



## Curriculum Map: Year 7, 2021-22

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<b>English</b>  <b>Language Literature</b> <b>Spoken Language</b>	<p>Genre/Topic: Autobiographical/ biographical Writing &amp; Memoir Writing</p> <p>Text: Boy by Roald Dahl</p> <p><i>To write their own Pen Portrait, with the focus of using adjectives and descriptive detail. Challenge: To write in a style which emulates Dahl by also including humorous anecdotes</i></p> <p><i>To complete a Language Paper 1 Section A on The Sweet Shop Extract from Boy</i></p> <p>+ <u>Poetry Together Initiative where students</u></p>	<p>Genre/Topic 1: Myths, Epics &amp; Journeys</p> <p>Text: The Odyssey (University of Cambridge Classics Audiobook Edition)</p> <p><i>Descriptive writing - building on their use of adjectives, also use imagery and complex sentences to describe a mythical creature of your own creation, as well as to draw it.</i></p> <p><u>Desert Island Discs Spoken Language Presentation</u></p> <p>Genre/Topic 2: Fairytales &amp; Monsters</p> <p>Text: Extracts from</p>	<p>Genre/Topic: Military Fiction</p> <p>Text: Private Peaceful by Michael Morpurgo</p> <p>How does Morpurgo recreate the horrors of war?</p> <p><i>Diary entry and letter writing skills, as well as to create your own soldier's 'Ditty Box'.</i></p> <p><i>To complete a Language Paper 1 Section a on an extract from War Horse (Michael Morpurgo)</i></p> <p>+ Links to WW1 Poetry</p> <p>+ Cinema trip to</p>	<p>Genre/Topic: Comedy &amp; Shakespeare</p> <p>Text: A Midsummer Night's Dream</p> <p>How does Shakespeare present [character] as comedic? OR how does Shakespeare create comedy in [scene number]...?</p> <p><u>Write and perform a monologue from the perspective of one of the four lovers...</u></p>	<p>Genre/Topic: Thrillers</p> <p>Text: Trash by Andy Mulligan</p> <p><i>Language Paper 1 Q2&amp;3 - how does the writer use language/structure to interest you as a reader in this extract?</i></p> <p><i>Language Paper 2 Q5 writing task based on writing newspaper articles.</i></p> <p>+ Screening of Trash film by Danny Boyle</p>	<p>Genre/Topic: Poetry &amp; Romantic Poetry</p> <p>Anthology including Blake, Wordsworth, Keats etc. as well as modern poets on the theme of growing up.</p> <p>How does [poet] present....?</p>

<b><u>YEAR 7</u></b>	<u>memorise and perform in public a poem (Roald Dahl's revolting rhymes)</u>	<p>Beowulf by Seamus Heaney, The Legend of Arthur by Michael Morpurgo, The Canterbury Tales by Chaucer</p> <p>Students learn the importance of structure in a text through the study of Fairy Tales. Students will be assessed on narrative writing through an end of topic written piece. This unit will also assess the ability to develop character in writing and the skill of writing for an audience. The end result will be the compilation of the Sancton Wood book of Fairy Tales - cross curricular learning with illuminated art. Ideal for Book Week.</p>	see war related movie/ JoJo Rabbit			
<b>Maths</b>	Set 1, 2 and 3 (Pi, Theta and Delta book 1) <ul style="list-style-type: none"> <li>Analysing and Displaying</li> <li>Data - Data project with investigation into misleading data.</li> <li>Number Skills</li> </ul>	Set 1 (Delta book 1) <ul style="list-style-type: none"> <li>Equations, functions and formulae</li> <li>Fractions</li> </ul> Set 2 (Theta book 1) <ul style="list-style-type: none"> <li>Expressions, functions and formulae.</li> <li>Decimals and measures</li> </ul>	Set 1 (Delta book 1) <ul style="list-style-type: none"> <li>Angles and Shapes</li> <li>Decimals</li> </ul> Set 2 (Theta book 1) <ul style="list-style-type: none"> <li>Fractions</li> <li>Probability</li> </ul> Set 3 (Pi book 1) <ul style="list-style-type: none"> <li>Factors and multiples</li> <li>Decimals and</li> </ul>	Set 1 (Delta book 1) <ul style="list-style-type: none"> <li>Equations</li> <li>Multiplicative reasoning</li> </ul> Set 2 (Theta book 1) <ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Lines and angles</li> </ul> Set 3 (Pi book 1) <ul style="list-style-type: none"> <li>Angles and</li> </ul>	Set 1 (Delta book 1) <ul style="list-style-type: none"> <li>Perimeter, volume and area - investigation and mini-project on perimeter and area relationships and</li> </ul>	Set 1 (Delta book 1) <ul style="list-style-type: none"> <li>Sequences and Graphs</li> </ul> Set 2 (Theta book 1) <ul style="list-style-type: none"> <li>Transformations</li> </ul> Set 3 (Pi book 1) <ul style="list-style-type: none"> <li>Transformations</li> </ul> ALL <ul style="list-style-type: none"> <li>Financial</li> </ul>

		Set 3 (Pi book 1) <ul style="list-style-type: none"> <li>Expressions, functions and formulae.</li> <li>Graphs - form stories to match a 'real-life' graph they have plotted.</li> </ul>	measures	lines <ul style="list-style-type: none"> <li>Measures and shapes</li> </ul>	presentation to class. Set 2 (Theta book 1) <ul style="list-style-type: none"> <li>Sequences and graphs - Presentation to class.</li> </ul> Set 3 (Pi book 1) <ul style="list-style-type: none"> <li>Fractions, decimals and percentages - Presentation to class.</li> </ul>	Maths - compound and simple interest investigation + calculations.
<b>Y7 Computing</b>	<ul style="list-style-type: none"> <li>Working knowledge of hardware that is required to make a computer system</li> <li>How to procure components and physically make a PC</li> <li>Developing a working knowledge of other operating system</li> </ul> <p>Working through their GCSE Project</p>	<ul style="list-style-type: none"> <li>Basic understanding of networking components and addressing methods.</li> <li>Working remotely on other systems</li> <li>Completing basic maintenance of software and operating systems</li> </ul>	<ul style="list-style-type: none"> <li>Understanding computational thinking.</li> <li>Looking at the structure of a program and writing basic programs to complete a project</li> <li>Using HTML</li> <li>Having a working knowledge of other operating systems</li> <li>Communicating with other systems over a network</li> </ul>	<ul style="list-style-type: none"> <li>Understanding computational thinking.</li> <li>Looking at the structure of a program and writing basic programs to complete a project</li> <li>Using HTML, and C++</li> <li>Having a working knowledge of other operating systems and able to communicate with other systems over a network</li> </ul>	<ul style="list-style-type: none"> <li>Understanding computational thinking.</li> <li>Looking at the structure of a program and writing basic programs to complete a project</li> <li>Using Python</li> </ul>	<ul style="list-style-type: none"> <li>Looking a security and internet safety</li> <li>Looking at the future of IT where it is likely to go</li> <li>Make a IOT project .Plan it program it and test it</li> </ul>
<b>Y7 Biology</b>	<u>ORGANISMS</u> * To know that parts of the human skeleton work as a system for support, protection, movement.		<u>ECOSYSTEMS</u> * To compare food chains to form a food web. * To explain issues with human food supplies in		<u>GENES</u> * To explain whether characteristics are inherited, environmental or both. They will be able to plot	

	<ul style="list-style-type: none"> <li>* To understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes.</li> <li>* To know that the musculoskeletal system is muscles and bones working together to cause movement and support the body.</li> <li>* To learn how to use a light microscope to observe and draw cells and compare different types of cells, labelling their different features and relating it to their functions.</li> <li>* Explain how unicellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.</li> </ul>		<p>terms of insect pollinators.</p> <ul style="list-style-type: none"> <li>* To describe how a species' population changes as its predator or prey population changes.</li> <li>* To explain the effects of environmental changes and toxic materials on a species' population.</li> <li>* children will suggest what might happen when an unfamiliar species is introduced into a food web.</li> <li>* To understand how insects are needed to pollinate food crops and how pollen is carried by the wind, insects and animals.</li> <li>* To identify parts of the plant linking their structure to their function</li> <li>* children will describe the main steps that take place when a plant reproduces successfully.</li> <li>* To understand why seed dispersal is important to survival of the parent plant and its offspring.</li> </ul>		<p>bar charts or line graphs to show discontinuous or continuous variation data.</p> <ul style="list-style-type: none"> <li>* To learn how variation helps a particular species in a changing environment and how they can become adapted to particular environmental conditions.</li> <li>* To learn the difference between puberty and adolescence and the changes that take place during puberty.</li> <li>* Sex Ed: To learn about the stages in development of a foetus from the production of sex cells to birth.</li> <li>* To understand the process of fertilisation and implantation and the developmental stages of the fetus and how substances can be passed from mother to fetus.</li> <li>* To learn about the menstrual cycle and how it links to contraception and fertility.</li> </ul>	
<b>Y7 Chemistry</b>	Coming Soon					
<b>Y7 Physics</b>	<u>Forces</u> What is a force? What is an interaction pair? What is the unit for force? How do we calculate forces? How do forces interact? What does it mean if forces are balanced or	<u>Forces</u> How can we measure and calculate speed? Why does the speed of an object depend on the speed of an observer? What does a distance-time graph show us? How can you calculate speed using a distance-time graph?	<u>Electricity</u> What is potential difference? How do we draw a circuit diagram? What is an electric field? How do charges interact with each other? What is current? How do we measure	<u>Electricity</u> What is resistance? How do we measure resistance? How does resistance affect components in a circuit? What is the difference between series and parallel circuits? How does voltage behave in series and	<u>Food and fuels</u> What do electricity companies charge you for? How much energy do our devices use? What happens to energy? How is energy transferred?	<u>Sound waves and speed</u> How is sound produced? How fast does sound travel, and what can it travel through? How are loudness and amplitude linked? How can we use an oscilloscope to measure amplitude?

	unbalanced?	What is the difference between mass and weight? How does gravity affect objects?	current? How does current affect components in a circuit?	parallel circuits?  <u>Food and fuels</u> How much energy do we use? How much energy is there in food and fuels?		How is amplitude affected by reflection and absorption? How are frequency and wavelength linked? How can we draw waves to show frequency and wavelength? How does the ear work? How can hearing be damaged?
<b>Y7 History</b>	<b>Introduction to History &amp; 1066 - Battle of Hastings</b> What is the study of History? What is Chronology? What happened before 1066 What happened in the Battle of Hastings? How did King Harold Die? Battle of Hastings Assessment	<b>Norman Conquest; Religion and The Crusades</b> What was the Norman Conquest? Castle Presentation How important was religion in the Middle Ages? What were lives like for nuns and monks? What were the Wars of the Cross? Who was Cuthbert the Crusader? Chronicles of the Crusades Religion and Crusades Assessment	<b>King John</b> The Life and Crimes of King John The evidence never lies - or does it? He never had a chance or was he just unlucky? Has John always been seen as a villain? King John Assessment	<b>Peasants' Revolt</b> Why were peasants so angry in 1381 What Happened during the Peasants' Result? <b>Black Death</b> What was the Black Death? How deadly was the Black Death? Medieval Illnesses Black Death Assessment	<b>Medieval Life</b> Keeping Law and order Trial and Punishment Was it dangerous to be the King? Princes in the Tower: The Mystery of the Princes in the Tower Joan of Arc	<b>The Tudors - Henry VII</b> Was Henry VII a Gangster? What was young Henry VIII like? Henry VIII, his first wife and big problem. Who'd want to marry Henry VIII? End of Term Assessment on the two Henrys. Castle Rising, King's Ely Visit
<b>Y7 Geography</b>	<u>My home planet</u> Geog.1 What is geography?	<u>Treasure seekers</u> (Map skills) (2 lessons) Geog.1	<u>My island home</u> (physical and human geography of the UK)	<u>Our restless earth: exploring plate tectonics</u>	<u>Violent Planet: earthquakes &amp; volcanoes</u>	<u>The Orient Express: Exploring Asia</u> Geog.2

	what is the difference between human, physical and people environment geography? P Planet Earth: how did the world begin? The world and the British Isles today: what are the seven continents and five oceans and where are they located on the planet in relation to each other. Concepts of global, national, regional and local space and place. Individual continents/ major countries research project, poster and presentations	History of cartography, mental maps, topographical maps today Grid references, scale, direction, contours & relief, latitude & longitude, OS maps, Treasure maps, Cambridge and its surrounding area as seen on an OS map: locating the station, the school, major landmarks and where possible their homes. <i>Assessment</i> Creating their own treasure maps	Geog.1 Structure of UK/ B Isles/ G Britain and their political boundaries. The weather & climate of UK; what it is like, how it differs across the UK and the 4 major climatic influences that make our climate unique for its latitude. The physical geography of the UK: analysing its relief & labelling its major rivers, ethnicity and population distribution, settlement patterns, jobs and trade. Brexit & EU, growth of city of Cambridge. <i>Assessment</i>	The structure of the earth, convection currents and the movement of tectonic plates, conservative, constructive, destructive subduction and destructive collision plate boundaries and their key features. Kung Fu Panda Plates dance.	<u>Geog.3</u> The formation of volcanoes, types of volcano, hazards and opportunities of volcanoes, Guatemala case study. Make your own volcano! How earthquakes occur, how they are measured, tsunamis, impacts of earthquakes, case study comparing Haiti 2010 with Japan 2011 and the contrast of LEDC/ MEDC impacts. Hazard Management <i>Assessment</i> Orienteering trip to Wandlebury (half-day)	What & where, countries and regions, history and change, economy, ethnicity and population distribution, rivers and relief, biomes, creating a layered map of Asia’s physical and human geography
<b>Y7 RE</b>  <b><u>Year 7</u></b> <b><u>keyword</u></b> <b><u>grid</u></b> <b>(linked)</b>	<b><u>Foundations of Religion</u></b> <ul style="list-style-type: none"><li>• Describe the difference between fact and belief</li><li>• Explain why some people are religious</li><li>• Understand the origins and meaning of religious symbols</li><li>• Discuss the right to wear religious clothing</li><li>• Explore ancient religious beliefs through foundation myths</li><li>• Compare the principles of ancient religions by analysing foundation myths</li><li>• Discuss where our morality comes from</li><li>• Critique religious and philosophical approaches to the nature of evil (as an instrument/as a test)</li></ul>	<b><u>Hinduism</u></b> <ul style="list-style-type: none"><li>• Understand the polytheistic nature of Hinduism by exploring the “trinity” of Brahma, Vishnu &amp; Shiva</li><li>• Explain that all Hindu gods are aspects of Brahman</li><li>• Identify &amp; explain the significance of items used for puja both in the mandir and at home</li><li>• Investigate the festivals of Diwali, Raksha Bandhan and Holi</li><li>• Understand, then explain the importance of varna, dharma &amp; ashrama to Hindus</li><li>• Explore the ritual of a Hindu marriage ceremony</li><li>• Critique the idea of karma</li></ul>	<b><u>Judaism</u></b> <ul style="list-style-type: none"><li>• Understand the significance of Abraham’s covenant with God</li><li>• Debate the relevance of Moses, the Ten Commandments and the Torah</li><li>• Link the items of the Seder plate with the events of Passover (Pesach)</li><li>• Define and discuss the rules of Kashrut</li><li>• Assess the character and actions of Noah</li><li>• Investigate the festivals of Rosh Hashanah, Hannukah and Yom Kippur</li><li>• Explore modern attitudes to Judaism</li><li>• Discuss the problem of anti-Semitism from its roots in the Middle Ages to Shoah (the Holocaust)</li></ul>			

	<ul style="list-style-type: none"> <li>Discuss possible answers to fundamental questions (core philosophy: aesthetics, epistemology, metaphysics)</li> </ul>		<ul style="list-style-type: none"> <li>Compare reincarnation with different religious beliefs on life after death</li> </ul>			
<b>Y7 Classics</b>	<p><u>Pantheon</u></p> <p>Who are the 12 major Classical gods (Greek and Roman)? What are their roles? How are they represented in art? How do they interact with each other? How do they influence how humans view the world around them?</p> <ul style="list-style-type: none"> <li>Flipped learning</li> <li>Open homework tasks</li> <li>Presentations</li> <li>Written evaluations</li> <li>Use of Baroque, Renaissance, Neoclassical &amp; Modern art</li> </ul>	<p><u>Metamorphoses</u></p> <p>Drawing on myths as presented in Ovid's <i>Metamorphoses</i>, explore the theme of change.</p> <p>What led characters to experience a metamorphosis? What did they metamorphose into? Was it fair? Could there have been a better outcome?</p> <ul style="list-style-type: none"> <li>Flipped learning</li> <li>Open homework tasks</li> <li>Presentations</li> <li>Written evaluations</li> <li>Use of Baroque, Renaissance, Neoclassical &amp; Modern art</li> </ul>	<p><u>Homer's Iliad</u></p> <p>Adaptation of Homer's <i>Iliad</i> using the Classical Tales online audio.</p> <p>Who were the characters of the Trojan War? Who was most to blame for its outbreak? Why are Achilles' actions central to the outcome? How justified is his behaviour?</p>	<p><u>Aeschylus' Oresteia</u></p> <p>In-house adaptation of Aeschylus' <i>Oresteia</i> (text and image booklet).</p> <p>Returning from the Trojan War, what puts Agamemnon in danger? Does Clytemnestra deserve the status of "kalos kakos"? What is the right thing for Orestes to do?</p>	<p><u>Heroes</u></p> <p>Apollonius of Rhodes' <i>Argonautica</i> Virgil's <i>Aeneid</i> Plutarch's <i>Life of Theseus</i> Ovid's <i>Heroides</i></p> <p>Heroes: Jason, Aeneas, Theseus - what makes a hero? How far do these characters fit that ideal? Do they truly deserve the title? Women: Medea, Ariadne, Dido - how are these women presented in myth? Do they deserve their fates? How can we modernise their portrayals?</p>	<p><u>Open Project</u></p> <p>Students work alone/in small groups of their choice.</p> <p>They pick a myth/character/theme/artwork/adaptation of their choice.</p> <p>They present a new take on it after 3 lessons of prep. HW will be to research; lesson time will be used for organisation and preparation.</p>
<b>Y7 Art</b>	<b>Making and Moulding African Masks</b>		<b>Environmental Art / Recycled bags</b>		<b>Formal Elements</b>	
	<p><u>DEVELOP</u></p> <ul style="list-style-type: none"> <li>Introduction to making and moulding African Masks</li> <li>Create a mind-map that explores the theme of masks and</li> </ul>	<p><u>REFINE</u></p> <ul style="list-style-type: none"> <li>Draw African inspired animal masks, exploring line, pattern and colour.</li> </ul> <p><u>RECORD</u></p> <ul style="list-style-type: none"> <li>Document written and</li> </ul>	<p><u>DEVELOP</u></p> <ul style="list-style-type: none"> <li>Introduction to Environmental Art and collaborative project to make a recycled bag for Waitrose.</li> <li>Research different</li> </ul>	<p><u>PRESENT</u></p> <ul style="list-style-type: none"> <li>Make and refine a woven recycled bag considering colour and overall design.</li> <li>Add bag liner and handles.</li> </ul>	<p><u>DEVELOP</u></p> <ul style="list-style-type: none"> <li>Introduction to the Formal Elements of Art and Design and why knowing what they are is important.</li> <li>Artist research and analysis</li> </ul>	<p><u>RECORD</u></p> <ul style="list-style-type: none"> <li>Students will undertake self and peer assessment, which will help them to improve their skills and understanding</li> </ul>

	<p>their purpose.</p> <ul style="list-style-type: none"> <li>Discuss and research different types of African masks.</li> <li>Investigate the animal inspired masks of the Lion King and Narnia stories.</li> </ul> <p><u>REFINE</u></p> <ul style="list-style-type: none"> <li>Experiment with media and techniques using pencil, pen, watercolour and oil-pastel.</li> </ul>	<p>visual examples of your ideas as they progress.</p> <ul style="list-style-type: none"> <li>Participate in self and peer assessment to review and refine your work as it progresses.</li> </ul> <p><u>PRESENT</u></p> <ul style="list-style-type: none"> <li>Develop 2D drawings into a 3D ceramic mask using clay tools and techniques.</li> <li>Evaluate your mask by explaining its purpose and meaning.</li> </ul>	<p>methods of making a recycled bag.</p> <p><u>REFINE</u></p> <ul style="list-style-type: none"> <li>Experiment with making a woven recycled bag using plaiting and weaving techniques.</li> </ul> <p><u>RECORD</u></p> <ul style="list-style-type: none"> <li>Discussion of Key language; Craftsmanship, Loom, Weft/ Warp</li> </ul>		<p>will allow students to understand the relevance of the formal elements in an Art History context</p> <p><u>REFINE</u></p> <ul style="list-style-type: none"> <li>Experiment with a variety of different skills, including; observational drawing. use of tone, colour theory, etc.</li> </ul>	<p>of the techniques.</p> <p><u>PRESENT</u></p> <ul style="list-style-type: none"> <li>Complete a number of unit 'tests' in the form of drawings and paintings to assess how well they can apply their understanding of the formal elements.</li> </ul>
<b>Y7 Music</b>	<ul style="list-style-type: none"> <li>Introduction to the elements of music</li> <li>Understanding beat, metre and rhythm, learning rhythm notation, composing and performing rhythm pieces, evaluating (WWW, EBI), critical listening to a</li> </ul>	<ul style="list-style-type: none"> <li>Graphic scores - what are they, how do they work, what do they show? Drawing a graphic score of a piece / interpreting a graphic score</li> <li>Understanding pitch notation in its historical context</li> <li>reading treble,</li> </ul>	<ul style="list-style-type: none"> <li>Repeating patterns - exploring the use of ostinato</li> <li>Machine music - composing assignment based on ostinato layers and inspired by Stravinsky 'Rite of Spring'</li> <li>Listening to a wide range of music based</li> </ul>	<ul style="list-style-type: none"> <li>Pentatonic melodies - exploring melodies built on a pentatonic scale</li> <li>Composing assignment using a pentatonic scale</li> <li>Melody writing - what makes a good melody? Exploring call</li> </ul>	<ul style="list-style-type: none"> <li>Introducing chords - learning to play a repeating chord pattern</li> <li>composing a call and response melody over the repeating chord pattern</li> </ul>	<ul style="list-style-type: none"> <li>Mr Bean's Tune - creating a musical performance</li> <li>Performance and Evaluation</li> </ul>



	range of different music	bass and alto clefs	on repeating patterns (pop riffs, minimalism etc)	and response melodies and composing the response (answering phrase) to a call (opening phrase)		
<b>Y7 Drama</b>	Introduction to Drama and dramatic techniques.with a focus on team building Revolting Rhymes, storytelling and still image	The Fantastical - exploring The Lion, the Witch and the Wardrobe - using this well known story to explore physicality, sound effects, creating atmosphere and the use of slow motion	Darkwood manor - introduction to the genre of horror. Exploring how to create atmosphere, tension and suspense for an audience	Introduction to Shakespeare - applying the skills learned in our previous topic (creating atmosphere) to a series of opening scenes of some of Shakespeare's most famous plays	Introduction to Greek Theatre - exploring the role of the Greek Chorus - through practical exploration of the story of the Trojan Horse. The Role of the Gods in Greek Theatre	From Page to Stage - exploring the play Wardrobe - by Sam Holcroft. (NT Connections). Introducing the role of the director and the director's intention.
<b>Y7 Spanish</b>	<p>Languages Week</p> <p>School Revision of Viva 1 Module 3: Discussing school subjects and preferences Giving justified opinions Describing your school School break time Translation skills Me gusta(n) el/la/los/las Using the negative Using adjectives Using -ar verbs Using the definite and indefinite articles Using -er and -ir verbs</p>	<p>Viva 1 Module 4: Describing family, friends and where you live Describing your family. Describing your hair and eyes. Saying what other people look like. Describing where you live.</p> <p>Playing Guess Who Game</p> <p>Translation skills Using possessive adjectives. The verbs <i>ser</i> and <i>tener</i>. Using verbs in the third</p>	<p>Viva 1 Module 5: Town Describing your town or village Telling the time</p> <p>Translation skills Using 'a', 'some' and 'many' in Spanish Irregular verbs <i>ir</i></p>	<p>Viva 1 Module 5: Free time activities Ordering in a café (role plays with realia) Saying what you are going to do at the weekend</p> <p>Translation skills Irregular verbs <i>querer</i> The near future tense</p> <p>End of module test.</p>	<p>Viva 2 Module 1: Holidays - using preterite Talking about a past holiday. Saying what you did on holiday.</p> <p>Translation skills The preterite of the verb <i>ir</i> The preterite of regular -er verbs</p>	<p>Viva 2 Module 1: Holidays - using preterite Describing the last day on holiday. Saying what the holiday was like.</p> <p>Translation skills The preterite of regular <i>er</i> and <i>ar</i> verbs The preterite of the verb <i>se</i></p>

	Conjugating verbs in present tense 1st and 2nd person singular	person. The verb <i>estar</i> .  End of module test.				
<b>Y7 French</b>	<p>Languages Week</p> <p>Myself Talking about your likes and dislikes Describing yourself and other people</p> <p>Translation skills Adjectival agreement Using the negative Using <i>avoir</i></p>	<p>School Discussing school subjects Expressing opinions Telling the time Food Winter celebrations Translation skills Using the partitive article and <i>beaucoup de</i> Using regular -er verb endings in the present tense</p>	<p>Free Time Discussing hobbies and activities – computers, mobiles, sports</p> <p>Translation skills</p> <p><i>Using jouer à , faire de, aimer plus the infinitive and also ils and elles.</i></p>	<p>Town Talking about your town and village Giving directions Saying what you can do in town</p> <p>Translation skills</p> <p><i>Using il y a.../il n'y a pas de... Using on peut + the infinitive</i></p>	<p>Holidays and socialising Talking about your holidays and getting ready to go out Buying drinks and snacks Using higher numbers</p> <p>Translation skills</p> <p><i>Using reflexive verbs (singular) Using the near future tense Je voudrais..+ infinitive</i></p>	<p>Writing skills Holiday plans Saying what you would like to do Talking about animals Writing a poem Describing a painting</p> <p>Translation skills</p> <p><i>Introduction to the perfect tense</i></p>
<b>Y7 Mandarin</b>	<p>Languages Week</p> <p>1.23 Consonants: 3 Aspirated consonants; 7 Dental consonants</p> <p>2.24 Vowels: 6 Single vowels; 9 Combination vowels; 5 Front nasals; 4 Back nasals</p> <p>3.Syllable structure: Media vowel; Independent vowel</p> <p>4.Tones: 4 Tones; Without Tone situation</p>	<p>S1.Counting up to 99 and learning simple characters</p> <p>2.Talking about your age</p> <p>3.Learning some basic greetings</p> <p>4.Introducing yourself and others</p> <p>5.Discovering China Learning more about Chinese characters</p> <p>Numbers: '1' and '2' can be different in speaking; numerous; the regulation of how numbers are formed;</p>	<p>1.Talking about family using measure words</p> <p>2. Talking about your pets</p> <p>3. Learning to say dates and months</p> <p>4. Finding out about Chinese homes and families Learning more about Chinese Characters</p> <p>Family tree: family members names; quantify article ‘口’ and ‘个’ Be verb and action verb: ‘是’ and ‘</p>	<p>1. Talking about what you do in your free time</p> <p>2. Talking about what you like doing</p> <p>3. Talking about sport</p> <p>4. Learning the days of the week</p> <p>5. Learning about young people's hobbies in China Learning more about Chinese Characters</p> <p>Action nouns and deny action: ‘不’ =don't <b>Like and dislike</b> Special question phrase ‘谁</p>	<p>1.Talking about school subjects</p> <p>2. Telling the time</p> <p>3. Talking about your school timetable</p> <p>4. Talking about school in China</p> <p>5. (Self-study) Discovering schools in China Learning more about Chinese Characters</p> <p>Subject names: Special question phrase ‘什么’ =what; ‘几’ =unknown number; ‘多少’ =how</p>	<p>1.Talking about what you like to eat and drink</p> <p>2.Talking about different kinds of food and drink</p> <p>3.Talking about mealtimes</p> <p>4.Ordering in a restaurant</p> <p>5. Regional food Learning more about Chinese Characters</p> <p>Food and drink names; verbs to give order To want= ‘想’ Strokes and Radical ‘火’ , ‘艹’ and</p>

	<p>5. The relationship between syllable and Chinese Character; the combination of a Chinese Character</p> <p>Voiced sound 'b'-'h' Voiced and aspirated sound 'j' 'q' 'x' Dental and voiced sound 'zh' 'ch' 'sh' 'z' 'c' 's' 'r' Alveolar: dental and nasal sound 'an'-'ong' Labiodental: voiced sound 'u' 'ü' Syllable: technique in how to combine two sounds-Cross-subject math 'ai' = 'a' + 'i'</p> <p>Intonation: Techniques in making the tone correct Cross-subject music; Comparative study between 2 tones in English and 4 tones in Mandarin Chinese; Delay-the 3<sup>rd</sup> tone 'v'</p> <p>The difference between simplify system and traditional system Writing rule: left to right, top to down,</p>	<p>unit. Asking age: formal and informal; apply number and '岁' to give answer Basic greeting phrases during 24 hours Self-introduction: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> single personal pronoun Strokes and Radical '女'</p>	<p>有' Animal names: quantify article '只' and '条' Date and Month Strokes and Radical '彳'</p>	<p>' =who/whom Be able to do: Can= '会' Days of the week: Formal and informal; two ways of calling Sunday Strokes and Radical '扌' and '讠'</p>	<p>many/how much Comparative study: Simple question and Special question Time phrases Comparative study: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> personal pronoun –single and plural Two ways of making simple questions Strokes and Radical '讠' and '口'</p>	<p>'讠' Review all knowledge points</p>
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	middle first then two sides.					
Y7 PE	Coming Soon					
Y7 PSHCEE	Coming Soon					

Curriculum Map Year 8 20-21						
	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<p>Y8 English</p> <p><i>Language Literature Spoken Language</i></p>	<p>Genre/Topic: Gothic</p> <p>Text: Differentiated anthology of short stories to be chosen from depending on student ability, includes Dickens, Poe, H.G.Wells etc.</p> <p>A study of 19th century gothic writing texts. A scheme created to broaden year 8 reading experience and also to reflect the reading material they need to become familiar with as they progress in their Literature studies ahead of GCSE.</p> <p><i>Assessment: How does Dickens/Poe create a Gothic atmosphere in the extract?</i></p> <p><i>Students use their study of Gothic Literature to develop their own short story writing techniques as</i></p>	<p>Genre/Topic: Tragedy and Shakespeare</p> <p>Year 8 will be studying Macbeth with a view to understanding context, exploring the background to Shakespeare and developing essay writing skills based on a key theme (the presentation of women) and an extract based essay. This will be further explored in year nine when essay skills will be developed further by again looking at extract based GCSE style questions.</p> <p><i>Assessment: Literature extract based question on Lady Macbeth in Act 1 Scene 4</i></p> <p>+ Screening of Macbeth by RSC</p>	<p>Genre/Topic: Holocaust Literature</p> <p>Text: Once by Morris Gleitzman</p> <p><i>Assessment: Narrative writing based on the novel.</i></p> <p>+ Trip to Picturehouse to see JoJo Rabbit</p> <p>+ Links to Holocaust Memorial Day which includes a study of Anne Frank's Diary.</p>	<p>Genre/Topic: Empathetic Reading Writing</p> <p>Text: Refugee Boy by Benjamin Zephaniah</p> <p>Assessment: How does Zephaniah create empathy for Alem in chapter 9?</p> <p><i>Language Paper 2 Q5 writing task based on newspaper articles.</i></p>	<p>Genre/Topic: Dystopia</p> <p>Text: Noughts and Crosses</p> <p>Students learn to study a play in advance of studying a modern play at GCSE level. They cover: character, theme, structure, development, dramatic features etc.</p> <p><i>Language Paper 2 Q5 writing task based on speech writing</i></p>	<p>Genre/Topic: Poetry from Other Cultures</p> <p>Text: Anthology of poems from other cultures</p> <p>Two short essay responses, one on a given poem and a second question which invites students to compare it to another of their own choice.</p>

	<i>part of a Language Paper 1 Q5 descriptive writing task based on Gothic image of their own choice.</i>					
Y8 Maths	Set 1 (Delta book 2) Factors and Powers Working with powers Set 2 (Theta book 2) Number Area and volume Set 3 (Pi book 2) Number properties and calculations Shapes and measures in 3D	Set 1 (Delta book 2) 2D shapes and 3D solids Real-life graphs. Set 2 (Theta book 2) Expressions and equations Real-life graphs - form stories to match a 'real-life' graph they have plotted. Set 3 (Pi book 2) Statistics Expressions and equations	Set 1 (Delta book 2) Transformations Fractions, decimals and percentages Set 2 (Theta book 2) Decimals and ratio Lines and angles Set 3 (Pi book 2) Decimal calculations Angles	Set 1 (Delta book 2) Constructions and oci Probability Set 2 (Theta book 2) Calculating with fractions Straight-line graphs Set 3 (Pi book 2) Number properties Sequences	Set 1 (Delta book 2) Scale drawings and measures Set 2 (Theta book 2) Percentages, decimals and fractions Set 3 (Pi book 2) Fractions and percentages	Set 1 (Delta book 2) Graphs Set 2 (Theta book 2) Expressions and Statistics, graphs and charts - investigation and mini-project and presentation to class. Set 3 (Pi book 2) Probability All - Financial Maths - credit cards
Y8 Computing	Working knowledge of hardware that is required to make a computer system. how to procure components and physically make a PC  having a working knowledge of other operating system	Basic understanding of networking components and addressing methods.  able to work remotely on other systems  completing basic maintenance of software and operating	Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using HTML having a working knowledge of other operating systems and able to communicate	Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using HTML, and C++ having a working knowledge of other operating systems and able to communicate	Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using Python	Looking a security and internet safety Looking at the future of IT where it is likely to go Make a IOT project .Plan it program it and test it

	Working through their GCSE Project	systems	with other systems over a network	with other systems over a network		
Y8 Biology	<p><b>ORGANISMS</b> Breathing during this unit we look at the respiratory system and how gas exchange takes place. Pupils look at the role of the lungs, diaphragm and ribcage in breathing and the structure of respiratory system before we move on to the effects of smoking, drugs and alcohol on the body and a developing fetus.</p> <p><b>ORGANISMS</b> Digestion The digestive system is studied in detail and what constitutes a healthy diet. Role of each organ in digestion Digestion definition Enzymes. Practical investigations support the theory. Tables and data are analysed.</p>		<p><b>ECOSYSTEM</b> Respiration What is respiration? Role mitochondria in respiration. Releasing energy from food in a chemical reaction.</p> <p><b>ECOSYSTEM</b> Photosynthesis Plants make food They need sunlight, water and CO<sub>2</sub>. The role of chloroplasts and why plants are green.</p>		<p><b>GENES</b> Evolution Fossil evidence Darwin's ideas Different theories of how life on earth developed Ideas of natural selection <b>GENES</b> Inheritance Genes are DNA Genes are units of inheritance Simple genetic crosses based on gender inheritance Selection and genetics - the perfect farm animal</p>	
Y8 Chemistry						
Y8 Physics	<p><u>Forces</u> What are contact forces? What happens to a moving object when the resultant force is zero? What affects drag forces and friction? How can we reduce drag and friction? How do objects react when squashed or stretched? What is Hooke's Law?</p>	<p><u>Forces</u> What is a moment? How do we calculate a moment? How do fluids exert pressure? How do we calculate pressure? How does atmospheric pressure change with height? How does pressure in a liquid change with depth? Why do some things float?</p>	<p><u>Magnetic fields</u> How do magnets interact? How do you draw a magnetic field? What is the Earth's magnetic field? What is an electromagnet? How do you make a strong electromagnet? What is the Earth's magnetic field? Why might you use an electromagnet, rather than a permanent</p>	<p><u>Work and energy</u> What is work? What do simple machines do? What is thermal energy? What is temperature? Why does adding thermal energy to a substance increase its temperature? What is insulation? How can we use insulation to keep things hot or cold? How does sound</p>	<p><u>Electromagnetic waves</u> How do microphones and speakers work? What is the electromagnetic spectrum? Is the electromagnetic spectrum harmful? How can we use the electromagnetic spectrum? How can plants and animals use the electromagnetic spectrum?</p>	<p><u>Electromagnetic waves</u> What happens to light when it shines through glass? What are transverse and longitudinal waves? How can we use models to explain waves? What is superposing?</p>

		How do you calculate pressure? What is stress? What does stress do to solids?	magnet? How do electric bells, loudspeakers, and circuit breakers work?	transfer energy?		
Y8 History	<u>The Tudors - Mary I/Elizabeth I</u> How Bloody was Bloody Mary? Young Elizabeth - What was she like? What did Queen Elizabeth I look like? Why did Queen Elizabeth I kill her cousin? Elizabeth's Government. Elizabeth I Source Assessment	<u>The Stuarts and Cromwell</u> The Gunpowder Plot Why did the English start fighting? Why was King Charles sentenced to death? Who was the man who banned Christmas? Was Cromwell a Hero or Villain? What happened to Cromwell's Head? Oliver Cromwell Assessment <u>Hatfield House visit</u>	<u>The Abolition of the Slave Trade</u> What was the slave trade? What was it like on a slave ship? Life as a slave Why was slavery abolished? End of term Year 8 Assessment	<u>The French Revolutionary Wars</u> Why were Britain and France in dispute in Northern America? In what way is the execution of a French King linked to Britain?	Who was Napoleon Bonaparte? Horatio Nelson and the Battle of Trafalgar. Napoleon Bonaparte Battle of Waterloo Battle of Trafalgar. French Revolutionary Wars Assessment.	<u>Dying for the Vote</u> Who were the Suffragettes? Presentations on women in history How did WWI affect Votes for women. Did Emily Davidson mean to kill herself Watching The Suffragettes
Y8 Geography	<u>1) The ground beneath my feet</u> (introduction to geology) (Geog.3) Recapping from chemistry the different rock groups and how they form, looking at samples of each rock group and comparing their properties, exploring the importance of rocks to life (domestic) and industry (commercial and farming), the formation of soil, recapping weathering	<u>2) Moving &amp; Shaking continued</u> ( <i>carried over from Year 7 2018, just to be studied in Year 8 2019</i> )(Geog.3) the social, economic, environmental and political impacts of earthquakes & volcanoes, managing and measuring those impacts, comparing impacts between developed and developing countries, managing tectonic hazards	<u>3) Extreme Environments</u> From barren deserts to wild jungles: major world biomes (continued) OLD Geog.2 (3rd edition) the climate and characteristics of hot deserts, and tropical Rainforest, causes, consequences and solutions to deforestation of rainforests globally. Rainforest stakeholders	<u>4) Precious Planet</u> (Natural Resources) (continued) Geog.3 Water shortage, UK and Tanzania, the importance of soil, desertification and the fight against it, non-renewable energy, renewable energy in the UK  <i>Assessment</i> <u>5) Burning Planet</u> (Climate Change) 1	<u>6) Mighty oceans &amp; rolling waves</u> (coasts) Geog.2 Waves and tides, processes of marine erosion & transport Marine landforms of erosion including cliffs, headlands and bays, caves, arches, stacks and stumps, landforms of deposition including beaches, sand dunes, spits and saltmarshes, Coastal management strategies,	<u>7) Detectives &amp; decision makers</u> (4) (geography field investigations) Happisburgh stakeholders debate Field trip planning  Happisburgh field trip  Data analysis collaboration with Maths





	<p>Course Stages 1-3</p> <p>Language (nouns):</p> <ul style="list-style-type: none"> <li>• Subject (nominative)</li> <li>• Object (accusative)</li> <li>• 1st, 2nd, 3rd declensions</li> </ul> <p>Culture: house, family, occupations</p>	<p>Course Stages 4-5</p> <p>Language (plurals):</p> <ul style="list-style-type: none"> <li>• 1st, 2nd, 3rd person verbs</li> <li>• Nominative plurals</li> <li>• Plural verbs (3rd person)</li> </ul> <p>Culture: forum, theatre</p>	<p>Course Stages 6-7</p> <p>Language (tenses):</p> <ul style="list-style-type: none"> <li>• perfect tense (3rd person)</li> <li>• irregular stems to verbs (s)sux</li> </ul> <p>Culture: slavery, dinner parties</p>	<p>Course Stages 8-9</p> <p>Language (plurals):</p> <ul style="list-style-type: none"> <li>• Nom + acc plurals</li> <li>• Plural verbs (all person endings)</li> </ul> <p>Culture: gladiators, baths</p>	<p>Course Stages 9-10</p> <p>Language (cases cont.):</p> <ul style="list-style-type: none"> <li>• Plural verbs (all person endings)</li> <li>• Dative case</li> </ul> <p>Culture: baths, education</p>	<p>Course Stage 12</p> <p>Language (adjectives):</p> <ul style="list-style-type: none"> <li>• Comparatives &amp; superlatives</li> </ul> <p>Culture: eruption of Vesuvius</p>
Y8 Art	Self Image				Cultural Art- Mexican Day of the Dead	
	<p><u>DEVELOP</u></p> <p>Create a mind-map that explores the theme of Self-Image. Discuss the work of Chris Ofili, Freda Karlo, Stanley Spencer and Andy Warhol. Create Artist research pages in your sketchbook showing visual responses to their work.</p> <p><u>REFINE</u></p> <p>Observational drawings of facial features, exploring line, tone and colour. Experiment with media</p>	<p><u>RECORD</u></p> <p>Learn about different approaches to self portraits by understanding the purpose and meaning of the work. Participate in self and peer assessment activities to document your ideas and progress.</p>	<p><u>PRESENT</u></p> <p>Create a self portrait that shows links to the artists you have researched and aspects of your self-image</p>		<p><u>DEVELOP</u></p> <p>Learn about Art inspired by the Mexican Day of the Dead and the use of cultural symbolism. Complete artist research and analysis.</p> <p><u>REFINE</u></p> <p>Practice the use of Mexican symbols in their own artwork and plan a large scale piece.</p>	<p><u>RECORD</u></p> <p>Participate in self and peer assessment activities to document your ideas and progress.</p> <p><u>PRESENT</u></p> <p>Create an A3 piece based on the symbolic works of the Mexican Day of the Dead using a variety of drawing skills and techniques.</p>

	and techniques by using pencil, watercolour, charcoal, chalk, acrylic paint and collage.					
Y8 Music	<p>Exploring the elements of music Focus on understanding texture, timbre, tempo - performing graphic scores focusing on these elements</p> <p>harmony - major, minor, diminished and augmented</p>	Composing assignment - bringing together all these elements of music	<p>Programme music - exploring music inspired by nature, art, literature</p> <p>storm music (Beethoven's Pastoral Symphony)</p> <p>Composing a piece of music to represent a storm building, breaking and fading away</p>	<p>music inspired by art (Kanagawa and Van Gogh)</p> <p>Composition inspired by one of these artworks</p>	Chord patterns - Pachelbel's Canon plus the hip hop fusion version of this Creating a piece of music using the chord pattern from Pachelbel's Canon	Composing in layers - creating a piece from scratch by building up a chord pattern, melody, bass line and rhythm
Y8 Drama	Comedy and Tragedy - genre, juxtaposition and contrast - use of split-scene to enhance performance. Spies and Secrets - using non-verbal communication / focus on actors physicality to create meaning through the exploration of moral dilemmas	Stylised Drama - learning how and when to use non-naturalistic theatrical techniques - including the use of physical theatre, freeze frame, mime, slow motion and many more...	Millions - Frank Cottrell Boyce Continuing the theme of moral dilemmas using the play Millions. Practical exploration of key scenes in the play with consideration of director's intention and audience response.	Flannan Isle - using the well known mystery and using the poem as stimulus for creating drama. Focus on techniques to build tension and suspense.	Radio Drama With a focus on use of voice. Using Roald Dahl's short story The Landlady - students create a radio play. Exploring the role of narrator. Use of sound effects and characterisation through use of voice.	Mugged - exploring text through performance Using Andrew Payne's play to create and direct students' own interpretation of text. Applying the skills and techniques learned to a scripted performance.
Y8 Spanish	<p>Languages Week</p> <p>Review of Viva 2</p> <p>Module 1: Past holidays - using</p>	<p>Module 2: My interests</p> <p>Saying what type of music you like.</p> <p>Expressing opinions on</p>	<p>Module 3: Food</p> <p>Saying what food you like</p> <p>Describing mealtimes</p>	<p>Module 4: Socialising</p> <p>Arranging to go out with friends.</p> <p>Making excuses.</p>	<p>Module 5</p> <p>Summer holidays - using 3 tenses together</p> <p>Describing a holiday home and holiday</p>	<p>Describing a world trip.</p> <p>Discussing holiday destinations.</p> <p>Group work: preparing presentations of the</p>

	<p>preterite Talking about a past holiday. Saying what you did on holiday. Describing the last day on holiday. Saying what your holiday was like.</p> <p>Translation skills The preterite or verb <i>ir</i> and regular <i>-ar, -er</i> and <i>-ir</i> verbs The preterite of <i>ver</i> <i>ser</i></p> <p>End of Module test</p> <p>Module 2: Personal preferences and free time. Mobile phones and saying what you use them for.</p>	<p>TV programmes. Saying what you did yesterday.</p> <p>Translation skills Revision of the present tense Giving a range of opinions</p> <p>The comparative.</p> <p>Using the present and past tenses together.</p> <p>End of Module test</p>	<p>Ordering a meal in a restaurant. Discussing what to buy for a party. Giving an account of a party. Learning about food in other countries.</p> <p>Translation skills Using a wider range of opinions. Using negatives. The formal 'you'. Using the near future. Using three tenses together. Using direct object pronouns.</p> <p>End of Module test</p>	<p>Discussing getting ready to out. Clothes and saying what you wear for different occasions. Describing sporting events. Giving an account of a sporting / other event you have been to.</p> <p>Translation skills Using <i>me gustaria + infinitive</i> Using verbs <i>querer + poder</i> Reflexive verbs. Revision of adjectival agreement. Using demonstrative adjectives this/these Using three tenses.</p> <p>End of Module test</p>	<p>activities. Asking for and giving directions. Talking about summer camps.</p> <p>Translation skills Using the comparative and superlative. The imperative. Using three tenses together.</p>	<p>school and filming on i-pads.</p> <p>Translation skills Tackling challenging listening. Using <i>mejor</i> and <i>peor</i>.</p> <p>End of Module test</p>
Y8 French	<p>Languages Week</p> <p>Media Talking about television programmes, films, reading and the internet</p> <p>Translation skills Talking about what you did yesterday</p> <p>The present tense of <i>avoir</i> and <i>être</i> and of <i>-er, -ir, and -re</i> verbs</p>	<p>Paris - perfect tense A visit to Paris - saying what you did, where you went and how</p> <p>Translation skills The perfect tense of regular and irregular verbs</p>	<p>Identity Identity- personality, relationships, music, clothes Translation skills Adjectival agreement Giving and justifying opinions Using reflexive verbs [NB Perfect tense of regular and irregular verbs to continue alongside Module 3 through classwork and</p>	<p>Home</p> <p>Describing the home Talking about meals, food and events Translation skills Using <i>il faut</i> Using three tenses Prepositions</p>	<p>Talent and Ambition</p> <p>Talking about talent and ambition <i>Vouloir, pouvoir</i> and <i>devoir</i> The imperative Translation skills Residential with visit to partner school</p> <p>All 4 language skills, day visit to French school to participate in</p>	<p>Persuasive language</p> <p>Encouraging or persuading someone Persuasive language</p> <p>Translation skills Superlative adjectives Using a variety of structures and tenses</p>

	The perfect tense		homework tasks] Using the near future tense Weekly Film Club To boost listening, speaking, reading and writing skills via language and culture student booklet		lessons and tour of Lille with penpals	
Y8 Mandarin	Languages Week  Revise Jinbu-1 Chapter 1-3 1.Review greeting phrases, numbers, family members, animal names 2. Review numbers: Birthday, week days; Weekend 3. Review hobbies; activities 4. Review simple questions and special questions; relevant ways to answer these questions. 5. Practise writing around 80 characters course- work to describe life routine. 6. Assessment	Revise Jinbu-1 Chapter 4-5 1.Revise school subjects and give comments on school subjects 2.Recap telling time and apply time phrase to indicate course schedule. 3.Review food names; drink names and give comments on food. 4. Practise raising simple questions and special questions. 5. Practice essential characters 6. Assessment	1.Weather types: Learn weather types and relevant adj.to describe weather. 2.Nationality: Country names and how to apply 人, 文, 语, 国 to convert a country' s name into nationality and the related language. 3. Location names: preposition 在 3. Transportation names: Apply 坐 and 骑 to describe how to take the transportation to go a place. 4. Past tense mark 了 : Comparison study with present continue mark 在/正在	1.Review Chapter 1 in Jinbu-2 2.Culture explore: How do Chinese people celebrate Chinese New Year? Individual presentation. 3.Assessment	1.Describe someone: recap phrases of colour, appearance. 2. Bedroom essential item phrases: Recap reposition 在 and direction phrases. 3.Daily routine 4.Daily life and clothes 5. Assessment	1..Direction and making an appointment 2.Weekend plan 3.Job titles: Dream job and future plan. Future tense mark 要 ; 想要 4. Giving comments on living environment 5. Assessment
Y8 PE						
Y8 PSHCEE						



Curriculum Map Year 9 20-21						
	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y9 English	<p>Genre/Text: 19th Century Fiction texts - <i>A Christmas Carol</i> by Charles Dickens</p> <p>Students read and study character, theme and context in relation to the novella as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.</p> <p>Assessment 1: A series of Literature extract based questions on the presentation of the ghosts, Scrooge and Bob Cratchitt.</p> <p>Assessment 2: <i>Language Paper 1 Section A on the Cratchitts.</i></p> <ul style="list-style-type: none"> <li>+ Cross-curricular links with History with regard to their study of the Victorian period.</li> <li>+ Theatre Production of <i>The Woman in Black</i></li> <li>+ Screening of the film <i>The Man who Invented Christmas</i> at The Picturehouse</li> </ul>		<p>Genre/Text: Social Protest Writing / Modern Novel</p> <p>Text: <i>Animal Farm</i> by George Orwell</p> <p><i>Composite Language Paper with a Paper 1 Section A based on extract from Animal Farm (Boxer being taken away) with a Paper 2 Section B which includes a piece of point of view writing (writing to argue/persuade).</i></p> <ul style="list-style-type: none"> <li>+ Speech on a topic of their choice based on their writing to argue/persuade skills.</li> <li>+ Cross curricular links to History (Russian Revolution etc.) as well as politics and business -</li> </ul>	<p>Shakespeare - <i>Much Ado About Nothing</i> or <i>The Merchant of Venice</i>.</p> <p>Students read and study character, theme and context in relation to the play as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.</p> <p>Assessment 1: Literature extract based questions on the presentation of characters/themes.</p>	<p>Genre/Text: Detective/Mystery/ Crime</p> <p><i>Curious Incident of the dog in the Night Time</i> (play adaptation) by Mark Haddon + <i>The Sign of Four</i> (Sherlock Holmes) by Arthur Conan Doyle.</p> <p>Literature essay question which students choose from a choice of two - the questions are based on a character or theme.</p>	<p>Genre/ Text: Poetry (Power and Conflict Cluster) + WW2 fiction and non-fiction</p> <p>Comparative poetry essay/unseen poetry essay based on study of GCSE anthology listed above.</p> <p><i>Comparing viewpoints of writers (Lang Paper 2 section A) based on two articles on theme of war.</i></p>

			maths related games in introductory lessons using numbers, shapes etc.			
Y9 Maths	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Number 1</p> <p>Working with fractions</p> <p>Order of operations</p> <p>Rounding</p> <p>Algebra 1</p> <p>Simplifying algebraic expressions</p> <p>Brackets</p> <p>Solving equations</p> <p>Graphs 1</p> <p>Gradient of a straight line</p> <p>Plotting straight-line graphs</p>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Shape and Space 1</p> <p>Triangles</p> <p>Quadrilaterals</p> <p>Polygons</p> <p>Constructions</p> <p>Similar triangles</p> <p>Sets 1</p> <p>Set notation</p> <p>Venn Diagrams</p> <p>Number 2</p> <p>Standard Form</p> <p>Percentages</p> <p>Percentage change</p>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Algebra 2</p> <p>Simplifying algebraic fractions</p> <p>Solving equations with roots and powers</p> <p>Positive integer indices</p> <p>Inequalities</p> <p>Graphs 2</p> <p>Straight-line graphs</p> <p>Sketching straight-line graphs</p> <p>Simultaneous Equations</p> <p>Shape and Space 2</p> <p>Pythagoras' Theorem</p> <p>Circle Theorems</p>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Handling Data 1</p> <p>Statistical investigation</p> <p>Presenting data</p> <p>Misleading data presentation</p> <p>Averages for discrete data</p> <p>Number 3</p> <p>Prime factors</p> <p>LCM and HCF</p> <p>Ratio</p> <p>Algebra 3</p> <p>Simple factorising</p> <p>Simplifying fractions</p> <p>Equations with fractions</p> <p>Simultaneous equations</p>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Graphs 3</p> <p>Distance-time graphs</p> <p>Speed-time graphs</p> <p>Shape and Space 3</p> <p>Tangent Ratio</p> <p>Calculating Sides</p> <p>Calculating Angles</p> <p>Handling Data 2</p> <p>Frequency Tables</p> <p>Discrete Data</p> <p>Continuous Data</p>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <p>Number 4</p> <p>Compound percentages</p> <p>Inverse percentages</p> <p>Algebra 4</p> <p>Using formulae</p> <p>Change of subject</p> <p>Further formulae</p> <p>Graphs 4</p> <p>Quadratic graphs</p> <p>Solution to quadratic graphs</p> <p>All - Financial Maths - Budgeting</p>
Y9 Computing	<p>Working knowledge of hardware that is required to make a computer system. how to procure components and physically make a PC</p> <p>having a working knowledge of other</p>	<p>Basic understanding of networking components and addressing methods.</p> <p>able to work remotely on other systems</p> <p>completing basic maintenance of</p>	<p>Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project</p> <p>Using HTML</p> <p>having a working knowledge of other operating systems and</p>	<p>Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project</p> <p>Using HTML, and C++</p> <p>having a working knowledge of other operating systems and</p>	<p>Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project</p> <p>Using Python</p>	<p>Looking a security and internet safety</p> <p>Looking at the future of IT where it is likely to go</p> <p>Make a IOT project</p> <p>.Plan it program it and test it</p>



	operating system Working through their GCSE Project	software and operating systems	able to communicate with other systems over a network	able to communicate with other systems over a network		
Y9 Biology	An introduction to biology (3 weeks) B1 Cell Structure and transport which includes the World of the microscope, animal and plant cells, Eukaryotic and prokaryotic cells. Specialisation in animals and plant cells.		Diffusion, Osmosis , active transport, exchanging materials. B2 Cell Division Cell division, growth and differentiation, stem cells and ethical dilemmas.		B3 Organisation and the digestive system Tissues and organs, the human digestive system, looking at the chemistry of food, catalysts and enzymes and factors that affect enzyme action. How does the digestive system work and what makes it efficient?	
Y9 Chemistry	An introduction to Chemistry (3 weeks) C1 Atomic Structure learning about how mixtures can be separated.	C1 ions atoms isotopes periodicity A focus on the periodic table and its history as well as the key features of Groups 1 and 7 (C2)	C2 Transition metals C3 Structure and bonding - learning about covalent, ionic and metallic bonding	C3 giant covalent structures and nanoparticles and how they are used	C4 relative formula masses and equations in chemistry	C4 percentage yield and how to calculate moles and molar ratios
y9 Physics	An introduction to physics (3 weeks) P1 Conservation and dissipation of energy Understanding and defining energy Calculating GPE, KE and EPE Efficiency, work and wasted energy Energy in electrical appliances		P2 Energy transfer by heating Energy transfer by conduction, convection and radiation Infrared radiation Specific heat capacity Heating and insulation		P3 Energy resources Energy demands and challenges Power stations - fossil fuels, wind, water, solar, geothermal and nuclear Environmental considerations Big energy issues	
Y9 History	<u>British Empire and Colonisation</u> What was the British Empire? What is Colonisation? Independence for India Independence for Africa How has immigration changed Britain Prep for presentation British Empire Immigration Presentation	<u>First World War and Trench Warfare</u> What started the First World War? Recruiting for the War Presenting Key WWI Figures How did the war affect ordinary citizens? What was it like in the Trenches?	<u>Inter-war years and the Rise of Hitler</u> Historical Enquiry Assessment Planning Historical Enquiry Assessment 20th Century: Boom to Bust The Treaty of Versailles Hitler and the Rise of Germany End of Term Assessment	<u>Second World War</u> Nazi Control of Germany Life in Germany <u>Trip to Imperial War Museum</u> The Second World War – An overview The war goes nuclear	<u>Russian Revolution</u> Introduction to the Russian Revolution 1905 & 1907 Revolutions Rise of the Bolsheviks Civil War Russian Revolution Assessment	<u>History Project</u> Introduction to History Projects Using lessons to work on individual historical Projects on any topic related to option subjects Essay and presentation to be prepared History Project Presentation

Y9 Geography	<p><u>1) Dawn of the Anthropocene part 1: Population patterns across the world (POPULATION UNIT Part 1)</u> (Geog.2 &amp; IGCSE)</p> <p>Introducing the link between population and environmental impact: the Anthropocene. World populations then and now, world population distribution, the demographic transition model, population pyramids, social, economic, cultural, political and environmental reasons for rapid population growth in LEDCs (and the UK/ MEDCs historically), the significance of the Industrial Revolution on population change.</p>	<p><u>1) Dawn of the Anthropocene part 1 (continued)</u></p> <p>Causes, challenges and solutions of under population (&amp; Australia), overpopulation (&amp; Bangladesh) ageing populations (&amp; Japan) and youthful populations (Bangladesh)</p> <p><i>Assessment</i></p>	<p><u>2) Dawn of the Anthropocene part 2: Managing populations &amp; migration (POPULATION UNIT part 2)</u> (Geog.2 &amp; IGCSE)</p> <p>Population management policies: China's One/Two-Child Policy, Japan and Sweden's pronatalist strategies; population distribution patterns in the UK, their SEEP causes and consequences</p> <p><u>3) On the Move: Challenges of migration</u></p> <p>migration in numbers, push and pull factors, migrant versus refugee, the European migrant crisis. Poland to UK case study</p>	<p><i>Assessment</i></p> <p><u>3) Wild, Wet and Windy: Weather in the UK</u> (Geog.2 &amp; IGCSE)</p> <p>What is weather, causes of weather patterns, how to measure the weather, weather forecasting, rain and clouds, air pressure and wind, rapid changes, microclimates, weather versus climate, recap climatic factors for UK</p> <p>Weather data collection collaboration with Maths</p>	<p><u>4) Weather Tantrums: Extreme weather events</u> (TES &amp; IGCSE)</p> <p>The formation of Hurricanes, cyclones, typhoons, tornadoes and waterspouts, thunder and lightning, monsoons &amp; floods, drought and heatwave, UK 2018 extremes (Beast from the East, summer drought) 2019 hottest temperature on record in Cambridge). UK flooding 2019, Storm of 1987</p> <p>How we might be contributing to this extreme weather through climate change</p>	<p><u>5) Blood, sweat and tears: industry &amp; employment in the UK and across the globe</u> (Geog.3 &amp; IGCSE)</p> <p>Industry types, UK employment structure, economic development and employment change, link back to population change and the Industrial Revolution. Compare the Clark Fisher Model with the Demographic Transition Model.</p> <p><i>Year 9 end of year exam (including end of unit assessment)</i></p>
Y9 RE	What makes us human.		Atheism	Suffering and the holocaust.		
Y9 Latin	<p>Cambridge Latin Course Stages 13-14</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• Infinitives</li> <li>• possum, volo,</li> </ul>	<p>Cambridge Latin Course Stages 14-15</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• Adjectival agreement</li> </ul>	<p>Cambridge Latin Course Stage 15</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• Relative clauses</li> </ul>	<p>Cambridge Latin Course Stage 16</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• SPRING ASSESSMENT</li> </ul>	<p>Cambridge Latin Course Stage 17</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• Genitive case</li> <li>• SUMMER</li> </ul>	<p>Cambridge Latin Course Stage 18</p> <p>Language:</p> <ul style="list-style-type: none"> <li>• Genitive case</li> </ul>

	nolo • Adjectival agreement (2-1-2 & 3rd decl)  Culture: Romans in Britain	(cont) • NOVEMBER ASSESSMENT  Culture: IN-HOUSE LITERATURE MODULE ON LATIN LOVE ELEGY (CATULLUS)	• imperfect tense of possum  Culture: King Cogidubnus; CLASSICAL CIV WEEK	• Pluperfect verbs  Culture: The palace at Fishbourne	EXAM  Culture: Alexandria, ancient Egypt	Culture: Glassmaking in Alexandria; VIDEO COMPETITION; ANCIENT CIVILISATIONS PROJECT
Y9 Art	Adventures in Landscape		Environmental Art/ Recycled Bags		Pop Art Portraiture	
	<u>DEVELOP</u> • study the methods, approaches and intentions of Claude Monet and David Hockney to understand how past and present artists use the landscape as inspiration. <u>REFINE</u> learn how to use perspective methods in your work and develop observational drawing skills.	<u>RECORD</u> • explore landscape as the starting point for drawing and painting. <u>PRESENT</u> Create a final painted canvas that conveys mood and feeling in your chosen landscape	<u>DEVELOP</u> • Introduction to Environmental Art and collaborative project to make a recycled bag for Waitrose. • Research different methods of making a recycled bag. <u>REFINE</u> • Experiment with making a woven recycled bag using plaiting and weaving techniques. <u>RECORD</u> • Discussion of Key language; Craftsmanship, Loom, Weft/ Warp	<u>PRESENT</u> • Make and refine a woven recycled bag considering colour and overall design. • Add bag liner and handles.	<u>DEVELOP</u> • Introduction to Pop Art and how it differs from other art forms. Research and analysis of famous Pop Artists.  <u>REFINE</u> • Refine their observational skills by using a grid up method to draw a pop art style portrait.	<u>RECORD</u> • Self and peer assessment and class discussions about the artists and the variety of techniques they are using.  <u>PRESENT</u> • Create a multimedia portrait using recognisable pop art conventions as well as a variety of other skills and approaches.

Y9 Music	Literature as a stimulus for music composing a piece inspired by an extract from Mary Shelley's Frankenstein	<ul style="list-style-type: none"> <li>The Blues - origins and development</li> <li>chord structure and features of melody</li> <li>Composing a blues piece</li> </ul>	<ul style="list-style-type: none"> <li>Film music - listening to underscore, how have the musical elements been used to create suspense/tension/excitement/romance/fear etc?</li> </ul>	Project to create a short film and compose the soundtrack for it	<ul style="list-style-type: none"> <li>Arts Cross curricular performance project incorporating song writing and rap</li> </ul>	<ul style="list-style-type: none"> <li>Performance and evaluation of project</li> </ul>
Y9 Drama	Devising from Stimulus - including poetry, photography and music. Students collaborating to create their own original material for performance from a given stimulus.	DNA - Dennis Kelly. Practical exploration of Kelly's play DNA. Practical exploration of the central themes of morality, leadership, bullying, gangs and social responsibility.	Introduction to Theatre Practitioner Bertolt Brecht. Practical exploration of his Epic Theatre and Alienation Effect to create political theatre.	Missing Dan Nolan - exploration of text and stylised technique.	Creative Arts Cross Curricular Performance Project. Drama / Art / Music collaborating to create a celebratory finale to KS3 Arts provision. Using a chosen theme - students work in each discipline creating their own original performance / artwork.	Performance and exhibition of Creative Arts Celebration Project!
Y9 Spanish Is supported in class by a native speaking language assistant with particular focus on developing speaking skills through 1:1 support and working in small groups	<p>Languages Week</p> <p>Lifestyle Talking about things you like Describing your week and your birthday Describing films Talking about life as a celebrity.</p> <p>Translation skills The present tense of</p>	<p>Jobs and future career plans Jobs Saying what you have to do at work and what job you would like to do. Future plans. Describing your job.</p> <p>Translation skills Using <i>tener que</i> Revision of adjectival</p>	<p>Health and fitness Describing your diet and your lifestyle Daily routine Active lifestyle and getting fit. Body parts, illnesses, saying what's wrong with you.</p> <p>Translation skills Using direct object pronouns</p>	<p>World issues: Talking about children's rights and fair trade. Recycling. Describing how your town has changed.</p> <p>Translation skills Using the verb <i>poder</i>. Expressing your point of view. Using <i>se deberia</i>. The imperfect tense.</p>	<p>Madrid - future tense Meeting and greeting people. Talking about a treasure hunt. Discussing buying souvenirs. Saying what you will do. Revision for end of year exam.</p> <p>Translation skills</p>	<p>Saying what you will do. Talking about summer holidays.</p> <p>Translation skills Using the simple future tense.</p>

	<p>irregular verbs Using the present, preterite and near future tenses together.</p>	<p>agreement More practice using three tenses.</p>	<p>Stem-changing verbs Reflexive verbs Using <i>(no) se debe / me duele(n)</i> Using complex sentences.</p>		<p>Using expressions with <i>tener</i>. The comparative and the superlative. The simple future tense</p> <p>Students opting to study GCSE Spanish: end of year exam.</p> <p>Students not opting to study GCSE Spanish: Project work on cultural topics.</p> <p>Film project using iPads.</p> <p>Theatre visit: To boost listening and speaking skills and MFL cultural experience. Students will work in all 4 skills to complete pre-visit workbook activities</p>	
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<p>Y9 French Is supported in class by a native speaking language assistant with particular focus on developing speaking skills through 1:1 support and working in small groups</p>	<p>Languages Week</p> <p>Teenage social life Talking about Facebook. Giving your opinion about someone. Arranging to go out. Describing a date. Describing a music event.</p> <p>Translation skills Using direct object pronouns. Using three tenses - perfect, present and near future</p>	<p>Health and fitness The parts of the body. Talking about sport. Healthy eating. Making plans to get fit and describing levels of fitness.</p> <p>Translation skills Using à and the definite article. Using <i>il faut</i> Using the future tense and using it with the perfect and present tenses Using masculine and feminine nouns.</p>	<p>Jobs and career plans Describing jobs. Learning languages. Saying what you used to do. Discussing your future and your past. Talking about your job.</p> <p>Translation skills Using modal verbs. Using the imperfect tense Using different tenses together.</p>	<p>Holidays Discussing holidays. Imagining adventure holidays. Talking about what you take with you on holiday. Describing what happened on holiday. Visiting a tourist attraction. Translation skills Asking questions using inversion. Using the conditional tense. Using reflexive verbs. Combining different tenses.</p>	<p>Rights and ethics Discussing what you are allowed to do. Explaining what's important to you - morals, ethics and world social issues. Talking about things you buy - ethical shopping. Describing what makes you happy</p> <p>Translation skills Using expressions with <i>avoir</i>. Using direct object pronouns. Using <i>si</i> in complex sentences. Using complex structures.</p>	<p>Revision Translation skills End of KS3 assessment in listening, speaking, reading and writing skills. Assessment feedback.</p>
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Y9 Mandarin	<p>Languages Week</p> <p>Revise Jinbu-1 Chapter 1-3</p> <p>1.Review greeting phrases, numbers, family members, animal names</p> <p>2. Review numbers: Birthday, week days; Weekend</p> <p>3. Review hobbies; activities</p> <p>4. Review simple questions and special questions; relevant ways to answer these questions.</p> <p>5. Practise writing around 80 characters course- work to describe life routine.</p> <p>6. Assessment</p>	<p>Revise Jinbu-1 Chapter 4-5</p> <p>1.Revise school subjects and give comments on school subjects</p> <p>2.Recap telling time and apply time phrase to indicate course schedule.</p> <p>3.Review food names; drink names and give comments on food.</p> <p>4. Practise raising simple questions and special questions.</p> <p>5. Practice essential characters</p> <p>6. Assessment</p>	<p>1.Weather types: Learn weather types and relevant adj.to describe weather.</p> <p>2.Nationality: Country names and how to apply 人, 文, 语, 国 to convert a country' s name into nationality and the related language.</p> <p>3. Location names: preposition 在</p> <p>3. Transportation names: Apply 坐 and 骑 to describe how to take the transportation to go a place.</p> <p>4. Past tense mark 了 : Comparison study with present continue mark 在/正在</p>	<p>1.Review Chapter 1 in Jinbu-2</p> <p>2.Culture explore: How do Chinese people celebrate Chinese New Year? Individual presentation.</p> <p>3.Assessment</p>	<p>1.Describe someone: recap phrases of colour, appearance.</p> <p>2. Bedroom essential item phrases: Recap reposition 在 and direction phrases.</p> <p>3.Daily routine</p> <p>4.Daily life and clothes</p> <p>5. Assessment</p>	<p>1..Direction and making an appointment</p> <p>2.Weekend plan</p> <p>3.Job titles: Dream job and future plan. Future tense mark 要 ; 想要</p> <p>4. Giving comments on living environment</p> <p>5. Assessment</p>
Y9 PE						
Y9 PSHCEE						





Curriculum Map						
Year 10 20-21						
	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y10 English	GCSE Text & Modern Play: An Inspector Calls  Study of character; theme; exposition, structure and development of plot in a play; and context. Also learn the skills requisite to meet GCSE AOs.  Literature essay questions based on theme and/or character.  <i>Language Paper 1 Section A thematically linked to context of Edwardian period.</i>  + Theatre production/ screening of adaptation of the play.		GCSE Text & Shakespeare play: Romeo and Juliet  Study of character; theme; exposition, structure and development of plot in a play; and context. Also learn the skills requisite to meet GCSE AOs.  Literature extract questions based on theme and/or character.  <i>Language Paper 1 Section B (descriptive writing) thematically linked to context of play.</i>  + Romeo and Juliet production at theatre / RSC The Globe		GCSE Poetry Anthology : Love and Relationships Cluster  + presentations on allocated poems	End of Year Exams: - Language Paper 1 Section A and B - Composite Literature Paper which includes An Inspector Calls essay question and a Romeo and Juliet extract question  Spoken Language Endorsement Qualification
Y10 Maths	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons  Shape and Space 4 Sine and cosine ratios Calculating sides Calculating angles Handling Data 3 Measures of dispersion Quartiles Cumulative frequency Number 5 Use of calculators Estimating	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons  Algebra 5 Multiplying brackets Factorising quadratic expressions Solving quadratic equations by factorisation Problems leading to quadratic equations Graphs 5 Representing inequalities graphically	Edexcel International GCSE (9-1) Mathematics A Books 1 and 2 by Pearsons  Handling Data 4 Probability - single events Experimental probability Theoretical probability Number 6 Direction proportion Inverse proportion Fractional indices Negative indices Algebra 6	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Shape and Space 6 Circle Theorems Sets 2 Three-set problems Practical problems Shading sets Set-builder notation Number 7 Recurring decimals Advance calculator problems	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Algebra 7 Solving quadratic equations by factorisation Solving quadratic equations by completing the square Problems leading to quadratic equations Solving quadratic inequalities	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Sets 3 Probability Conditional probability using Venn diagrams Number 8 Converting between units of length Converting between units of area Converting between unit of volume

	Rounding, upper bounds and lower bounds	Perpendicular lines Mid-points Finding the length of a line on a graph Shape and Space 5 Transformations Translations Reflections and rotations Enlargements Combined transformations	Proportion Indices Sequences Continuing sequences Formulae for sequences The difference method Finding a formula for a sequence Arithmetic sequences Sum of an arithmetic sequence		Graphs 6 Cubic graphs Reciprocal graphs Shape and Space 7 Circles Solids Similar Shapes	Compound measures Algebra 8 Functions Domain and range Composite functions Inverse functions Financial Maths - Mortgages
Y10 Computing	Working knowledge of hardware that is required to make a computer system. how to procure components and physically make a PC  having a working knowledge of other operating system  Working through their GCSE Project	Basic understanding of networking components and addressing methods.  able to work remotely on other systems  completing basic maintenance of software and operating systems	understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project Using HTML and Bash having a working knowledge of other operating systems and able to communicate with other systems over a network	understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project Using HTML,Python, Bash and C++ having a working knowledge of other operating systems and able to communicate with other systems over a network	Working through the IT Essentials Cisco course to give them a better hardware understanding and basic PC maintenance Operating Systems and software. Creating a IOT project	Working through the IT Essentials Cisco course to give them a better hardware understanding and basic PC maintenance Operating Systems and software. Finishing IOT project
Y10 Biology	B4 Breathing and gas exchange transport systems in plants. Using a potometer	B5 Communicable diseases Health and disease Pathogens and disease	B5 safely growing bacteria. Antibiotics and antibacterials Hygiene and preventing infection. Plant diseases	B6 the immune system and ways to prevent and treat disease. Antibiotics painkillers and vaccines. Developing new medicines. Monoclonal antibodies and how they can be used to	B7 Non communicable diseases. Cause and correlation. What is cancer? The effect of smoking, diet, exercise, obesity and alcohol on health	B8 Photosynthesis Factors that affect the rate of photosynthesis. How the products are used and stored. Greenhouse economics B9 Respiration Aerobic and anaerobic respiration in different organisms. Response

				treat cancer.		to exercise. The role of the liver in metabolism
Y10 Chemistry	C4 Titrations and gas volume C5 Chemical Reactions and Energy Changes The reactivity series for metals. Displacement reactions Extracting metals using the reactivity series to determine best method Making salts from metals, insoluble bases and by reaction of an acid with an alkali Neutralisation and the pH scale Strong or weak acid - what it means	C6 Electrolysis Naming electrodes and building the circuit What changes take place at the electrodes How is aluminium extracted from its ore and why? Electrolysis in aqueous solution	C7 Energy Changes in reactions Exothermic and Endothermic reactions How to make use of the energy changes in a product How to draw the profile of a reaction Performing bond energy calculations Chemical Cells and Batteries Fuel cells	C8 Rates and Equilibrium Rate of reaction Collision Theory and surface area The effect of temperature, concentration and pressure Catalysts Reversible reactions and energy Dynamic equilibrium and altering conditions to produce more product	C9 Crude oil and fuels Hydrocarbons Fractional Distillation of Crude oil Burning fossil fuels Cracking hydrocarbons to produce more useful products	C10 Organic Reactions Reactions of the alkenes Alcohols, Carboxylic Acids and Esters Reactions of alcohols  C11 Polymers Polymers are made by addition reactions Polymers may be made by condensation reactions Natural Polymers include starch, protein, cellulose and DNA
Y10 Physics	P4 Electric charges and fields Electric charges Circuits: Potential difference, resistance, current and charge Series and parallel circuits Component characteristics P5 Electricity in the home Alternating current Cables and plugs Electrical power Electrical currents and energy transfer P6 Molecules and matter Density, states of matter and changes of state Internal energy and specific latent heat Gas pressure, temperature and volume		P7 Radioactivity Atoms and nuclei The discovery of the nucleus Nature of alpha, beta and gamma radiation Radioactivity and half-life Nuclear fission and fusion Nuclear radiation in medicine P8 Forces in balance Vectors and scalars Forces between objects and resultant forces Moments, levers and gears		P8 Forces in balance Centre of mass Moments and equilibrium The parallelogram of forces P9 Motion Distance-time graphs Velocity-time graphs P10 Force and motion Force and acceleration Weight and terminal velocity Conservation of momentum Impact forces and safety Forces and elasticity	
Y10 Astronomy						

Y10 Business Studies	1- Business in the real world the purpose and nature of business. business ownership. setting aims and objectives. Who are the stakeholders?	1- Business in the real world Business location and business planning Students write their own business plans ready for a dragons den style competition	2- Influences on Business STEM link to the role and purpose of technology Ethical and environmental considerations The economic climate of business	2- Influences on Business Globalisation Legislation British employment and consumer law Competition	3- Business operations Production processes The role of procurement	3- Business Operations Quality and Quality management Good customer service- why it matters
Y10 Sociology						
Y10 History	Early Elizabethan England, 1558–88 (British Depth Study) Introduction – Situation on Elizabeth’s accession The situation on Elizabeth’s accession The ‘settlement’ of religion Challenge to the religious settlement The problem of Mary, Queen of Scots Plots and revolts at home	Early Elizabethan England, 1558–88 (British Depth Study) Relations with Spain The outbreak of war with Spain/The Amanda Education and leisure The problem of the poor Exploration and voyages of discovery Raleigh and Virginia Review and assessment	British America 1713–83 empire and revolution (Period study) Developments in colonial society Slavery in North America Problems within the colonies The impact of cultural developments War	British America 1713–83 empire and revolution (Period study) The aftermath of the war British and American relations The war of independence The war of independence cont.. Consequences of war in America Assessment of Module	Crime and Punishment in Britain c1000-present (Thematic Study) Introduction to Crime & Punishment Medieval – Nature & changing definitions Medieval – Nature of law enforcement & punishment Early Modern – Nature & changing definitions Early Mod - Medieval – Nature of law enforcement & punishment Early Modern – Case studies Crime and Punishment trip to London	Crime and Punishment in Britain c1000-present (Thematic Study) 18th/19th C – Changing definitions of Criminal Activity 18th/19th C – The nature of law enforcement & punishment 18th/19th – Case studies 1900 – Present – Nature & changing definitions 1900 – Present – The nature of law enforcement
Y10 Geography	<u>Introduction to IGCSE geography</u>  <u>1.Industry</u> Collins IGCSE	<u>Assessment</u>  <u>3. Rivers</u> Collins IGCSE Recap the hydrological cycle to include water	<u>4.Energy</u> Collins IGCSE Introduction to energy types, growth in energy consumption in MEDCs, LEDCs and worldwide in	<u>6. Coasts</u> Collins IGCSE Defining a coastline, opportunities of coastlines locally and	<u>7. Settlement</u> Collins IGCSE Global urbanisation in numbers and patterns, early/ LEDC rural	Revision  <i>End of Year Exam (including settlement assessment)</i>

	<p>Industry types (primary, secondary, tertiary, quaternary), the structure of industries (inputs, processes, outputs) and the physical (environmental and human (social, economic and political) factors that affect the location of different industries. The growth of industry and industry change over time (Clark Fisher Model) and the link to industrialisation in the UK and LEDCs and NICS worldwide. Industry in the UK decision making exercise and business pitch. The environmental impacts of industry, the growth of high technology industry and Cambridge Science Park case study.</p> <p><u>2. Tourism</u> Collins IGCSE What is tourism, the social, economic, cultural, political and environmental reasons for the rapid growth of tourism in MEDCs and LEDCs and reasons for</p>	<p>flows, interception and evapotranspiration, the drainage basin and long profile of a river, the characteristics of the upper, middle, lower course, the formation of v-shaped valleys, interlocking spurs, rapids, waterfalls, potholes, meanders, oxbow lakes, levees, floodplains, deltas. The benefits and importance of river systems worldwide, human and physical causes of flooding, interpreting storm hydrographs, hard and soft engineering river management, case study of the river Mississippi. River fieldwork methods.</p> <p><i>Assessment</i></p>	<p>numbers, social, economic, political and environmental reasons for rapid energy consumption increases. Fossil fuels in numbers: in depth analysis of how non-renewable (fossil fuels, fuelwood and nuclear) and renewable (solar, wind, HEP, biofuels, geothermal, wave and tide) energy sources are generated and their individual advantages and disadvantages. Decision-making exercise: renewables in the UK</p> <p>Visit to TWI Chesterford to see how renewable energy in the UK is being researched.</p> <p><u>5. Food Production</u> Collins IGCSE Farming types (pastoral, arable, mixed, subsistence, commercial) and farming system structure (human and physical inputs, processes and outputs), the environmental, social, economic and</p>	<p>globally, waves and tides, marine processes of erosion and transport, longshore drift, marine landforms of erosion (cliffs, wave-cut platforms, discordant coastlines, caves, arches, stacks and stumps), marine landforms of deposition (beaches, spits, saltmarshes, sand dunes), coastal recession in Norfolk, hard and soft engineering coastal management strategies, coral reef formation and depletion, mangrove formation, importance and vulnerabilities, Coastal flooding &amp; tropical storms (Katrina &amp; link to Mississippi), North Norfolk case study, coastal fieldwork methods</p>	<p>settlement patterns (nucleated, linear, dispersed) and the human and physical reasons for their shape and the location and function of settlements. OS map and settlement analysis (Paper 2) Settlement distribution and hierarchy. Service provision and hierarchy (high order, low order, convenience and comparison) and spheres of influence, range and threshold populations. Local study: South Cambridgeshire settlement hierarchy and service provision case study. Rural to urban migration push and pull factors, the social, economic, political and environmental reasons for rapid urban growth in LEDCs and the rise of megacities. Link between urbanisation and the Clark Fisher Model, Demographic Transition Model and urbanisation (= industrialisation).</p>	<p><u>8. Paper 4 field work preparations</u> Collins IGCSE Planning an investigation, devising a plausible hypothesis, sampling methods, primary data, secondary data, data collection methods, risk assessments, paper 4 sample exams, data presentation techniques.</p> <p>Paper 4 IGCSE 4-day geography field trip to Wales</p>
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	some decline. Tourism in numbers. The environmental and socio-economic impacts of tourism and possible solutions. Case study of Lanzarote.		political factors that affect the location of farms of each type. The environmental impacts of food production and their solutions, Rockells Farm local case study of a farming system. <u>Food shortage:</u> environmental, socio-economic and political causes of food shortage, the impact of food shortage, malnutrition in numbers, solutions to food shortage globally and regionally including the Green Revolution and GM foods, case study of food shortage: Swaziland.  <i>Assessment</i>		Models of settlement including Hoyt and Burgess. Urban fieldwork methods. Challenges of urbanisation in MEDCs including traffic and urban sprawl (case study of Cambridge city). The rise of the slum and challenges of urbanisation in LEDCs (case study of Mumbai and Dharavi slum). Solutions to urban problems in both MEDCs and LEDCs.	
Y10 RE						
Y10 Latin	Language <ul style="list-style-type: none"> <li>- present participles</li> <li>- perfect passive &amp; perfect active participles</li> <li>- neuter plurals</li> </ul> Culture <ul style="list-style-type: none"> <li>- gods</li> <li>- temples</li> <li>- sacrifice</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>- 1st declension</li> </ul>	Language <ul style="list-style-type: none"> <li>- temporal clauses (cum + subjunctive)</li> <li>- indirect questions</li> <li>- purpose clauses</li> <li>- result clauses</li> <li>- NOVEMBER ASSESSMENT</li> </ul> Culture <ul style="list-style-type: none"> <li>- beliefs in the afterlife</li> <li>- Aeneas</li> </ul>	Language <ul style="list-style-type: none"> <li>- ablative case</li> <li>- time phrases using acc. + a bl.</li> <li>- prepositions</li> <li>- ablative absolutes</li> <li>- uses of the genitive</li> <li>- SPRING ASSESSMENT</li> </ul> Culture <ul style="list-style-type: none"> <li>- Roman army in</li> </ul>	Language <ul style="list-style-type: none"> <li>- gerundives</li> <li>- deponent verbs</li> <li>- passive verbs</li> </ul> Culture <ul style="list-style-type: none"> <li>- villas (cont.)</li> <li>- baths</li> <li>- Revise all Culture topics</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>- deponent verbs</li> <li>- miscellaneous</li> </ul>	Revision, then  SUMMER EXAM: Full Language paper (adapted) Full Culture paper (adapted)  then Feedback.  Begin Cambridge Latin Course Book 4	Cambridge Latin Course Book 4  English to Latin in-house workbook  Randomised vocab testing

	nouns - 2nd decl. nouns - 2-1-2 adjectives - 3rd decl. nouns (amor-mater)	- Romulus & Remus Vocabulary - 3rd decl. nouns (miles-vulnus) - 3rd decl. adjectives - pronouns - adverbs (adeo-olim) - adverbs (paene-vehementer)	Britain - roads - villas Vocabulary - 1st conjugation verbs - 2nd conj. verbs - 3rd conj. verbs (accido-interficio) - 3rd conj. verbs (lego-vivo) - 4th conj. + irregular verbs	(a,ab-nihil) - miscellaneous (nisi-ut)		
Y10 Classics	<ul style="list-style-type: none"> <li>Gods - Greek &amp; Roman pantheon</li> <li>Gods - Ancient religion</li> <li>Gods - Homeric Hymn to Demeter</li> <li>Temples - Rituals &amp; officials</li> <li>Temples - Parthenon, T. of Zeus Olympia</li> <li>Temples - T. of Portunus, Pantheon &amp; test</li> </ul>	<ul style="list-style-type: none"> <li>Festivals - Feedback &amp; City Dionysia, Great Panathenaia</li> <li>Festivals - Lupercalia, Saturnalia</li> <li>Foundation Stories - Athens</li> <li>Foundation Stories - Theseus</li> <li>Foundation Stories - Aeneas</li> <li>Foundation Stories - Test &amp; Romulus/Remus</li> <li>Feedback &amp; revision games</li> </ul>	<ul style="list-style-type: none"> <li>Death - Greek rites + Genesia</li> <li>Death - Roman rites + Parentalia</li> <li>Death - stelai &amp; inscriptions</li> <li>Underworld - Test + literary description (Aen 6/Od 11)</li> <li>Underworld - Feedback &amp; Persephone &amp; Demeter</li> <li>Underworld - Orpheus &amp; Eurydice</li> </ul>	<ul style="list-style-type: none"> <li>Universal Hero - 12 Labours (T. of Zeus)</li> <li>Universal Hero - Temple of Zeus &amp; Homeric Hymn</li> <li>Universal Hero - Cacus, Achelous, Nessus</li> <li>Universal Hero - Summary &amp; revision</li> <li>Symbols of Power - Test &amp; Centauromachy</li> </ul>	<ul style="list-style-type: none"> <li>Symbols of Power - Feedback &amp; Amazonomachy</li> <li>Symbols of Power - Prima Porta Augustus</li> <li>Symbols of Power - Ara Pacis</li> <li>Revision &amp; planning long answers</li> </ul>	<ul style="list-style-type: none"> <li>Assessment: adapted Myth &amp; Religion paper + Feedback</li> <li>Topic Review: Gods, Temples &amp; Festivals</li> <li>Topic Review: Foundation Stories &amp; Symbols of Power</li> <li>Topic Review: Death &amp; Underworld</li> <li>Topic Review: Universal Hero</li> </ul>
Y10 Art	<p>Coursework Unit 1: Teacher led project 'Natural Forms and Mechanical Objects'.</p> <p><u>A01 DEVELOP</u> develop knowledge and understanding of art,</p>	<p><u>A02: REFINE</u> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes,</p>	<p><u>A03: RECORD</u> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence develop critical understanding through</p>	<p><u>A04: PRESENT</u> Create a personal response with sophisticated realisation of intentions. Understanding of visual language,</p>	<p>Coursework Unit 2: Independent topic choice.</p> <p><u>A01 DEVELOP</u> develop knowledge and understanding of art, craft and design in historical and</p>	<p><u>A02: REFINE</u> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes,</p>

	craft and design in historical and contemporary contexts, societies and cultures. Saatchi Gallery visit to explore Contemporary art and animation workshop.	media, materials and techniques. acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Trip to Sedgwick Museum Cambridge for research and observational drawing	investigative, analytical, experimental, practical, technical and expressive skills	applying formal elements.	contemporary contexts, societies and cultures.	media, materials and techniques.  acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
Y10 Music	The essentials of composing AoS 3 - traditional music including blues, fusion, contemporary Latin and British folk	The essentials of composing AoS 2 - pop music including musicals, rock, pop and film/computer game music Practice listening questions on AOS 2 and 3	AoS 2 continued - focus on The Beatles study pieces Work on free composition (coursework)	AoS 2 continued - The Beatles study pieces practice questions Work on free composition (coursework)	Work on free composition (coursework) AoS 4 - Western Classical music since 1910	Complete free composition and accompanying programme note Practice listening questions on AoS 4
Y10 Drama	Team building and introduction to the GCSE course Use of Tension Violence and Intimidation - creating sense of threat and learning stage combat Application of skills to Harold Pinter - One for the Road - Script Extract.	Schizophrenia and Mental Health - how to create meaning and impact on your audience. Challenging perceptions. Find Me - Olwen Wymark script extract.	Monologues 20%  Students select and rehearse scripted monologues. Introduction to Konstantin Stanislavski and rehearsal techniques.	Performance Exam of Monologues	Group Scripted Performance 20%  Students select and rehearse group scripts.  Application of Stanislavski's method for character development.	Performance Exam of Group Pieces
Y10 Spanish	Holidays Saying what you do in summer	School Talking about subjects and teachers	Socialising and family Talking about social networks	Free-time activities Talking about what you usually do	Modules 1-4 revision Year 10 exams	Shopping and home town Planning what to do



	<p>Talking about holiday preferences Understanding percentages Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with problems Giving an account of a holiday in the past in Barcelona</p> <p>Using the present tense Using verbs of opinion to refer to other people Using the preterite tense Using the imperfect tense Using verbs with usted Using three tenses together</p> <p>Translation skills</p>	<p>Justifying opinions Describing your school Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements</p> <p>Using comparatives and superlatives Using negatives Using phrases followed by the infinitive Using the near future tense Using object pronouns</p> <p>Translation skills</p> <p>GCHQ Competition: To develop and extend all 4 language skills and international business awareness</p>	<p>Making arrangements Talking about reading preferences Describing people Talking about friends and family</p> <p>Using para with infinitives Using the present continuous tense Using a range of connectives Using ser and estar Using a range of relationship verbs Referring to the present and past</p> <p>Translation skills</p>	<p>Talking about sport Talking about what's trending Discussing different types of entertainment eg flamenco Talking about who inspires you</p> <p>Using soler + infinitive Using the imperfect tense to say what you used to do Using the perfect tense Using algunos, ciertos, otros, muchos, demasiados, todos Using a range of past tenses</p> <p>Translation skills</p>	<p>Your region Describing the features of a region</p> <p>Using se puede and se pueden</p> <p>Translation skills</p> <p>Theatre visit: To boost listening and speaking skills and MFL cultural experience. Students will work in all 4 skills to complete pre-visit workbook activities</p>	<p>Shopping for clothes and presents Talking about social problems in a town Describing a visit in the past</p> <p>Using the future tense Using demonstrative adjectives Using the conditional Using different tenses together Using idioms</p> <p>Translation skills</p>
Y10 French	<p>Languages Week</p> <p>Friends and Family Talking about friends and what makes a good friend Talking about family relationships Socialising Making arrangements</p>	<p>Leisure interests Talking about sport Talking about your online life Talking about books and reading Talking about television programmes Talking about actors and films</p>	<p>Daily life, festivals and customs Describing your daily life Talking about food for special occasions Using polite language Describing family celebrations Describing festivals and traditions</p>	<p>Town and Area Describing a region Talking about your town, village or district Discussing what to see and do Discussing plans and the weather</p> <p>Translation skills</p>	<p>Modules 1 to 4 revision</p> <p>Y10 Exams</p> <p>Holidays Talking about an ideal holiday</p> <p>Translation skills</p>	<p>Booking and reviewing hotels Ordering in a restaurant Talking about travelling Buying souvenirs Talking about holiday disasters</p> <p>Translation skills Using the conditional</p>

	<p>to go out Describing a night out with friends Who I am and who I admire Talking about your life when you were younger Discussing role models</p> <p>Translation skills Using irregular verbs in the present tense Using reflexive verbs in the present tense Using the near future tense Using the perfect tense Using the imperfect tense</p> <p>Using the present, perfect and imperfect tenses together</p>	<p>Translation skills Using <i>depuis</i> + the present tense Using the comparative More practice of the imperfect tense Using direct object pronouns (<i>le, la, les</i>) Using superlative adjectives</p> <p>GCHQ Competition: To develop and extend all 4 language skills and international business awareness</p>	<p>Translation skills Using <i>pouvoir</i> and <i>devoir</i> Using the pronoun <i>en</i> Asking questions in the <i>tu</i> and <i>vous</i> forms Using <i>venir de</i> + infinitive</p>	<p>Using a combination of tenses Using the pronoun <i>y</i> Using negatives Asking questions using <i>quel/quelle/quels/quelles</i> Using the future tense</p>	<p>Using the present, perfect and future tenses</p>	<p>Using reflexive verbs in the perfect tense Using <i>en</i> + the present participle Using <i>avant de</i> + the infinitive Using demonstrative adjectives and pronouns Using the pluperfect tense</p>
Y10 PE						
Y10 PSHCEE						

Curriculum Map						
Year 11 20-21						
	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y11 English	GCSE C19th Fiction Text : Dr Jekyll and Mr Hyde  Study of character, theme, exposition and narrative structure, narrative perspective, context etc. in relation to the requisite skills of the AOs, including reader response.  Literature extract questions based on theme and/or character.  + Language Paper 1 Revision using extracts from core text		Language Paper 2 preparation.		Revision	Revision
Y11 Maths	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Handling Data 5 Laws of probability Combined events Independent events and tree diagrams Conditional probability Number 9 Comparative costs Taxation Salaries and income tax Foreign currency Handling Data 6 Drawing histograms Interpreting	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Number 10 Rational and irrational numbers Surds  Top Set Only  Algebra 9 Solving two simultaneous - one linear and one non-linear Proof  Graphs 8	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Shape and Space 8 Vectors and vector notation Multiplication of a vector by a scalar Vector geometry  Shape and space 9 3D trigonometry  Algebra 10 Simplifying algebraic fractions Operations on algebraic fractions	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons  Graphs 9 Gradient of a function Differentiation Stationary points Motion of a particle in a straight line  Shape and Space 10 Graphs of sine, cosine and tangent Sine Rule Cosine Rule Area of a triangle  Handling Data 7	Revision	Revision

	histograms	Gradient of a curve at a point Translating graphs Reflecting graphs Stretching graphs	Solving equations with algebraic fractions	More compound probability More tree diagrams More conditional probability		
Y11 Computing	Working knowledge of hardware that is required to make a computer system. how to procure components and physically make a PC  having a working knowledge of other operating system  Working through their GCSE Project	Basic understanding of networking components and addressing methods.  able to work remotely on other systems  completing basic maintenance of software and operating systems	understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project Using HTML and Bash having a working knowledge of other operating systems and able to communicate with other systems over a network	understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project Using HTML,Python, Bash and C++ having a working knowledge of other operating systems and able to communicate with other systems over a network		
Y11 Biology	B10 The human nervous system principles of homeostasis. structure and function of the nervous system. reflex actions. The brain The eye	B11 Hormonal Coordination principles of hormonal control. Controlling blood glucose levels and diabetes. Negative feedback systems. Human reproduction and the menstrual cycle Use of hormones as contraceptives. IVF and assisted conception. Plant hormones and their uses.	B12 Homeostasis control of body temperature. Removing waste products - kidney liver urine production Kidney failure and kidney transplant vs dialysis debate  13 Reproduction mitosis and meiosis DNA chromosomes genes How are proteins made by the body Gene expression and	B14 Variation and evolution Natural selection and survival of the fittest. Selective Breeding and other forms of genetic manipulation, transferring genes and cloning Ethics of gene technologies B15 Genetics and Evolution History - Mendel - Darwin - Lamarck Forming new species Evidence in the fossil	B17 Organising an Ecosystem  Trip to Wicken Fen  cycling materials like carbon, water and nitrogen Rates of decomposition  B18 Biodiversity and Ecosystems Humans, pollution, deforestation, global warming, protection of ecosystems, how	

			mutation Inheritance and genetic crosses using punnet squares Reading family trees for inherited disorders Specific inherited disorders - polidactyly and Cystic Fibrosis. Screening for genetic disorders	record Extinction Classification  B16 Adaptations Interdependence and competition	biomass and energy are transferred. Food security.	
Y11 Chemistry	C11 polymers cont. Natural polymers and DNA C12 Chemical Analysis Analysing pure substances and mixtures. Using chromatography Testing for gases Testing for positive ions and negative ions. Instrumental analysis eg. spectroscopy	C13 The Earth's Atmosphere History of the atmosphere of earth and how it has evolved. Greenhouse gases Global Climate change Atmospheric pollutants C14 The Earth's Resources Finite or renewable? How to make water safe to drink	C14 The Earth's Resources  Analysis and purification of water samples Treating waste water Extracting metals from their ores Lifecycle assessments Reduce, reuse, recycle	C15 Using our resources Rusting is a form of corrosion - a chemical reaction between metals and substances in the environment. Useful alloys eg Bronze and Brass The properties of polymers Glass ceramics and composites Making Ammonia in the Haber process Making fertilizers in the lab and in industry		
Y11 Physics	P11 Force and pressure Pressure on solids Pressure in liquids and gases Upthrust and flotation P12 Wave properties The nature and properties of waves Reflection and refraction Sound waves and ultrasound Seismic waves		P14 Light Reflection and refraction of light Colour Lenses and lens diagrams P15 Electromagnetism Magnetic fields and electric currents Electromagnets, motors and generators Transformers P16 Space			

	P13 Electromagnetic waves The parts of the electromagnetic spectrum Uses and dangers of the electromagnetic spectrum		Formation of the Solar System The life of a star Planets, satellites and orbits The history and future of the Universe			
Y11 Astronomy						
Y11 Business Studies	4-Human Resources Organisational structures - the organigram Recruitment and Selection of employees Motivational techniques - understanding Maslows hierarchy The purpose and benefits of training	5- Marketing Identifying and understanding the customer Market segmentation Purpose and Methods of Market research Elements of the marketing mix and how to pick your gap in the market.	5- Marketing The marketing mix product place price promotion Distribution of the product	6- Finance Sources of Finance - loans, overdrafts, credit, mortgage, investors, family Cash flow forecasts and Statements. the balance sheet Financial terms and calculations Analysing the financial performance of a business through ratios and by comparing to other businesses using their financial statements		
Y11 Sociology						
Y11 History	<u>Whitechapel 1870-1900</u> (Thematic study) Introduction to Historic Environment – The local context of Whitechapel The prevalence of lodging houses & pubs The organisation of policing in Whitechapel	<u>The USA 1954-75: conflict at home and abroad</u> (Modern depth study) The position of black Americans in the early 1950s Progress in education The Montgomery Bus Boycott and its impact 1955-60 Opposition to the civil	<u>The USA 1954-75: conflict at home and abroad</u> (Modern depth study) Reasons for US involvement in conflict in Vietnam 1954-63 Escalation of the conflict under Johnson The nature of conflict in Vietnam 1964-68	<u>The USA 1954-75: conflict at home and abroad</u> (Modern depth study) Opposition to the war Support for the war The peace process and the end of the war Reasons for the failure of the USA in Vietnam Reasons for Failure, cont..	<u>Revision and Examination preparation</u> Crime & Punishment Revision Early Elizabethan England Revision British America Empire & Revolution Revision The USA, 1954-75 Revision Exam practice	Examination period

	Investigate policing in Whitechapel The national and regional context	rights movement Progress 1960-62 Peaceful protests and their impact 1963-65 Malcolm X and Black Power, 1963-70 The civil rights movement 1965-75	Changes under Nixon 1969-73	End of Module Assessment		
Y11 Geography	<u>1. Energy</u> Collins IGCSE Introduction to energy types, growth in energy consumption in MEDCs, LEDCs and worldwide in numbers, social, economic, political and environmental reasons for rapid energy consumption increases. Fossil fuels in numbers, STUDENT PRESENTATIONS: in depth analysis of how non-renewable (fossil fuels, fuelwood and nuclear) and renewable (solar, wind, HEP, biofuels, geothermal, wave and tide) energy sources are generated and their individual advantages and disadvantages. Decision-making exercise: renewables	<u>3. Map skills/ Paper 2</u> Collins IGCSE Using OS maps, recap and extend latitude and longitude, relief and contours, measure straight and curved distance, gradient, bearings, land use, drainage, photo analysis, graph analysis, data interpretation, field sketches, choropleth maps, flow diagrams etc.  MOCKS  <u>4. Weather</u> (2019 only) Collins IGCSE the difference between weather and climate, recap climate DOPPLAR (influences on climate) how to measure weather including: rain gauges, max-min	<i>After school catch up for students who missed Year 9 commences</i>  <u>4. Weather (continued)</u> Rainfall types including conventional, relief and frontal, cloud types using both photos, drawings and diagrams, reading isolines on a map, how tropical storms form.  <i>Assessment</i>  <u>5. International Development</u> Collins IGCSE How do we define development, LEDCs, MEDCs, NICs, measuring development and quality of life, human	<i>After school revision commences.</i>  <u>6. Tourism</u> (2020 only) Collins IGCSE What is tourism, the social, economic, cultural, political and environmental reasons for the rapid growth of tourism in MEDCs and LEDCs and reasons for some decline. Tourism in numbers. The environmental and socio-economic impacts of tourism and possible solutions. Case study of Lanzarote  <i>Assessment</i>  <u>7. Water</u> (4) Collins IGCSE water supply and water quality patterns world wide, water	<u>6 lessons of revision</u>  Paper 1: Wed 6th May Paper 2: Mon 18th May Paper 3: Wed 3rd June	Y11

	<p>in the UK</p> <p><i>Assessment</i></p> <p><u>2. Climate &amp; Ecosystems</u> Collins IGCSE</p> <p>Recap what a biome is and energy flows within ecosystems. The location and types of world biome, the DOPPLAR factors that affect climate and therefore biome type (Distance from the Sea, Ocean currents, Pressure cells, Prevailing Winds, Latitude, Altitude, Relief). Analysing and creating climate graphs. The reasons for the climate in tropical desert biomes, tropical desert flora and fauna, and their adaptations. Namib desert case study. The reasons for the climate in tropical rainforest biomes, tropical rainforest flora and fauna, and their adaptations, the social, economic, political and environmental</p>	<p>thermometers, hygrometers, anemometers, weather vanes, barometers, sunshine recorders, the siting and situation of Stevenson Screens.</p>	<p>development index, economic development patterns world wide and over time (link back to Clark Fisher Model), the development gap causes, consequences and solutions, the rise of transnational corporations (TNCs), TNCs in numbers, the growth of globalisation, globalisation as an economic, social and cultural concept, globalisation in our own lives, fair trade, Nike case study of a TNC.</p> <p><i>Assessment</i></p>	<p>supply in numbers, how water is used in industry(fashion, energy, trade) and agriculture (water miles), human (social, economic and political) and physical (environmental) causes of water shortage, the human and environmental impact of water shortage, potential solutions to water shortage and reduction in water consumption, Case study: water supply in Cambridge or London.</p> <p><i>Assessment</i></p> <p><u>8. Environmental Risks of Economic Development</u> Collins IGCSE</p> <p>Recap economic growth and industrial location, the function &amp; types of agriculture, look at land degradation and desertification worldwide, enhanced global warming and human contributions to climate change,</p>		
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	reasons for the deforestation of tropical rainforests, its local and global human and physical impacts including the link to climate change, solutions to deforestation, equatorial rainforest case study: Borneo			recall the greenhouse effect, revise the pollution types (air, water, noise, soil, light, visual) and their causes and consequences,, recap food and water shortage, tie together the IGCSE topics to explain human impact on the natural environment. Revise desertification and soil erosion. Create a complete list of possible environmental impacts. Recap deforestations, its causes and its local/ global impacts as well as possible solutions. Case study: palm oil production in Borneo. Link to deforestation case study.  <i>Assessment</i>  <i>EASTER HOLIDAYS: FULL REVISION DAY including complete Paper 1 Mock</i>		
Y11 Latin	Language <ul style="list-style-type: none"> <li>- Deponent verbs</li> <li>- Future participles</li> <li>- Future tense</li> </ul>	Language <ul style="list-style-type: none"> <li>- Infinitives</li> <li>- acc + inf: indirect statement</li> </ul>	Language <ul style="list-style-type: none"> <li>- Fearing clauses</li> <li>- Recap acc + inf</li> <li>- Recap</li> </ul>	Language <ul style="list-style-type: none"> <li>- English to Latin prep</li> <li>- Translation</li> </ul>	English to Latin prep  Translation practice	

	<ul style="list-style-type: none"> <li>- Gerundive of obligation</li> </ul> <p>Literature (Aeneid 2)</p> <ul style="list-style-type: none"> <li>- Context of the Aeneid + intro to Book 2; l.506- 511</li> <li>- l.512-525</li> <li>- l.526-534</li> <li>- l.535-546</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>- 1st declension nouns</li> <li>- 2nd decl. nouns</li> <li>- 3rd decl. nouns</li> <li>- all adjectives</li> </ul>	<p>Literature (Aeneid 2)</p> <ul style="list-style-type: none"> <li>- l.547-558</li> <li>- l.705-720</li> <li>- l.721-729</li> </ul> <p>Vocabulary</p> <p>x</p> <p>Mocks:</p> <p>Full Language paper</p> <p>Verse Lit so far</p>	<p>prepositions</p> <ul style="list-style-type: none"> <li>- Recap passive verbs</li> </ul> <p>Literature (Aeneid 2)</p> <ul style="list-style-type: none"> <li>- l.730-740</li> <li>- l.768-779</li> <li>- l.780-794</li> <li>- Exam prep</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>- All adjectives</li> <li>- 1st conj verbs</li> <li>- 2nd conj verbs</li> <li>- 3rd conj verbs</li> <li>- Randomised lists</li> </ul>	<p>practice</p> <ul style="list-style-type: none"> <li>- FULL Language paper</li> </ul> <p>Literature (Aeneid 2)</p> <ul style="list-style-type: none"> <li>- FULL Verse paper</li> <li>- Revision of Literature &amp; Culture (Sources paper)</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>- 4th conj verbs</li> <li>- Irregular &amp; deponent verbs</li> <li>- Randomised lists</li> </ul>	<p>FULL Sources paper</p> <p>Randomised vocab lists</p>	
Y11 Art	<p>Coursework development</p> <p><u>A03: RECORD</u></p> <ul style="list-style-type: none"> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>• develop critical understanding through investigative, analytical, experimental, practical, technical and</li> </ul>	<p>Coursework development towards Mock Exam</p> <p><u>A04:PRESENT</u></p> <ul style="list-style-type: none"> <li>• Create a personal response with sophisticated realisation of intentions.</li> <li>• Understanding of visual language, applying formal elements.</li> </ul>	<p>OCR Exam paper Sketchbook preparation A01/ A02/A03</p> <ul style="list-style-type: none"> <li>• Trip to Photographers Gallery and Tate Britain for Camera Obscura workshop and artist research.</li> </ul>	<p>OCR Exam paper Sketchbook preparation A01/ A02/ A03</p>	<p>10 hour Art Exam A04</p>	

	expressive skills					
Y11 Music	AoS 1 - Western Classical music 1650-1910 including Haydn study piece Composition to a brief released by AQA in Sept	AoS 1 - Western Classical music 1650-1910 including Haydn study piece Composition to a brief released by AQA in Sept	Revision and practice questions for all AoS Composition to a brief	Final performances recorded Composition coursework completed	Revision and exam practice	
Y11 Drama	Devised Piece introduction and preparation. Workshops exploring the given stimulus and devising process begins.  Preparation and practise for the written paper.	Rehearsal and performance of examined Devised Performance - 20%  Collating notes and perfecting written responses on the devised unit in preparation for the exam	Practical exploration of Pre-release material - 2 contrasting script extracts  Preparation and practise for the written exam.	Continued exploration and analysis of pre-release texts.  Structuring notes and revision / written prep and technique.	Revision and exam preparation	
Y11 Spanish	Food and festivals Talking about typical foods Comparing different festivals  Using demonstrative adjectives Using the conditional Using different tenses together Describing a special day Ordering in a restaurant	Part-time jobs Talking about how you earn money  Work experience and future plans Talking about work experience Talking about the importance of learning languages Applying for a summer job Discussing gap years	Global and environmental issues Considering global issues. Talking about local actions. Healthy lifestyle: drugs, alcohol, smoking Talking about natural disasters  Using the present subjunctive.	Revision and exam preparation  Translation skills	Revision and preparation for assessment Exemplar student answers Additional translation practice Vocabulary for assessment rubrics and instructions  Theatre visit: To boost listening and speaking skills and MFL cultural	N/A

	<p>Talking about a music festival</p> <p>Exam preparation for mocks</p> <p>Using the passive</p> <p>Using impersonal expressions to avoid the passive</p> <p>Using reflexive verbs in the preterite</p> <p>Using absolute superlatives</p> <p>Irregular verbs in the preterite</p> <p>Using expressions followed by the infinitive</p> <p>Translation skills</p> <p>Resources:</p> <p>GCSE Speaking booklet</p> <p>Literary text booklet</p> <p>Translation booklet</p>	<p>Discussing plans for the future</p> <p>Using different ways to express future plans</p> <p>Using verb <i>soler</i> in the imperfect tense</p> <p>Using the preterite and imperfect together</p> <p>Using the present and present continuous</p> <p>Using verbs <i>saber</i> and <i>conocer</i></p> <p>Using indirect object pronouns</p> <p>Revising the conditional</p> <p>Using subjunctive with <i>cuando</i></p> <p>Using the present subjunctive</p> <p>Translation skills</p>	<p>Understanding different tenses</p> <p>Using the pluperfect tense</p> <p>Using the imperfect continuous</p> <p>Translation skills</p> <p>GCSE Revision trip</p> <p>Revision classes, workshops and other activities to boost listening, speaking, reading and writing skills leading to the exam.</p>		<p>experience. Students will work in all 4 skills to complete pre-visit workbook activities</p>	
Y11 French	<p>School</p> <p>Talking about your school</p> <p>Comparing school in the UK and French-speaking countries</p> <p>Discussing school rules</p>	<p>Talking about a school exchange</p> <p>Using the present and future tenses</p> <p>Vocabulary for assessment rubrics and instructions</p>	<p>Global issues</p> <p>Discussing problems facing the world</p> <p>Talking about protecting the environment</p> <p>Discussing ethical shopping</p>	<p>Revision and preparation for assessment</p> <p>Exemplar student answers</p> <p>Additional translation practice</p> <p>Vocabulary for</p>	<p>Revision and preparation for assessment</p> <p>Exemplar student answers</p> <p>Additional translation practice</p> <p>Vocabulary for</p>	N/A

	<p>Discussing healthy living Discussing vices Talking about a school exchange</p> <p>Translation skills Using the pronouns <i>il, ils</i> and <i>elle, elles</i> Using <i>il faut</i> and <i>il est interdit de</i> Using the imperative Using the present and future tenses Using past, present and future timeframes</p>	<p>General conversation questions</p> <p>Mock exams</p> <p>Jobs and Careers Discussing career choices Talking about plans, hopes and wishes Applying for jobs Understanding case studies</p> <p>Translation skills Saying 'better/worse' and 'the best/worst thing' Understanding the subjunctive Using direct object pronouns in the perfect tense Using verbs followed by <i>à</i> or <i>de</i></p>	<p>Talking about volunteering Discussing big events</p> <p>Making connections between word types Translation skills Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional tense Using the passive Using indirect object pronouns Giving arguments for and against</p>	<p>assessment rubrics and instructions GCSE Revision trip Revision classes, workshops and other activities to boost listening, speaking, reading and writing skills leading to the exam.</p>	<p>assessment rubrics and instructions</p>	
Y11 PE						
Y11 PSHCEE						