



# Curriculum Maps

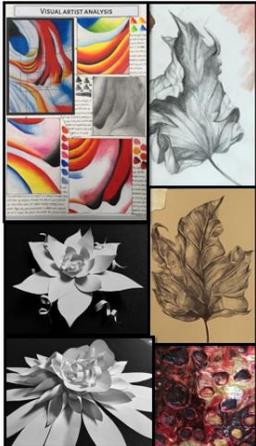
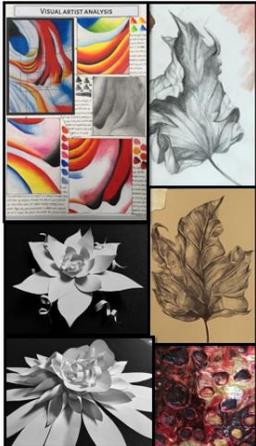
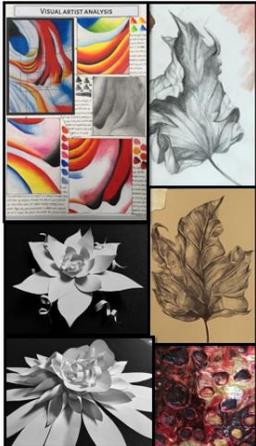
## Year 9

---

**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

**Subject: Art & Design**

	Autumn Term	Spring Term	Summer Term																																										
Content	<table border="1"> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Seed Pod &amp; Botanical Form</b></td> <td> <p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Studies</li> <li>✓ Mono-print</li> <li>✓ Mixed Media Texture</li> <li>✓ Biro &amp; Mark Making</li> <li>✓ Sculpture</li> <li>✓ Photography</li> </ul> <p><b>Artist Link</b> Karl Blossfeldt &amp; Georgia O'Keeffe</p> </td> <td rowspan="5">  </td> </tr> <tr> <td> <table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Karl Blossfeldt artist link</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies of leaves using primary photographs</td> </tr> <tr> <td><b>A04</b></td> <td>Paper sculpture artist response</td> </tr> </table> </td> </tr> </table>	<b>Seed Pod &amp; Botanical Form</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Studies</li> <li>✓ Mono-print</li> <li>✓ Mixed Media Texture</li> <li>✓ Biro &amp; Mark Making</li> <li>✓ Sculpture</li> <li>✓ Photography</li> </ul> <p><b>Artist Link</b> Karl Blossfeldt &amp; Georgia O'Keeffe</p>		<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Karl Blossfeldt artist link</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies of leaves using primary photographs</td> </tr> <tr> <td><b>A04</b></td> <td>Paper sculpture artist response</td> </tr> </table>	Assessment Objective		<b>A01</b>	Karl Blossfeldt artist link	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies of leaves using primary photographs	<b>A04</b>	Paper sculpture artist response	<table border="1"> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sea Life</b></td> <td> <p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Drawing</li> <li>✓ Biro Studies</li> <li>✓ Black and White Pencil</li> <li>✓ Water Colour</li> <li>✓ Clay &amp; Glaze</li> </ul> <p><b>Artist Link</b> Ernest Heckle</p> </td> <td rowspan="5">  </td> </tr> <tr> <td> <table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Ernest Heckle inspired shell studies</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of shells/ fossils</td> </tr> <tr> <td><b>A04</b></td> <td>Clay response to coral</td> </tr> </table> </td> </tr> </table>	<b>Sea Life</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Drawing</li> <li>✓ Biro Studies</li> <li>✓ Black and White Pencil</li> <li>✓ Water Colour</li> <li>✓ Clay &amp; Glaze</li> </ul> <p><b>Artist Link</b> Ernest Heckle</p>		<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Ernest Heckle inspired shell studies</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of shells/ fossils</td> </tr> <tr> <td><b>A04</b></td> <td>Clay response to coral</td> </tr> </table>	Assessment Objective		<b>A01</b>	Ernest Heckle inspired shell studies	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies and recordings of shells/ fossils	<b>A04</b>	Clay response to coral	<table border="1"> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Anatomy</b></td> <td> <p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Experimental Drawing</li> <li>✓ Pattern and Mark Making</li> <li>✓ Watercolour gradients</li> <li>✓ Black pencil studies</li> <li>✓ Ink Bleeding</li> </ul> <p><b>Cultural Link</b> Day of the Dead</p> </td> <td rowspan="5">  </td> </tr> <tr> <td> <table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Cultural reference to Day of the Dead</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of flowers</td> </tr> <tr> <td><b>A04</b></td> <td>Day of the Dead skull designs</td> </tr> </table> </td> </tr> </table>	<b>Anatomy</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Experimental Drawing</li> <li>✓ Pattern and Mark Making</li> <li>✓ Watercolour gradients</li> <li>✓ Black pencil studies</li> <li>✓ Ink Bleeding</li> </ul> <p><b>Cultural Link</b> Day of the Dead</p>		<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Cultural reference to Day of the Dead</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of flowers</td> </tr> <tr> <td><b>A04</b></td> <td>Day of the Dead skull designs</td> </tr> </table>	Assessment Objective		<b>A01</b>	Cultural reference to Day of the Dead	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies and recordings of flowers	<b>A04</b>	Day of the Dead skull designs
<b>Seed Pod &amp; Botanical Form</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Studies</li> <li>✓ Mono-print</li> <li>✓ Mixed Media Texture</li> <li>✓ Biro &amp; Mark Making</li> <li>✓ Sculpture</li> <li>✓ Photography</li> </ul> <p><b>Artist Link</b> Karl Blossfeldt &amp; Georgia O'Keeffe</p>																																												
	<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Karl Blossfeldt artist link</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies of leaves using primary photographs</td> </tr> <tr> <td><b>A04</b></td> <td>Paper sculpture artist response</td> </tr> </table>				Assessment Objective		<b>A01</b>	Karl Blossfeldt artist link	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies of leaves using primary photographs	<b>A04</b>	Paper sculpture artist response																															
	Assessment Objective																																												
	<b>A01</b>				Karl Blossfeldt artist link																																								
	<b>A02</b>	Experimentation in media																																											
<b>A03</b>	Observational studies of leaves using primary photographs																																												
<b>A04</b>	Paper sculpture artist response																																												
<b>Sea Life</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Observational Drawing</li> <li>✓ Biro Studies</li> <li>✓ Black and White Pencil</li> <li>✓ Water Colour</li> <li>✓ Clay &amp; Glaze</li> </ul> <p><b>Artist Link</b> Ernest Heckle</p>																																												
	<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Ernest Heckle inspired shell studies</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of shells/ fossils</td> </tr> <tr> <td><b>A04</b></td> <td>Clay response to coral</td> </tr> </table>		Assessment Objective		<b>A01</b>	Ernest Heckle inspired shell studies	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies and recordings of shells/ fossils	<b>A04</b>	Clay response to coral																																	
	Assessment Objective																																												
	<b>A01</b>		Ernest Heckle inspired shell studies																																										
	<b>A02</b>		Experimentation in media																																										
<b>A03</b>	Observational studies and recordings of shells/ fossils																																												
<b>A04</b>	Clay response to coral																																												
<b>Anatomy</b>	<p><b>Skills and Media</b></p> <ul style="list-style-type: none"> <li>✓ Experimental Drawing</li> <li>✓ Pattern and Mark Making</li> <li>✓ Watercolour gradients</li> <li>✓ Black pencil studies</li> <li>✓ Ink Bleeding</li> </ul> <p><b>Cultural Link</b> Day of the Dead</p>																																												
	<table border="1"> <tr> <th>Assessment Objective</th> <th></th> </tr> <tr> <td><b>A01</b></td> <td>Cultural reference to Day of the Dead</td> </tr> <tr> <td><b>A02</b></td> <td>Experimentation in media</td> </tr> <tr> <td><b>A03</b></td> <td>Observational studies and recordings of flowers</td> </tr> <tr> <td><b>A04</b></td> <td>Day of the Dead skull designs</td> </tr> </table>		Assessment Objective		<b>A01</b>	Cultural reference to Day of the Dead	<b>A02</b>	Experimentation in media	<b>A03</b>	Observational studies and recordings of flowers	<b>A04</b>	Day of the Dead skull designs																																	
	Assessment Objective																																												
	<b>A01</b>		Cultural reference to Day of the Dead																																										
	<b>A02</b>		Experimentation in media																																										
<b>A03</b>	Observational studies and recordings of flowers																																												
<b>A04</b>	Day of the Dead skull designs																																												
Key Questions	<p>Are students demonstrating a confident and creative way of thinking?</p> <p>Are skills and techniques explored with control and refinement?</p> <p>Is the presentation of class work and homework to a high quality?</p> <p>Is time outside of lesson being utilised to ensure deadlines are met for homework and page submissions?</p>																																												
Assessment	<p>Students will be marked at the end of each double page spread using the WWW and EBI marking policy. This will allow students to identify areas of strength within their work and provide them with the opportunity to go back and make refinements. The sketchbook as a whole will be marked at points throughout the year when progress update data is required. Students will also sit a mini assessment in the week beginning 18<sup>th</sup> and 25<sup>th</sup> April 2022. This will allow students to showcase their knowledge and skills in 4 selected mediums of their choice.</p>																																												

**Subject: Business Studies GCSE**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<p><b>Theme 1:</b> Investigating small business</p> <ul style="list-style-type: none"> <li>▪ Topic 1.1 Enterprise and entrepreneurship</li> <li>▪ Topic 1.2 Spotting a business opportunity</li> </ul>	<p><b>Theme 1:</b> Investigating small business</p> <ul style="list-style-type: none"> <li>▪ Topic 1.3 Putting a business idea into practice</li> <li>▪ Topic 1.4 Making the business effective</li> </ul>	<p><b>Theme 1:</b> Investigating small business</p> <ul style="list-style-type: none"> <li>▪ Topic 1.5 Understanding external influences on business.</li> </ul>
<b>Skills</b>	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> <li>▪ Entrepreneurial</li> <li>▪ Decision making</li> <li>▪ Leadership</li> <li>▪ Organisation</li> <li>▪ <i>Independent</i></li> <li>▪ <i>Team working</i></li> </ul> <p><i>Note: There will be a lots of other transferable skills.</i></p>	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> <li>▪ Mathematical</li> <li>▪ Problem solving</li> <li>▪ Management</li> <li>▪ Analytical</li> <li>▪ <i>Independent</i></li> <li>▪ <i>Team working</i></li> </ul> <p><i>Note: There will be a lots of other transferable skills.</i></p>	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> <li>▪ Negotiation</li> <li>▪ Persuasion</li> <li>▪ Commercial awareness</li> <li>▪ Communication</li> <li>▪ <i>Independent</i></li> <li>▪ <i>Team working</i></li> </ul> <p><i>Note: There will be a lots of other transferable skills.</i></p>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>▪ Explain the purpose of business activity.</li> <li>▪ Discuss the impacts on a business failing to meet customer needs.</li> <li>▪ ‘Starting a business is the best thing that an individual can do for their local community’. Decide whether you agree or disagree with this statement. Justify your opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why is it important to consider sources of finance?</li> <li>▪ Using an example, explain what will happen if a business’s cash outflows are greater than its cash inflows?</li> <li>▪ An entrepreneur is considering using their savings to fund their business when bank interest rates are low. What would you advise the entrepreneur to do and why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What impact do external influences have on business?</li> <li>▪ Analyse the impact of increased interest rates on businesses and propose two possible ways in which the business could respond to the change.</li> <li>▪ Discuss the impact the economy has on businesses.</li> </ul>
<b>Assessment week and content</b>	<ul style="list-style-type: none"> <li>▪ Before the end of half term - 1.1 End of topic test on Enterprise &amp; Entrepreneurship</li> <li>▪ Before the end of term - End of Topic test on Spotting a Business Opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Before the end of half term – 1.3 End of topic test on Putting a Business Idea into Practice.</li> <li>▪ Before the end of term – 1.4 End of Topic test on Making the Business Effective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mock</li> </ul>

**Subject: Child Development**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	Introduction to Child Development  <b>RO58 TA2:</b> Choosing suitable equipment for a childcare setting	<b>RO58 TA3:</b> Nutritional needs of children from birth to five years	<b>RO58 TA1:</b> Accidents and accident prevention in a childcare setting
<b>Skills</b>	Presentation skills Research skills Evaluating skills	Presentation skills Research skills Evaluating skills Food hygiene Food preparation	Investigation skills Presentation skills Research skills Evaluating skills
<b>Key Questions</b>	What equipment do babies and children 0-5 years need for their wellbeing? Which pieces of equipment would be most suitable for a nursery?	What are the government guidelines for healthy eating? What are the essential nutrients children from birth to five years need? What would be a suitable meal a nursery could provide a child?	What are common childhood accidents? When are they likely to happen in a childcare setting? How can these accidents be prevented?
<b>Assessment week and content</b>	WB 22 <sup>nd</sup> November- Produce leaflets on types of equipment needed for children 1-5 years and explain key factors to be considered	WB 7 <sup>th</sup> March- Presentation on nutritional requirements for children from birth to five years Practical assessment preparing a meal for a child 0-5 years	WB 20 <sup>th</sup> June- Assessment on common childhood accidents and how to prevent them in a childhood setting

**Subject: GCSE Computer Science**

Time Period	Autumn Term	Spring Term	Summer Term
<p><b>Content</b></p>	<p><b>Extending Python Programming Knowledge</b> Learning and applying the key fundamentals of programming using Python programming language.</p> <p><b>1.1 Systems Architecture</b></p> <ul style="list-style-type: none"> <li>• Architecture of the CPU</li> <li>• CPU performance</li> <li>• Embedded systems</li> </ul>	<p><b>1.2 Memory &amp; Storage</b></p> <ul style="list-style-type: none"> <li>• Primary storage (Memory)</li> <li>• Secondary storage</li> <li>• Units</li> <li>• Data storage – Numbers, characters, images and sound</li> <li>• Compression</li> </ul>	<p><b>App Inventor</b> Students will create a series of working apps, reflecting those used in a real world context. This is achieved using drag and drop interface.</p> <p><b>2.4 Boolean Logic</b> Creating simple logic diagrams and truth tables. Combining boolean and logical operators to solve problems</p>
<p><b>Skills</b></p>	<p>Students are able to create robust, simple and complex programs using:</p> <ul style="list-style-type: none"> <li>• Input/output, sequence, selection and iteration.</li> <li>• Data types; string, integers, float, Boolean.</li> <li>• Random values, lists, arrays, sub programs.</li> </ul> <p>Students learn how the internal structure of a computer system works. How the CPU is an integral part of how instructions are processed and why it is known as the 'brain' of the computer.</p>	<p>Students gain the understanding of the need for both primary and secondary storage.</p> <p>Students learn the skills of converting between binary, denary and hexadecimal number, binary arithmetic – addition</p> <p>Students are able to demonstrate how binary is used to represent numbers, characters, images and sound.</p>	<p>Students use their skills learnt in Python to support them in creating graphical user interfaces that mimic real world apps.</p> <p>Students learn to follow the software development lifecycle; analyse requirements, plan, create, test and evaluate.</p> <p>Boolean logic helps students think through different problems in a logical and methodical way, based on the inputs they are given. Students develop pattern recognition skills.</p>
<p><b>Key Questions</b></p>	<p>What is the CPU? How does it function? What are the components it is made of? What happens at each stage of the Fetch-Execute cycle? What do the different registers do? What are the common characteristics which affect performance? What are embedded</p>	<p>What is primary &amp; secondary storage? What is the purpose of RAM and ROM? Differences between them, the advantages and disadvantages for each? Why do we need virtual memory? What is flash memory? What are the common types of</p>	<p>Why do computers use binary? What are transistors? How do AND, OR and NOT gates work together? What is a truth table used for?</p>

	systems? Who is Von Neumann?	storage? What is data capacity? What is a nibble? How do you convert binary, denary and hexadecimal? What is a character set? What are bitmaps, image resolution, colour depth and metadata? How can sound be sampled and stored? How does sampling rates, duration and bit depth affect the size of sound files and quality of its playback? What is compression? What is the difference between lossy and lossless compression?	
<b>Assessment week and content</b>	<b>Extending Python Programming Knowledge</b> – wb 01/11  <b>1.1 Systems Architecture</b> Mid-term test wb 29/11 End of Unit test wb 13/12	<b>1.2 Memory &amp; Storage</b> Mid-term test wb 7/02 End of Unit test wb 28/03	<b>2.4 Boolean Logic</b> End of Unit test wb 4/07

**Subject: Culture, Society & Ethics (CSE)**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<u>Family Life</u> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• Changing attitudes to family life</li> <li>• Christian teaching about family</li> <li>• Divorce</li> <li>• Arranged/Assisted Marriages</li> </ul>	<u>Alcohol and Drugs</u> <ul style="list-style-type: none"> <li>• Alcohol dangers and units</li> <li>• Binge drinking</li> <li>• Smoking and vaping</li> <li>• Drug awareness</li> <li>• Drugs and the Law</li> </ul>	<u>Sex Education</u> <ul style="list-style-type: none"> <li>• Sexting</li> <li>• Pornography</li> <li>• Sexually Transmitted Infections</li> <li>• Teen Pregnancy</li> <li>• Consent and rape</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• Why do humans choose to live in families?</li> <li>• What happens when families fail?</li> <li>• Is there only one way to find a marriage partner?</li> <li>• How has family life changed?</li> </ul>	<ul style="list-style-type: none"> <li>• What is alcohol and why can it be dangerous?</li> <li>• Is smoking or vaping acceptable?</li> <li>• What are the main types of drugs, and why are they dangerous?</li> <li>• What is the law on drugs?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the law regarding sexting, consent and rape?</li> <li>• What are the dangers to people who use internet pornography?</li> <li>• What are the most common STIs?</li> <li>• What are the dangers of teen pregnancy?</li> </ul>
<b>Assessment week and content</b>	There are no assessment in CSE	There are no assessment in CSE	There are no assessment in CSE

**Subject: 3D Design**

	Autumn Term	Spring Term	Summer Term																													
Content	<p>Mini Project – Kandinsky</p> <p><u>Skills and Media</u> Kandinsky research Black and white pencil Presentation and layout of research work Creating and developing ideas Modelling in card</p> <p><u>Artist Link</u> Wassily Kandinsky</p>	<p>Project - Clocks</p> <p><u>Skills and Media</u> Research into the history of clocks Presentation and layout of research work Pencil sketching Modelling in clay</p> <p><u>Artist Link</u> Piet Mondrian, Salvador Dali</p>	<p>Project - Clocks</p> <p><u>Skills and Media</u> Mondrian / Dali research Development of ideas leading to a final design Working with wood and plastic – shaping and finishing techniques</p> <p><u>Artist Link</u> Piet Mondrian, Salvador Dali</p>																													
	<table border="1"> <thead> <tr> <th>Assessment Objective</th> <th></th> </tr> </thead> <tbody> <tr> <td>A01</td> <td>Kandinsky artist link</td> </tr> <tr> <td>A02</td> <td>Refinement of media and techniques</td> </tr> <tr> <td>A03</td> <td>Recording of ideas</td> </tr> <tr> <td>A04</td> <td>Final design card model response</td> </tr> </tbody> </table>	Assessment Objective		A01	Kandinsky artist link	A02	Refinement of media and techniques	A03	Recording of ideas	A04	Final design card model response	<table border="1"> <thead> <tr> <th>Assessment Objective</th> <th></th> </tr> </thead> <tbody> <tr> <td>A01</td> <td>Mondrian and Dali artist link</td> </tr> <tr> <td>A02</td> <td>Refinement of media and techniques</td> </tr> <tr> <td>A03</td> <td>Recording of ideas</td> </tr> <tr> <td>A04</td> <td>Clay response to Dali research</td> </tr> </tbody> </table>	Assessment Objective		A01	Mondrian and Dali artist link	A02	Refinement of media and techniques	A03	Recording of ideas	A04	Clay response to Dali research	<table border="1"> <thead> <tr> <th>Assessment Objective</th> <th></th> </tr> </thead> <tbody> <tr> <td>A01</td> <td>Mondrian and Dali artist link</td> </tr> <tr> <td>A02</td> <td>Refinement of media and techniques</td> </tr> <tr> <td>A03</td> <td>Recording of ideas</td> </tr> <tr> <td>A04</td> <td>Final clock designs and practical outcome</td> </tr> </tbody> </table>	Assessment Objective		A01	Mondrian and Dali artist link	A02	Refinement of media and techniques	A03	Recording of ideas	A04
Assessment Objective																																
A01	Kandinsky artist link																															
A02	Refinement of media and techniques																															
A03	Recording of ideas																															
A04	Final design card model response																															
Assessment Objective																																
A01	Mondrian and Dali artist link																															
A02	Refinement of media and techniques																															
A03	Recording of ideas																															
A04	Clay response to Dali research																															
Assessment Objective																																
A01	Mondrian and Dali artist link																															
A02	Refinement of media and techniques																															
A03	Recording of ideas																															
A04	Final clock designs and practical outcome																															
Key Questions	<p>Are students demonstrating a confident and creative way of thinking? Are skills and techniques explored with control and refinement? Is the presentation of class work and homework to a high quality? Is time outside of lesson being utilised to ensure deadlines are met for homework and page submissions?</p>																															
Assessment	<p>Students will be marked at the end of A3 board using the WWW and EBI marking policy. This will allow students to identify areas of strength within their work and provide them with the opportunity to go back and make refinements. The portfolio as a whole will be marked at points throughout the year when progress update data is required. Students will also sit a mini assessment in the week beginning 18<sup>th</sup> and 25<sup>th</sup> April 2022. This will allow students to showcase and practical making skills</p>																															

**Subject: Drama**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Theatre Practitioners</li> <li>• Brecht</li> <li>• Stanislavski</li> <li>• Artaud</li> <li>• Frantic Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• The Crucible play understanding and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Scripts in Practice</li> <li>• Monologues</li> <li>• Duologues</li> <li>• Devising from stimuli</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Emotional Memory</li> <li>- Placard</li> <li>- Episodic Structure</li> <li>- Relaxation</li> <li>- Objectives</li> <li>- Juxtaposition</li> <li>- Physical Theatre</li> <li>- Hot seating</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and interpreting scripts</li> <li>- Sound design</li> <li>- Lighting design</li> <li>- Costume Design</li> <li>- Performing to playwrights' intentions</li> <li>- Physical skills</li> <li>- Vocal skills</li> </ul>	<ul style="list-style-type: none"> <li>- Rehearsal technique</li> <li>- Sound design</li> <li>- Lighting design</li> <li>- Costume design</li> <li>- Performing to playwrights' intentions</li> <li>- Physical skills</li> <li>- Vocal skills</li> <li>- Monologues</li> <li>- Duologues</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- What is catharsis?</li> <li>- What three key skills demonstrate a Brechtian performance?</li> <li>- What are chair duets and why would you use them in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>- What is McCarthyism?</li> <li>- How is The Crucible an allegory of McCarthyism?</li> <li>- What was life like for puritans in 1600's?</li> </ul>	<ul style="list-style-type: none"> <li>- What are the artistic intentions for the performance?</li> <li>- What are the playwrights intentions?</li> <li>- How can you demonstrate control over physical and vocal skills?</li> </ul>
<b>Assessment week and content</b>	WB 29 <sup>TH</sup> November – Practitioners in Fairytales	WB 28 <sup>th</sup> March – The Crucible	WB 4 <sup>th</sup> July – Scripts

**Subject: English**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	'Of Mice and Men' by John Steinbeck Short Story Anthology	Knife Crime: Non-fiction texts Poetry and Memory	'Macbeth' by William Shakespeare London : 19th century texts
<b>Skills</b>	Analysis of a text, including selecting of evidence, inference and use of context Planning, structuring and writing a narrative Writing persuasively	Analysis of a text, including selecting of evidence, inference and use of context.  Planning, structuring and writing persuasively  Planning, structuring and writing creatively.	Analysis of a text, including selecting of evidence, inference and use of context.  Planning, structuring and writing persuasively.  Planning, structuring and writing creatively.
<b>Key Questions</b>	Should 'Of Mice and Men' still be taught in British schools? How are themes of power and prejudice presented in the novella?  What makes a successful narrative? How can narrative be structured? How do writers use narrative to engage the reader?	How do writers use different types of rhetoric/persuasive language? How can we use rhetoric to present our own point of view?  How is poetry different to prose? How does poetry engage a reader's emotions? How can I use poetic techniques to create my own poem?	What are the features of a Shakespearean tragedy? How does the historic context relate to the writing of Macbeth? How does Shakespeare use dramatic techniques in Macbeth?  How are 19 <sup>th</sup> century texts different to modern texts? How was 19 <sup>th</sup> century London a city of contrasts? How did 19 <sup>th</sup> century London shape the world we live in today?
<b>Assessment week and content</b>	w/b 11/10: Pupils write an essay with the title: 'How does Steinbeck create a sense of foreboding in Chapter 1?'  w/b 29/11: Pupils write their own short story, using the structural techniques explored in class.	Week TBC: Pupils research, plan and write a speech on the causes of knife crime.  Week TBC: Pupils write their own poem inspired by a memory, along with a commentary explaining how the poem was written.	Week TBC: exams on content studied so far at KS3.

**Subject: French**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<p><b>Theme 1:</b> Identity and culture Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Marriage / partnership</li> </ul>	<p><b>Theme 1:</b> Identity and culture Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> <li>Social media</li> <li>Mobile technology</li> </ul> <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> </ul>	<p><b>Theme 1:</b> Identity and culture</p> <ul style="list-style-type: none"> <li>Food and eating out</li> <li>Sport</li> </ul> <p>Topic 4: Customs and festivals</p>
<b>Skills</b>	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>Décris – moi ta famille?</li> <li>Tu t’entends bien avec ta famille?</li> <li>Comment est ton / ta meilleur (e) ami (e)</li> <li>Est-ce que tu te voudrais te marier un jour?</li> <li>Tu voudrais avoir des enfants</li> </ol>	<ol style="list-style-type: none"> <li>Quels gadgets portable as-tu?</li> <li>Quelles applications aimes – tu?</li> <li>Tu te sers souvent de ton portable/ ta tablette?</li> <li>Tu crois que tu es dépendent de tes gadgets?</li> <li>Quel gadget voudrais-tu acheter si tu avais de l’argent?</li> </ol>	<ol style="list-style-type: none"> <li>Quels sports pratiques – tu?</li> <li>Est-ce qu’il y a un sport que tu voudrais essayer? Pourquoi?</li> <li>Qu’est-ce que tu aimes manger comme nourriture? Pourquoi?</li> <li>Est-ce que tu penses que tu manges sain?</li> <li>Qu’est – ce que tu vas faire à l’avenir pour rester en forme?</li> </ol>
<b>Assessment week and content</b>	<p>October – reading</p> <p>December - writing</p>	<p>February - writing</p> <p>March / April - reading</p>	<p>June - writing</p> <p>July - reading</p>

## Subject: Geography

Time Period	Autumn Term	Spring Term	Summer Term
<b>Content</b>	<b>Natural Hazards:</b> <ul style="list-style-type: none"> <li>• Earthquakes and Volcanoes</li> <li>• Meteorological Hazards (Hurricanes)</li> <li>• Climate Change</li> <li>• Human responses to Hazards</li> <li>• Adaptation and Mitigation of Hazards</li> </ul>	<b>Urban Issues and Challenges:</b> <ul style="list-style-type: none"> <li>• Megacities</li> <li>• Patterns of migration</li> <li>• Urban Challenges in LICs and NEEs</li> <li>• Urban Challenges in HICs</li> <li>• Urban regeneration</li> <li>• Solving urban issues</li> </ul>	<b>The Living World:</b> <ul style="list-style-type: none"> <li>• Eco Systems</li> <li>• Tropical rainforests</li> <li>• Cold climates</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• How do natural hazards pose major risks to people and property?</li> <li>• What physical processes are responsible for earthquakes and volcanic eruptions?</li> <li>• Why do the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth?</li> <li>• How can management reduce the effects of a tectonic hazard?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do a growing percentage of the world's population lives in urban areas?</li> <li>• What opportunities and challenges does urban growth create for cities in LICs and NEEs?</li> <li>• How does urban change in cities in the UK lead to a variety of social, economic and environmental opportunities and challenges?</li> <li>• How can we achieve urban sustainability by managing resources</li> </ul>	<ul style="list-style-type: none"> <li>• What is an ecosystem and what factors does it include?</li> <li>• What are the characteristics of a tropical rainforest ecosystem and what are their key characteristics?</li> <li>• What are the economic and environmental impacts of deforestation?</li> <li>• How can we sustainably manage tropical rainforests?</li> <li>• What are the characteristics of cold</li> </ul>

	<ul style="list-style-type: none"> <li>• What is global atmospheric circulation and how does it determine patterns of weather and climate?</li> <li>• What physical conditions are responsible for the development of tropical storms (hurricanes, cyclones, typhoons)?</li> <li>• What impacts do tropical storms have on people and the environment?</li> <li>• What weather hazards is the UK affected by?</li> <li>• How do extreme weather events in the UK have impacts on human activity?</li> <li>• What are the natural and human factors responsible for Climate Change, and what are the effects?</li> <li>• How can we manage the impacts of climate change through mitigation (reducing causes) and adaptation (responding to change)?</li> </ul>	<p>and transport?</p>	<p>environments (polar and tundra)?</p> <ul style="list-style-type: none"> <li>• How does development of cold environments create opportunities and challenges?</li> <li>• To what extent are cold environments at risk from economic development?</li> </ul>
<p><b>Assessment week and content</b></p>	<p>Assessment on Natural Hazards PU: Wednesday 8th December</p>	<p>Assessment on Urban Issues and Challenges PU: Wednesday 23rd March</p>	<p>Assessment on Living World (in class), Urban Issues and Challenges and Natural Hazards (Combined Exam) PU: Wednesday 6th July</p>

**Subject: History**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<p><b>British Depth Study: Anglo-Saxon and Norman England, c1060–88</b></p> <ul style="list-style-type: none"> <li>- Anglo-Saxon England and the Norman Conquest, 1060–66</li> <li>- William I in power: securing the kingdom, 1066–87</li> </ul>	<p><b>British Depth Study: Anglo-Saxon and Norman England, c1060–88</b></p> <ul style="list-style-type: none"> <li>- Norman England, 1066–88</li> </ul> <p><b>Modern Depth Study: Weimar and Nazi Germany, 1918-39</b></p> <ul style="list-style-type: none"> <li>- The Weimar Republic 1918–29</li> </ul>	<p><b>Modern Depth Study: Weimar and Nazi Germany, 1918-39</b></p> <ul style="list-style-type: none"> <li>- Hitler's rise to power, 1919–33</li> <li>- Nazi control and dictatorship, 1933–39</li> <li>- Life in Nazi Germany, 1933–39</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> <li>- Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>	<p>In addition to the Autumn Term skills:</p> <ul style="list-style-type: none"> <li>- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>	<p>Build on skills from the Autumn and Spring Terms</p>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- What was Anglo-Saxon Society?</li> <li>- What was the succession crisis of 1066 and who were the rival claimants for the throne?</li> <li>- What was the impact of the Norman invasion?</li> <li>- What were the causes and outcomes of resistance to Norman rule?</li> </ul>	<ul style="list-style-type: none"> <li>- What changes did the Normans make and how did they govern?</li> <li>- What was William I's relationship with his sons?</li> <li>- What were the origins of the Republic?</li> <li>- What were the early challenges to the Weimar Republic?</li> <li>- How did the Republic recover?</li> <li>- How did society change?</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Nazi Party develop?</li> <li>- How did Hitler become Chancellor?</li> <li>- How did Hitler create a dictatorship?</li> <li>- How did the Nazi's control the people?</li> <li>- In what ways did people oppose, resist and conform to Nazi policies?</li> <li>- What were Nazi policies towards women and the young?</li> <li>- How did the Nazi's change employment and living standards?</li> <li>- In what ways did the Nazi's persecute minorities?</li> </ul>
<b>Assessment</b>	<p>Assessment on Anglo-Saxon England PU: Wednesday 8th December</p>	<p>Assessment on the early challenges to, and recovery of the Weimar Republic. PU: Wednesday 23rd March</p>	<p>Assessment on the development of the Nazi Party PU: Wednesday 6th July</p>

## Subject: Maths – Foundation

Time Period	Autumn Term		Spring Term		Summer Term	
<b>Content</b>	<ul style="list-style-type: none"> <li>Area and circumference of circles</li> <li>Ratio and proportion</li> <li>Angles and polygons</li> <li>Algebraic manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Collect/represent data</li> <li>Decimal numbers</li> <li>Equations and formulae</li> </ul>	<ul style="list-style-type: none"> <li>Surface area and volume of 3D shapes</li> <li>Distance, speed and time</li> <li>Laws of Indices</li> <li>Standard Form</li> </ul>	<ul style="list-style-type: none"> <li>Compass and ruler constructions</li> <li>Sequences</li> <li>Coordinates and Linear Graphs</li> <li>Percentages</li> <li>Quadratic graphs</li> </ul>	<ul style="list-style-type: none"> <li>Transformations</li> <li>Scatter graphs</li> <li>Averages - statistical measures</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Similar triangles</li> </ul>
<b>Skills</b>	<p><b>Number</b> solve problems using estimation and rounding (to d.p. and sf), work with positive and negative powers of ten</p> <p><b>Ratio, proportion and rates of change</b> simplify ratios, share an amount in a ratio, solve problems with real life context e.g. recipe questions, best buy and currency exchange, use the unitary method to solve problems</p> <p><b>Algebra</b> collect like terms, form expressions, expand brackets, simple factorisation, substitute into expressions and formulae, solve simple linear equations and complex equations involving brackets and unknown on both sides</p> <p><b>Geometry</b> calculate area and circumference of circles, use basic angle facts and angle facts in parallel lines and polygons to solve problems</p> <p><b>Probability and statistics</b> solve problems on simple probability, use two way tables to solve problems/collect data, use Venn diagrams to calculate probability, work out and compare data using averages and range</p>		<p><b>Number</b> laws of indices excluding fractional and negative powers, work with standard form (positive and negative powers of ten), multiply and divide numbers in standard form using a calculator</p> <p><b>Ratio, proportion and rates of change</b> distance, speed and time calculations, use multipliers to solve percentage increase/decrease problems, calculating simple interest</p> <p><b>Algebra</b> generate sequences from nth term and find the nth term of linear sequences, , recognise and plot equations of vertical/horizontal/diagonal lines, calculate the gradient from a graph, identify the gradient and y-intercept from an equation, work out the equation of a line from the graph, work out the midpoint of a line segment, drawing quadratic graphs and identifying turning point and roots from the graph</p> <p><b>Geometry</b> calculate the surface area and volume of prisms, including a cylinder, perform compass and ruler constructions (e.g. line and angle bisectors)</p>		<p><b>Number</b> add, subtract, multiply, divide mixed numbers</p> <p><b>Ratio, proportion and rates of change</b> solve real life problems involving ratios, fractions and percentages</p> <p><b>Geometry</b> translate, reflect, rotate, enlarge 2D shapes on a pair of coordinate axes, recognise and work with scale factors in similar triangles</p> <p><b>Probability and statistics</b> draw and interpret scatter graphs, work out averages from grouped data</p>	
<b>Assessment week and content</b>	wb 15 <sup>th</sup> November 2021 Area and circumference of circles, Ratio and proportion, Angles and polygons, Algebraic manipulation, Using data, Decimal Numbers  (students will also be give a topic list with reference to MathsWatch clips to support them with revision)		wb 7 <sup>th</sup> March 2022 Equations and formulae, Surface area and volume of 3D shapes, Distance, speed and time, Laws of Indices, Standard Form, Compass and ruler constructions, Sequences, Coordinates and linear graphs (students will also be give a topic list with reference to MathsWatch clips to support them with revision)		wb 18 <sup>th</sup> April 2022 All the content covered over the year  (students will also be give a topic list with reference to MathsWatch clips to support them with revision)	

## Subject: Maths – Higher

Time Period	Autumn Term	Spring Term	Summer Term			
<b>Content</b>	<ul style="list-style-type: none"> <li>Area and circumference of circles</li> <li>Ratio and proportion</li> <li>Angles and polygons</li> <li>Pythagoras' theorem</li> <li>Algebraic manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Using data</li> <li>Decimal numbers</li> <li>Circle theorems</li> <li>Surface area and volume</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry in right-angled triangles</li> <li>Equations and formulae</li> <li>Compound units</li> <li>Coordinates and linear graphs</li> <li>Percentages</li> </ul>	<ul style="list-style-type: none"> <li>Surds</li> <li>Sequences</li> <li>Plans and elevations</li> </ul>	<ul style="list-style-type: none"> <li>Quadratic graphs</li> <li>Transformations and enlargement</li> <li>Fractions</li> <li>Probability and Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Similar triangles and relationship between linear, area and volume scale factors in similar solids</li> <li>Compass and ruler constructions and loci problems</li> </ul>
<b>Skills</b>	<p><b>Number</b> Solve problems using estimation and rounding (to d.p. and sf), calculating error intervals and bounds, work with both positive and negative powers of ten</p> <p><b>Ratio, proportion and rates of change</b> solve problems using equivalent ratios, share an amount in a ratio, solve real life problems (e.g. recipes, currency exchange, best buy), solve problems using the unitary method to solve problems, solve simple problems on inverse proportion</p> <p><b>Algebra</b> form expressions, expand two or more brackets, factorise into single and double (quadratics) brackets, including difference of two squares</p> <p><b>Geometry</b> calculate area and circumference of circles, calculate the radius/diameter given the area or circumference, apply angle facts in parallel lines and polygons to solve problems stating reasons for the answers, apply Pythagoras' theorem to calculate missing lengths in right-angled triangles, solve circle geometry problems using circle theorems, calculate volume and surface area of cylinders and other prisms</p> <p><b>Probability and statistics</b> solve problems on combined events using frequency diagrams and probability tree diagrams, calculate averages and range from raw data</p>	<p><b>Numbers</b> calculating percentage increase/decrease using multipliers, calculating percentage change and original amount (reverse percentages) in percentage change problems, simplify surds, expand single and double brackets involving surds</p> <p><b>Ratio, proportion and rates of change</b> perform distance, speed and time calculations, know the difference between and calculate simple and compound interest</p> <p><b>Algebra</b> solve simple linear equations and more complex ones involving brackets, fractions and unknown on both sides, generate sequences and find the Nth-term of linear and quadratic sequences, recognise and plot equations of vertical/horizontal/diagonal lines, calculate the gradient from a graph, identify gradient and y-intercept from an equation of a line, work out the equation of a line from its graph, calculate the midpoint of a line segment</p> <p><b>Geometry</b> draw plans and elevations of 3D shapes, draw 3D shapes using plans and elevations</p>	<p><b>Number</b> add, subtract, multiply, divide mixed numbers, simplify algebraic fractions</p> <p><b>Algebra</b> draw quadratic graphs and identify turning point and roots from the graph</p> <p><b>Geometry</b> translate, reflect, rotate, enlarge (including enlargement with fractional scale factors) 2D shapes on a pair of coordinate axes, recognise and work with scale factors in similar triangles, solve problems on similar solids using the relationship between linear, area and volume scale factors, perform compass and ruler constructions and solve loci problems</p> <p><b>Probability and statistics</b> use Venn diagrams and probability tree diagrams to calculate probabilities for combined events, estimate the mean average from grouped data, draw and interpret scatter graphs</p>			
<b>Assessment week and content</b>	<p>wb 15<sup>th</sup> November 2021 Circles- area and circumference, Ratio and proportion, Angles and polygons, Pythagoras' theorem, Algebraic manipulation, Using data, Decimal numbers</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 7<sup>th</sup> March 2022 Circle theorems, Surface area and volume of cylinders, Trigonometry in right-angled triangles, Equations and formulae, Compound units, Coordinates and linear graphs, Percentages, Surds</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 18<sup>th</sup> April 2022 All the content covered over the year</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>			

**Subject: MUSIC**

Time Period	Autumn Term 1		Autumn Term 2
<b>Content</b>	<p style="text-align: center;"><b>Spy and Horror Music</b> <i>AOS 3: Film Music</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Spy and Horror Music</li> <li>• Learning about the conventions of Film Music</li> <li>• Ensemble Performances of James Bond Theme and Mission Impossible</li> <li>• Composing a Riff and composition development</li> <li>• Composing and Performing lyrics and melody about Jack the Ripper</li> <li>• Perform Horror Music</li> </ul>	<p style="text-align: center;"><b>Music Theory</b> <i>Introduction to Music Theory</i></p> <ul style="list-style-type: none"> <li>• Note lengths</li> <li>• Pitch</li> <li>• Time signatures</li> <li>• Accidentals</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Articulation</li> <li>• Tones and semitones</li> <li>• Intervals and Triads</li> </ul>	<p style="text-align: center;"><b>Christmas</b> <i>A Celebration of Christmas Music</i></p> <ul style="list-style-type: none"> <li>• Solo Performance of a Christmas Song/Carol</li> <li>• Listening to and analysing Christmas Music</li> <li>• Learning about the conventions of Christmas Music</li> <li>• Performing an arrangement of Christmas Carol as part of an ensemble, to be performed at the Christmas Carol Concert</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Performing as part of an ensemble</li> <li>• Composing using Music Technology</li> <li>• Singing</li> <li>• Lyric Writing</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to use Music Theory accurately to support performance composition and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Performing a Solo</li> <li>• Performing as part of an ensemble</li> </ul>
<b>Key Questions</b>	<p>How can I describe this Music using Musical language?</p> <p>What makes Spy Music sound like Spy Music?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p> <p>What makes a good composition?</p> <p>How can I develop this composition to make it more interesting and complex?</p>	<p>What Music Theory do I need to know to support my Music making?</p>	<p>How can I describe this Music using Musical language?</p> <p>What makes Christmas Music Christmassy?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p> <p>How can an arrangement of a song be made to change the style, but still sound like the original?</p>
<b>Assessment week</b>	<b>Listening Assessments</b>	<b>Music Theory Exam:</b>	<b>Listening Assessments</b>

<p><b>and content</b></p>	<ul style="list-style-type: none"> <li>- Writing about Music using Musical Language</li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- Perform to the class the piece we have been working on</li> <li>- <i>Every three/four lessons</i></li> </ul> <p><b>Composition assessment:</b></p> <ul style="list-style-type: none"> <li>- Compose a Spy theme based on a Riff</li> <li>- <i>Final submission: Final week of Autumn 1</i></li> </ul>	<ul style="list-style-type: none"> <li>- Content as listed above</li> <li>- <i>Final Week of Autumn Term 1</i></li> </ul>	<ul style="list-style-type: none"> <li>- Writing about Music using Musical Language</li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Solo Performance</b></p> <ul style="list-style-type: none"> <li>- Perform a Christmas Song to the class as a solo</li> <li>- <i>Lesson 3 of Autumn 2</i></li> </ul> <p><b>Christmas Carol Arrangement Performance</b></p> <ul style="list-style-type: none"> <li>- Ensemble performance of a Christmas Carol Arrangement</li> <li>- <b>In school Assessment:</b></li> <li>- <i>Week 6 of Autumn 2</i></li> <li>- <i>Possibly as part of Christmas Cheer event</i></li> <li>- <b>Final Performance:</b></li> <li>- <i>Monday Week 7 @ St. Francis Church in Welwyn Garden City</i></li> </ul>
---------------------------	---	---	---

Time Period	Spring Term 1	Spring Term 2
<p><b>Content</b></p>	<p style="text-align: center;"><b>Musical Theatre</b></p> <p style="text-align: center;"><i>AOS 2: Music for Ensemble</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Music from Musical Theatre and Opera</li> <li>• Learning about the conventions of Musical Theatre</li> <li>• Ensemble performances of <i>All that Jazz and Cell Block Tango</i></li> <li>• Watch a Musical (in school)</li> <li>• <i>Visit to a Theatre where possible</i></li> </ul>	<p style="text-align: center;"><b>Space</b></p> <p style="text-align: center;"><i>AOS 1: Western Classical Tradition</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Music from the Western Classical Tradition</li> <li>• Graphic Scores</li> <li>• Investigating a full orchestral score</li> <li>• Performance of <i>Also Sprach Zarathustra</i> by Strauss</li> <li>• Performance of <i>Mars</i> from <i>The Planets</i> by Holst</li> <li>• Extended Writing using Musical Vocabulary</li> <li>• Ternary Composition to reflect the character of a Planet</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Performing as part of an ensemble</li> <li>• Composing using Music Technology</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Analysing and annotating a score</li> <li>• Performing as part of an ensemble</li> <li>• Composing using Keyboards to fit a brief</li> </ul>

	<ul style="list-style-type: none"> <li>• Lyric Writing</li> </ul>	
<b>Key Questions</b>	<p>How can I describe this Music using more complex Musical language?</p> <p>What are the conventions of Musical Theatre Music?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p> <p>What makes a good composition?</p> <p>How can I develop this composition to make it more interesting and complex?</p>	<p>What does a score tell a performer?</p> <p>What key musical devices can be found on a score?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p> <p>How can I use conventions from the Western Classical Tradition in my own composition?</p>
<b>Assessment week and content</b>	<p><b>Listening Assessments</b></p> <ul style="list-style-type: none"> <li>- Writing about Music using Musical Language</li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- Perform to the class the piece we have been working on</li> <li>- <i>Every three/four lessons</i></li> </ul> <p><b>Composition assessment:</b></p> <ul style="list-style-type: none"> <li>- Compose a Song for a new Musical 'Of Mice and Men'</li> <li>- <i>Final submission: Final week of Spring 1</i></li> </ul>	<p><b>Listening Assessments</b></p> <ul style="list-style-type: none"> <li>- Writing about Music using Musical Language</li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- Perform arrangement of Mars to the class as part of an ensemble</li> <li>- <i>Lesson 8</i></li> </ul> <p><b>Composition assessment</b></p> <ul style="list-style-type: none"> <li>- Create a piece of music which musically describes the characteristics of one of the Planets.</li> <li>- <i>Performance of Composition in Final Week of Spring 2</i></li> </ul>

Time Period	Summer Term 1		Summer Term 2	
<b>Content</b>	<p><b>Through the Decades</b> AOS 4: Pop Music</p> <ul style="list-style-type: none"> <li>• Listening to and analysing Pop Music</li> <li>• Learning about the conventions of Pop Music</li> <li>• Learning about the historical context of Pop Music</li> <li>• Ensemble performances of a song from each decades from 1950 to 2000</li> </ul>	<p><b>EXAM: Year 9 Music Exam</b> AOS 1-4</p> <ul style="list-style-type: none"> <li>• Listening to and analysing Music of all genres</li> <li>• Music Theory</li> <li>• Extended Writing</li> </ul>	<p><b>Songwriting: How to Cubase</b> <i>Component 2</i></p> <ul style="list-style-type: none"> <li>• Compose a song using Pop Music Conventions</li> <li>• Develop use and knowledge of Cubase</li> </ul>	<p><b>Fusion</b> AOS 4: Pop Music</p> <ul style="list-style-type: none"> <li>• Performance of <i>Rudy</i> by The Specials</li> <li>• Keys and Key Signatures</li> <li>• Transposition</li> </ul>

	<ul style="list-style-type: none"> <li>• Articulation on Pop Instruments</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Performing as part of an ensemble</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to answer listening, analysis and theory questions in a formal exam setting</li> </ul>	<ul style="list-style-type: none"> <li>• Compose multi-part composition including drums, chords, bassline and melody</li> <li>• Record into Cubase</li> <li>• Develop use of Music technology effects</li> <li>• Record vocals/guitar part into cubase</li> </ul>	<ul style="list-style-type: none"> <li>• Performing as part of an ensemble</li> <li>• Singing</li> <li>• Recognition of keys and key signatures</li> <li>• Transposing parts</li> </ul>
<b>Key Questions</b>	<p>How can I describe this Music using more complex Musical language?</p> <p>What are the conventions of Pop Music?</p> <p>What was the impact of time and politics on Music?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p>	<p>Can you describe Music using Musical Language?</p> <p>Can you identify changes in Music?</p> <p>Can you identify instruments?</p> <p>Can you use music theory accurately?</p>	<p>What should the structure be?</p> <p>What makes a good Pop composition?</p> <p>How can I develop this composition to make it more interesting and complex?</p> <p>How can I use music technology to enhance my composition?</p>	<p>How can you work out the key from the key signature?</p> <p>How can you work out the key signature from the name of the key?</p> <p>How is Rudy an example of Fusion music?</p> <p>How does Transposition work?</p>
<b>Assessment week and content</b>	<p><b>Listening Assessments</b></p> <ul style="list-style-type: none"> <li>- Writing about Music using Musical Language</li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- Perform to the class the piece we have been working on</li> <li>- <i>Every two/three lessons</i></li> </ul>	<p><b>Formal Year 9 Music Exam</b></p> <ul style="list-style-type: none"> <li>- Covering all vocabulary learnt across the year</li> <li>- Covering all Music theory learnt across the year</li> <li>- Extended writing question worth 10 marks</li> <li>- <i>In Exam Week (TBC)</i></li> </ul>	<p><b>Composition assessment</b></p> <ul style="list-style-type: none"> <li>- Compose a Pop Song using Pop Music conventions</li> <li>- <i>Final Submission: Lesson 11</i></li> </ul>	<p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- Perform <i>Rudy</i> by the Specials</li> <li>- <i>Lesson 2 and 4</i></li> </ul>

## Subject: Psychology

Time Period	Autumn Term	Spring Term	Summer Term
<b>Content</b>	Issues and Debates Neuropsychology Social Influence Research Methods	Memory Development Research Methods	Revision of content covered Research Methods – Practical activities linking RM to content
<b>Skills</b>	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation
<b>Key Questions</b>	<p><b>Issues and Debates:</b> What are the key issues and debates in Psychology and how do they link to the key concepts, studies and theories that I am learning about?</p> <p><b>Neuropsychology:</b> What are the different parts of the brain and what is each part responsible for? How does this link to behaviour?</p> <p><b>Social Influence:</b> What influences people to conform and obey? What are the key factors influencing collective and crowd behaviour? How do external (situational factors) affect our behaviour? How do internal (dispositional factors) affect our behaviour? How can the stigma of mental health discrimination be reduced by minority and majority influence?</p> <p><b>Research Methods:</b> How do psychologists plan investigations? How is research conducted? What methods are used to analyse data?</p>	<p><b>Memory:</b> What are the different theories of memory put forward by cognitive psychologists? How does our memory work? Why do we sometimes forget things? Which part of the brain is involved in memory? What happens if we damage these parts of the brain? How does neuropsychology contribute to our understanding of memory? How accurate is memory? How easy is it to manipulate someone's memory?</p> <p><b>Development:</b> How do we change and develop across our lifetime? What are the key stages in the way a child thinks, changes and develops from birth until adolescence? How does the way we think affect our ability to learn and progress at school? What are the key changes that occur in the brain throughout our lifetime?</p> <p><b>Research Methods:</b> How do psychologists plan investigations? How is research conducted? What methods are used to analyse data?</p>	<p><b>Revision:</b> How confident do you feel with the content covered this year on the course? How confident do you feel with the key skills required on the course? Can you apply your knowledge to exam-style questions in timed conditions?</p> <p><b>Practical:</b> How will you design your investigation using your knowledge of research methods?</p>

<b>Assessment week and content</b>	<b>Issues and Debates</b> – Mini assessment ( <b>Lesson 5</b> ) <b>Neuropsychology</b> – Mini assessment ( <b>Lesson 7</b> ) <b>Social Influence</b> – End of unit test ( <b>Lesson 8</b> ) <b>Research Methods</b> – Assessed throughout the unit and in the year 9 exams ( <b>After Easter</b> )	<b>Memory</b> – End of unit test ( <b>Lesson 10</b> ) <b>Development</b> – End of unit test ( <b>Lesson 12</b> ) <b>Research Methods</b> – Assessed throughout the unit and in the year 9 exams ( <b>After Easter</b> )	<b>Year 9 final exams – April 2022</b> <b>Assessment of all topics covered this year</b>
------------------------------------	---	---	---

**Subject: Science**

Time Period	Autumn Term	Spring Term	Summer Term
<b>Content</b>	Base line tests to assess KS3 Preparing for KS4 success by underpinning knowledge is covered in this unit for KS4 study of: -. <u>C3.3 Detection in chemistry:</u> Separation techniques, reactivity of metals, biodegradation of different materials. <u>B3.3 Detection in Biology:</u> Impact of the electron microscope, fingerprinting, blood typing, decay, using dental records for pathology. <u>Detection in Physics:</u> detecting planets, light waves, space physics, electromagnetic waves. <u>GCSE Biology Topic 1- Cells and respiration:</u> animal and plant cell structure; <u>GCSE Chemistry Topic 1: Atoms and the periodic table</u> <u>GCSE Physics Topic 1- Matter and Energy:</u> Density , particle model, Specific heat capacity and latent heat <u>GCSE Physics Topic 2:Radioactivity-Radiation, half-life, atomic structure</u>	<u>GCSE Biology topic 2 Stem cells and transport in cells</u> <u>GCSE Chemistry topic 2 covalent and ionic bonding:</u> How atoms bond with each other to form molecules and what properties it gives them. <u>GCSE Physics topic 3-Energy and energy resources:</u> Energy stores, Energy transfer, Work <u>GCSE Biology topic 3 – exchange surfaces, enzymes and organisation</u> <u>GCSE Chemistry topic 3: Group 1 and 7:</u> what are these elements like and what are some of their common reactions.	<u>GCSE Biology topic 4 – circulatory system, heart</u> <u>GCSE Biology topic 5 – organisation systems in plants</u> <u>GCSE Chemistry topic 4 – Mixtures:</u> what mixtures are, how to separate them and what some useful mixtures are like <u>GCSE Physics topic 4-Energy sources and transfer</u> <u>GCSE Physics topic 5- Waves and EM waves</u> <u>GCSE Chemistry topic 5 – Metals:</u> using the reactivity of metals to look at their reactions
<b>Skills</b>	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically
<b>Key Questions</b>	How would you use separation techniques to solve crime? How would you use quantitative and qualitative techniques to solve crime? What are the structures of the cell? How to I calculate order of magnitude? How are elements represented on the periodic table? How was the periodic table developed? Why has the model of the atom developed over	What is respiration? What is transported in cells and how? What are the factors that affect rate of transport in cells? What exchange surfaces are there and how does this affect the transport system of organisms? Why is the internal body temperature 37 degrees Celsius? How are atoms different from each	How can a stent prevent a heart attack? What is the transport system in plants? How is the transport system organised to allow substances to transport? How does the transport system in plants affect the rate of photosynthesis? How can we extract metals from their ores? How can we separate common mixtures? How can we clean water and make it drinkable?

	<p>time?</p> <p>How is density calculated?</p> <p>What is the equation for calculating specific latent heat?</p> <p>What are isotopes and their characteristics?</p> <p>How is half life calculated?</p> <p>What are the dangers of radiation?</p> <p>How can we calculate the energy needed to heat and object?</p> <p>What is meant by elasticity and density?</p> <p>What types of telescopes are there?</p> <p>How does GPS work?</p> <p>How do physicist investigate what the universe is made of?</p> <p>How are particles detected?</p>	<p>other?</p> <p>Why was the periodic table such an important breakthrough?</p> <p>How do atoms bond with each other?</p> <p>How is energy is transferred and stored?</p>	<p>How can we use chemical tests to identify unknown substances?</p> <p>What is meant by thermal conductivity?</p> <p>How can we compare different renewable energy resources?</p> <p>How do we measure waves and how fast do they travel?</p> <p>What happens when waves reach a boundary between two substances?</p> <p>What are electromagnetic waves?</p> <p>How do waves carry information?</p>
<p><b>Assessment week and content</b></p>	<p>Detection in Chemistry W/C 27<sup>th</sup> Sep</p> <p>Detection in Biology W/C 4<sup>th</sup> Oct</p> <p>Detection in physics W/C 18<sup>th</sup> Oct</p> <p>Baseline tests W/C 1<sup>st</sup> Nov</p> <p>CT1 W/C 29<sup>th</sup> Nov</p> <p>BT1 W/C 6<sup>th</sup> Dec</p>	<p>PT1 W/C 10<sup>th</sup> Jan</p> <p>BT2 W/C 24<sup>th</sup> Jan</p> <p>PT2 W/C 7<sup>th</sup> Feb</p> <p>BT3 W/C 7<sup>th</sup> Mar</p> <p>CT2 W/C 21<sup>st</sup> Mar</p>	<p>Exams week W/C 18<sup>th</sup> April</p> <p>BT4 W/C 2<sup>nd</sup> May</p> <p>PT3 W/C 16<sup>th</sup> May</p> <p>CT3 W/C 13<sup>th</sup> Jun</p> <p>BT5 W/C 13<sup>th</sup> Jun</p> <p>PT4 W/C 11<sup>th</sup> Jul</p> <p>CT4 W/C 11<sup>th</sup> Jul</p>

**Subject: Spanish**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• My studies</li> <li>• Life at school/college</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy/unhealthy living</li> <li>• Home and town</li> </ul>	<ul style="list-style-type: none"> <li>• Free time and social media</li> <li>• Travel and tourism</li> </ul>
<b>Skills</b>	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation
<b>Key Questions</b>	¿Tienes hermanos o hermanas? Describe una persona en tu familia. ¿Te llevas bien con tu familia? ¿Qué asignaturas prefieres? ¿Cómo es tu colegio? ¿Qué vas a estudiar en el futuro?	¿Tienes una dieta sana? ¿Cuál es tu comida favorita? ¿Cómo es la comida Española? ¿Qué hay en tu pueblo? ¿Cómo es tu casa? ¿Dónde quieres vivir en el futuro?	¿Qué haces en tu tiempo libre? ¿Te gustan los deportes? ¿Usas los medios sociales? ¿Te gusta viajar? ¿Dónde fuiste el año pasado? ¿Dónde te gustaría ir en el futuro?
<b>Assessment week and content</b>	October – reading  December - writing	February - listening  March / April - speaking	June - writing  July - reading

**Subject: SPORT BTEC**

<b>Time Period</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Content</b>	<p><u>Unit 2: Practical Sports Performance</u></p> <ul style="list-style-type: none"> <li>• Rules, regulations and scoring systems within sport.</li> <li>• Skills, techniques and tactics within sport.</li> </ul>	<p><u>Unit 2: Practical Sports Performance</u></p> <ul style="list-style-type: none"> <li>• Skills, techniques and tactics within sport.</li> <li>• Officiating in sport.</li> <li>• Sports performance review.</li> </ul>	<p><u>Unit 3: Applying the principles of personal training.</u></p> <ul style="list-style-type: none"> <li>• Training plan design</li> <li>• Effects on the musculoskeletal system.</li> <li>• Effects on the cardiorespiratory system.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Collaborate with others to work towards common goals.</li> <li>• Plan and carry out research.</li> <li>• Analyse and evaluate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress and act on the outcomes.</li> <li>• Anticipate, take and manage risks.</li> <li>• Analyse and evaluate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress and act on the outcomes.</li> <li>• Analyse and evaluate information.</li> <li>• Self-assessment and reflection</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• Do I understand the rules, regulations and scoring systems for 2 selected sports?</li> <li>• Can I practically demonstrate skills, techniques and tactics in 2 selected sports?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I officiate in 2 selected sports?</li> <li>• Am I able to review my sports performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I design a personal fitness training programme?</li> <li>• Do I know the effects on the musculoskeletal and cardiorespiratory systems during fitness training?</li> </ul>
<b>Assessment week and content</b>	<p>Theory assessment will be continuous, through coursework submission and feedback. Practical evidence will be taken during practical lessons via video.</p>	<p>Theory assessment will be continuous, through coursework submission and feedback. Practical evidence will be taken during practical lessons via video.</p>	<p>Theory assessment will be continuous, through coursework submission and feedback.</p>