



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Core Subjects

| | | | | | | |
|---------------------------------|--|--|--|--|---|---|
| <u>English</u> | Gothic Literature Creative Writing | <u>Noughts and Crosses</u> (Play adaptation) | | Love and Relationships Poetry | <u>An Inspector Calls</u> | |
| <u>Maths</u> | Ratio & Proportion - Compound measures, exchange rates, percentage multipliers, simple interest | Geometry - Angles in parallel lines, interior/exterior angles, circle properties, Pythagoras with area & perimeter | Algebra - Expanding & simplifying double brackets, factorising, index laws - integers, fractions & negatives | Probability - Sample spaces, listing, frequency trees, tree diagrams, averages & combined averages | Algebra - Simultaneous equations, N th term, coordinates - mid points & length of a line, $y=mx+c$ | Geometry - Constructions, plans & elevations, transformations |
| <u>Science</u> | Biology: Growth & Differentiation Chemistry: The Periodic Table | Physics: Acceleration Biology: Human Interaction | Physics: Heating Chemistry: Quantitative Chemistry | Biology: Genetics Physics: Sound & Waves | Chemistry: Using Resources Physics: Electricity in the home | |
| <u>Computer Science</u> | Python Turtle | Computer Principles 2 | Python Next Steps | Networks | | Minecraft |
| <u>Geography</u> | Restless Earth | Global Economy | Living on the Edge (Coast) | Geography of Crime | Development Gap | Sustainable Living |
| <u>History</u> | Germany 1918-1945 | | Cold War | | Ancient Medicine | |
| <u>Religious Education</u> | Christianity | | | Judaism | | |
| <u>Spanish</u> <u>French</u> | All about me | | Healthy life style | | School and future careers | |
| | Common topics followed in Spanish and in French | | | | | |
| <u>Drama</u> | Intro to devising (The Riots) | Ensemble Development (The play: 100) | Ensemble Performance (The Play: 100) | Exploring Text (A Monster Calls) | Live Theatre Evaluation (A Monster Calls) | Public Speaking/Interview skills |
| <u>Music</u> | Reggae | Music for Film | Minimalism | Rap & Hip Hop | Rock Music | The Elements of Music/Ensemble |
| <u>Physical Education</u> | Tactical awareness - invasion games | Tactical awareness - net games | Tactical elements - swimming - breathing techniques, turns & starts | Student led fitness sessions to peers, using a range of training methods | Tactical components - athletics | Composition & independent choreography - gymnastics & dance |
| | Students will experience all topic areas, but not necessarily in the same order. | | | | | |
| <u>Dance</u> | Introduction to dance | Exploration of dance skills through teacher led dance | Developing performance skills | Choreography skills - developing own dance | Exploration of professional practitioner | Final performance |
| <u>Art</u> <u>Textiles</u> | Nature Project | | Still life project | | Graffiti art in Textiles | |
| | The Art and Textile curriculums are taught together. Students will experience all topic areas, but not necessarily in the same order. | | | | | |
| <u>Food Technology</u> | Risk assessments - HACCPs | Food commodities | Planning a practical | Producing dishes showing multiple elements & a range of skills | Presentation skills | Evaluating practical making |
| <u>Product Design</u> | Careers in engineering & the different sectors. Problem solving through design & construction. The use of mechanisms to create movement in products. Artist research & experimentation. Generate & communicate art and design ideas showing creative responses in relation to research | | | | Developing practical skills through development and review - including development sketches, modelling and evaluation | |
| | Students alternate weekly sessions between food technology and product design curriculums. | | | | | |