Tupton Hall School Curriculum Plan

Tupton Hall School
REDHILL ACADEMY TRUST

Extra-curricular

Curricular Subjects/PSHE

Key Learning Skills

Teaching and Learning

Memory & Recall

Critical Thinking & Problem Solving

Data, Graphs & Diagrams

Teaching & Learning @ THS

Identifying and Justifying

Extended Writing

Production & Performance

Oracy

"Schools must develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future." (Mick Waters)

We define the curriculum as everything which happens in school and are committed to **building character**; everything which is taught and learned by the young people who attend our school. In that sense, it is not just about the knowledge and skills delivered in lessons but also the vast array of opportunities and experiences we offer to our students outside the classroom through such things as: participation in extra-curricular provision, going on school trips and visits, participating in **Sport**, **performing** in plays and musicals, taking on specific leadership, **volunteering and membership** roles, and other types of involvement in the broader life of the school and the community which it serves.

With "**Teaching and Learning**" at the heart of our curriculum, we have developed a series of **KEY LEARNING SKILLS** that run across the curriculum, building both resilience and **creativity**. All curriculum subjects along with the new vertical tutoring system, share the responsibility of developing students as learners and preparing them for the **world of work** and/or further training.
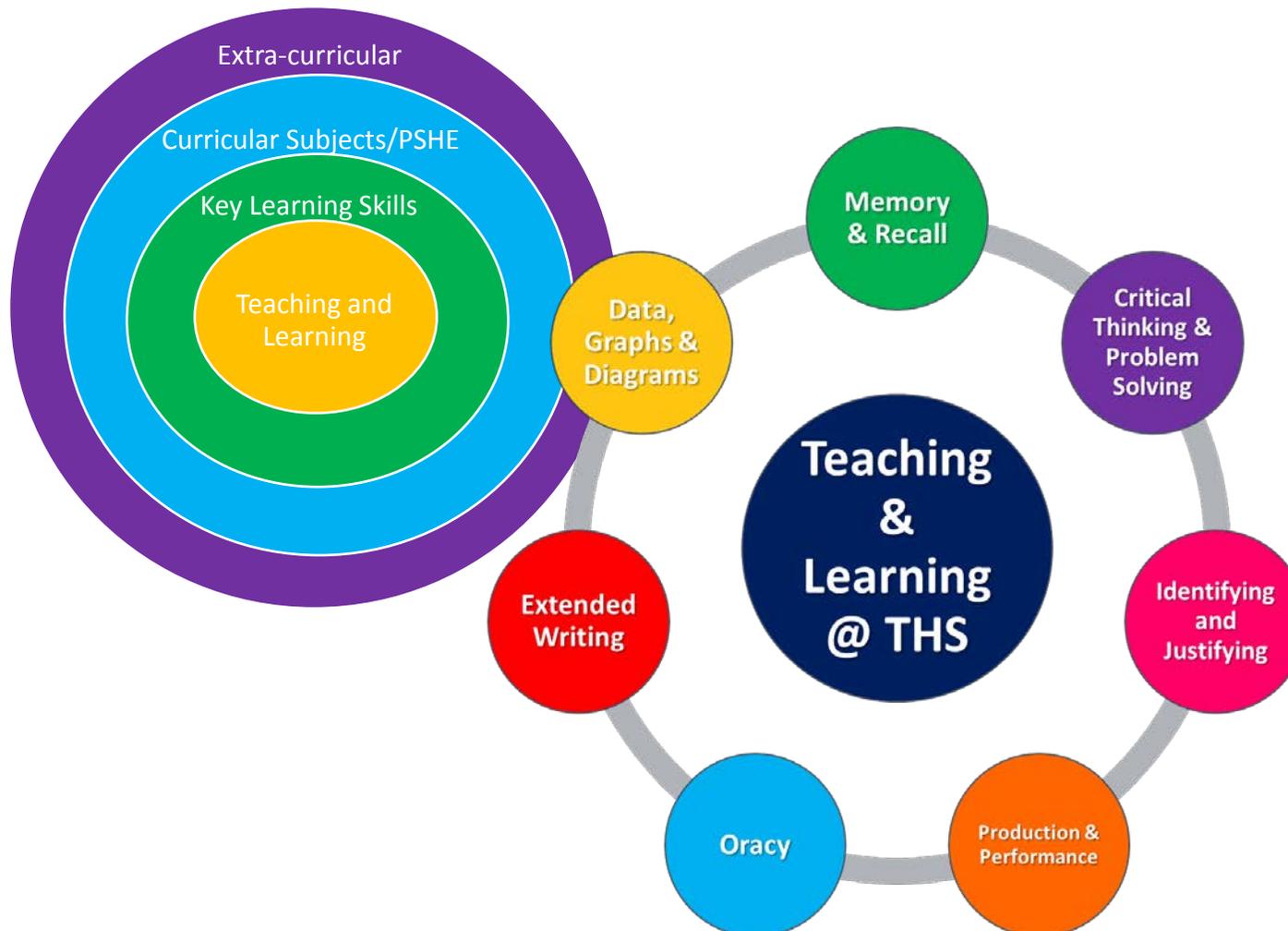
Year 7

Memory & Recall	Oracy	Extended Writing	Data, Graphs and Diagrams	Production and Performance	Critical Thinking & Problem Solving	Identifying & Justifying
	People (Community & Belonging)		Opportunity (The World You Live In)		Environment (Climate Change & Environmental Impact)	

Year 8

Memory & Recall	Oracy	Extended Writing	Data, Graphs and Diagrams	Production and Performance	Critical Thinking & Problem Solving	Identifying & Justifying
	People (Conflict and Resolution)		Opportunity (Careers & Aspirations)		Environment (Local and National Current Affairs)	

Year 9

Memory & Recall	Oracy	Extended Writing	Data, Graphs and Diagrams	Production and Performance	Critical Thinking & Problem Solving	Identifying & Justifying
	People (Relationships & Healthy Living)		Opportunity (Lifelong Learning)		Environment (Globalisation & the Historical World)	

Year 10/11

Memory & Recall	Oracy	Extended Writing	Data, Graphs and Diagrams	Production and Performance	Critical Thinking & Problem Solving	Identifying & Justifying
	Expanding horizons – GCSE and aspiration, skills for work or training Student leadership and Charity					

Key Stage 3 exploring broad **topics** through all subjects and through a range of **key learning skills.**

Year 9 is a **transitional year**, continuing the topic approach whilst allowing the **foundation skills** for **GCSE**s to be developed.

Key Stage 4 continues to develop students' key learning skills as well as developing the foundation skills for GCSE courses. Students select 4 additional option subjects as well as the CORE subjects.

Curriculum Statement.

We place emphasis on good teaching in a broad and balanced curriculum, underpinned by an effective approach to the social, moral, spiritual and cultural development of children and young people, to help to prepare them for life in modern Britain. The Curriculum for Years 7, 8 and 9 has been fully re-designed to allow students to experience a range of subjects and to prepare for their GCSEs as well as develop key learning skills, experience a full range of subjects and extra-curricular opportunities to develop character. As GCSE subjects have become more challenging for students, Year 9 has been developed into a "transitional year", meaning students continue to develop their key learning skills through topic based learning but also start their **GCSE subjects.** We have developed a "Deepening Learning" slot after the school day which will allow for a range of additional extra-curricular activities and for additional work/revision, after the end of the traditional school day.

Teaching is organised around half year groups, most subjects are taught in mixed ability groups in Years 7 and 8; in **Maths and English** there is setting from Year 7, **PE** and **DT** operate a broad banding arrangement.

In Years 9, 10 and 11 there is a wide variety of GCSE subjects available.

Over the last three years the school has encouraged the majority of students to follow an **EBacc** curriculum route. Year 8 students who are achieving well in **Modern Foreign Languages** are expected to continue with a language at GSCE. We offer **French, German** and **Spanish** at GCSE. All students are expected to choose either **History** or **Geography** and one further choice from a wide variety of practical, technical and 'new start' subjects. There are three vocational options in **Design and Technology - Hospitality & Catering, Health and Social Care** and **Materials Technology** as part of our wider curricular offer.

For a very small number of students there is bespoke off-site alternative provision. All students follow a **PSHE** programme that focuses on personal, social and emotional education, religious education and preparation for life beyond school.

The curriculum is designed to build character through a range of extracurricular activities, including inter-house competition, across all areas of the school, including **sports**, the **expressive arts**, **design technology**, **science** and **modern foreign languages**. Activities take place at lunchtime and are open to all students and provide a wide range of experiences that many students get involved in.

In Years 12 and 13, we offer **a very wide range of A Level subjects**, **Maths** and **English resit clinics** and a variety of curriculum enrichment activities such as **Community Sports Leadership Award**, **Higher Sports Leadership Award** and the **Finance Certificate** qualifications. There are also a huge number of **additional enrichment activities** extra to the curriculum such as buddy reading, in lesson support, work experience and mentoring opportunities that sixth form students can become involved in.

There is ongoing evaluation of curriculum structures by the Senior Leadership Team and Governors. The Governors' Students and Standards Committee works closely with the Leadership Team to monitor, review and evaluate the curriculum offer on a yearly basis.

Years 7 and 8

GCSE specifications have been used to develop a specific Year 7 and 8 curriculum which enables students to be assessed against GCSE criteria in all years. The timetable is a one week timetable of 25 periods each of 1 hour. The curriculum is designed to be broad and balanced and to allow for personalisation to meet the needs of individual students.

Faculty	Subject	Year 7 – mixed ability	Year 8 – mixed ability	Total periods/ week	% time
English	English	4 periods x 9 groups (set in half year groups)	4 periods a week x 10 groups (set in half year groups)	8	16%
Maths	Maths	4 periods x 9 groups (set in half year groups)	4 periods a week x 10 groups (set in half year groups)	8	16%
Science	Science	3 periods x 9 groups (in forms)	3 periods a week x 10 groups (in forms)	6	12%
Ex Arts	Art	2 periods of Expressive Arts on a 2 term rotation	1 period x 9 groups (in forms)	5	
	Drama				
	Music		1 period x 9 groups (in forms) 1 period x 9 groups (in forms)		10%
Computing	Computing/IT	1 period x 9 groups (in forms)	1 period x 10 groups (in forms)	2	4%
DT	Design Technology	2 period x 13 groups (set across quarter years)	2 period x 13 groups (set across quarter years)	4	8%
Humanities	Geography	2 periods x 9 groups (in forms)	1 period x 10 groups (in forms)	3	
	History	1 periods x 9 groups (in forms)	2 periods x 10 groups (in forms)	3	16%
	Ethics and philosophy	1 period x 9 groups (in forms)	1 period x 10 groups (in forms)	2	
MFL	Modern Foreign Languages	3 periods x 7 groups French, German and Spanish per half year (mixed ability groups) Students are allocated a language.	2 periods x 9 groups French, German and Spanish (some setting in half year groups)	5	10%
PE	PE	2 periods x 9 groups (set in half years Boys/Girls)	2 period x 10 groups (set in half years Boys/Girls)	4	8%
	Enhanced Learning	Withdrawal from MFL (and PE) lessons for students who require additional support in Literacy	Withdrawal from MFL lessons for students who require additional support in Literacy	(6) (MFL withdrawal)	(8%)
	Link/Aspire/**Pathway 3**	Personalised timetables to support the transition of a small number of students from primary to secondary school.	Personalised timetables to support a small number of students.		

Year 9

We allow students a "free choice" of OPTIONS subjects except for the requirements for the EBacc. The Blocks shown below are for indicative purpose only.

Core Pathway 1 Majority of Year	Block A 3 periods	Block B 3 periods	Block C 3 periods	Block D 3 periods
English (4) Mathematics (4) Science (3) Core PE (2) Students SHOULD choose one of History or Geography AND MFL across Blocks A, B, C or D	Triple Science Geography History French Spanish	Geography History French Spanish Computer Science	Geography History French Spanish Computer Science	Geography History French Spanish Computer Science
	Art Business Drama RM PE EP (RS)	Art Dance RM Music PE	Business Drama Sociology PE EP (RS)	Sociology Music EP (RS)
	Technical FOOD	Technical MATERIALS	Technical FOOD BTEC SPORT	BTEC SPORT Technical MATERIALS
Pathway 2	**Block A**	**Block B**	**Block C**	**Personalised Timetable**
English (4) Mathematics (4) Science (3) Core PE (2)	Geography History	Geography History	Geography History	Aspire ASDAN JSLA Additional Open basket accredited course Additional support for the other options (Across 1 or 2 blocks dependant on student need)
	Art Drama RM PE EP (RS)	Art Dance RM Music PE	Drama Sociology PE EP (RS)	
	Technical FOOD Additional option TBC	Technical MATERIALS Additional option TBC	Technical FOOD BTEC SPORT Additional option TBC	
Pathway 3	**Personalised Timetable**	**Personalised Timetable**	**Personalised Timetable**	
Group by invitation English (5) Maths (5) Science (3) Core PE (2) (non GCSE courses*)	Foundation Learning – personalised learning to be arranged.	Alternative Provision (1 day per week) (2 days per week) by invitation	Alternative Provision (1 day per week) (2 days per week) by invitation	Aspire ASDAN JSLA Additional support for the other options

Year 10 and 11

Core Pathway 1 Majority of Year	Block A 2.5 periods	Block B 2.5 periods	Block C 2.5 periods	Block D 2.5 periods
English (4) Mathematics (4) Science (5) Core PE (2) Students SHOULD choose one of History or Geography AND MFL across Blocks A, B, C or D	Triple Science Geography History French Spanish German	Geography History French Spanish Computer Science German	Geography History French Spanish Computer Science German	Geography History French Spanish Computer Science German
	Art Business Drama RM PE EP (RS)	Art Dance RM Music PE	Business Drama Sociology PE EP (RS)	Sociology Music EP (RS)
	Technical FOOD	Technical MATERIALS	Technical FOOD BTEC SPORT	BTEC SPORT Technical MATERIALS
Pathway 2	**Block A**	**Block B**	**Block C**	**Personalised Timetable**
English (4) Mathematics (4) Science (5) Core PE (2)	Geography History	Geography History	Geography History	Aspire ASDAN JSLA Additional Open basket accredited course Additional support for the other options (Across 1 or 2 blocks dependant on student need)
	Art Drama RM PE EP (RS)	Art Dance RM Music PE	Drama Sociology PE EP (RS)	
	Technical FOOD Additional option TBC	Technical MATERIALS Additional option TBC	Technical FOOD BTEC SPORT Additional option TBC	
Pathway 3	**Personalised Timetable**	**Personalised Timetable**	**Personalised Timetable**	
Group by invitation English (5) Maths (5) Science (5) Core PE (2) (non GCSE courses*)	Foundation Learning – personalised learning to be arranged.	Alternative Provision (1 day per week) (2 days per week) by invitation	Alternative Provision (1 day per week) (2 days per week) by invitation	Aspire ASDAN JSLA Additional support for the other options

Year 7 to 9 curriculum map follows:

Year 7

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
English	**'Rooftoppers'- class reader** • Inference skills • Creative writing • Theme of relationships • Theme of risk and danger • Links to parkour	**'Rooftoppers'- class reader** • Inference skills • Creative writing • Theme of relationships • Theme of risk and danger • Links to parkour	• Non Fiction Unit (Reading and Writing) • Learn about inspirational figures • Practise non-fiction writing skills • Further work on inference skills	**Shakespeare's Romeo and Juliet** • Focus on English literary heritage • Learn about Elizabethan England • Some creative writing diaries • Some analysis of an extract	**Romeo and Juliet continued** • Themes across the term: • Relationships • Fate • Duty • Family • Love • Conflict • Death/grief • Haste	• Poetry Writing and performance • Poetry around the world • Some analysis skills • Creative writing skills • Public speaking practice
Maths	• Analysing and Displaying data • Number and calculating skills	• Algebra • Graphs • Decimals • Fractions	• Factors, Multiples and Decimals • Probability and Fractions • Angles, shapes and decimals	• Angles and Lines • Ratio and proportion Equations	• Measuring and Shapes • Fractions, decimals and percentages • Sequences and Graphs Multiplicative reasoning	• Transformations • Sequences and graphs
Science	• Introductory skills topic : Shark attack • Cells : plant cells, animal cells, specialised cells, microscope, skeleton joints and muscles • Independent Project: Artificial joints and limbs	• Forces : speed, distance time graphs, contact and noncontact forces, balanced and unbalanced forces and falling objects • Particles : diffusion states of matter expansion pressure	• Separating solution : filtration, evaporation, distillation and chromatography • Reproduction : human reproduction and plant reproduction •	• Energy : energy stores, energy transfers, conduction convection and radiation • Independent Project: Rough science survival kit	• Electricity : D.C circuits and magnetism) • Chemical reactions : acids and alkalis, combustion and thermal decomposition, exothermic and endothermic •	• Interdependence : Food chains and webs, classification and field work • Independent project: How do we meet our electricity demands?

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Geography	**An introduction to Geography** • Arial photo • Energy • How can THS be made more sustainable?	**Geology** • Coasts and Glaciation • Coastal management	**Ecosystems (to include soils)** • Adaptations of TRF plant •	**Population and migration** • Migration is positive for the UK. Do you agree?	• **Weather and Climate**	• **Economic activity**
History	**The Norman Conquest** • Causes of the Norman Invasion • The Battle of Hastings • The impact of the invasion	**Medieval mud and marvels – The Black Death and the Church.** • The importance and power of religion • The Black Death and its impact.	**Terrible Tudors:** • Religious change • Henry VIII • Elizabeth I and the Spanish Armada	**Why did England have a Civil War**? • Causes and results of this conflict. • Oliver Cromwell case study	**Industrialisation** • The causes and impact of industrialisation	**Slavery** • Experiences of slaves and the abolition of slavery • Great women Independent Project
EP	**Intro to Ethics and Philosophy** • Why do we learn about religion and ethical issues? • Where did religion come from? (mythology and paganism) • What are the beliefs and practices of the Abrahamic religions?	**Dharmic Religions** • What are the beliefs and practices of the dharmic religions? • How do religions impact believers today? • What is humanism?	**Have religious leaders had an impact on the world today?** • Martin Luther King • Gandhi • Muhammad • Jesus	**Hinduism** • Monotheistic or polytheistic? • Key rites of passage • What is Karma, Moksha, Nirvana and Reincarnation?	**Case Study** • Is Reincarnation plausible?	**Philosophy for Children** • What does it mean to be ethical and why does it matter? • Utilitarianism and Situation Ethics • Animal Rights
French	• Talking about likes and dislikes • Talking about your survival kit • Describing yourself	• Talking about school subjects • Giving opinions and reasons • Describing your timetable	• Talking about computers and mobiles • Talking about sports	• Talking about your town/village • Giving directions • Talking about where you go	• Talking about your holidays • Talking about going out • Buying drinks and snacks	• Talking about animals • Talking about TV • Talking about films

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	• Talking about other people Describing a musician	• Describing your school day • Talking about food	• Talking about activities • Saying what you like doing Talking about extreme sports	• Asking someone to go somewhere Saying what you can do in town	• Talking about holiday plans Saying what you like doing	• Talking about reading • Talking about the internet • Talking about Weather
Spanish	• Introducing yourself • Talking about personality • Talking about age, brothers and sisters • Saying when your birthday is • Talking about your pets •	• Saying what you like to do • Saying what you do in your spare time • Talking about the weather • Saying what sports you do • Reading about someone's favourite things • Christmas in Spain	• Saying what subjects you study • Giving opinions about school subjects • Describing your school • Talking about break time • Understanding details about schools • Writing longer texts about your school	• Describing your family • Describing your hair and eye colour • Saying what other people look like • Project on superheroes and villains • Describing where you live • Reading about the carnival in Cadiz	• Describing your town or village • Telling the time • Ordering in a café • Saying what you are doing at the weekend • Understanding descriptions of towns • Writing a blog about your town / activities •	
German	• Introducing yourself • Counting to 19 • Using the German alphabet • Describing your character • Questions and answers about belongings Writing skills	• Talking about pets • Talking about super pets • Talking about family and ages • Describing family members • Talking about birthdays Speaking skills	• Talking about sports • Talking about leisure • Talking about mobiles and computers • Listening skills • Writing skills	• Talking about school subjects • Talking about days and times • Describing teachers • Talking about school and rules • Reading skills • Speaking skills	• Saying what there is and is not in a town • Saying what souvenirs you want to buy • Buying snacks and drinks • Talking about holiday plans • Listening skills • Writing skills	

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
PE	**Introduction to attacking principles in games** • Skills required for possession • Space creation • Width • Communication • Self-analysis of performance • Learn how to prepare for and recover from court based activity safely and effectively. • 3 phases of warm up	**Concepts of winning via a court game** • Introduction and development of point winning skills • Develop ability to win with variation of shot, height, speed, direction • Use of disguise • Understanding of rules • Develop effective strategy • Learn how to adapt warm up prepare to a court based activity safely and effectively.	**Increase my CV fitness (resilience)** • Be able to exercise for longer periods of time • Experience fitness testing • Work to develop fitness from base line • use target heart rates to assess effectiveness of training experience a variety of methods of increasing CV fitness	**Gymnastics** **Body control and management and links to world of sport** • Increase skill development via rolling, balance, jump, pin, tuck and pike. • explore use of tension • travel and weight transfer • use of low apparatus • sequence development self and peer analysis	**Introduction to Athletics** • Experience and develop the principles of Speed, Power, Strength • Experience track, throw and jump • Develop core principles of weight transfer and bent limbs equating to powerful actions • Performance Analysis	**Introduction to Striking and fielding games** • Throwing for distance • Throwing for accuracy • Hit/Strike/Score • Stopping/Catch
Computing	**E-safety** • Logging on • Social media • Cyberbullying Threats and precautions.	**Under the hood.** • Parts of a computer • Binary logic • Units of memory	**Scratch** • Create a program to control a virtual pet Project systems life cycle	**Microbit** • Program using MicroPython.	**Networks** • Basics of networks in Computing • How the internet works • Types of networks • Topologies • Security threats and prevention.	**Databases** Create a database for a specific purpose.
DT Technology	**Textiles Containers**: • Workshop safety • Machine and equipment safety • Tools and equipment • Fabric properties		**Food** • Health and safety • Hygiene • Basic nutrition –diet analysis • Knife skills/practical skills		**Resistant Materials** • Toggle Puzzle • Jitterbug • Wire Photo Holder • Skills covered :	

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	• Research • Design and annotation • Paper pattern making • Hand and machine sewing • Evaluating		• Identifying tools/equipment • Weighing/measuring • Following a method independently		• Health and Safety in the workshop • Basic wood working hand tools • Three categories of timber – working properties • Introduction to systems and control • Design idea generation • Testing modelling and prototyping • Evaluation techniques	
ART	**Drawing/Print: Making a Mark –** An introduction to drawing and print (Natural forms) **Key skills** • First hand observation • experimentation with a variety of media • Introduction to different ways of drawing • Design process • Printmaking/collagraph **Artists –** various related to different drawing techniques, textiles **ICT opportunities –** Textile link, repeat patterns			**Painting:** *Landscape – Artist investigation (Local Environment)* **Key Skills** • Colour Wheel and Colour theory • Painting, • colour mixing skills and techniques **Artists –** Linked to painting techniques, Turner, Seurat, Hundertwasser etc **ICT opportunities –** digital photography, image manipulation using filters and effects **Group work opportunity:** Collaborative final piece of work		
Drama	**The Expedition** Process Drama and introduction to skills and techniques		**A Mid-summer Night's Dream** Genre and text work	**Darkwood Manor** Process Drama		**Charlie and the Chocolate Factory** Text work
Music	**Baseline unit** • Singing • Improvisation • Listening and understanding • Performing • Introduction to the elements of music through Mixcraft.		**Calypso** • Introduction to the music of the Caribbean • Performance of calypso songs on steel pans with backing tracks.	**Ragtime** • Introduction to Ragtime music and Latin Rag		**African Drumming** • Introduction to the music of Africa. • Introduction to call and response both vocally and instrumentally • Group drumming compositions • Notate rhythm

Year 8

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
English	**Angels by David Grant** • Creative writing • Close reading • Analysis of language and structure • Conflict • Violence • Friendship • Punishment	**Private Peaceful by Michael Morpurgo** • Analysis of plot/character • Themes • Creative writing-diaries/letters • Technical accuracy • Comparison to conflict poems	**Private Peaceful by Michael Morpurgo** • Themes: • War • Conflict • Relationships • Family • death	• English Language. Language analysis, structural analysis and writing to share a viewpoint. • Close analysis of language and structure • Skim/scan • Inference • Evaluation • Comparison • Writing skills	• English Language. Language analysis, structural analysis and writing to share a viewpoint.	• Media • Exploring current issues • Social Media • Critical reading • Evaluation • Comparison of nonfiction texts • Blog writing
Maths	• Number properties and calculations • 2D shapes • Analysing and displaying data • Number skills	• Algebra • Statistics • Real life graphs • Fractions	• Decimals • Angles	• Number properties • Fractions • Equations	• Percentages • Sequences • Straight line graphs • Multiplicative reasoning and mensuration	• Probability • Statistics, charts and graphs • Sequences and graphs
Science	• Periodic table : elements, compounds and atomic structure, patterns in the periodic table and chemical calculations Forces 2 : Pressure, moments and ratios	• Life processes : digestive system, enzymes, respiration and photosynthesis • Probiotic prebiotic • The history of the periodic table project	• Healthy living : smoking drugs and alcohol, vaccines and disease, nutrients • Metals and acids : reactions of metals and extraction of metals and recycling	• Waves: light and sound) • Independent project Medicine and disease	• Inheritance : DNA, genetics natural selection and cloning • Earth : Rock cycle, carbon cycle, climate change Models project	• Space: solar system, investigating space, changing universe. • Science skills investigation project practical

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Geography	**Natural Hazards** Formation of earthquakes	**Natural Hazards** Primary and secondary effects in Nepal	**Development** Reducing the development gap	**BRICs (Brazil, Russia)** Russia	**BRICs (India, China)** Improving Dharavi	**Africa**
History	**World War I** - Causes - Experiences of conflict - Women at war	**Interwar years** - The impact of the Treaty of Versailles - Hitler's rise to Power - Hitler in power	**World War II** - Causes - Dunkirk - The Home Front - Atomic bomb interpretations	**Holocaust and genocide** - The rise of Anti-Semitism in Nazi Germany. - Modern genocides	**Terrorism** Impact of 9/11: War in Iraq / Afghanistan / terrorism	**Crime and Punishment**
EP	**Crime and Punishment** - Causes and consequences of crime - Human rights - Corporal and Capital Punishment - Apply Christian and Utilitarian theories.	**Medical Ethics** - Fertility Treatment - Genetic Engineering - Euthanasia - Apply Christian, Islamic and Utilitarian thought to all.	**Religion and the Media** - Types of Media, Bias, Fake News, Religious Discrimination. - Newspapers, Social Media, Documentaries, Film and Comedy - Case Study: Charlie Hebdo 'Is it right to laugh at religion?'	**Has Jewish identity been affected by Anti-Semitism?** - Core beliefs and practices of Judaism - What was Shoah?	**Jewish Apologetics** - Upstanders vs Bystanders – are there parallels between 1930's Germany and now? - Judaism today	**New Religious Movements** - What are NRMs - Case Studies (Waco, Jonestown, Heavens Gate, Scientology) - Why do people create NRMS, are they *all* dangerous?
French	- Saying what you can do in Paris - Saying what you like doing - Asking for tourist information - Saying what you visited and what it was like - Saying what you did	- Talking about personality - Talking about relationships - Talking about music - Talking about clothes - Talking about last weekend	- Saying where you would like to live - Describing your home - Talking about meals - Discussing what food to buy - Talking about a forthcoming event	- Talking about talent and ambition - Saying what you must and can do - Telling someone what to do - Describing people's personalities	- Finish Module 5 - Studio 3 – Module 1 - Describing your self - Talking about Facebook - Inviting someone out - Describing a date	- Learning parts of the body - Learning about sport - Learning about healthy eating - Making plans to get fit - Describing fitness

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
					• Describing a music event	
Spanish	• Talking about a past holiday • Saying what you did on holiday • Describing the last holiday • Saying what your holiday was like • Speaking skills	• Saying what you use your phone for • Saying what type of music you like • Talking about tv • Saying what you did yesterday • Reading skills	• Saying what food you like • Describing mealtimes • Ordering a meal • Discussing food for a party • Giving an account of a party • Speaking skills	• Arranging to go out • Making excuses • Discussing getting ready to go out • Talking about clothes • Talking about sporting events • Writing skills	• Describing a holiday home • Describing holiday activities • Asking for directions • Talking about summer camps • Listening skills	
German	• Comparing places 'then' and 'now' • Talking about past holidays • Talking about how you travelled • Talking about the weather • Talking about holidays • Writing skills	• Talking about film preferences • Talking about programmes you watch • Talking about reading preferences • Discussing screen time • Opinions and media reviews • Understanding different tenses	• Talking about typical breakfasts • Discussing German food • Understanding recipes • Talking about healthy lifestyles • Listening skills • Describing and comparing dinner parties	• Understanding rules • Discussing daily routine • Understanding and giving directions • Describing a festival • Festivals in Switzerland • Describing an activity holiday	• Discussing clothes and style • Talking about plans for a date • Talking about getting ready to go out • Talking about how a date went • Talking about uniforms • Researching Fairtrade labels	
PE	**Introduction to defensive principles in game 1** • Develop individual and team based defensive	**Dance** • Introduction to Choreography via RADS • Introduction to performance skills	**Create my Personal Exercise Programme** • Components of fitness based training	**Introduction to defensive principles in game 2** • Develop individual and team based defensive	**Athletics** • Event specific technique development • Officiating introduction- correct	**Concepts of winning in Tennis** • Introduction and development of point winning skills

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	strategy (mark the ball, player and intercept) • Develop positional awareness via specific role and responsibilities • Communication • Self-analysis of performance	What does 'effective rehearsal' look like	• How to make my training interesting • How to make training suit me and my sport • Introduction to HIIT the most popular method of training Reducing risk in training	strategy (mark the ball, player and intercept) • Develop positional awareness via specific role and responsibilities • Communication Self-analysis of performance	application of rules and regulations	• Develop ability to win with variation of shot, height, speed, direction • Use of disguise • Understanding of rules Develop effective strategy
Computing	**Data Representation** • Binary, denary and hex systems. • Image and sound representation	**Flowol** • algorithms • Using flowcharts to solve real life problems.	**Python** • Introduction to Python. Creating a Maths quiz.	**Hardware** • input, output and storage devices Memory.	**Networks** • Expand on the basics of Networks in Computing. Network performance, protocols, layers and packet switching.	**Technology** • Different hardware • Software • IOS devices the impact of technology on society
DT Technology	**Textiles** – Cushions • Workshop safety • Machine and equipment safety • Tools and equipment • Research • Design and annotation • Paper pattern making • Decorative techniques • CAD/CAM • Hand and machine sewing • Evaluating		**Food** • Health and safety • Hygiene • Nutritional needs of teenagers • Diet related illnesses • Knife skills/practical skills • Identifying tools/equipment • Weighing/measuring • Adapting a recipe.		**Resistant Materials** – • Flashing Sign • Clocks • Tea Light Holder • CAD CAM advantages and disadvantages • Mass production techniques • Quality control and quality assurance • Systems and control – components • Development of polymers • Properties of metals • Metal hand tools • Design movements	

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
ART	• Clay/3D: Clay cakes • Generating ideas • The design process • Clay construction skills • Artists – Wayne Thiebaud, Claes Oldenburg		• Mixed Media/Photoshop: Still Life – Bottles (Cubism) • Observational drawing • Ellipses, proportion, composition. • Analysing and describing artwork • understanding contexts • How to use a scaling grid • Exploration of composition. Artists – Janet Fish, Kate Brinkworth, Morandi, M.C Escher etc. Cubist artists		• Natural History Museum - Graphics • Observational studies from insects • working to a project brief • design packaging, advertising, posters, • One and two point perspective. Artists – A range of graphics and illustration from different time periods	
Drama	• Melodrama and Pantomime • Genre and style.	• Aberfan • Docu-Drama and Monologues.	• Improvisation • Skills based	• Text	• Physical Theatre • Skills and Genre • Practical Assessment	• Practitioner and Live Theatre • Genre and evaluation.
Music	**Rock and Roll** • Introduction to rock and roll • 12 bar blues chord sequencing • 12 bar blues bass riff • Improvisation	**Songwriting** • What makes a good song? • Structures • Initial chord sequences • Revision of chords and chord playing styles • Lyrics and melodies • Produce songs	**Drumming** • The music of Brazil and Japan • Different rhythms involved in Samba and Taiko music. • Introduction to drumming and rhythms around the world. • Taiko/samba drums as a whole class.	**Reggae** • Introduction to reggae through listening and singing. • Off-beat chords • Bass riffs	**Film Music** • Importance of soundtracks	**Pop Project** • History of pop music from 50's to present day

Year 9

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
English	**Dystopian fiction/'Of Mice and Men'** • Inference skills • Skim and scan reading • Close analysis of language and structure **Literature:** • American Literature focus • Extract analysis • Links to historical context	**Dystopian fiction/'Of Mice and Men'** • Evaluation skills • Close analysis of language and structure • Creative writing skills • Improving vocabulary • Improving technical accuracy (SPAG) **Literature:** • Relationships • Violence • Dreams • Hopes • Conflict • Friendships	• Non-fiction reading/writing and Poetry • Skim/scan skills • Close language and structure analysis • Writing to show a viewpoint • Persuasive techniques • Accuracy improvement **Literature:** • Explore poems of different genres • Analyse meanings using inference		**Non-fiction reading/Macbeth** • Comparison skills • Close language and structure analysis • Inference • Evaluation **Literature:** • Links to historical context • Explore a literary heritage text • Examine character/plot/themes • Stagecraft/setting	**Non-fiction reading/Macbeth** • See left for Language **Literature** • Power • Conflict • Relationships • Fate • Supernatural • Violence • Femininity
Maths Higher	• Working with Fractions. • Circumference and Area. • Accuracy, Indices and Surds	• Transformations • Constructions and Loci • Standard Form and the Number System	• Ratio and Rate of Change • Proportion	• Decimals • Box Plots and Cumulative Frequency Diagrams • Histograms • Scale Diagrams and Bearings	• Congruence and Similarity • Recap Angles and polygons • Trigonometry in Right Angled Triangles • Simultaneous Linear Equations	• Simultaneous Linear Equations • Quadratics and Re-arranging

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Maths Foundation	• Number / Factors and Multiples • Angles • Scale Diagrams and Bearings / Basic Algebra • Coordinates and Linear Graphs • Basic Fractions	• Basic Fractions • Basic Decimals • Rounding • Collecting and Representing Data	• Sequences / Basic Percentages • Intro to Area and Perimeter • Circumference and Area • Ratio and Proportion	• Proportion • Probability • Equations • Transformations	• Transformations • Scatter Graphs • Volume	• Pythagoras' Theorem • Statistical Measures • 2D representations of 3D shapes • Standard Form and the Number System • Calculating with Percentages
Science	• Cell structure and transport • Energy changes • Energy resources	• Cell division • The periodic table • Electrical circuits and components	• Organisation and the digestive • System • Atomic structure • Domestic electricity	• Organisation animals and plants • Rates of reaction • Density	Revision topics and exam technique	Practical skills
Geography	**Tectonic hazards** • Different scales of development. Causes, effects and responses of the Haiti earthquake and Japanese tsunami.	**Weather Hazards** • Causes, effects and responses of Typhoon Haiyan. Causes, effects and management of climate change.	**The Living World: TRF and cold environments.** • Plant and animal adaptation to climate. Case studies of contrasting biomes.	**Coasts: erosional and depositional landforms.** • Hard and soft engineering coastal management. • Map skills	**Rivers landforms** • Upper, middle and lower course of a river. Map skills	**River management** Soft and hard engineering management strategies
History	**Medieval and Renaissance Medicine** • Beliefs about the cause of disease • Approaches to prevention and treatment	**Renaissance Medicine and Early Modern Medicine** • Beliefs about the cause of disease	**Early Modern Medicine** • Beliefs about the cause of disease • Approaches to prevention and treatment	**Modern Medicine** • Beliefs about the cause of disease • Approaches to prevention and treatment	**Elizabethan England** • Elizabethan society • Elizabeth's problems of 1558. • Solutions with a focus on religion • Mary Queen of Scots	**Elizabethan England** • Mary Queen of Scots • Revolts • Relations with Spain

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	• Case study of the Black Death • Reasons for change or continuity • Key individuals	• Approaches to prevention and treatment • Case study of the Great Plague • Reasons for change or continuity • Key individuals	• Case studies of cholera and smallpox • Reasons for change or continuity • Key individuals	• Case study of penicillin and cancer care • Reasons for change or continuity • Key individuals		
EP	**Islamic Beliefs** • Pre-Islamic Arabia • Muhammad/Sunnah • 6 Articles of Faith	**Islamic Beliefs** • Shia/Sunni Schism • Usul Ad Din • Risalah • Scripture	**Peace and Conflict** • Pacifism • Just War Theory • UN, Nato, Red Cross • Victims of War • Terrorism, Violence and Protests • Application of secular, Christian and Islamic thought.	**Islamic Practices** • Sunni practices • Shia practices • Festivals • Shariah Law • Jihad • The Mosque	**Religion and Society** • Wealth vs Poverty • Inequality and Discrimination • Application of secular, Christian and Islamic thought.	**Review and Consolidation**
French	• Discussing yourself • Talking about Facebook • Inviting someone out • Describing a date • Describing a music event	• Learning parts of the body • Learning about sport • Learning about healthy eating • Making plans to get fit • Describing levels of fitness	• Discussing your future • Learning languages • Talking about jobs • Describing what a job involves • Talking about your ambitions	• Discussing your rights • Explaining what is important to you • Talking about things you buy • Describing what makes you happy • Talking about the environment • Learning about human rights	• Revising family and descriptions • Revising places in a town and activities • Talking about friends • Talking about relationships • Making arrangements to go out • Describing a night out	• Revising sport and music • Revising technology, films and TV • Talking about sport • Talking about your life on line • Talking about books and reading

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					• Talking about your life when you were younger • Discussing role models	• Talking about TV programmes Talking about actors and films
Spanish	• Talking about things you like • Talking about your week • Talking about films • Talking about a birthday • Talking about life as a celebrity • Understanding descriptions of days out	• Saying what you have to do at work • Saying what job you would like to do • Talking about your future • Describing your job • Checking for accuracy / new words • Coping with authentic texts	• Learning about diet • Talking about an active lifestyle • Talking about your daily routine • Talking about getting fit • Talking about ailments • Giving a presentation about fitness	• M1 V AQA • Voces Inocentes film project • Talking about the weather • Past/present holiday activities • Giving yours and others opinions • Holiday preferences • What you did and where you stayed on holiday • Imperfect tense	• Talking about accommodation • Giving an account of a holiday in the past • Using usted/ustedes	• School subjects • School facilities • School uniform • School day • Using comparatives and superlatives • Using negatives • School rules and problems • Plans for a future school exchange • Asking and answering questions • Talking about activities and achievements • Using 'desde hace'
German	Music (Stimmt 3 mod 2)	Free time (GCSE mod 2) including my weekend from (Einheit 4 ch 3)	Technologie (ch 4 GCSE total vernetzt plus Technologie Feind oder Freund?) plus screen time	Jobs/Future Plans – Role models (mod 1)	Jobs/Future Plans – ambitions (mod 3)	Rights and Responsibilities (mod 5)
Sociology	• Socialisation • Intro to RM	• Intro to education	• Intro to family • Interviews	• Intro to crime • Observations	• Sociology in the news • Official statistics	• Poverty • Documents

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	• Culture	• Questionnaires • Rules and sanctions	• Status and social control	• Inequality	• Nature/nurture	• Theories of sociology
Business	• Intro to business • personal finance - • Game of life	• Enterprise Domino's Big Write	• Enterprise Dragons' den project	• Spotting a business opportunity	• Spotting a business opportunity (Trip to Clay cross and project work	• Innovation project
PE	Introduction to defensive principles in game 1 • Develop individual and team based defensive strategy (mark the ball, player and intercept) • Develop positional awareness via specific role and responsibilities • Communication • Self-analysis of performance	Dance • Introduction to Choreography via RADS • Introduction to performance skills What does 'effective rehearsal' look like	Create my Personal Exercise Programme • Components of fitness based training • How to make my training interesting • How to make training suit me and my sport • Introduction to HIIT the most popular method of training Reducing risk in training	Introduction to defensive principles in game 2 • Develop individual and team based defensive strategy (mark the ball, player and intercept) • Develop positional awareness via specific role and responsibilities • Communication • Self-analysis of performance	Athletics • Event specific technique development • Officiating introduction- correct application of rules and regulations	Concepts of winning in Tennis • Introduction and development of point winning skills • Develop ability to win with variation of shot, height, speed, direction • Use of disguise • Understanding of rules • Develop effective strategy
Design Technology	• Design idea generation and development • CAD – CAM • Modelling & Rapid Prototyping • Papers and Boards • Printing processes	• Electrical Components • Fixing Methods • Quality Control • Quality Assurance	• Forming and manufacturing processes • Environmental Impact • Mass production Techniques	• Fixings and joining methods • Natural and synthetic finishes • Environmental Impact	• Properties • Appropriate finishes • Environmental Impact	• Smart materials • Current application and development

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Hospitality and Catering	• Nutrition - role and sources • Nutritional needs of groups • Developing a range of practical skills	• Diet related diseases • Developing a range of practical skills	• Factors for success/environmental aspects. • Cooking methods • Developing a range of practical skills	• Developing a range of practical skills and trialling dishes for the controlled assessment	• Developing a range of practical skills and trialling dishes for the controlled assessment	• Completion of trialling dishes. Controlled practical assessment.
Health and Social Care	• Needs of humans • Physical • Intellectual • Language • Emotional • Social	• Needs of different groups • Early years • Adults • Older adults	• The benefits of creative activities on human needs	• The benefits of creative activities on human needs	• Planning and carrying out a creative activity	• Introduction to new coursework • Communicating and working with individuals in health, social care and early years settings.
Drama	• Intro and Practitioners & Devising (C2) • General intro to course • Stanislavski, Brecht. • Mock devising project with devising logs	• Monologues • Writing and performing monologue	• Noughts and Crosses • Introduction and exploration of play	• Scripted group pieces and duologues • Exploration and performance of duologues and group pieces	• TIE • Creating and performing a TIE piece for Year 6	• TIE cont. • Devising • Devising from stimulus
Art	**Key Skills:** Developing Portraiture skills using a variety of media. Understanding the Assessment Objectives and the link between artists and personal work. **Independent Learning:** Students research and use their own artists to develop personal work in response to the theme.		**Key Skills:** Developing Observational drawing skills of a range diverse objects – student led. Exploration of composition. **Independent Learning:** Students research and use their own artists to develop personal work in response to the theme.		**Key Skills:** Artist based - Mixed media and Print Experimentation and exploration of media. Taking Risks. **Independent Learning:** Students research and use their own artists to develop personal work in response to the theme.	