

	Autumn		Spring		Summer	
Subject	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
English Language	<p>Writing Skills</p> <p>- narrative &amp; creative</p> <p>How is the drafting and editing process of writing a skill to develop for GCSE and beyond?</p>	<p>Writing Skills</p> <p>- transactional</p> <p>Why is planning an effective use of time?</p>	<p>Reading fiction and reading for meaning</p> <p>How are characters described within texts? Why are the language choices important?</p>	<p>Most lessons this half term are dedicated to the study of An Inspector Calls</p>	<p>Reading non-fiction Spoken Language Study</p> <p>What are the key messages within the texts and how can they be compared?</p>	<p>Writing Non-Fiction Spoken Language Study</p> <p>Why is this topic so important to you and how will you structure your speech?</p>
English Literature	<p>All lessons this half term directed to English Language</p>	<p>A Christmas Carol (First read, characters and plot)</p> <p>How do we explore the language, themes and context of the novel?</p>	<p>Fortnightly revision of A Christmas Carol and Conflict Poetry</p>	<p>An Inspector Calls (Drama, first read, characters, plot and stage directions)</p> <p>How do we explore the language, themes and context of the play?</p>	<p>All lessons to be redirected to English Language, as above.</p>	<p>Power and Conflict poetry.</p> <p>How is conflict embedded in the poems you have studied?</p>
Mathematics (Higher)	<p>Calculations, checking and rounding</p> <p>Indices, roots, reciprocals and hierarchy of operations</p>	<p>Sequences</p> <p>Averages and range</p> <p>Representing and interpreting data and scatter graphs</p> <p>Fractions and percentages</p>	<p>Ratio and proportion</p> <p>Polygons, angles and parallel lines</p> <p>Pythagoras' Theorem and trigonometry</p>	<p>Graphs: the basics and real-life graphs</p> <p>Linear graphs and coordinate geometry</p> <p>Quadratic, cubic and other graphs</p>	<p>Perimeter, area and circles</p> <p>Forms and volume</p> <p>Cylinders</p> <p>Cones and spheres</p> <p>Accuracy and bounds</p>	<p>Transformations</p> <p>Constructions, loci and bearings</p> <p>Solving quadratic and simultaneous equations</p> <p>Inequalities</p>

	Factors, multiples, primes, standard form and surds Algebra: the basics, setting up, rearranging and solving equations					
Mathematics (Foundation)	Integers and place value Decimals Indices, powers and roots Factors, multiples and primes Algebra: the basics Expressions and substitution into formulae	Tables, charts and graphs Pie charts Scatter graphs Fractions, decimals and percentages Percentages	Equations and inequalities Sequences Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons	Statistics, sampling and the averages Perimeter, area and volume Real-life graphs Straight-line graphs	Transformations Ratio Proportion	Right-angled triangles: Pythagoras and trigonometry Probability Multiplicative reasoning

Science (Combined / Triple B strands only for single science)	B3: Infection and response What are the four main types of microorganism that cause disease and how do they affect individuals? What are the first, second and third lines of defence our bodies have against pathogens?	C3: Quantitative Chemistry How do we calculate structure of compounds and utilise this to calculate concentrations and molarity?	C4: Chemical changes How do you know a reaction has occurred? Can you make a soluble salt? Can you carry out a titration? What is electrolysis and why do we use it?	C5: Energy changes What are exothermic and endothermic reaction? How can you calculate the bond energy of a reaction? What is a battery and a fuel cell?	C6: Rate and extent of chemical change What is the collision theory? How can we manipulate it to affect the rate of reaction? Can you measure the rate of reaction and evaluate your results?	B5 Homeostasis and Response What is the structure and function of the different animal systems. The nervous system, reproductive and endocrine systems.
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	<p>How have modern drugs been developed? How are monoclonal antibodies produced and used?</p> <p>P1: Energy Energy stores and transfer. Energy conservation. Study of the advantages and disadvantages of renewable and non-renewable sources of energy</p>	<p>P2: Electricity Within a circuit how are current, potential difference and resistance linked? What happens to the resistance across different components as current changes? How is electricity generated and supplied in the UK? What effect do electric fields have on charged objects?</p>	<p>B4: Bioenergetics What is photosynthesis, what limiting factors are there and how can the rate of photosynthesis be measured? Where are aerobic, anaerobic respiration and fermentation used in everyday life?</p>	<p>P4: Atomic structure What is the current model of the atom and how has this changed over time? What effect does radioactive decay have on nuclei? What are the hazards of radiation? What are the reactants and products of nuclear fission and fusion?</p>	<p>P5: Forces What forces do we encounter in everyday life and how do they interact with objects? How can moments, levers and gears be useful to us? How is pressure in a fluid created? What forces act on objects travelling along a line? What are Newton's three laws of motion and where do we observe them in everyday life? How can momentum be applied to safety measures in cars?</p>	
<p>Child Development</p>	<p>Health and well-being for child development</p> <p>What are the reproductive organs and what does a responsible parent look like?</p>	<p>Health and well-being for child development</p> <p>What is antenatal care? What are the stages of labour?</p>	<p>Health and well-being for child development</p> <p>What is postnatal care?</p>	<p>Health and well-being for child development</p> <p>How to recognise, manage and prevent childhood illness?</p>	<p>Health and well-being for child development</p> <p>How do you keep a child safe?</p>	<p>Working towards RO19 Internal Assessment –</p> <p>What equipment would you need for a nursery setting aged 0-12 months?</p>

Computer Science	<p>1.1 Systems Architecture</p> <p>What is the architecture of the CPU? What affects CPU performance? What are embedded systems?</p>	<p>1.2 Memory and storage</p> <p>What are the key differences between primary storage (memory) and secondary storage?</p>	<p>1.3 Computers networks, connections and protocols</p> <p>What are the main types of networks and topologies? What is the difference between wired and wireless networks. What is meant by network protocols and layers?</p>	<p>1.4 Network security</p> <p>What are the main threats to computer systems and networks and how do you identify and prevent vulnerabilities?</p>	<p>1.5 Systems software</p> <p>What is the purpose of an Operating System and Utility Software?</p>	<p>1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p>What are the ethical, legal, cultural and environmental impacts of digital technology?</p>
History	<p>Weimar and Nazi Germany</p> <p>What impact did WWI have on Germany?</p> <p>What was the Weimar Republic?</p> <p>What threats did the Weimar Republic face?</p>	<p>Weimar and Nazi Germany</p> <p>How did Hitler change the Nazi Party between 1919 and 1923?</p> <p>Were the 1920s Golden in Germany?</p>	<p>Weimar and Nazi Germany</p> <p>How did Hitler come to power?</p> <p>What was life like in Nazi Germany for children, women and minority groups?</p>	<p>Superpower Relations and the Cold War</p> <p>What were the origins of the Cold War?</p> <p>What were the early events of the Cold War between 1945 and 1953?</p>	<p>Superpower Relations and the Cold War</p> <p>What were the main Cold War crises?</p>	<p>Superpower Relations and the Cold War</p> <p>What was the period of Détente?</p> <p>Why did the Cold War come to an end?</p>

		Why didn't people support the Nazi Party in the 1920s?	Did the Nazis face any opposition?			

Geography	<p>Urban issues and challenges (unit 2.1) <i>What issues does continued urbanisation cause people and the environment?</i> Case study: Rio de Janeiro Case study: London</p>	<p>UK landscapes (unit 1.3) <i>How have our UK landscapes formed?</i> Options – Coastal landscapes and river landscapes</p>	<p>UK landscapes (unit 1.3) <i>How have our UK landscapes formed?</i> Options – Coastal landscapes and river landscapes</p>	<p>Natural Hazards (unit 1.1) <i>How do natural events affect our human geography?</i> Case studies: Typhoon Haiyan Earthquakes: New Zealand &amp; Nepal</p> <p>Fieldwork Scarborough</p>	<p>Natural Hazards (unit 1.1) <i>How do natural events affect our human geography?</i> Case studies: Typhoon Haiyan Earthquakes: New Zealand &amp; Nepal</p> <p>Fieldwork Scarborough</p>	<p>The Changing Economic World (unit 2.2) <i>How do levels of development affect our global community?</i> Case study of an NEE: Nigeria</p>
French	<p>Relationships with family and friends</p> <p>Qui sont plus importants, la famille ou les copains ?</p> <p>Who are more important, family or friends?</p>	<p>Free time: sport, music, TV, cinema and reading</p> <p>Qu'est-ce que tu aimes faire ?</p> <p>What do you like to do?</p>	<p>Technology. Festivals in French-speaking countries</p> <p>Quels sont les avantages et les inconvénients de la nouvelle technologie ?</p> <p>What are the advantages and</p>	<p>Festivals in French-speaking countries. My school</p> <p>Quels sont les fêtes importantes en France ?</p> <p>What are the important celebrations in France?</p>	<p>Life at school</p> <p>C'est comment, ton collège ?</p> <p>What is your school like?</p>	<p>Jobs and future careers. Revision</p> <p>Qu'est-ce que tu vas faire à l'avenir comme emploi ?</p> <p>What are you going to do in the future for a job?</p>

			disadvantages of new technology?			
German	Schule Wie findest du die Schule? (What do you think about school?)	Freizeit Was machst du in deiner Freizeit? (What do you do in your free time?)	Familie und Freunde Wie verstehst du dich mit deiner Familie und Freunden? (How do you get on with your family and friends?)	zu Hause Wie verstehst du dich mit deiner Familie und Freunden? (How do you get on with your family and friends?)	zu Hause Wo wohnst du? (Where do you live?)	zu Hause Wo wohnst du? (Where do you live?)
Religious Studies	Christianity: Beliefs and teachings. What does Christianity teach us about crime and punishment?	Christianity: Beliefs and teachings. What does Christianity teach us about crime and punishment?	Christianity: Practices. Themes in Religion: peace and conflict. What influence does religion have on peace and conflict around the world?	Christianity: Practices. What influence does religion have on peace and conflict around the world?	Themes in Religion: Religion and life. What impact does religion have on human rights and social justice?	Themes in Religion: Religion and life. What impact does religion have on human rights and social justice?
P.E.	Applied anatomy and Physiology P1  The structure and function of the musculoskeletal system; develop a good understanding of key body systems, their impact on health, fitness and performance in sport. Movement analysis; Can you identify 2 antagonistic pairs?	Applied anatomy and Physiology P1  Physical Training; The 10 Components of fitness; Agility, Balance, Power, C.V endurance, R.time, coordination, flexibility & m.endurance.  Aerobic and anaerobic exercise; What is the difference between the 2 systems, which sporting activities can you put under each?	Applied anatomy and Physiology P1  Structure and function of cardiorespiratory system; The mechanics of breathing both at rest, during and after exercise. Lung volumes; expiratory and inspiratory reserves. Can you label the structure of	Health Fitness and Well being P2  Energy use, diet, nutrition and hydration; Somatotypes; the 3 types, their descriptions and identification within different sports and positions. What are the different food types needed in a balanced diet and what does each food group supply?	Socio cultural Issues in Physical activity and sport P2  Engagement patterns Commercialisation; What are the factors affecting participation in sport? Sponsorship, media and the 'Golden' Triangle show how money can be made by sporting events e.g Olympic Games. What are the positive and negative impacts	Socio cultural Issues in Physical activity and sport P2  Ethical Issues, commercialisation, psychology. Technology in sport; Performer, spectator, officials and the link with positive and negative impacts of each. Hooliganism and conduct of performers. How does a football club combat the impacts off spectator

			the heart and give its roles and functions?		of the media and sponsorship?	behaviour if its negative?
Design Tech (3D Design Art and Design)	Intro to the assessment objectives. What a sketch book could look like.  How is the Exam broken down to make your GCSE grade?	Chris Gilmour, Card Sculpture. Design communication  How do you make structures in cardboard modelling? What techniques can you use?	Metal skills Wood skills Plastic skills  Explain how to cut and shape resistant materials safely and accurately.	Everyday Objects project  What does scale mean? How do designers represent scale on their work?	Jewellery Project  Explain how materials can be manipulated in multiple ways?	Jewellery Project  How can you incorporate CAD and CAM to improve the quality of your outcome?
Hospitality and Catering	Understanding the Hospitality environment  What is the difference between Hospitality and Catering?	Food safety and legislation  Baking  Why do employers have to follow legislation?	Environmental issues and customer needs  Pastry  What is an EHO and what do they do?	Quality Assurance and commodities  Breads  What order do you receive and store different foods? Do you know why?	Exam Preparation (1 <sup>st</sup> Attempt)  Sauces  How does your exam affect your overall grade?	Exam Revision (1 <sup>st</sup> Attempt)  Meats and Fish  How do you write an extended exam question?

Drama	<p>Elephant Man – Stanislavski - The System.</p> <p>What is the Stanislavski system? Can you use the system to enhance characterisation, vocal and physical skills in an individual performance (monologue)?</p>	<p>Brecht and devising. What is the purpose of Epic theatre in today's society? How can Brechtian techniques enhance your own devised work for examination?</p>	<p>Component 1 – Devising from exam board released stimuli. Working in a group of between 3 and 5.</p> <p>Can you create, develop and perform your own devised piece to a high standard in the style of Brecht?</p>	<p>Rehearsal and performances recorded for Component 1. Can you maintain rehearsal in a group through resilience and co-operation with others, whilst analysing your work and reshaping ideas to meet the exam criteria?</p>	<p>Portfolios and evaluations for Component 1. Can you evidence your devising process and evaluate your personal contributions to rehearsal and final performance?</p>	<p>Physical Theatre, theatre visit and writing theatre reviews.</p> <p>How can you use physical expression in performance to communicate deeper meanings to an audience? How does live theatre affect you and an audience, taking all aspects of production into account?</p>
Art	<p><u>Altered Nature Project 1</u></p> <p>How can we 'alter nature' in a visual way?</p>	<p><u>Altered Nature Project 1</u></p> <p>How can we 'alter nature' in a visual way?</p>	<p><u>Altered Nature Project 1</u></p> <p>How can we 'alter nature' in a visual way? A04 Focus</p>	<p><u>MOCK EXAM</u></p> <p>What is a Mock Exam and how do I prepare?</p>	<p><u>MOCK EXAM</u></p> <p>What is a Mock Exam and how do I prepare?</p>	<p><u>MOCK EXAM</u></p> <p>What is a Mock Exam and how do I prepare?</p>
Music	<p>How can we use Musescore to help us to learn to read music and understand basic music theory?</p> <p>AOS 1 What is the rhythm of Badinerie?</p>	<p>How do we read a key signature?</p> <p>What are diatonic chords?</p> <p>What makes a good chord sequence?</p> <p>How do I write a melody for my chord sequence?</p>	<p>AOS 3</p> <p>How does a composer use musical elements to create an atmosphere or represent a character?</p> <p>How are the musical elements used in Badinerie?</p>	<p>AOS 2</p> <p>How is musical texture and sonority used in Musical Theatre?</p> <p>What are the characteristics of Jazz and blues music?</p> <p>What is Chamber music and how does a composer decide on the instrumentation?</p>	<p>Composition.</p> <p>Can you compose your own piece of music?</p> <p>How will you score it?</p> <p>How will you make sure it is playable by your chosen instruments?</p>	<p>Composition.</p> <p>Can you compose your own piece of music?</p> <p>How will you score it?</p> <p>How will you make sure it is playable by your chosen instruments?</p>



	<p>AOS 4 Which instrument can I play to create an ensemble of Africa by Toto?</p> <p>How are the musical elements used in the set work Africa by Toto?</p> <p>Performance - What does a good practise routine look like?</p>	<p>How do I add lyrics in muse score?</p> <p>How do we compare two versions of the same song?</p> <p>How does Bach use the musical elements in Badinerie?</p>	<p>AOS1 How do you tell the difference between baroque, classical and romantic music?</p> <p>What is a musical cadence?</p> <p>What is an alberti bass?</p> <p>What are the different structures I need to know at GCSE?</p>	<p>How do you write a pop song?</p>	<p>What was your compositional process?</p>	<p>What was your compositional process?</p>
Dance	<p>Health and Safety in the Dance Studio</p> <p>Strength and Flexibility</p> <p>Working together to become a Dance company</p>	<p>Researching different dance practitioners</p> <p>Researching different professions within the performing arts</p>	<p>Research one professional practitioner linked to the theme through practical and non-practical ways</p>	<p>Creating the portfolio which shows the understanding of the theme and the professional practitioner</p>	<p>Learning professional repertoire</p> <p>Dance Skills audit</p> <p>Rehearsing</p>	<p>Developing Performing Skills</p> <p>Performing</p> <p>Developing Evaluation Skills</p>
PSHCE	<p><b>Mental Health</b></p> <p>Mental health and ill health, stigma, safeguarding health including during</p>	<p><b>Financial Decision Making</b></p> <p>The impact of financial decisions, debt, gambling and the impact of</p>	<p><b>Healthy Relationships</b></p> <p>Relationships and sex expectations, pleasure and challenges, including</p>	<p><b>Exploring Influence</b></p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p><b>Addressing extremism and radicalisation</b></p> <p>Communities, belonging and</p>	<p><b>Work Experience</b></p> <p>Preparation for and evaluation of work experience and readiness for work</p>

	periods of transition or change	advertising on financial choices	the impact of the media and pornography		challenging extremism	
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