

CURRICULUM DETAIL : 2022-2023

| Art | | | | Reviewed/updated: Summer 2022 | | | |
|---------------|-------------------------|---|---------------------------------|---|----------|--|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus/Unit title | Colour | Still Life | Hundertwasser Project | | Bird Project | |
| | Assessment | Colour mixes, paint technique, final piece | Drawing: line, tone and texture | Researching and recording skills. Application of process 2D outcome | | Researching and recording skills. Application of process 3D outcome | |
| | Notes/Comments | Cells, Journeys or artists. | Theme changes every year | Painting or Graphic media outcomes inspired by the artist Hundertwasser | | Bird based outcomes inspired by the artist Anne Lise Koehler | |
| Year 8 | Focus/Unit title | Beautiful and Creepy Insect Project | | Mask Project | | Text project | |
| | Assessment | Researching and recording skills. Application of process 2D & 3D outcomes | | Researching and recording skills. Application of process 3D outcome | | Ideas development, experiments, final piece | |
| | Notes/Comments | Painting, graphic media, print and 3D outcomes inspired by the artists Rose Sanderson, Natalie McIntyre and Rosalind Monk | | Exploration of multicultural styles and use of masks in society. Designing and making mask outcomes. | | Bottles and Jars, Architecture or Text | |
| Year 9 | Focus/Unit title | Me, Myself and I | | Still Life | | Personal Project | |
| | Assessment | Researching and recording skills. Application of process 2D outcome | | Researching and recording skills. Application of process 2 & 3D outcomes | | Development final piece | |
| | Notes/Comments | Focus around self-portrait imagery inspired by a range of artists. Mixed media: line, tone, texture, colour and form are explored. Workshop outcomes. | | Food and culture inspired project, approaches to still life focused around the work of James Rosenquist, Wayne Thiebaud and the Chapman Brothers. | | GCSE introduction: A series of workshops centred around identity, designed to prepare students for GCSE. | |

CURRICULUM DETAIL : 2022-2023

| GCSE Art, Craft and Design Course : Edexcel | | | | | | | |
|---|--------------------------|---|----------|--|---|----------|--------------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus/Unit title: | Natural World | | Natural World | | | Year 11 Project |
| | Assessment | Skills based workshop lead inquiries into drawing, colour, mixed media and print process. Emphasis on developing sketchbook practise. AO3 & AO2 assessment focus. Extensive contextual research and development of visual and written responses. AO1 assessment focus. | | Pupil directed idea development and experimentation. AO1 & AO2 assessment focus. | Realization of main project pieces. AO4 assessment focus. | | Workshop outcomes, sketchbooks |
| | Notes/Comments | All work goes towards coursework portfolio. 60% of total mark | | Guided through ideas gained from workshops | | | Theme changes every year |

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--------------------------|---|----------|--|----------|----------|----------|
| Year 11 | Focus/Unit title: | Identity Project | | Exam. The exam theme is released at the start of January | | | Finished |
| | Assessment | Working through the AO1, 2, 3, & 4. Artist research focus, recording of visual sources, developing ideas and media experimentation. Final outcome produced. | | Workshop outcomes working through the four assessment objectives. Work recorded in separate exam sketchbooks. Sketchbook work should evidence AO1, AO2 and AO3 studies. AO4 final piece produced during the ten hour test | | | |
| | Notes/Comments | All work goes into coursework portfolio, 60% of overall mark. | | Externally set assignment, new theme each year. Ten-hour exam set over two days. 40% of mark | | | |

CURRICULUM DETAIL : 2022-2023

| Business (Edexcel) | | | | Reviewed/updated: July 2021 | | | |
|--------------------|---|---|---|---|---|---|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus/Unit title: Component 1: Investigating small business | 1.1. Enterprise and entrepreneurship | 1.2. Spotting a business opportunity | 1.3. Putting a business idea into practice | 1.4. Making the business effective | 1.5. Understanding external influences on business | |
| | Assessment | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | |
| | Focus/Unit title: Component 2: Building a business | | | | | | 2.1 Growing the business |
| | Assessment | | | | | | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 11 | Focus/Unit title: Component 2: Building a business | 2.2 Making marketing decisions | 2.3 Making operational decisions | 2.4 Making financial decisions | 2.5 Making human resource decisions Revision: Component 1 | Revision: Component 1 Component 2 | Revision: Component 2 |
| | Assessment | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | MCQ's End of Unit Test Worksheets Retrieval Booster booklet Case Study | |

CURRICULUM DETAIL : 2022-2023

| Computer Science | | | | Reviewed/updated: Summer 2022 | | | |
|------------------|-------------------------|---|----------------------------------|---|-----------------------------------|-------------------------------------|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus/Unit title | Computing at HA | Understanding Computers | Networks - from Semaphore to the Internet | Programming essentials in Scratch | Introduction to Python programming | Using media – Gaining support for a cause |
| | Assessment | Practical Assessment Baseline Test (ITC) | End of Unit Test | End of Unit Test | End of Unit Test Practical | End of Unit Test Practical | End of Unit Test Practical |
| Year 8 | Focus/Unit title | Binary | Cryptography | Python – next steps | Media – Graphics | Developing for the web | Modelling data - Spreadsheets |
| | Assessment | End of Unit Test | End of Unit Test | End of Unit Test Practical | End of Unit Test Practical | End of Unit Test Practical | End of Unit Test Course Work |
| Year 9 | Focus/Unit title | Cybersecurity | Computational Thinking and Logic | Advanced Python Programming | Databases | Representation – Going audio-visual | AI and Machine learning |
| | Assessment | End of Unit Test | End of Unit Test | End of Unit Test Practical | End of Unit Test Practical | End of Unit Test Practical | End of Unit Test Practical |

CURRICULUM DETAIL : 2022-2023

| GCSE Computer Science Course : OCR – J277 | | | | | | | |
|---|--|---|---|---|--|--|--|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus/Unit title: Component 1: Computer Systems (J277/01) | | | | 1.1 Systems Architecture | 1.2 Memory & Storage | 1.3 Network, connections, and protocols |
| | Focus/Unit title: Component 2: Computational thinking, algorithms and programming (J277/02) | 2.1 Algorithms Python Programming Techniques | 2.2 Programming fundamentals Python Programming Techniques | 2.3 Producing robust programs Python Programming Techniques | 2.5 Programming languages and Integrated Development Environments (IDE's) Assembly & C++ Programming Techniques | | |
| | Assessment | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges |
| Year 11 | Focus/Unit title: Component 1: Computer Systems (J277/01) | | 1.4 Network security | 1.5 System software 1.6 Ethical, legal, cultural and environmental impacts of digital technology | Revision | Revision | |
| | Focus/Unit title: Component 2: Computational thinking, algorithms and programming (J277/02) | Python Programming Project | 2.4 Boolean logic | | Revision | Revision | |
| | Assessment | Completed Project report and program, solving set task. | End of Unit Test Programming Challenges | End of Unit Test Programming Challenges | | | |

CURRICULUM DETAIL : 2022-2023

| Creative iMedia (Cambridge Nationals) | | Reviewed/updated: Summer 2022 | | | | | |
|--|---|---|---|--|---|-----------------------------|---------------------------------|
| Course followed: Creative iMedia (Cambridge Nationals Certificate) Grades:- Pass (level 1) – Distinction* (level 2) | | | | | | | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus/Unit title: Unit R081: Pre-production skills | Understand the purpose and content of pre-production | Plan pre-production | Produce pre-production documents | Review pre-production documents Revision | Revision | |
| | Assessment | Course work Mini assessments | Course work Mini assessments | Course work Mini assessments | Course work Mini assessments | | Public Examination |
| | Focus/Unit title: Unit R082: Creating Digital graphics | Understand the purpose and properties of digital graphics | Plan the creation of a digital graphic | Create a digital graphic Review a digital graphic | Complete Assessment Task | Start first option from Y11 | Continue first option from Y11 |
| | Assessment | Course work Mini assessments | Course work Mini assessments | Course work Mini assessments | Internally & externally moderated | | Course work Mini assessments |
| Year 11 | Focus/Unit title: 1 unit selected from RO83 to RO92 (see below) | Teach the unit selected. | Complete Assessment Task (by end of term) | | | Course Completed | |
| | Assessment | Course work Mini assessments | Internally & externally moderated | | | | |
| | Focus/Unit title: 1 unit selected from the list above. | | | Teach the unit selected. | Complete Assessment Task (by end of term) | | |
| | Assessment | | | Course work Mini assessments | Internally & externally moderated | | |

CURRICULUM DETAIL : 2022-2023

| Design and Technology | | | | Last reviewed and updated July 2021 | | | |
|-----------------------|--------------------------|--|----------|---|----------|--|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus unit/ title | Health and safety rules for workshop environment. Basic skills in the workshop. Introduction to working with wood and acrylic culminating in clock design. | | Set square and pencil case design Incorporating new technologies covering measuring and marking out. Introduction to 2D design. | | Textiles covered. Block and Tackle made. Drawing skills and room modelling incorporating one and two point perspective. | |
| | Assessment | Baseline assessment End of unit written assessments including practical work through observation and feedback. | | End of unit written assessments including practical work through observation and feedback. | | End of unit written assessments including practical work through observation and feedback. | |
| Year 8 | Focus unit/ title | Timber and their properties. Wooden box, Marking Measuring and planning. | | Electronics and their function in society. Electronic moisture tester. Mechanical toy. | | Paper and its uses in industry Paper making and silk screen printing using 2D | |
| | Assessment | A full written evaluation on WWW and EBI This is also an exercise of self-evaluation and how their levels can be accessed | | End of unit written assessments including practical work through observation and feedback. | | End of unit written assessments including practical work through observation and feedback. | |
| Year 9 | Focus unit/ title | Passive amplifier (mini coursework style project), wooden product for the home. Using Iterative design process. Designing for others | | Dragons' Den pitches (events), recycled clothing and textiles. wooden product for the home. Orthographic drawing. Cutting lists | | Mini NEA style project to be determined during the term. Form making Jigs and templates Planning with QA and QC Finishes and fixing | |
| | Assessment | End of unit written assessments including practical work through observation and feedback. | | End of unit written assessments including practical work through observation and feedback. | | End of unit written assessments including practical work through observation and feedback. | |

CURRICULUM DETAIL : 2022-2023

| GCSE Product Design | | | | | | | |
|---------------------|--------------------------|---|----------|---|----------|---|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus unit/ title | Materials, properties and processes. (Paper/Card, Plastics, Woods, Textiles. Mini NEA style design project | | Design project (runs into term 2) Design history and evolution Preparation for NEA Manufacturing Processes | | Preparation for NEA Consumer needs & Human contexts GCSE Controlled Assessment: Research (AO1), Designing | |
| | Assessment | Practical assessment with an evaluation through observation including knowledge check | | Practical assessment with an evaluation through observation including knowledge check | | Practical assessment with an evaluation through observation including knowledge check | |
| Year 11 | Focus unit/ title | NEA coursework AO1, AO2 and AO3. All objectives are now under full examination conditions. | | Revision lessons towards written exam | | Revision lessons towards written exam | |
| | Assessment | Progress updates & feedback at key points. Deadline end of February Final mark in April. Year 11 mock exam paper – 2 hours | | | | Past papers and example exam questions | |

CURRICULUM DETAIL : 2022-2023

| Drama | | | | Last reviewed/updated: July 2021 | | | |
|-------------------------------------|-------------------|---------------------------------------|---|----------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus | Introduction to Drama skills | Applying Drama Skills | Contemporary Dance | Folktale: The Seal Wife | Musical Theatre: Mary Poppins | Commedia Del Arte |
| | Assessment | Performance & Knowledge | Performance & Knowledge | Performance | Performance | Performance | Performance |
| Year 8 | Focus | Pantomime & Staging | Culture: Day of the Dead | Jazz and MT Dance | Hip Hop Dance | Improvisation | Macbeth |
| | Assessment | Performance | Performance | Performance | Performance | Performance | Performance |
| Year 9 | Focus | Text: Missing Dan Nolan | The study of Film | Monologues & Dance | Physical Theatre: Frantic Assembly | Evaluating Theatre | Devising Drama |
| | Assessment | Performance | Performance | Performance | Performance | Written Evaluation | Performance |
| GCSE Drama Course : OCR J316 | | | | | | | |
| Year 10 | Focus | Introduction to Drama & Practitioners | Devising Drama Mock | Devising Drama Rehearsal | Devising Drama Rehearsal & Assessment | Text: Blood Brothers Exploration | Text: Blood Brothers Exploration |
| | Assessment | | Mock assessment | | Devising Drama Assessment | | |
| Year 11 | Focus | Presenting and Performing | Presenting and Performing texts – Assessment | | | Exam Section A and B Practice | Written exam paper |
| | Assessment | | External assessment by visiting examiner. Date will be confirmed by exam board. | | | | Written exam paper |

CURRICULUM DETAIL : 2022-2023

| English | | | Last reviewed/updated: Summer 2022 | | | | |
|---------------|-----------------------------|--|--|--|---|---|---|
| | | Introduction (3 weeks) | Autumn 1 + 2 | Spring 1 | Spring 2 + Summer 1 | Summer 2 | |
| Year 7 | Focus/Unit title | Non-fiction autobiography ("Extracts from Boy") | 19th Century Novel Dickens 'A Christmas Carol' | Poems from Other Cultures - 6 poems studied, comparison and analysis of language taught. | Shakespeare (AMSND) | Myths and Legends - Must include creation myths from other cultures, and a medieval legend eg Beowulf/Gawain | |
| | Formative Assessment | | Character Study - Descriptive task describing an area in Victorian London | Personal response to a poem from weeks 1-3 | Character study Script modernisation of the mechanicals' play or a key scene. | Re-telling of a myth studied in weeks 1-3 | |
| | Summative Assessment | Paper 1 Baseline on "Boy" | Literature Paper 1, 19 th Century text (focus on Scrooge and character's development) | Literature assessment comparison (no unseen) | Literature assessment | S + L write + deliver a telling of a myth. | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 8 | Focus/Unit title | Diverse Modern Texts - 'Who We Are' | Contemporary Novel (either 'The Boy in the Striped Pyjamas' or 'A Monster Calls') | Gothic Writing – Dracula, Faustus or Poe Stories. | Romantic Poetry including Act 4 Scene 7 from Hamlet or a sonnet about nature. Clare, Blake, Keats/Shelley, Wordsworth preferred | Medieval Literature and the History of English Language | DYSTOPIAN UNIT – linked to storytelling (use extracts from Dystopian texts to teach conventions, structure, aspects of dystopian protagonist etc |
| | Formative Assessment | Language Paper 1 - Section A (Questions 2 & 4) | Language Paper 1 - Section B (Describe a time when ...) | Evaluation of atmosphere in a chosen extract/story from weeks 1-3 | Personal writing in Romantic style (Art Crossover?) | Modernisation of a tale studied in weeks 1-3 | Short description of a location |
| | Summative Assessment | Language Paper 1 & 2, Lit Papers - language analysis of a text | Lit Paper 1 - Analysis of extract | Language Paper 1 Section B (Picture for inspiration or commissioned to create a story based on a scene | Lit assessment (Poetry) (Lit Paper 2) | S+L assessment – Write a tale exploring a topical issue in the spirit of the Canterbury tales. | Language Paper 1 Section B |

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| | | Autumn 1 | Autumn 2 | Spring1 + 2 | Summer 1 | Summer 2 |
|---------------|-----------------------------|---|--|--|---|--|
| Year 9 | Focus/Unit title | Media Reviews | War Literature - Poetry | Shakespeare Romeo and Juliet, or Othello | 19th Century Extracts | Critical thinking and Oracy - exploring voice and perspective |
| | Formative Assessment | Writing an article responding to a film. | Exploration of an unseen poem | 1. Character study 2. Evaluative response to critical essay | N/A in a 5 week term 6 week term - Language Paper 1 Section A style | Letter to the editor - responding to an article |
| | Summative Assessment | Paper 2 Section A - Two reviews as source texts | Compare two poems - Literature Paper 2 Section B | Extended essay task – character or theme based. | Language Paper 1 Section B - write a description using an image as stimulus | Speaking and listening - speech on a topic you are passionate about. |

GCSE English Language and English Literature : AQA

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|-----------------------------|-------------------------|---|---|--|---|---|
| Year 10 | Focus/Unit title | Macbeth (into Autumn 2) | Power & Conflict Seen Poetry - Super Six (Remainder of term following completion of Macbeth study) | Power & Conflict Seen Poetry & Unseen Poetry | English Language Papers 1 and 2 Section A | 2 weeks Speaking & Listening Prep remainder of term - Language Papers 1 & 2 Sections A & B | Poetry & Macbeth Revision |
| | Formative Assessment | Character Study | Response to a poem | Response to an unseen poem | N/A due to W/E | A speech on a topic of your choice. | Year 10 Mock Exams - usually P1+P2 Section A. |
| | Summative Assessment | Theme Question | Paper 2 - Seen Poetry Comparison | Paper 2 - Seen Poetry Comparison | Paper 1 - Section A | | S+L presentations. |
| Year 11 | Focus/Unit title | An Inspector Calls | Dickens (into Spring 1 if needed) | Poetry and Macbeth Revision | Language Revision | Exams. | Exams |
| | Formative Assessment | Character Study | 1. Write an article exploring Dickens' ideas about Victorian society 2. Study on minor character | Personal response to a relevant piece of literary criticism | Sharing revision resources | Exams | Exams |
| | Summative Assessment | Full Paper 2 Exam | Full Paper 1 Exam | | Mock Exams from this point may cover all content from both courses, as per Academy situational planning. | | |

CURRICULUM DETAIL : 2022-2023

| Food Technology | | | | Last reviewed and updated: Summer 2022 | | | |
|-----------------|--------------------------|---|--------|---|--------|--|--------|
| | | Autumn | Autumn | Spring | Spring | Summer | Summer |
| Year 7 | Focus unit/ title | H&S Hygiene and introduction to safe practical sessions Knife skills use of hob and general safe working practice in a kitchen. | | Healthy eating Food provenance Food environmental carbon footprint. | | Preparation and cooking methods How to write a time plan Preparing for assessment. | |
| | Assessment | Practical assessment with an evaluation through observation including knowledge check | | Practical assessment with an evaluation through observation including knowledge check | | End of year assessment covering all practical skills and knowledge. | |
| Year 8 | Focus unit/ title | Recap H&S and hygiene. Food commodities Vegetables and fish | | Food waste and food labelling. Allergens and chemical raising agents | | Methods of heat transfer Sauce making. And food commodities cereals oats and rice. | |
| | Assessment | Practical assessment with an evaluation through observation including knowledge check | | Practical assessment with an evaluation through observation including knowledge check | | End of year assessment covering all practical skills and knowledge. | |
| Year 9 | Focus unit/ title | Recap H&S and hygiene. Bacteria and micronutrients. Nutritional needs of different groups. | | Sensory evaluation. Fermentation and caramelisation. Nutritional analysis. | | Dairy products. Turning flour into pasta. Gelatinisation Food choices | |
| | Assessment | Practical assessment with an evaluation through observation including knowledge check | | Practical assessment with an evaluation through observation including knowledge check | | End of year assessment covering all practical skills and knowledge. | |

CURRICULUM DETAIL : 2022-2023

| GCSE Food and Nutrition : Eduqas | | | | | | | |
|----------------------------------|-------------------|--|--------|---|--------|---|--------|
| | | Autumn | Autumn | Spring | Spring | Summer | Summer |
| Year 10 | Focus unit/ title | Macronutrients, Protein fats and carbohydrates | | Pastry – Choux, flaky and shortcrust. Commodities Micronutrients, vitamins and minerals | | Energy, Basal metabolic rate. Healthy diets and government guidelines. Food and lifestyle choices. | |
| | Assessment | End of unit assessment, written and practical. | | | | | |
| Year 11 | Focus unit/ title | Recap Year 10 through an assessment. Adapting recipes. Food science. Heat transfer. Introduction to NEA1 (Eduqas) | | NEA 2 (Eduqas) Course work for NEA | | Past papers and example exam questions. | |
| | Assessment | End of unit assessment, written and practical and completion of NEA 1 | | NEA 2 assessment including 3 hour practical assessment. | | | |

CURRICULUM DETAIL : 2022-2023

| French | | | | Last reviewed/updated: July 2021 | | | |
|---------------|-------------------|---|--|--|---|--|--|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus | Self & Family – Talking about self and family | School – School vocabulary | Free Time – Weather, sports and extra-curricular activities. | Family – Describing family, animals, where they live | Talking about town /holidays – Talking about places in a town | |
| | Assessment | Speaking and Writing end of module test. | Reading & Listening | Peer assessed speaking, Reading/Listening | Writing & Reading | Listening, Writing and Peer Assessed Speaking | |
| | Skills | Adjectives, expressing opinions, pronunciation, connectives, negatives | Present tense, negatives, connectives, adjectives, translation skills. | Cognates, pronunciation, irregular verb – faire du / de la/ jouer à/ au | Personal pronouns- 3 rd person 6 forms of verb. | Near Future, Tu/Vous Irregular verbs Aller + Vouloir | |
| Year 8 | Focus | Holidays –Describing a holiday in the past. Giving opinions in the past | Festivals – Talking about festivals & celebrations | Free time – Free time, ICT, Technology, TV & Films | Countries – Talking about where you live, weather | Sport – Talking about sports, giving directions, healthy living. | |
| | Assessment | Listening, Writing | Reading & Listening. Peer assessment speaking. | Listening & Writing | Writing - peer assessed, Reading | Peer assessed speaking, | |
| | Skills | Past tense, negatives, using two tenses together. | Expressing and justifying opinions | Plural adjectives, interrogatives, near future, negatives, synonyms | Using modal verbs, two tenses together, reflexive verbs, sequencers | Using impersonal 'on peut', using comparatives, il faut, using three tenses together | |
| Year 9 | Focus | Free time – Freetime, ICT, Technology, TV & Films | Countries – Talking about where you live, weather | Sport – Talking about sports, giving directions, healthy living. | Clubs & activities, descriptions, | Future Plans – Jobs and future plans. Saying what you want to do. | Music – Talking about musical preferences and experiences. |
| | Assessment | Listening & Writing | Writing - peer assessed, Reading | Peer assessed speaking, | Reading & Listening | | |
| | Skills | Plural adjectives, interrogatives, near future, negatives, synonyms | Using modal verbs, two tenses together, reflexive verbs, sequencers | Using impersonal 'on peut', using comparatives, il faut, using three tenses together | Present tense, key verbs 'avoir' and 'être', perfect tense. | Near future tense, modal verbs - 'vouloir' (to want) and 'pouvoir' (to be able to) | Using two time frames - present + near future tense / present tense + perfect tense. |

CURRICULUM DETAIL : 2022-2023

| GCSE French Course : AQA | | | | | | | |
|--------------------------|-------------------|---|---|---|--|--|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus | Family & Relationships – Friendships, family relationships, social arrangements, role models | Free time – Sport, using technology, reading, music, TV, going out | Daily life, shopping, festivals, celebrations – Food and meals, shopping for clothes, describing festivals and traditions, family celebrations. | Describing a town and region – Talking about where you live, weather, finding out tourist information. | Holidays – Dealing with a hotel stay, talking about travelling, talking about past holidays, ordering in a restaurant. | |
| | Assessment | Listening, Reading, Writing, Speaking | Listening, Reading, Writing, Speaking | Listening, Reading, Writing, Speaking | Listening, Reading, Writing, Speaking | Listening, Reading, Writing and Speaking on all topics covered in year 10. | |
| | Skills | Present tense, reflexive verbs, using two tenses together - Present + Perfect. | Talking about how long you have been doing something using 'depuis' + present tense, comparatives, negatives. | Using modal verbs 'devoir' & 'pouvoir' | Using conditional clauses, negatives, asking questions, superlatives. | Using 1st person plural form of verbs and 1st person plural possessive adjective, comparatives, present + perfect tense. Using three time frames | |
| Year 11 | Focus | School – Giving opinion on school subjects and facilities. Rules & regulations, school activities. Achievements in school. | Jobs + Future plans – Work preferences, future plans, hopes and wishes, importance of languages, part-time jobs, work experience. | Global issues and events – Weather + natural disasters, protecting environment, fair trade, volunteering, discussing big events | Revision | Revision | Exams |
| | Assessment | Listening, Reading, Writing, Speaking | Listening, Reading, Writing, Speaking | Listening, Reading, Writing, Speaking | | | |
| | Skills | Using 'il faut' / 'il est interdit' to talk about rules, imperfect tense, direct object pronouns, using all three time frames together. | Conditional tense, future tense, adverbs, present, perfect, conditional imperfect tenses. | Simple future tense, using on doit + on peut, passive, using three time frames. | | | |

CURRICULUM DETAIL : 2022-2023

| Geography | | | | Last reviewed/updated: Summer 2022 | | | |
|------------------|------------|------------------|------------------|------------------------------------|---------------------|------------------------------|-----------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Unit title | Fantastic Places | Fantastic Places | Natural Hazards | Natural Hazards | Rivers | Rivers |
| | Assessment | End of unit test | | End of unit test | | Independent learning project | |
| Year 8 | Unit title | Brazil | Brazil | Weather and Climate | Weather and Climate | Global Issues | Global Issues |
| | Assessment | End of unit test | | End of unit test | | End of unit test | |
| Year 9 | Unit title | Urban Britain | Urban Britain | America the Great? | America the Great? | Natural Hazards | Natural Hazards |
| | Assessment | End of unit test | | GCSE style exam paper | | GCSE style exam paper | |

| GCSE Geography Course : AQA A | | | | | | |
|---|--|--|--|---|--|--|
| Topics covered: Living with the Physical Environment, Challenges in the Human Environment, Geographical Application (including fieldwork) | | | | | | |
| | Year 10 - Term 1 | Year 10 - Term 2 | Year 10 - Term 3 | Year 11 - Term 1 | Year 11 - Term 2 | Year 11 - Term 3 |
| Syllabus AQA A | Area of study 1: The Challenge of Natural Hazards | Area of study 2: The Living World and Urban Issues and Challenges | Area of study 3: Physical Landscapes in the UK (coasts) and Fieldwork | Area of study 4: Changing Economic World | Area of study 5: Challenge of Resource Management | Area of study 6: Rivers, Pre-release topic, Tectonics and revision. |
| GCSE exam style questions will be completed throughout the year for mid and end of unit assessments | | | | | | |

CURRICULUM DETAIL : 2022-2023

| Health and Social Care | | | | Last reviewed/updated: Summer 2022 | | | |
|------------------------|---------------------------|---|----------|---|----------|--|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus / Unit Title | Component 1 LAA A: Understand human growth and development across life stages and the factors that affect it A1 Human growth and development across life stages A2 Factors affecting growth and development Component 1 LAB B: Investigate how individuals deal with life events B1 Different types of life event | | Component 1 LAB B2 Coping with change caused by life events Component 2 LAA A: Understand the different types of health and social care services and barriers to accessing them A1 Health and social care services A2 Barriers to accessing services | | Component 2 LAA B: Demonstrate care values and review own practice B1 Care values B2 Reviewing own application of care values | |
| | Assessment | <ul style="list-style-type: none"> ● C1 preparation for Pearson Set Assignments (PSA):practice activity | | <ul style="list-style-type: none"> ● C1 PSA | | <ul style="list-style-type: none"> ● C2 preparation for Pearson Set Assignments (PSA):practice activity | |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--|---|----------|--|----------|---|----------|
| Year 11 | Focus/Unit title | Component 3 LAA A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing B: Interpreting health indicators – B1 Physiological indicators B: Interpreting health indicators – B2 Lifestyle indicators C: Person-centred health and wellbeing improvement plans – C1 Health and wellbeing improvement plans C: Person-centred health and wellbeing improvement plans – C2 Obstacles to implementing plans | | Component 3 Revision and preparation for exam Component 2 B: Demonstrate care values and review own practice B1 Care values (review) | | Component 2 B: Demonstrate care values and review own practice B2 Reviewing own application of care values Component 3 Revision and preparation for any retakes | |
| | Retakes / Assessment / Feedback | C3 Learning aim A preparation for assessment: practice activity Learning aim A preparation for assessment: practice questions C3 Learning aim B preparation for assessment: practice activity Learning aim B preparation for assessment: practice questions Component 3 walking talking mock | | C3 Learning aim C preparation for assessment: practice activity Learning aim C preparation for assessment: practice questions Component 3 formal mock Component 3 exam (Feb) Component 2 LAB coursework (first submission) | | Component 2 LAB coursework (resubmission) Component 3 re-take (if needed) | |

CURRICULUM DETAIL : 2022-2023

| HISTORY | | | | Last reviewed/updated: Summer 2022 | | | |
|----------------------------------|-------------------------|---|--|--|----------------------------------|-------------------------|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus/Unit title | Romans | Romans | Medieval England | Battle of Hastings | Depth study – King John | Film analysis/ interpretation of Medieval England. The History of Dunwich |
| | Assessment | Written essay | | Written essay | | Written essay | |
| Year 8 | Focus/Unit title | Dunwich – local study Witchcraft – Local study, Manningtree. M Hopkins | English Civil War & Cromwell | Industrial Revolution | Slavery | Chartism | Suffragettes |
| | Assessment | Research skills | Written essay | Written task | Empathy exercise | Source skills | |
| Year 9 | Focus/Unit title | Titanic | World War 1 – Battle of Somme | World War One | Jack the Ripper | Outbreak – World War 2 | World War 2 – Turning Point. Holocaust |
| | Assessment | Written essay | Source skills | | Written essay | | Presentation/ research |
| GCSE History Course : AQA | | | | | | | |
| Year 10 | Focus/Unit title | America 1920-1973 | Conflict and Tension 1918-39 | Medicine 1000 - today | International Conflict & Tension | Medicine | Medicine |
| | Assessment | Revision notes | | Revision notes | | Revision notes | |
| Year 11 | Focus/Unit title | Medicine | Elizabethan England/Historic environment = Sheffield Manor Lodge | Elizabethan England/Historic environment = Sheffield Manor Lodge | Revision – all topics | Revision – all topics | |

CURRICULUM DETAIL : 2022-2023

| Maths | | | | Last reviewed/updated: Summer 2022 | | | |
|---------------------------------------|---------------|--|---|--|-------------------------------|---|----------------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 Foundation Sets | Unit Title | Analysing and displaying data Number skills | Expressions, functions and formulae Decimals and measures | Fractions Probability | Ratio and proportion | Lines and angles Sequences and graphs | Transformations |
| Year 7 Higher Sets | Unit Title | Analysing and displaying data Number skills | Equations, functions and formulae Fractions | Angles and shapes Decimals | Equations | Multiplicative reasoning Perimeter, area and volume | Sequences and graphs |
| Year 8 Foundation Sets | Unit Title | Number Area and volume | Expressions and equations Real-life graphs | Decimals and ratio Lines and angles | Calculating with fractions | Straight-line graphs Percentages, decimals and fractions | Statistics, graphs and charts |
| Year 8 Higher Sets | Unit Title | Factors and powers Working with powers | 2D shapes and 3D solids Real life graphs | Transformations Fractions, decimals and percentages | Constructions and loci | Probability Scale drawings and measures | Graphs |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------------|-------------------------|--|--|---|---|--|---|
| Year 9 (Foundation Tier) | Focus/Unit title | Integers and place value Decimals Indices, powers and roots Factors, multiples and primes | Algebra: the basics Expanding and factorising single brackets Expressions and substitution into formulae | Tables Charts and graphs Pie charts Scatter graphs Fractions Fractions, decimals and percentages | Percentages Equations Inequalities Sequences | Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons Statistics and sampling The averages | Perimeter and area 3D forms and volume |
| | Assessment | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test |
| Year 9 (Higher Tier) | Focus/Unit title | Calculations, checking and rounding Indices, roots, reciprocals and hierarchy of operations Factors, multiples and primes Standard form and surds | Algebra: the basics Setting up, rearranging and solving equations Sequences | Averages and range Representing and interpreting data Scatter graphs Fractions Percentages | Ratio and proportion Polygons, angles and parallel lines Pythagoras' Theorem and trigonometry | Graphs: the basics and real-life graphs Linear graphs and coordinate geometry Quadratic, cubic and other graphs Perimeter, area and circles 3D forms and volume, cylinders, cones and spheres Accuracy and bounds | Transformations Constructions, loci and bearings |
| | Assessment | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test |
| | | See the mathematics department for specific topics and learning objectives | | | | | |

GCSE Course followed: Edexcel Maths : Higher

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|------------------|--|---|---|---|---|--|
| Year 10 | Focus/Unit title | Powers, decimals, HCF and LCM, positive and negative, roots, rounding, reciprocals, standard form, indices and surds. Expressions, substituting into simple formulae, expanding and factorising, equations, sequences and inequalities, simple proof | Averages and range, collecting data, representing data. Fractions, percentages, ratio and proportion | Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and trigonometry. Perimeter, area and volume, plane shapes and prisms, circles, cylinders, spheres, cones; Accuracy and bounds | Real-life and algebraic linear graphs, quadratic and cubic graphs, the equation of a circle, plus rates of change and area under graphs made from straight lines. | Transformations; Constructions: triangles, nets, plan and elevation, loci, scale drawings and bearings. Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically. Probability. | Multiplicative reasoning: direct and inverse proportion, relating to graph form for direct, compound measures, repeated proportional change. Similarity and congruence in 2D and 3D. |
| | Assessment | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | Three 1.5 hours mock |
| Year 11 | Focus/Unit title | Sine and cosine rules, $\frac{1}{2} ab \sin C$, trigonometry and Pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds. Statistics and sampling, cumulative frequency and histograms. Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics. | Circle theorems and circle geometry. Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof. Vectors and geometric proof. | Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs. | Recap all topics that pupils did not answer well in Mock Or Topics teacher thinks needs revisiting. | Revision | |
| | Assessment | 1 hour formal test | Three 1.5 hours mock | Weekly past papers as homework | Three 1.5 hours mock | GCSE - Three 1.5 hours papers | |

GCSE Course followed: Edexcel Maths : Foundation

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|-------------------------|--|--|--|---|---|---|
| Year 10 | Focus/Unit title | Number, powers, decimals, HCF and LCM, roots and rounding. Expressions, substituting into simple formulae, expanding and factorising. | Drawing and interpreting graphs, tables and charts. Fractions and percentages. | Equations, inequalities and sequences. Angles, polygons and parallel lines. | Statistics, sampling and the averages. Perimeter, area and volume. Real-life and algebraic linear graphs. | Transformations. Ratio and Proportion. | Right-angled triangles: Pythagoras and trigonometry. Probability. Multiplicative reasoning: more percentages, rates of change, compound measures. |
| | Assessment | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | 1 hour formal test | Three 1.5 hours mock |
| Year 11 | Focus/Unit title | Constructions: triangles, nets, plan and elevation, loci, scale drawings and bearings. Algebra: quadratic equations and graphs. | Perimeter, area and volume 2: circles, cylinders, cones and spheres. More fractions, reciprocals, standard form, zero and negative indices. | Congruence, similarity and vectors. Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations. | Recap all topics that pupils did not answer well in Mock Or Topics teacher thinks needs revisiting. | Revision | |
| | Assessment | 1 hour formal test | Three 1.5 hours mock | Weekly past papers as homework | Three 1.5 hours mock | GCSE - Three 1.5 hours papers | |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|-------------------------|---|---|--|--|---|--|
| Year 7 | Focus/Unit title | Musical Elements | Musical Elements | Keyboard Skills | Keyboard Skills / Vocal Skills | Vocal Skills | Music for Adverts |
| | Assessment | Baseline Assessment | End of unit test | Assessment continuous throughout scheme of work. Performance assessment to teacher. | Assessment continuous throughout scheme of work. Performance assessment to teacher/class performance for vocal skills. | Assessment continuous throughout scheme of work. Class performance for vocal skills | Recorded assessment of their final composition for a product. |
| | Notes/Comments | Assessment at start of year. Elements covered: Dynamics, Timbre | Assessment to cover term's learning. Elements covered: Tempo, Rhythm, Pitch | Students perform a graded piece of music to teacher when student feels ready to move on to harder piece. | 3 weeks spent on finalising keyboard skills, 3 weeks introducing vocal skills | Students to perform a new song each lesson, working from backing track to instrumental accompaniment. | Combination of drama and music. Students are to design and act an advert for a product, with music that they have written. |
| Year 8 | Focus/Unit title | Indonesian Gamelan | Structure in Song Writing | Samba | Hip-Hop/Rap | African Drumming | Ukulele Skills |
| | Assessment | Whole class performance on the Indonesian Gamelan | Assessed composition on the iMac computers. | Final class performance of 1-2 samba numbers. | Final composition of Rap piece on iMac computers | Final class performance of 1 African drumming piece, + additional composition. | Final group performance of students chosen song on ukulele |

CURRICULUM DETAIL : 2022-2023

| | | | | | | | |
|---------------|-------------------------|---|---|---|---|---|--|
| | Notes/Comments | Instruments are hired in from Suffolk County Music Services for the half term. Will be stored on the stage. | Students are to compose a piece of music using the apple loops found in GarageBand/Logic. | Focus on rhythms using percussion instruments. | In collaboration with English department. English will be writing their rap, then ultimately be recorded onto their piece GarageBand. | Instruments are hired in from Suffolk County Music Services for the half term. Will be stored on the stage. | |
| Year 9 | Focus/Unit title | Music Theory | Composing a melody | Guitar Skills | Blues | Reggae | GCSE Style Composition |
| | Assessment | End-of-unit assessment on music theory | Composition assessment using Sibelius | Group performance assessment on a chosen song. | Paired performance assessment. Students will play a 12-bar chord progression with the blues scale on top. | Paired performance assessment. instrument. | Composition assessment in GarageBand/Logic |
| | Notes/Comments | Scales, Chords, advanced rhythms, | Using Sibelius on the iMac computers. | This will only be possible if we're awarded the grant from a music charity. Bid in process. | This will only be possible if we're awarded the grant from a music charity. Bid in process. | Students will learn to play modern reggae songs on ukulele, guitar, keyboard, or chosen instrument. | Students will learn how to record midi and audio in real time, using quantisation. |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--------------------------|--|--|--|--------------------------|----------|----------|
| Year 11 | Focus/Unit title: | Set Work: Piano Sonata | Set Work: Defying Gravity | Set Work: Sound System Release | Revision of Set works | Revision | Revision |
| | Assessment | End of unit test | End of unit test | End of unit test | | | |
| | Focus/Unit title: | Set Brief Composition | Set Brief Composition | Set Brief Composition | | | |
| | Assessment | Course work to be marked and moderated by Edexcel | Course work to be marked and moderated by Edexcel | Course work to be marked and moderated by Edexcel | | | |
| | Focus/Unit title: | Solo Performance Recordings | Ensemble Performance Recordings | | | | |
| | Assessment | Course work to be marked and moderated by Edexcel | Course work to be marked and moderated by Edexcel | | | | |

CURRICULUM DETAIL : 2022-2023

| Physical Education | | | | Last reviewed/updated: July 2021 | | | |
|--------------------|-------------------------|--|--|--|----------------------------|-----------------------------|-----------------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus/Unit title | Basketball/ Netball | Football/ Badminton | Handball/ HRE | Rugby/ Gymnastics | Athletics/Cricket | Softball/ Rounders |
| | Assessment | <ul style="list-style-type: none"> Continual assessment of students' skills in conditioned practices and in game situation. Observe pupils' understanding in game situation of tactics and spatial awareness in variety of positions. Observation of students | | | | | |
| Year 8 | Focus/Unit title | Basketball/ Netball | Football/ Badminton | Handball/ HRE | Rugby/ Gymnastics | Athletics/Cricket | Softball/ Rounders |
| | Assessment | <ul style="list-style-type: none"> Continual assessment of students' skills in conditioned practices and in game situation. Observe pupils' understanding in game situation of tactics and spatial awareness in variety of positions. Observation of students | | | | | |
| Year 9 | Focus/Unit title | Basketball/ Netball | Football/ Badminton | Handball/ HRE | Rugby/ Gymnastics | Athletics/Cricket | Softball/ Rounders |
| | Assessment | <ul style="list-style-type: none"> Continual assessment of students' skills in conditioned practices and in game situation. Observe pupils' understanding in game situation of tactics and spatial awareness in variety of positions. Observation of students | | | | | |
| Year 10 Core | Focus/Unit title | Basketball/ Rugby/Football | Football/ Fitness Gym | Rugby/ Badminton | Fitness Gym/ Basketball | Badminton/ Fitness Gym | Softball/ Rounders/ Cricket |
| | Assessment | <ul style="list-style-type: none"> Continual assessment of students' skills in conditioned practices and in game situation. Observe pupils' understanding in game situation of tactics and spatial awareness in variety of positions. Observation of students | | | | | |
| Year 11 Core | Focus/Unit title | Rugby/Football | Fitness Gym/ Badminton/ Table Tennis | Fitness Gym/ Basketball/ Dodgeball | Indoor Games | Indoor/ Outdoor Games | Exams |
| | Assessment | <ul style="list-style-type: none"> Continual assessment of students' skills in conditioned practices and in game situation. Observe pupils' understanding in game situation of tactics and spatial awareness in variety of positions. Observation of students | | | | | |

CURRICULUM DETAIL : 2022-2023

| GCSE Physical Education : Edexcel | | | | | | | |
|--|-------------------------|--|--|---|--------------------------------|--|------------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 Theory | Focus/Unit title | Unit 1a: Musculo-skeletal system Assess: End of unit test | Unit 1b: Cardio-respiratory system Assess: End of unit test | Unit 3: Physical training & PEP | Unit 3 Physical training & PEP | Unit 3 Physical training & PEP Assess: End of unit test | Unit 2: Movement analysis |
| Year 10 Practical | Focus/Unit title | Badminton Assess: On-going | Basketball Assess: On-going | Fitness | Fitness | PEP/Athletics Assess: On-going | Handball Assess: On-going |
| Year 11 Theory | Focus/Unit title | Unit 4: Health & Diet Assess: End of unit test | Unit 5: Psychology Assess: End of unit test | Unit 6: Socio-cultural influences Assess: Mock exams | Revision | Revision/Exams | N/A |
| Year 11 Practical | Focus/Unit title | Badminton Assess: On-going | Basketball Assess: On-going | Practical assessments | Practical assessments | N/A | N/A |

CURRICULUM DETAIL : 2022-2023

| Religious Education | | | | Last reviewed/updated: July 2021 | | | |
|---------------------|-------------------------|--|----------|--|----------|---|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus/Unit title | Buddhism | | Christianity | | Epistemology, Humanism and Education | |
| | Assessment | Baseline Test (25 minutes) End of Unit Test (25 mins) | | Create a piece of art and explanation | | Presentation to whole class (3-5 minutes) | |
| | Notes/Comments | Issues covered: Buddha, 3 Universal Truths, 5 Precepts, Theravada Monks, Meditation, Lotus flowers and Enlightenment, Rebirth and Karma. | | Issues covered: Origin of Christianity, Creationism vs Darwinism, Christian Symbols, Beliefs about God, The Problem of Evil. | | Issues covered: Epistemology – how do we know things? Charles the Caveman – Human development, Education – create the perfect school. | |
| Year 8 | Focus/Unit title | Islam | | Prejudice and Discrimination | | Controversial Issues: The Debate Series | |
| | Assessment | End of Unit Test (25 mins) | | End of Unit Test (25 mins) | | Weekly debate | |
| | Notes/Comments | Issues covered: Origin of Islam, life after death the mosque and Islamic festivals | | Issues covered: What is it? British identity, Racism in 1960's America, Martin Luther King Jr and Malcolm X, Christian and Muslim views on equality. | | Issues covered: Gay Marriage, Footballers wages, Video Games, Religion as a bad force, Death Penalty, Immigration, benefits system, genetic engineering | |
| Year 9 | Focus/Unit title | Religion, War and Peace (AQA) | | Religion and World Poverty (AQA) | | Animal Rights | |
| | Assessment | | | | | | |
| | Notes/Comments | Issues covered: Causes of conflict, Religious responses to war, Humanitarian aid. | | Issues covered: Causes of Poverty, Religious attitudes to poverty, Charity, Fair trade. | | | |

CURRICULUM DETAIL : 2022-2023

| GCSE Religious Studies Course : AQA A | | | | | | | |
|--|-------------------------|---------------------------------|--------------------------------|-----------------------------------|--------------------------------|----------------------------|----------------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus/Unit title | Christian Beliefs and Teachings | Buddhist Beliefs and Teachings | Religion, Peace and Conflict | Religion, Crime and Punishment | Buddhist Practices | Christian Practices |
| | Assessment | End of Unit Test (25 mins) | End of Unit Test (25 mins) | End of Unit Test (25 mins) | End of Unit Test (25 mins) | End of Unit Test (25 mins) | End of Unit Test (25 mins) |
| Year 11 | Focus/Unit title | Religion and Human Rights | Religion and Life | Revision and Exam Practise | Exams | | |
| | Assessment | End of Unit Test (25 mins) | End of Unit Test (25 mins) | MOCK and weekly end of unit tests | | | |

CURRICULUM DETAIL : 2022-2023

| Science | | | | Reviewed/updated: Summer 2022 | | | |
|---------------|-------------------|--|---|---|--|---|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | BIOLOGY | Topic 1: Cells and tissues | Topic 2a: Plant reproduction | Topic 2b: Animal reproduction | Topic 3: Environment and adaptation | Topic 4: Variation and classification | Skills Assessment – How Science works / Maths |
| | CHEMISTRY | Topic 1: Particles | Topic 2: Atoms and elements | Topic 3: Acids and alkalis | Topic 4: Pure and impure substances | Skills Assessment – How Science works / Maths | Skills Assessment – How Science works / Maths |
| | PHYSICS | Topic 1: Energy transfers | Topic 2: Forces and effects | Topic 3: Electricity | Topic 4: Energy resources | Skills Assessment – How Science works / Maths | Skills Assessment – How Science works / Maths |
| | Assessment | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic |
| Year 8 | BIOLOGY | Topic 5: Photosynthesis | Topic 6: Food and digestion | Topic 7: Lungs and gas exchange | Topic 8: Respiration | Topic 9: Muscles and bones | Skills Assessment – How Science works / Maths |
| | CHEMISTRY | Topic 5: Simple chemical reactions | Topic 6: Compounds | Topic 7: Periodic Table | Topic 8: Extracting metals | Topic 9: Reactions of acids | Skills Assessment – How Science works / Maths |
| | PHYSICS | Topic 5: Magnets and electromagnets | Topic 6: Motion | Topic 7: Domestic and static electricity | Topic 8: Waves and sound | Topic 9: Light | Skills Assessment – How Science works / Maths |
| | Assessment | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic |
| Year 9 | BIOLOGY | Topic 10: Inheritance and evolution | Topic 11: Drugs and health | Topic 12: Microbes | Topic 12 cont.: Microbes | AQA: Organisation | AQA: Organisation |
| | CHEMISTRY | Topic 10: Describing reactions | Topic 10 cont.: Describing reactions | Topic 11: Earth and atmosphere | Topic 12: Innovative materials | AQA: Atomic structure and the periodic table | AQA: Atomic structure and the periodic table |
| | PHYSICS | Topic 10: Application of forces | Topic 11: Heat transfer | Topic 11 cont.: Heat transfer | Topic 12: Exploring space | AQA: Energy | AQA: Energy |
| | Assessment | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | | 1 hour end of topic test on each topic |

CURRICULUM DETAIL : 2022-2023

| GCSE Science Course : | | | | | | | |
|-----------------------|-------------------|---|--|---|---|--|--|
| Year 10 | BIOLOGY | Organisation | Cell Biology | Cell Biology | Infection and response | Infection and response | Bioenergetics and Revision of Year 10 units and Mock exam |
| | CHEMISTRY | Atomic Structure and the periodic table | Bonding structure and properties - continued | Quantitative Chemistry | Chemical Changes | Energy Changes | Energy Changes and Revision of Year 10 units and Mock exam |
| | PHYSICS | Energy | Electricity | Electricity | Particle model of matter | Atomic structure | Atomic structure and Revision of Year 10 units and Mock exam |
| | Assessment | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic | End of Year Mock exam |
| Year 11 | BIOLOGY | Homeostasis | Homeostasis and Inheritance, variation and evolution | Inheritance, variation and evolution | Ecology | Ecology and Revision of Year 11 units | |
| | CHEMISTRY | The rate and extent of chemical change | The rate and extent of chemical change | Organic Chemistry and chemical analysis | Chemical Analysis and Chemistry of the atmosphere | Using resources & Revision of Year 11 units | |
| | PHYSICS | Forces | Forces | Waves | Magnetism and electro magnetism | Revision of Year 11 units <i>Separate Science:</i> Space physics | |
| | Assessment | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic Mock Exam | 1 hour end of topic test on each topic | 1 hour end of topic test on each topic Mock Exam | External examinations | |

CURRICULUM DETAIL : 2022-2023

| GCSE Sociology | | | | Reviewed/updated: July 2021 | | | |
|----------------|------------------------|--|--|--|--|--|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus / Content | <p>Introduction:</p> <p>Classical sociologists: Durkheim, Marx and Weber Conflict vs consensus perspectives: Functionalism, Feminism and Marxism Macro/micro debate - internationalism</p> <p>Research: Research design Types of research method Practical, ethical and theoretical evaluations interpretation of data</p> | <p>Families</p> <p>Roles and function of a family</p> <p>Family diversity within a global context</p> <p>Conjugal roles</p> | <p>Families</p> <p>Changing relationships within families</p> <p>Symmetrical family and stratified diffusion</p> <p>Criticism of the family</p> <p>Divorce and changing patterns of divorce</p> | <p>Education</p> <p>Roles and function of education</p> <p>Functionalist perspectives - transmission of norms and values</p> <p>Marxist perspectives – education and capitalism</p> | <p>Education</p> <p>Educational achievement</p> <p>Processes within schools</p> | <p>Crime and Deviance</p> <p>The social construction of crime and deviance</p> <p>Causes of crime: Functionalism – Merton Interaction – Becker</p> <p>Formal and informal methods of social control.</p> <p>Feminist perspectives – Heidensohn Female conformity</p> |
| | Key Skills | <p>Identify and describe key terms.</p> <p>Critical skills: Identify the strengths and weaknesses of studies</p> | <p>Method in Context questions</p> <p>PEELE writing frames</p> | <p>In-depth look at mark schemes and question analysis</p> | <p>Writing conclusions</p> | <p>Critical analysis of theories</p> | <p>Forming a debate and forging links between contrasting arguments</p> |
| | Assessment | <p>Key Terms test</p> | <p>Half term assessment</p> | <p>End of unit test</p> | <p>Half term assessment</p> | <p>End of unit test</p> | <p>Mock on Families and Education</p> |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 onwards |
|----------------|------------------------|--|---|--|-------------------------|
| Year 11 | Focus / Content | <p>Crime and Deviance</p> <p>Factors affecting crime and deviant behaviour social class, gender, ethnicity and age</p> <p>Key public debates: violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime</p> <p>interactionist, functionalist, feminist and Marxist theories</p> <p>Crime statistics and dark figure of crime</p> | <p>Social Stratification</p> <p>Functionalist theory: role allocation and performance linked to the promise of rewards</p> <p>Compare and contrast to other sociological perspectives</p> <p>Socio-economic class</p> <p>Life chances – Devine and affluent worker</p> <p>Poverty as a social issue</p> <p>New Right - Murray – underclass</p> <p>Townsend –relative deprivation</p> | <p>Social Stratification</p> <p>Forms of Power and Authority</p> <p>Weber on Power and Authority</p> <p>factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs</p> <p>Feminism – patriarchy and power (Walby)</p> | <p>Revision</p> |
| | Key Skills | PEELE 12 mark questions - self and peer assessment | Reviewing key concepts | critical analysis | 25 key study |
| | Assessment | End of unit test | Half term Assessment | End of unit test | |

CURRICULUM DETAIL : 2022-2023

| Spanish | | | | Last reviewed/updated: Summer 2022 | | | |
|---------------|-------------------|--------------------------|--|--|--|---|---|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Focus | Introducing yourself | Free time | School | Family & Friends | Family & Friends/Talking about where you live | Talking about where you live |
| | Assessment | Writing | Speaking | Reading | Writing | Listening | End of Year Assessment: Reading and Translation |
| | Skills | Adjectives/verb - tener/ | Writing longer sentences using 'cuando' (when) / -ar verbs / hacer / jugar | More -ar verbs / using me gusta(n) to talk about likes/dislikes / -er + -ir verbs. | Adjectives / using verbs 'ser' + 'tener' / using verb 'estar'. | | Verb 'ir' - to go/Near future tense / verb / verb 'querer' / using two tenses together - present + future |
| Year 8 | Focus | Introducing yourself | Free time | School | Family & Friends | Family & Friends/Talking about where you live | Talking about where you live |
| | Assessment | Writing | Speaking | Reading | Writing | Listening | End of Year Assessment: Reading and Translation |
| | Skills | Adjectives/verb - tener/ | Writing longer sentences using 'cuando' (when) / -ar verbs / hacer / jugar | More -ar verbs / using me gusta(n) to talk about likes/dislikes / -er + -ir verbs. | Adjectives / using verbs 'ser' + 'tener' / using verb 'estar'. | Verb 'ir' - to go/Near future tense / verb / verb 'querer' / using two tenses together - present + future | |
| Year 9 | Focus | Holidays | Freetime | Food | Freetime | Summer plans | |
| | Assessment | Writing | Reading | Speaking | Listening | Writing | End of Year Assessment: Reading and Translation |

CURRICULUM DETAIL : 2022-2023

| | | | | | | |
|--|---------------|---|---|---|--|---|
| | Skills | Using the preterite tense to talk about things you did/ Adding interest to sentences. | Comparatives / giving a range of opinions + justific / using present + preterite together | Using a wider range of opinions / negatives / Using formal 'You' / Using near future / Using all three tenses together. | Using modal verbs 'querer' & 'poder' / reflexive verbs / | Using all three tenses together / imperative / superlative - lo mejor (the best) + lo peor (the worst) |
|--|---------------|---|---|---|--|---|

| GCSE Spanish Course : AQA | | | | | | | |
|----------------------------------|-------------------|---|--|--|---|--|-----------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Focus | Holidays | School Life | People | Free time | Describing places | |
| | Assessment | Listening / Reading / Writing / Speaking | Listening / Reading / Writing / Speaking | Listening / Reading / Writing / Speaking | Listening / Reading / Writing / Speaking | End of year assessments in Listening, Reading, Writing and Speaking on all 5 modules studied this year. | |
| | Skills | Present tense / preterite tense / future tense / 3rd person opinions / opinions in the past / writing longer texts. | Adjectives / negatives / using present + imperfect / near future / asking + answering questions / using all three tenses together. | Adjectival agreement / using 'para' + infinitives to say what you use apps for / present continuous / using a range of connectives / 'ser' + 'estar' | Suelo + infinitive / imperfect tense / listening for different tenses / perfect tense / using quantifiers / translation | Using 'se puede(n)' to say what you can do / asking + answering questions / future tense / exclamations / demonstrative adjectives / using tan + tanto / using different tenses / extending spoken answers | |

CURRICULUM DETAIL : 2022-2023

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|-------------------|---|---|---|-----------|-------------------|----------|
| Year 11 | Focus | Holidays | School Life | People | Free time | Describing places | Holidays |
| | Assessment | Listening, reading, writing, speaking | Listening, reading, writing, speaking | Listening, reading, writing, speaking | | | |
| | Skills | Using 'me gusta' / 'me gustaría' / quantity expressions / plural forms of verbs / comparisons / reflexive verbs in preterite / understanding literary texts / using estar / understanding 'ísimo' endings / 'acabar de' + infinitive. | Verb + infinitive structure / words with more than one meaning / using preterite + imperfect together / using lo + adjective / writing a formal letter / using complex structures 'Si' clauses. | Synonyms / conditional tense - se debería - to talk about what you should do / extended reasons / understanding different tenses. | | | |