

Northampton Academy Curriculum

This document contains summaries of the taught curriculum on offer at Northampton Academy.

Our curriculum is underpinned by the 'Framework for Excellence' that is at the heart of everything we do at United Learning. It sets out the five key principles that we believe are vital to an excellent education for children and young people. Northampton Academy aims to provide a curriculum that gives the students an excellent education both in and out of the classroom. The five key principles are:

- **Ambition** – the best from everyone. At the heart of the curriculum intent.
- **Powerful Knowledge** – knowledge underpins the implementation of our curriculum. We expect all teachers to teach difficult concepts well, using Rosenshine principles as a common structure.
- **Education with Character** – it is essential that we are making opportunities for our students to develop their character as they become young adults.
- **Leadership in every role** – we always strive to give all our pupils structured leadership opportunities.
- **Continuous improvement** – we are rigorous in evaluating impact. We stop or change things that require improvement, and we improve things that do.

Northampton Academy Overall Curriculum Intent:

Below, the Northampton Academy overall curriculum intent is laid out. It is broken down into the general curriculum intent and then the curriculum intent for students within each key stage.

All students at Northampton Academy should develop a strong set of values and know-how, these apply to their lives and their study. They should learn to build positive relationships with each other and with adults, show empathy, and communicate in a way such that they can disagree with others without falling out or arguing. They can question what they hear and form a logical argument. They have an opinion and can articulate their point effectively but are tolerant of the views of others. Students understand that learning is not necessarily fun and is often hard; they appreciate learning for its own sake rather than for explicit reward. They learn for a purpose and have an idea of what they want to be and where they want to go. A Northampton Academy student cares for the environment, understands the world we live in and their own place in it. They are sensible and safe consumers of modern technology, the internet and social media; they understand how to use technology in a positive way and the risks associated with poor use. Students are considerate of their own and others' mental wellbeing; they also have a good idea of how sensible diet, nutrition and exercise affect their own health. Our students have experienced a wider aspect of life beyond their immediate community, broadening their understanding that other people think differently and believe different things.

A child of Key Stage 3 should be numerate and literate in order to access the GCSE curriculum in all the subjects they will study at Key Stage 4. Our students enjoy reading and will have been exposed to a variety of texts that challenge and inspire them. They have experienced creativity that may have inspired further development or identified great talent and are not limited by adult preconceptions of their 'potential'. They are developing their ability to interact positively and socialise with their peers. Having begun puberty, they understand the physical changes their bodies undergo and the basics of sex and relationships. Students understand their place within the school community, the local community and the world whilst also developing their understanding of diversity and inclusivity. They have a strong set of values that enables them to make informed choices daily.

By the end of Key Stage 3, students will be able to make sensible yet ambitious subject choices based on demonstrated strengths, supported by high expectations from the staff. They will have developed sufficient independence to take effective notes during their GCSE years and be able to organise their skills and knowledge from the start of their GCSE to optimise outcomes at Key Stage 4 and beyond.

A child of Key Stage 4 will have developed the independence, resilience, and character traits required to prepare them to succeed in their lives. They have experienced a wide variety of topics and studied many in-depth, developing expertise in a range of subject specialisms that will enable them to make informed decisions as to what to study beyond Key Stage 4. They are prepared for life beyond school and have financial awareness to ensure they are prepared for things like budgeting, payslips and interest rates later on in life. They consider the views of others, are able to contribute their own opinions using a range of language skills and are comfortable with having their own views challenged. The exposure that students have received to a variety of challenging texts means that they are inquisitive thinkers and are able to critique and challenge the status quo, to be reflective and adaptive, they are able to problem-solve, plan and strategise, they take enjoyment from reading. Students are able to work alone or in teams and have many opportunities to lead teams in a variety of circumstances; all have been exposed to the possible opportunities that their subject specialisms could afford them; this allows them to make informed choices as they enter post-16 education

A Northampton Academy Key Stage 5 student has enhanced their academic learning through work experience and volunteering in the immediate community and wider world. They have knowledge of the broader aspects of life at a national and international level, visiting places outside of our community. All study independently and be able to organise their own time effectively, have the skills, resilience and character traits required to successfully attain places at the best universities in the world. They are proud to call themselves students of Northampton Academy and are leaders and role models within the Academy and wider community. They develop a range of expertise through their subjects that enable them to excel at degree level. They are creative thinkers who are able to challenge the status quo and draw their own conclusions. Students have sought out and embraced opportunities that enable them to make informed choices post Sixth Form.

Northampton Academy Taught Curriculum (Based on a 50-period fortnight)

The curriculum below is designed to provide a coherent curriculum across Key Stage 3 and 4. The curriculum is broad in Key Stage 3 and then narrows in Year 10 and 11, with all students taking nine GCSEs. This year the Nucleus STEM Stream increases by adding in a new Year 7 cohort, so it will run across all of KS3; there will be 25 places available per year.

KS3 bands a/b/c

- 10 English
- 9 Maths
- 6 Science
- 4 History
- 4 Geography
- 3 MFL
- 4 PE
- 2 RE
- 2 Art
- 1 CS
- 1 DT
- 2 Music
- 2 Drama

KS3 STEM

- 9 English (+1 during the extended day)
- 8 Maths (+1 during the extended day)
- 9 Science (taught as 3 Biology, 3 Chemistry and 3 Physics)
- 4 History
- 4 Geography
- 3 MFL
- 4 PE
- 2 Art
- 3 CS
- 1 Drama
- 1 DT
- 1 Music
- 1 RE

KS4

- 10 English (for Language and Literature)
- 8 Maths
- 10 Science
- 2 PE
- Five lessons for each of four options, of which at least one must be History / Geography / French / Spanish / Computer Science or Separate Science. Ebacc capable students will be required to take either French or Spanish and either History or Geography. (The other options are Art, BTEC Business, BTEC Dance, GCSE Food, GCSE DT (format tbc leading up to options), Drama, Music, Philosophy, BTEC Sport and Statistics).
- STEM students are strongly encouraged to study Computer Science; they all study Triple Science, and then have an additional three options.

KS5

- Ten lessons for each of three options; which are English Literature, Maths, Further Maths, Biology, Chemistry, Physics, Art, BTEC Business, A Level Business, Geography, History, Computer Science, French, BTEC PE (Diploma/Extended Certificate), BTEC IT, Philosophy and Ethics, Psychology, Sociology, Economics, Government and Politics. Drama, Spanish and Music were also offered.
- Four Enrichment (EPQ, HSLA or Mathematical Studies (Core Maths) all of which carry UCAS points)

Curriculum Implementation: Please see an overview of what is learned in each subject

Year 7	Term 1	Term 2	Term 3
Maths	<ul style="list-style-type: none"> Place value and number sense addition and subtraction Perimeter rounding and estimation Multiplication and division factors and multiples Area of rectangles, triangles and parallelograms 	<ul style="list-style-type: none"> Fractions as part of a whole Adding and subtracting fractions Comparing and ordering fractions Fractions as an operation Order of operations and basic rules of algebra Expanding and factorising Substitution 	<ul style="list-style-type: none"> Angles Polygons Symmetry and reflection Coordinates Mean Two-way tables
English	War and conflict: Wolves of Willoughby Chase <ul style="list-style-type: none"> Comprehension and annotation Forming topic sentences Forming an opinion Understanding theme, characterisation and how to use quotations Making inferences Understanding characters, perspectives, and interpretations of the author Understanding prose and symbolism 	War and Conflict: Journey's End; Poetry <ul style="list-style-type: none"> Embedding relevant quotations Identifying and classifying key words Poetic devices Writing at an extended length Developing use of characterisation, multiple quotations, and analysis Understanding writer's methods and contextual factors Consideration of impact on the reader/audience 	Human Rights Anthology: Poetry; Short stories; Graphics <ul style="list-style-type: none"> Consider multiple media forms Layering analysis to form multiple interpretations Writing a full response unaided Emerging confidence in using what/how/why Summative analysis
Science	<ul style="list-style-type: none"> Cells Particles Energy 	<ul style="list-style-type: none"> Chemical reactions Reproduction Forces 	<ul style="list-style-type: none"> Science skills (for experiments) Ecology Microbes Heat
History	<ul style="list-style-type: none"> Sources and chronology Constantinople in the 11th century Medieval Baghdad The Norman Conquest 	<ul style="list-style-type: none"> The influence of the Catholic church in medieval England The impact of the Crusades African Kingdoms Medieval Mali 	<ul style="list-style-type: none"> The significance of the death of Thomas Becket The Black Death The Peasants' Revolt The key inventions of the Renaissance Period What medicine was like during the 17th Century
Geography	<ul style="list-style-type: none"> Map skills Geology 	<ul style="list-style-type: none"> Development The water cycle Drainage basins and flooding 	<ul style="list-style-type: none"> The geography of the Middle East The world of work
PE	<ul style="list-style-type: none"> Variety of sports on rotation: Football, Table Tennis, Basketball, Fitness, Orienteering, Athletics, Rugby, Netball, Rounders, Trampolining. 	<ul style="list-style-type: none"> Variety of sports on rotation: Football, Table Tennis, Basketball, Fitness, Orienteering, Athletics, Rugby, Netball, Rounders, Trampolining. 	<ul style="list-style-type: none"> Variety of sports on rotation: <ul style="list-style-type: none"> Athletics Striking and Fielding Leadership

Curriculum Implementation: Please see an overview of what is learned in each subject

Music	<ul style="list-style-type: none"> • Right-hand keyboard • Rhythm dictation • Pulse theory • Chords • Ensemble singing 	<ul style="list-style-type: none"> • Scale • Instruments of bands • Hooks and riffs • Composition • Melody and pitch • Stave notation 	<ul style="list-style-type: none"> • Chords • Ukulele • Pop song culture • Melody lines • Horror composition • Sharps and flats • Tonality
Drama	<ul style="list-style-type: none"> • Dramatic techniques: use of body language and facial expression; use of vocal skills; proximity and levels; still images; narration; thought tracking; using empathy to create a narrative; soundscape; split screen • Describe, analyse and evaluate performance 	<ul style="list-style-type: none"> • Spontaneous improvisation • The Tempest • The Puppeteer • Portraying relationships on stage • Roleplay • Reflection and evaluation 	<ul style="list-style-type: none"> • TBC
Art	<ul style="list-style-type: none"> • Careers in graphic design • Designing a tie for a teacher: painting; colour theory; world art; commerce 	<ul style="list-style-type: none"> • Seascape - British maritime art tradition. • Careers in printmaking 	<ul style="list-style-type: none"> • Careers: Illustrator • Technique: light and dark.
Computer Science	<ul style="list-style-type: none"> • E-Safety • Computer parts • Binary conversion • Character sets • Encryption 	<ul style="list-style-type: none"> • Programming in SmallBasic using Variables, Datatypes and selection 	<ul style="list-style-type: none"> • Programming in SmallBasic using iteration • Graphic design • Website design • Careers in IT
Religious Studies	<ul style="list-style-type: none"> • Parables: <ul style="list-style-type: none"> ○ Rich man and Lazarus ○ The unmerciful servant ○ The prodigal son ○ The master and servant ○ The unjust judge • Judaism 	<ul style="list-style-type: none"> • Judaism <ul style="list-style-type: none"> ○ Core beliefs ○ The Holocaust ○ Orthodox and Reform Judaism • Christianity <ul style="list-style-type: none"> ○ Core beliefs 	<ul style="list-style-type: none"> • Christianity <ul style="list-style-type: none"> ○ Core beliefs ○ Christianity today ○ The future of Christianity • Islam <ul style="list-style-type: none"> ○ Core beliefs ○ Pilgrimage

Curriculum Implementation: Please see an overview of what is learned in each subject

French / Spanish	<ul style="list-style-type: none"> • Classroom commands • Introductions and greetings, age, nationalities, physical description, character description • Days of the week, months, dates, numbers up to 100 • Opinions and justification • Key Grammar: Gender and agreement, plurals and agreement, negatives, how to form questions 	<ul style="list-style-type: none"> • Weather, Likes/dislikes, sports & activities • Where I live • Family members, colours, animals, school, subjects, teachers, physical descriptions • Key Grammar: Adverbs of time and frequency, possessive determiners, present of regular verbs, present tense of most common radical changing verbs, present of most common irregular verbs, opinions and infinitive conjunctions 	<ul style="list-style-type: none"> • School subjects, teachers, facilities, time • Cultural knowledge development • Key Grammar: Opinions and justifications, simple superlatives, immediate future tense, and/or expressing future wishes, word order, position of adjectives, definite and indefinite articles,
Design Technology	<ul style="list-style-type: none"> • Health and safety in the textiles room • Decorative techniques • Embroidery techniques • The design process – brief and specification • Natural and man-made fibre 	<ul style="list-style-type: none"> • Health and safety in the workshop • Classification of timbers – hardwoods/softwoods • Surface preparation techniques • Tools and equipment • Shaping materials 	<ul style="list-style-type: none"> • Health and safety in the food room • The Eatwell Guide • Macronutrients – protein, fats, carbohydrates • Micronutrients – vitamins and minerals • Energy balance • Nutritional needs for different groups of people

Curriculum Implementation: Please see an overview of what is learned in each subject

Year 8	Term 1	Term 2	Term 3
Maths	<ul style="list-style-type: none"> Indices Prime factorisation Rounding Fractions Negative numbers Linear equations Coordinates and line graphs 	<ul style="list-style-type: none"> Units of measurement Angles in parallel lines Interior and exterior angles Circumference Proportional reasoning Fractions, decimals and percentages Ratio 	<ul style="list-style-type: none"> Area of composite shapes Presenting and interpreting data Averages 2-way tables 3-D visualisation Volume
English	<p>Social Justice: Dracula, Richard III</p> <ul style="list-style-type: none"> To understand the main themes and characters within Stoker's 'Dracula' To understand how to extract explicit and implicit information To understand the main themes and characters within Shakespeare's 'Richard III' To understand the historical context of Shakespearian England and how this influenced Shakespeare 	<p>Social Justice: Non-fiction extracts and poetry exploration; Dystopian short stories.</p> <ul style="list-style-type: none"> To understand the conventions of social justice writing To understand the skills required to create interesting fiction writing. To understand the conventions of 'Dystopian short stories' To understand key moments within dystopian short stories and be able to recall quotes 	<p>Prose: <i>Things a Bright Girl Can Do</i></p>
Science	<ul style="list-style-type: none"> Periodic table Light and space Digestion 	<ul style="list-style-type: none"> Materials and the Earth Electricity and magnetism Ecological relationships 	<ul style="list-style-type: none"> Energetics Biological systems
History	<ul style="list-style-type: none"> The differences between Catholics and Protestants Why Henry VIII split from the Catholic Church The religious policies of the Tudor monarchs How Elizabeth I defeated the Spanish Armada Why were the Tudors significant? 	<ul style="list-style-type: none"> The causes of the English Civil War How Parliament won the English Civil War The origins of the transatlantic slave trade The long-lasting legacy of slavery Abolition of slavery Harriet Tubman 	<ul style="list-style-type: none"> How the Industrial Revolution changed England What life was like for the peasants during the Industrial Revolution The British Empire
Geography	<ul style="list-style-type: none"> Plate tectonics and associated hazards Erosion and coastal management 	<ul style="list-style-type: none"> Global population Migration, ageing and other population change Weather and climate 	<ul style="list-style-type: none"> Globalisation Ecosystems The Geography of Africa

Curriculum Implementation: Please see an overview of what is learned in each subject

PE	<ul style="list-style-type: none"> Variety of sports on rotation: Football, Table Tennis, Basketball, Fitness, Orienteering, Athletics, Rugby, Netball, Rounders, Trampolining. 	<ul style="list-style-type: none"> Variety of sports on rotation: Football, Table Tennis, Basketball, Fitness, Orienteering, Athletics, Rugby, Netball, Rounders, Trampolining. 	<ul style="list-style-type: none"> Variety of sports on rotation: <ul style="list-style-type: none"> Athletics Striking and Fielding Leadership
Music	<ul style="list-style-type: none"> Right and left hand keyboard skills Rhythm dictation Pulse theory Scale Instruments of bands 	<ul style="list-style-type: none"> Chord progressions Logic Pro composition Melody lines Keyboard skills: hooks and riffs Tonality: sharps and flats Pop song performance (ensemble) 	<ul style="list-style-type: none"> Blues structure Improvisation Instruments Composition (Blues / Heroes and villains) Harmony Motifs
Drama	<ul style="list-style-type: none"> Greek Theatre Medieval Theatre conventions Commedia dell'arte conventions and lazzi Kabuki Theatre Stanislavski and naturalism Objectives, units and super objectives 	<ul style="list-style-type: none"> Dramatic techniques: hot seating, improvisation, roleplay, externalised conscience, flashback. 	<ul style="list-style-type: none"> Status relationships Communicating relationships in scripts
Art	<ul style="list-style-type: none"> Futurism Careers in photography 	<ul style="list-style-type: none"> 3D ceramic crocodile: expression and character in a face Careers in ceramics 	<ul style="list-style-type: none"> Still life Observational drawing of man-made form from a primary source – focussing on proportion, ellipse, tone and texture Careers in 3D art
Computer Science	<ul style="list-style-type: none"> E Safety Binary and Images Logic Gates Truth tables Algorithms – sorting and searching 	<ul style="list-style-type: none"> Programming SmallBasic Syntax Errors, Variables, Selection and Iteration 	<ul style="list-style-type: none"> Big data Web design using HTML

Curriculum Implementation: Please see an overview of what is learned in each subject

Religious Studies	<ul style="list-style-type: none"> ● Miracles <ul style="list-style-type: none"> ○ Calming the storm ○ Jesus’ resurrection ○ Miracles performed by Jesus ● History of Christianity <ul style="list-style-type: none"> ○ Constantine and the Roman Empire ○ Nicene Creed ○ Saint Augustine ○ The Great Schism ○ The Reformation 	<ul style="list-style-type: none"> ● History of Christianity <ul style="list-style-type: none"> ○ Protestantism ○ The Enlightenment ● Islam 	<ul style="list-style-type: none"> ● Islam <ul style="list-style-type: none"> ○ Family ○ Money ○ Right and wrong ○ Islamaphobia ● Core people, Jesus, The Temple, Death, Forgiveness, Love.
French / Spanish	<ul style="list-style-type: none"> ● Holidays, Destinations, Modes of transport ● Accommodation, Excursions and visits Exchanges, Holiday activities ● TV and film ● Key Grammar: Opinions and justifications, most commonly used verbs in the preterite tense including, some irregulars. More radical changing verbs in the present tense, more irregular verbs in the present tense, comparatives and superlatives, immediate future tense and Querer + infinitive (future). More coordinating conjunctions: sin embargo and more subordinating conjunctions: ya que, incluso si, puesto que, a pesar de. Narrating simple events in the past and expressing simple future plans. 	<ul style="list-style-type: none"> ● Going out & staying in, arranging to go out, future plan, weekend activities, cinema, eating out, book review/film review, music. ● Going shopping (clothes, money) TV preferences, ● Key Grammar: Narrating simple events in the pas, modal verbs + infinitive to give advice (se debe/no se debe), demonstrative adjectives, simple correlative conjunctions: ni... ni, exposure to imperfect tense (era, estaba, había). 	<ul style="list-style-type: none"> ● Daily routine, health and fitness, daily routine, health and unhealthy diets, getting fit, ailments, ● School and Future Plans (study/jobs/careers) ● Key Grammar: Reflexive verbs, Doler (me duele(n)/le duele(n)) Perfect tense limited to expressions such as “me he roto” “me he quemado”
Design Technology	<ul style="list-style-type: none"> ● How designers are influenced by cultural events ● Embroidery techniques ● Decorative techniques – applique ● The design process – brief and specification ● Producing a pattern in textiles ● Colour theory ● E-Textiles ● Basic electrical components 	<ul style="list-style-type: none"> ● Health and Safety in the Food Room. ● Food provenance – wheat, flour, milk, oats, rice, cheese, yoghurt, potatoes, vegetables, meat, poultry, fish 	<ul style="list-style-type: none"> ● Health and Safety in the Workshop ● Classification of Timbers ● Composites ● Surface preparation techniques ● Finishing techniques ● Tools and equipment ● Shaping materials

Curriculum Implementation: Please see an overview of what is learned in each subject

Year 9	Term 1	Term 2	Term 3
Maths	<ul style="list-style-type: none"> Place value and number properties Decimals Estimation and rounding Indices, powers and roots Factors, multiples and prime numbers Fractions, decimals and percentages Fractions – adding, subtracting, multiplying and dividing Proportion, percentages and ratio 	<ul style="list-style-type: none"> Algebraic notation Simplifying and index laws Expanding and factorising Expressions and substitution Linear equations Linear inequalities Perimeter and area Pythagoras' Theorem 	<ul style="list-style-type: none"> Properties of shapes Angle facts Angles in parallel lines Circles Volume and surface area Sequences Basic vectors
English	<p>Relationships: Of Mice and Men; The Crucible</p> <ul style="list-style-type: none"> To understand the main themes and characters in 'Of Mice and Men' To understand the historical and social context of the novel To understand the main themes and characters within 'The Crucible' To understand the historical and social context of the play 	<p>Relationships: Poetry; Sherlock Holmes</p> <ul style="list-style-type: none"> To understand the writers' perspectives in a series of non-fiction texts To understand how to evaluate a series of non-fiction texts To understand the main themes and characters within a series of short stories by Conan Doyle To analyse the language and structure of a series of short stories 	<p>Relationships: Shakespeare – Much Ado About Nothing</p> <ul style="list-style-type: none"> To understand the main themes and characters in 'Much Ado About Nothing'
Science	<ul style="list-style-type: none"> Chemical reactions Forces in action Energetics Plants and photosynthesis Matter 	<ul style="list-style-type: none"> Sound Biological systems 	<ul style="list-style-type: none"> GCSE Biology: Cells GCSE Chemistry: Atomic structure and the periodic table
History	<ul style="list-style-type: none"> The long-term causes of WW1 Why men joined the army during WW1 Suffrage and women's rights 	<ul style="list-style-type: none"> The reasons for the outbreak of WW2 Study the key battles of WW2 The rise of Nazi Party The events of the Holocaust and other 20th century genocides 	<ul style="list-style-type: none"> The Civil Rights movement The creation of the NHS Immigration post WW2 Contributions to society by immigrants Life for women during and after the war How did British society change post WW2

Curriculum Implementation: Please see an overview of what is learned in each subject

Geography	<ul style="list-style-type: none"> Newly emerging economies Transnational corporations Climate change 	<ul style="list-style-type: none"> Extreme weather The Living World: An introduction to ecosystems The Living World: Tropical rainforests 	<ul style="list-style-type: none"> The Living World: Polar environments
PE	<ul style="list-style-type: none"> Variety of sports on rotation: Fitness, Dance, Badminton, Rugby, Leadership 	<ul style="list-style-type: none"> Variety of sports on rotation: Fitness, Dance, Badminton, Rugby, Leadership 	<ul style="list-style-type: none"> Variety of sports on rotation: <ul style="list-style-type: none"> Athletics Striking and Fielding Leadership
Music	<ul style="list-style-type: none"> Right and left hand keyboard skills Rhythm dictation Pulse theory Chord progressions Logic Pro composition Melody lines 	<ul style="list-style-type: none"> Composition (video game) Improvisation Instruments EDM structure and composition Drum beats 	<ul style="list-style-type: none"> Pop song structure, chord progressions and composition Lyric writing Performance skills Band practice
Drama	<ul style="list-style-type: none"> Bertolt Brecht and Brechtian techniques Epic theatre The V-effect Practical drama: stimuli Devising drama 	<ul style="list-style-type: none"> Noughts and Crosses Set, costume and lighting design Essay writing development 	<ul style="list-style-type: none"> Using vocal and physical skills to convey character Use of space and proximity in performance Stanislavski and naturalism Objectives, units and super objectives
Art	<ul style="list-style-type: none"> Landscape and perspective drawing and painting The rules of perspective Planning and developing an imaginative idea Commerce Careers: Architect 	<ul style="list-style-type: none"> The natural world Watercolours 	<ul style="list-style-type: none"> Cow skull in desert mixed media study. The environment Georgia O’Keefe
Computer Science	<ul style="list-style-type: none"> E Safety Binary and Sound Programming – variables and data types 	<ul style="list-style-type: none"> Programming – selection LAN vs WLAN Topologies Network security 	<ul style="list-style-type: none"> Artificial Intelligence Ethical, environmental and legal impact of technology Careers in IT: website design

Curriculum Implementation: Please see an overview of what is learned in each subject

Religious Studies	<ul style="list-style-type: none"> ● Islam <ul style="list-style-type: none"> ○ The 5 Pillars of Islam ○ Jihad ○ Festivals ○ Differences between Sunni and Shia ● Religion in the World 	<ul style="list-style-type: none"> ● Christianity <ul style="list-style-type: none"> ○ The work of the Church today ○ Challenging the Christian Creation story ● Does God exist? <ul style="list-style-type: none"> ○ Miracles ○ Creation ○ Holy books ○ Atheism 	<ul style="list-style-type: none"> ● Protest <ul style="list-style-type: none"> ○ Racism in America ○ Arguments for and against violent protest ○ Malcolm X ○ Martin Luther King ● Issues of Life and Death <ul style="list-style-type: none"> ○ Animal rights ○ Abortion ○ Euthanasia
French / Spanish	<ul style="list-style-type: none"> ● Greetings and introductions ● Giving your opinion ● Relationships with family and friends, character description and relationships, expressing preferences about people and free time activities ● Future plans for outings, narrating outings in the past, festivals and traditions, opinions and comparisons between countries/cultures ● Key Grammar: Some verbs with prepositions such as: llevarse, simple future, imperfect, preterite, possessive pronouns, more complex conjunctions (sino, ni...ni), simple conditional structures. 	<ul style="list-style-type: none"> ● City or region in a TL country, basic geography and key facts, places of interest ● Global issues ● Volunteering ● Opinions and comparisons between countries/cultures ● Narrating using 3 time frames ● Key Grammar: More sophisticated opinions and comparisons, extension on the use of modal verbs + infinitive use verbs advice and to express what can/cannot be done Soler + infinitive, review imperfect 	<ul style="list-style-type: none"> ● Environmental problems and advice, children's rights. ● What children can/cannot do around the world, fairtrade, charity involvement, volunteering, fund raising, ● Narrating using 3 time frames. ● Future plans in the 1st and 3rd person. ● Key Grammar: Revision of time expressions, 3 to 4 tenses in 1st person as minimum. Direct object pronoun (sing/plur). Idiomatic expressions with Tener.
Design Technology	<ul style="list-style-type: none"> ● The function of the design brief and specification ● Evaluating against a specification ● Different embroidery techniques ● What a pattern is and why they are used ● E Textiles ● Basic electronic components 	<ul style="list-style-type: none"> ● Health and Safety in the food room ● Factors affecting food choice ● Labelling ● Allergens ● British cuisine ● International cuisines ● Food provenance ● Food waste ● Seasonal food 	<ul style="list-style-type: none"> ● Health and Safety in the workshop ● Sustainability ● 6 R's ● Product analysis ● Modelling techniques ● Soldering technique and fault finding ● Evaluation techniques

Curriculum Implementation: Please see an overview of what is learned in each subject

Year 10	Term 1	Term 2	Term 3
Maths (Foundation Tier)	<ul style="list-style-type: none"> • Rearranging formulae • Linear graphs • General form of a straight line graph: $y = mx + c$ • Compound measures • Quadratic graphs: Turning points and roots • Linear simultaneous equations • Further graphs 	<ul style="list-style-type: none"> • Probability • Standard form • Simple interest • Applications of ratio • Growth and decay (compound interest) 	<ul style="list-style-type: none"> • Statistics • Plans and elevations • Constructions • Loci
Maths (Higher Tier)	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Probability • Capture, recapture – using sampling to estimate a population • Standard form • Forming equations to model proportion • Surds • Recurring decimals • Bounds • Growth and decay (compound interest and depreciation) 	<ul style="list-style-type: none"> • Statistical methods • Simple interest • Applications of ratio • Right angled trigonometry • Plans and elevations • Constructions and loci • Similar shapes – area and volume
English	<ul style="list-style-type: none"> • Understanding of key themes within 'Macbeth' and 'A Christmas Carol'. • Developing knowledge of plot in 'Macbeth' and 'A Christmas Carol'. • Understanding of significant characters within the play and the novella. • Understanding of historical context that influenced the writers' work. 	<ul style="list-style-type: none"> • Knowledge of language devices used by a writer in fiction and non-fiction texts. • Understanding the key themes and characters within 'An Inspector Calls'. • Understanding the historical contexts that influenced Priestley's work. • Understanding the elements of creative and transactional writing and being able to apply them. 	<ul style="list-style-type: none"> • Knowledge of the 15 anthology poems including the language used, how the poems are structured and what the writers' intentions were. • Knowledge of how to analyse language, evaluate purpose & compare perspectives in unseen texts. • Knowledge of how to write effectively with consideration of how to structure a text to meet a specific purpose and audience. • Knowledge of how to construct & deliver a speech
Biology	<ul style="list-style-type: none"> • Cell biology • Organisation: Human 	<ul style="list-style-type: none"> • Organisation: Plant • Infection and response • Bioenergetics 	<ul style="list-style-type: none"> • Homeostasis and response
Chemistry	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding 	<ul style="list-style-type: none"> • Bonding structure and properties of matter • Quantitative Chemistry • Chemical changes: Reactivity of metals 	<ul style="list-style-type: none"> • Chemical changes: Reactions of acids; titration; electrolysis. • Energy changes

Curriculum Implementation: Please see an overview of what is learned in each subject

Physics	<ul style="list-style-type: none">• Energy• Electricity	<ul style="list-style-type: none">• Particle model of matter• Atomic structure• Forces and their interactions	<ul style="list-style-type: none">• Forces: Motion and momentum
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Curriculum Implementation: Please see an overview of what is learned in each subject

Year 10 Options	Term 1	Term 2	Term 3
History	<ul style="list-style-type: none"> • Medieval medicine • Renaissance medicine • Industrial medicine • Modern medicine 	<ul style="list-style-type: none"> • Medicine on the Western Front • The challenges to the Weimar Republic • The recovery of the Weimar Republic • The early development of the Nazi Party 	<ul style="list-style-type: none"> • Rise of the Nazi Party • Living conditions in Nazi Germany • Society and culture in Nazi Germany • The rise of anti-Semitism
Geography	<ul style="list-style-type: none"> • Coastal management • Urban Issues and Challenges • Case study: Rio de Janeiro 	<ul style="list-style-type: none"> • Urban Issues and Challenges • Fieldwork: rivers 	<ul style="list-style-type: none"> • Geographical enquiry • Statistical techniques in Geography • Fieldwork • Energy and water resource management.
Core PE	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Athletics ○ Striking and Fielding • Leadership
BTEC PE	<p>Unit 2 – Practical Sport</p> <ul style="list-style-type: none"> • LA A – rules/regs and scoring systems of 2 selected sports • LA B – skills and techniques of 2 selected sports • LA C – analysis of own sports performance in 2 selected sports 	<p>Unit 1 – Fitness for Sport & Exercise</p> <ul style="list-style-type: none"> • LA A – components of fitness, heart rate & training zones and principles of training • LA B – Methods of training 	<p>Unit 1 – Fitness for Sport & Exercise</p> <ul style="list-style-type: none"> • LA C – Fitness testing
Dance	<ul style="list-style-type: none"> • Dance knowledge: <ul style="list-style-type: none"> ○ Styles of dance ○ Stylistic qualities ○ Stimulus ○ Themes ○ Contextual influences ○ Motifs ○ Choreographic devices ○ Choreographic approach of practitioners ○ Purposes of dance ○ Roles and responsibilities • Component 1: Analysing professional works • Component 1: Practical workshop of the 3-professional works 	<ul style="list-style-type: none"> • Analysis of the 3 professional works to include: the purpose of dance; the roles and responsibilities of each professional included in the creation of dance. • Component 1: Presenting findings from the research logbook in a report. • Component 2: Develop skills and techniques for performance <ul style="list-style-type: none"> ○ Fitness, skills and technique tests ○ Set personalised dance goals ○ Practical workshops in a range of dance styles ○ Log progress towards goals 	<ul style="list-style-type: none"> • Component 2: Apply skills and techniques in rehearsal and performance. <ul style="list-style-type: none"> ○ Learn a professional dance routine ○ Log progress towards goals ○ Perform to a small audience • Component 2: Review own development of skills and techniques for performance

Curriculum Implementation: Please see an overview of what is learned in each subject

Music	<ul style="list-style-type: none"> • Music theory • Elements of music • Conventions of pop • Solo performance • Ensemble performance 	<ul style="list-style-type: none"> • Conventions of pop • Film music • Rock anthems • Structure and form • Rhythms of the world • Solo performance • Free composition 	<ul style="list-style-type: none"> • Samba • African drumming • Calypso • Indian Classical • Bhangra • Classical • Baroque • Romantic
Drama	<p>Studying the set text <i>Blood Brothers</i> by Willy Russell</p> <ul style="list-style-type: none"> • Component 1: Understanding Drama characteristics of performance text(s) and dramatic work(s), social, cultural and historical contexts of performance text(s) and dramatic work(s), how meaning is interpreted and communicated, drama and theatre terminology and how to use it appropriately and the roles and responsibilities of theatre makers in contemporary professional practice. 	<ul style="list-style-type: none"> • Students will continue to have designated lessons to their written exam preparation • Component 2: Devising Drama learn how to create and develop ideas to communicate meaning in a devised theatrical performance, develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama, produce an individual devising log documenting their devising process and an analysis and evaluation of their contribution. 	<ul style="list-style-type: none"> • Devising drama performance and non-examination assessment work.
Art	<ul style="list-style-type: none"> • Proportion and portraits • Portrait artists Salvador Dali and others – • Dry and wet media techniques. • Independent practice • Introduction to ‘Pop Art’ – the art of Roy Lichtenstein 	<ul style="list-style-type: none"> • The artwork of Dustin Parker and multi- layering compositions • Mixed media compositions • 	<ul style="list-style-type: none"> • Andy Warhol – printmaking and the consumer society • James Rosenquist – still-life and composition and photorealism • James Rosenquist – acrylic and photorealist painting
Computer Science	<ul style="list-style-type: none"> • Binary arithmetic • Hexadecimal • Representing text, images and sound • Compression, data storage and memory • Programming with variables, selection and strings • Operating systems • Identifying vulnerabilities • Programming languages • Programming with loops 	<ul style="list-style-type: none"> • Networks • Wired vs wireless • Protocols • Topology • Network security • Environmental, legal and ethical issues • Robotics • Malware • Encryption and protection 	<ul style="list-style-type: none"> • Flowcharts • Pseudocode • Trace tables • Programming: subroutines • Validation • Sorting and searching algorithms • Truth tables • Programming practise

Curriculum Implementation: Please see an overview of what is learned in each subject

Religious Studies	<ul style="list-style-type: none"> ● Religion and life <ul style="list-style-type: none"> ○ Creation, The Big Bang, Combination ○ Darwin’s Theory of Evolution ○ Religious perspective on the use and abuse of natural resources ○ Arguments for and against animal testing ○ The difference between quality and sanctity of life ○ Abortion ○ Euthanasia ○ Life after death ● Religion and Family <ul style="list-style-type: none"> ○ Differences in beliefs of different religions regarding relationships and family ○ Attitudes towards different family types 	<ul style="list-style-type: none"> ● Peace and conflict ● Crime and Punishment <ul style="list-style-type: none"> ○ Laws ○ Crime ○ Good and evil ○ The aims of punishment ○ Religious attitudes to crime and punishment ○ Suffering and forgiveness ○ Punishment ○ Corporal punishment ○ The death penalty ○ Religious beliefs about capital punishment ● 	<ul style="list-style-type: none"> ● Nature of God ● Evil and suffering ● Oneness, creation and trinity ● Afterlife, resurrection and after death ● Crucifixion and salvation ● Resurrection ● Sin and salvation
Spanish	<ul style="list-style-type: none"> ● Holidays and places to stay ● Weather, summer activities, holiday preferences, accommodation, reservations ● Verbs of opinion related to others, understanding question words ● Key Grammar: Negative opinions/conjunctions/exam distractors, review preterite, simple future, full present tense, using the imperfect tense. Using different structures to give opinions ● Life at school; school subjects, facilities, uniform, the school day. ● Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities ● Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of simple/near future tense in full. 	<ul style="list-style-type: none"> ● Talking about yourself, family and social life ● Describing people using detailed descriptions, talking about relationships, marriage, birthdays. ● Talking about social networks and making arrangements. Discussing reading habits and online books. Talking about friends and activities ● Key Grammar: Full review of the present tense, irregular and radical verbs; present continuous; revisit the 2 different past tenses; extending the range of connectives and understanding the 2 verbs used for “to be” (Ser and Estar). ● Interests and Influences in your life ● Sport, live entertainment, music, festivals, idols, role models. Talking about dates, percentages, what’s trending. ● Key Grammar: Learn the perfect tense (I have been ...) revisit the imperfect tense (I used to ...) Understand the verb Soler (not translatable). Extending knowledge of synonyms and unusual adjectives (some, few, many) 	<ul style="list-style-type: none"> ● Cities and Towns and the geography of Spain ● Typical town places, regional attractions, how to ask for directions and understand them, shopping, souvenirs, presents, ● Social problems in a town, poverty, vandalism, unemployment, housing ● Key Grammar: Introduction of the passive (you can...) and pure future tense. Revisit question words, using the conditional tense and demonstrative adjectives. Extended vocabulary associated with social problems

Curriculum Implementation: Please see an overview of what is learned in each subject

French	<ul style="list-style-type: none"> • Talking about yourself, family and social life • Describing people using detailed descriptions, talking about relationships, marriage, birthdays. • Talking about social networks and making arrangements. Discussing reading habits, social media, favourite apps and online books. Talking about friends and activities. Nationality and countries, shopping, souvenirs, presents and typical French festivals • Key Grammar: Full review of the present tense, irregular verbs. Extend the range of connectives. Understand the use of "depuis" & "ça fait". • Cities and Towns and Environment • Typical town places, regional attractions, how to ask for directions and understand them, travel and transport • Comparisons between town and country • Key Grammar: Extended vocabulary associated with environment. Learn how to use and recognise the perfect tense with <i>Etre and Avoir</i> 	<ul style="list-style-type: none"> • Talking about home activities and chores • House, garden, bedroom, which chores you do, • Which leisure activities you do at home. • TV programmes, favourite downloads, films. • Key Grammar: complex constructions beginning with "si...". Learn both future tenses(proche and simple). Learn how to use the perfect tense with reflexive verbs. Direct object pronouns. • Life at school; • school subjects, facilities, uniform, the school day. • Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities • Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of simple/near future tense in full. 	<ul style="list-style-type: none"> • Talking about home activities and chores • House, garden, bedroom, which chores you do, • Which leisure activities you do at home. • TV programmes, favourite downloads, films. • Key Grammar: complex constructions beginning with "si...". Learn both future tenses(proche and simple). Learn how to use the perfect tense with reflexive verbs. Direct object pronouns. • Life at school; • school subjects, facilities, uniform, the school day. • Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities • Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of Simple/near future tense in full.
Food and Nutrition	<p>Food spoilage and contamination:</p> <ul style="list-style-type: none"> • Micro-organisms and enzymes • The signs of food spoilage • Micro-organisms in food production • Bacterial contamination <p>Principles of food Safety:</p> <ul style="list-style-type: none"> • Buying and storing food • Preparing, cooking and serving food <p>Nutrients:</p> <ul style="list-style-type: none"> • Protein, Fats, Carbohydrates • Vitamins, Minerals, Water <p>Nutritional needs and health:</p> <ul style="list-style-type: none"> • Making informed choices for a varied balanced diet • Energy needs • How to carry out nutritional analysis • Diet, nutrition and health 	<p>Factors affecting food choice:</p> <ul style="list-style-type: none"> • Factors that influence food choice • Food choices • Food labelling and marketing influences <p>British and international cuisines:</p> <ul style="list-style-type: none"> • Traditional dishes <p>Sensory evaluation</p> <p>Environmental impact and sustainability:</p> <ul style="list-style-type: none"> • Food sources • Food and environment • Sustainability of food <p>Processing and production:</p> <ul style="list-style-type: none"> • Food production <p>Technological developments associated with better health and food production</p>	<p>Cooking of food and heat transfer:</p> <ul style="list-style-type: none"> • Why food is cooked and how heat is transferred to food • Selecting appropriate cooking methods <p>Functional and chemical properties of food:</p> <ul style="list-style-type: none"> • Proteins • Carbohydrates • Fats and oils • Raising agents • Introduction to Food Investigation Task: Non-examination assessment.

Curriculum Implementation: Please see an overview of what is learned in each subject

Design Technology	<ul style="list-style-type: none">• New and emerging technologies• Energy, materials, systems and devices• Materials• Common Specialist Technical Principles	<ul style="list-style-type: none">• Specialist focus – timber• Specialist focus – polymers• Designing Principles• Making principles	<ul style="list-style-type: none">• Example NEA style project• NEA
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Curriculum Implementation: Please see an overview of what is learned in each subject

Year 11	Term 1	Term 2	Term 3
Maths (Foundation Tier)	<ul style="list-style-type: none"> Pythagoras' Theorem Trigonometry (right angled triangles) Bearings Scale drawings and accurate measurements 	<ul style="list-style-type: none"> Transformations on a coordinate grid Congruency Similar shapes (finding missing lengths) Vectors Revision for GCSE exams 	<ul style="list-style-type: none"> Revision for GCSE exams, bespoke topics for each group based on QLA and teacher assessment.
Maths (Higher Tier)	<ul style="list-style-type: none"> Algebraic proof Solving quadratics and quadratics simultaneous equations Function notation Iteration Quadratic inequalities Bearings Circle Theorems Non right-angled trigonometry Trigonometrical graphs 	<ul style="list-style-type: none"> Advanced statistical methods Transformations Congruence Vectors Estimating the gradient of a curve at a given point Area under a graph (inc. estimating the area under a curved graph) Revision for GCSE exams. 	<ul style="list-style-type: none"> Revision for GCSE exams, bespoke topics for each group based on QLA and teacher assessment.
English	<ul style="list-style-type: none"> Understanding key thematic and character questions about 'Romeo and Juliet' including: The presentation of Love, attitudes towards masculinity, parental relationships. Understanding key thematic and character questions about 'Jekyll & Hyde' including: The Victorian Gentleman, Duality of man, Presentations of Violence. Understanding how to analyse, evaluate and compare a range of different texts. Understanding how to craft writing to meet the demands of a particular audience or purpose, including: Use of imagery, use of persuasive techniques, use of structural features. 	<ul style="list-style-type: none"> Understand the key themes, characters, language and context for 'An Inspector Calls' Understand the key themes and context for the anthology poetry. To understand how to evaluate and compare the message of the anthology poems To understand the conventions of language and be able to compare, evaluate and create writing for purpose. 	<ul style="list-style-type: none"> Revision for GCSE exams, bespoke topics for each group based on QLA.
Biology	<ul style="list-style-type: none"> Ecology Homeostasis and response Inheritance, variation and evolution 	<ul style="list-style-type: none"> Inheritance, variation and evolution 	<ul style="list-style-type: none"> Revision for GCSE exams, bespoke topics for each group based on QLA.
Chemistry	<ul style="list-style-type: none"> Rate and extent of chemical change Organic chemistry Chemical analysis 	<ul style="list-style-type: none"> Chemistry of the atmosphere 	<ul style="list-style-type: none"> Revision for GCSE exams, bespoke topics for each group based on QLA.

Curriculum Implementation: Please see an overview of what is learned in each subject

Physics	<ul style="list-style-type: none"> • Forces: Newton’s laws of motion • Waves • Magnetism and electromagnetisms 	<ul style="list-style-type: none"> • Magnetism and electromagnetism • Space: Separate science only 	<ul style="list-style-type: none"> • Revision for GCSE exams, bespoke topics for each group based on QLA.
Year 11 Options	Term 1	Term 2	Term 3
History	<ul style="list-style-type: none"> • Elizabeth’s early life and character • Plots against Elizabeth • Rivalry with Spain • Society and leisure 	<ul style="list-style-type: none"> • The origins of the Cold War • The nuclear arms race • The Prague Spring and Hungarian uprising • Improvement in relations 	<ul style="list-style-type: none"> • The fall of the Berlin Wall • Revision for GCSE exams
Geography	<ul style="list-style-type: none"> • Hazards (Tectonics, Weather, Climate Change) 	<ul style="list-style-type: none"> • Changing Economic World • Case studies: Nigeria, Jamaica. • Economic change in the UK 	<ul style="list-style-type: none"> • Preparation for GCSE examinations.
Core PE	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Athletics ○ Striking and Fielding • Leadership
BTEC PE	Unit 6 – Sports Leadership <ul style="list-style-type: none"> • LA A – skills & attributes of a sports leader • LA B – plan & deliver a sports session • LA C – analyse own leadership skills and attributes 	Unit 3 – Applying the Principles of Personal Training <ul style="list-style-type: none"> • LA A – design a personal training programme • LA B – musculoskeletal and cardiorespiratory system and effects on the body during training 	Unit 3 – Applying the Principles of Personal Training <ul style="list-style-type: none"> • LA C – implement a self-designed personal fitness training programme • LA D – review a personal fitness training programme
Dance	<ul style="list-style-type: none"> • Students are learning a range of dance styles from various practitioners • Stylistic qualities • Choreographic skills • Responding to a stimulus • Theme • Target audience • Responding to a brief 	Component 3 – Performing to a Brief <ul style="list-style-type: none"> • AO1 - Understand how to respond to a brief (written assessment). • AO2 - Select and develop skills and techniques in response to a brief (written assessment). 	<ul style="list-style-type: none"> • AO3 - Apply skills and techniques in a workshop performance in response to a brief continued (practical assessment). • AO4 - Evaluate the development process and outcome in response to a brief (written assessment).

Curriculum Implementation: Please see an overview of what is learned in each subject

	<ul style="list-style-type: none"> Resources: costume, props, performance space Mock written assessment and practical performance 	<ul style="list-style-type: none"> A03 - Apply skills and techniques in a workshop performance in response to a brief (practical assessment). 	
Music	<ul style="list-style-type: none"> Solo performance OCR theory Music theory Free composition Pop music Mock paper 1 	<ul style="list-style-type: none"> Free composition Concerto through time Baroque Classical Romantic Film and game music Rhythms of the world Mock paper 2 	<ul style="list-style-type: none"> Music technology Rhythms of the World – Recap Aural training Concerto through time – Recap Exam preparation
Drama	<p><i>Everybody's talking about Jamie</i></p> <p>Component 1: Understanding Drama</p> <ul style="list-style-type: none"> characteristics of performance text(s) and dramatic work(s), social, cultural and historical contexts of performance text(s) and dramatic work(s), how meaning is interpreted and communicated, drama and theatre terminology and how to use it appropriately and the roles and responsibilities of theatre makers in contemporary professional practice. <p>Component 2: Devising drama</p> <ul style="list-style-type: none"> learn how to create and develop ideas to communicate meaning in a devised theatrical performance, develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama, produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution. <p>Component 3: Texts in practise</p>	<p>Component 1: Understanding Drama (Focusing on all 3 sections of the exam, including Section C Live Theatre Production) – See details in term 1</p> <p>Component 3: Texts in practise – see details in term 1.</p>	<ul style="list-style-type: none"> Texts in practice performances Theatre roles and responsibilities. Exam preparation

Curriculum Implementation: Please see an overview of what is learned in each subject

	<ul style="list-style-type: none"> each student must choose one specialism only for all the texts in practice content, learn how to contribute to text-based drama in a live theatre context for an audience, develop their ability to, interpret texts, create and communicate meaning, realise artistic intention in text-based drama, must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1. 		
Art	<ul style="list-style-type: none"> Analyse the formal qualities of the artwork of Pop Artists. Create a series of ideas which are influenced by the formal qualities, subjects and themes in Pop Art artwork. Record from primary and secondary sources, with a camera and drawing in a number of media - including mono print. Refine one idea in terms of subject, theme and composition. Experiment with selected media in combinations of wet and dry layers. Refine the use of media in my selected idea. Make analytical and evaluative notes throughout my investigations. Develop a number of ideas for an independent artwork influenced by Pop Art. Investigate my own pop culture through visual research and collecting objects. Record through drawing or with a camera my observations of my own Pop culture. How to refine an idea and specific skills for the creation of an end of coursework 'final piece'. 	<ul style="list-style-type: none"> Experiment with suitable media, processes and techniques. Analyse the working practices of the artist investigated and use findings in own artwork; Refine ideas and working techniques providing evidence of best skills; Understand and act upon the exam board rules and regulations. Present an outcome of findings in a 10 hour GCSE exam Present organise and annotate preparation material in a Portfolio. 	<ul style="list-style-type: none"> Finalise GCSE examined work.
Computer Science	<ul style="list-style-type: none"> Binary arithmetic Hexadecimal Representing text, images and sound Compression, data storage and memory 	<ul style="list-style-type: none"> Computer Hardware and Software – recap Networks – recap Ethical, environmental and legal use of computers – recap 	<ul style="list-style-type: none"> Revision for GCSE exams

Curriculum Implementation: Please see an overview of what is learned in each subject

	<ul style="list-style-type: none"> • Programming with text files and sub-programs • Logic gates • Algorithm practice • Programming practice 		
Religious Studies	<ul style="list-style-type: none"> • Christianity: Practices <ul style="list-style-type: none"> ○ Worship ○ Prayer ○ The Sacraments ○ Pilgrimage and celebrations ○ The Church in the local community ○ The worldwide Church ○ Tearfund 	<ul style="list-style-type: none"> • Islam: Beliefs <ul style="list-style-type: none"> ○ Qur'an and the Hadith ○ Ummah ○ 6 Articles of Faith ○ Five roots of religion ○ The Nature of Allah ○ 99 names ○ Risalah (prophethood) ○ Key figures in the Qur'an ○ Angels ○ Holy books ○ The Afterlife ○ Judgement • Islam: Practices <ul style="list-style-type: none"> ○ 5 Pillars of Islam ○ Salah ○ Zakah ○ Hajj ○ Jihad ○ Festivals ○ 10 Obligatory Acts ○ Revision of all topics for GCSE exam 	<ul style="list-style-type: none"> • Revision of all topics for GCSE exam
Spanish	<ul style="list-style-type: none"> • International and global dimension • The environment • Key Grammar: Introduction of the passive (you can...) and pure future tense. Revisit question words, using the conditional tense and 	<ul style="list-style-type: none"> • Future aspirations study and work • Jobs, earning money, work experience, importance of learning languages, gap years, summer jobs, writing a formal letter. 	<ul style="list-style-type: none"> • Routines and traditions: routine problems, regular events (mealtimes, customs, doctors) • Key Grammar: reflexive verbs, question words, passive avoidance, superlatives, exam distractors (listening and reading)

Curriculum Implementation: Please see an overview of what is learned in each subject

	<p>demonstrative adjectives. Extended vocabulary associated with social problems.</p>	<ul style="list-style-type: none"> ● Key Grammar: Review the imperfect tense, present, present continuous, using <i>soler</i>, introduce indirect object pronouns, choosing which past tense needed; using the subjunctive with “<i>cuando + future</i>” ● Environment and Global Issues Environmental issues, housing, global issues, natural disasters, adolescent issues, health, diet. ● Customs and traditions in Spain and SA ● Key Grammar: Learn the Pluperfect tense (I had been ...) learn the imperfect continuous. Revisit grammar knowledge required for translation into Spanish or French. 	<ul style="list-style-type: none"> ● Preparation for GCSE examinations
<p>French</p>	<ul style="list-style-type: none"> ● Health and Adolescence ● Wider health issues, adolescent problems, diet and eating out, healthy and unhealthy lifestyle. ● Alcohol, cigarettes and illegal drugs. ● Key Grammar: direct / indirect object pronouns; venir de... être en train de....using the 2 past tenses together. Extended key vocab for health issues ● Work and future plans ● Understand how to describe future plans, job types, benefits of university ● Discuss favourite/ideal jobs, earning own money, part time, being aware of their personal qualities ● Key grammar: <i>Quand</i> + future tense, conditional, direct object pronouns, verbs with an infinitive, verbs with a preposition. 	<ul style="list-style-type: none"> ● Global issues ● Climate change ● Volunteer work ● Throw away societies ● Civil wars/famine ● Future aspirations ● Work experience ● Gap years ● Key grammar: passive, adjectives ending in <i>-al</i>, verbs ending in <i>-uire</i> and <i>-eindre</i>, pour ne pas... ● Revision 	<ul style="list-style-type: none"> ● Preparation for GCSE examinations

* Year 11 classes may work on bespoke revision topics as identified by teacher assessment