - option 11: Medicine in Britain, c1250-present and the British sector of the Western Front 1914-18: injuries, treatment and the trenches.</p> <p>40% - 1hr 45 minutes Period study and British depth study-option 27: Superpower relations and the Cold War,1941-1991 and Early Elizabethan England 1558-1588.</p> <p>30% - 1hr 20 minutes Modern depth study-option 31: Weimar and Nazi Germany 1918-39.</p> |
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| Hospitality and Catering | <ul style="list-style-type: none"> • Eat Well Guide • Basic Nutrition • Using and adapting recipes • Basic practical skills | <ul style="list-style-type: none"> • Eat Well Guide • Basic Nutrition • Using and adapting recipes • Basic practical skills | <ul style="list-style-type: none"> • Eat Well Guide • Basic Nutrition • Special Diets • Catering cooking terms <p>Practical skills</p> <ul style="list-style-type: none"> • Use of cooks knives <p>Use of different equipment required in cooking</p> | <ul style="list-style-type: none"> • Types of establishments and staffing • Health and Safety in Catering Environment • Nutrition and its application • Advanced Cooking Skills | <p>GCSE Exam board - EDUQAS</p> <p>40% written exam – Hospitality and Catering Industry: The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality</p> |

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| | | | | | and catering provision to meet specific needs. 60% coursework – Hospitality and Catering in Action. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes. |
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| ICT | Students will investigate the following during Year 7: <ul style="list-style-type: none"> • Hardware and software • Binary • E Safety • E Waste • Algorithm • Spread-sheets | Students will investigate the following during Year 8 <ul style="list-style-type: none"> • Fake News • Manipulating images • E safety • Website design • ICT and Business | Students will investigate the following during Year 9: <ul style="list-style-type: none"> • Use of Logos • Creation of Promotional Videos • Creation of a website | Certificate in Digital Applications 70% Summative Project 30% - Practical exam – 2.5 hour computer based Developing Web Products Students will have to use web creating software and other software tools to create a web product for a specified audience and purpose, using a client brief. Students will also be required to evaluate your product | GCSE Exam board – Edexcel 60% Controlled Assessment 40% Exam – Living in a Digital Age Students will work on the creation of their portfolio of different skills and products focusing on the school prom, including creation of a promotional video and website. |
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| Maths | Students in Year 7 follow 3 different stages for the year. The following link will take you to the scheme of work for the year: www.kangaroomaths.co.uk Stage 6 – 7E6, 7E5 Stage 7 – 7E4, 7E3,7E2 Stage 8 – 7E1 | Students in Year 8 follow 3 different stages for the year. The following link will take you to the scheme of work for the year: www.kangaroomaths.co.uk Stage 7 – 8E6 Stage 8 – 8E5, 8E4, 8E3,8E2 Stage 9 – 8E1 | Students in Year 9 follow 3 different stages for the year. The following link will take you to the scheme of work for the year: www.kangaroomaths.co.uk Stage 8 – 9E6 Stage 9 – 9E5, 9E4, 9E3,9E2 Stage 10 – 8E1 | Students in year 10 follow 3 different stages for the year. The following link will take you to the scheme of work for the year: www.kangaroomaths.co.uk Stage 9 – 10E5 | GCSE Exam board - Edexcel 3 x 90 minute written exam papers 33.3% Non Calculator – P1 33.3% Calculator – P2 33.3% Calculator – P3 |

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| | Please ask your son/daughter which class they are in so that you are able to access the correct programme of study for your child. | Please ask your son/daughter which class they are in so that you are able to access the correct programme of study for your child. | Please ask your son/daughter which class they are in so that you are able to access the correct programme of study for your child. | Stage 10 – 10E4, 10E3,10E2 Stage 10 – 10E1 Please ask your son/daughter which class they are in so that you are able to access the correct programme of study for your child. Students in Year 10 complete 3 GCSE papers across the year, which are broken down and incorporated into the programme of study for the year. | Revision of content by completing exam questions. |
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| Media | N/A | N/A | Students will investigate the following during Year 9: Theoretical framework: <ul style="list-style-type: none"> • Connotations • Denotations • Representation Creation of a media product; genre; print media and moving image. | Students will investigate the following during Year 10: Exam Board – Eduqas 40% - written exam 90 mins Exploring the Media. 30%- written exam 90 mins Understanding Media Forms and Products 30% - Creating a media project – Released on March 1 st <ul style="list-style-type: none"> • Exploring the media • Media forms and products • Creating media | Students will investigate the following during Year 11 GCSE Exam board - AQA 40% Written Exam based on topic of tv dramas. 60% Controlled assessment based on 3 projects, chosen by the students. |

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| | | | | <ul style="list-style-type: none"> products Analysis of set products from the exam board. | |
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| Music | Performing with technical control, expression and interpretation – focusing on: <ul style="list-style-type: none"> African Drumming Band rotation Vocal Project Instrumental Skills Programme Music | Development of performance, and composition of musical ideas with technical control focusing on: <ul style="list-style-type: none"> Samba Blues Band Rotation Musicals Instrumental Skills Hip Hop | Demonstrating and applying musical knowledge Appraising skills to make evaluative and critical judgements about music – focusing on Reggae Music. | GCSE Exam board - Edexcel 1 externally examined paper and 2 non-examined assessments (NEA). 40% - 1 hr 45 min written exam: Appraising: <ul style="list-style-type: none"> Areas of study Dictation Unfamiliar piece An extended comparison between set pieces and unfamiliar pieces. 30% - Performing 4 minutes of performance, including at least 1 min solo performance and at least 1 minute of ensemble performance. | N/A |
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| PE | Throughout Year 7 PE, students | In Year 8 PE, students will build on the skills they were | During Year 9, students PE lessons will be divided into | GCSE Exam board – Edexcel | GCSE Exam board – Edexcel |

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| | <p>will:</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [e.g., badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]; • Develop their technique and improve their performance in other competitive sports [e.g., athletics and gymnastics]; • Perform dances using advanced dance techniques in a range of dance styles and forms; • Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, both individually and as a group; • Analyse their | <p>introduced to in Year 7 and further develop their ability to:</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [e.g., badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]; • Develop their technique and improve their performance in other competitive sports [e.g., athletics and gymnastics]; • Perform dances using advanced dance techniques in a range of dance styles and forms; • Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, both individually and as a group; | <p>75% practical sessions and 25% theory lessons, to ensure they have a clear understanding of the GCSE requirements.</p> <p>75% Practical lessons – Students will continue to further develop their skills and technique which they have worked on throughout Years 7 and 8 in PE.</p> <p>25% Theory – Students will also develop their knowledge and understanding of the theoretical expectations of GCSE PE by learning about the:</p> <p>Fitness and Body Systems</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data. | <p>36% Written exam – 1hr 45</p> <p>Fitness and Body Systems</p> <ul style="list-style-type: none"> • Applied anatomy+ physiology • Movement analysis • Physical training • Use of data. <p>24% Written exam – 1hr 15</p> <p>Health and Performance:</p> <ul style="list-style-type: none"> • Health, fitness +well-being • Sport psychology • Socio-cultural influences • Use of data. <p>30% Practical performance</p> <p>3 physical activities from a set list, 1 individual, 1 team and 1 free choice.</p> <p>10% Personal Exercise Programme</p> <p>Students need to analyse and evaluate their performance.</p> | <p>36% Written exam – 1hr 45</p> <p>Fitness and Body Systems</p> <ul style="list-style-type: none"> • Applied anatomy+ physiology • Movement analysis • Physical training • Use of data. <p>24% Written exam – 1hr 15</p> <p>Health and Performance:</p> <ul style="list-style-type: none"> • Health, fitness +well-being • Sport psychology • Socio-cultural influences • Use of data. <p>30% Practical performance</p> <p>3 physical activities from a set list, 1 individual, 1 team and 1 free choice.</p> <p>10% Personal Exercise Programme</p> <p>Students need to analyse and evaluate their performance.</p> |
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| | <p>performances compared to previous ones and demonstrate improvement to achieve their personal best;</p> <ul style="list-style-type: none"> • Take part in competitive sports and activities outside school through community links or sports clubs. | <ul style="list-style-type: none"> • Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best; • Take part in competitive sports and activities outside school through community links or sports clubs. | | | |
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| RE | <p>Key focus throughout lessons in RE will be religious beliefs and practises and how these link to each other. Within Year 7 RE, students will investigate:</p> <ul style="list-style-type: none"> • Introduction to the beliefs and practises of World Religions • Judaism and the Holocaust • Religious Festivals – impact of beliefs on practises. • An investigation into “A Day in the Life of” a Religious Believer | <p>Key focus throughout lessons in RE will be religious beliefs and practises and how these link to each other. Within Year 8 RE, students will investigate:</p> <ul style="list-style-type: none"> • New Religious Movements • Judaism and the Holocaust • Peace and Conflict – Does Religion do more to cause or end wars? | <p>Within the Year 9 carousel of RE, students will investigate one of the four thematic units from Paper 2 –</p> <p>Peace and Conflict Investigating the role that religion has played in increasing and decreasing peace and conflict around the world.</p> | <p>N/A – 2017/2018 AQA Paper 1 – (50%) The Study of Religions</p> <ul style="list-style-type: none"> • Christian beliefs and teachings • Christian practises • Muslim beliefs and teachings • Muslim practises | <p>GCSE Exam board – AQA</p> <p>2 Written Exams – 1hour 45 each – 50% each</p> <p>Paper 2 - Thematic units (50%)</p> <ul style="list-style-type: none"> • Religion, Crime and Punishment • Religion, Peace and Conflict • Relationships and families • Religion, human rights and social justice |
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| Science | <ul style="list-style-type: none"> • Working in a laboratory | <ul style="list-style-type: none"> • Combustion • Magnets and | <ul style="list-style-type: none"> • Periodic table and elements | GCSE Chemistry | GCSE Exam board – AQA |

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| | <ul style="list-style-type: none"> • Particle Model • Mixing and Dissolving • Gravity and forces, • Cells • Heating and Cooling • Plant and Human Reproduction • Energy Transfer and Work • Metals and Non-Metals • Sound, Acid and Alkalis. | <p>Electromagnets</p> <ul style="list-style-type: none"> • Electricity • Genetics • Exo and Endo, Ecosystems and Interdependence, • Health and Drugs • Motion- Earth and Universe • Diseases • Earth and the Atmosphere • Energy Costs • Skeleton and Movement. | <ul style="list-style-type: none"> • Pressure and moments • Acids and Alkali • Breathing, Respiration and Digestion • Types of Reactions then going on the AQA Biology units. | <ul style="list-style-type: none"> • Atomic structure and Periodic table • Bonding • Energy changes • Quantitative chemistry • Chemical changes <p><u>Physics</u></p> <ul style="list-style-type: none"> • Energy • Electricity • Particle model of matter • Atomic structure <p>Recap <u>Biology</u> GCSE (from year 9)</p> <ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics | <p>GCSE Trilogy 6 written exam papers (Combined Science Trilogy – 1hr 15 x 6 (16.6% each exam) Separate sciences – 1 hr 45 x6 (50% each paper to end up with 3 Separate GCSE) The following break down is for the separate sciences. This would be similar for the combined but without further biology/chemistry/physics and weighing would be 16.6% instead of 50% for each paper</p> <p>50% - Biology P1 - 1 hr 45</p> <ul style="list-style-type: none"> • Cell Biology • Organisation • Infection and response • Bioenergetics. <p>50 % - Biology P2 - 1 hr 45</p> <ul style="list-style-type: none"> • Homeostasis and response • Inheritance, variation and evolution • Ecology. <p>50 % - Chemistry P1 - 1 hr 45</p> <ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, |
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| | | | | | <p>structure, and the properties of matter</p> <ul style="list-style-type: none"> • Quantitative chemistry • Chemical changes • Energy changes. <p>50 % - Chemistry P2 - 1 hr 45</p> <ul style="list-style-type: none"> • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources. <p>50 % - Physics P1 - 1 hr 45</p> <ul style="list-style-type: none"> • Energy • Electricity • Particle model of matter • Atomic structure. <p>50 % - Physics P2 - 1 hr 45</p> <ul style="list-style-type: none"> • Forces • Waves and Magnetism • electromagnetism |
| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Spanish | N/A | N/A | N/A | N/A | <p>GCSE Exam board – AQA</p> <p>25% - Listening – Recorded test using native speakers</p> <p>25% - Speaking – Role Play, picture task and general conversation</p> <p>25% - Reading - :</p> |

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| | | | | | Comprehension tasks based on texts 25% - Written - tasks including translation from English to Spanish |
| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Sports Studies | N/A | N/A | N/A | <p>GCSE Exam board - OCR 2 mandatory and 2 optional units.</p> <p>Written exam – 1 hour Contemporary Issues in Sport. Centre assessed – 10 hrs Developing Sports Skills.</p> <p>And 2 from: all of which are</p> <p>Centre assessed – 10 hrs</p> <ul style="list-style-type: none"> - Sports Leadership - Sports in the Media - Working in the Sports Industry <p>Developing knowledge +skills in outdoor activities.</p> | N/A |
| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Textiles | <p>Students in year 7 are taught the basics which underpin textiles including:</p> <ul style="list-style-type: none"> • the importance of cutting accurately • pinning correctly and • using the appropriate equipment. <p>Students also use running and back stitch to create a range of products including an array of fabric animals.</p> | <p>N/A for 2017-2018</p> <p>During year 8 students will further develop the skills learned in year 7 to ensure they produce quality outcomes.</p> <p>Students use their skills to design and develop products including:</p> <ul style="list-style-type: none"> • hand puppets • a menagerie of birds or a manga (Japanese characters). | <p>In the year 9 carousel, Students will develop the skills they developed during Years 7 and 8 while being introduced to the requirements of GCSE Textiles including using the sewing machines to focus on:</p> <ul style="list-style-type: none"> • Basic stitching • Creation of hand puppets • Creation of felt | <p>During Year 10, students will develop a 3-Dimensional bug, which includes the students making their own felt. Students will also embellish these bugs by hand stitching. From January, they will demonstrate their skills by making clothes, including French seaming. Students will end the year</p> | <p>GCSE Exam Board – OCR 100% non-exam assessment.</p> <p>60% - Portfolio of practical work showing personal response to a centre- or learner-set starting point, brief, scenario or stimulus.</p> <p>40% - Externally set task – 1 choice of 5 themes,</p> |

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| | | | birds <ul style="list-style-type: none"> • Cross stitching | by beginning their GCSE Textiles project, which will be chosen by the students. | released on Jan 2 nd . 10 hour supervised, exam conditions, to independently realise response to stimulus. |
| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Tutor | <ul style="list-style-type: none"> • Literacy – To improve literacy levels across whole school Activities include: Adjective of the day, Verb of the day, Noun of the day, Grammar, Word scramble • Numeracy Ninja – To improve mental arithmetic levels across whole school • Reliance – Mistake of the Week • SMSC/current affairs To focus on SMSC topics around the world Activities: students to watch News round – quiz to test understanding • LORIC – Leadership, Organisation, Resilience, Initiative, Communication. To improve key skills of our students. | <ul style="list-style-type: none"> • Literacy – To improve literacy levels across whole school Activities include: Adjective of the day, Verb of the day, Noun of the day, Grammar, Word scramble • Numeracy Ninja – To improve mental arithmetic levels across whole school • Reliance – Mistake of the Week • SMSC/current affairs To focus on SMSC topics around the world Activities: students to watch News round – quiz to test understanding • LORIC – Leadership, Organisation, Resilience, Initiative, Communication. To improve key skills of our students. • Financial Awareness Pilot group in yr 8 | <ul style="list-style-type: none"> • Literacy – To improve literacy levels across whole school Activities include: Adjective of the day, Verb of the day, Noun of the day, Grammar, Word scramble • Numeracy Ninja – To improve mental arithmetic levels across whole school • Reliance – Mistake of the Week • SMSC/current affairs To focus on SMSC topics around the world Activities: students to watch News round – quiz to test understanding • LORIC – Leadership, Organisation, Resilience, Initiative, Communication. To improve key skills of our students. | <ul style="list-style-type: none"> • Literacy – To improve literacy levels across whole school Activities include: Adjective of the day, Verb of the day, Noun of the day, Grammar, Word scramble • Numeracy Ninja – To improve mental arithmetic levels across whole school • Reliance – Mistake of the Week • SMSC/current affairs To focus on SMSC topics around the world Activities: students to watch News round – quiz to test understanding • LORIC – Leadership, Organisation, Resilience, Initiative, Communication. To improve key skills of our students. | <ul style="list-style-type: none"> • Literacy – To improve literacy levels across whole school Activities include: Adjective of the day, Verb of the day, Noun of the day, Grammar, Word scramble • Numeracy Ninja – To improve mental arithmetic levels across whole school • Reliance – Mistake of the Week • SMSC/current affairs To focus on SMSC topics around the world Activities: students to watch News round – quiz to test understanding • LORIC – Leadership, Organisation, Resilience, Initiative, Communication. To improve key skills of our students. |

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