



The Carlton Academy

Student curriculum overview Year 7 to 11 (2022-2023)

The following document is designed to give students and parents an overview of the learning journey of our students across years 7 to 11. It provides an overview of each subject during the course of the academic year, breaking down the main topics, key themes or big ideas as well as a general overview of the type of assessment that can be expected.

Please click on the links below to take you to the specific section of the document that you wish to view.

Core Subjects

[English](#)

[Maths](#)

[Science](#)

EBacc subjects

[Geography](#)

[History](#)

[French](#)

[Spanish](#)

Other Subjects

[Drama](#)

[Music](#)

[Physical Education \(including Btec Sport and GCSE PE\)](#)

[ART](#)

[GRAPHIC COMMUNICATION \(GCSE\)](#)

[Design and Technology](#)

[Hospitality and Catering](#)

[Engineering](#)

[Photography](#)

[Food Preparation and Nutrition](#)

[Digital IT](#)

[Business Studies \(GCSE\)](#)

[Computer Science](#)

[Creative Media Production](#)

[Childcare and Development](#)

[Psychology](#)

[Sociology](#)

[PRE](#)

English Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic: The Gothic</p> <p>Big Idea: What does it mean to be scared?</p> <p>Assessment: Writing: Gothic story or descriptive writing.</p>	<p>Topic: War Poetry</p> <p>Big Idea: How has war changed and how have people written about it?</p> <p>Assessment: Reading: Structured analysis of a war poem.</p>	<p>Topic: Shakespeare: <i>Romeo and Juliet</i></p> <p>Big Idea: To what extent are authors society's moral compasses?</p> <p>Assessment: Reading: Structured analysis of a scene from the play.</p>	<p>Topic: Transactional writing inspired by the themes of <i>Romeo and Juliet</i></p> <p>Big Idea: What does it mean to be human?</p> <p>Assessment: Writing: Persuasive letter.</p>	<p>Topic: Novel: <i>Animal Farm</i></p> <p>Big Idea: Does absolute power corrupt absolutely?</p> <p>Assessment: Reading: Structured analysis of an extract from the novel; Writing: Political speech.</p>	<p>Topic: Novel: <i>Animal Farm</i></p> <p>Big Idea: Does absolute power corrupt absolutely?</p> <p>Assessment: Reading: Structured analysis of an extract from the novel; Writing: Political speech.</p>
Year 8	<p>Topic: Poetry: <i>Poetry from Different Cultures</i></p> <p>Big Idea: What is the importance of culture?</p> <p>Assessment: Reading: Structured analysis of a poem.</p>	<p>Topic: Shakespeare: <i>The Merchant of Venice</i></p> <p>Big Idea: To what extent are authors society's moral compasses?</p> <p>Assessment: Reading: Structured analysis of a scene from the play.</p>	<p>Topic: Shakespeare: <i>The Merchant of Venice</i></p> <p>Big Idea: To what extent are authors society's moral compasses?</p> <p>Assessment: Reading: Structured analysis of a scene from the play; Writing: Persuasive speech.</p>	<p>Topic: Drama: <i>Face</i></p> <p>Big Idea: How does society and its ideology shape how we behave?</p> <p>Assessment: Reading: Structured analysis of a scene from the play.</p>	<p>Topic: Novel: Of Mice and Men</p> <p>Big Idea: How important is context when reading a novel?</p> <p>Assessment: Reading: Structured analysis of an extract from the novel; Writing: Narrative or descriptive writing inspired by author's style.</p>	<p>Topic: Novel: Of Mice and Men</p> <p>Big Idea: How important is context when reading a novel?</p> <p>Assessment: Reading: Structured analysis of an extract from the novel; Writing: Narrative or descriptive writing inspired by author's style.</p>
Year 9	<p>Topic: Dystopian Writing</p> <p>Big Idea: How can you hook a reader through conscious crafting?</p>	<p>Topic: Poetry</p> <p>Big Idea: What is a powerful female voice?</p>	<p>Topic: Transactional Writing</p> <p>Big Idea: How does the media impact society?</p>	<p>Topic: Shakespeare's Villains</p> <p>Big Idea: Is villainy innate or created?</p>	<p>Topic: Novel: <i>Things Fall Apart</i></p> <p>Big Idea: How does prejudice affect aspiration and expectations?</p>	<p>Topic: Novel: <i>Things Fall Apart</i></p> <p>Big Idea: How does prejudice affect aspiration and expectations?</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Assessment: Writing: A description or narrative based on a dystopian image.</p>	<p>Assessment: Reading: Guided analysis of a pair of war poems (one of which will be student's choice)</p>	<p>Assessment: Writing: An article arguing for or against a viewpoint.</p>	<p>Assessment: Reading: Structured character analysis</p>	<p>Assessment: Reading: Analytical response to an extract and whole text Writing: Narrative of description inspired by author's style.</p>	<p>Assessment: Writing: Narrative of description inspired by author's style.</p>
Year 10 Language	<p>Topic: Paper 1, Section A: <i>Explorations in Creative Reading and Writing</i> Big Idea: How do writers create settings, characters and narratives for their readers? Assessment: Paper 1 Section A practice questions</p>	<p>Topic: Paper 1, Section B: <i>Explorations in Creative Reading and Writing</i> Big Idea: How can I create settings characters and narratives for my readers? Assessment: Paper 1 Section B practice question</p>	<p>Topic: Paper 2 Section A: <i>Writers' Viewpoints and Perspectives</i> Big Idea: How do writers manipulate their readers? Assessment: Paper 2 Section A practice questions</p>	<p>Topic: Paper 2 Section B: <i>Writers' Viewpoints and Perspectives</i> Big Idea: How can I manipulate my readers? Assessment: Paper 2 Section B practice question</p>	<p>Topic: Paper 1 Practice Big Idea: How do writers create settings, characters and narratives for their readers? Assessment: Paper 1 practice questions/Year 10 Mock</p>	<p>Topic: Paper 2 practice Big Idea: How do writers manipulate their readers? Assessment: Paper 2 practice questions</p>
Year 10 Literature	<p>Topic: Novel: <i>A Christmas Carol</i> Big Idea: What does it mean to be human? Assessment: Extract to whole exam questions</p>	<p>Topic: Novel: <i>A Christmas Carol</i> Big Idea: What does it mean to be human? Assessment: Extract to whole exam questions</p>	<p>Topic: Shakespeare: <i>Macbeth</i> Big Idea: Does absolute power corrupt absolutely? Assessment: Extract to whole exam questions</p>	<p>Topic: Shakespeare: <i>Macbeth</i> Big Idea: Does absolute power corrupt absolutely? Assessment: Extract to whole exam questions</p>	<p>Topic: Power and Conflict Poetry and Unseen Poetry Big Idea: To what extent does Literature reflect human experiences? Assessment: Exam question comparing two poems from the Power and Conflict cluster, and two unseen poetry questions</p>	<p>Topic: Power and Conflict Poetry and Unseen Poetry Big Idea: To what extent does Literature reflect human experiences? Assessment: Exam question comparing two poems from the Power and Conflict cluster, and two unseen poetry questions</p>
Year 11 Language	<p>Topic: Paper 1, Section A: <i>Explorations in Creative Reading and Writing</i> Big Idea: How do writers create settings, characters and narratives for their readers? Assessment: Paper 1 Section A practice questions</p>	<p>Topic: Paper 1, Section B: <i>Explorations in Creative Reading and Writing</i> Big Idea: How can I create settings characters and narratives for my readers? Assessment: Paper 1 Section B practice</p>	<p>Topic: Paper 2 Section A: <i>Writers' Viewpoints and Perspectives</i> Big Idea: How do writers manipulate their readers? Assessment: Paper 2 Section A practice</p>	<p>Topic: Paper 2 Section B: <i>Writers' Viewpoints and Perspectives</i> Big Idea: How can I manipulate my readers? Assessment: Paper 2 Section B practice</p>	<p>Topic: Interleaved practice Papers 1 and 2 Assessment: Paper 1 and 2 practice</p>	

	/November mock exam	question/November mock exam	questions/March mock exam	question/March mock exam	questions/final exam	
Year 11 Literature	<p>Topic: Modern Drama: <i>An Inspector Calls</i></p> <p>Big Idea: To what extent are authors society's moral compasses?</p> <p>Assessment: Exam question/ November mock exam</p>	<p>Topic: Shakespeare: <i>Macbeth</i></p> <p>Big Idea: Does absolute power corrupt absolutely?</p> <p>Assessment: Extract to whole exam question/ November mock exam</p>	<p>Topic: Power and Conflict Poetry and Unseen poetry.</p> <p>Big Idea: To what extent does Literature reflect human experiences?</p> <p>Assessment: Exam question on character or theme/ March mock exam</p>	<p>Topic Novel: <i>A Christmas Carol</i></p> <p>Big Idea: What does it mean to be human?</p> <p>Assessment: Exam questions/ March mock exam</p>	<p>Topic: Interleaved study of all Literature texts with application to exam questions.</p> <p>Assessment: Exam questions on all texts</p>	

Mathematics Curriculum (Foundation/ Support)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Place value Calculations</p>	<p>Topic Negatives Fractions</p>	<p>Topic Indices Algebra</p>	<p>Topic Working with measures</p>	<p>Topic Shape and Area</p>	<p>Topic Fractions, Decimals and Percentages.</p>
	<p>Big Idea:</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>
	<p>Assessment Baseline</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Assessment</p>	<p>Assessment Topic Tests</p>
Year 8	<p>Topic Expressions Angles</p>	<p>Topic Algebra Formulae</p>	<p>Topic Area, Volume and 3D shapes</p>	<p>Topic Forming and solving equations</p>	<p>Topic Number theory. Functions coordinates and graphs</p>	<p>Topic Introduction to statistics.</p>
	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>
	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Assessment</p>	<p>Assessment Topic Tests</p>
Year 9	<p>Topic Non calculator fractions, decimals and percentages.</p>	<p>Topic Linear, graphs and gradients.</p>	<p>Topic Transformations.</p>	<p>Topic Multiplicative reasoning, ratio and proportion. Angles and similarity</p>	<p>Topic Pythagoras and Trigonometry. Probability</p>	<p>Topic Maps and constructions Percentages.</p>
	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>
	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Assessment</p>	<p>Assessment Topic Test</p>
Year 10	<p>Topic Number, Algebra</p>	<p>Topic Fractions & Percentages, Equations, inequalities & sequences Angles</p>	<p>Topic Averages and Range Perimeter, Area and Volume 1</p>	<p>Topic Graphs Transformations</p>	<p>Topic Ratio and Proportion, Right angled Triangles</p>	<p>Topic Probability Constructions, Loci and Bearings</p>
	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Ide</p>	<p>Big Idea</p>
	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Topic Tests</p>	<p>Assessment Year 10 Mocks Topic Tests</p>
Year 11	<p>Topic Multiplicative reasoning, Quadratic Equations & Graphs</p>	<p>Topic Perimeter, Area and Volume 2</p>	<p>Topic Fractions, indices & standard form, Congruence, Similarity & vectors</p>	<p>Topic Algebra</p>	<p>Topic Revision</p>	
	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	<p>Big Idea</p>	

Assessment Topic Tests Past Papers	Assessment Y11 Mocks Topic Tests Past Papers	Assessment Topic Tests Past Papers	Assessment Y11 Mocks Past Papers	Assessment Past Papers	
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Mathematics Curriculum (Higher/ Core)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic Place value Calculations Big Idea: Assessment Baseline	Topic Negatives Fractions Big Idea Assessment Topic Tests	Topic Indices Algebra Big Idea Assessment Topic Tests	Topic Working with measures Big Idea Assessment Topic Tests	Topic Shape and Area Big Idea Assessment Assessment	Topic Fractions, Decimals and Percentages. Big Idea Assessment Topic Tests
Year 8	Topic Expressions Angles Big Idea Assessment Topic Tests	Topic Algebra Formulae Big Idea Assessment Topic Tests	Topic Area, Volume and 3D shapes Big Idea Assessment Topic Tests	Topic Forming and solving equations Big Idea Assessment Topic Tests	Topic Number theory. Functions coordinates and graphs Big Idea Assessment Assessment	Topic Introduction to statistics. Big Idea Assessment Topic Tests
Year 9	Topic Non calculator fractions, decimals and percentages. Big Idea Assessment Topic Tests	Topic Linear, graphs and gradients. Big Idea Assessment Topic Tests	Topic Transformations. Big Idea Assessment Topic Tests	Topic Multiplicative reasoning, ratio and proportion. Angles and similarity Big Idea Assessment Topic Tests	Topic Pythagoras and Trigonometry. Probability Big Idea Assessment Assessment	Topic Maps and constructions Percentages. Big Idea Assessment Topic Test
Year 10	Topic Number Algebra Big Idea Assessment Topic Tests	Topic Fractions, Ratio & Percentages, Angles & Trigonometry Big Idea Assessment Topic Tests	Topic Graphs, Area and Volume Big Idea Assessment Topic Tests	Topic Transformations Quadratic equations Big Idea Assessment Topic Tests	Topic Equations & inequalities, Probability Big Idea Assessment Topic Tests	Topic Multiplicative Reasoning, Similarity & congruence Big Idea Assessment Y10 Mocks Topic Tests
Year 11	Topic More Trigonometry, Further Statistics, Equations & Graphs	Topic Circle Theorems Constructions	Topic More Algebra Vectors & Geometric proof	Topic Proportion & Graphs	Topic Revision	

Big Idea	Big Idea	Big Idea	Big Idea	Big Idea	
Assessment Topic Tests Past Papers	Assessment Y11 Mocks Topic Tests Past Papers	Assessment Topic Tests Past Papers	Assessment Y11 Mocks Past Papers	Assessment Past Papers	

Science Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic Chemistry – Particles Biology – Cells	Topic Biology – Cells Chemistry – Separating Mixtures Physics – Forces	Topic Physics – Forces Chemistry – Elements, Atoms and Compounds	Topic Biology – Variation and Classification Science week	Topic Physics – Space Biology – Reproduction	Topic Physics - Energy
	Big Idea 1. What is matter made of? 2. What are living things made of? 3. How are cells adapted to their function?	Big Idea 1. What are living things made of? 2. How are cells adapted to their function? 3. How to split up the different parts in mixtures 4. How forces act on objects and affect the way they move.	Big Idea 1. How forces act on objects and affect the way they move. 2. Atomic structure 3. The differences between elements, compounds and mixtures.	Big Idea 1. How animal and plants have adapted to survive. 2. The differences between organisms 3. Sorting organism into different types by characteristic	Big Idea 1. Our place in the universe. 2. Our Solar system. 3. Body changes during puberty 4. Fertilisation, pregnancy and the menstrual cycle. 5. How plants reproduce.	Big Idea 1. Types of energy and energy transfers.
	Assessment Topic test	Assessment Topic test	Assessment Topic test	Assessment Topic test	Assessment Practical skills assessment Topic test	Assessment Practical skills assessment Topic test
Year 8	Topic Chemistry – The Periodic Table Physics - Electricity	Topic Biology – Health and Lifestyle Chemistry – The Earth	Topic Chemistry – Separating Mixtures	Topic Physics – Motion British Science week	Topic Biology – Variation and Classification	Topic Physics - Energy
	Big Idea 1. Atomic structure and the organisation of the periodic table. 2. How series and parallel circuits work and how to take measurements from them.	Big Idea 1. Why a balanced diet is important? 2. How smoking, drinking and drugs affect the body. 3. The structure of the Earth. 4. What is the atmosphere made of?	Big Idea 1. How to split up the different parts in mixtures.	Big Idea 1. Calculating speed and pressure. 2. Understanding how forces make objects turn.	Big Idea 1. How animal and plants have adapted to survive. 2. The differences between organisms 3. Sorting organism into different types by characteristic	Big Idea 1. Types of energy and energy transfers.
	Assessment Topic test	Assessment Topic test	Assessment Literacy task Topic test	Assessment Practical skills assessment Topic test	Assessment Topic test	Assessment Topic test Big Write Literacy Project

Year 9	<p>Topic: Chemistry – The Earth and Cycles Energy Resources</p> <p>Big Idea: 1. The structure of the Earth. 2. What is the atmosphere made of? 3. Rock and carbon cycle. 4. Renewable and non-renewable resources and energy types</p> <p>Assessment Topic test</p>	<p>Topic: Biology – Body systems Chemistry – Elements, Atoms and Compounds</p> <p>Big Idea: 1. How organ systems work in our bodies. 2. How muscles and the skeleton give out body shape, structure and help us to move. 3. Atomic structure 4. The differences between elements, compounds and mixtures.</p> <p>Assessment Topic test</p>	<p>Topic: Chemistry – Elements, Atoms and Compounds Physics – Forces</p> <p>Big Idea: 1. Atomic structure. 2. The differences between elements, compounds and mixtures. 3. How forces act on objects and affect the way they move.</p> <p>Assessment Topic test</p>	<p>Topic: Physics – Density, Motion and Pressure British Science week</p> <p>Big Idea: 1. Definition of density and simple comparisons 2. Calculating speed and pressure. 3. Understanding how forces make objects turn.</p> <p>Assessment Topic test</p>	<p>Topic: Chemistry - Reactions Biology - Cells</p> <p>Big Idea: 1. How different reactions occur and how atoms are rearranged 2. What are living things made of? 3. How are cells adapted to their function</p> <p>Assessment Topic test</p>	<p>Topics: Physics - Particles</p> <p>Big Idea: 1. How do solids, liquids and gases behave and how does this link to density?</p> <p>Assessment Topic test</p>
Year 10	<p>Topic C3 Quantitative Chemistry C4 Chemical Changes P5 Forces</p> <p>Big Idea How to calculate molecular mass, % by mass and concentrations. How metals react with water, oxygen and acids. How forces affect motion.</p> <p>Assessment Topic Test</p>	<p>Topic B5 Homeostasis C5 Energy Changes</p> <p>Big Idea How the body regulates water, blood glucose and temperature. Endothermic and exothermic reactions.</p> <p>Assessment Topic Test</p>	<p>Topic P4 Radioactivity P3 Particles recap.</p> <p>Big Idea How particles decay and how this can be both useful and harmful. How do solids, liquids and gases behave and how does this link to density?</p> <p>Assessment Topic Test</p>	<p>Topic C6 Rates of reaction</p> <p>Big Idea How temperature, surface area, concentrations and catalysts affect the rate of a reaction.</p> <p>Assessment Topic Test</p>	<p>Topic B6 Inheritance</p> <p>Big Idea How disorders are inherited and how we can predict the likelihood of inheriting a disorder.</p> <p>Assessment Topic Test</p>	<p>Topic P6 Waves</p> <p>Big Idea Transverse and longitudinal waves and how wavelength can be measured</p> <p>Assessment Topic Test</p>
Year 11	<p>Topic C7 Organic Chemistry C8 Chemical Analysis P7 Magnetism</p>	<p>Topic B6 Inheritance P6 Waves</p>	<p>Topic B7 Ecology C9 earth's atmosphere C10 Using Resources</p>	<p>Topic C6 Rates of reaction P8 Space (for triple students only)</p>	<p>Topic Revision and exams</p>	

<p><u>Big Idea</u> How crude oil can be separated into useful fractions like petrol and diesel. How chromatography can be used to separate mixtures.</p> <p><u>Assessment</u> Topic Test</p>	<p><u>Big Idea</u> How disorders are inherited and how we can predict the likelihood of inheriting a disorder. Transverse and longitudinal waves and how wavelength can be measured</p> <p><u>Assessment</u> Topic Test</p>	<p><u>Big Idea</u> How distribution of plants can be investigated. How the earth's atmosphere has changed over time. How water can be purified to make it safe to drink.</p> <p><u>Assessment</u> Topic Test</p>	<p><u>Big Idea</u> How temperature, surface area, concentrations and catalysts affect the rate of a reaction. The lifecycle of a star and our place in the universe.</p> <p><u>Assessment</u> Topic Test</p>	<p><u>Big Idea</u> Preparation for the GCSE exams.</p> <p><u>Assessment</u> External GCSE Examinations</p>	
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Geography Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic: Our Dangerous Planet 1: Tectonic Hazards		Topic: Our Unequal World		Topic: Our Island Home: Amazing UK Landscapes	
	Big Idea: To investigate the processes behind tectonic hazards and their impacts on human populations.		Big Idea: To investigate why some countries are wealthy and some are poor, and the consequences of this divide.		Big Idea: To develop knowledge of the location of different landscapes around the UK and understand how these have been created.	
	Assessment: Assessment of key geographical skills and extended writing piece on explaining responses to tectonic hazards.		Assessment: Assessment of key geographical skills and extended writing piece explaining push and pull factors causing migration.		Assessment: Assessment of key geographical skills and extended writing piece explaining the creation of a UK landscape of their choice.	
Year 8	Topic: Our Changing Climate	Topic: Global Issues: Superpowers	Topic: Our Dangerous Planet 2: Extreme Weather	Topic: Our Interconnected World	Topic: Extreme Environments 1: Deserts and Poles*	Topic: Extreme Environments 1: Deserts and Poles*
	Big Idea: To understand how and why the global climate is changing and to discuss strategies that can help to manage the effects of climate change.	Big Idea: To develop an appreciation of the reasons why some countries are more powerful than others and looking at case studies of the world's most powerful nations.	Big Idea: To understand the processes behind extreme weather hazards and their impacts on human populations.	Big Idea: To investigate the causes of globalisation and the impacts that it has had on people and the planet.	Big Idea: To develop knowledge of the characteristics and location of different environments on the planet, with a focus on hot and deserts and polar regions.	Big Idea: To develop knowledge of the characteristics and location of different environments on the planet, with a focus on hot and deserts and polar regions.
	Assessment: Assessment of key geographical skills and extended writing piece on the impacts of climate change for Bangladesh.	Assessment: Assessment of key geographical skills and extended writing piece on the potential of Nigeria to become a global superpower.	Assessment: Assessment of key geographical skills and extended writing piece on factors that made Hurricane Katrina a huge disaster.	Assessment: Assessment of key geographical skills and extended writing piece on the impacts of globalisation.	Assessment: Assessment of key geographical skills and extended writing piece on the challenges in polar regions.	Assessment: Assessment of key geographical skills and extended writing piece on the challenges in polar regions.
					(5 topics across 6 terms)	(5 topics across 6 terms)
Year 9	Topic: Our Unequal World	Topic: Cracking Coasts	Topic: Extreme Environments 2: Rainforests	Topic: All About Africa	Topic: Global Issues: Resources	
	Big Idea: To investigate why some countries are wealthy and some are poor, and the consequences of this divide.	Big Idea: To develop an understanding of the processes taking place in coastal environments and the issues	Big idea: To understand the importance and characteristics of tropical rainforests and investigating key issues such as deforestation.	Big idea: To appreciate the key physical and human geographical features of the continent and to study key issues	Big idea: To develop an appreciation of the distribution of the world's key resources and strategies to support the management of these.	

	<p>associated with these.</p> <p>Assessment: Assessment of key geographical skills and extended writing piece explaining push and pull factors causing migration.</p>	<p>linked to development.</p> <p>Assessment: Assessment of key geographical skills and extended writing piece on the opportunities and challenges for the continent.</p>	<p>Assessment of key geographical skills and extended writing piece on the economic development of the Amazon rainforest.</p> <p>Assessment: Assessment of key geographical skills and extended writing piece deciding on the best approach to coastal management.</p>	<p>Assessment of key geographical skills and extended writing piece on the best strategies to make food supplies more sustainable.</p>		
Year 10	<p>Topic: Physical Landscapes of the UK: Coasts</p> <p>Big Idea: To explore the coastal landscapes of the UK and how these have been formed. Also, to look at the importance of, and methods for, protecting coastlines.</p> <p>Assessment: A range of past GCSE questions including skills, and extended written responses.</p>	<p>Topic: Physical Landscapes of the UK: Rivers</p> <p>Big Idea: To explore the river landscapes of the UK and how these have been formed. To develop a knowledge of the causes of flooding and methods to prevent flooding in the future.</p> <p>Assessment: A range of past GCSE questions including skills, and extended written responses.</p>	<p>Topic: The Living World</p> <p>Big Idea: To examine the world's main biomes and their key characteristics, before focusing on tropical rainforests and hot deserts and developing a deeper understanding of flora and fauna, location and key issues in each.</p> <p>Assessment: A range of past GCSE questions including skills, and extended written responses.</p>	<p>Topic: The Challenge of Resource Management (Food focus)</p> <p>Big Idea: To look at the main issues surrounding resource use (food, energy and water) in the UK, and focusing on food supplies around the world and how these can be improved and made more sustainable.</p> <p>Assessment: A range of past GCSE questions including skills, and extended written responses.</p>	<p>Topic: Physical Geography Fieldwork (Burbage Brook, Derbyshire)</p> <p>Big Idea: To complete an investigation in Burbage Brook, Derbyshire, by collecting, presenting and analysing data to form evidence-based conclusions.</p> <p>Assessment: A range of past GCSE questions including skills, and extended written responses.</p>	<p>ONLY 5 TOPICS IN YEAR 10</p>
Year 11	<p>Topic: Changing Economic World: Development Gap</p> <p>Big Idea: To gain an understanding of why some countries are more developed than others, and strategies that can be used to improve the level of development in low income countries.</p>	<p>Topic: Changing Economic World: UK Futures</p> <p>Big Idea: To develop an understanding of how and why the UK's economy has changed over time, and how it will change in the future. Also, investigating our links to the wider world.</p>	<p>Topic: Changing Economic World: Nigeria Case Study</p> <p>Big Idea: A focus on Nigeria that has a rapidly developing economy. Looking at its location, importance, environmental issues, and the impact of Shell (oil company) in the country.</p>	<p>Topic: Pre-release study (topic to confirmed by AQA)</p> <p>Big Idea: A pre-release booklet is released by the exam board 12 weeks prior to their Paper 3 in which they will be answering questions about the content of this. In lessons we will be discussing the key themes from this booklet.</p>	<p>EXAM PERIOD</p>	

Assessment: A range of past GCSE questions including skills, and extended written responses.

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History Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Crime and Punishment</p> <p>Big Idea Building chronological understanding of Britain from the Roman era to 20th Century.</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – comparing different time periods</p>	<p>Topic Crime and Punishment Medieval Britain</p> <p>Big Idea Key events in medieval Britain including importance of church/religion</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – including constructing narrative accounts</p>	<p>Topic Invaders! Conclusion of the unit. Medieval Britain: Power & Religion</p> <p>Big Idea Thematic course on how power and belief has changed throughout the Medieval period</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – including significance</p>	<p>Topic Medieval Britain: Power & Religion</p> <p>Big Idea Thematic course on how power and belief has changed throughout the Medieval period</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – including significance</p>	<p>Topic Power & belief in the Tudor Period</p> <p>Big Idea Thematic course on how power and belief has changed throughout the Tudor period</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing of different interpretations of historical events</p>	<p>Topic Power & belief in the Stuart Period</p> <p>Big Idea Thematic course on how power and belief has changed throughout the Stuart period</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – including source analysis</p>
	Year 8	<p>Topic Industrial Revolution and Empires</p> <p>Big Idea Impact of the Industrial Revolution on British communities and the British colonies</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>	<p>Topic Revolutions!</p> <p>Big Idea How have revolutions shaped the world?</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>	<p>Topic Slavery and the Civil Rights Movement</p> <p>Big Idea Impact of trans-Atlantic slave trade and its abolition. Civil Rights Movement in the USA.</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>	<p>Topic The Fight for Equality</p> <p>Big Idea Fight for equality for different communities in the UK including gender, LGBTQ, disabled and different ethnic groups</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>	<p>Topic World War One</p> <p>Big Idea WWI including causes, battles, impact and the Home Front</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>

	Extended writing – interpretations	Extended writing – change and continuity	Extended writing – significance	Extended writing- similarity and difference	Extended writing – sources	Extended writing – significance
Year 9	<p>Topic The Holocaust</p> <p>Big Idea Looking at the escalation of Nazi policies towards Jewish people and its consequences</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing- interpretations</p>	<p>Topic Dictators</p> <p>Big Idea How have dictators shaped the modern world?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing- similarity and difference</p>	<p>Topic Dictators- Case Study- Hitler</p> <p>Big Idea How Dictators have influenced the 20th century with a focus on Hitler.</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing- change and continuity</p>	<p>Topic The USA and the Cold War</p> <p>Big Idea What was the cold war and why did it happen?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing- significance</p>	<p>Topic USA: Boom to Bust</p> <p>Big Idea What were the consequences of the rise and fall of the US economy in the 1920s and 1930s?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Extended writing- sources</p>	<p>Topic USA: Boom to Bust</p> <p>Big Idea What were the consequences of the rise and fall of the US economy in the 1920s and 1930s?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Extended writing- similarity and difference</p>
	Year 10	<p>Topic Britain: Health and the People, c.1000- today</p> <p>Big Idea Revision of the topic including a focus on key individuals and factors that have helped medicine progress</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>	<p>Topic Germany, 1890- 1945</p> <p>Big Idea Key political developments in German history in the 19th & 20th centuries – with a focus on Kaiser Wilhelm II</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>	<p>Topic Germany, 1890- 1945</p> <p>Big Idea Key political developments in German history in the 19th & 20th centuries – with a focus on Weimar Germany, 1918- 1933</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>	<p>Topic Germany, 1890- 1945</p> <p>Big Idea Key political developments in German history in the 19th & 20th centuries – with a focus on Nazi Germany, 1933-1945</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>	<p>Topic Germany, 1890- 1945</p> <p>Big Idea Key political developments in German history in the 19th & 20th centuries – with a focus on Nazi Germany, 1933-1945</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>

Year 11

<p>Topic Britain: Health and the People, c.1000-today</p> <p>Big Idea How medicine and health care has evolved over time – with a focus on surgery</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing</p>	<p>Topic Elizabethan England, 1559 - 603</p> <p>Big Idea What the Elizabethan period was like with a focus on Elizabeth's government</p> <p>Assessment Short answer knowledge tests Regular extended writing</p>	<p>Topic Elizabethan England, 1559 - 1603</p> <p>Big Idea What the Elizabethan period was like with a focus on social changes and problems</p> <p>Assessment Short answer knowledge tests Regular extended writing</p>	<p>Topic Elizabethan England, 1559 - 1603</p> <p>Big Idea What the Elizabethan period was like with a focus on religion and foreign policy</p> <p>Assessment Yr11 mock – November Short answer knowledge tests Regular extended writing</p>	<p>Topic Revision</p> <p>Big Idea Ensure students have an excellent grasp of the content and skills for the upcoming exams</p> <p>Assessment Short answer knowledge tests Regular exam question practice</p>	
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French Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Mon identité</p> <p>Big Idea Descriptions: name, age, birthday</p> <p>Assessment Extended writing Short conversation in French</p>	<p>Topic Ma famille et moi</p> <p>Big Idea Describing your family and personalities</p> <p>Assessment Extended writing Reading comprehension Listening comprehension</p>	<p>Topic Mes passetemps</p> <p>Big Idea Talking about what you do in your free time</p> <p>Assessment Extended writing Reading comprehension Speaking role play</p>	<p>Topic Mon collège</p> <p>Big Idea School subjects, uniform, and rules</p> <p>Assessment Extended writing Listening comprehension Translation into English</p>	<p>Topic Ma zone</p> <p>Big Idea Describing where you live and what you can do</p> <p>Assessment Extended writing Reading comprehension Speaking photo card</p>	<p>Topic Mes vacances</p> <p>Big Idea Talking about holidays</p> <p>Assessment Extended writing Listening comprehension Translation into French</p>
Year 7 (Dual linguist)	<p>Topic Mon identité</p> <p>Big Idea Descriptions: name, age, birthday</p> <p>Assessment Informal writing in class</p>	<p>Topic Mon identité</p> <p>Big Idea Descriptions: name, age, birthday</p> <p>Assessment Extended writing Short conversation in French</p>	<p>Topic Ma famille et moi</p> <p>Big Idea Describing your family and personalities</p> <p>Assessment Informal writing in class</p>	<p>Topic Ma famille et moi</p> <p>Big Idea Describing your family and personalities</p> <p>Assessment Extended writing Reading comprehension Listening comprehension</p>	<p>Topic Mes passetemps</p> <p>Big Idea Talking about what you do in your free time</p> <p>Assessment Informal writing in class</p>	<p>Topic Mes passetemps</p> <p>Big Idea Talking about what you do in your free time</p> <p>Assessment Extended writing Reading comprehension Speaking role play</p>
Year 8	<p>Topic Mon identité</p> <p>Big Idea Descriptions: name, age, birthday</p> <p>Assessment Extended writing Short conversation in French</p>	<p>Topic Ma famille et moi</p> <p>Big Idea Describing your family and personalities</p> <p>Assessment Extended writing Reading comprehension Listening comprehension</p>	<p>Topic Mes passetemps</p> <p>Big Idea Talking about what you do in your free time</p> <p>Assessment Extended writing Reading comprehension Speaking role play</p>	<p>Topic Mon collège</p> <p>Big Idea School subjects, uniform, and rules</p> <p>Assessment Extended writing Listening comprehension Translation into English</p>	<p>Topic Ma zone</p> <p>Big Idea Describing where you live and what you can do</p> <p>Assessment Extended writing Reading comprehension Speaking photo card</p>	<p>Topic Mes vacances</p> <p>Big Idea Talking about holidays</p> <p>Assessment Extended writing Listening comprehension Translation into French</p>
Year 9	<p>Topic Mes rapports</p> <p>Big Idea Describing my family and relationships</p>	<p>Topic Mes projets futurs</p> <p>Big Idea Talking about future plans</p>	<p>Topic Ma santé</p> <p>Big Idea Talking about sports and opinions</p>	<p>Topic Mes intérêts</p> <p>Big Idea Music, film and TV (including cinema and concerts)</p>	<p>Topic Mon portable</p> <p>Big Idea Reading; what you do with your phone</p>	<p>Topic Mon voyage à Paris</p> <p>Big Idea Planning and preparing for a trip to Paris</p>

	<p>Assessment Extended writing Reading comprehension</p>	<p>Assessment Extended writing Listening comprehension</p>	<p>Assessment Extended writing Speaking role play</p>	<p>Assessment Extended writing Translation to English</p>	<p>Assessment Extended writing Translation to French</p>	<p>Assessment Writing a postcard</p>
Year 10	<p>Topic De la ville à la campagne</p>	<p>Topic Le grand large</p>	<p>Topic Le grand large</p>	<p>Topic Au collège</p>	<p>Topic Au collège</p>	<p>Topic Le travail</p>
	<p>Big Idea Talking about where you live</p>	<p>Big Idea Talking about holidays</p>	<p>Big Idea Talking about holidays</p>	<p>Big Idea Talking about school</p>	<p>Big Idea Talking about school</p>	<p>Big Idea Describing work and future plans</p>
	<p>Assessment 40-word writing 90-word writing Reading & listening comprehension</p>	<p>Assessment 40- and 90-word written questions</p>	<p>Assessment Photo card (speaking) Reading & listening comprehension</p>	<p>Assessment 40- and 90-word written questions</p>	<p>Assessment Reading & listening comprehension Translation</p>	<p>Assessment 90-word writing</p>
Year 11	<p>Topic Le travail</p>	<p>Topic Developing writing and speaking</p>	<p>Topic Jours ordinaires, jours de fêtes</p>	<p>Topic Un oeil sur le monde</p>	<p>Topic Revision</p>	<p>EXAM PERIOD</p>
	<p>Big Idea Describing work and future plans</p>	<p>Big Idea Practising writing and speaking skills</p>	<p>Big Idea Culture: talking about food, festivals and celebrations in France and elsewhere</p>	<p>Big Idea Talking about social or global problems, such as the environment, poverty and charity</p>	<p>Big Idea Revising all GCSE topics, key grammar and exam skills</p>	
	<p>Assessment Reading & listening comprehension 150-word writing</p>	<p>Assessment Informal assessments in class Mock exams</p>	<p>Assessment Reading & listening comprehension Translation 90-word writing</p>	<p>Assessment Reading & listening comprehension Translation 90-word writing</p>	<p>Assessment Informal assessments in class, in preparation for GCSE exams</p>	

* Year 7 and 8 contain the same curriculum content; in order to facilitate the vast majority of all our students studying two languages, approximately half of year 7 will study Spanish in Year 7 and then French in Year 8 while this will be reversed for the remainder of that year group.

Spanish Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Mi vida</p> <p>Big Idea Describing yourself; your name, age, birthday, animals using adjectives.</p> <p>Assessment Extended writing task. Short conversation in Spanish.</p>	<p>Topic Mi familia y amigos</p> <p>Big Idea Describing family and friends; physical appearance and personality.</p> <p>Assessment Extended writing task. Reading and listening comprehension.</p>	<p>Topic Mi zona</p> <p>Big Idea Describing your local area; where you live, activities and free time hobbies.</p> <p>Assessment Extended writing task. Listening comprehension. Speaking using a photo as stimulus to describe the local area.</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about what you do in your free time.</p> <p>Assessment Extended writing task. Listening and Reading comprehension.</p>	<p>Topic Mi vida en el insti</p> <p>Big Idea Talking about life in school; what you study, subjects, opinions, description of teachers and facilities.</p> <p>Assessment Speaking in school scenario, grammar activities and Reading comprehension. Extended writing task.</p>	<p>Topic Estudios culturales</p> <p>Big Idea Be able to learn and take part in cultural learning around food, architecture and festivals in Spain.</p> <p>Assessment Presentation of cultural learning</p>
Year 7 (Dual linguist)	<p>Topic Mi vida</p> <p>Big Idea Describing yourself; your name, age, birthday, animals using adjectives.</p> <p>Assessment Extended writing task. Short conversation in Spanish.</p>	<p>Topic Mi familia y amigos</p> <p>Big Idea Describing family and friends; physical appearance and personality.</p> <p>Assessment Extended writing task. Reading and listening comprehension.</p>		<p>Topic Mi vida en el insti</p> <p>Big Idea Talking about life in school; what you study, subjects, opinions, description of teachers and facilities.</p> <p>Assessment Speaking in school scenario, grammar activities and Reading comprehension. Extended writing task.</p>		<p>Topic Estudios culturales</p> <p>Big Idea Be able to learn and take part in cultural learning around food and festivals in Spain.</p> <p>Assessment Presentation of cultural learning</p>
Year 8	<p>Topic Mi vida</p> <p>Big Idea Describing yourself; your name, age, birthday, animals using adjectives.</p> <p>Assessment Extended writing task. Short conversation in Spanish.</p>	<p>Topic Mi familia y amigos</p> <p>Big Idea Describing family and friends; physical appearance and personality.</p> <p>Assessment Extended writing task. Reading and listening comprehension.</p>	<p>Topic Mi zona</p> <p>Big Idea Describing your local area; where you live, activities and free time hobbies.</p> <p>Assessment Extended writing task. Listening comprehension. Speaking using a photo as stimulus</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about what you do in your free time.</p> <p>Assessment Extended writing task. Listening and Reading comprehension.</p>	<p>Topic Mi vida en el insti</p> <p>Big Idea Talking about life in school; what you study, subjects, opinions, description of teachers and facilities.</p> <p>Assessment Speaking in school scenario, grammar activities and</p>	<p>Topic Estudios culturales</p> <p>Big Idea Be able to learn and take part in cultural learning around food, architecture and festivals in Spain.</p> <p>Assessment Presentation of cultural learning</p>

			to describe the local area.		Reading comprehension. Extended writing task.	
Year 9	<p>Topic Mis vacaciones</p> <p>Big Idea Talking about holidays by describing activities in the present and past.</p> <p>Assessment Short writing task and translation into English.</p>	<p>Topic Mis vacaciones</p> <p>Big Idea Talking about holidays; hotel and area, planning and booking a future holiday</p> <p>Assessment Listening and Reading comprehension</p>	<p>Topic Mis vacaciones</p> <p>Big Idea Developing speaking and writing skills.</p> <p>Assessment Longer written task and translation into Spanish.</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about uses of technology, social media and reading.</p> <p>Assessment Short writing task and reading comprehension.</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about preferences of; music, tv and film and attending concerts.</p> <p>Assessment Longer written task and listening comprehension.</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about sports and general free time activities including school clubs.</p> <p>Assessment Speaking assessment, writing task and translation into Spanish.</p>
	<p>Topic Uso de la tecnología y mi familia</p> <p>Big Idea Talking about uses of technology, description of family and meeting up with friends.</p> <p>Assessment Informal 40-word task, photo-based task and preparation of speaking questions.</p>	<p>Topic Mi familia y relaciones & Tiempo libre</p> <p>Big Idea Descriptions of family and friends and relationships. Description of future life plans. Talking about sports and free time.</p> <p>Assessment Listening and Reading comprehension. Writing; photo based, 40 word and 90 word</p>	<p>Topic Mi tiempo libre</p> <p>Big Idea Talking about free time activities: sport, TV, film and live entertainment.</p> <p>Assessment Listening and Reading comprehension. Speaking assessment on Term 1 – Tern 3.</p>	<p>Topic Mi tiempo libre & Mi ciudad</p> <p>Big Idea Free time activities in three tenses. Describing where you live and what you can do there.</p> <p>Assessment Informal 40- and 90-word writing task. Preparation of speaking questions.</p>	<p>Topic Mi ciudad</p> <p>Big Idea What shopping you can do in the local area and describing the area in present, past and future.</p> <p>Assessment Listening and reading comprehension. Informal writing practice. Preparation of speaking question.</p>	<p>Topic Skills and Revision</p> <p>Big Idea Opportunity to develop passive and active skills and revise topics from Y9 – Y10.</p> <p>Assessment Mock exams of all skills: Reading, listening, speaking and writing.</p>
Year 10	<p>Topic El mundo laboral</p> <p>Big Idea Describing jobs, work experience and future plans.</p> <p>Assessment Listening and Reading comprehension.</p>	<p>Topic Costumbres y fiestas</p> <p>Big Idea Cultural learning of foods, special occasions, daily routines, and festivals of other Spanish speaking countries.</p> <p>Assessment Listening and Reading comprehension.</p>	<p>Topic El medio ambiente</p> <p>Big Idea Talking about social or global problems, such as the environment, poverty and charity.</p> <p>Assessment MOCKS after half term for full exam experience.</p>	<p>Topic Revision</p> <p>Big Idea Revising all GCSE topics, key grammar, and exam skills</p> <p>Assessment Informal assessments in class, in</p>	<p>Topic Revision</p> <p>Big Idea Revising all GCSE topics, key grammar, and exam skills</p> <p>Assessment Informal assessments in class, in</p>	<p>EXAM PERIOD</p>
	<p>Topic El mundo laboral</p> <p>Big Idea Describing jobs, work experience and future plans.</p> <p>Assessment Listening and Reading comprehension.</p>	<p>Topic Costumbres y fiestas</p> <p>Big Idea Cultural learning of foods, special occasions, daily routines, and festivals of other Spanish speaking countries.</p> <p>Assessment Listening and Reading comprehension.</p>	<p>Topic El medio ambiente</p> <p>Big Idea Talking about social or global problems, such as the environment, poverty and charity.</p> <p>Assessment MOCKS after half term for full exam experience.</p>	<p>Topic Revision</p> <p>Big Idea Revising all GCSE topics, key grammar, and exam skills</p> <p>Assessment Informal assessments in class, in</p>	<p>Topic Revision</p> <p>Big Idea Revising all GCSE topics, key grammar, and exam skills</p> <p>Assessment Informal assessments in class, in</p>	<p>EXAM PERIOD</p>
Year 11						

	MOCKS after half term for full exam experience.	Informal writing practice. Preparation of speaking questions.		preparation for GCSE exams	preparation for GCSE exams	
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ART

ART/ FINE ART (GCSE)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Abstraction</p> <p>Big Idea What is Abstract Art? Developing knowledge, ideas and skills with media, style and application as well as with colour theory</p> <p>How can I develop a personal response? Recording of ideas and investigations. Reference to Architecture, location and relief building</p> <p>Assessment Self and peer assessment. Formative, DIRT & Summative</p>		<p>Topic Cubism</p> <p>Big Idea What is Cubism? Developing knowledge, ideas and skills with media, style and application as well as with drawing</p> <p>How can I develop a personal response? Recording of ideas and investigations. Reference to analytical and synthetic Cubism with texture</p> <p>Assessment Self and peer assessment. Formative & Summative</p>		<p>Topic Impressionism</p> <p>Big Idea What is Impressionism? Developing knowledge, ideas and skills with media, style and application. Reference to Pointillism and broken colour techniques</p> <p>How can I develop a personal response? Recording of ideas and investigations. Collaborative approach and outcome. Environmental impact.</p> <p>Assessment Self and peer assessment. Formative, DIRT & Summative</p>	
Year 8	<p>Topic Pop Art</p> <p>Big Idea What is Pop Art? Developing knowledge, ideas and skills with media, style and application. Explore the Art of Pottery.</p> <p>How can I develop a personal response? Recording of ideas and investigations. Celebrate identity, character and personality.</p> <p>Assessment Self and peer assessment. Formative, DIRT & Summative</p>		<p>Topic Futurism</p> <p>Big Idea What is Futurism? Developing knowledge, ideas and skills with media, style and application. Manipulation of processes to depict movement</p> <p>How can I develop a personal response? Recording of ideas and investigations. Reference to Architecture as well as using lines of force and staggered viewpoints.</p> <p>Assessment Self and peer assessment. Formative, DIRT & Summative</p>		<p>Topic Architecture</p> <p>Big Idea What is Architecture? Developing knowledge, ideas and skills with media, style and application. Direct observational drawing and perspective.</p> <p>How can I develop a personal response? Recording of ideas, experiences and investigations. Mark making and mix media.</p> <p>Assessment Self and peer assessment. Formative, DIRT & Summative</p>	

Year 9	Topic Graphic Communication	Topic Ceramics. Art of Pottery/ 3D Design	Topic Photography	Topic Surrealism
	<p>Big Idea What is Graphic Design? Developing knowledge, ideas and skills with media, style and application. Explore the idea of visual communication and work to a Design brief to solve a design problem.</p> <p>How can I develop a personal response? Recording of ideas and investigations. Combining digital and traditional art to create a design solution.</p>	<p>Big Idea What is Pottery? Developing knowledge, ideas and skills with clay, processes and application. A more refined approach with the construction of a complex insect form.</p> <p>How can I develop a personal response? Recording of ideas and investigations. Using glazes as a decorative finish.</p>	<p>Big Idea What is Photography? Developing knowledge, ideas and skills with operating equipment, image collection and digital editing.</p> <p>How can I develop a series of personal responses? Recording of ideas and investigations. Image manipulation.</p>	<p>Big Idea What is Surrealism? Developing knowledge, ideas and skills with media, style and application. Imagination, surprise and mystery. Refinement and impact.</p> <p>How can I develop a personal response? Recording of ideas, experiences and investigations. Inventive storytelling with irrational juxtaposition of imagery.</p>
	Assessment Self and peer assessment. Formative. DIRT & Summative	Assessment Self and peer assessment. Formative. DIRT & Summative	Assessment Self and peer assessment. Formative. DIRT & Summative	Assessment Self and peer assessment. DIRT Formative & Summative
	Topic Natural Forms/ Still Life		Topic Natural Forms/ Still Life Sculpture	Topic Portraiture
Year 10	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills & Printing</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists/ Sculptors Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes including the Art of Pottery.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills & Printing</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills & Printing</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
	Assessment Self and peer assessment. Formative. DIRT & Summative		Assessment Self and peer assessment. Formative. DIRT & Summative	
	Assessment Self and peer assessment. Formative. DIRT & Summative		Assessment Self and peer assessment. DIRT Formative & Summative	

Year 11	<p>Topic Expression Personal choice</p>	<p>Topic Expression Personal choice</p>	<p>Topic Exam project- Independent choice</p>	<p>Topic Exam project- Independent choice</p>	<p>Course complete</p>	<p>Course complete</p>
	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills</p> <p>Evidencing skill development, confidence and mastery</p> <p>Assessment Self and peer assessment. Formative. DIRT</p>	<p>Big Idea Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital. Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment Self and peer assessment. DIRT Formative & Summative</p>	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills</p> <p>Evidencing skill development, confidence and mastery</p> <p>Assessment Self and peer assessment. Formative. DIRT</p>	<p>Big Idea Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital. Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment Self and peer assessment. Formative. DIRT</p>		

GRAPHIC COMMUNICATION (GCSE)

Year 10	<p>Topic Typography</p>	<p>Topic Futurism Album cover art</p>	<p>Topic Portraiture & Street Art</p>
	<p>Big Idea What is Graphic Communication? The logo-fundamentals and agenda. Logo design and creation. What is Font? Text as image. Reference to key Artists & Designers</p> <p>Creative Font ideas and creation- Traditional and digital methods. Creature alphabet & typographical animal. Letters as patterns-decorative shapes and space.</p>	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Working to a Design brief</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills, research, image collection, editing and Photography</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of</p>	<p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Working to a Design brief</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills, research, image collection, editing and Photography</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital.</p> <p>Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language, successfully meeting the set brief</p>

			visual language, successfully meeting the set brief			
	Assessment Self and peer assessment. Formative. DIRT & Summative		Assessment Self and peer assessment. Formative. DIRT & Summative		Assessment Self and peer assessment. DIRT Formative & Summative	
Year 11	Topic Personal choice (link) Merchandise	Topic Personal choice (link) Merchandise	Topic Exam project-Independent choice	Topic Exam project-Independent choice	Course complete	Course complete
	Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Design Brief Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills, research, image collection, editing and Photography	Big Idea Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital. Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language, successfully meeting the set brief	Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Artists. Design Brief Recording ideas, observations and insights relevant to intentions as work progresses. Drawing skills, research, image collection, editing and Photography	Big Idea Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Traditional and digital. Developing and presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language, successfully meeting the set brief		
	Assessment Self and peer assessment. Formative. DIRT	Assessment Self and peer assessment. DIRT Formative & Summative	Assessment Self and peer assessment. Formative. DIRT	Assessment Self and peer assessment. Formative. DIRT		

PHOTOGRAPHY (GCSE)

Year 10	Topic Texture Still Life/Workshops	Topic Portraits/ Lighting	Topic Surrealism/ Illusion
	Big Idea Developing ideas through investigations, demonstrating critical understanding of	Big Idea Developing ideas through investigations, demonstrating	Big Idea Developing ideas through investigations, demonstrating critical understanding of

Year 11	<p>sources. Reference to key Photographers and Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Photographic and Editing skills develop.</p>	<p>critical understanding of sources. Reference to key Photographers and Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Studio photography and lighting focus.</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes- from initial capture to edited developments.</p> <p>Developing and presenting a series of personal and meaningful responses that realises intentions and demonstrates understanding of visual language.</p>	<p>sources. Reference to key Photographers and Artists.</p> <p>Recording ideas, observations and insights relevant to intentions as work progresses. Local trips and visits will be arranged as photos are choreographed and compositions considered.</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes- from initial capture to edited developments. Introduction to more advanced high-level editing techniques to create visually exciting storytelling- Evidencing skill development with seamless joins and mature ideas</p> <p>Developing and presenting a series of personal and meaningful responses that realises intentions and demonstrates understanding of visual language.</p>	
	<p>Assessment Self and peer assessment. Formative. DIRT</p>	<p>Assessment Self and peer assessment. Formative. DIRT & Summative</p>	<p>Assessment Self and peer assessment. DIRT Formative & Summative</p>	
<p>Topic Personal choice/ Portrait theme</p> <p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Photographers and Artists. Recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, from initial capture to edited developments.</p> <p>Developing and presenting a series of personal and meaningful responses that realises intentions and demonstrates understanding of visual language.</p> <p>Evidencing greater skill development, confidence and mastery.</p>	<p>Topic Exam project-Independent choice</p> <p>Big Idea Developing ideas through investigations, demonstrating critical understanding of sources. Reference to key Photographers and Artists. Recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Evidencing skill development, confidence and mastery</p>	<p>Topic Exam project-Independent choice</p> <p>Big Idea Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, from shoot to edited finish. Developing and presenting a series of personal and meaningful responses that realises intentions and demonstrates understanding of visual language.</p>	<p>Course complete</p>	<p>Course complete</p>

Assessment Self and peer assessment. Formative. DIRT	Assessment Self and peer assessment. Formative. DIRT	Assessment Self and peer assessment. Formative. DIRT	Assessment Self and peer assessment. Formative. DIRT		
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Design & Technology Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Design and Technology Rotation		Textiles Rotation		Food Rotation	
Year 7	<p>Topic Design and Technology Core knowledge and skills inc. Health and Safety</p> <p>Big Idea To understand the process of design and systems in place to manufacture products</p> <p>Assessment Sustainability and Environment extended write Computer Games controller Model and evaluation Design movement/past and present companies Re-Design task End of Topic Test</p>		<p>Topic Community Tote Bags</p> <p>Big Idea To understand what textiles is, materials and their uses.</p> <p>Assessment Hand Sewing Techniques practical Producing a toile Product Evaluation End of Topic Test</p>		<p>Topic Healthy Eating</p> <p>Big Idea To explore what it means to have a healthy diet with a focus on the provenance of the food we eat.</p> <p>Assessment The Eatwell Guide and nutrition Food investigations Cooking methods End of project test</p>	
Year 8	<p>Topic Design and Technology Core Knowledge and Skills</p> <p>Big Idea To understand how to work with a range of materials and systems.</p> <p>Assessment Polymers shaping and forming – Technical knowledge Smart Materials Design task Timber Joints – Practical assessment End of topic test</p>		<p>Topic Sustainable stationary</p> <p>Big Idea To understand the wider issues around textiles and industrial processes used in manufacturing.</p> <p>Assessment Sustainability extended write Wiggly bag Design Specification End of topic test</p>		<p>Topic The science behind the food we eat</p> <p>Big Idea Investigating the functional properties of ingredients which make them suitable for a wide range of food products</p> <p>Assessment Product planning Fats investigation Fairtrade extended write End of topic test</p>	
Year 9	<p>Topic Design and Technology contexts and design process inc. Drawing techniques and materials study</p> <p>Big Idea To understand the design process and how to interpret and meet the needs of contexts</p> <p>Assessment Design Specification – Written assessment Technical Drawing assessment End of topic Test Overall Project assessment</p>		<p>Topic Reading Cushion Project</p> <p>Big Idea To explore a wide range of decorative and technical processes and techniques to support the manufacture of a product</p> <p>Assessment Textile designers Reading cushion construction End of project test</p>		<p>Topic Food around the world</p> <p>Big Idea To develop a knowledge and understanding of British, European and International Cuisines.</p> <p>Assessment Italian cuisine practical The Environmental Health Officer Product Planning End of topic test</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic New and emerging technologies</p> <p>Big Idea Understand industry and the people, the environment and production techniques</p> <p>Assessment Seneca, Low stakes Quiz</p>	<p>Topic Energy generation and new materials</p> <p>Storage project – Generating ideas and initial development</p> <p>Big Idea Understand how energy generation effects D&T</p> <p>Assessment Marked practice NEA</p>	<p>Topic Systems approach to design, mechanical devices and materials and their properties.</p> <p>Control project.</p> <p>Big Idea To develop a knowledge of control, motion and materials</p> <p>Assessment Marked project portfolio</p>	<p>Topic Forces and stresses, social footprint, sources and origins and working with materials.</p> <p>Storage project – manufacturing templates, and production planning.</p> <p>Big Idea Understand how to plan for making</p> <p>Assessment Assessed drawings and planning</p>	<p>Topic Stock form, scales of production, specialist techniques and processes.</p> <p>Textiles project – small focussed practical to support textiles theory.</p> <p>Big Idea Understand how to include textiles into D&T</p> <p>Assessment Practical and theory work assessed/low stakes quizzing</p>	<p>Topic Practical skills and manufacture.</p> <p>Real NEA Pre release, Context investigation and analysis</p> <p>Big Idea To start to investigate their own live brief</p> <p>Assessment Marked as per GCSE/JCQ requirements</p>
Year 11	<p>Topic NEA investigation, client/user, Design Brief and Specification</p> <p>Big Idea To develop project specification and user needs</p> <p>Assessment Marked as per GCSE/JCQ requirements</p>	<p>Topic Concept designs NEA – Design and development</p> <p>Big Idea To develop original and innovative concepts</p> <p>Assessment Marked as per GCSE/JCQ requirements</p>	<p>Topic NEA Manufacturing prototypes</p> <p>Big Idea To plan for and manufacture quality prototypes</p> <p>Assessment Marked as per GCSE/JCQ requirements</p>	<p>Topic Specialist principles Re-Cap of Polymers, Metals and Timbers, Origin, Stock form, process and end of life.</p> <p>Big Idea To secure knowledge of core content and specialist areas</p> <p>Assessment Assessed papers/low stakes quizzing</p>	<p>Topic Interleaving, exam technique, Memory and recall activities in preparation for MAY exam.</p> <p>Big Idea To develop their memory and recall strategies to enhance exam performance.</p> <p>Assessment Assessed papers/low stakes quizzing</p>	

Drama Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic: Building Group Dynamics</p> <p>Big Idea: To develop group dynamics, an understanding of the subject at KS3</p> <p>Assessment</p>	<p>Topic Physicality Theatre into Melodrama and Pantomime</p> <p>Big Idea To have an awareness of how to effectively share work with others.</p> <p>Assessment Practical and written assessment of scripted performance</p>	<p>Topic Explorative Strategies Hot seating Narration</p> <p>Big Idea To gain an appreciation of the basic drama skills that are used throughout. Secondary.</p> <p>Assessment</p>	<p>Topic Characterisation through Script</p> <p>Big Idea Have an awareness of the physical and vocal attributes of characterization.</p> <p>Assessment Practical and written assessment of scripted Performance</p>	<p>Topic Full Script work- Ernie's Incredible illusions</p> <p>Big Idea Consider how dramatic form can be explore in rehearsal</p> <p>Assessment</p>	<p>Topic Full Script work- Ernie's Incredible illusions</p> <p>Big Idea Consider how dramatic form can be used when sharing work with an audience.</p> <p>Assessment Practical and written assessment of scripted Performance</p>
Year 8	<p>Topic Exploring scripts with monologues and duologues.</p> <p>Big Idea Developing an understanding of structure and Subtext</p> <p>Assessment</p>	<p>Topic Exploring the 'Boy with the Stripe Pyjamas' script.</p> <p>Big Idea Employing an understanding of subtext to an assessed performance.</p> <p>Assessment Practical and written assessment of duologue scripted performance</p>	<p>Topic Exploring and staging a whole play.</p> <p>Big Idea Develop an awareness of how themes and issues might be explored in rehearsals and then presented to an audience.</p> <p>Assessment</p>	<p>Topic Exploring and staging a whole play.</p> <p>Big Idea Develop an awareness of how themes and issues might be explored in rehearsals and then presented to an audience.</p> <p>Assessment Practical assessment of a scripted performance</p>	<p>Topic Preparation for practical assessment.</p> <p>Big Idea Students developing an understanding of the director's role and working in groups to stage a longer scripted performance.</p> <p>Assessment Practical and written assessment of a group scripted performance</p>	<p>Topic An introduction to Improvisational skills</p> <p>Big Idea Working in small and large groups, the students will develop an understanding of how improvisation can be used to explore work and be used as a performance medium in itself.</p> <p>Assessment</p>
Year 9	<p>Topic Introducing students to the work of theatre practitioners that will inform their Unit 1 devising. task.</p> <p>Big Idea Students will use a variety of creative</p>	<p>See Music Curriculum</p>	<p>Topic Continue to Introduce students to the work of theatre practitioners that will inform their Unit 1 devising. Task.</p> <p>Big Idea</p>	<p>See Music Curriculum</p>	<p>Topic Using the work of theatre practitioners to explore a variety of stimuli.</p> <p>Big Idea</p>	<p>. See Music Curriculum</p>

	<p>stimuli to explore and then present their knowledge of the theories and practises of the practitioner Berthold Brecht.</p>		<p>Students will use a variety of creative stimuli to explore and then present their knowledge of the theories and practises of the practitioner Brecht/ Stanislavski</p> <p>Assessment Brechtian Inspired Group performances are assessed. _Written Evaluation of self and others in performance</p>		<p>Students will learn how to develop a range of stimuli into a devised performance.</p> <p>Assessment Stanislavskian inspired performance assessed</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 10</p>	<p>Topic Developing the chosen stimuli into an assessed devised performance/ Introducing the C2 pre 2000 text choices. C2 Practical performance exam preparation.</p> <p>Big Idea Students will continue to develop their devised drama and realise their intentions</p> <p>Assessment Group developing performances will be assessed and feedback given so as to aid the</p>	<p>Topic Developing the chosen stimuli into an assessed devised performance/ Beginning the 2,000-word written portfolio. / C2 Practical performance exam preparation.</p> <p>Big Idea Students continue to develop and now refine their devised drama and realise their intentions in their final performance / Students will also prepare their intention statement and develop their C2 exam text for the visiting examiner next HT3</p> <p>Assessment Students' final Devising practical performance will be assessed using Edexcel criteria</p>	<p>Topic Making informed, creative choices to stage the C2 exam text. / Continuing with the 2,000 words written portfolio/</p> <p>Big Idea Students focus on preparing and refining their C2 performances for the visiting or online examiner and completing their first draught of the written portfolio</p> <p>Assessment C2 Practical performance marked by visiting/ online examiner/ Predicted grade given by class</p>	<p>Topic Completing the 2,000-word written portfolio. / C3 Examination preparation</p> <p>Big Idea Students will be doing a mixture of their second draught portfolio and exam prep, with a focus on DNA Section A questions</p> <p>Assessment Final 30% portfolio mark given/ Peer Assessment of DNA questions is ongoing</p>	<p>Topic C3 Examination preparation</p> <p>Big Idea Time will be given to addressing all questions on the C3 written exam paper that includes those on DNA and of the live performance seen</p> <p>Assessment DNA questions intermittently set as homework and assessed in class.</p>	<p>Topic Developing revision strategies for C3 written</p> <p>Big Idea Students will develop a understanding of how to approach the full C3 exam and cover questions on the studied text of DNA and of the live performance scene.</p> <p>Assessment C3 exam questions done in timed conditions marked</p>

	<p>progression of the practical work</p>		<p>teacher/ First draft of written portfolio will be marked and feedback given.</p>	<p>.</p> <p>.</p> <p>.</p>		<p>.</p>
<p>Year 11</p>	<p>Topic C2 Practical performance exam preparation/ Second drafts of 2,000-word portfolio</p> <p>Big Idea Working in pairs the students will be choosing and then exploring their C2 exam text for the visiting examiner in HT3/ Doing their second draft 2,000-word portfolio</p> <p>Assessment First draft of portfolio marked</p>	<p>Topic C2 Practical performance exam preparation. / C3 Exam Preparation</p> <p>Big Idea Students will prepare for the coming live performance and then use their time to reflect and create their 500 words note grid/ C3 Written Exam questions ongoing</p> <p>Assessment DNA homework exam-based questions marked.</p>	<p>Topic C2 Practical performance exam preparation.</p> <p>Big Idea Students prepare their C2 performances for the visiting/ online examiner while continuing with C3 exam practice</p> <p>Assessment Practical performance marked/Exam questions peer assessed</p>	<p>Topic Exam Preparation</p> <p>Big Idea Students will revisit the previously studies DNA text and now begin to address all of the 'larger' questions on the exam.</p> <p>Assessment Final C1 portfolio grades given for second draft and DNA exam-based questions done in class</p>	<p>Topic C3 Examination preparation</p> <p>Big Idea Time will be given to addressing all questions on the C3 written exam paper that includes those on DNA and of the live performance seen</p> <p>Assessment C3 exam questions marked</p>	<p>Topic Developing revision strategies for C3 written exam.</p> <p>Big Idea Students will develop a understanding of how to approach the C3 exam and cover questions on the studied text of DNA and of the live performance scene.</p> <p>Assessment C3 exam questions done in timed conditions marked</p>

IT & CS Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic IT Skills</p> <p>Big Idea To learn and understand how to utilise office 365 and cloud computing</p> <p>Assessment End product created include PPT and Word document letter that has been exposed to DIRT</p> <p>Low stakes quizzing through the use of the knowledge organiser.</p>	<p>Topic Internet safety</p> <p>Big Idea Learn how to use the internet safely.</p> <p>Assessment Internet safety poster</p> <p>Low stakes quizzing through the use of the knowledge organiser.</p>	<p>Topic Coding in Scratch</p> <p>Big Idea Code a game in Scratch.</p> <p>Assessment Annotations of the game that has been made to include all programming concepts used.</p>	<p>Topic What are computers?</p> <p>Big Idea Understand how computers communicate with one another e.g. binary and the components of a computer.</p> <p>Assessment Written assessment.</p>	<p>Topic Text based programming</p> <p>Big Idea Use Python to program using text.</p> <p>Assessment Annotation of code.</p>	<p>Topic Gaming in Python</p> <p>Big Idea Create a game using Python.</p> <p>Assessment Creation of the end product using Python.</p>
Year 8	<p>Topic Graphics</p> <p>Big Idea Create a vector-based image.</p> <p>Assessment Written end of unit test.</p>	<p>Topic Dragons Den</p> <p>Big Idea Create a new business idea.</p> <p>Assessment End of unit booklet along with in class presentation.</p>	<p>Topic Dragons Den</p> <p>Big Idea Create a new business idea.</p> <p>Assessment End of unit booklet along with in class presentation.</p>	<p>Topic App design</p> <p>Big Idea Design, build and review an app.</p> <p>Assessment Booklet to go alongside teaching.</p>	<p>Topic App design</p> <p>Big Idea Design, build and review an app.</p> <p>Assessment Booklet to go alongside teaching.</p>	<p>Topic Python programming</p> <p>Big Idea set of text-based programming challenges.</p> <p>Assessment End of unit written test.</p>
Year 9	<p>Topic: What is a computer?</p> <p>Big Idea: Introduction to Computer Science almost looking at the mechanics of a computing device including its history of development</p>	<p>Topic: Algorithms</p> <p>Big Idea: What are algorithms, how do they build into the scheme of logically solving problems with pseudocode</p>	<p>Topic: Plan, design and build a UI</p> <p>Big Idea: Types of User Interfaces to suit requirements, what is a UI and what do we consider when creating one?</p>	<p>Topic: Plan, design and build a UI</p> <p>Big Idea: Creating a basic UI, testing and evaluating the suitability</p>	<p>Topic: <i>Spreadsheet modelling</i></p> <p>Big Idea: The planning and building of a data dashboard to manipulate existing data and create models with</p>	<p>Topic: Spreadsheet modelling</p> <p>Big Idea: To create data modelled and processed and turn it into information in various formats.</p>

	<p><u>Assessment</u> Written end of unit test.</p>	<p><u>Assessment:</u> Written end of unit test. creation of a sequence in various forms</p>	<p><u>Assessment:</u> UI quiz identifying types and uses. written piece on design aspects</p>	<p><u>Assessment:</u> Testing tables and written evaluation skills</p>	<p><u>Assessment:</u> The ability to create a basic dashboard in excel and format to improve</p>	<p><u>Assessment:</u> Production of examples of usable information in a presentable format E.G. report or table.</p>
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Students may choose to follow various ICT or Business pathways from year 10 following year 9 options process

Music Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic: Rhythm</p> <p>Big Idea: Body percussion and ensemble work.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Elements of Music</p> <p>Big Idea Introduction to notation, keywords and keyboard-based performance work.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Programme Music - Music and Stories</p> <p>Big Idea Introduction to the orchestra.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Blues</p> <p>Big Idea The birth of the Blues through the slave trade and the relevance to music of today.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic World Music</p> <p>Big Idea Introduction to music from Western Africa, Brazil, and Punjab.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Songs Throughout Time (4 chords)</p> <p>Big Idea Keyboard based performance and singing topic.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>
Year 8	<p>Topic Hooks & Riffs</p> <p>Big Idea Performing and composing short ostinatos and motifs</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Film Music 1</p> <p>Big Idea Exploring the use of music in films including composition using musical elements</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Reggae</p> <p>Big Idea Ensemble performance and listening skills focus</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Club Dance Music and remix, Variations.</p> <p>Big Idea Remix techniques and using music technology</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Songwriting (Protest music)</p> <p>Big Idea Songwriting unit focusing on primary chords and listening skills.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>	<p>Topic Songs Throughout Time (4 chords) 2</p> <p>Big Idea Keyboard based performance and singing topic.</p> <p>Assessment Performance and composition assessment Low Stakes quizzing Keyword questioning Listening tasks</p>
Year 9	<p>Topic Performing Arts. See Drama Curriculum</p>	<p>Topic Rap, Hip-Hop & Urban Music</p> <p>Big Idea Exploring popular urban styles of music with a focus on composition and music technology</p> <p>Assessment 1 ensemble performance with peer and teacher feedback.</p>	<p>Topic Performing Arts. See Drama Curriculum</p>	<p>Topic Film Music 2</p> <p>Big Idea Exploring the use of music in films including composition using musical elements and notation.</p> <p>Assessment 1 ensemble performance with peer and teacher feedback.</p>	<p>Topic Performing Arts. See Drama Curriculum</p>	<p>Topic Music in Context</p> <p>Big Idea Students work on briefs based on their own preferences and favourite areas of Music</p> <p>Assessment 1 ensemble or solo performance with peer and teacher feedback.</p>

		Composition assessment Written work will be peer assessed and teacher marked.		assessment Written work will be peer assessed and teacher marked.		Composition assessment Written work will be peer assessed and teacher marked.
Year 10	<p>Topic Rhythms of the World / Performance</p> <p>Big Idea Solo Performances, strengthening theory and understanding musical elements, exploring world music styles and traits</p> <p>Assessment 1 solo and 1 ensemble performance with peer and teacher feedback. Written work will be peer assessed and teacher marked.</p>	<p>Topic Rhythms of the World / Composition</p> <p>Big Idea Strengthening theory and understanding musical elements, exploring popular musical styles and traits</p> <p>Assessment 1 composition assessment with full teaching feedback. Written work will be peer assessed and teacher marked.</p>	<p>Topic The Concerto through Time / performance</p> <p>Big Idea Ensemble Performances, exploration of the concerto through the Baroque, Classical and Romantic eras, introduction to dictation.</p> <p>Assessment 1 solo and 1 ensemble performance with peer and teacher feedback. Written work will be peer assessed and teacher marked.</p>	<p>Topic The Concerto through Time / Composition</p> <p>Big Idea Composition assessment. Practical tasks to strengthen understanding of Pop Conventions and The Concerto areas of study.</p> <p>Assessment 1 composition assessment with full teaching feedback. Written work will be peer assessed and teacher marked.</p>	<p>Topic Composing Skills and coursework 1 completion</p> <p>Big Idea Composition course to explore a variety of compositional techniques and devices</p> <p>Assessment Written work will be peer assessed and teacher marked. Composition work marked and detailed feedback given</p>	<p>Topic Revisit all areas of study so far / completion of coursework</p> <p>Big Idea Ensemble Performances. Building on technology understanding to be able to create a finished composition.</p> <p>Assessment 1 ensemble performance with peer and teacher feedback. Written work will be peer assessed and teacher marked. Composition to progress using previous feedback. Complete and assess using marking criteria.</p>
	<p>Topic Revisit Film & Pop Conventions Exam set composition</p> <p>Big Idea Brief composition writing, regular performance work and weekly listening tasks linked to area of study</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>	<p>Topic Revisit ROTW and the Concerto Exam set composition completion</p> <p>Big Idea Free composition writing, regular performance work and weekly listening tasks linked to area of study</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>	<p>Topic All areas of study and MADTSHIRT weekly listening tasks. Completion of all composition work and preparation for performance exam</p> <p>Big Idea Composition writing, regular performance work and weekly listening tasks linked to area of study</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>	<p>Topic All areas of study and MADTSHIRT weekly listening tasks. Completion of all composition work and preparation for performance exam</p> <p>Big Idea Composition writing, regular performance work and weekly listening tasks linked to area of study</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>	<p>Topic Revising all areas of study</p> <p>Big Idea Solo performance exam Completion of composition coursework</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>	<p>Topic Revising all areas of study</p> <p>Big Idea Preparation for the listening exam.</p> <p>Assessment All composition work will be marked by class teacher and sent to OCR for moderation.</p>
Year 11						

	All performance work marked by class teacher and peer marked by students. Written work will be peer and teacher assessed.	All performance work marked by class teacher and peer marked by students. Written work will be peer and teacher assessed.	All performance work marked by class teacher and peer marked by students. Written work will be peer and teacher assessed.	All performance work marked by class teacher and peer marked by students. Written work will be peer and teacher assessed.	Performance exam is marked at the time of exam by class teacher and other visiting head of department. Marks are then sent to exam board along with recording and scores for moderation. Written work will be peer and teacher assessed.	Written work will be peer assessed teacher marked where interpretation is required.
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Physical Education Curriculum (Core)

Subject to change due to weather, facilities and number of classes on at the same time

Year 7	<p>Topic: Skills introduction: Invasion games, striking games, fitness, table tennis</p> <p>Collaboration + resilience MyPb</p>	<p>Topic: Striking games, invasion games, fitness & dance, table tennis</p> <p>Collaboration & resilience MyPb</p>	<p>Topic: Striking games, invasion games, fitness & dance, table tennis</p> <p>Communication and self-management MyPb</p>	<p>Topic: Striking games, invasion games, fitness & dance</p> <p>Communication and self-management MyPb</p>	<p>Topic: Net games, further striking games, athletics and dance Motivation and evaluation MyPb</p>	<p>Topic: Net games, further striking games, athletics and dance Motivation and evaluation MyPb</p>
	<p>Big Idea Attacking and Defending strategies, coordination skills Introduction to PE through fun activities</p> <p>Assessment Practical assessment</p>	<p>Big Idea Core skills and strategies for games. Progression in individual and aesthetic pathway activities and personal fitness improvements</p> <p>Assessment Practical assessment</p>	<p>Big Idea Core skills and strategies for games. Progression in individual and aesthetic pathway activities and personal fitness improvements</p> <p>Assessment Practical assessment</p>	<p>Big Idea Core skills and strategies for games. Progression in individual and aesthetic pathway activities and personal fitness improvements</p> <p>Assessment Practical assessment</p>	<p>Big Idea Tennis, rounders and softball tactics and skills + dance. Pacing, throwing, jumping, sprinting and relays</p> <p>Assessment Practical assessment</p>	<p>Big Idea Tennis, rounders and softball tactics and skills + dance. Pacing, throwing, jumping, sprinting and relays</p> <p>Assessment Practical assessment</p>
Year 8	<p>Topic: Invasion games, striking games, fitness, table tennis Evaluation & resilience MyPb</p> <p>Big Idea Attacking and Defending strategies and skills</p> <p>Assessment Practical assessment</p>	<p>Topic: Striking games, invasion games, dance, table tennis Evaluation & resilience MyPb</p> <p>Big Idea Hitting and fielding strategies and skills</p> <p>Assessment Practical assessment</p>	<p>Topic: Invasion games, striking games, fitness, table tennis, dance Communication skills and leadership MyPb</p> <p>Big Idea Components of fitness and application to sports</p> <p>Assessment Practical assessment</p>	<p>Topic: Further invasion games, striking games, fitness, table tennis, dance Communication skills and leadership MyPb</p> <p>Big Idea Advanced attacking and Defending strategies and skills</p> <p>Assessment Practical assessment</p>	<p>Topic: Net games, further striking games, athletics and dance Organisation and Responsibility MyPb</p> <p>Big Idea Tennis, rounders and softball tactics and skills + dance. Pacing, throwing, jumping, sprinting and relays</p> <p>Assessment Practical assessment</p>	<p>Topic: Athletics, striking games and any activities that need additional time or revisiting Organisation and Responsibility MyPb</p> <p>Big Idea Pacing, throwing, jumping, sprinting and relays</p> <p>Assessment Practical assessment</p>

	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>	<p>Fitness Leadership</p> <p>MyPB – various outcomes from MYPb curriculum</p> <p><u>Big Idea</u></p> <p>Groups are created with a curriculum pathway which fits the needs of the students best. Opportunities to move groups are ongoing.</p> <p><u>Assessment</u></p> <p>Effort and soft skill assessment</p>
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Physical Education Curriculum (Option)

GCSE PE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 (GCSE)	<p>Topic: 1.1b – Muscular system</p> <p>Big Idea Identify all muscle and understand antagonistic pairs</p> <p>Practical Badminton Assessment Topic tests</p>	<p>Topic: 1.1c movement analysis</p> <p>Big Idea Understand lever system, planes and axis of rotation.</p> <p>Practical Handball Assessment Topic tests</p>	<p>Topic: 1.1d – cardiovascular and respiratory system</p> <p>Big Idea Understand the pathway of blood, respiratory system and aerobic/anaerobic - energy systems.</p> <p>Practical Basketball Assessment Topic tests</p>	<p>Topic: 1.1e – long and short-term effects of exercise on the body functions</p> <p>Big Idea Understanding the effects of exercise on the body systems</p> <p>Practical Football Assessment Topic tests</p>	<p>Topic: 1.2a – Components of fitness</p> <p>Big Idea Completing and recording progress in a personal training programme</p> <p>Practical Fitness Assessment Topic tests</p>	<p>Topic: 1.2a – Components of fitness</p> <p>Big Idea Understanding how to optimise training</p> <p>Practical Athletics Assessment Topic tests</p>
Year 11 (GCSE)	<p>Topic: 1.2c – preventing injury</p> <p>Big Idea Understanding potential hazards in sport</p> <p>Practical Handball</p> <p>Assessment Topic tests</p>	<p>Topic: Coursework</p> <p>Big Idea Apply knowledge to coursework to create training plan.</p> <p>Practical Football</p> <p>Assessment NEA</p>	<p>Topic: Coursework Revision</p> <p>Big Idea Apply knowledge to coursework to create training plan. Revision techniques</p> <p>Practical</p> <p>Assessment NEA Past Papers</p>	<p>Topic: Revision and exam preparation</p> <p>Big Idea Long answer questions: Answer techniques and exam question application</p> <p>Practical</p> <p>Assessment Past papers/6 mark questions</p>	<p>Topic: Revision and exam preparation Practical moderation</p> <p>Big Idea Exam practice Through past papers. Practical Moderation</p> <p>Assessment Past paper questions</p>	
BTEC Sport						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 (BTEC)	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Understanding training programme planning and design</p>	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Understanding training programme planning and design</p>	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Understanding the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p>	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Planning a personal training programme</p>	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Completing and recording progress in a personal training programme</p>	<p>Topic: Unit 3- Applying the principles of training</p> <p>Big Idea Evaluating the personal training programme</p>

	Assessment Coursework assessment	Assessment Coursework assessment	Assessment Coursework assessment	Assessment Coursework assessment	Assessment Practical assessment	Assessment Coursework assessment
Year 11 (BTEC)	Topic: Unit 1- Fitness for sport and exercise	Topic: Unit 1- Fitness for sport and exercise	Topic: Unit 1- Fitness for sport and exercise	Topic: Unit 6- Leading sports activities	Topic: Unit 6- Leading sports activities	Topic: Unit 6- Leading sports activities
	Big Idea Understanding the components of fitness, methods of training and fitness testing (linked to unit 3).	Big Idea Understanding the components of fitness, methods of training and fitness testing (linked to unit 3).	Big Idea Understanding the components of fitness, methods of training and fitness testing (linked to unit 3).	Big Idea Evaluating what it means to be a sports leader	Big Idea Creating a sports session and leading a small group	Big Idea Evaluating the session and suggesting areas for development
	Assessment Examination preparation	Assessment Examination preparation	Assessment Examination preparation	Assessment Coursework assessment	Assessment Coursework and practical assessment	Assessment Video analysis and coursework assessment

Business Curriculum (Option)

GCSE Business Studies

	GCSE Business Studies					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Business in the real world 3.1</p> <p>Big Idea Look at practical examples of businesses through a range of activities.</p> <p>Assessment Written reports Presentations Posters</p>	<p>Topic Marketing 3.5</p> <p>Big Idea The four P's at Alton Towers.</p> <p>Assessment Creation of new product, a presentation along with an extended written piece.</p>	<p>Topic Marketing The Business Plan 3.5</p> <p>Big Idea Come up with your own business.</p> <p>Assessment Business planning document.</p>	<p>Topic The apprentice 3.2 Influences on Business</p> <p>Big Idea The Apprentice style challenge for instance designing a new trainer or a toy. Bringing this idea to life through learnt theory.</p> <p>Assessment Presentation of idea along with an extended written piece.</p>	<p>Topic Human Resources 3.4</p> <p>Big Idea Understand motivation and recruitment within business.</p> <p>Assessment Creation of professional style recruitment and selection documents</p>	<p>Topic Business structure 3.2 Influences on Business</p> <p>Big Ide Understand the difference between large and small business structures.</p> <p>Assessment Presentation of idea along with an extended written piece.</p>
Year 11	<p>Topic Location 3.5 Marketing</p> <p>Big Idea Students look at the factors of production and choose the correct location for a range of businesses.</p> <p>Assessment Extended writing Exam style questions.</p>	<p>Topic Business and the law 3.2</p> <p>Big Idea Bin bag fashion show and quality biscuits.</p> <p>Assessment Practical tasks and exam style questions.</p>	<p>Topic Operations 3.3</p> <p>Big Idea Quality control</p> <p>Assessment Practical tasks and exam style questions.</p>	<p>Topic Carlton Towers 3.5 Marketing</p> <p>Big Idea Creation of a rollercoaster. Importance of total quality management.</p> <p>Assessment Practical tasks and exam style questions.</p>	<p>Topic Pricing strategies 3.5 Marketing</p> <p>Big Idea Create a new product and come up with a price that is underpinned through theory.</p> <p>Assessment Practical tasks and exam style questions.</p>	<p>Topic Job at Carlton Towers 3.4 HRM</p> <p>Big Idea We look at recruitment and selection within context.</p> <p>Assessment Practical tasks and exam style questions.</p>
Year 11	<p>Topic Finance 3.6</p> <p>Big Idea Sources of finance Cash flow (To be run as specific half in Bus St. Lesson allocation)</p> <p>Assessment Exam questions.</p>	<p>Topic Finance 3.6</p> <p>Big Idea Financial terms and calculations (To be run as specific half in Bus St. Lesson allocation)</p> <p>Assessment Exam questions</p>	<p>Topic Finance 3.6</p> <p>Big Idea Analysing financial performance (To be run as specific half in Bus St. Lesson allocation)</p> <p>Assessment LSQ and exam questions.</p>	<p>Topic Revision</p> <p>Big Idea A look back over the last two years.</p> <p>Assessment LSQ and exam questions.</p>	<p>Topic Revision</p> <p>Big Idea A look back over the last two years.</p> <p>Assessment LSQ and exam questions.</p>	

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IT Curriculum (Option)

Computer Science

Year 10

Computer Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic System Architecture and Storage</p> <p>Big Idea Gain an in depth understanding of how the computer processor works and the what role the Storage plays within the computer system.</p> <p>Assessment Extended written questions.</p>	<p>Topic Ethical impacts of digital technology Python programming</p> <p>Big Idea Cover ethical and legal implications of using computers and IT. Students also gain an understanding of open source and property software.</p> <p>Assessment End of unit test which cover all ethical, cultural and environmental issues as well as legal and privacy concerns.</p>	<p>Topic Programming fundamentals</p> <p>Big Idea Cover complex programming constructs such as operators, while and for loops. In addition to this we will cover different types of errors and debugging methods.</p> <p>Assessment Python project</p>	<p>Topic Algorithms</p> <p>Big Idea Principles of computational thinking, identify input and outputs of a problem. Different methods of designing and panning algorithms.</p> <p>Assessment End of unit test and design flowcharts and write Pseudocode for a given program.</p>	<p>Topic Networks</p> <p>Big Idea How networks are put together and how they work. This will include looking at protocols and packet switching.</p> <p>Assessment Present what networks are and how they work in a poster format for younger audience.</p>	<p>Topic Python programming</p> <p>Big Idea Showcase programming skills using a series of programming challenges</p> <p>Assessment Group project which will include Submitting flowcharts, Pseudocode and code for a final challenge.</p>
	<p>Topic Recap Unit 1, Unit 3, Unit 5 and Unit 6</p> <p>Big Idea Students to revisit units covered in year 9 and clear any misconceptions and further their understanding of the topics.</p> <p>Assessment Formal assessment carried out using range of questions from past papers.</p>	<p>Topic Data representation</p> <p>Big Idea This unit will cover data different types of data is represented in binary. We will also look at how we can convert both binary and hexadecimal number from and to denary numbers.</p> <p>Assessment Students will create a PowerPoint presentation to show their understanding of the different types</p>	<p>Topic Programming</p> <p>Big Idea This unit will cover all programming concepts including an introduction to SQL. This will prepare for their programming project in the final year which they will complete in their own time.</p> <p>Assessment Students will be set a programming task which they will need to develop a solution for.</p>	<p>Topic Logic and Languages</p> <p>Big Idea Gain knowledge of the tool that IDE provides, how to diagnose errors within an IDE. Differences between high- and low-level programming languages, the need for translators and the advantages and disadvantages of compiler.</p> <p>Assessment Poster and formal assessment at the end of the unit.</p>	<p>Topic Network security and system software</p> <p>Big Idea In this unit we look at the forms of attack and common prevention methods.</p> <p>Assessment Formal end of unit test</p>	<p>Topic Recap for Papers 1 and 2</p> <p>Big Idea Students will have a time to go over the content of Paper 1 and paper 2 and make revision notes.</p> <p>Assessment Extended exam questions</p>

		of data and will sit a formal assessment.	They will also sit a formal assessment at the end of the unit.			
	<p>Topic Ethical Issues Robust Programs</p> <p>Big Idea We look at topics we have done previously in Year 9 and 10 as a recap</p> <p>Assessment Exam Style questions</p>	<p>Topic Computational Logic Translators & Facilities of Language Logic gates and assembler, compiler, interpreter and IDE tools and facilities.</p> <p>Big Idea Developing skills - Essay writing and longer exam style questions</p> <p>Assessment Exam Style 6 mark questions</p>	<p>Topic Data Representation We look at units, numbers, characters, images, sound and compression.</p> <p>Big Idea How binary can represent sound, images and numbers.</p> <p>Assessment Exam Style questions</p>	<p>Topic Interleaving Logic and facilities of language and Data and Representation.</p> <p>Big Idea Examination technique.</p> <p>Assessment Exam Style questions</p>	<p>Topic Exam skills and revision</p> <p>Big Idea Examination technique.</p> <p>Assessment Exam Style questions</p>	

Digital IT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Big Idea LAA: Investigate user interface design for individuals and organisations A1 What is a user interface? A2 Audience needs A3 Design principles</p>	<p>Topic Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Big Idea LAA: Investigate user interface design for individuals and organisations A4 Designing an efficient user interface LAB: Use project planning techniques to plan and design a user interface B1 Project planning techniques B2 Create a project plan</p>	<p>Topic Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Big Idea B: Use project planning techniques to plan and design a user interface B3 Create an initial design C: Develop and review a user interface C1 Developing a user interface C2 Refining the user interface C3 Review</p>	<p>Topic Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Big Idea C: Develop and review a user interface C1 Developing a user interface C2 Refining the user interface C3 Review</p>	<p>Topic Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Big Idea B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface</p>	<p>Topic Effective Digital Working Practices</p> <p>Big Idea A: Modern technologies A1 Modern technologies A2 Impact of modern technologies B: Cyber security</p>

	<p>Assessment Written reports Presentations Podcasts</p>	<p>Assessment Written reports Presentations Podcasts</p>	<p>Assessment Written reports Presentations Podcasts</p>	<p>Assessment Written reports Presentations Podcasts</p>	<p>Assessment Controlled Assessment 6 hours with Exam profiles submission to Pearson.</p>	<p>Assessment Practice Assessment Mock Exam Written Exam</p>
Year11	<p>Topic Effective Digital Working Practices</p> <p>Big Idea B: Cyber security B1 Threats to data B2 Prevention and management of threats to data</p> <p>Assessment Extended writing exam style questions.</p>	<p>Topic Effective Digital Working Practices</p> <p>Big Idea B: Cyber security B2 Prevention and management of threats to data B3 Policy</p> <p>Assessment Practice Assessment Mock Exam Written Exam</p>	<p>Topic Effective Digital Working Practices</p> <p>Big Idea C: The wider implications of digital systems C1 Responsible use C2 Legal and ethical</p> <p>Assessment Practice Assessment Mock Exam Written Exam</p>	<p>Topic Collecting, Presenting and Interpreting Data</p> <p>Big Idea A: Investigate the role and impact of using data on individuals and organisations A1 Characteristics of data and information A2 Representing information A3 Ensuring data is suitable for processing</p> <p>Assessment Word Document report Spread Sheet Dashboard Word Document conclusion</p>	<p>Topic Collecting, Presenting and Interpreting Data</p> <p>Big Idea A: Investigate the role and impact of using data on individuals and organisations A4 Data collection A5 Quality of information and its impact on decision making A6 Sectors that use data modelling</p> <p>Assessment Word Document report Spread Sheet Dashboard Word Document conclusion</p>	<p>Topic Collecting, Presenting and Interpreting Data</p> <p>Big Idea A7 Threats to individuals B: Create a dashboard using data manipulation tools B1 Data processing methods B2 Produce a dashboard</p> <p>Assessment Word Document report Spread Sheet Dashboard Word Document conclusion</p>
Year 11	<p>Topic 3: Effective Digital Working Practices</p> <p>Big Idea D: Planning and communication in digital systems D1 Forms of notation</p> <p>Assessment Exam questions.</p>	<p>Topic 3: Effective Digital Working Practices</p> <p>Big Idea D: Planning and communication in digital systems D1 Forms of notation</p> <p>Revision for final external assessment</p> <p>Assessment Exam questions Written Exam - resit</p>	<p>Topic 2: Collecting, Presenting and Interpreting Data</p> <p>Big Idea C: Draw conclusions and review data presentation methods C1: Drawing conclusions based on the data</p> <p>Assessment LSQ and exam questions.</p>	<p>Topic 2: Collecting, Presenting and Interpreting Data</p> <p>Big Idea C2 How presentation affects understanding</p> <p>Assessment LSQ and exam questions.</p>	<p>Topic 2: Collecting, Presenting and Interpreting Data</p> <p>Big Idea B: Create a dashboard using data manipulation tools C: Draw conclusions and review data presentation methods</p> <p>Assessment LSQ and exam questions.</p>	<p>Topic Exploring User Interface Design Principles and Project Planning</p> <p>Big Idea B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface</p> <p>Assessment Written exam - resit</p>

Creative Media Curriculum (Option)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Exploring Media Products</p> <p>Big Idea</p> <p>Investigate media products, audiences and purposes</p> <p>Assessment Analyse how media products are created to engage audiences</p>	<p>Topic Exploring Media Products</p> <p>Big Idea</p> <p>Explore how products provide meaning and create interest</p> <p>Assessment Analyse how media products are created to engage audiences</p>	<p>Topic Exploring Media Products</p> <p>Big Idea</p> <p>Media production techniques</p> <p>Genre, narrative and representation</p> <p>Assessment Analyse how characters are represented in media</p>	<p>Topic Developing Digital Media Production Skills</p> <p>Big Idea</p> <p>Develop practical skills and techniques</p> <p>Pre-production practices and processes</p> <p>Assessment Create a portfolio of pre-production techniques</p>	<p>Topic Developing Digital Media Production Techniques</p> <p>Big Idea</p> <p>Apply practical skills and techniques</p> <p>Production practices and processes</p> <p>Assessment Produce a media product in response to a brief</p>	<p>Topic Developing Digital Media Production</p> <p>Big Idea</p> <p>Review progress and development</p> <p>Post-production processes</p> <p>Assessment Rework an extant media product for a new purpose/audience/genre</p> <p>Review strengths and areas for development.</p>
Year 11	<p>Topic Create a media product in response to a brief</p> <p>Big Idea</p> <p>Develop ideas in response to a brief</p> <p>Generating ideas</p> <p>Assessment Annotated mood board showing ideas, concepts, layouts etc.</p>	<p>Topic Create a media product in response to a brief</p> <p>Big Idea</p> <p>Develop planning materials</p> <p>Managing the production process</p> <p>Assessment Experimentation w/ production techniques for appropriate sector</p>	<p>Topic Create a media product in response to a brief</p> <p>Big Idea</p> <p>Production skills and techniques</p> <p>Monitor and review outcomes</p> <p>Assessment Component 3 mock assessment</p>	<p>Topic Create a media product in response to a brief</p> <p>Big Idea</p> <p>Combining and refining content</p> <p>Testing and exporting for distribution</p> <p>Assessment Comp 3 informal assessment</p>	<p>Topic Create a media product in response to a brief</p> <p>Big Idea</p> <p>Apply media production skills and techniques to the creation of a media product</p> <p>Assessment Component 3 external examination</p>	

Engineering (Options)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Thors Hammer</p> <p>Big Idea This unit introduces learners to interpreting different types of engineering information in order to plan how to manufacture engineered products. Learners will develop the skills needed to work safely with a range of engineering processes, equipment and tools.</p> <p>Assessment WJEC Assessment Criteria + manufacturing outcomes</p>	<p>Topic Thors Hammer</p> <p>Big Idea This unit introduces learners to interpreting different types of engineering information in order to plan how to manufacture engineered products. Learners will develop the skills needed to work safely with a range of engineering processes, equipment and tools.</p> <p>Assessment WJEC Assessment Criteria + manufacturing outcomes</p>	<p>Topic Unit 1 Assessment Manufacturing Engineering Products</p> <p>Big Idea Unit 1 assessment is the final submission to the exam board and will be finalised and submitted in May. Student will not be able to repeat this task</p> <p>Assessment Assessment through a practical examination and portfolio of work</p> <p>The assignment brief will include a scenario and several tasks</p>	<p>Topic Unit 1 Assessment Manufacturing Engineering Products</p> <p>Big Idea Introduction into CAD/CAM and computer modelling software</p> <p>Assessment Assessment through a practical examination and portfolio of work</p> <p>The assignment brief will include a scenario and several tasks</p>	<p>Topic: Unit 1 Assessment Manufacturing Engineering Products</p> <p>Big Idea Template making in prep for UNIT 2 Project 5 will prepare students for the NEA UNIT 2</p> <p>Assessment WJEC Assessment Criteria + manufacturing outcomes</p>	<p>Topic: Trowel/Shovel/JIG</p> <p>Big Idea Template making using a JIG Project 5 will prepare students for the NEA UNIT 2</p> <p>Assessment WJEC Assessment Criteria + manufacturing outcomes</p>
Year 11	<p>Topic: Unit 2 Engineered product</p> <p>Big Idea This unit allows learners to experience and gain understanding of how an engineered product is adapted and improved over time.</p> <p>Assessment Unit 1. The assignment brief will include a scenario and several tasks issued to centres in a</p>	<p>Topic: Unit 2 Engineered product</p> <p>Big Idea This unit allows learners to experience and gain understanding of how an engineered product is adapted and improved over time.</p> <p>Assessment Unit 1. The assignment brief will include a scenario and several tasks issued to centres in a</p>	<p>Topic: Unit 3 exam technique, interleaving and content.</p> <p>Big Idea This unit allows learners to understand Mechanical, structural, electrical strength Materials + technology</p> <p>Assessment Students will be assessed on exam style questions, theory knowledge</p>	<p>Topic: Unit 3 exam technique, interleaving and content.</p> <p>Big Idea This unit allows learners to understand Drilling, marking, shaping Ohms law, volume Tensile strength</p> <p>Assessment Students will be assessed on exam style questions, theory knowledge</p>	<p>Topic: Unit 3 exam technique, interleaving and content.</p> <p>Big Idea This unit allows learners to understand Conductivity Corrosive resistance Environmental degradation Marking out Cutting Finishing</p> <p>Assessment Students will be assessed on exam style questions, theory knowledge</p>	

	candidate assessment pack	candidate assessment pack	grids and final Unit 3 exam.	grids and final Unit 3 exam.	grids and final Unit 3 exam.	
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Food Preparation and Nutrition

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Food, Nutrition & Health</p> <p>Big Idea Students will develop a knowledge and understanding of the functions of nutrients, focusing on the effect of deficiency and excess.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>	<p>Topic Factors that affect and influence food choice</p> <p>Big Idea Students will study the influences behind food labelling and marketing and the importance of sensory testing and evaluation.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>	<p>Topic Food and the environment</p> <p>Big Idea Students will explore sustainability, production methods, food processing and manufacture.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>	<p>Topic Food Safety</p> <p>Big Idea Students will look at the principles behind buying, storing, preparing, cooking and serving food safely.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>	<p>Topic Cooking methods</p> <p>Big Idea Students will investigate how and why food is cooked and the different methods used to transfer heat to food.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>	<p>Topic Mock Non-Examined Assessment</p> <p>Big Idea Students will have the opportunity to refine practical skills and techniques through two projects.</p> <p>Assessment Weekly exam question practice Practical outcomes End of topic test</p>
Year 11	<p>Topic Non-Examined Assessment 1 – Food Investigation Task</p> <p>Big Idea Students will complete the research and investigation work for the assessment.</p> <p>Assessment Marked as per GCSE Specification and JCQ guidance Weekly exam question practice</p>	<p>Topic Non-Examined Assessment 1 – Food Investigation Task</p> <p>Big Idea Students will complete the analysis and evaluation element for the assessment.</p> <p>Assessment Marked as per GCSE Specification and JCQ guidance Weekly exam question practice</p>	<p>Topic Non-Examined Assessment 2 – Food Preparation Task</p> <p>Big Idea Students will research the task, demonstrate technical cooking skills and plan their final menu.</p> <p>Assessment Marked as per GCSE Specification and JCQ guidance Weekly exam question practice</p>	<p>Topic Non-Examined Assessment 2 – Food Preparation Task</p> <p>Big Idea Students will make, analyse and evaluate their final dishes.</p> <p>Assessment Marked as per GCSE Specification and JCQ guidance Weekly exam question practice</p>	<p>Topic Final examination preparation</p> <p>Big Idea Students will be revising course content ready for the final written examination.</p> <p>Assessment Weekly exam question practice</p>	
Hospitality and Catering						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year	<p>Topic The Hospitality & Catering environment</p>	<p>Topic How Hospitality & Catering providers operate</p>	<p>Topic How Hospitality & Catering providers operate</p>	<p>Topic Health & Safety in industry</p>	<p>Topic Health & Safety in industry</p>	<p>Topic Food safety</p>

	<p><u>Big Idea</u> Students will investigate the structure of the industry, focusing on providers, standards, job roles and personal attributes.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Big Idea</u> Students will continue researching the industry with a focus on working contracts, the factors affecting the success of hospitality & catering provisions.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Big Idea</u> Students will study the operations of both the Front and Back of House. They will analyse how provisions meet the needs of their users.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Big Idea</u> Students will learn about the roles and responsibilities of employees and employers in the workplace.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Big Idea</u> Students will be focusing on personal safety in the Hospitality & Catering environment.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Big Idea</u> Students will gain a knowledge and understanding of how food can cause ill health with a focus on allergies and intolerances.</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>
Year 11	<p><u>Topic</u> Diet and Nutrition</p> <p><u>Big Idea</u> Students will develop a knowledge and understanding of the functions of nutrients, focusing on the effect of deficiency and excess</p> <p><u>Assessment</u> Weekly exam question practice Practical outcomes End of topic test</p>	<p><u>Topic</u> Non-Examined assessment – Unit 2 – Hospitality & Catering in Action</p> <p><u>Big Idea</u> Students will analyse a given brief and then plan two dishes to be made as the outcome.</p> <p><u>Assessment</u> Marked as per WJEC Specification and JCQ guidance Weekly exam question practice</p>	<p><u>Topic</u> Non-Examined assessment – Unit 2 – Hospitality & Catering in Action</p> <p><u>Big Idea</u> Students will continue their work on their NEA. They will cook the dishes they have previously planned.</p> <p><u>Assessment</u> Marked as per WJEC Specification and JCQ guidance Weekly exam question practice</p>	<p><u>Topic</u> Understanding how the hospitality and catering industry works.</p> <p><u>Big Idea</u> To apply a practical understanding of how the hospitality and catering industry functions.</p> <p><u>Assessment</u> Weekly exam question practice</p>	<p><u>Topic</u> Interleaving, exam technique. Exam walkthrough of past papers and practicing examination questions with a specific focus on L05 extended Questions</p> <p><u>Big Idea</u> Students will be using a range of strategies to develop their skills for the final written examination.</p> <p><u>Assessment</u> Weekly exam question practice</p>	

Child Development and Care Curriculum (Option)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Certification 2024					
Year 10	<p>Topic 1. Child development 2. Factors influencing development</p> <p>Big Idea Understand the development of children 0-5yr and factors (biological & environmental) that can affect a child's development.</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic 3. Care routines and play 4. Early years provision</p> <p>Big Idea Understand the importance of routines How play is a fundamental part of child development Types of settings which offer provision for children age 0-5 yr</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic 5. Legislation policy and procedures 6. Expectations of a practitioner</p> <p>Big Idea Understand current legislation policies and procedures within childcare Expectations of a EYFS practitioner</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic 7. Roles and responsibility</p> <p>Big Idea Understand the roles and responsibilities of a EYFS practitioner and why they are important.</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic 8. Observation in childcare</p> <p>Big Idea Understand the types of observation techniques and how support can be implemented from observation.</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic 9. Planning in childcare</p> <p>Big Idea Understand the importance of care planning and how children are impacted by transition</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>

<p>Topic 9. Planning in childcare</p> <p>Big Idea Understand the importance of planning and how children are impacted by transition</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic Controlled assessment release and preparation</p> <p>Big Idea Preparation for controlled assessment based on Units 1-9</p> <p>Controlled Assessment Practice controlled assessment based on the pre-release of material in Autumn term 1</p>	<p>Topic Controlled assessment</p> <p>Big Idea Complete controlled assessment (14hrs) under supervised conditions</p> <p>Controlled Assessment Complete controlled assessment based on the pre-release of material in Autumn term 1 Submit to exam board for external moderation</p>	<p>Topic Revision of topics_1-9-with focus on exam technique & knowledge recall.</p> <p>Big Idea Understand and apply content learned in Units 1-9 to successfully answer exam papers</p> <p>Terminal Assessment Topic mini tests Exam question practise Follow revision programme</p>	<p>Topic Revision of topics_1-9-with focus on exam technique & knowledge recall.</p> <p>Big Idea Understand and apply content learned in Units 1-9 to successfully answer exam papers</p> <p>Terminal Assessment Topic mini tests Exam question practise Follow revision programme</p>	<p>Course complete</p>
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Certification 2023 – 1 lesson Coursework 2 lessons exam content

<p>Topic Childcare settings</p> <p>Big Idea Understand and evaluate differences in local settings</p> <p>Coursework Assessment Completion of Unit 1 D1, D2 C1 & A1 coursework</p>	<p>Topic Roles and responsibilities</p> <p>Big Idea Analysis of skills needed to work in a setting</p> <p>Coursework Assessment Completion of Unit 1 D3, D4 B1 & B2 coursework</p>	<p>Topic Inclusive practice</p> <p>Big Idea Understand the needs of children and learning styles. Reflect on the role of a care practitioner</p> <p>Coursework Assessment Completion of Unit 1 D5, D6,D7 & A* coursework</p>	<p>Topic Development of children</p> <p>Big Idea Understand and evaluate the physical, intellectual, emotional and social development of children age 0-5yrs</p> <p>Coursework Assessment Completion of Unit 2 D1 & A1 coursework</p>	<p>Topic Observation and holistic development</p> <p>Big Idea Understand and evaluate the types of observation techniques and factors that affect the holistic development of children age 0-5 yrs</p> <p>Coursework Assessment Completion of Unit 2 D2, D3,D4 and B2 coursework</p>	<p>Topic Routines and Transition</p> <p>Big Idea Understand and evaluate the importance of care routines and how children are impacted by transition and the methods to support children through transition</p> <p>Coursework Assessment Completion of D5, D6, D7 C1, B1 & A* coursework</p>
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Year 10&11	Topic Preparation for Unit 3 examination	Topic Preparation for Unit 3 examination	Topic Completion of Unit 1 & 2 coursework	Topic Completion of Unit 1 & 2 coursework	Topic Completion of Unit 1 & 2 coursework	Topic Preparation for Unit 3 examination
	Big Idea Recall content from Units 1 and 2 Coursework	Big Idea Recall content from Units 1 and 2 Coursework	Big Idea Improve coursework for submission	Big Idea Improve coursework for submission	Big Idea Improve coursework for final submission	Big Idea Recall content from Units 1 and 2 Coursework
	Assessment Mock exam and past papers	Formal external exam assessment Mock exam and past papers. Real exam in January	Assessment Completion of coursework for internal moderation	Assessment Completion of coursework for internal moderation and external verification	Assessment Completion of coursework for internal moderation and external verification	Formal external exam assessment Mock exam and past papers. Real exam in June

Psychology Curriculum (Option)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Topic Development & Perception Big Idea What are the psychological processes involved in the development of humans from birth to adulthood? How do we perceive the world around us and what factors contribute to this? Assessment Topic mini tests Exam question practise End of topic assessment	Topic Perception Big Idea How do we perceive the world around us and what factors contribute to this? Assessment Topic mini tests Exam question practise End of topic assessment	Topic Social Influence Big Idea How do conformity and obedience affect human behaviour? Assessment Topic mini tests Exam question practise	Topic Social influence Big Idea What psychological processes are involved in pro-social and collective behaviour? Assessment Topic mini tests Exam question practise End of topic assessment	Topic Language, thought & communication Big Idea How does language and thought develop in humans? Assessment Topic mini tests Exam question practise	Topic Language, thought & communication Big Idea Animal communication and non-verbal communication Assessment Topic mini tests Exam question practise End of topic assessment
Year 11	Topic Language, thought & communication and Brain & neuropsychology Big Idea Animal communication and non-verbal communication.	Topic Brain & neuropsychology Big Idea Human nervous system Neurons Synapses	Topic Psychological Problems Big Idea Mental illness Explanations and treatments of depression and addiction	Topic Psychological Problems Big Idea Mental illness Explanations and treatments of depression and addiction	REVISION OVER ALL TOPIC AREAS Key focus on: *Exam technique	

	Human nervous system Neurons Synapses Localisation of the brain Scanning the brain Neuronal growth	Localisation of the brain Scanning the brain Neuronal growth			*Command words *Application questions *Design a study question	
	Assessment Topic mini tests Exam question practise	Assessment Topic mini tests Exam question practise End of topic assessment	Assessment Topic mini tests Exam question practise	Assessment Topic mini tests Exam question practise End of topic assessment		

Sociology Curriculum (Option)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Topic Research methods</p> <p>Big Idea Observations Interviews Questionnaires Mixed methods How useful is sociological research?</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic Education</p> <p>Big Idea Sociological theories of education</p> <p>Assessment Topic mini tests Exam question practise Review of knowledge assessment</p>	<p>Topic Education</p> <p>Big Idea Differences in attainment The hidden curriculum Differences in attainment between boys and girls</p> <p>Assessment Topic mini tests Exam question practise Review of knowledge assessment</p>	<p>Topic Education</p> <p>Big Idea The importance of school and what goes on inside them Education and social class Teacher expectations and labelling</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic Crime and Deviance</p> <p>Big Idea Socially constructed concepts of crime and deviance Social control and crime and deviance The patterns of crime in the UK</p> <p>Assessment Topic mini tests Exam question practise Review of knowledge assessment</p>	<p>Topic Crime and Deviance</p> <p>Big Idea Sociological theories of crime and deviance</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>
	Year 11 GCA	<p>Topic Crime and Deviance</p> <p>Big Idea The sociological explanations for crime and deviance in society</p> <p>Assessment Topic mini tests Exam question practise</p>	<p>Topic Crime and Deviance</p> <p>Big Idea The sociological explanations for crime and deviance in society</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic Crime and Deviance</p> <p>Big Idea Who commits crime and the reasons for this?</p> <p>Assessment Topic mini tests Exam question practise</p>	<p>Topic Crime and Deviance</p> <p>Big Idea Who commits crime and the reasons for this?</p> <p>Assessment Topic mini tests Exam question practise End of topic assessment</p>	<p>Topic Crime and Deviance</p> <p>Big Idea What is social control?</p> <p>Assessment Topic mini tests Exam question practise</p>

Year 11 KAR	<p>Topic Stratification</p>	<p>Topic Stratification</p>	<p>Topic Stratification</p>	<p>Topic Stratification</p>	<p>Topic Stratification</p>	<p>Topic Revision and skills</p>
	<p>Big Idea The sociological explanations of stratification</p>	<p>Big Idea Who has power and authority in society?</p>	<p>Big Idea How do different social factors impact on inequality and life chances?</p>	<p>Big Idea What is poverty and what are the causes?</p>	<p>Big Idea Revisiting life chances</p>	<p>Big Idea</p>
	<p>Assessment Topic mini tests Exam question practise</p>	<p>Assessment Topic mini tests Exam question practise</p>	<p>Assessment Topic mini tests Exam question practise</p>	<p>Assessment Topic mini tests Exam question practise</p>	<p>Assessment Exam question practise</p>	<p>Assessment Exam question practise</p>

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic Old Testament Stories</p> <p>Big Idea What can Old Testament stories teach us in today's society?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – What happened to Job and was it fair that he was tested by God?</p>	<p>Topic Ultimate Questions</p> <p>Big Idea Can all questions be successfully answered?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – evaluation of an ultimate question looking at arguments for and against and coming to a reasoned conclusion.</p>	<p>Topic Judaism</p> <p>Big Idea What do Jewish people believe and how do they practice their religion?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – a letter to explain what the Jewish beliefs and practices students have studied are and why they are completed/believed by Jews.</p>	<p>Topic Alternative Religions</p> <p>Big Idea Why do some people choose to follow alternative religions?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – comparing alternative religion with mainstream religions.</p>	<p>Topic Spirited Arts</p> <p>Big Idea How do people express their spirituality through art?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Creation of a piece of art to reflect one of the themes given. Extended writing – explanation of the process and thought behind the piece of art that students created</p>	<p>Topic Hindusim</p> <p>Big Idea What does it mean to be a Hindu and do they share similar beliefs to Jews?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – comparison of Hindu festivals. Students will write about why they are celebrated and the meaning behind them and compare similarities and differences between them.</p>
	Year 8	<p>Topic Inspirational people</p> <p>Big Idea Why are inspirational people important for society and what can we learn from them?</p> <p>Assessment</p>	<p>Topic Inspirational people Sikhi</p> <p>Big Idea Why are inspirational people important for society and what can we learn from them?</p>	<p>Topic Sikhi</p> <p>Big Idea What can we learn from the Sikh religion?</p> <p>Assessment Short answer knowledge test (HW booklet questions)</p>	<p>Topic Morality</p> <p>Big Idea What is good and bad? How do we know right from wrong?</p> <p>Assessment Short answer knowledge test</p>	<p>Topic Morality Buddhism</p> <p>Big Idea How does Buddhism compare to the other major world religions?</p> <p>Assessment Short answer knowledge test</p>

	<p>Short answer knowledge test (HW booklet questions)</p>	<p>What can we learn from the Sikh religion?</p> <p>Assessment Short answer knowledge test (HW booklet questions) Extended writing – why is Martin Luther King an inspirational person?</p>	<p>Extended writing – what does it mean to take part in the Amrit ceremony for a Sikh</p>	<p>(HW booklet questions)</p>	<p>(HW booklet questions) Extended writing – comparison of different ethical theory and evaluating their utility. Making a reasoned judgement as to which is most logical.</p>	<p>(HW booklet questions) Extended writing – A statement which students have to evaluate and make a reasoned judgement about.</p>
Year 9	<p>Topic Christian Beliefs</p> <p>Big Idea What are the key beliefs that Christians hold and are they relevant in today's society?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Marriage and Family</p> <p>Big Idea What are the key ethical issues surrounding marriage and family and what does Christianity teach about them?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Living the Christian Life</p> <p>Big Idea How do Christians show their faith and dedication? Are these practices still necessary and relevant today?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Muslim Beliefs</p> <p>Big Idea What are the key beliefs that Muslims hold and are they relevant in today's society?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Crime and Punishment</p> <p>Big Idea What are the key ethical issues surrounding crime and punishment and what does Islam teach about them?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Living the Muslim Life</p> <p>Big Idea How do Muslims show their faith and dedication? Are these practices still necessary and relevant today?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>
Year 10	<p>Topic Living the Muslim life</p> <p>Big Idea How do Muslims show their faith and dedication? Are these practices still necessary and relevant today?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Interleaved revision</p> <p>Big Idea Ensure students have an excellent grasp of the content and skills for the upcoming exams</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Peace and Conflict</p> <p>Big Idea What are the key ethical issues surrounding war and conflict and what does Islam teach about them?</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Revision</p> <p>Big Idea Ensure students have an excellent grasp of the content and skills for the upcoming exams</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>Topic Revision</p> <p>Big Idea Ensure students have an excellent grasp of the content and skills for the upcoming exams</p> <p>Assessment Short answer knowledge tests (using HW booklet) Regular extended writing Assessments following the GCSE Edexcel Route B structure</p>	<p>N/A exam completed before may half term</p>