

## Northampton Academy Curriculum 2020/21

**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 principals that we believe are vital to an excellent education for children any young people. Our aim at Northampton Academy is to provide a curriculum that gives the students an excellent education both in and out of the classroom. The five key principals 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 Principals 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 of our students structured leadership opportunities.
- **Continuous improvement** – We are rigorous in evaluating impact. We stop or change things that require improvement, and we improve things which are.

## Northampton Academy Overall Curriculum Intent 2020/21:

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 be able to build positive relationships with each other, and with adults, are able to show empathy and should communicate in a way such that they can disagree with others without falling out or arguing. They have the ability to 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; 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, also they have a good idea of how sensible diet, nutrition and exercise affect their own health. Our students have experienced a wider aspect to 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 enough to access the GCSE curriculum in all the subjects they will study at Key Stage 4. They will have studied a broad variety of subjects, with many concepts being developed beyond the core which interest and inspire them. Our students take enjoyment from reading and will have been exposed to a variety of texts which challenge and inspire them. They have experienced creativity that may have inspired further development or identified great talent and are not limited by adult pre-conceptions of their 'potential'. They are developing in their ability to play positively and socialise with their peers. Having begun puberty, they understand the physical changes that their body is undergoing and the basics of sex and relationships

By the end of Key Stage 3 students will be able to make sensible subject choices because they know what they enjoy and excel at, but also what they might need later on in life because they have an emergent idea of what area they want to study in or work in later in life. Students 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 advantage them throughout Key Stage 4 and beyond.

**A child of Key Stage 4** will have developed the independence, resilience and character traits required in order to prepare them to make a success of their lives. They have experienced a broad variety of topics but also studied many in-depth, developing expertise in a range of subject specialisms which 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 opinions 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, to 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 experience of the wider aspects of life at a national and international level, visiting places outside of our own 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 6th Form

## Northampton Academy Taught Curriculum 2020-21 (Based on 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&11 with all students taking 9 GCSE's. This year the STEM stream increases by adding in a new year 7 STEM cohort so will run across all of KS3, there will be 25 places available per year.

KS3 Bands a/b/c	KS3 STEM	KS4	KS5
<ul style="list-style-type: none"> <li>• 10 English</li> <li>• 9 Maths</li> <li>• 6 Science</li> <li>• 4 History</li> <li>• 4 Geography</li> <li>• 3 MFL</li> <li>• 4 PE</li> <li>• 2 RE</li> <li>• 2 Art</li> <li>• 1 CS</li> <li>• 1 DT</li> <li>• 2 Music</li> <li>• 2 Drama</li> </ul>	<ul style="list-style-type: none"> <li>• 9 English (+1 during extended day)</li> <li>• 8 Maths (+1 during extended day)</li> <li>• 9 Science (taught as 3 Biology, 3 Chemistry and 3 Physics)</li> <li>• 4 History</li> <li>• 4 Geography</li> <li>• 3 MFL</li> <li>• 4 PE</li> <li>• 2 Art</li> <li>• 3 CS</li> <li>• 1 Drama</li> <li>• 1 DT</li> <li>• 1 Music</li> <li>• 1 RE</li> </ul>	<ul style="list-style-type: none"> <li>• 10 English (for Language and Literature)</li> <li>• 8 Maths</li> <li>• 10 Science</li> <li>• 2 PE</li> <li>• 5 lessons for each of 4 options of which at least one must be History / Geography / French / Spanish / Computer Science or Separate Science, and Ebacc capable students will be required to take one of either French or Spanish and one of 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).</li> <li>• STEM students are strongly encouraged to study Computer Science, they all study Triple Science, and then have an additional 3 options.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 lessons for each of 3 options. The options are English Literature, Maths, Further Maths, Biology, Chemistry, Physics, Art, BTEC Business, A Level Business, Drama (not running in current Yr 12 – not enough signed up), Geography, History, Computer Science, French, Spanish (Did not run this year – poor sign up), Music (not running in year), BTec PE (Diploma/Extended Certificate), BTEC IT, Philosophy and Ethics, Psychology, Sociology, Economics, Government and Politics.</li> <li>• 4 Enrichment (EPQ, HSLA or Mathematical Studies (Core Maths) all of which carry UCAS points)</li> </ul>

Year 7	Term 1	Term 2	Term 3
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value and number sense Addition and Subtraction</li> <li>Perimeter Rounding and estimation</li> <li>Multiplication and division Factors and multiples</li> <li>Area of rectangles, triangles and parallelograms</li> </ul>	<ul style="list-style-type: none"> <li>Fractions as part of a whole</li> <li>Adding and subtracting fractions</li> <li>Comparing and ordering fractions</li> <li>Fractions as an operation</li> <li>Order of operations and basic rules of algebra,</li> <li>Expanding and factorising</li> <li>Substitution</li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Polygons</li> <li>Symmetry and reflection</li> <li>Coordinates</li> <li>Mean</li> <li>Two-way tables</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>The Jungle Book – Characters and themes</li> <li>The conventions of a novella</li> <li>Wolves of Willoughby Chase</li> <li>Constructing an essay</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction writing</li> <li>Historical and cultural impact of Nazism</li> <li>Poetry: Conventions, themes and language devices.</li> </ul>	<ul style="list-style-type: none"> <li>Romeo and Juliet – Characters and themes</li> <li>Shakespearian plays</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Cells</li> <li>Particles</li> <li>Energy</li> </ul>	<ul style="list-style-type: none"> <li>Chemical reactions</li> <li>Reproduction</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Science skills (for experiments)</li> <li>Ecology</li> <li>Microbes</li> <li>Heat</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>How William, Duke of Normandy won the Battle of Hastings</li> <li>How William the Conqueror controlled England</li> <li>The changes William made to English society</li> <li>How significant these changes were</li> </ul>	<ul style="list-style-type: none"> <li>The influence of the Catholic Church in Medieval England</li> <li>The impact of the Crusades</li> <li>The significance of the death of Thomas Becket</li> <li>The impact of the Magna Carta on England</li> </ul>	<ul style="list-style-type: none"> <li>How Edward I took control of Wales and Scotland</li> <li>The events of the Battle of Agincourt</li> <li>The key inventions of the Renaissance Period</li> <li>What medicine was like during the 17<sup>th</sup> century</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Map skills</li> <li>Geology</li> </ul>	<ul style="list-style-type: none"> <li>Development</li> <li>Rivers</li> </ul>	<ul style="list-style-type: none"> <li>The geography of food</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Variety of sports on rotation: <ul style="list-style-type: none"> <li>Football</li> <li>Table Tennis</li> <li>Basketball</li> <li>Fitness</li> <li>Orienteering</li> <li>Athletics</li> <li>Rugby</li> <li>Netball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Variety of sports on rotation: <ul style="list-style-type: none"> <li>Football</li> <li>Table Tennis</li> <li>Basketball</li> <li>Fitness</li> <li>Orienteering</li> <li>Rugby</li> <li>Netball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Variety of sports on rotation: <ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and Fielding</li> <li>Leadership</li> </ul> </li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Elements of music</li> <li>Instruments of the Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Hooks and Riffs</li> <li>Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>Horror Music</li> <li>Chords and Keyboards</li> </ul>

## Curriculum Implementation: 2020 - 21

<b>Drama</b>	<ul style="list-style-type: none"> <li>• Introduction to Drama</li> <li>• It was Terrifying</li> <li>• Haunted &amp; Hunted</li> </ul>	<ul style="list-style-type: none"> <li>• The Tempest</li> <li>• Comedy &amp; Tragedy</li> </ul>	<ul style="list-style-type: none"> <li>• Matilda, by Roald Dahl</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Drawing of a portrait</li> <li>• Designing a tie for a teacher: painting; colour theory; world art; commerce.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition and printmaking: British and cultural history; commerce.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing of natural form: Tone and texture</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• E-Safety</li> <li>• Computer parts</li> <li>• Binary conversion</li> <li>• ASCII</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms – Flowcharts</li> <li>• Programming in SmallBasic using Variables, Datatypes and selection</li> </ul>	<ul style="list-style-type: none"> <li>• Programming in SmallBasic using iteration</li> <li>• Graphic Design</li> <li>• Website Design</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Islam <ul style="list-style-type: none"> <li>○ Prophets</li> <li>○ Beliefs</li> <li>○ Allah</li> <li>○ 5 Pillars</li> </ul> </li> <li>• Christianity <ul style="list-style-type: none"> <li>○ The trinity</li> <li>○ Jesus and miracles</li> <li>○ Jesus and Parables</li> </ul> </li> <li>• Jesus' birth</li> </ul>	<ul style="list-style-type: none"> <li>• Hinduism <ul style="list-style-type: none"> <li>○ Divisions and denominations</li> <li>○ Sacred writings</li> <li>○ The Trimurti</li> <li>○ Hindu Gods</li> </ul> </li> <li>• Judaism <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ 10 Commandments</li> </ul> </li> <li>• Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• Buddhism <ul style="list-style-type: none"> <li>○ The 5 precepts</li> <li>○ Siddhartha's birth</li> <li>○ Siddhartha's early life and leaving The Palace</li> </ul> </li> <li>• Sikhism <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ The Guru Granth Sahib</li> <li>○ Gurdwara</li> </ul> </li> <li>• Sikh beliefs and values</li> </ul>
<b>French / Spanish</b>	<ul style="list-style-type: none"> <li>• Classroom commands</li> <li>• Introductions and greetings, age, nationalities, physical description, character description</li> <li>• Days of the week, months, dates, Numbers up to 100</li> <li>• <b>Key Grammar:</b> Gender and agreement, plurals and agreement, negatives, how to form questions</li> </ul>	<ul style="list-style-type: none"> <li>• Weather, Likes/dislikes, sports and free time activities</li> <li>• Family members, colours, animals, school, subjects, teachers</li> <li>• <b>Key Grammar:</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Types of house and location</li> <li>• Rooms and features of the house, furniture</li> <li>• prepositions of place</li> <li>• <b>Key Grammar:</b> Opinions and justifications, simple superlatives, Immediate future Tense, and/or expressing future wishes, word order, position of adjectives, definite and indefinite articles,</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Health and safety in the textiles room</li> <li>• Decorative techniques</li> <li>• Embroidery techniques</li> <li>• The design process – brief and specification</li> <li>• Natural and man-made fibre</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety in the Food room</li> <li>• The Eatwell Guide</li> <li>• Macronutrients – protein, fats, carbohydrates</li> <li>• Micronutrients – vitamins and minerals</li> <li>• Energy balance</li> <li>• Nutritional needs for different groups of people</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety in the workshop</li> <li>• Classification of timbers – hardwoods/softwoods</li> <li>• Surface preparation techniques</li> <li>• Tools and equipment</li> <li>• Shaping materials</li> </ul>

## Curriculum Implementation: 2020 - 21

Year 8	Term 1	Term 2	Term 3
<b>Maths</b>	<ul style="list-style-type: none"> <li>● Indices</li> <li>● Prime factorisation</li> <li>● Rounding</li> <li>● Fractions</li> <li>● Negative numbers</li> <li>● Linear equations</li> <li>● Coordinates and line graphs</li> </ul>	<ul style="list-style-type: none"> <li>● Units of measurement</li> <li>● Angles in parallel lines</li> <li>● Interior and exterior angles</li> <li>● Circumference</li> <li>● Proportional reasoning</li> <li>● Fractions, decimals and percentages</li> <li>● Ratio</li> </ul>	<ul style="list-style-type: none"> <li>● Area of composite shapes</li> <li>● Presenting and interpreting data</li> <li>● Averages</li> <li>● 2-way tables</li> <li>● 3-D visualisation</li> <li>● Volume</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>● To understand the main themes and characters within Stoker's 'Dracula'</li> <li>● To understand how to extract explicit and implicit information</li> <li>● To understand the main themes and characters within Shakespeare's 'Richard III'</li> <li>● To understand the historical context of Shakespearean England and how this influenced Shakespeare.</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the conventions of social justice writing</li> <li>● To understand the skills required to create interesting fiction writing.</li> <li>● To understand the conventions of 'Dystopian short stories'</li> <li>● To understand key moments within dystopian short stories and be able to recall quotes</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the conventions of poetry</li> <li>● To understand the structural and language features of fiction extracts</li> <li>● REVISION</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>● Periodic table</li> <li>● Light and space</li> <li>● Digestion</li> </ul>	<ul style="list-style-type: none"> <li>● Materials and the Earth</li> <li>● Electricity and magnetism</li> <li>● Ecological relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Energetics</li> <li>● Biological systems</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>● The role of Martin Luther and the Reformation</li> <li>● Why Henry VIII split from the Catholic Church</li> <li>● The religious policies of the Tudor monarchs</li> <li>● How Elizabeth I defeated the Spanish Armada</li> </ul>	<ul style="list-style-type: none"> <li>● The causes of the English Civil War</li> <li>● How Parliament won the English Civil War</li> <li>● The origins of the Transatlantic slave trade</li> <li>● The long-lasting legacy of slavery</li> </ul>	<ul style="list-style-type: none"> <li>● How the Industrial Revolution changed England</li> <li>● What life was like for the peasants during the Industrial Revolution?</li> <li>● Why the King of France was executed?</li> <li>● How successful Napoleon was as a military leader</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>● Ecosystems</li> <li>● Plate Tectonics</li> </ul>	<ul style="list-style-type: none"> <li>● Coastal landscapes</li> <li>● Population</li> </ul>	<ul style="list-style-type: none"> <li>● Weather and climate</li> <li>● Globalisation</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>● Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Table Tennis</li> <li>○ Basketball</li> <li>○ Fitness</li> <li>○ Orienteering</li> <li>○ Athletics</li> <li>○ Rugby</li> <li>○ Netball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Table Tennis</li> <li>○ Basketball</li> <li>○ Fitness</li> <li>○ Orienteering</li> <li>○ Rugby</li> <li>○ Netball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Athletics</li> <li>○ Striking and Fielding</li> <li>○ Leadership</li> </ul> </li> </ul>



<b>Music</b>	<ul style="list-style-type: none"> <li>• Ukuleles</li> <li>• African drumming and Samba</li> </ul>	<ul style="list-style-type: none"> <li>• Blues</li> <li>• Indian</li> </ul>	<ul style="list-style-type: none"> <li>• EDM</li> <li>• Musical futures</li> </ul>
<b>Drama</b>	<p>A theatrical journey through time and space</p> <ul style="list-style-type: none"> <li>• Origins of Western Theatre; key features of Greek theatre.</li> <li>• Where and how mystery plays were performed.</li> <li>• The importance of status in playing character</li> <li>• The key design elements of Kabuki theatre</li> <li>• The development of theatre building</li> <li>• Understanding the development and purpose of naturalism and begin to develop a believable character</li> <li>• Understand the impact that Brecht had on the development of theatre.</li> </ul>	<p>Jo - Focus on whole group work and the skills necessary for this to succeed</p> <ul style="list-style-type: none"> <li>• Teacher in role and hot seating</li> <li>• Analytical and empathetic skills</li> <li>• Develop the ability to respond and reflect in role</li> <li>• Make non-naturalistic techniques and conventions explicit</li> </ul> <p>Status – A mixture of solo, pair, small and whole group work, moving from spontaneous improvisation exercises to analysis of duologues from plays designed to:</p> <ul style="list-style-type: none"> <li>• Make the concept of status explicit</li> <li>• Provide opportunities for students to understand and apply status to improvised work and to text</li> <li>• Develop spontaneous improvisation skills and an understanding of the principles which facilitate effective improvisation work</li> <li>• Consolidate understanding of how movement, space, expression, posture, convey meaning</li> <li>• Explore students' perception of their place in the world while making connections beyond their immediate experience.</li> </ul>	<p>Old Man – A sequence exploring different approaches to characterisation in order to:</p> <ul style="list-style-type: none"> <li>• Develop understanding of the use and limitations of stereotype</li> <li>• Enable students to speak in a variety of contexts, using language appropriate to character and situations</li> <li>• Develop characters through observation, physicalisation and through an emotional and empathetic approach.</li> </ul> <p>Reportage – A template using reportage as stimulus for selection and application of performance skills to develop:</p> <ul style="list-style-type: none"> <li>• The ability to create and structure an effective dramatic presentation</li> <li>• A basic understanding of the rehearsal process as a means of discovery and exploration</li> <li>• The negotiation skills which underpin effective drama work</li> <li>• An understanding and application of characterization and status</li> <li>• An awareness of configuration (how different spatial relationships between performance and audience create different meanings).</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Contextual understanding: Futurism, the Machine Age and the horror of war.</li> </ul>	<ul style="list-style-type: none"> <li>• 3D ceramic crocodile: expression and character in a face</li> <li>• Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing of man-made form from a primary source – focussing on proportion, ellipse, tone and texture</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• E Safety</li> <li>• Binary and Images</li> <li>• Logic Gates</li> <li>• Algorithms – sorting and searching</li> </ul>	<ul style="list-style-type: none"> <li>• Programming SmallBasic</li> <li>• Syntax Errors, Variables, Selection and Iteration</li> </ul>	<ul style="list-style-type: none"> <li>• Big data</li> <li>• Legislation – Data protection, Copyright and Computer Misuse Acts</li> <li>• Careers in Computer Science</li> <li>• Animation</li> </ul>



<p><b>Religious Studies</b></p>	<ul style="list-style-type: none"> <li>● Buddhism               <ul style="list-style-type: none"> <li>○ The life of Buddha</li> <li>○ 4 Noble Truths</li> <li>○ Karma</li> <li>○ Noble 8-Fold Path</li> </ul> </li> <li>● Hinduism               <ul style="list-style-type: none"> <li>○ Hindu holy books</li> <li>○ The Ramayana</li> <li>○ Hindu Worship and Temples</li> <li>○ Hindu festivals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Sikhism               <ul style="list-style-type: none"> <li>○ 5 K's</li> <li>○ Worship</li> <li>○ The afterlife</li> <li>○ Alms giving</li> </ul> </li> <li>● Christianity               <ul style="list-style-type: none"> <li>○ Prayer</li> <li>○ Pilgrimage</li> <li>○ Different forms of worship</li> <li>○ Christmas and Easter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Islam               <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Money</li> <li>○ Right and wrong</li> <li>○ Islamophobia</li> </ul> </li> <li>● Judaism               <ul style="list-style-type: none"> <li>○ Important people</li> <li>○ Food and Jewish laws</li> <li>○ Culture</li> <li>○ Worship</li> </ul> </li> </ul>
<p><b>French / Spanish</b></p>	<ul style="list-style-type: none"> <li>● Holidays, Destinations Modes of transport</li> <li>● Accommodation Excursions and visits Exchanges Holiday activities</li> <li>● <b>Key Grammar:</b> Opinions and justifications, most commonly used verbs in the preterit 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Going out &amp; Staying in, Arranging to go out, future plan, Weekend activities, Cinema, Eating out, Book review/film review Music,</li> <li>● Going shopping (clothes, money) TV preferences,</li> <li>● <b>Key Grammar:</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Daily routine, health and fitness, Daily routine, Health and unhealthy diets, getting fit, Ailments,</li> <li>● School and Future Plans (study/jobs/careers)</li> <li>● <b>Key Grammar:</b> Reflexive verbs, Doler (me duele(n)/le duele(n)) Perfect tense limited to expressions such as "me he roto" "me he quemado"</li> </ul>
<p><b>Design Technology</b></p>	<ul style="list-style-type: none"> <li>● How designers are influenced by cultural events</li> <li>● Embroidery techniques</li> <li>● Decorative techniques – applique</li> <li>● The design process – brief and specification</li> <li>● Producing a pattern in textiles</li> <li>● Colour theory</li> <li>● E-Textiles</li> <li>● Basic electrical components</li> </ul>	<ul style="list-style-type: none"> <li>● Health and Safety in the Food Room.</li> <li>● Food provenance – wheat, flour, milk, oats, rice, cheese, yoghurt, potatoes, vegetables, meat, poultry, fish</li> </ul>	<ul style="list-style-type: none"> <li>● Health and Safety in the Workshop</li> <li>● Classification of Timbers</li> <li>● Composites</li> <li>● Surface preparation techniques</li> <li>● Finishing techniques</li> <li>● Tools and equipment</li> <li>● Shaping materials</li> </ul>

Year 9	Term 1	Term 2	Term 3
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value and number properties</li> <li>Decimals</li> <li>Estimation and rounding</li> <li>Indices, powers and roots</li> <li>Factors, multiples and prime numbers</li> <li>Fractions, decimals and percentages</li> <li>Fractions – adding, subtracting, multiplying and dividing</li> <li>Proportion, percentages and ratio</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic notation</li> <li>Simplifying and index laws</li> <li>Expanding and factorising</li> <li>Expressions and substitution</li> <li>Linear equations</li> <li>Linear inequalities</li> <li>Perimeter and area</li> <li>Pythagoras' Theorem</li> </ul>	<ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Angle facts</li> <li>Angles in parallel lines</li> <li>Circles</li> <li>Volume and surface area</li> <li>Sequences</li> <li>Basic vectors</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>To understand the main themes and characters in 'Of Mice and Men'</li> <li>To understand the historical and social context of the novel</li> <li>To understand the main themes and characters within 'The Crucible'</li> <li>To understand the historical and social context of the play</li> </ul>	<ul style="list-style-type: none"> <li>To understand the writers' perspectives in a series of non-fiction texts</li> <li>To understand how to evaluate a series of non-fiction texts</li> <li>To understand the main themes and characters within a series of short stories by Conan Doyle</li> <li>To analyse the language and structure of a series of short stories</li> </ul>	<ul style="list-style-type: none"> <li>To understand the main themes and characters in 'Much Ado About Nothing'</li> <li>REVISION</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Chemical reactions</li> <li>Forces in action</li> <li>Energetics</li> <li>Plants and photosynthesis</li> <li>Matter</li> </ul>	<ul style="list-style-type: none"> <li>Sound</li> <li>Biological systems</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Biology: Cells</li> <li>GCSE Chemistry: Atomic structure and the periodic table</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>The long-term causes of World War One</li> <li>Why men joined the army during WW1</li> <li>The reasons why the Russians overthrew the Tsar in 1917</li> <li>How Russia industrialised under Stalin</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for the outbreak of WW2</li> <li>Study the key battles of WW2</li> <li>The rise of Nazi Party</li> <li>The events of the Holocaust and other 20<sup>th</sup> century genocides</li> </ul>	<ul style="list-style-type: none"> <li>How warfare has changed during the 20<sup>th</sup> century</li> <li>How significant was the development of the nuclear bomb in the changing nature of warfare</li> <li>The development of black rights in America and the wider world</li> <li>The LGBT movement</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Climate change</li> <li>Issues in UK cities</li> </ul>	<ul style="list-style-type: none"> <li>Life in a NEE</li> <li>The Living World: An introduction to ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>The Living World: Tropical rainforests</li> <li>The Living World: Polar environments</li> </ul>

<b>PE</b>	<ul style="list-style-type: none"> <li>• Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Table Tennis</li> <li>○ Basketball</li> <li>○ Fitness</li> <li>○ Orienteering</li> <li>○ Athletics</li> <li>○ Rugby</li> <li>○ Netball</li> <li>○ Dance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Table Tennis</li> <li>○ Basketball</li> <li>○ Fitness</li> <li>○ Orienteering</li> <li>○ Athletics</li> <li>○ Rugby</li> <li>○ Netball</li> <li>○ Dance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Variety of sports on rotation:               <ul style="list-style-type: none"> <li>○ Athletics</li> <li>○ Striking and fielding</li> <li>○ Leadership</li> </ul> </li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Elements of music</li> <li>• Instruments of the Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• Hooks and Riffs</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Horror Music</li> <li>• Chords and Keyboards</li> </ul>
<b>Drama</b>	<p>Component 2: Devising Drama - The activities lead to a very symbolic, non-naturalistic short performance which does require students to think 'outside of the box'.</p> <ul style="list-style-type: none"> <li>• A practical introduction to thematic/symbolic approaches to communicating information to the audience</li> <li>• A thematic rather than plot-driven approach</li> <li>• Structured improvisation inspired by a range of stimuli</li> <li>• Development and refinement</li> </ul>	<p>Component 1: Understanding Drama <i>Noughts &amp; Crosses</i> written by Malorie Blackman and adapted by Dominic Cooke. – A study of a GCSE set text for the purpose of communicating a knowledge and understanding of drama and theatre:</p> <ul style="list-style-type: none"> <li>• Students are expected to know and understand the characteristics and context of the whole play</li> <li>• Develop an understanding of how meaning is interpreted and communicated</li> <li>• Develop an ability to answer questions relating to extracts from the play through practical and written exploration, referring to the whole play as appropriate to the demands of the question. As well as, using drama and theatre terminology.</li> </ul>	<p>Component 1: Understanding Drama <i>Noughts &amp; Crosses</i> written by Malorie Blackman and adapted by Dominic Cooke. – A study of a GCSE set text for the purpose of communicating a knowledge and understanding of drama and theatre:</p> <ul style="list-style-type: none"> <li>• Students are expected to know and understand the characteristics and context of the whole play</li> <li>• Develop an understanding of how meaning is interpreted and communicated</li> <li>• Develop an ability to answer questions relating to extracts from the play through practical and written exploration, referring to the whole play as appropriate to the demands of the question. As well as, using drama and theatre terminology.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Landscape and perspective drawing and painting</li> <li>• The rules of perspective</li> <li>• Planning and developing an imaginative idea</li> <li>• Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Cow skull in desert mixed media study.</li> <li>• New Mexico</li> <li>• The environment</li> <li>• Georgia O'Keefe</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing in pencil and colour: Natural forms from a primary source focussing on hue, effects of light, structure and surface.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• E Safety</li> <li>• Binary and Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Programming – arrays, code commenting</li> <li>• Robotics</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics</li> <li>• Artificial Intelligence</li> </ul>

## Curriculum Implementation: 2020 - 21

	<ul style="list-style-type: none"> <li>• Programming – numbers and arithmetic operators, data types, strings and selection</li> </ul>	<ul style="list-style-type: none"> <li>• CPU and Memory</li> <li>• Boolean logic and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Animation</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Islam               <ul style="list-style-type: none"> <li>○ The 5 Pillars of Islam</li> <li>○ Jihad</li> <li>○ Festivals</li> <li>○ Differences between Sunni and Shia</li> </ul> </li> <li>• Buddhism               <ul style="list-style-type: none"> <li>○ Forms of worship</li> <li>○ Meditation</li> <li>○ Monkhood</li> <li>○ Festivals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Christianity               <ul style="list-style-type: none"> <li>○ Jesus Christ</li> <li>○ The work of the Church today</li> <li>○ Challenging the Christian Creation story</li> </ul> </li> <li>• Relationships and Families               <ul style="list-style-type: none"> <li>○ Sex and Sexual relationships</li> <li>○ Contraception</li> <li>○ Gender Equality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Peace and Conflict               <ul style="list-style-type: none"> <li>○ Christianity – Just War? Jesus’ view</li> <li>○ Islam – Just War? Jihad</li> <li>○ Weapons of Mass Destruction</li> <li>○ Pacifism</li> </ul> </li> <li>• Issues of Life and Death               <ul style="list-style-type: none"> <li>○ Animal rights</li> <li>○ Abortion</li> <li>○ Euthanasia</li> <li>○ The afterlife</li> </ul> </li> </ul>
<b>French / Spanish</b>	<ul style="list-style-type: none"> <li>• Relationships with family and friends, character description and relationships, Expressing preferences about people and free time activities</li> <li>• <b>Future</b> plans for outings, narrating outings in the <b>past</b>, festivals and traditions, Opinions and comparisons between countries/cultures</li> <li>• <b>Key Grammar:</b> Some verbs with prepositions such as: <i>lleave</i>, simple future, <b>imperfect</b>, preterit, possessive pronouns, more complex conjunctions (<i>sino, ni...ni</i>), simple conditional structures.</li> </ul>	<ul style="list-style-type: none"> <li>• City or region in a TL country, Basic geography and key facts Places of interest</li> <li>• Opinions and comparisons between countries/cultures</li> <li>• Narrating using 3 time frames</li> <li>• <b>Key Grammar:</b> More sophisticated opinions and comparisons, Extension on the use of modal verbs + infinitive Use verbs advice and to express what can/cannot be done <i>Soler + infinitive</i>, review <b>imperfect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Environmental problems and advice, Children’s rights.</li> <li>• What children can/cannot do around the world, Fairtrade, charity involvement, volunteering, fund raising,</li> <li>• Narrating using 3 time frames.</li> <li>• Future plans in the 1<sup>st</sup> and 3<sup>rd</sup> person.</li> <li>• <b>Key Grammar:</b> Revision of Time expressions, 3 to 4 tenses in 1<sup>st</sup> person as minimum. Direct object pronoun (<i>sing/plur</i>). Idiomatic expressions with <i>Tener</i>.</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• The function of the design brief and specification</li> <li>• Evaluating against a specification</li> <li>• Different embroidery techniques</li> <li>• What a pattern is and why they are used</li> <li>• E Textiles</li> <li>• Basic electronic components</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety in the Food Room</li> <li>• Factors affecting food choice</li> <li>• Labelling</li> <li>• Allergens</li> <li>• British cuisine</li> <li>• International cuisines</li> <li>• Food provenance</li> <li>• Food waste</li> <li>• Seasonal food</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety in the Workshop</li> <li>• Sustainability</li> <li>• 6 R’s</li> <li>• Product analysis</li> <li>• Modelling techniques</li> <li>• Soldering technique and fault finding</li> <li>• Evaluation techniques</li> </ul>

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

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

## Curriculum Implementation: 2020 - 21

<b>Music</b>	<ul style="list-style-type: none"> <li>• Music theory</li> <li>• Elements of music</li> <li>• Conventions of pop</li> <li>• Solo performance</li> </ul>	<ul style="list-style-type: none"> <li>• Film and video game music</li> <li>• Rhythms of the World</li> <li>• Ensemble skills</li> <li>• Solo performance</li> <li>• Free composition</li> </ul>	<ul style="list-style-type: none"> <li>• Concerto through time</li> <li>• Ensemble skills</li> <li>• Solo performance</li> <li>• Free composition</li> </ul>
<b>Drama</b>	<p>Studying the set text <i>Blood Brothers</i> by Willy Russell</p> <ul style="list-style-type: none"> <li>• <b>Component 1: Understanding Drama</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to have designated lessons to their written exam preparation</li> <li>• <b>Component 2: Devising Drama</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Devising drama performance and Non-examination assessment work.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Proportion and portraits</li> <li>• Portrait artists Salvador Dali and others –</li> <li>• Dry and wet media techniques.</li> <li>• Independent practice</li> <li>• Introduction to ‘Pop Art’ – the art of Roy Lichtenstein</li> </ul>	<ul style="list-style-type: none"> <li>• The artwork of Dustin Parker and multi-layering compositions</li> <li>• Mixed media compositions</li> <li>• Andy Warhol – printmaking and the consumer society</li> </ul>	<ul style="list-style-type: none"> <li>• James Rosenquist – still-life and composition and photorealism</li> <li>• James Rosenquist – acrylic and photorealist painting</li> <li>• Digital photographic practice</li> <li>• Collage</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• Algorithms – Pseudocode and Flowchart</li> <li>• Data Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Theory of Programming</li> <li>• Programming</li> <li>• Computer Hardware and Software</li> </ul>	<ul style="list-style-type: none"> <li>• Networks</li> <li>• Ethical, Environmental and the legal use of computers</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Relationships and Families               <ul style="list-style-type: none"> <li>○ Sex</li> <li>○ Contraception</li> <li>○ Relationships</li> <li>○ Marriage and Cohabitation</li> <li>○ Religious attitudes to sexual matters</li> <li>○ Symbolism in marriage ceremonies</li> <li>○ Families and parenting</li> <li>○ Divorce</li> <li>○ Religious attitudes to divorce</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Crime and Punishment               <ul style="list-style-type: none"> <li>○ Laws</li> <li>○ Crime</li> <li>○ Good and evil</li> <li>○ The aims of punishment</li> <li>○ Religious attitudes to crime and punishment</li> <li>○ Suffering and forgiveness</li> <li>○ Punishment</li> <li>○ Corporal punishment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Christianity Beliefs               <ul style="list-style-type: none"> <li>○ Qualities of God</li> <li>○ Trinity</li> <li>○ Problem of evil and suffering</li> <li>○ Creation</li> <li>○ Afterlife</li> <li>○ Jesus</li> <li>○ Resurrection</li> <li>○ Sin</li> <li>○ Salvation</li> </ul> </li> </ul>



## Curriculum Implementation: 2020 - 21

	<ul style="list-style-type: none"> <li>○ Gender equality and prejudice</li> <li>● Religion, peace and conflict             <ul style="list-style-type: none"> <li>○ Forgiveness</li> <li>○ Violence and violent protest</li> <li>○ Terrorism</li> <li>○ Religious responses to war</li> <li>○ Religious attitudes to war</li> <li>○ Just war</li> <li>○ Holy War</li> <li>○ Victims of war</li> <li>○ WMD</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ The death penalty</li> <li>○ Religious beliefs about capital punishment</li> <li>● Religion and Life             <ul style="list-style-type: none"> <li>○ Origins of universe</li> <li>○ Evolution</li> <li>○ Genesis</li> <li>○ Environment</li> <li>○ Global warming</li> <li>○ Natural resources</li> <li>○ Animal rights/ experimentation</li> <li>○ Use of animals for food</li> <li>○ Animals and the environment</li> <li>○ Value of human life</li> <li>○ Abortion</li> <li>○ Euthanasia</li> <li>○ Religious attitudes to abortion and euthanasia</li> <li>○ Life after death</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Christianity Practices             <ul style="list-style-type: none"> <li>○ Worship</li> <li>○ Private worship</li> <li>○ Sacraments</li> <li>○ Baptism</li> <li>○ The Eucharist</li> <li>○ Pilgrimage</li> <li>○ Festivals</li> <li>○ Role of Church in local community</li> <li>○ Evangelism</li> <li>○ Persecution and reconciliation</li> <li>○ Poverty</li> </ul> </li> </ul>
<p><b>Spanish</b></p>	<ul style="list-style-type: none"> <li>● <b>Holidays and places to stay</b></li> <li>● Weather, Summer activities, holiday preferences, accommodation, reservations</li> <li>● Verbs of opinion related to others, understanding question words</li> <li>● <b>Key Grammar:</b> Negative opinions/conjunctions/exam distractors, review preterit, simple future, full present tense, using the imperfect tense. Using different structures to give opinions</li> <li>● Life at school; school subjects, facilities, uniform, the school day.</li> <li>● Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities</li> <li>● <b>Key Grammar:</b> Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of Simple/near future tense in full.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Talking about yourself, family and social life</b></li> <li>● Describing people using detailed descriptions, talking about relationships, marriage, birthdays.</li> <li>● Talking about social networks and making arrangements. Discussing reading habits and online books. Talking about friends and activities</li> <li>● <b>Key Grammar:</b> 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).</li> <li>● <b>Interests and Influences in your life</b></li> <li>● Sport, Live Entertainment, Music, Festivals, Idols, Role Models. Talking about dates, percentages, what’s trending.</li> <li>● <b>Key Grammar:</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Cities and Towns</b> and the geography of Spain</li> <li>● Typical town places, regional attractions, how to ask for directions and understand them, shopping, souvenirs, presents,</li> <li>● Social problems in a town, poverty, vandalism, unemployment, housing</li> <li>● <b>Key Grammar:</b> 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</li> </ul>

## Curriculum Implementation: 2020 - 21

<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• <b>Talking about yourself, family and social life</b></li> <li>• Describing people using detailed descriptions, talking about relationships, marriage, birthdays.</li> <li>• 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</li> <li>• <b>Key Grammar:</b> Full review of the present tense, irregular verbs. Extend the range of connectives. Understand the use of "depuis" &amp; "ça fait".</li> <li>• <b>Cities and Towns and Environment</b></li> <li>• Typical town places, regional attractions, how to ask for directions and understand them, travel and transport</li> <li>• Comparisons between town and country</li> <li>• <b>Key Grammar:</b> Extended vocabulary associated with environment. Learn how to use and recognise the perfect tense with <i>Etre and Avoir</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talking about home activities and chores</b></li> <li>• House, garden, bedroom, which chores you do,</li> <li>• Which leisure activities you do at home.</li> <li>• TV programmes, favourite downloads, films.</li> <li>• <b>Key Grammar:</b> 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.</li> <li>• <b>Life at school;</b></li> <li>• school subjects, facilities, uniform, the school day.</li> <li>• Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities</li> <li>• <b>Key Grammar:</b> Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of Simple/near future tense in full.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talking about home activities and chores</b></li> <li>• House, garden, bedroom, which chores you do,</li> <li>• Which leisure activities you do at home.</li> <li>• TV programmes, favourite downloads, films.</li> <li>• <b>Key Grammar:</b> 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.</li> <li>• <b>Life at school;</b></li> <li>• school subjects, facilities, uniform, the school day.</li> <li>• Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities</li> <li>• <b>Key Grammar:</b> Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of Simple/near future tense in full.</li> </ul>
<p><b>Food and Nutrition</b></p>	<p>Food spoilage and contamination:</p> <ul style="list-style-type: none"> <li>• Micro-organisms and enzymes</li> <li>• The signs of food spoilage</li> <li>• Micro-organisms in food production</li> <li>• Bacterial contamination</li> </ul> <p>Principles of food Safety:</p> <ul style="list-style-type: none"> <li>• Buying and storing food</li> <li>• Preparing, cooking and serving food</li> </ul> <p>Nutrients:</p> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fats</li> <li>• Carbohydrates</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> </ul> <p>Nutritional needs and health:</p>	<p>Factors affecting food choice:</p> <ul style="list-style-type: none"> <li>• Factors that influence food choice</li> <li>• Food choices</li> <li>• Food labelling and marketing influences</li> </ul> <p>British and international cuisines:</p> <ul style="list-style-type: none"> <li>• Traditional dishes</li> </ul> <p>Sensory evaluation</p> <p>Environmental impact and sustainability:</p> <ul style="list-style-type: none"> <li>• Food sources</li> <li>• Food and environment</li> <li>• Sustainability of food</li> </ul> <p>Processing and production:</p> <ul style="list-style-type: none"> <li>• Food production</li> </ul> <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"> <li>• Why food is cooked and how heat is transferred to food</li> <li>• Selecting appropriate cooking methods</li> </ul> <p>Functional and chemical properties of food:</p> <p>roteins</p> <p>arbohydrates</p> <p>ats and oils</p> <p>aising agents</p> <p>Introduction to Food Investigation Task: Non-examination assessment.</p>

	<ul style="list-style-type: none"> <li>• Making informed choices for a varied balanced diet</li> <li>• Energy needs</li> <li>• How to carry out nutritional analysis</li> <li>• Diet, nutrition and health</li> </ul>		
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Energy, materials, systems and devices</li> <li>• Materials</li> <li>• Common Specialist Technical Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist focus – Timber</li> <li>• Specialist focus – Polymers</li> <li>• Designing Principles</li> <li>• Making principles</li> </ul>	<ul style="list-style-type: none"> <li>• Example NEA style project</li> <li>• NEA</li> </ul>

## Curriculum Implementation: 2020 - 21

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

## Curriculum Implementation: 2020 - 21

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

<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Composition 1 – coursework</li> <li>• Composition 2 – coursework</li> <li>• Solo Performance – coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Composition 1 – coursework</li> <li>• Composition 2 – coursework</li> <li>• Solo Performance – coursework</li> <li>• Ensemble Performance – coursework</li> <li>• Conventions of Pop</li> <li>• Elements of Music Recap</li> </ul>	<ul style="list-style-type: none"> <li>• Concerto Through Time – Recap</li> <li>• Rhythms of the World – Recap</li> <li>• Film and Video Game Music – Recap</li> <li>• Essay Practice</li> <li>• Dictation Practice</li> </ul>
<p><b>Drama</b></p>	<p>Studying the set text <i>Blood Brothers</i> by Willy Russell</p> <p><b>Component 1: Understanding Drama</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Component 2: Devising drama</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Component 3: Texts in practise</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Component 1: Understanding Drama (Focusing on all 3 sections of the exam, including Section C Live Theatre Production)</b> – See details in term 1</p> <p><b>Component 3: Texts in practise</b> – see details in term 1.</p>	<p><b>Component 1: Understanding Drama (<i>Blood Brothers</i> by Willy Russell)</b> – See details in term 1.</p>

## Curriculum Implementation: 2020 - 21

	for two extracts from one play which contrasts to the set play studied in Component 1.		
<b>Art</b>	<ul style="list-style-type: none"> <li>Analyse the formal qualities of the artwork of Pop Artists.</li> <li>Create a series of ideas which are influenced by the formal qualities, subjects and themes in Pop Art artwork.</li> <li>Record from primary and secondary sources, with a camera and drawing in a number of media - including mono print.</li> <li>Refine one idea in terms of subject, theme and composition.</li> <li>Experiment with selected media in combinations of wet and dry layers.</li> <li>Refine the use of media in my selected idea.</li> <li>Make analytical and evaluative notes throughout my investigations.</li> <li>Develop a number of ideas for an independent artwork influenced by Pop Art.</li> <li>Investigate my own pop culture through visual research and collecting objects.</li> <li>Record through drawing or with a camera my observations of my own Pop culture.</li> <li>How to Refine an idea and specific skills for the creation of an end of coursework 'final piece'.</li> <li><i>Meet specific deadlines for the completion of the GCSE coursework 'Final Piece'.</i></li> </ul>	<ul style="list-style-type: none"> <li>Investigate a starting point set by the OCR Exam Board.</li> <li>Record through drawing or with a camera my investigations into the set starting point, including how other artists have responded to similar starting points.</li> <li>Refine an idea and specific skills for the Set Task 'Final Piece'.</li> <li>Develop ideas leading on from the Set Task theme selected.</li> <li>Experiment with suitable media, processes and techniques.</li> <li>Analyse the working practices of the artist investigated and use findings in own artwork;</li> <li>Refine ideas and working techniques providing evidence of best skills;</li> <li>Understand and act upon the exam board rules and regulations.</li> <li>Present an outcome of findings in a 10 hour GCSE Exam</li> <li>Present organise and annotate preparation material in a Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Finalise GCSE examined work.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>Algorithms – recap</li> <li>Theory of Programming – recap</li> <li>Data Representation – recap</li> <li>Exam analysis</li> </ul>	<ul style="list-style-type: none"> <li>Computer Hardware and Software – recap</li> <li>Networks – recap</li> <li>Ethical, environmental and legal use of computers – recap</li> </ul>	<ul style="list-style-type: none"> <li>Revision for GCSE exams</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>Christianity: Beliefs                             <ul style="list-style-type: none"> <li>Nature of God</li> <li>Evil and Suffering</li> <li>Job</li> <li>The Trinity</li> <li>Creation</li> <li>Jesus</li> <li>Crucifixion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Islam: Beliefs                             <ul style="list-style-type: none"> <li>Qur'an and the Hadith</li> <li>Ummah</li> <li>6 Articles of Faith</li> <li>Five roots of religion</li> <li>The Nature of Allah</li> <li>99 names</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Revision of all topics for GCSE exam</li> </ul>



## Curriculum Implementation: 2020 - 21

	<ul style="list-style-type: none"> <li>○ Salvation and Atonement</li> <li>○ Sin</li> <li>○ Afterlife</li> <li>● Christianity: Practices             <ul style="list-style-type: none"> <li>○ Worship</li> <li>○ Prayer</li> <li>○ The Sacraments</li> <li>○ Pilgrimage and celebrations</li> <li>○ The Church in the local community</li> <li>○ The worldwide Church</li> <li>○ Tearfund</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Risalah (prophethood)</li> <li>○ Key figures in the Qur'an</li> <li>○ Angels</li> <li>○ Holy books</li> <li>○ The Afterlife</li> <li>○ Judgement</li> <li>● Islam: Practices             <ul style="list-style-type: none"> <li>○ 5 Pillars of Islam</li> <li>○ Salah</li> <li>○ Zakah</li> <li>○ Hajj</li> <li>○ Jihad</li> <li>○ Festivals</li> <li>○ 10 Obligatory Acts</li> <li>○ Revision of all topics for GCSE exam</li> </ul> </li> </ul>	
<p><b>Spanish</b></p>	<ul style="list-style-type: none"> <li>● <b>Two pieces of writing on each topic from year 10, 3 speaking activities on each topic and completed full sets of written questions per topic (typically 10 questions x 4 topics) Questions and all writings now include 3 tenses, opinions with explanations and are developed (more than one verb).</b></li> <li>● <b>Cities and Towns</b> and the geography of Spain</li> <li>● Typical town places, regional attractions, how to ask for directions and understand them, shopping, souvenirs, presents,</li> <li>● Social problems in a town, poverty, vandalism, unemployment, housing, single parent families</li> <li>● <b>Key Grammar:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Future aspirations study and work</b></li> <li>● Jobs, earning money, work experience, importance of learning languages, gap years, summer jobs. Writing a formal letter, using the 24 hour clock.</li> <li>● <b>Key Grammar:</b> Review the imperfect tense, present, present continuous, using <i>soled</i>, introduce <b>indirect object pronouns</b>, choosing which past tense needed (in particular for translation skills)using the subjunctive with <i>"cuando + future"</i></li> <li>● <b>Environment and Global Issues</b> Environmental issues, housing, Global issues, natural disasters, adolescent issues, health, diet.</li> <li>● <b>Key Grammar:</b> Learn the Pluperfect tense (I had been ...) learn the imperfect continuous. Revisit grammar knowledge required for translation into Spanish or French.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Routines and traditions:</b> routine problems, regular events (mealtimes, customs, doctors)</li> <li>● <b>Key Grammar:</b> reflexive verbs, question words, passive avoidance, superlatives, exam distractors (listening and reading)</li> <li>● <b>Preparation for GCSE examinations</b></li> </ul>

<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• <b>Health and Adolescence</b></li> <li>• Wider health issues, adolescent problems, diet and eating out, healthy and unhealthy lifestyle.</li> <li>• Alcohol, cigarettes and illegal drugs.</li> <li>• <b>Key Grammar:</b> direct / indirect object pronouns; venir de... être en train de....using the 2 past tenses together. Extended key vocab for health issues</li> <li>• <b>Work and future plans</b></li> <li>• Understand how to describe future plans, job types, benefits of university</li> <li>• Discuss favourite/ideal jobs, earning own money, part time, being aware of their personal qualities</li> <li>• Key grammar: <i>Quand</i> + future tense, conditional, direct object pronouns, verbs with an infinitive, verbs with a preposition.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global issues</b></li> <li>• Climate change</li> <li>• Volunteer work</li> <li>• <b>Throw away societies</b></li> <li>• Civil wars/famine</li> <li>• Key grammar: passive, adjectives ending in <i>-al</i>, verbs ending in <i>-uire</i> and <i>-eindre</i>, pour ne pas...</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preparation for GCSE examinations</b></li> </ul>
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\* Year 11 classes may work on bespoke revision topics as identified by mock exam Question Level Analysis (QLA)