



# PERINS SCHOOL

*IN OMNIA EXCELLENTIA*



Perins Curriculum Mapping

# PERINS CURRICULUM MAPPING

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## CHAPTER 1

# AIMS & PRINCIPLES

The Perins motto is 'In Omnia Excellentia' and this is underpinned by our curriculum. The Perins curriculum enables our staff to deliver the best possible and broadest possible education for our students.

**Provides enjoyment, a love of learning and boosts self esteem** – To motivate students to learn in a safe yet challenging environment. Interactions with each other and with staff are built into each learning opportunity to enable maximal enhancement of the individual.

**Enriches individuals through a broad and balanced holistic approach to learning enabling students to grow as confident life long learners** – All students follow the national curriculum subjects at KS3, including RE and PSHE alongside Perins specific curriculum innovations and our enrichment programme. These programmes enable our students to develop as

rounded citizens through the totality of their educational experience. They are enhanced intellectually, creatively, socially and physically. Learning experiences enable all students to develop their knowledge and understanding in literacy and numeracy through discrete lessons and across every aspect of the curriculum.

**Rehearsal, revision and reformulation** – Research has shown that effective learning takes place when opportunities enable the information to be stored in the long term memory (Atkinson and Shiffrin, 1968). Through engaging inputs and effective teaching, information that it stored in the short

term memory during lessons is revisited in future lessons within the topic, in other topics in the subject area and through opportunities in other curriculum areas. The Perins curriculum map identifies these opportunities for students. This provides the framework for unlimited duration and capacity of the learning material.

**Inspires and raises aspirations** – The Education Endowment Foundation state that "evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them" (<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/>). The Perins approach is that we enable students to achieve their full potential and therefore ensure that students have the knowledge and skills to progress towards their aspirations.

We appreciate that students have attitudes, beliefs and behaviours surrounding aspiration that are diverse and as such, focus on the individual. The curriculum allows for students to progress as confident, ambitious individuals supported by staff to enable a clarity of destination as well as providing skills and learning that will allow them to adapt in the 21st Century global learning environment.

**Nurture** – We are proud of our inclusive ethos, where every individual is valued and respected. Our pastoral system supports our students through the challenges of growing up in the modern ever-changing world.

Classes across the curriculum, and specifically in PSHE, Citizenship and Perins Values reinforce our ethos, and help to build confident worldwide young people.

**Student focussed** – All that we do is aimed to support and develop our students through their time at Perins. Enrichment lessons in Years 7 and 8 help to instil the Perins ethos, and build the transferable skills needed for success in Key Stage 4 and beyond. Options choices are made at the end of Year 8, selecting 6 subjects to study in addition to their core studies. Students discontinue one options subject after Year 9, allowing them to focus more closely on their chosen subjects.

## THE P.E.R.I.N.S. CURRICULUM:

- **P**rovides enjoyment, a love of learning and boosts self esteem
- **E**nriches individuals through a broad and balanced holistic approach to learning enabling students to grow as confident life long learners
- **R**ehearsal, revision and reformulation
- **I**nspires and raises aspirations
- **N**urture
- **S**tudent focussed



“Key Stage 4 and further life-long study, encourages students to develop skills such as reflection, critical thinking, leadership and effective team working.”

## CHAPTER 2

# CURRICULUM OVERVIEW

The Perins curriculum is designed to allow a two-year process for Key Stage 3 (Years 7 and 8) and three years for Key Stage 4 (Years 9, 10 and 11).

### THE PERINS CURRICULUM:

**During Years 7 and 8 students study a wide assortment of subjects required by the National Curriculum, with a focus on English and Maths.**

We offer additional lessons on 'Enrichment lessons which are designed to prepare students for Key Stage 4 and further life-long study, encouraging students to develop skills such as reflection, critical thinking, leadership and effective team working. Students' Life Studies lessons will also help in creating fully functional members of society, able to make difficult decisions and understands the consequences of their actions.

The enrichment programme allows us to meet the needs of our students at Perins in developing them holistically and providing learning in areas not yet covered by the subjects within the national curriculum. Often these themes are specific to the students at Perins.

These programmes are invaluable in providing qualities that will be essential to each child long after he or she has left Perins, either as preparation for further study or to help them along their career path.

Perins works with both parents and their child on a personal level before they select their Year 9 Options.

This enables them to make the best choice to help them achieve their ambition. Whichever route is opted for we are confident all students will leave Perins with a broad range of outstanding skills and qualifications.



## CHAPTER 3

# CURRICULUM DELIVERY

Perins School follows a fortnightly timetable and students are taught in a combination of mixed ability and sets (subject dependant).

## YEAR 7 & 8 14 DAY LESSON CYCLE

	Year 7	Year 8
Maths	8	7
English	7	7
Science	6	6
MFL	5	5
PE	5	5
RE	4	4
History	3	3
Geography	3	3
Life studies	3	3
Music	2	2
Art	2	2
Drama	2	2
Technology	2	2
Computing	2	2
Enrichment	6	7

SUBJECT

Number of lessons per fortnight ( yr 7)    Number of lessons per fortnight ( yr 8)



## YEAR 9 CURRICULUM

During year 8, students begin the first stage of their options process. Alongside the core subjects, students undertake a programme of 'guided option' choices allowing for them to explore their optimal learning subjects whilst maintaining the breadth across the curriculum offer. Students choose from a series of 'suites':

- Humanities Suite
- Languages Suite
- Enterprise Suite
- Creative Arts Suite

As well as two 'free choice' options. This allows all students to be considered for full English Baccalaureate entry in years 10/11.

At the end of year 9, students and staff work together to determine which subject from the year 9 option choice suites is ceased in order to allow additional time for depth in the remaining subject choices.

### GUIDED OPTIONS SUBJECT SUITES

HUMANITIES SUITE	LANGUAGE SUITE	ENTERPRISE SUITE	CREATIVE ARTS SUITE	2x 'FREE' OPTIONS
History Geography	French Spanish German Latin	Computer Science Creative iMEDIA Child Development Design Technology Food Preparation & Nutrition Business Studies Economics Media	Art & Design Photography Dance Drama Music Music Technology	Citizenship Physical Education Psychology Religious Studies Sports Studies
				<i>* Subjects in the named categories/ blocks can also be chosen as one of the free choices.</i>



### YEAR 9 14 DAY TEACHING CYCLE

English	8
Maths	8
Science	8
Humanities suite	5
Languages suite	5
Enterprise suite	5
Creative Arts suite	5
Free option 1	5
Free option 2	5
Religious studies (core)	1
Life studies/PSHE	1
PE	4

SUBJECT

Number of lessons per fortnight ( yr 9)

## YEAR 10 & 11

We recommend that students continue to study a balanced academic curriculum in Key Stage 4. We want to ensure that our students “keep doors open” to make further choices in the future. We help students to balance a number of important factors:

- **The student’s strength in each of the subjects**
- **The need to have a broad and balanced approach to their subject choices**
- **The importance of giving students the most appropriate qualifications they will need in the future**



### Core Compulsory Subjects

In Key Stage 4 all students study English Language, English Literature, Maths and Science. They will also have four lessons of PE per fortnight, one RE and one PSHE/Life skills.

### English Baccalaureate Subjects (EBacc)

Students choose to continue with five additional subjects to study at Key Stage 4 alongside the core curriculum. Students are encouraged to continue with both a language and a humanities subject, giving them a combination of subjects which forms the English Baccalaureate and demonstrates ability and achievement in a broad range of academic subjects.

### Choices Subjects

For their remaining subjects, students can continue with courses previously studied in year 9 from the suites offered. We offer a range of qualifications in these areas including GCSEs, BTECs (a GCSE equivalent) and Cambridge National Qualifications.

### Sciences

In Years 7, 8 and 9 all students study the Combined Sciences curriculum of Biology, Chemistry and Physics. During Year 10, depending upon career aspirations and ability, some students will change to studying the three sciences as individual subjects enabling them to take three GCSEs. Other students will be able to continue with the core Combined Sciences course and also take Additional Science, enabling them to take two GCSEs. Students are able to progress to A Level Sciences at college, whichever route they take.

### Transition years

With the implementation of the curriculum and the school day, the years 10 and 11 will continue with 4 options choices. The additional time allowed due to the school day changes to 6 periods from 5 allows for additional time to be allocated as timetabled revision sessions for each subject taken by the students. This complements and enhances our approach to ‘Rehearsal, revision and reformulation’.

“We want to ensure that our students ‘keep doors open’ to make further choices in the future.”

## YEAR 10 & 11 14 DAY TEACHING CYCLE

English	9	10
Maths	9	9
Science	11	10
PE	4	4
Religious Studies (Core)	1	1
PSHE/Life Skills	1	1
Option A	6	6
Option B	6	6
Option C	6	6
Option D	6	6
Option E	6	6
<b>SUBJECT</b>	<b>LESSON TOTAL YEAR 10</b>	<b>LESSON TOTAL YEAR 9</b>

# MORE ABLE & TALENTED

Perins has a More Able and Talented MA&T programme which aims to enrich and extend the learning experience of the more able students at the school.

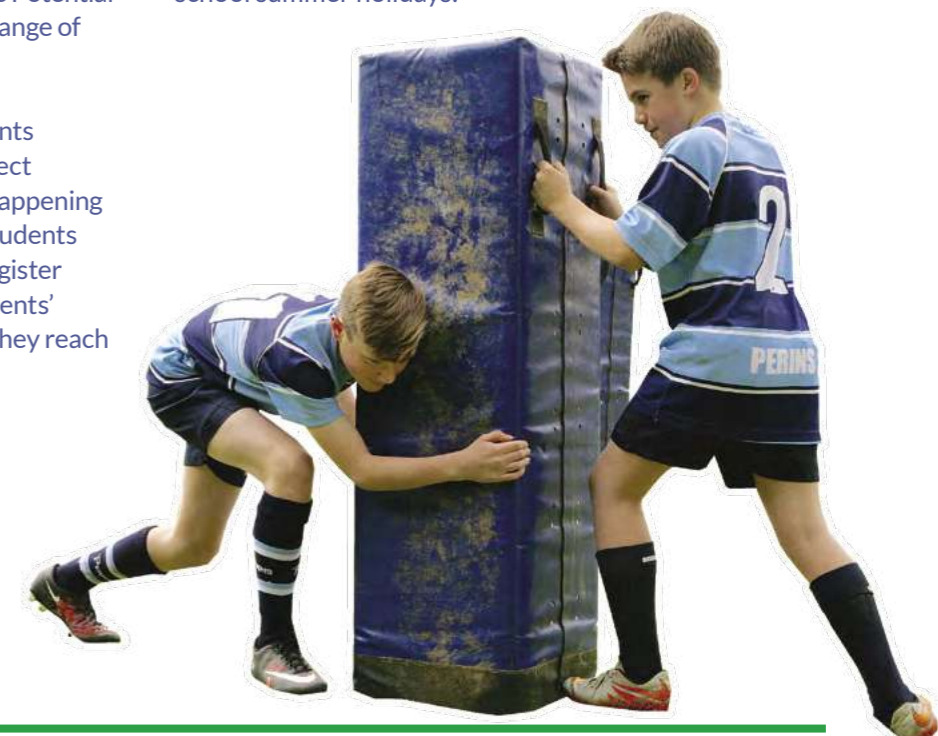
Students who are recognised as ‘More Able’ are those who have the ability to excel academically in specific subjects, e.g. English, Maths, Science and humanities. Those who are ‘Talented’ are those who have the ability to excel in specific practical subject areas, e.g. PE, Drama, Art and Music.

At Perins we also recognise more able students who have high CAT (Cognitive Abilities Tests) scores. These students are identified as having High Academic Potential and have the ability to perform highly across a range of academic subjects.

Identification of High Academic Potential students happens in the autumn term of Year 7 with subject specific More Able and Talented nominations happening towards the end of the Spring Term of Year 7. Students can be added to the More Able and Talented register at any point during their time at Perins and students’ progress will be monitored to help ensure that they reach their full potential.

Each department has a MA&T representative who ensures that there is quality MA&T provision within the department. Opportunities such as competitions, university experiences, productions, concerts, sports teams, master classes and enrichment days are provided.

In addition, all Key Stage 3 MA&T/High Academic Potential students will be invited to the XPERTISE Summer School which takes place at the start of the school summer holidays.







# LIFE STUDIES

## LIFE STUDIES SUITE

Life Studies encompasses the majority of the subject content of both PSHE and Citizenship. The aim of Life Studies is to develop pupils' skills and knowledge to help to make them a rounded person, in the hope that they can grow to be a fully-functioning member of society when they leave school.

Life Studies also incorporates aspects of Careers Education, with one of the highlights of the Year 8 curriculum being a project focused on pupils writing their own CVs and letters of application, before participating in a mock interview with a panel of parents. Pupils have often cited this project as a hugely beneficial experience for them, and parents regularly express their admiration for how well the pupils perform.

Alongside the statutory content required, the topics covered in Life Studies are tailored to fit the needs of our pupil body, and are adapted as needed in response to these changing needs. At the end of each year, pupils have the opportunity to share their views in a pupil voice survey, and the results are used in making adjustments to the curriculum for the next year. Where possible, topics are timed to be delivered alongside similar content in other subjects; for example, when pupils study the concept of agape through the works of Martin Luther King Jr in Year 7 RE, pupils in Life Studies are learning about how racism is present in the modern day, and what can be done to end discrimination.

“parents regularly express their admiration for how well the pupils perform.”

CHAPTER 4

# ENHANCING THE NATIONAL CURRICULUM

At Perins we take great pride in developing individual students in all aspects. We firmly believe that in taking a holistic approach to education, we provide a framework for our young people to continue to develop throughout their life. The experiences inside and out of lessons are key in ensuring that we achieve this.



Section 1

# LEADER IN ME PROGRAMME

**LEADER IN ME IS A:**

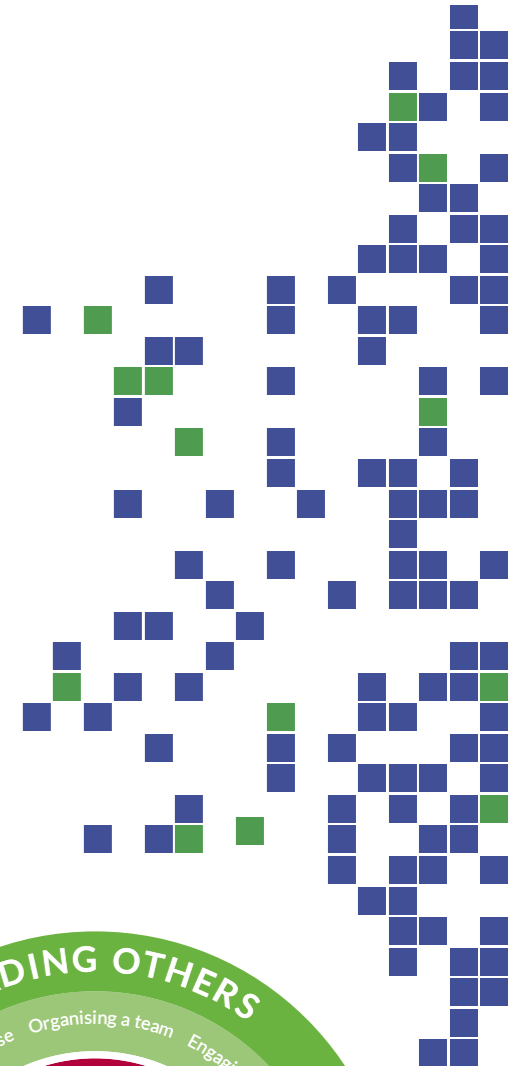
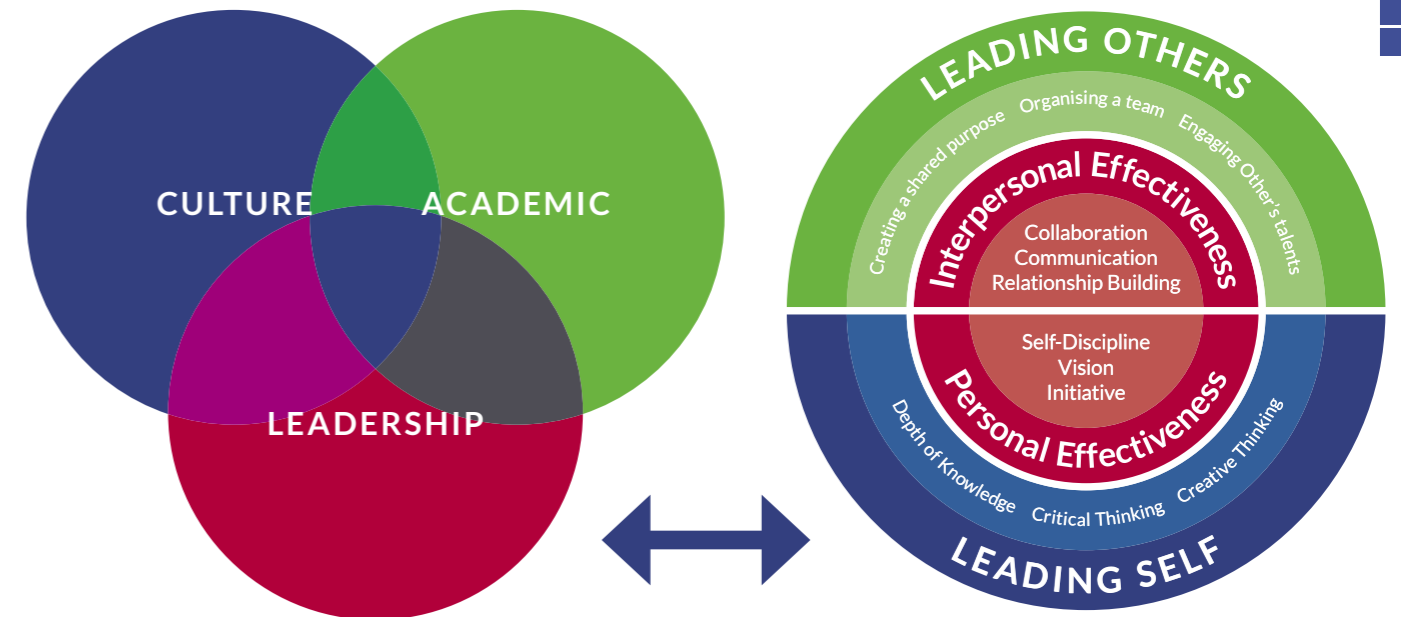
1. School Improvement Model Leader in Me is a comprehensive Reception to Year 13, school improvement model that equips pupils with the essential leadership and life-readiness skills they need to thrive in the 21st Century, and enhances measurable results for the school in the areas of leadership, culture, and academics.
2. Global Community Leader in Me is a global community of teachers dedicated to unleashing human potential. the mission behind the programme is to 'Develop Life Ready Leaders'

**WHY INCLUDE IN THE PERINS CURRICULUM?**

1. Develop love of learning ethos.
2. Reduce barriers to learning / teaching.
3. Further develop positive relationships.
4. Improve transition.

## LIFE READY

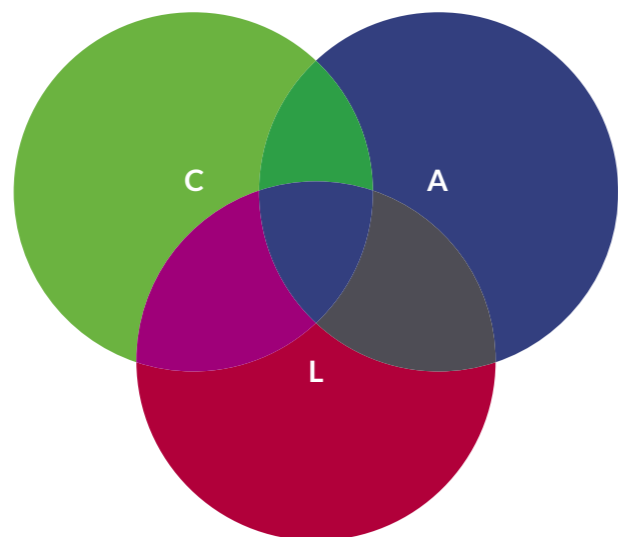
- 21st Century Skills
- Social-Emotional Learning
- Soft Skills
- College & Career Ready
- Character
- Life Skills



Section 2

# LEADER IN ME APPROACH

# MEASURABLE RESULTS



## CULTURE

- Creates a safe and engaging school environment.
- Empowers teachers to guide the social, emotional, and academic development of students.
- Builds valued and trusting relationships.
- Improves student attendance.



## ACADEMIC

- Equips teachers to create goal-centered, student-led classrooms.
- Empowers students to lead their own learning.
- Increases student abilities to set and achieve goals for academic achievement.



## LEADERSHIP

- Increases students personal responsibility.
- Increases students' ability to work well with others.
- Positively influences student behavior and decreases discipline referrals.
- Develops social-emotional skills in students and staff.
- Empowers families to support their child's socialemotional development.

RETHINKING LEADERSHIP



## SCHOOL SUMMATIVE MEASURES

*School Data*

School identifies existing measures that determine the success of their vision and school.

**PUPIL BEHAVIOR**

- Discipline Referrals
- Suspensions



**ATTENDANCE**

- Pupil Attendance
- Pupil Absenteeism
- Teacher Attendance



**ACADEMIC MEASURES**

- Reading Proficiency
- Math Proficiency

## LIM SCHOOL COMPETENCY MEASURES

*Measurable Results Assessment (MRA)*

A 360 survey tool measures the perceptions and attitudes of the combined outcomes of students, staff and families, including social-emotional (leadership), culture, and academics.

Staff Social/Emotional

Teaching Readiness

Pupils Leadership

Family Involvement

Supportive School Environment

Staff Satisfaction

Student Engagement

Teaching Proficiency

Pupil-Led Achievement

Section 3

# LEADER IN ME - EVIDENCE FOR EFFECTIVENESS

## Is Leader in Me Evidence Based?

Yes! Objective evidence of Leader in Me impacts has been steadily growing since 2010. To date, over 30 independent academic-research studies have evaluated Leader in Me effectiveness. A full range of experimental methods have been used – from quantitative analysis of statewide data, to qualitative studies that analysed interview data from dozens of educators, families, and students. In addition, nearly all of the studies were reviewed by peer or academic advisory group before release, and all studies were conducted independent of FranklinCovey.

The academic studies were conducted by the following colleges and universities (number of studies):

- Arizona State University (1)
- California State University (1)
- Capella University (2)
- College of St. Rose (1)
- Dordt College (1)
- Eötvös Loránd University (1)
- Gardner-Webb University (1)
- Johns Hopkins University (2)
- Lamar University (1)
- Missouri Baptist University (1)
- St. John's University (1)
- Texas A&M (1)
- University of Alberta (2)
- University of Louisiana Lafayette (2)
- University of Michigan (2)
- University of Missouri (1)
- University of North Florida (2)
- University of Northern Iowa (2)
- University of Pécs (1)
- University of S. Mississippi (1)
- Virginia Commonwealth University (1)
- Walden University (1)
- Wingate University (1)

Over 30 Independent University Studies



Teachers “indicated that with the utilisation of the Leader in Me initiative, they have **MORE TIME TO PLAN AND CREATE LEARNING EXPERIENCES** for their students versus **DEALING WITH DISCIPLINARY ISSUES**”.

*Dr. B. Bryant (2016) Capella University*

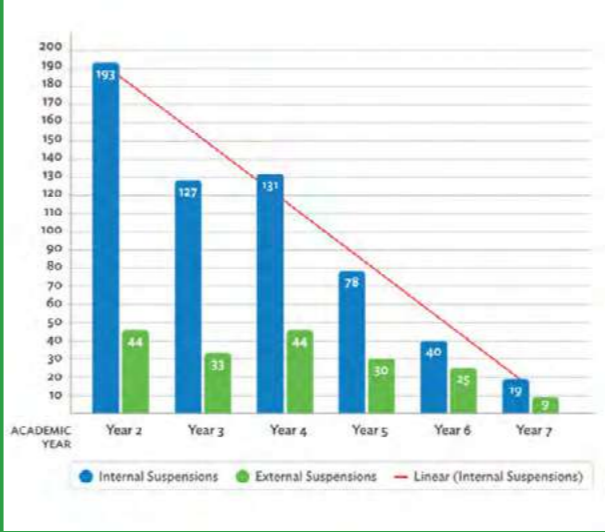
**22.84%** IMPROVEMENT IN STUDENT BEHAVIOUR was found in a stateside analysis of Florida Leader in Me schools compared to matched controls.

*Dr. S. Schilling (2018) University of Michigan*

**Junior High Behavioral Incidents**

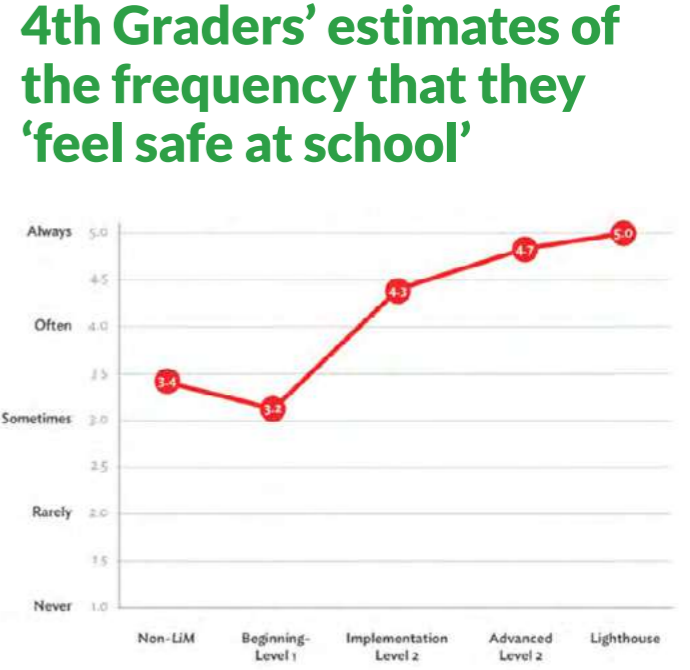
**88%** OVERALL DECREASE IN JUNIOR HIGH BEHAVIOR INCIDENTS once filled with students who had experienced *Leader in Me* in elementary school.

*Dr. C. Ishola (2016) Benedictine University*



**95%** of surveyed staff either “agreed” or “strongly agreed” that students can **SUCCESSFULLY MAINTAIN CLASSROOM LEADERSHIP ROLES**, and 90% of surveyed staff either “agreed” or “strongly agreed” that students can **SUCCESSFULLY CARRY OUT SCHOOLWIDE LEADERSHIP ROLES** as well.

*Dr. K. Cummins (2015) University of Louisiana at Lafayette*



## Section 4

# LEADER IN ME - CORE PARADIGMS

Leader in Me is based on 5 Core Paradigms rooted in timeless, and universal principles. The 5 Core Paradigms define a broader view of pupil achievement and direct our understanding of the Leader in Me process.

## THE FIVE CORE PARADIGMS

1

Everyone can be a leader.

Not: Leadership is for the few.

2

Everyone has genius.

Not: A few people are gifted.

3

Change starts with me

Not: To improve schools, the system needs to change first.

4

Educators empower students to lead their own learning.

Not: Educators control and direct student learning.

5

Develop the whole person.

Not: Focus solely on academic achievement.

SEE Core Paradigms	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
	Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has genius.	To improve schools, the system needs to change first.	Change starts with me.	Educators control and direct student learning.	Educators empower students to lead their own learning.	Focus solely on academic achievement.	Develop the whole person.

DO Highly Effective Practices	<h3>Teach Leadership Principles</h3> <ul style="list-style-type: none"> <li><b>Professional Learning</b> <ul style="list-style-type: none"> <li>Ongoing Staff Learning</li> <li>New-Staff Learning</li> <li>Principal Learning and Modeling</li> </ul> </li> <li><b>Student Learning</b> <ul style="list-style-type: none"> <li>Direct Lessons</li> <li>Integrated Approaches</li> <li>Modeling</li> </ul> </li> <li><b>Family Learning</b> <ul style="list-style-type: none"> <li>Family Communication</li> <li>7 Habits Training for Families</li> <li>Student Teaching at Home</li> </ul> </li> </ul>	<h3>Create a Leadership Culture</h3> <ul style="list-style-type: none"> <li><b>Leadership Environment</b> <ul style="list-style-type: none"> <li>Physical Environment (See)</li> <li>Common Language (Hear)</li> <li>Emotional Environment (Feel)</li> </ul> </li> <li><b>Shared Leadership</b> <ul style="list-style-type: none"> <li>Student Leadership Roles</li> <li>Student Voice</li> <li>Active Lighthouse Teams</li> </ul> </li> <li><b>Leadership Events</b> <ul style="list-style-type: none"> <li>Schoolwide Events</li> <li>Classroom Events</li> <li>Family &amp; Community Events</li> </ul> </li> </ul>	<h3>Align Academic Systems</h3> <ul style="list-style-type: none"> <li><b>Schoolwide-Goal Achievement</b> <ul style="list-style-type: none"> <li>School Goals</li> <li>Team Goals</li> <li>Staff Goals</li> </ul> </li> <li><b>Student-Led Achievement</b> <ul style="list-style-type: none"> <li>Student Goals</li> <li>Leadership Notebooks</li> <li>Student-Led Conferences</li> </ul> </li> <li><b>Empowering Instruction</b> <ul style="list-style-type: none"> <li>Trusting Relationships</li> <li>Student-Led Learning</li> <li>Collaborative Planning and Reflection</li> </ul> </li> </ul>
	GET Measurable Results	<b>Leadership</b>	<b>Culture</b>

Section 5

# LEADER IN ME - HOW

## WHAT WILL WE DELIVER?

The topics and approaches delivered fall under four main headings:

- Life readiness
- Career readiness
- College/University readiness
- Leadership readiness

## LEADER IN ME COURSES: 14-18 YEARS

Post Secondary Readiness

LIFE READINESS	CAREER READINESS	COLLEGE READINESS	LEADERSHIP READINESS
<ul style="list-style-type: none"> <li>• Be Proactive</li> <li>• Begin with the End in Mind</li> <li>• Put First Things First</li> <li>• Think Win-Win</li> <li>• Seek First to Understand</li> <li>• Synergise</li> <li>• Sharpen the Saw</li> </ul>	<ul style="list-style-type: none"> <li>• Interview Skills</li> <li>• Presentation Skills</li> <li>• Listening Skills</li> <li>• Emotional Control</li> <li>• Resume Writing</li> <li>• Digital Etiquette</li> <li>• Creativity</li> <li>• Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Choices</li> <li>• College Test Prep</li> <li>• Prep for College</li> <li>• Study Skills</li> <li>• Weekly Planning</li> <li>• Financial Literacy</li> <li>• Away from Home</li> <li>• Roommates</li> <li>• Community Involvement</li> <li>• Health &amp; Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Roles of Leadership</li> <li>• Leading Projects</li> <li>• Mentoring 1 - on - 1</li> <li>• Group Dynamics</li> <li>• Meeting Management</li> <li>• Group Decisions</li> <li>• Leading Families</li> <li>• Coaching</li> <li>• Leading Work Teams</li> </ul>
<b>7 HABITS</b>	<b>FIND YOUR VOICE</b>	<b>TAKE CHARGE</b>	<b>INSPIRE OTHERS</b>





# ENRICHMENT PROGRAMME

## CURRICULUM ENRICHMENT

In years 7 and 8, students will follow an 'enrichment suite' of lessons to provide them with a framework for future learning, skills for life (previously untaught by the national curriculum) and social and personal development opportunities.

These include lessons in:

- **Information/Media Literacy (year 8)**- Our students are growing up in a world in which they are continually bombarded by information, more so than in at any other time in history. It is very easy for them simply to accept information as true "because it's on the internet", and it is therefore essential that students are aware of the ways in which information can be presented or misrepresented for a purpose. Media Literacy helps students to access, analyse, evaluate and create messages in a variety of forms, including print, video and the Internet. It also assists students in developing the essential skills of inquiry and self-expression necessary for citizens of a democracy. Based on resources from world-leading institutions, lessons will focus on topics such as what news is, how to verify the content of news articles, and how misinformation can spread on social media. We aim to help students begin to question the authenticity of the information that they consume, and to consider the potential motivations and biases of its authors.

These skills will become particularly useful in many GCSE options involving the interpretation of texts and use of source material.

- **Critical thinking** - Critical thinking is an essential part of learning. It teaches students to make 'good

decisions' and have 'good thinking skills' so that they develop more than just the ability to understand something, but to evaluate and to expand their thinking. In these sessions we plan to use key topics in Geography and History to develop critical thinking skills. Students will be required to problem solve, to analyse and make judgements but to also be creative and generate alternative meanings for some of our most important events, people and processes - both past and present. The government, employers, universities and colleges have all argued that it is important for "all sectors of education to prepare individuals who are able to think for themselves". We therefore want our pupils to be fully equipped, to be ready to question the world and have a critical awareness.

- **Values** - Developing our students both emotionally and academically is something which Perins prides itself on. This area of the curriculum will focus on developing students' core values: respecting each other, having the emotional resilience to bounce back from obstacles and taking care of their physical and mental well-being. The curriculum will include lessons around these Perins core values, as well as the statutory curriculum delivery of British Values, anti-Bullying work and sessions around promoting positive mental and health.

- **Life skills (through STEM)** - STEM stands for Science, Technology, Engineering, and Mathematics. STEM is important because it pervades every part of our lives; Science is everywhere in the world around us, Technology is continuously expanding into every aspect of our lives, Engineering is the basic designs of roads and bridges, but also tackles the challenges of changing global weather and environmentally-friendly changes to our home. Mathematics is in every occupation, every activity we do in our lives. STEM education has been shown to help bridge the ethnic and gender gaps sometimes found in math and science fields. Initiatives have been established to increase the roles of women and minorities in STEM-related fields. STEM education breaks the traditional gender roles and each and every decision we make will use an aspect of STEM. By exposing students to STEM and giving them opportunities to explore STEM-related concepts, we hope they will develop a passion for it and hopefully encourage more students of Perins School to pursue jobs in a STEM field. During Year 7 all students will be given the opportunity to participate in our STEM club, where a number of fun activities that use problem solving, laboratory skills, critical thinking, team work and analysis will introduce them to the world of STEM. In Year 8 we will then begin the CREST award. CREST is a scheme that is meant to inspire young people to think and behave like scientists and engineers. It is a nationally recognised award (much like Duke of Edinburgh), where students lead or take part in a project using the skills learnt in Year 7.
- **Enterprise** - A project based programme of study which aims to inspire students and bridge the gap between school life and work skills. The students will be given opportunities to take part in enterprise activities, which will help them to develop creative thinking, teamwork, communication and problem solving skills by giving them experience of the real world of work. The subject seeks to empower students to learn and connect classroom, community, and career-related skills.
- **Speakers programme** - Visiting speakers have become an important part of the educational experience for students. This programme has already started at Perins. The visiting

speakers expose students to real-world life experiences from the position of someone who has been there as well as providing additional insight into research and current affairs. Students will have further opportunities to see the insight and perspective of the visitor's particular field. Visiting speakers can enhance the experience of students who will receive information and experiences that they can't get anywhere else. Another added benefit is the link that students get to make between what they learn in their textbooks and what they learn from the visiting speaker. Research shows that it is helpful for students to build these important connections between what they are learning and the real world. We have a wealth of information, interests and insight from parents, business leaders, famous people and some of our own staff that will greatly enhance the learning experiences of our students and as such will provide them with a framework for their future education at Perins and beyond. We would very much welcome any of our parents or wider families to contact me by email with regards to possible inclusion in this programme.

- **Silent Reading** - Research has shown consistently that students who read more tend to make faster progress and therefore achieve better grades in exams, not only in English but also across the curriculum. Reading for pleasure is hard to achieve in English lessons alone - although our English staff use a range of strategies to inspire engagement with the texts, there is little freedom for students to pick texts that suit their own interests. In these silent reading sessions we would like to be able to offer students the opportunity to read for pleasure, picking books from the library which are appropriate for their reading ability but freely choosing the literature which most appeals to them. This will not only afford them the opportunity to develop those critical skills which are applicable across their academic education - skills such as analysis, evaluation, empathy, creativity and imagination - but will also benefit students in terms of their mental and emotional wellbeing by inviting them to step out of their own experience of the world and into somebody else's, as literature enables us to do.

## CHAPTER 5

# ACTIVITIES

At Perins, we are proud to offer a full, ever growing extra-curricular program. Our aim is to provide something for everyone, and we encourage students to make the most of these opportunities.

We believe that the extracurricular program:

- Promotes healthy living via access to sports and fitness activities
- Helps build skills, passions and interests that can last a lifetime
- Builds confidence and self-esteem through a variety of experiences
- Develops social opportunities and strong, meaningful friendships.

Our ethos is one of 'working with' and not 'doing to'. Our staff choose to go the extra mile and, as such, our extra-curricular offer is second to none. We have ensured that through high quality provision we are known nationally for our sporting teams and activities with over 650 students regularly participating in sporting events outside of the school day. Over the past few years, we have also expanded our provision within the Creative Arts. The annual drama production in particular has been a great source of both personal and professional pride – and we can say with confidence that a Perins Youth Theatre production is so much more than just a 'regular school production'. Our reputation, in both the school and across the wider community, has grown exponentially with each drama production we have staged, and the positive feedback we receive year-on-year continues to surpass our expectations.

In 2016, over 350 pupils auditioned for Phantom of the Opera. And this was surpassed in 2017-18 with over 400 auditioning for Beauty and The Beast and again in 2018-19 with over 400 Auditioning for our production of West Side Story at The Grange.

The many other opportunities provided by all areas of the school ensure that hundreds of students remain on site until up to 6pm each day and this encourages positive working relationships between staff and students that are truly enabling.

Participating in the extra-curricular activities has proven to be a wonderful experience for all those involved and one which we hope will stay with our staff and students for the rest of their lives.

## ACTIVITIES

Chamber Choir	9,10,11	I1
Badminton	9,10,11	Sports Hall
Football	-	Astro Pitch
Radio Club	All	Passcal
Sweat Box	10,11 Girls	Dance studio
Girls Hockey	All	Astro Pitch
Boys Rugby	9	Fields
Badminton	7,8	Sports Hall
Badminton	9,10,11	Sports Hall
Indoor Rowing	All	Fitness suite
Fitness Fever	9,10,11	Fitness suite
AcaFellas	9,10,11	I1
Orchestra	All	I1
Rugby (Autumn)	9,10	Sports Hall
Cricket (Spring)	9,10	Spots Hall
Football	8	Astro Pitch
Sign Language Club	All	P2

ACTIVITY

YEAR(S)

WHERE

## ACTIVITIES

Film Club	All	P9	13:15 - 14:00	Mrs Plant	Tuesday
Radio Club	All	Pascal	13:15 - 14:00	Mr Barber & Mr Ahmed	Tuesday
Homework Club	7,8	LS	13:15 - 14:00	Mrs Cutter	Tuesday
GCSE Dance Club	9,10,11	Dance studio	13:15 - 14:00	Mrs Boden	Tuesday
Commercial Dance Club	All	Dance studio	15:15 - 16:15	Mrs Alexiou	Tuesday
Open Art Studio	9,10,11	E1 & E2	15:15 - 16:15	Mrs Wright	Tuesday
Jazz Band	All	I1	15:15 - 16:15	Mrs Ashford	Tuesday
Squash	-	Off Site	15:15 - 16:15	Mr Whybro	Tuesday
Mixed Basketball	All	Sports Hall	15:15 - 16:30	TBC	Tuesday
Trampolining	All	Main Hall	15:30 - 17:00	Mrs Boden	Tuesday
Netball	11	Courts	15:15 - 17:00	Miss Tourino	Tuesday
Girls Football	All	Astro Pitch	15:15 - 16:15	Mr Faulkner	Tuesday
Rugby	7,10	Fields	15:15 - 16:15	Mr C-S & Mr Medhurst	Tuesday
Fitness Fever	9,10,11	Fitness Suite	15:15 - 16:30	Mr Wood	Tuesday
Golf	All	Off Site	15:15 - 16:15	Mr Whybro	Tuesday
Awesome Club	7,8	LS	13:15 - 14:00	Mr Jackson	Wednesday
Choir	All	I1	13:15 - 14:00	Mrs Ashford	Wednesday

ACTIVITY	YEAR(S)	WHERE	WHEN	STAFF	DAY
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## ACTIVITIES

Indoor Athletics	All	Sports Hall	13:15 - 14:00	Mr Faulkner	Wednesday
Football	11	Astro pitch	13:15 - 14:00	Mr Medhurst	Wednesday
Radio Club	9,10,11	Pascal	13:15 - 14:00	Mr Barber + Mr Ahmed	Wednesday
GCSE Dance Club	7,8	Dance studio	13:15 - 14:00	Mrs Boden	Wednesday
STEM club	7,8	N4	15:15 - 16:15	Mrs Ahluwalia + Mr Ortiz	Wednesday
KS3 Dance club	All	Dance studio	15:15 - 16:15	Mrs Boden	Wednesday
Table Tennis	All	Main Hall	15:15 - 16:15	Mrs Clayton-Shepherd	Wednesday
Boys Hockey	9,10,11	Astro pitch	15:15 - 16:30	Mr Whybro	Wednesday
Sports Conditioning	7,8	Fitness suite	15:30 - 17:00	Mr Clayton-Shepherd	Wednesday
Art Club	7	E2	13:15 - 14:00	Mrs Wright	Thursday
Rugby (Autumn)	7,8	Sports Hall	13:15 - 14:00	Mr Arthur	Thursday
Cricket (Spring)	All	Sports Hall	13:15 - 14:00	Mr Arthur	Thursday
Football	7,8	Astro Pitch	13:15 - 14:00	Mr Jewell + Mr Rice	Thursday
Design + Technology club	9,10,11	S5	13:15 - 14:00	Mr Davies	Thursday
Gay Straight Alliance	All	R2	13:15 - 14:00	Mr Eastham	Wednesday
Homework Club	7,8	LS	13:15 - 14:00	Mrs Cutter	Wednesday
Study Skills	9,10,11	LS	13:15 - 14:00	Miss Blake	Wednesday

ACTIVITY	YEAR(S)	WHERE	WHEN	STAFF	DAY
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## ACTIVITIES

Radio Club	All	Pascal	13:15 - 14:00	Mr Barber + Mr Ahmed	Wednesday
Homework Club	7,8	LS	13:15 - 14:00	Mrs Cutter	Wednesday
Netball	7,8	Sports Hall	15:15 - 16:15	Miss Tourino	Wednesday
Netball	9,10,11	Sports Hall	16:15 - 17:30	Miss Tourino	Wednesday
Drama Club	7,8	H1	15:15 - 16:15	Mrs Baker + Mrs Jordan	Wednesday
Netball	7,8	Courts	15:15 - 16:15	Miss Tourino	Wednesday
Netball	9,10	Courts	15:15 - 16:30	Miss Tourino	Wednesday
Mountain Biking	All	On/Off site	15:15 - 17:00	Mr Calver	Wednesday
Rugby	11	Fields	15:15 - 16:15	Mr Clayton Shepherd	Thursday
Rugby	8	Fields	15:15 - 16:15	Mr Whybro	Thursday
Fitness Fever	8,9,10	Fitness suite	15:15 - 16:15	Mr Powell	Thursday
Duke of Edinburgh Award Scheme	10	-	15:15 - 16:15	Miss Blake	Thursday
Golf	All	Off site	15:15 - 16:15	Mr Whybro	Thursday
Indoor Rowing	All	Fitness suite	15:15 - 16:00	Mr Fuccio	Thursday
Book Club	7,8	Library	13:15 - 14:00	Mrs Champion	Friday
AcaBellas	9,10,11	I1	13:15 - 14:00	Mrs Ashford	Friday
Girls Cricket	All	Sports Hall	13:15 - 14:00	Mr Medhurst	Friday

ACTIVITY	YEAR(S)	WHERE	WHEN	STAFF	DAY
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## ACTIVITIES

Football	10	Astro pitch	13:15 - 14:00	Mr Barber	Friday
Study Skills	9,10,11	LS	13:15 - 14:00	Miss Blake	Friday
Radio Club	All	Pascal	13:15 - 14:00	Mr Barber + Mr Ahmed	Friday
Athletics Winter Training (Nov onwards)	All	Sports Hall	15:15 - 17:00	Mr Faulkner	Friday
Couch to 5K	10,11 girls	Dance studio	15:15 - 16:15	Mrs Brown	Friday
Martial Arts	All	Main Hall	15:15 - 17:00	Mr Whybro	Friday
Cross Country	All	Courts	15:15 - 16:15	Mr Fuccio	Friday
Girls Rugby	All	Fields	15:15 - 17:00	Mr Arthur	Friday
Fitness Fever	8	Fitness suite	15:30 - 16:30	Mrs Key	Friday
Equestrian Club	All	Off Site	Monthly, after school	Mr Wicks	-
History club	7,8	R6	TBC	Mr Papanicolau	-
Dry Ski Club	Pupils on Ski-Trip	Off Site	Spring term, after school	Mr Wandless	-
Modelling Club	7,8	S5	TBC	Miss Lunn	-
Poetry Competition Club	All	P2	Termly	Mr Sawdy	-
Geography Club	7,8	Library	13:15 - 14:00	Mrs Champion	Friday
Eco Club	9,10,11	I1	13:15 - 14:00	Mrs Ashford	Friday
Spelling bee	All	Sports Hall	13:15 - 14:00	Mr Medhurst	Friday
Craft Club	10	Astro pitch	13:15 - 14:00	Mr Barber	Friday

ACTIVITY	YEAR(S)	WHERE	WHEN	STAFF	DAY
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# TRIPS & VISITS

## LEARNING BEYOND THE CLASSROOM

Many of the lifelong memories come from other aspects of schooling. Trips and visits are always among those experiences that students reflect upon for the rest of their lives. Through staff giving their time generously and whole community involvement we ensure that we have many opportunities to make lasting memories, lifelong friends and experience the wonder of difference.

The world is changing around us beyond all recognition. We have seen far too often the dangers of becoming an isolated society and one that is solely inward looking and focused on ethnocentricity. We need to embrace, develop and dis-seminate a new paradigm and practice of collaboration through effective partnership working, not only outside of the school, the locality, but internationally. Perins has a strong tradition of such collaborative working. We are proud of our students and staff on a daily basis but none more so than when they engage

in major events such as trips and visits where we know they will represent everything we stand for at Perins and will wear our badge with honour.

Our staff work tirelessly to ensure that these trips and visits are a success, the parents support us throughout, the community generously donate, key companies provide sponsorship and engagement and most importantly our amazing students make these events worthwhile and provide the memories for many years to come.

## TRIPS SCHEDULE

Houses of Parliament & Supreme Court	Citizenship	10
Calshot Activity Centre	N/A	9
Paris	Citizenship	8
Peter Symonds College	MFL	10
Able Linguists - Southampton University	MFL	8,10
Barcelona	MFL	9,10
Paris	MFL	10
SKi - 2015 Italy, 2016 USA, 2017 Italy, 2018 Austria, 2019 France/Italy, 2020 Canada	MFL	All
Languages Show London	N/A	10
Portsmouth Historic Dockyard	History	8
WW1 Battlefields - Belgium + France	History	9
Imperial War Museum - Holocaust Exhibition	History	10
Hitler on Trial - Exam workshop	History	10
Gifted and Talented trip to the Jewish Museum - cross curricular with RE	History/RE	10
Germany Tour (Berlin, Munich and Nuremberg) (7 nights residential)	History	10
Poland - Krakow and Auschwitz (3 night residential)	History	10
Remembrance service at St Johns church	History	History Leaders
Bletchley Park	Maths/Computing	8
South Africa Tour	PE	10,11
<b>TRIP</b>	<b>DEPARTMENT</b>	<b>YEAR</b>



## TRIPS SCHEDULE

Subsea	Science	8,9
Chemistry Festival	Science	8 G&T
INTECH –Yearly events via invitation (including workshops in school)	Science	All
Marwell Zoo	Science	7,8
Hawk Conservancy	Science	7,8
Christmas Lecture – Chemistry dept', Southampton University	Science	7,8,9,10
STAG lecture – Turner Sims Southampton	Science	-
Top of the bench – Postsmouth Grammar School	Science	8,9
Natural Products Masterclass –Southampton University	Science	10
Salters festival of chemistry – Southampton University	Geography	10
Iceland	Geography	10
Italy	Geography	11
Lymington River	Geography	11
Southampton City	Geography	All

TRIP

DEPARTMENT

YEAR

To Kill A Mockingbird – Southampton Mayflower	English	11
Wicked – Southampton Mayflower	English	All
Harry Potter Studios	Media	11
Thorpe Park	Maths	9
Theatre trips – Things I Know To Be True	Creative Arts	10,11
Theatre trips – Othello	Creative Arts	10,11
Theatre trips – Blood Brothers	Creative Arts	10,11
Theatre trips – Woman in Black	Creative Arts	10,11
Theatre trips – Wayne McGregor	Creative Arts	10,11
Theatre trips – Canterbury Tales	Creative Arts	10,11
Theatre trips – Matilda	Creative Arts	All
Theatre trips – Ghost	Creative Arts	10,11
Theatre trips – The 39 Steps	Creative Arts	10,11

TRIP

DEPARTMENT

YEAR



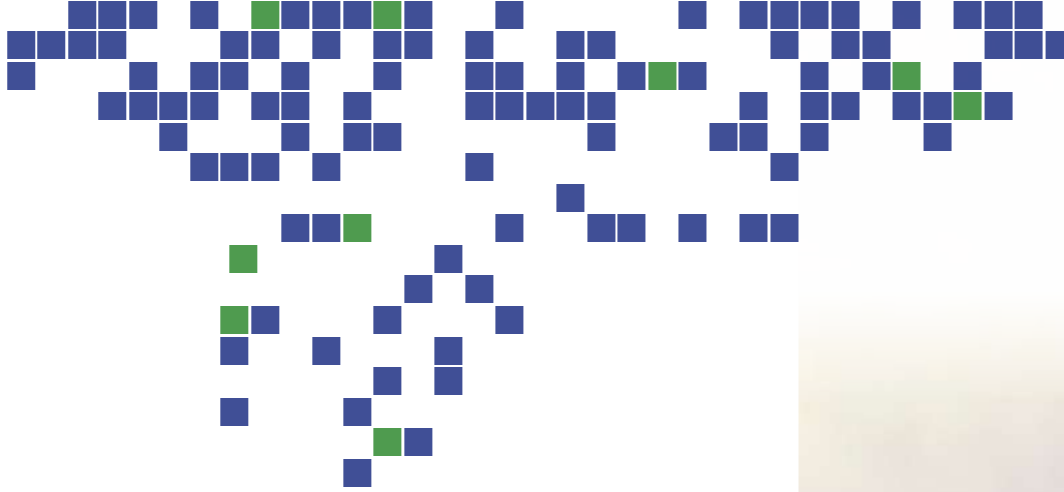
## TRIPS SCHEDULE

Theatre trips – Les Miserables	Creative Arts	All
Theatre trips – Phantom of the Opera	Creative Arts	All
Theatre trips – Joseph & His Amazing Technicolour Dreamcoat	Creative Arts	All
Theatre trips – Wicked	Creative Arts	All
Theatre trips – Macbeth	Creative Arts	10,11
Theatre trips – Metamorphosis	Creative Arts	10,11
Theatre trips – Oresteia	Creative Arts	10,11
Theatre trips – Romeo & Juliet	Creative Arts	10,11
Theatre trips – A curious Incident of the Dog in the Night-time	Creative Arts	10,11
Theatre trips – The Play that Goes Wrong	Creative Arts	10,11
Theatre trips – One Man; Two Guvnors	Creative Arts	10,11
Theatre trips – Beautiful Burnout	Creative Arts	10,11

**TRIP** **DEPARTMENTMENT** **YEAR**

Bath Uni	PE	10, G&T
Ageas Bowl	PE	8
Treloars Disability Sports Day	PE	9
Boccia Project –Treloars	PE	8
Twickenham	PE	All
Wembley	PE	Girls
Netball –Wembley Arena	PE	-
Wimbledon	PE	11
Woodmill – Outdoor Adventurous Activities	PE	9
Sports Leaders Outreach – Various local schools	PE	10
Sky Sports – Living for Sport	PE	7,8

**TRIP** **DEPARTMENTMENT** **YEAR**



“...we have many opportunities to make lasting memories, lifelong friends and experience the wonder of difference”

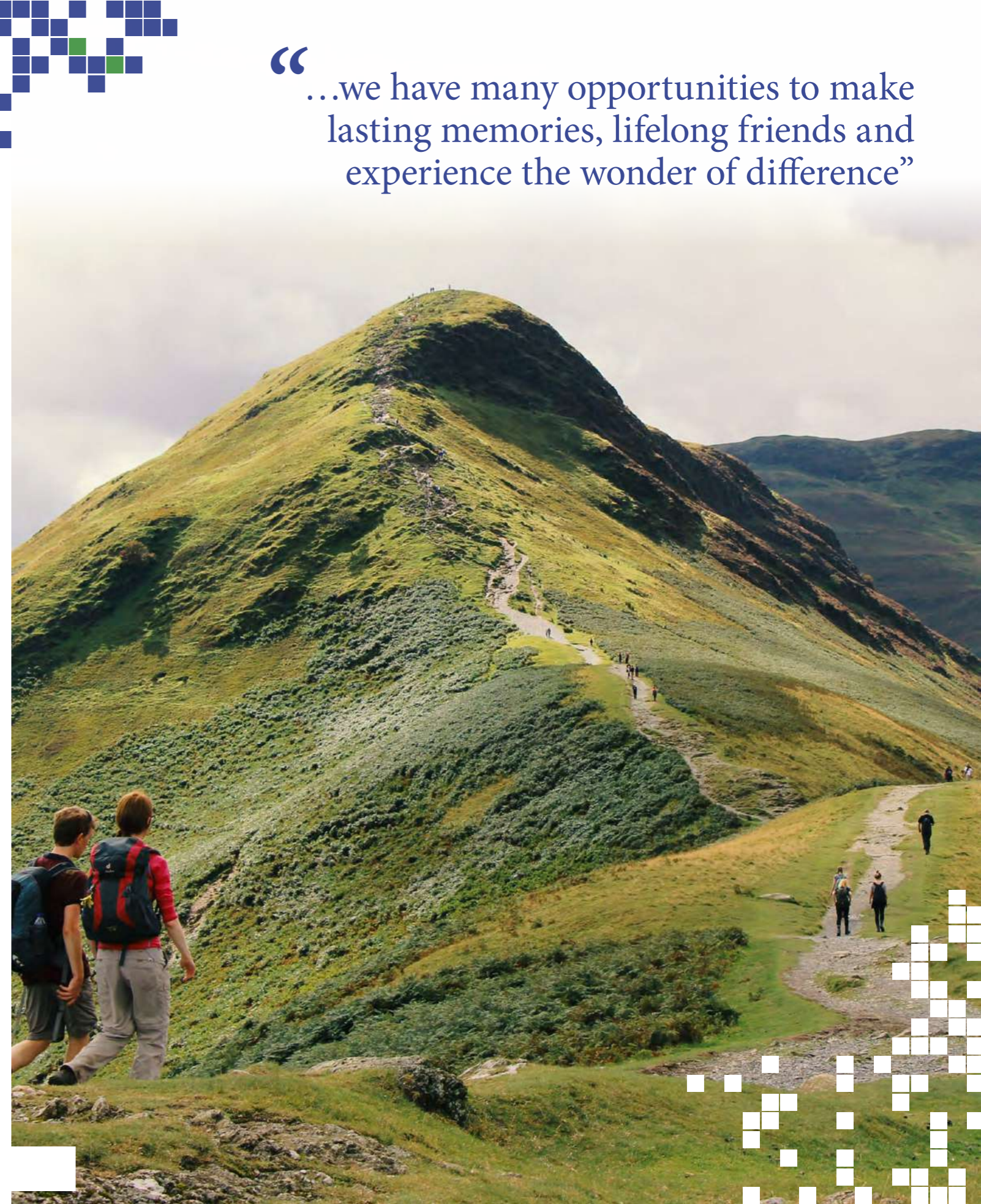
## TRIPS SCHEDULE

Chris Lubbe ° Cultural Enrichment Experience (Apartheid)	PE	10,11
National Schools Sevens	PE	Boys & Girls
National Indoor Rowing Championships – Olympic Park	PE	All
South Wonston Polo Centre	Creative Arts	All
Horseball Championships	Creative Arts	All
Olympic Legacy	PE	7,8,9,10
Oxford University	G&T	10
Summer School	G&T	7,8
Transition Summer School	G&T	6
Masterclasses	G&T	5,6
Winchester University	PE	G&T
Alton College Taster	PE	10, G&T
Languages Spelling Bee	MFL	7,8
Leadership Academy	PE	9

**TRIP**

**DEPARTMENT**

**YEAR**





# PRINCIPLES BEHIND DESIGN

The Perins curriculum can best be described as a model that has its basis in the research of Bruner (1966) in that instruction is:

1. Concerned with experiences and contexts that makes the student willing and able to learn (readiness)
2. Structured for optimal understanding (Spiral organisation)
3. Designed to facilitate extrapolation and to fill in the gaps (going beyond the information given)

Bruner's (1960) work on the "Process of Education" form the basis of the Perins curriculum approach with four key themes emerging:

- **The role of structure in learning** - At Perins we take a practical approach to learning where we focus on the teaching and learning of structure rather than that of mastery and techniques. We firmly believe that this approach is central to the classic problem of transfer. Through high quality teaching and learning experiences we aim to provide a general picture where the relationships between earlier encounters and later are made as clear as possible.
 

necessary to obtain their own information through process driven outcomes rather than by experts in the field providing solutions.
- **Motives for learning** - The curriculum choices made through exam boards, choices of text, teaching elements and opportunities classroom approach are designed to stimulate learning as the key motivating factor rather than the end results of exam grades.
 

In our design of curriculum we allow for additional experiences and contexts through actively encouraging additional aspects of curriculum explored through trips, visits, internal experiences, extra-curricular opportunities and whole school involvement. The spiral structure ensures that key information is revisited throughout the students experiences in a subject area over the 5 years at Perins as well as taking into account work previously covered at Primary school. In addition, material is mapped across subject areas for cross-curricular engagement and thus provides a fuller picture of learning for the student. Our three year GCSE model allows for subjects at GCSE to be explored in greater depth in order to underpin these approaches and as such, students are able to go beyond the general information given in their learning, filling in the gaps for current and future learning.
- **Readiness for learning**- At Perins, we begin with the hypothesis that any subject can be taught effectively in some form at any stage of development. This underpins our 'spiral curriculum' model where 'A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them' (Bruner, 1960)
- **Intuitive and Analytical thinking** -Intuition is an essential feature of productive thinking. Bruner (1960) describes intuition as 'the intellectual technique of arriving and plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions'. As such, the curriculum within each subject area allows for students to gain the skills

## CHAPTER 6

# CURRICULUM MAP

“ We teach a subject not to produce little libraries on that subject, but rather to get a student to think... for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product.”

- Bruner (1966)



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE ENGLISH LANGUAGE (Compulsory Core)**

Director of study: **Mr S Barber** ([barber@perins.hants.sch.uk](mailto:barber@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

The English Language GCSE encourages students to read a greater range of high quality, challenging literature including fiction and non-fiction texts from a range of genres and types and eras (from the 19th, 20th and 21st centuries).

## Subject Skills

Reading and writing are equally weighted in the current English Language GCSE.

The new English Language GCSE has a greater focus on making sure that students are able to write clearly and accurately, in good Standard English. There is an increased emphasis on spelling, punctuation and grammar including the use of varied and sophisticated vocabulary.

## Tiers

Tiers have been removed from GCSE English. Content is accessible for students of all abilities.

## Speaking & Listening

Speaking and Listening will be assessed through in-class formal speeches. There will be a bigger emphasis on teaching students to become more confident in formal presenting. Although their Spoken Language grade does not directly impact their GCSE English Language grade, they must achieve a pass in Spoken Language to pass GCSE English Language.

## Assessment

All examinations are compulsory and take place at the end of year 11.

## Examinations

Paper 1 Explorations in Creative Reading and Writing  
Written exam – one hour 45 minutes (50% of GCSE)

Paper 2 Writers' Viewpoints and Perspectives  
Written exam – one hour 45 minutes (50% of GCSE)

Both papers cover Reading and Writing

Non-examination formal assessment: Spoken Language, separate endorsement. This takes place in year 10.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE ENGLISH LITERATURE (Compulsory Core)**

Director of study: **Mr S Barber** ([barber@perins.hants.sch.uk](mailto:barber@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

The course develops the ability to read, understand and respond to a wide variety of literary texts and to appreciate the ways in which authors achieve their effects. It promotes an awareness of social, historical and cultural contexts in the study of literature. It allows pupils to develop an ability to construct and convey meaning through the written word by exploring how others have done so before them.

## Subject Skills

The English Literature GCSE encourages students to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel
- A Shakespeare play
- A selection of poetry since 1789 including representative Romantic poems
- British prose fiction or drama from 1914 onwards.

## Tiers

Tiers have been removed from GCSE English Literature. This means that specifications and question papers will have to cover the full range of abilities.

## Assessment

All examinations are compulsory and take place at the end of year 11.

## Examinations

Paper 1 Explorations in Creative Reading and Writing

Written exam – one hour 45 minutes (50% of GCSE)

Paper 2 Writers' Viewpoints and Perspectives

Written exam – one hour 45 minutes (50% of GCSE)

Both papers cover Reading and Writing

Non-examination formal assessment: Spoken Language





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Science**

Director of study: **Mr C Rait** ([crait@perins.hants.sch.uk](mailto:crait@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk/](http://www.ocr.org.uk/)

## Course Description

In Year 9 all students study the same material based on the Combined Science specification. At the end of this year, mock exams will determine which students will follow the separate science courses (GCSE Biology, Chemistry and Physics) and those who will remain on the Combined Science course.

The course consists of 100% exams.

## Science and the English Baccalaureate

The Science component is fulfilled if pupils:

- Enter all three of the separate Sciences (GCSE Biology, Chemistry and Physics) and achieve grades 9-5 in any two of them.
- Take GCSE Combined Science



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE History**

Director of study: **Miss K Lewis (lewis@perins.hants.sch.uk)**

Examination Board: **Edexcelonline.com**

## Course Description

The course is divided into 3 exams. Learners study warfare and British Society 1250 – present and London and the Second World War 1939 – 1945.

Learners will also study Anglo Saxon and Norman England 1060 – 1088, Superpower relations and the Cold War and a third study of Weimar and Nazi Germany 1918 – 1939.

## Subject Skills

- **Writing Skills** – the ability to express ideas clearly in written form.
- **Reading and Research Skills** – the ability to find out, select and evaluate relevant information.
- **Acquire knowledge and understanding of the human past.**
- **Develop understanding of how the past has been represented and interpreted.**
- **Use a range of historical sources critically in their historical context.**
- **Understanding historical interpretations**
- **Draw conclusions, make judgements and appreciate that these and other historical conclusions are liable to change in the light of new evidence.**

## Assessment

The final assessment is made up of three exams.

**Paper One= 1 hour 15 minutes (30%)**

- On the topic of warfare and British Society (thematic) and London and the Second World War (Historical Environment)

**Paper Two= 1 hour 45 minutes (40%)**

- British depth study – Anglo Saxon Society and the Normans
- Period Study – Superpower relations and the Cold War

**Paper Three= 1 hour 20 minutes (30%)**

- Modern Study – Weimar and Nazi Germany

## Tiers

The scheme of assessment consists of one tier covering the whole ability range grades. Students will be taught in mixed-ability groups.

## Extra-Curricular Opportunities.

In order to support pupils learning in History we plan a range of optional trips including-

- **Hitler on Trial**
- **Imperial War Museum**
- **Belgium Battlefields Tour**
- **Auschwitz & Krakow Tour**



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Combined Science**

Director of study: **Mr C Rait (crait@perins.hants.sch.uk)**

Examination Board: **OCR [www.ocr.org.uk/](http://www.ocr.org.uk/)**

## Course Content

The GCSE Combined Science qualification provides the foundation for understanding the material world. Students are introduced to various key concepts in biology, chemistry and physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

## Topics of study

### BIOLOGY

- B1: Cell level systems
- B2: Scaling up
- B3: Organism level systems
- B4: Community level systems
- B5: Genes, inheritance and selection
- B6: Global challenges

### CHEMISTRY

- C1: Particles
- C2: Elements, compounds and mixtures
- C3: Chemical reactions
- C4: Predicting and identifying reactions and products
- C5: Monitoring and controlling chemical reactions
- C6 Global challenges

### PHYSICS

- P1: Matter
- P2: Forces
- P3: Electricity and magnetism
- P4: Waves and radioactivity
- P5: Energy
- P6: Global challenges

## Examinations

- Biology Paper 1 – B1, B2, B3
- Biology Paper 2 – B4, B5, B6
- Chemistry Paper 1 – C1, C2, C3
- Chemistry Paper 2 – C4, C5, C6
- Physics Paper 1 – P1, P2, P3
- Physics Paper 2 – P4, P5, P6

EACH EXAM COUNTS 16.7% OF THE OVERALL COMBINED SCIENCE GRADE

EXAMS ARE 1hr 10 min

Total marks available 70



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE French**

Director of study: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk/](http://www.ocr.org.uk/)

## Course Content

There are three themes covered

### 1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/ communities

### 2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

### 3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

## Tiers

Higher (Grades 9-4) &  
Foundation (Grades 5-1)

## Assessment

Students are assessed in four skill areas:

**Listening – 25%** - comprehension including questions and answers in both English and French.

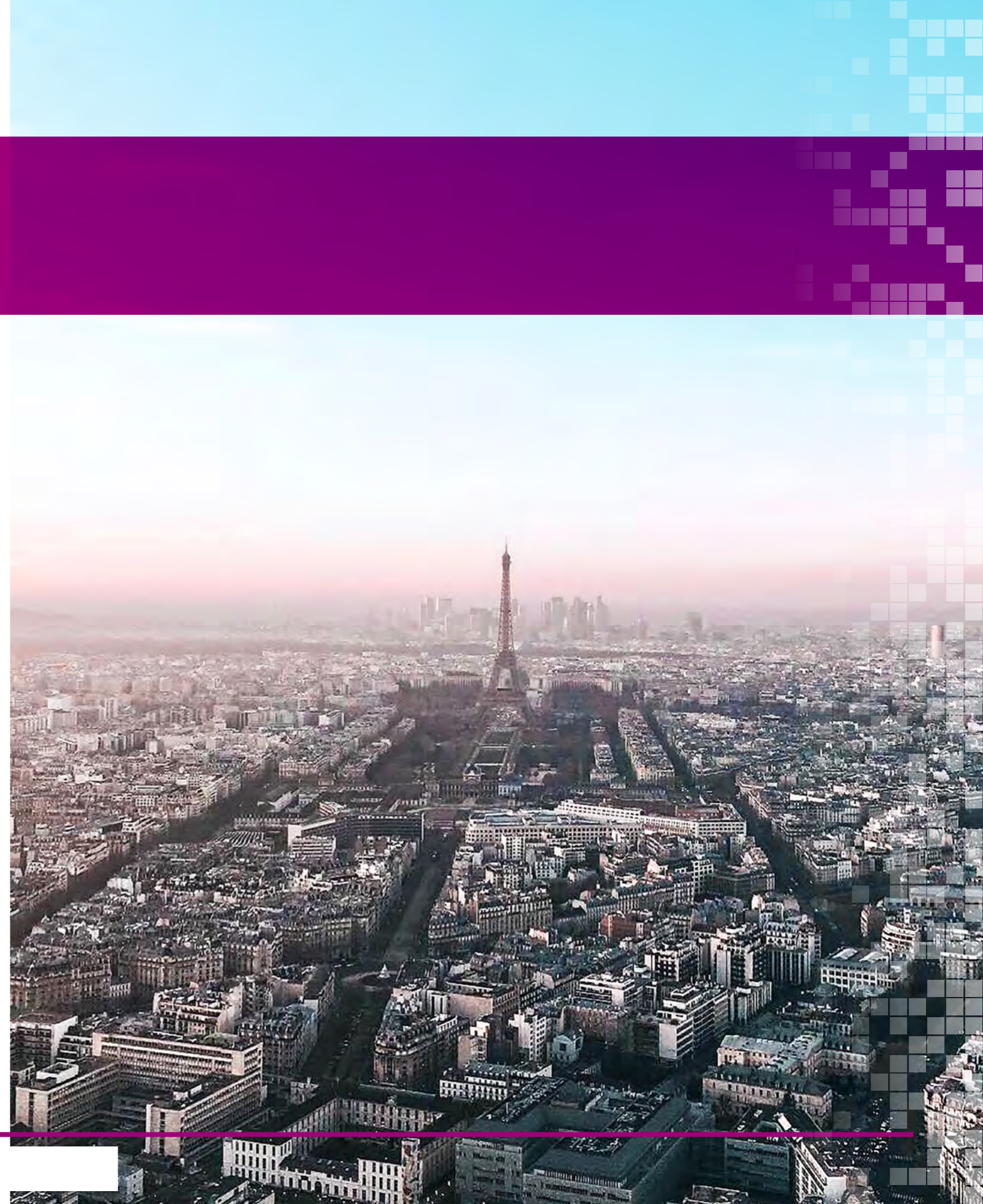
**Speaking 25%** - a role play and a photo description activity followed by general conversation

**Reading – 25%** - comprehension including questions and answers in both English and French. Translation passage into English.

**Writing – 25%** - range of writing tasks between 40 and 150 words. Translation activity into French.

## Access

Only students who are currently studying French in Year 8 are able to opt for GCSE French.





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Geography**

Director of study: **Miss K Skelton (skelton@perins.hants.sch.uk)**

Examination Board: **OCR B www.ocr.org.uk**

## Course Content

Within the Our Natural World section there are 4 topics students will study. These will be;

- **Global Hazards:** Earthquakes, Volcanoes, Tropical Storms and Drought
- **Changing Climate:** Theory and evidence of Climate Change and impacts for the UK and the world
- **Distinctive Landscapes:** Study of Rivers and Coastal areas within the UK
- **Sustaining Ecosystems:** Importance of Ecosystems, Rainforests and Polar Regions

Within the People and Society section there are 4 topics students will study. These are;

- **Urban Futures:** Growth of cities and what life is like in cities in different parts of the world
- **Dynamic Development:** How development is measured and uneven between countries. Focus on one LIDC development in the past and future
- **UK in the 21st Century:** How the UK's population and land use is changing and its role within the world
- **Resource Reliance:** Global demand for food, energy and water. How can we be food secure.

## Assessment

The final assessment is made up of three exams.

### Unit 1: Our Natural World paper (35%)

1 hour 15 minutes exam paper assessing the physical topics of the course

### Unit 2: People and Society paper (35%)

1 hour 15 minutes exam paper assessing the human topics of the course

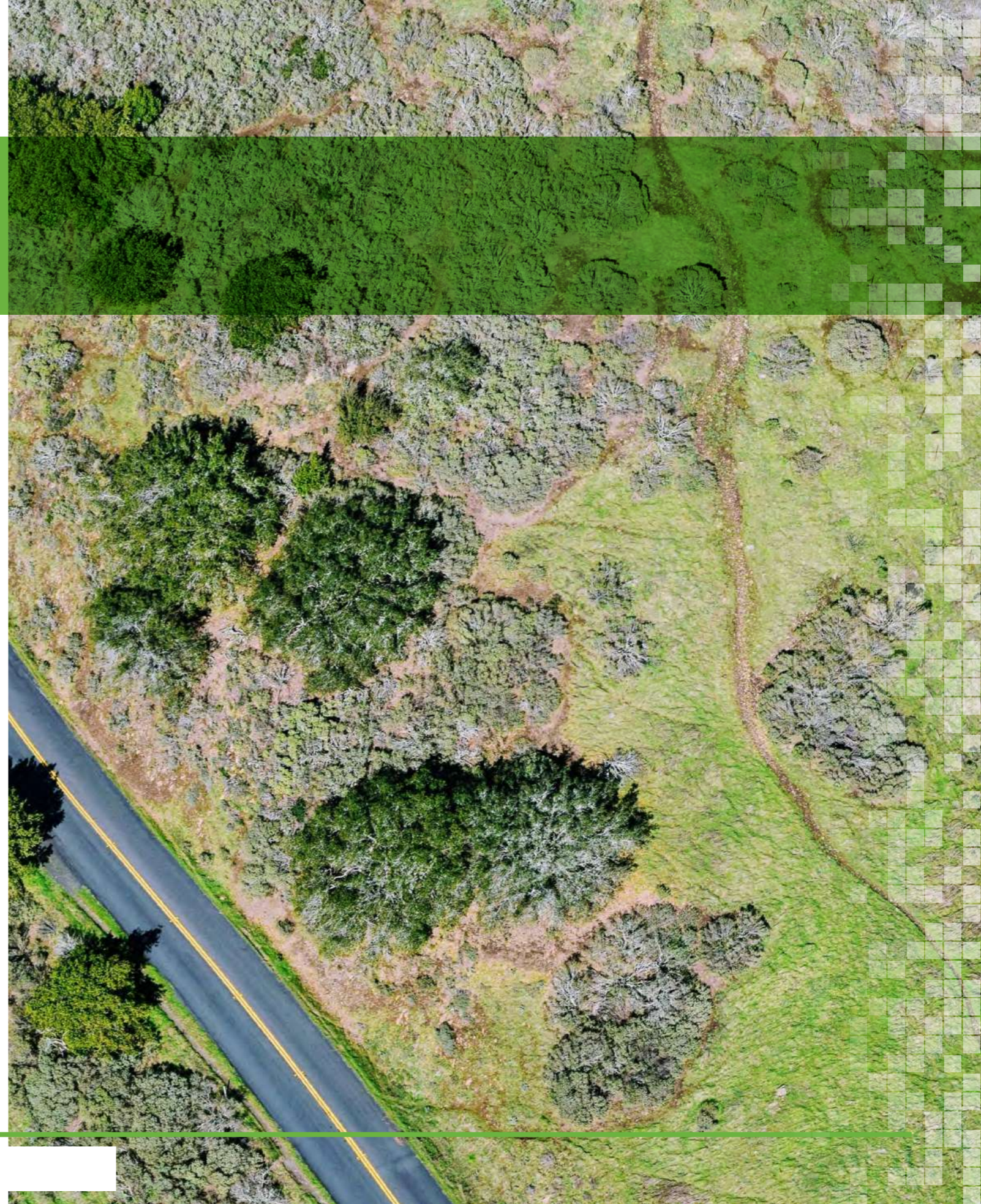
### Unit 3: Geographical Exploration (30%)

1 hour 30 minutes exam paper

The first part of the paper assesses the fieldwork skills learnt by students undertaking two compulsory field trips. The second part is a decision making exercise which is synoptic in nature and brings together ideas from all the topics studied to allow students to 'think like a geographer!'

## Tiers

The scheme of assessment consists of one tier covering the whole ability range grades. Students will be taught in mixed-ability groups.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE German**

Director of study: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

Examination Board: **OCR B** [www.ocr.org.uk](http://www.ocr.org.uk)

## Course Content

There are three themes covered

### 1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in German-speaking countries/ communities

### 2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

### 3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

## Tiers

Higher (Grades 9-4) & Foundation (Grades 5-1)

## Assessment

Students are assessed in four skill areas:

**Listening – 25%** - comprehension including questions and answers in both English and German.

**Speaking 25%** - a role play and a photo description activity followed by general conversation

**Reading – 25%** - comprehension including questions and answers in both English and German. Translation passage into English.

**Writing – 25%** - range of writing tasks between 40 and 150 words. Translation activity into German.

## Access

If students wish to study GCSE German, they must have a discussion with their current MFL teacher to explain the reasons behind their choice. Studying German GCSE is challenging and requires a considerable amount of independent learning and effort to complete the course in three years.

# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Latin**

Director of study: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

Examination Board: **WJEC** [www.eduqas.co.uk](http://www.eduqas.co.uk)

## Course Content

### Cambridge Latin Course

#### Language

Students study texts and stories in Latin to build knowledge and understanding of Latin vocabulary and syntax.

#### Literature

Students study Latin set texts and answer questions in English on aspects of content and analyze, evaluate and respond to the ancient literature they have studied.

#### Culture

Students study two topics on Roman Civilization and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values.

## Assessment

Students are assessed in three skill areas:

#### Component 1: Latin Language

Written examination: 90 minutes / 50% of qualification

This paper will be in two sections:

#### Section A

A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component).

Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).

#### Section B

Either Translation from English into Latin or the permitted alternative, i.e. recognize, analyze and explain items of syntax and accidence (10% of the marks for this component).

#### Component 2: Latin Literature and Sources (Themes)

Written examination: 75 minutes / 30% of qualification

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.

A choice of one of two themes is offered. This is an open-book assessment.

#### EITHER Component 3A: Latin Literature (Narratives)

OR Component 3B: Roman Civilization

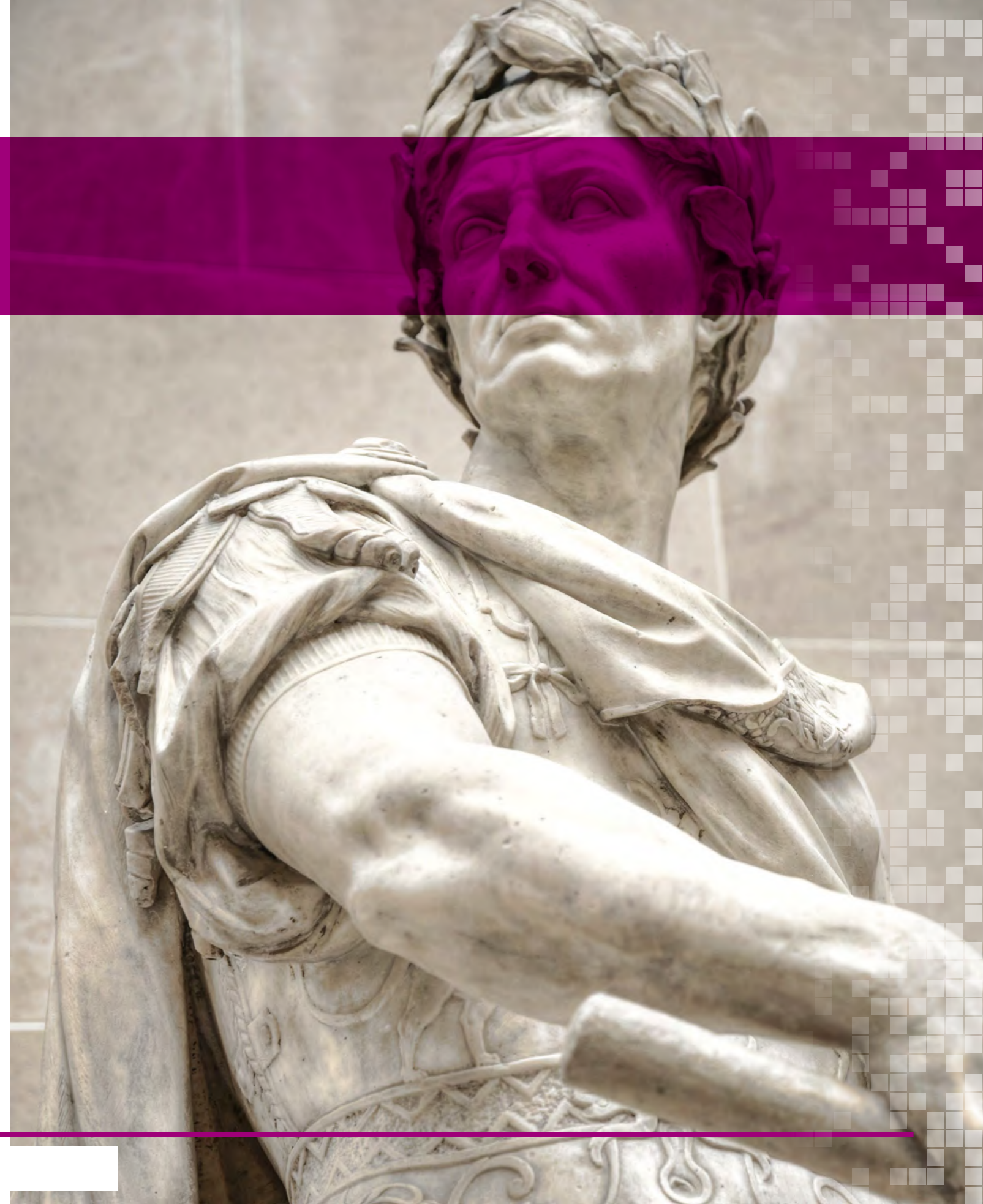
Written examination: 60 minutes / 20% of qualification

**3A:** A prescription of Latin literature forming a narrative, accompanied by adjacent passage(s) in English.

A choice of one of two narratives (one verse, one prose) is offered. This is an open-book assessment.

**3B:** A prescribed topic of Roman Civilization.

A choice of one of two topics is offered.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Spanish**

Director of study: **Mr D Eastham** ([eastham@perins.hants.sch.uk](mailto:eastham@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

There are three themes covered

### 1. Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish-speaking countries/ communities

### 2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

### 3. Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

## Tiers

Higher (Grades 9-4) &  
Foundation (Grades 5-1)

## Assessment

Students are assessed in four skill areas:

**Listening – 25%** - comprehension including questions and answers in both English and Spanish.

**Speaking 25%** - a role play and a photo description activity followed by general conversation

**Reading – 25%** - comprehension including questions and answers in both English and Spanish. Translation passage into English.

**Writing – 25%** - range of writing tasks between 40 and 150 words. Translation activity into Spanish.

## Access

Only students who are currently studying Spanish in Year 8 are able to opt for GCSE Spanish.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Full Course Fine Art & Design**

Director of study: **Miss L Billington (billington@perins.hants.sch.uk)**

Examination Board: **Edexcel**

## Course Content

Students could develop work in at least one of the following areas of study:

- Drawing
- Installation
- Lens-/light-based media Mixed media
- Land art
  - Printing
  - Painting
- Sculpture

## Tiers

The scheme of assessment consists of one tier covering the whole ability range with grades from 9 to 1.

## Portfolio of Work (Coursework)

Students will submit a portfolio of work accounting for 60% of the final grade. The presented portfolio must show an extended collection of work consisting of at least two projects. We will undertake a minimum of 4 projects across the two years; allowing students the opportunity to identify their areas of strength.

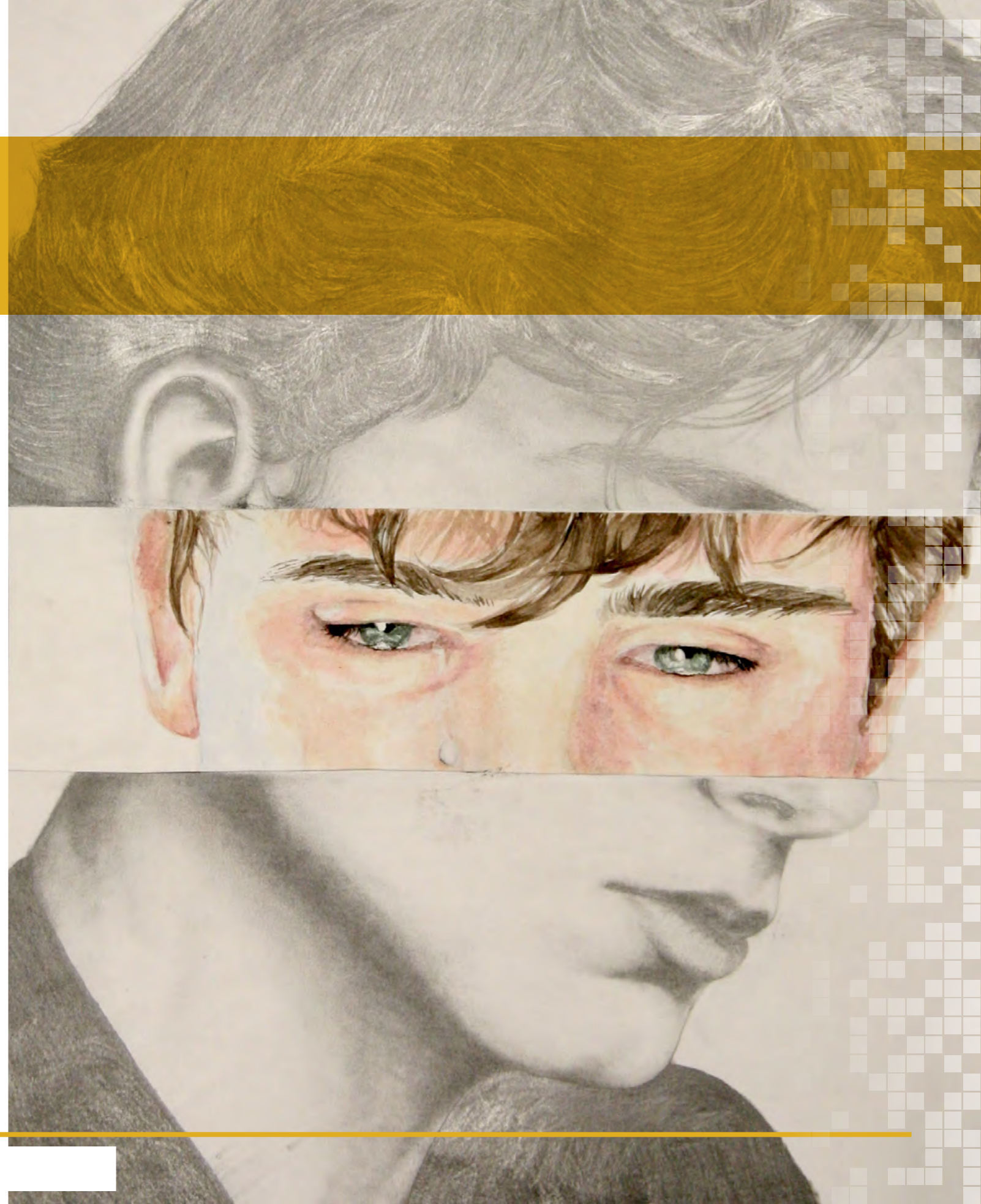
## Externally Set Task. (Examination)

Students will have a 6 week period of preparatory time leading to a timed 10 hour final piece which is produced under exam conditions. Students will have a selection of Set Tasks to choose from. The Externally Set Task accounts for 40% of the final grade

## Assessment

There are 4 key areas of assessment with equal weighting;

- Development of ideas
- Exploration and refinement of ideas and use of appropriate materials.
- Recording of observations.
- Presenting a personal response



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Photography (Art & Design/Photography)**

Director of study: **Mrs N Lang / Mrs Alexiou (alexiou@perins.hants.sch.uk)**

Examination Board: **AQA www.aqa.org.uk**

## Course Content

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, some examples listed below:

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography

They may explore overlapping areas and combinations of areas.

## Portfolio of Work (Coursework)

Students will submit a portfolio of work accounting for 60% of the final grade. The presented portfolio must show an extended collection of work consisting of at least two projects. We will undertake a minimum of 4 projects across the two years; allowing students the opportunity to identify their areas of strength. This is marked by the teacher and moderated by the exam board.

## Externally Set Task. (Examination)

Externally Set Task. (Examination)

Students will have a 6 week period of preparatory time leading to a timed 10 hour final piece which is produced under exam conditions. Students will have a selection of Set Tasks to choose from. The Externally Set Task accounts for 40% of the final grade

## Assessment

There are 4 key areas of assessment with equal weighting across the two components;

- Development of ideas through investigations, demonstrating critical understanding of resources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Business Studies**

Director of study: **Mr J Ahmed** ([jahmed@perins.hants.sch.uk](mailto:jahmed@perins.hants.sch.uk))

Examination Board: **Pearson Edexcel** [qualifications.pearson.com](http://qualifications.pearson.com)

## Course Content

Business Studies covers topics about the creation, development and management of businesses;

- Enterprise and entrepreneurship
- Spotting business opportunities
- Putting business ideas into practice
- Making the business effective
- External influences on business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resources decisions

## Subject Skills

- Apply knowledge and understanding to modern business issues and to know many types and sizes of local and global companies
- Develop as critical and reflective thinkers with enquiring minds
- Use a critical approach to make informed judgements about issues
- Develop and apply quantitative skills relevant to business, including using and interpreting data

## Future careers

Business Studies can help with a wide variety of careers, not necessarily just those in finance.

Relevant career options include:

- Business adviser
- Human Resources officer
- Marketing executive
- Project manager
- Retail manager

## Assessment

Business Studies is fully assessed through exams at the end of Year 11. Both exams are 90 minutes long and make up 50% of the grade.

The exams have the same format, and are divided into three sections; Section A comprises 35 marks, Section B 30 marks and Section C 25 marks. Section A will be a mixture of multiple choice and short answer questions, which may require calculations. Questions in Sections B and C will short answer and essay questions be based on business contexts given in the paper. Pupils will need to learn formulae to use in the exams, but will be permitted to use a calculator.

- Exam 1 – Investigating Small Business
- Exam 2 – Building a Business



# KEY STAGE FOUR PATHWAYS

Subject Title: **Child Development (Cambridge Nationals Level 1/2)**

Director of study: **Mr W Davies** (wdavies@perins.hants.sch.uk)

Examination Board: **OCR** [www.ocr.org.uk/](http://www.ocr.org.uk/)

## Course Content

Understand reproduction and the rules and responsibilities of parenthood

- Factors that affect the decision to have children
- Pre-conception health
- Roles and responsibilities of parenthood
- Methods of contraception, their efficiency and reliability
- Male and female reproductive systems

Understand antenatal care and preparation for birth

- Health professionals
- Antenatal and parenting classes
- Routine checks carried out
- Specialised diagnostic tests
- The choices available for delivery
- The stages of labour and the methods of delivery, including pain relief

Understand postnatal checks, postnatal provision and conditions for development

- The postnatal checks of the newborn baby
- The specific needs of the pre-term (premature) baby
- The postnatal provision available for the mother and baby and the postnatal needs of the family
- Conditions for development

Understand how to recognise, manage and prevent childhood illnesses

- Immunity
- Common childhood ailments and diseases
- The key signs and symptoms
- Diet-related illnesses
- The needs of an ill child
- Stay in hospital

Know about child safety

- Safe, child-friendly environment
- Safety labelling
- Common childhood accidents
- Social safety

## Assessment

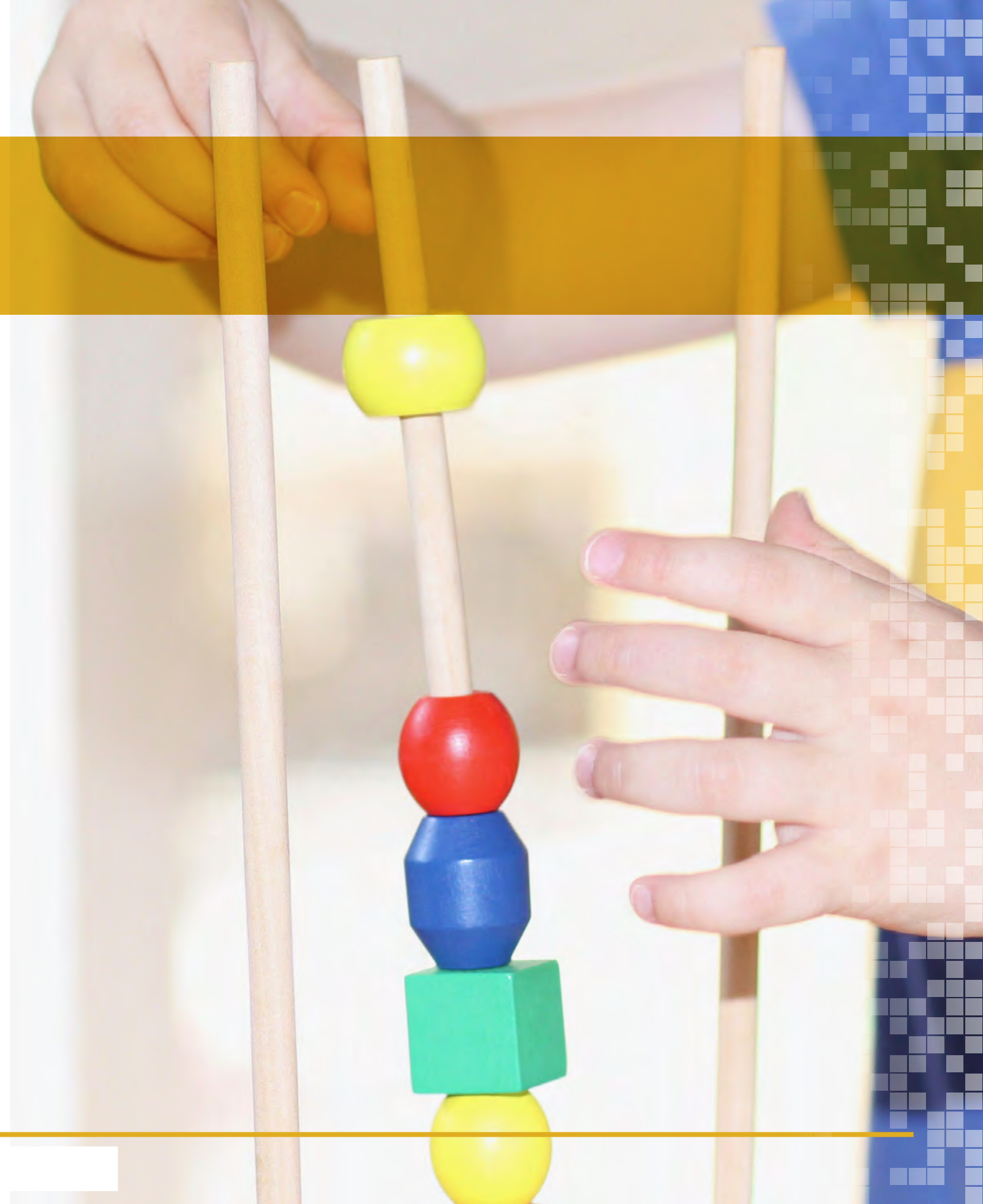
**Written Paper (80 marks)**

1 hour and 15 minute written paper based on course content.

**Coursework (Non Examined Assessment)**

Understand the equipment and nutritional needs of children from birth to five years (60 marks)

Understand the development of a child from birth to five years (60 marks)





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Citizenship Studies**

Director of study: **Mr B Joy (joy@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

## Course Content

Pupils will be studying a variety of broad issues of local, national and international significance:

- Democracy, elections and voting in the UK
- The various levels of government
- British Constitution
- The role of the media and free press
- Citizen participation
- Rights and responsibilities
- The law & the legal system
- Relations between UK & the wider world
- Identities and diversity in UK society
- The economy, finance and money

## Subject Skills

- Form their own hypotheses and create sustained and reasoned arguments
- Understand the range of methods and approaches that can be used to address citizenship issues in society
- Present their own and other viewpoints and represent the views of others
- Plan and evaluate the effectiveness of practical Citizenship Action projects

## Trips and Visits

Pupils may have the chance to be involved in;

- Visits from local PCSOs and Magistrates
- Trips to the Houses of Parliament and the Supreme Court

- Workshops with organisations such as Solutions Not Sides, CND and MyBnk
- Conversations with politicians in local and/or national government

## Assessment

Citizenship is fully assessed through exams at the end of Year 11:

- **Exam 1 – Citizenship in Perspective (50 minutes – 25%)**  
- multiple choice-style questions  
- focuses on demonstrating knowledge and understanding
- **Exam 2 – Citizenship in Action (1 hour 45 min – 50%)**  
- short and long answer written questions  
- focuses on applying knowledge and understanding
- **Exam 3 – Our Rights, Our Society, Our World (1 hour – 25%)**  
- short and long answer written questions  
- focuses on evaluating viewpoints and developing arguments

Pupils will participate in a Citizenship Action project, where they will choose and research an issue, and then plan and conduct a campaign to benefit or change the community. The work completed as a part of their project is not directly assessed, however they will be asked to reflect upon that work as part of Exam 2.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Computer Science**

Director of study: **Mr J Ahmed** (jahmed@perins.hants.sch.uk)

Examination Board: **OCR (J277)** [www.ocr.org.uk](http://www.ocr.org.uk)

## Course Content

This academic Computer Science course covers computer programming and how computers work at a technical level. The course gives an overview of a wide range of topics with a particular focus on logical algorithms.

Areas of theoretical study include:

- **Computer Hardware**
- **Computer Software**
- **Computer Communications and Networking / Internet**
- **Protocols**
- **Security**
- **How data is represented in a Computer System**
- **Databases**
- **Computer Programming**

Students will also acquire practical skills with the Python programming language.

## Tiers & Grading

- **GCSE results are awarded on a 9 to 1 scale. Candidates' final Grade is awarded based on contributions from two exam assessments.**
- **Students must also be given the opportunity to program a computer in a high level programming language. This is not formally assessed but is still mandatory.**

## Assessment

### Computer Systems (Written Exam):

Worth 50% of qualification.

Assessing topics including systems architecture, wired and wireless networks, security and software.

### Computational Thinking, Algorithms and Programming (Written Exam):

Worth 50% of qualification.

Assessing topics including high- and low-level programming, algorithms, computational logic and data representation.

### Notes on programming project:

There is now no formally assessed NEA (coursework) and no work sent to the exam board for moderation. However, students must be given time to program a computer in a high level language. This is delivered as part of the GCSE in the classroom.

We use Python 3 as our high level programming language.

# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Dance**

Director of study: **Ms D Brown**

Examination Board: **AQA <http://www.aqa.org.uk>**

## Course Content

If you have a love for dance and are committed to performances and practises then Dance is for you.

It is suggested you attend the after-school Dance Club, where you will participate in technique classes and perform during school events such as; Arts Festival and Rock Challenge.

Attendance at dance club has shown to improve student's grades and technique, which are both heavily assessed as part of the course.

Homework is not set on a regular basis; therefore your homework will be to attend the practical technique class.

Creating dances is a big part of the course; your creativity will be challenged.

There are trip opportunities and analysis of performances which will help you to gain movement ideas and learn to analyse pieces to a higher standards.

## Assessment

**Practical**  
Performance and choreography –60%

**Theory**  
Written Exam – 40%

### GCSE Dance Practical (Component 1) 60%

Students will be assessed as a performer and for their ability to choreograph and create a dance piece.

- **Performance - set phrases as a solo performance 20 marks 15%**  
- Duet/trio performance 20 marks 15%
- **Choreography - solo or group choreography 40 marks 30% - themes released to students during final year (Yr11).**

### GCSE Dance Theory (Component 2) 40%

Throughout the 3 years, students will study 6 professional dance pieces. They will learn to compare, contrast and critique each piece.

The written exam will ask questions related to each professional work, along with questions related to their own dance practice.

- **Dance Appreciation - written exam, 1 hour 30 minutes, 80 marks 40%**



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Design & Technology**

Director of study: **Mr W Davies** (wdavies@perins.hants.sch.uk)

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

Students will be given the opportunity to work with a wide range of Resistant Materials; woods, textile based materials, metals and plastics, electronics and mechanical systems. Students will design & make products that satisfy a brief and solve a real world problem.

You will develop technical knowledge in:

- **New and emerging technologies**
- **Developments in new materials**
- **Mechanical devices**
- **Materials and their working properties.**

You will develop an in-depth knowledge and understanding of the following:

- **Selection of materials or components**
- **Forces and stresses**
- **Ecological and social footprint**
- **Sources and origins**
- **Using and working with materials**
- **Stock forms, types and sizes**
- **Scales of production**
- **Specialist techniques and processes**
- **Surface treatments and finishes.**

You will demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- **Investigation, primary and secondary data**
- **Environmental, social and economic challenge**
- **The work of others**
- **Design strategies**
- **Communication of design ideas**
- **Prototype development**

- **Selection of materials and components**
- **Material management**
- **Specialist tools and equipment**
- **Specialist techniques and processes**

## Non Examined Assessment (NEA)

One design project, selected from a given range by the student. The exam board will provide a list of tasks from which each pupil, with support from their class teacher, will choose the most appropriate. The student will develop prototypes of products and produce a concise design folder.

The total time spent on the coursework is expected to be around 30-35 hours. All work on the controlled assessment must be observed and controlled by the class teacher.

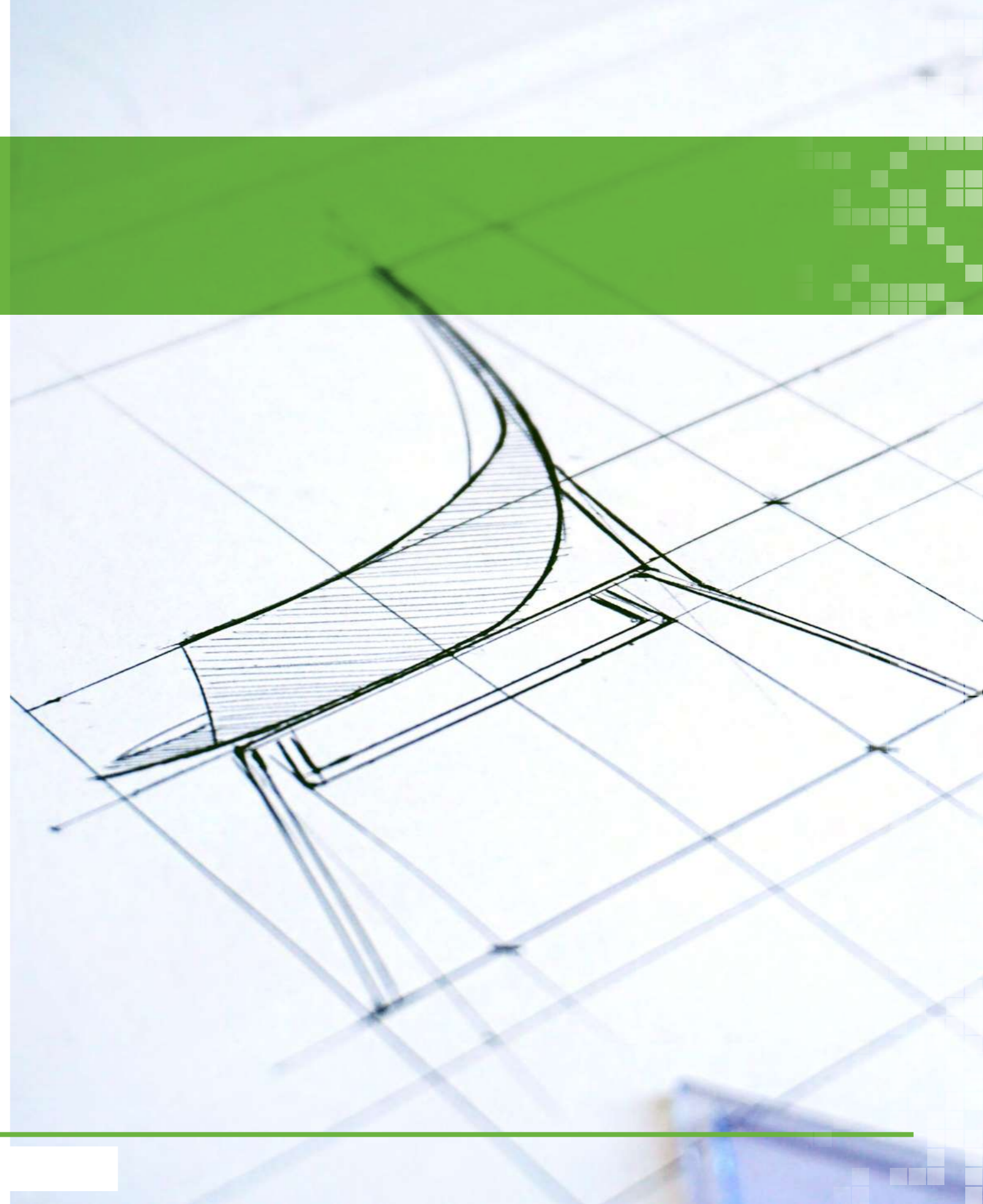
## Assessment

### Written Paper 50% of total marks

2 hours - written and drawn responses with structured and free response sections.

### NEA 50% of total marks

Substantial design and make task – you will produce a prototype and a portfolio of evidence



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Drama**

Director of study: **Mrs A Jordan** [ajordan@perins.hants.sch.uk](mailto:ajordan@perins.hants.sch.uk)

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

This course aims to develop imaginative, creative, intellectual and social skills; extend awareness of self and group and increase confidence in communication skills. The syllabus is accessible to candidates of all abilities. It is challenging, flexible and largely practical. You will study a range of texts and see high quality live theatre, where possible. You will devise your own pieces of theatre.

Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working in a group?
- Contributing your own ideas and respecting those of others?
- Exploring ideas by putting yourself in other people's shoes?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Looking at plays written by other people?

If you like to be challenged, work hard and enjoy sharing your ideas, Drama is the course for you.

You will develop your physical and vocal skills through working individually and in groups. This will help you to present yourself confidently in a range of situations.

You will perform and evaluate performance regularly.

You will keep a diary of your development and learn to write critical reviews of performances.

You will see exciting and imaginative live theatre. Non Examined Assessment (NEA)

One design project, selected from a given range by the student. The exam board will provide a list of tasks from which each pupil, with support from their class teacher, will choose the most appropriate. The student will develop prototypes of products and produce a concise design folder.

The total time spent on the coursework is expected to be around 30-35 hours. All work on the controlled assessment must be observed and controlled by the class teacher.

## Assessment

You must enjoy performing in front of an audience as the majority of the course is practical. This will be regularly in front of your class and teacher. We also hold a variety of different performance evenings for family and friends, staff and the general public.

**Component 1:**

**Written Exam - 40%** of the overall GCSE grade It is split into 3 sections:

**Section A:** 4 multiple choice questions based on your knowledge of drama and theatre.

**Section B:** 4 questions that increase in the number of marks awarded based on an extract from a set studied text.

**Section C:** 2 questions based on a piece of live theatre. The first of which analyses how a live performance has been achieved. The second evaluates how effective the performance was.

**Component 2:**

**Devising Drama - 40%** of the overall GCSE grade. This is a project marked by the teacher.

You will work in small groups to devise your own piece of original theatre.

You are assessed on your performance as well as a devising log/workbook

**Component 3:**

**Scripted performance - 20%** of the overall GCSE grade. This is a polished performance of two extracts from a play This is marked by a visiting examiner.

You will work in small groups and will be assessed on your acting skills during that performance.

# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Economics**

Director of study: **Mr M Nevola** ([nevola@perins.hants.sch.uk](mailto:nevola@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk](http://www.ocr.org.uk)

## Course Content

Economics is about studying the world around us from a social, financial and cultural perspective.

The subject looks at all the different factors that affect wealth and well-being; how companies make money, how customers spend money and how money transfers around the globe. Topics covered include:

- Supply and demand
- How companies set their prices
- Interest rates, inflation and investment
- How the government spends its money
- Global issues, such as exchange rates and international trade

## Subject Skills

Economics will help you to develop key skills which will directly help you in the workplace. These skills include:

- Analysis and evaluation
- Numeracy skills
- Cultural awareness
- Communication
- Problem solving

## Future Careers

Economics lends itself to a wide variety of careers, not necessarily just those in finance.

Relevant career options include:

- Economist
- Chartered account

- Investment analyst
- Financial risk analyst
- Management consultant

## Assessment

Economics is fully assessed through exams at the end of Year 11. Both exams are 90 minutes long and make up 50% of the grade.

The exams have the same format, and are divided into two sections; Section A consists of 20 multiple choice questions, while Section B includes case studies with short and medium responses.

The units assessed in each exam are:

- **Exam 1**
  - 'Introduction to Economics' and 'Role of Markets & Money'
- **Exam 2**
  - 'Economic Objectives and the Role of the Government' and 'International Trade and the Global Economy'

A minimum of 10% of the total marks will require the application of data handling and numerical analysis at a Key Stage 3 Maths level.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Food Preparation & Nutrition**

Director of study: **Mr W Davies** (wdavies@perins.hants.sch.uk)

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

Students will be given the opportunity to work with a wide range of foods in order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making products. There will be a strong emphasis on the scientific knowledge that underpins the preparation and cooking of food.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

There are twelve skill groups pupils will learn, through practical activities:

- General practical skills
- Knife skills
- Preparing fruit and vegetables
- Use of the cooker
- Use of equipment
- Cooking methods
- Prepare, combine and shape
- Sauce making
- Tenderise and marinate
- Dough
- Raising agents
- Setting mixtures

## Assessment

### Written Paper (50% of total marks)

1 hour 45 minutes. 100 marks.

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

### Coursework (Non Examined Assessment) 50% of total marks

#### Task 1: Food investigation (15% of the GCSE)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

This will be assessed by a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Recommended time: 10 hours.

#### Task 2: Food preparation assessment (35% of the GCSE)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This will be assessed by written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. Recommended time: 20 hours.



# KEY STAGE FOUR PATHWAYS

Subject Title: **Cambridge Nationals Certificate In Creative Imedia**

Director of study: **Mr J Ahmed (jahmed@perins.hants.sch.uk)**

Examination Board: **OCR www.ocr.org.uk**

## Course Content

This vocational ICT course equips students with a range of creative media skills as well as skills in planning and reviewing ICT products.

There are strong links to GCSE Media Studies within this qualification.

Some of the skills taught could include\*:

- Digital Graphics
- Creating a digital sound sequence
- Creating a multipage website
- Storyboarding
- Planning
- Creating a digital video sequence
- Digital Photography

*\*Not all skills will be taught; depends on assessment schemes*

## Tiers & Grading System

- Results are graded using the following scale:
- Level 2 - Distinction Level 2 - Merit Level 2 - Pass Level 2. The structure is mirrored for level 1.
- There is a formal written exam in pre-production skills and 3 units of coursework.

## Assessment

### Pre-production skills (Written Exam):

An exam requiring students to demonstrate skills of analysis and evaluation of ICT products in particular contexts.

1 Hour 15 Minute paper out of 60 marks.

Some short answer questions, some extended response answers. Assesses level of written communication.

### Coursework Units:

The coursework units vary in skillset depending on the scenarios published. Creating Digital Graphics will always feature but other units vary year to year.

Each project is approximately 10 hours in length out of 60 marks. Students complete 3 units, one of which is the aforementioned 'Creating Digital Graphics' unit.





# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Media Studies**

Director of study: **Mr S Barber** ([barber@perins.hants.sch.uk](mailto:barber@perins.hants.sch.uk))

Examination Board: **OCR** [www.ocr.org.uk](http://www.ocr.org.uk)

## Course Content

Media GCSE offers extensive coverage of media theory and practice, relating to every-day accessible media forms as well as critical media principles of language, representations, industries and audiences.

The course will cover significant forms of media including radio, film, TV, advertising and marketing, print publishing, music videos and digital media (such as social media and video gaming), and each component has 'Close Study Products' – texts which are determined by the exam board.

## Tiers

There are no tiers in GCSE Media Studies. Content is accessible for students of all abilities.

## Non-examined assessment (Coursework)

Students will submit a creative production based on one of five briefs released by AQA one year prior to the exam. These tasks will be practical responses to media industries already studied. This is worth 30% of the final grade.

## Externally Set Task (Examination)

Students will sit two 90-minute examinations, set and assessed externally. They will assess students' engagement with and understanding of a number of exam texts studied throughout years 10 and 11, as well as their ability to apply their understanding to unseen media products.

## Assessment

There are three assessment objectives assessed with different weightings across the three assessments:

- **Demonstration of knowledge and understanding of media theory, context and influence;**
- **Analysis of media products;**
- **Creative application of media knowledge and understanding in order to express meaning.**



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Music**

Director of study: **Mr M Blackwell** ([mblackwell@perins.hants.sch.uk](mailto:mblackwell@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

### Musical language/content

The musical references made below under the heading The Organisation of Sounds form the basis for the exploration of the components/strands within GCSE Music. The whole musical experience of this course – both teaching and learning will be centered on them.

Candidates will be expected to be able to understand notation suitable to the occasion, including staff notation.

Pupils will study three components within the course: Understanding Music, Performing and Composing.

These will be explored through set works in the following two strands:

- a) The Western Classical Tradition 1650-1910
- b) Traditional music (Externally assessed)

## Tiers

The Scheme of assessment consists of one tier covering the entire ability range of grades 9 - 1

## Assessment

### Composing

#### 30%: Controlled Assessment

2 x compositions to be completed in school time

1. 15% - Yr 10 – a 'free' composition (25 hrs to complete, Internally assessed)
2. 15% - Yr 11 – set to a brief released by AQA in the year of entry. (25 hrs to complete, Internally assessed)

### Listening to and Appraising Music

40%: 1.5 hour written examination- May Year 11  
A mixture of unfamiliar music and questions on the set works.

Externally assessed.

### Performing Music

30 %: Controlled Assessment (Recorded at school)

1. Solo performance (15% internally assessed and externally moderated)
2. Ensemble performance (15% - internally assessed and externally moderated)

Over the course pupils will learn:

- Basic notation
- Perform and compose in a variety of different musical genres
- Basic keyboard technique
- Music technology skills.

In order to be successful in this course, students must have the confidence and the technical ability to perform solo on at least one instrument; this includes vocals.

# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Physical Education**

Director of study: **Mr R Whybro** ([whybror@perins.hants.sch.uk](mailto:whybror@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

The course is split into practical and theory sessions.

**Practical** – Students will experience a variety of sports/ physical activities. Individuals are assessed as performers in three different sports (one must be an individual sport and one must be a team sport) and need to be able to play these sports to a good standard in competition (not recreationally) to achieve the higher marks.

One of these sports must be a team sport and one must be an individual sport typically from the following list.

**Individual** – athletics, badminton, rowing (lake), cycling (track or road competition), dance, golf, gymnastics, equestrian, rock climbing, skiing, squash, swimming, tennis, table tennis, trampolining

**Team** – football, basketball, cricket, hockey, netball, lacrosse, rugby, volleyball (tennis / squash / badminton / table tennis – can enter as a doubles player – but cannot enter as both singles and doubles player), dance – group performance (cannot enter dance as individual and a group)

**Theory** – This covers many topics including applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

## Assessment

**Two 1hr 15min exams in the summer of Year 11 Worth 60% of final mark (each paper is worth 30%)**

**Paper 1 = Anatomy & Physiology, Fitness & Training, Movement Analysis, Data Analysis**

**Paper 2 = Sport Psychology, Commercialisation of Sport, Social Factors & Participation, Ethical & Socio-cultural issues**

**Practical Assessment (30% of final mark)**

**Have to enter 3 practical sports (each weighted 10%)**

See sporting assessment list on other side of flyer

Coursework (worth 10% of final mark)

In depth written analysis and evaluation of own sporting performance completed in theory lessons.

Marked by teachers and moderated by AQA.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Psychology**

Director of study: **Miss T Lunn (tlunn@perins.hants.sch.uk)**

Examination Board: **AQA www.aqa.org.uk**

## Course Content

Perins is excited to offer Psychology as a GCSE for its students. As the scientific study of the human mind and its functions, you can expect to discuss, debate and research fascinating questions about how people and our society work.

What skills will be used?

- Reading and research
- Summarising and retaining information
- Discussion and debate of mature topics
- Enthusiasm and confidence to participate in and conduct research projects
- Statistical data analysis
- Critical thinking
- Form hypotheses and create sustained and reasoned arguments
- Understand and apply a range of methods and psychological approaches
- Subject specific terminology

## Future Careers

Psychology offers a new perspective on science and the world we live in and, whilst infinitely interesting, can lead to a number of different career opportunities:

- Research Psychologist
- Counselling
- Criminology and Forensic Science
- Sport Psychology
- Social Work

- Nursing
- Teaching
- Law
- Public Relations and Marketing

## Assessment

Psychology is fully assessed through exams at the end of Year 11. Both exams are 1 hour and 45 minutes long and make up 50% of the grade. Each exam assesses four themes through a combination of multiple choice, short answer and extended answer questions.

- **Paper 1 - Cognition and Behaviour**  
- Memory, Perception, Development, Research Methods
- **Paper 2 - Social Context and Behaviour**  
- Social Influence, Language/Thought/Communication, Psychological Problems, Brain/Neuropsychology

To help pupils in preparing for the course, Year 9 will culminate in an internally assessed research project, involving practical investigation of a topic of interest and the production of a report on these findings. Practice exams and projects throughout Years 10 and 11 will also be utilised to monitor pupil progress.



# KEY STAGE FOUR PATHWAYS

Subject Title: **GCSE Religious Studies**

Director of study: **Miss F Spreadbury** ([spreadbury@perins.hants.sch.uk](mailto:spreadbury@perins.hants.sch.uk))

Examination Board: **AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

## Course Content

In Religious Studies, pupils will study the beliefs, teaching and practices of Christianity and Judaism.

Pupils will also study four of these themes:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and society

## Subject Skills

Many of the skills offered in this course are shared by all subjects but RS offers its own unique skills:

- Developing knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority
- Developing the ability to construct well-argued, well-informed, balanced and structured written arguments, showing depth and breadth of understanding
- Providing opportunities to engage with questions of belief, meaning, purpose, truth, and their impact on human life
- Challenging students to reflect on and develop their own values, beliefs and attitudes, and contributing to their preparation for adult life in a pluralistic society and global community

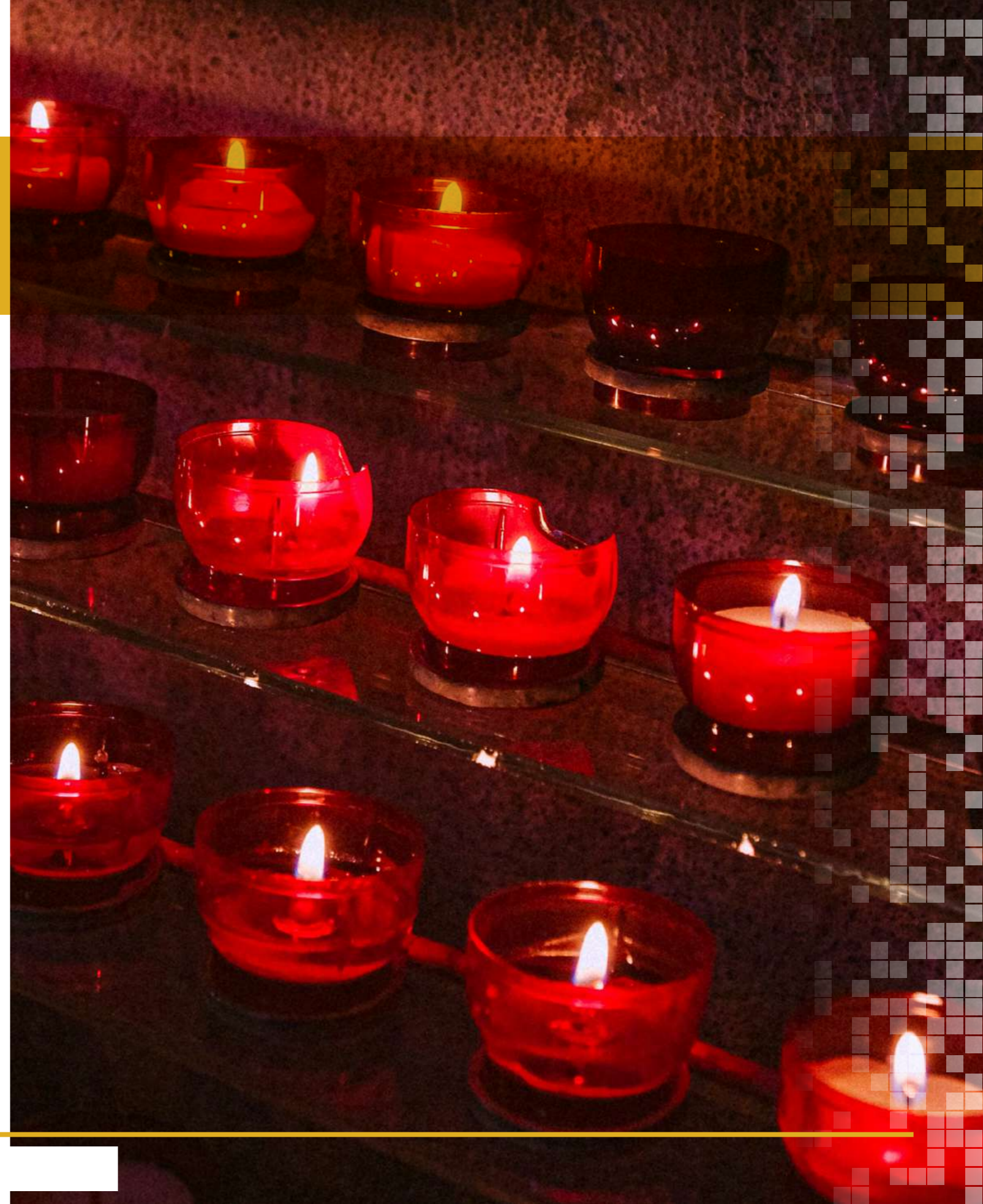
## Future Careers

Having an understanding of others' faiths and lifestyles is essential in a wide range of careers. Previous students of RS have gone on to careers in law, medicine, teaching, childcare and the police.

## Assessment

Religious Studies is fully assessed through two exams at the end of Year 11. The assessment of each unit consists of multiple choice, short answer and extended answer questions.

- **Exam 1 – Beliefs, Teachings & Practices of Christianity & Judaism**  
- 1 hour 45 minutes to complete four sets of questions  
- each religion is worth 25% of the final grade;  
50% overall
- **Exam 2 – Thematic Studies**  
- 1 hour 45 minutes to complete four sets of questions  
- each theme is worth 12.5% of the final grade;  
50% overall



CHAPTER 7

# Detailed Curriculum Maps



YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11						
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
AUTUMN 1	Creative Writing: Myths	Independent Reading; Analysis; Descriptive Writing (Tone/Atmosphere, Characterisation, Narrative, Figurative devices WITHIN MYTHOLOGY)	Classic novel (A Christmas Carol) reading and booklet tasks	Creative Writing: Write your own myth or hero story. Also - Reading Comprehension (TP1)	Creative Writing: Gothic fiction	Independent Reading; Analysis; Descriptive Writing (Tone/Atmosphere, Characterisation, Narrative, Figurative devices WITHIN GOTHIC LITERATURE)	Classic novel (Sherlock Holmes) reading and booklet tasks	Creative Writing: Write an introduction to a gothic story. ALSO - Reading Comprehension test (TP1)	Creative Writing: Dystopian genre	Independent Reading; Analysis; Descriptive Writing (Tone/Atmosphere, Characterisation, Narrative, Figurative devices WITHIN DYSTOPIAN FICTION)		Reading unit supplementary text: The Giver	Creative writing in the Dystopian genre. ALSO Comprehension (TP1).	Language Paper 1: Q5 (Descriptive/Narrative).	Independent Reading; Analysis; Descriptive Writing (Tone/Atmosphere, Characterisation, Narrative, Figurative devices -unattached to genre, responding to unseen stimulus)		Lang 1B - Descriptive/ Narrative creative writing task. ALSO Lang 1A comprehension.	Literature Paper 2: Poetry	Contextual research; Reading and comprehension; Analysis; Critical essay writing.		Lit 2 section B question - poetry analysis and comparison.	
	Relationship and Identity: focus on Poetry	Independent Reading; Poetry interpretation, analysis and comparison; Analytical essay writing.	Classic novel project continues.	Poetry Comparison essay	Shakespeare: 'Social norms' through Romeo and Juliet	Contextual research; Reading and comprehension; Analysis; Comparison; Critical essay writing.	Classic novel continues	Analytical Essay: Study of characters in Romeo and Juliet	Literary Analysis of Character: Focus on Marginalised characters using Of Mice and Men as a foundation.	Contextual research; Reading and comprehension; Analysis; Critical essay writing; Speaking and Listening		Classic novel (Dickens and Hardy shorts) reading and booklet tasks	Critical analysis of literary text.	Literature Paper 1: Shakespeare	Contextual research; Reading and comprehension; Analysis; Critical essay writing.		Lit 1 section A question - analytical essay. ALSO Lang 2A comprehension.	Mock exam prep.	Exam skills; Revision skills; revision of literary content; practice of Language skills (retrieval, analysis, evaluation, creative writing).		Mock exams: Language Paper 1 and Literature Paper 1	
AUTUMN 2	Novel Study: Close study of designated literature	Contextual research; Reading and comprehension; Analysis; Critical essay writing; Speaking and Listening	Reading challenge: reading and creative tasks.	Textual analysis (in essay conditions); ALSO Comprehension (TP2)	Creative Writing: Non-fiction (Discrimination)	Independent Reading; Research; Analysis; Formal, non-fiction Writing; (forms of non-fiction writing and their relevant language features, structuring texts) Speaking and Listening	Class reader project: reading, associated creative project and speech.	Creative Non-fiction Writing: Newspaper Editorial about Current Discrimination affairs. ALSO Reading Comprehension (TP2)	Comic Characters in Shakespeare: Exploring the value of Context and Comparing Characters	Contextual research; Reading and comprehension; Analysis; Comparison; Critical essay writing.		Classic novel continues	Analytical essay writing: comparison of comic characters and devices and how their contexts impacted their audience reactions. ALSO Comprehension (TP2)	Language Paper 2: Q5 (non-fiction writing).	Independent Reading; Research; Analysis; Formal, non-fiction Writing; (forms of non-fiction writing and their relevant language features, structuring texts) Speaking and Listening		Lang 2B - Non-fiction editorial/blog viewpoint. ALSO Language 1A comprehension.	Literature Paper 2: Modern Text	Contextual research; Reading and comprehension; Analysis; Critical essay writing.		Literature Paper 2 section A exam question.	
	Continuation of Spring1.		Reading challenge continues.	Poetry analysis and comparison.	Independent Reading; Poetry interpretation, analysis and comparison; Analytical essay writing.	Class reader continues.	Unseen Poetry analytical essay	Continuation of Shakespeare study				Reading challenge: reading and creative tasks.		Continuation of Language skills into Spoken Language	Independent Reading; Research; Analysis; Formal, non-fiction Writing; Speaking and Listening		Spoken Language GCSE Assessment	Continuation of modern text and sweep-up of any missing content.				
SPRING 1																						
SPRING 2																						
SUMMER 1	Creative Writing: Non-fiction (Animal Rights)	Independent Reading; Research; Analysis; Formal, non-fiction Writing (forms of non-fiction writing and their relevant language features, structuring texts) ; Speaking and Listening	Class reader project: reading, associated creative project and speech.	Scripted and delivered persuasive speech. ALSO Comprehension (TP3)	Continuation of Poetry		Reading challenge: reading and creative tasks.	Disturbed Voices' - analysis of how theme, genre, context work together towards creating a text with a message.	Contextual research; Reading and comprehension; Analysis; Critical essay writing; Writing to Argue (forms of non-fiction writing and their relevant language features, structuring texts); Speaking and Listening			Class reader project: reading, associated creative project and speech.		Literature Paper 1: 19th Century Literature (Jekyll and Hyde)	Contextual research; Reading and comprehension; Analysis; Critical essay writing.		Lit 1 section B question - analytical essay. ALSO Language 2A comprehension.	Teacher-led revision: Literary content (19th Century text, Shakespeare, Poetry, Modern text) and Language skills			Assorted practice papers in class and at home. Summative: GCSE exams.	
	Theme: The Supernatural (focus on Shakespeare).	Contextual research; Reading and comprehension; Analysis; Comparison; Critical essay writing.	Class reader continues.	Analytical essay writing: comparison of presentation of supernatural characters in Shakespearean texts.	Novel Study: Close study of designated literature	Contextual research; Reading and comprehension; Analysis; Critical essay writing; Speaking and Listening	Reading challenge continues.	Critical analysis of literary text. ALSO Comprehension (TP3)	Continuation of Literary study.			Class reader continues.	Newspaper editorial: on the topic of education. ALSO Comprehension (TP3)	Literature Paper 2: Poetry	Contextual research; Reading and comprehension; Analysis; Critical essay writing.		Lit 2 section B question - poetry analysis and comparison (in yr 11). ALSO Mock exams - Literature Paper 1					
SUMMER 2																						

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
Still Image (magazine cover)	Remembering & understanding key concepts	Recapping topics and learning terminology	Magazine Cover - Teacher assessed	Magazines (Language & Representation)	Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context.		Research	Exam question on Unseen product - Teacher assessed	OSP (Language, Industries, Audience & Representation) Newspapers (Language, Industries, Audience & Representation)	Online - Zoella to complete OSP. Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context.	Follow Zoella & KK on various platforms. Read newspapers	Exam essay question - Teacher assessed. Termly Test 3 - Teacher assessed.			
Still Image (advertising)	Application of concepts in creation of products	Taking photographs for product Recapping topics and learning terminology	Final advertisement - Teacher assessment	Advertising (Language & Representation)	Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context.		Research	Exam question on one of the CSPs - Teacher assessed	Revision	Knowledge, understanding, analysis, evaluation, memory	Revision booklet(s)	Mock Exam - Teacher assessed			
Game Campaign	Remembering & understanding new key concepts	Research	Portfolio of work - Teacher assessed	Music Videos (Industries & Audience)	Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context. Creation of own product to create a music video		Planning Filming and editing	Termly Test 1 - Teacher marked Final video - Teacher assessed	NEA	Create media products for an intended audience, by applying Knowledge and understanding of the theoretical framework of media to communicate meaning.	Planning, editing, creation	Final product - moderated and submitted to exam board			
Film Studies (analysis)	Research, analyse and evaluate impact of films	Research	Analytical essay - Teacher assessed	Radio (Industries & Audience)	Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context. Creation of own product to create a radio website with a statement of intent		Planning Creating Audio	Screen shot of website & completed statement of intent - Teacher assessed	NEA & Revision	Knowledge, understanding, analysis, evaluation, memory	Revision resources	Practice questions - a mixture of peer, self and Teacher assessed			
Film Studies (Industries)	Introduction of GCSE frameworks with first CSP (Close Study Product) Acquire Knowledge & understanding in context of the CSP	Research Watch films if wish, not compulsory	Practice exam question - Teacher assessed	TV (Language, Industries, Audience & Representation)	Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context.		Research into background. Watch additional episodes - optional	Termly Test 2 - Teacher marked. Exam clip essay question - Teacher assessed	Revision	Knowledge, understanding, analysis, evaluation, memory	Revision resources	Final exams			
Film studies (animation)	Creation and application of preceding units to create an animated film	Planning Filming and editing	Final films - peer assessed	OSP (Language, Industries, Audience & Representation)	The Games - Lara Croft & KK Hollywood Acquire Knowledge & understanding in context of the CSP. Analysis & evaluation of CSP in context.		Research into the products. Historical & cultural research.	Year 10 exam - Teacher assessed							



TOPIC THEMES

Introduction

E-Safety

Computing / Programming

VIT: ICT / Multimedia / Digital Literacy

GCSE Options

GCSE Paper 1

GCSE Paper 2

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11				
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
<b>AUTUMN 1</b> Baseline & introduction to network / software stand alone lessons	Desktop publishing, internet basics, basic hardware, OneNote / OneDrive	Completion of classwork usually.	Baseline Assessment & Driving Test (Microsoft Forms)	Programming in Small Basic	Introduction to text based programming, following on with same concepts from Scratch (IF, ELSE, LOOPS, VARIABLES etc)	Completion of classwork.	Individual Class Challenges per lesson. Microsoft Forms Assessment	Python programming	Reminder of some skills in year 8, more detailed work on changing variables, data types, input, output, sub programs, loops, selection. Begin to discuss efficiency		Completion of class challenges	Individual differentiated class challenges. Formal Python assessment (SharePoint)	Software and Ethics	Continuation of software unit, utilities. Ethical, cultural, Legal and environmental issues in computer science	Question sheets on software and additional time spent on Scratch games (Laws game)	Peer assessment on Scratch games / resource & practice 8 mark questions	Paper 1 Revisit	All skills covered in Paper 1	Revision (various activities will be given to supplement)	Practise exam questions
<b>AUTUMN 2</b> E-Safety and advanced features of PowerPoint	How to be safe online, digital footprint, privacy / social media. Advanced PowerPoint: hyperlinks, kiosk modes, sound effects, timing, etc.	Adding time to their projects each week.	Dirt feedback on projects / final mark on submission based on original success criteria	HTML	Creating websites without template builders. HTML & CSS scripting. Knowledge of good website design. Ability to publish online for real.	Adding time to their projects each week.	Dirt feedback on projects / final mark on submission. Peer assessment.	Representation of data in Computers	Binary, Hexadecimal, Images, Sound, Compression		OCR 20 coding challenges (to keep previous unit fresh)	End of unit formal assessment. Paper booklet.	Programming Projects	Various projects to upskill in programming	Completion and revisitation of class challenges	Final program created.	Paper 2 Revisit	All skills covered in Paper 2	Revision (various activities will be given to supplement)	Practise exam questions
<b>SPRING 1</b> Programming with Scratch	Introduction to basic programming concepts: IF, ELSE, LOOPS, VARIABLES	Adding time to their projects each week.	Dirt feedback on projects / final mark on submission based on original success criteria	Python Programming	Introduction to Python programming. Using the GCSE programming language to create programs and fully understand basic programming constructs (as mentioned in previous projects). Adding more advanced ideas with importing prewritten functions.	Completion of class challenges	Individual class challenges per lesson. Microsoft Forms Assessment	Networking and Communication and Security	Wifi, topologies, client-server, peer2peer, security, protocols, layers, hardware, advantages and more		Binary / Hexadecimal tasks (to keep previous unit fresh)	Networking end of unit test booklet	SQL Databases	Understanding and writing SQL queries.	Revisitation of class tasks for understanding	End of topic (Microsoft Forms) Assessment	Paper 1 Revisit	All skills covered in Paper 1	Revision (various activities will be given to supplement)	Practise exam questions
<b>SPRING 2</b> Photoshop image editing	Importance of fake images on self-esteem and wider context (magazine covers etc) Photoshop skills - cloning, deleting, composite images.	Adding time to their projects each week.	DIRT feedback on images / peer assessments.	Choices	Use of this term to give a flavour of the different types of Computing offered at Perins. Varies year on year, but generally binary, hexadecimal, images / pixels, graphic animated banner, logo creation.		Teacher Assessed on lesson by lesson basis	Programming Projects	Various projects to upskill in programming		Completion and revisitation of class challenges	Final program created.	Programming a GUI	Creating a GUI using Tkinter in Python	Continuation of class tasks.	Final program created /	Paper 2 Revisit	All skills covered in Paper 2	Revision (various activities will be given to supplement)	Practise exam questions
<b>SUMMER 1</b> Stop Motion Animations	How animations are made (Wallace & Grommit etc) Planning for a film (storyboard) Creating clip. Transferal of files from portable devices to laptops to edit in Movie Maker.		Peer assessment of films (Watching films then completion of feedback sheet, WWW / EBI)	Multimedia / iMedia preparations	Creating own font, flash animations, creating a radio advert. Knowledge of audio file formats (MP3 / WAV), image formats (jpeg / PNG)	Completion of classwork usually.	Teacher Assessed on lesson by lesson basis	Memory & Storage	Understanding how data is stored in Computer Systems.		Continuation of class tasks	End of topic (Microsoft Forms) Assessment	Algorithms / Boolean Logic	Reading/Writing algorithms and logic gates	Revisitation of class tasks for understanding	End of topic (paper based) assessments.	Revision	All topics	Revision (various activities will be given to supplement)	Workshops, individual time with students, practise exam questions
<b>SUMMER 2</b> Mobile App Development	Problem solving by creating an app to solve a problem. Project involves group work, logical thinking, ideas and feedback.	Completion of classwork.	Final Pitch presentations	Video editing / creating a music video	Using more advanced video editing tools than Movie Maker to edit together footage from lipsynced music video. Additional graphics across screen / audio editing in Audacity.	Adding time to their projects each week.	Peer feedback and teacher formal assessment of final products. Gift vouchers to winning group.	Hardware and Software	RAM ROM Cache Flash Virtual memory, HDD, PC parts, Input and Output, devices Operating Systems Software, CMD investigation and Virtual Computers		Various	Classwork informal assessments	Programming Fundamentals / Producing Robust Programs	Understanding key concepts and techniques of programming	Revisitation of class tasks for understanding	End of topic (paper based) assessments.				

YEAR 7				YEAR 8			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Data, Place value	Year 7 Skills list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Y7-Skills-List.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Y7-Skills-List.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Year 7 homework log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-7-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-7-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment	Sequences, Integers, Powers and Roots,	Year 8 Skills list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-8-Skills-List.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-8-Skills-List.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Year 8 homework log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-8-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-8-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment
Calculations and checking				Calculations and Checking, Equations			
Fractions				Equations, Fractions, Decimals and Percentages			
Algebraic manipulation				Straight line graphs, Area and Volume			
Percentages				Data/Draw and interpret graphs, Ratio			
Shape properties and transformations				Lines/angles/shapes, Pythagoras and trigonometry			

## Maths KS4 Core

### Yr9 onward on following pages

YEAR 9				YEAR 10				YEAR 11				
	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
AUTUMN 1	Integers and place value. Decimals. Indices, powers and roots	Core skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Year 9 homework log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-9-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Year-9-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Core Scheme of work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf</a>	Interior and exterior angles. Averages and sampling. Perimeter, area and volume	Core skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Core homework log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Core Scheme of work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf</a>	Quadratic equations: expanding, factorising, graphs	Core skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Core homework log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Core Scheme of work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Core-Scheme-of-work-order.pdf</a>
AUTUMN 2	Factors, multiples and primes. Algebraic manipulation.				Real-Life graphs. Straight line graphs				Circles, cylinders, cones and spheres. Fractions and reciprocals			
SPRING 1	Expressions and substitution. Tables, charts and graphs				Transformations. Ratio				Indices and standard form. Similarity and congruence			
SPRING 2	Pie charts and scatter graphs. Fractions, decimals and percentages				Proportion. Pythagoras and trigonometry							
SUMMER 1	Percentages. Equations and inequalities				Probability. Compound measures							
SUMMER 2	Sequences. Properties of shapes, parallel lines and angle facts				Plans and elevations. Constructions, loci and bearings							

YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Integers, powers and roots. Expressions, equations, formula and expressions	Extension skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Extension home work log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Extension Scheme of Work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf</a>	Perimeter and area. Volume, cylinders, cones and spheres	Extension skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Extension home work log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Extension Scheme of Work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf</a>	Cumulative frequency, box plots and histograms. Quadratics, circles and cubes	Extension skills covered list <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Skills-Covered.pdf</a>	20 weekly questions based on key skills appropriate to the class/individual  Extension home work log <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Homework-Log.pdf</a>	Weekly learning checks to assess understanding during topics. Each topic is assessed a few weeks after completion in the form of an open book test (APP), Termly formal assessment  Extension Scheme of Work <a href="https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf">https://perins-comm-test.wawordpress.co.uk/wp-content/uploads/2021/05/Extension-Scheme-of-work-order.pdf</a>
Sequences. Averages and Range				Transformations. Constructions, Loci and Bearings				Circle theorems and circle geometry. Changing the subject, algebraic fractions and surds			
Representing Data. Fractions and Percentages				Solving quadratics and simultaneous equations. Inequalities				Vectors and Geometric Proof. Reciprocal and exponential graphs, gradient and area under the graph			
Ratio and Proportion				Probability				Direct and inverse proportion			
Polygons, angles and parallel lines. Pythagoras and trigonometry				Multiplicative Reasoning. Similarity and congruence							
Plotting and interpreting graphs. Accuracy and bounds				Graphs of trigonometric functions. Further trigonometry							

TOPIC THEMES

Lab Introduction/skills	Chemistry
Biology	Physics

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Investigating Science	Lab skills including Bunsen Burners, Microscopes. Preparing specimens, Filtering, Evaporation. Investigative techniques, variables, table and graph skills.	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	Plants and Ecology	Sampling living organisms, Investigative skills, Energy of reactions, Mathematical Calculations, Lab skills	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	B1 Cell Level Systems	PAG Skills including slide preparation, Enzyme activity, Photosynthesis, density, SHC and SLH. Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills.	Module tests (Higher and Foundation) Compass tasks for extended writing, 3 end of year exams covering units 1&2 in all three Sciences. Results determine those to move onto Triple Science	B3 Organism Level Systems	PAG Skills including Reaction times, Making salts, Electrolysis, Circuits, Magnetics . Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills, Revision Guides and Workbooks	Module tests (Higher and Foundation) Compass tasks for extended writing, 3 end of year exams covering units 1,2 and 3 from Yr9 in all three Sciences.	B6 Global Challenges cont	PAG Skills including Sampling, Microbiology, Separating Mixtures, Wiring, Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills, Revision Guides and Workbooks	3 Trial Assessments during Yr 11 MOCK week on Modules 1,2, and 3. In Class module tests.
Cells and Respiration				Chemical Reactions				C1 Particles				C3 Chemical Reactions				CSC6 - Global Challenges			
Classifying Materials				Energy and Motion				P1 Matter				P3 Electricity and magnetism				CSP6 - Global Challenges			
Energy and Matter	Investigative methods, variables, graphs, evaluating and conclusions.			The Earth	Investigation skills, Modelling, Mathematical skills, Presentation skills.			B2 Scaling up	PAG Skills including Osmosis, Transpiration, Separating techniques, Motion, Hokes Law, Graphing, Data handling, Evaluations			P4 Waves and Radioactivity	PAG Skills including Ripple tank, Half lifes, Graphing, Data handling, Evaluations			REVISION FOR COMBINED SCIENCE	All PAGS skills, Data handling, Graph drawing, Evaluating.		3 Trial Assessments during on Modules 4, 5 and 6.
Humans as organisms				Waves				C2 Elements, Compounds and Mixtures				B5 Genes, Inheritance and Selection							
				Inheritance				P2 Forces											
Chemical Reactions	Investigative skills, Variables, Hypothesis, Graphing, Evaluations, Basic electronics, Acids and Alkali testing, Mathematical Calculations			Humans as Organisms	Investigation skills, Modelling, Mathematical skills, Presentation skills.			B4 Community Level Systems	PAG Skills including Sampling, Changing and measuring the speed of a reaction. Graphing, Data handling, Evaluations			C4 Predicting Reactions and Products	PAG Skills including Displacement reactions, Energy transfers, Sampling Microbiology, Graphing, Data handling, Evaluations						
Forces				Space				C5 Rates of Reaction				B6 Global Challenges							
Electricity and Magnetism				Forensics				P5 Energy											

TOPIC THEMES

Lab Introduction/skills	Chemistry
Biology	Physics

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Investigating Science	Lab skills including Bunsen Burners, Microscopes. Preparing specimens, Filtering, Evaporation. Investigative techniques, variables, table and graph skills.	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	Plants and Ecology	Sampling living organisms, Investigative skills, Energy of reactions, Mathematical Calculations, Lab skills	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	B1 Cell Level Systems	PAG Skills including slide preparation, Enzyme activity, Photosynthesis, density, SHC and SLH. Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills.	Module tests, Compass tasks for extended writing, 3 end of year exams covering units 1&2 in all three Sciences. Results determine those to move onto Triple Science. Module tests	GAP FILL TRIPLE CONTENT FROM PREVIOUS UNITS	PAG Skills including The Eye, Reaction times, Making salts, Electrolysis, Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills, Revision Guides and Workbooks	Module tests, Compass tasks for extended writing, 3 end of year exams covering units 1,2 & 3 in all three Sciences (plus unit 4 for Physics).	B6 Global Challenges cont	PAG Skills including Sampling, Microbiology, Separating Mixtures, Esters, Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills, Revision Guides and Workbooks, Past Papers	3 Trial Assessments during Yr 11 MOCK week on Modules 1,2,3 & 4 for Physics). In Class module tests.
Cells and Respiration				Chemical Reactions				C1 Particles				B3 Organism Level Systems				C6 - Global Challenges			
Classifying Materials				Energy and Motion				P1 Matter				C3 Chemical Reactions				P6 Radioactivity			
Energy and Matter	Investigative methods, variables, graphs, evaluating and conclusions.	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	The Earth	Investigation skills, Modelling, Mathematical skills, Presentation skills.	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	B2 Scaling up	PAG Skills including Osmosis, Transpiration, Separating techniques, Motion, Hokes Law, Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills.	P3 Electricity	PAG Skills including Circuits, Resistance, Electromagnets, Motor Effect, Displacement reactions, Graphing, Data handling, Evaluations	P8 Global Challenges	All PAGS skills, Data handling, Graph drawing, Evaluating.	3 Trial Assessments on Modules 4, 5 and 6. (5, 6, 7 & 8 for Phys)	REVISION FOR SEPARATE SCIENCE			
Humans as organisms				Waves				C2 Elements, Compounds and Mixtures								C4 Predicting Reactions and Products			
				Inheritance				P2 Forces								P4 Magnetism and Magnetic Fields			
Chemical Reactions	Investigative skills, Variables, Hypothesis, Graphing, Evaluations, Basic electronics, Acids and Alkali testing, Mathematical Calculations	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	Humans as Organisms	Investigation skills, Modelling, Mathematical skills, Presentation skills.	Homework from a set revision guide and workbook, set each week.	Unit tests 30 marks (5 Multi Choice interleaved) Enquiry Skills 1 per term Compass tasks for extended Writing	B4 Community Level Systems	PAG Skills including Sampling, Changing and measuring the speed of a reaction. Graphing, Data handling, Evaluations	Knowledge Organisers, Seneca Learning, BBC Bitesize, Revision skills.	B5 Genes, Inheritance and Selection	PAG Skills including Half Lives, Ripple task, Sampling, Microbiology, Graphing, Data handling, Evaluations	B6 Global Challenges	P5 Waves					
Forces				Space				C5 Rates of Reaction											
Electricity and Magnetism				Forensics				P7 - Energy											

TOPIC THEMES	
Economic & Financial Education	Health Education
Citizenship content	Relationships & Sex Education
Careers Education, Information, Advice & Guidance	

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11				
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
Identity, Emotions & Self-Worth	managing mental health	No formal homework set	Identity assessment task	Britishness and the Commonwealth	recognising aspects of our identity	UK Promotion project	UK Promotion project	Equality	identifying and responding to injustice		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Mental Health	managing mental health	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Future Options / Mental Health	making important decisions; managing mental health	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic
Prejudice and Discrimination	identifying and responding to injustice	Show Racism the Red Card project	Show Racism the Red Card project	Human Rights / Relationships & Sex Education	supporting others and making informed decisions	Amnesty International research	Write for Rights letter	Moral Dilemmas	debate and discussion		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Physical Health	making informed decisions	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Drug Education	supporting others and making informed decisions	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic
Relationships and Sex Education	explaining the key processes of puberty	No formal homework set	Agony Aunt letter response	Careers Education	making important decisions for the future	Job application	Parent-led interview and reflection	Moral Dilemmas	debate and discussion		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Crime and Justice	debate and discussion	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Money and the Government	participating in democracy	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic
Parliament and Politics	participating in democracy	Political Party project	Political Party project	Financial Capability	managing personal finance	News article collection	No formal assessment	Relationships and Sex Education	supporting others and making informed decisions		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Relationships and Sex Education	supporting others and making informed decisions	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Relationships and Sex Education	supporting others and making informed decisions	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic
Crime and Punishment	debate and discussion	News article collection	Prison design task	First Aid / Alcohol Education	supporting others and making informed decisions	Alternatives to Alcohol project	Alternatives to Alcohol project	Drugs Education	supporting others and making informed decisions		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Social Change	identifying and responding to injustice	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	Independent exam preparation	-	-	-
Healthy Lifestyles	advocacy	Health Promotion project	Health Promotion project	Social Justice	identifying and responding to injustice	Ethical Business project	Ethical Business project	Democracy in the UK	participating in democracy		Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	The Role of the Media	participating in democracy	Signposting to relevant websites for information and support	Topic work booklets assessed at end of topic	-	-	-	-

TOPIC THEMES

- Using Evidence
- Significance

- Causation
- Interpretation
- Thematic paper

YEAR 7				YEAR 8				YEAR 9				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING /HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING /HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING /HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING /HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING /HW	WHAT IS ASSESSED? (AND HOW)			
Intro to History, Me and my community, Interpretations and using sources.	Chronology and key dates. Interpretations and evidence - using sources and artefacts.	Timeline task, recap of key words	Baseline assessment, Evidence Assessment - Both are formal assessments	Why did the C20th start with a war? How did World War one start?	Key dates, research, knowledge and understanding, chronology and Causation	Timeline of the C20th key events, assessment prep and revision.	How did 2 bullets start a war? A formal assessment on causes	Warfare and Britain 1250-1500	Knowledge, Explanation of change and continuity.		Recap questions/ quizzes	Formal assessment - Paper 1 exam question How far	Anglo Saxon and Norman England	Knowledge and understanding, significance and causation	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.	Weimar Germany, Rise of Hitler and Nazi Germany	knowledge and understanding causation, interpretations and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 2 exam questions, Outline explain and How successful.			
Why is the year 1066 so famous? Who should be King and the Significance of Hastings	Causation and significance	Storyboard task - recap main events of 1066, why did William win sort/retrieval task	Why did William Win - Formal Causation assessment	Why was the war not over by Christmas? Why did so many men join up for King and Country? How did technology change modern warfare?	Research, knowledge and understanding and significance.	Remembrance project	Remembrance Project - Checklist and feedback sheet given.	Warfare and Britain 1500-1750	Knowledge, Explanation of change and continuity.		Revision, recap and retrieval practise questions.	Formal assessment - Paper 1 exam questions.	Anglo Saxon and Norman England	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.	Superpower Relations and the Cold War	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.			
Medieval warfare, attacking and defending a castle and a castle case study - The Tower of London	Change and continuity, knowledge and understanding	Research task - different methods of attack	Tower of London project - checklist and feedback sheet given.	Were Lions really led by Donkeys - The Battle of the Somme. Why was WW1 a total War?	Causation, research and using evidence.	Battle of the Somme newspaper task - using evidence	Evidence/Interpretations assessment. Total war, DORA and the home front. Formal assesment	Warfare and Britain 1750-1900	Knowledge, Explanation of change and continuity.		Revision, recap and retrieval practise questions.	Formal assessment - Paper 1 exam questions.	Anglo Saxon and Norman England	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.	Superpower Relations and the Cold War	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.			
Who was really in charge of England? - The power of the King and church. The Power of the Tudors.	Knowledge and understanding, Change and continuity and significance	Reseach task - key leaders and why they were significant	Possible mid year assessment - Soft assessment which is peer marked OR final judgement on the power of the King which is assessed by the class teacher	How did Women win the vote? How did the war end?	Knowledge and understanding, Research and using IT. Using evidence	Emily Davison newspaper task - using evidence	Was Emily Davison a Martyr or was her death a terrible accident? Final judgement and newspaper article homework task	Warfare and Britain 1900-2006	Knowledge, Explanation of change and continuity.		Revision, recap and retrieval practise questions.	Formal assessment - Paper 1 exam questions.	Anglo Saxon and Norman England	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.	Superpower Relations and the Cold War	knowledge and understanding significance, causation and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 3 exam questions, Outline explain and How successful.			
Why do we study the British Empire? Was the Empire something to be proud of?	Significance, evidence, knowledge and understanding	Planning and retrieval task. Prep for assessment using planning chart, evidence	Was the Empire something to be proud of? Fomal assessment where pupils have to explain and make a final judgement using evidence.	Impact of WW1 and the Treaty of Versailles. How did countries rule themselves - the difference between democracy and dictatorship	Interpretations, research, knowledge and understanding	Recap, retrieval practise and revision - all resources can be found on moodle.	The terms of the Treaty and Germany's reaction - Formal written assessment with cartoon analysis	London during World War Two	Sources, knowledge and explanation.		Revision, recap and retrieval practise questions.	Formal assessment - Paper 1 exam questions.	Weimar Germany, Rise of Hitler and Nazi Germany	knowledge and understanding causation, interpretations and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 2 exam questions, Outline explain and How successful.	Revision	Revision	Revision	Revision			
Why is the election of Barack Obama so significant? Slavery and the Civil Rights movement	Significance, knowledge and understanding.	Slavery project - research and significance skills.	Slavery project - checklist and feedback sheet given.	Remembering the Holocaust , Turning points of the Second World War and the impact of the War on civilians.	Research, knowledge and understanding and significance.	Research project - The Homefront during WW2	Homefront and civilian project - checklist and feedback sheet given.	London during World War Two	Sources, knowledge and explanation.		Revision, recap and retrieval practise questions.	Formal assessment - Paper 1 exam questions.	Weimar Germany, Rise of Hitler and Nazi Germany	knowledge and understanding causation, interpretations and using evidence	Revision, recap and retrieval practise questions	Formal assessment - Paper 2 exam questions, Outline explain and How successful.							



TOPIC THEMES

United Kingdom	Landscapes	Development/Urban cities
Geographical skills	Climate	Tectonic Hazards
	Resources	

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Exploring Britain Also links with... - (Yr 10) UK in the 21st Century - (Yr 10) Urban Futures	Locational Knowledge and Place	Tour of Britain project	KS2 Baseline Assessment	China Also links with... - (Yr 8) Africa - (Yr 10) Urban Futures - (Yr 9) Dynamic Development	Locational Knowledge and Place	China w/s - Asia's countries and regions - Asia's physical features - Asia's population	Redo KS2 Baseline Assessment	Global Hazards Also links with... - (Yr 8) Plate Tectonics - (Yr 7) Extreme Weather	Demonstrate Knowledge of locations, places, processes, environments and different scales.  Demonstrate geographical understanding of:  • Concepts and how they are used in relation to places, environments and processes.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Tectonic End of topic assessment - GCSE style question	Distinctive Landscapes Also links with... - (Yr 7) Exploring Britain - (Yr 7) Glaciation	Demonstrate Knowledge of locations, places, processes, environments and different scales.  Demonstrate geographical understanding of:  • Concepts and how they are used in relation to places, environments and processes.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps		Resource Reliance Also links with... - (Yr 8) Natural Resources - (Yr 11) Sustaining Ecosystems	Demonstrate Knowledge of locations, places, processes, environments and different scales.  Demonstrate geographical understanding of:  • Concepts and how they are used in relation to places, environments	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	
Exploring Britain cont.	Locational Knowledge and Place	Ongoing revision in preparation for end of topic test	Exploring Britain End of Topic Assessment	China cont.	Locational Knowledge and Place	Ongoing revision in preparation for end of topic test	China End of Topic Assessment	Global Hazards cont.	• The inter-relationship between places, environments and processes  Apply Knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Climatic End of topic assessment - GCSE style question	Distinctive Landscapes	• The inter-relationship between places, environments and processes  Apply Knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Distinctive Landscapes End of topic assessment - GCSE style question	Resource Reliance cont.	and processes.  • The inter-relationship between places, environments and processes  Apply Knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Resource Reliance End of topic assessment - GCSE style question
Mapping Skills Mapping Skills are recapped throughout the course in schemes of work but in specifically assessed in the Autumn term of Year 9 and Year 11	Geographical skills and fieldwork	Mapping Skills w/s -Using grid references -How far? -Which direction? -How high? Ongoing revision in preparation for end of topic test	Mapping Skills End of topic assessment	Plate Tectonics Also links with ... - (Yr 9) Global Hazards	Physical and Human Geography	Come dine with me Plate Tectonics style! Ongoing revision in preparation for end of topic test	Plate Tectonic End of topic Assessment	Dynamic Development Also links with... - (Yr 8) China - (Yr 8) India - (Yr 10) Urban Futures	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Dynamic Development End of topic assessment - GCSE style question	UK in the 21st Century Also links with... - Y7 Exploring Britain - (Yr 10) Urban Futures	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps		Paper 3 Focus Geographical Skills	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Paper 3 GCSE style questions
Glaciation Also links with... - (Yr 9) Changing Climate - (Yr 10) UK in the 21st Century - (Yr 10) Distinctive Landscapes	Physical and Human Geography	Glaciation w/s -Glaciers -Glacial landforms created by erosion: part 1 -Glacial landforms created by erosion: part 1 -Glacial landforms created by deposition	Glaciation Mid-Unit Test	Africa - Also links with... - (Yr 8) China - (Yr 10) Urban Futures - (Yr 9) Dynamic Development	Locational Knowledge and Place		Africa Mid-Unit Test	Changing Climate Also links with... - (Yr 7) Extreme Weather - (Yr 7) Glaciation - (Yr 9) Global Hazards		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Changing Climate End of topic assessment - GCSE style question	UK in the 21st Century cont.		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	UK in the 21st Century End of topic assessment - GCSE style question	Teacher / student led independent revision		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	GCSE style questions
Glaciation cont.	Physical and Human Geography	Ongoing revision in preparation for end of topic test	Glaciation End of Topic Assessment	Africa cont.	Locational Knowledge and Place	Ongoing revision in preparation for end of topic test	Africa End of Topic Assessment	Urban Futures Also links with... - (Yr 7) Exploring Britain - (Yr 8) China - (Yr 8) Africa - (Yr 9) Dynamic Development - (Yr 10) UK in the 21st Century		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps		Sustaining Ecosystems Also links with... - (Yr 8) Natural Resources - (Yr 11) Resource Reliance		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	End of topic assessment - GCSE style question	Exams		n/a	n/a
Extreme Weather Also links with... - (Yr 9) Global Hazards - (Yr 9) Changing Climate	Physical and Human Geography	Ongoing revision in preparation for end of topic test	Extreme Wether End of topic assessment	Natural Resources Also links with... - (Yr 11) Resource Reliance - (Yr 11) Sustaining Ecosystems	Physical and Human Geography	Ongoing revision in preparation for end of topic test	Natural Resources End of topic assessment	Urban Futures cont.		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	Urban Futures End of topic assessment - GCSE style question	Sustaining Ecosystems cont.		Ongoing 'active revision. Recall and retrieval style questions. case study overview sheets. Concept maps	End of topic assessment - GCSE style question	Exams		n/a	n/a

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Introduction to Phonics. Identity, Greetings, numbers, describing yourself and others, describing your classroom.	Grammar: to be / to have. Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Baseline Assessment	Identity and Culture: TV, Technology, Cinema, Freetime	Grammar: Present recap, adjectives Reading, Listening, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test		Me, my family and friends: likes/dislikes freetime, describing others, Describing celebrations/ describing what you wear	Grammar: Present, reflexive verbs, perfect tense, near-future tense Reading, listening, speaking, writing, Photo and role play.			Identity and culture: Daily life, food, clothes and shopping, family celebrations	Grammar: Modal verbs, forming questions, present, past and future tenses	Memrise- fortnightly vocab test and Active Learn		Home, town, neighbourhood and region: Places in town (+/-), region features	Listening, reading, writing, speaking, role play and photo card. All grammar	Memrise- fortnightly vocab test and Active Learn	Speaking mock, LRW mocks
	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Listening/Reading/ Writing (short bullet point tasks) assessments			Memrise- fortnightly vocabulary test	Listening/Reading/Writing assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn	Listening/Reading/Writing assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn				Memrise- fortnightly vocab test and Active Learn	
Identity: Home, town, neighbourhood and region: Describing where you live Places and activities in town	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test		Local, national, international and global areas of interest: Holidays past and present .	Grammar: Present and Perfect tense, Reading, Listening, Writing, Speaking	Memrise- fortnightly vocabulary test		Local, national, international and global areas of interest: Food, Natural World, Environment	Grammar: Negatives, Superlatives, Possessive adjectives, conditional Reading, listening, speaking, writing, Photo and role play.			Local, national, international and global areas of interest: Holidays, ideal holidays, booking a hotel room, ordering in a restaurant, travel, buying souvenirs, disastrous holidays.	Grammar: Recap conditional tense, reflexive verbs, pluperfect tense. Reading, listening, speaking, writing, Photo and role play, demonstrative pronouns.	Memrise- fortnightly vocab test and Active Learn	90 word exam-style Q (in exam conditions) Listening and reading assessment	Social and Global Issues and Revision of all themes	Speaking preparation focus, reading, listening, writing, role plays and photo cards. All grammar.	Revision	Feedback mock exam papers Exam-style translation and writing activities to be completed in class (under exam conditions)- different topics Picture description and role play prep time
	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Listening/ Reading assessments			Memrise- fortnightly vocabulary test	Listening/Reading assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn	Listening/Reading/Writing assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn					
My studies: Subjects, opinions, reasons, timetable, telling the time, recap of year, project and film work	Grammar (present tense conjugation- regular and irregular), Reading, Listening, Writing, Speaking	Memrise- fortnightly vocabulary test	Writing (short bullet point tasks)	Recap of my studies, introduce future plans, ambitions and jobs	Grammar: Near future tense recap, present recap, Reading, Listening, Writing, Speaking, Introduction passe compose.	Memrise- fortnightly vocabulary test	Writing assessment (covering a variety of topics)	My studies: Description of school, comparison of UK and French schools, school rules. Health: Healthy living, addictions	Grammar: Infinitive constructions, conditional tense introduction. Recapping all tenses so far. Reading, listening, speaking, writing, Photo and role play.			Current and future study and employment: current studies, plans/hopes/wishes for the future, job applications, work experience.	Grammar recap so far. Reading, writing, listening, speaking, role play, photo card, translation.	Memrise- fortnightly vocab test and Active Learn	LRW Foundation mock Speaking mock	Revision			GCSE exam
	Grammar (present tense conjugation- regular and irregular), Reading, Listening, Writing, Speaking	Memrise- fortnightly vocabulary test	Listening/Reading/Writing (covering topics from through the year) assessments			Memrise- fortnightly vocabulary test	Listening/Reading assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn	Listening/Reading			Memrise- fortnightly vocab test and Active Learn					

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11					
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
AUTUMN 1	Me, my family and friends: Family members Personality Physical description Pets Intro to passion/hobbies Picture description Phonics Spelling Bee competition	Listening, Reading, Writing, Speaking, Translation, Grammar - Present Tense	Memrise- fortnightly vocabulary test	Baseline Assessment	Me, my family and friends: Family members Personality Physical description Pets Intro to passion/hobbies Picture description Phonics Spelling Bee competition	Listening, Reading, Writing, Speaking, Translation, Grammar - Present Tense	Memrise- fortnightly vocabulary test	Baseline Assessment	Me, my family and friends: Recap Year 7 Recap free time, likes/dislikes Films/TV Describing days out/celebrations/activities with friends	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present and near future tenses		Memrise- fortnightly vocab test and Active Learn		Me, my family and friends: Relationships/marriage, recap family.  Me, my family and friends: Recap free time	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future tenses.	Memrise- fortnightly vocab test and Active Learn	90 word exam-style Q (in exam conditions) Listening and reading assessment	Technology in everyday life: Technology, pocket money Home, town, neighbourhood and region: Places in town (+/-), region features	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future/simple future, conditional tenses. Potential introduction of 'super tenses (perfect, pluperfect, some subjunctive clauses)	Memrise- fortnightly vocab test and Active Learn	Speaking mock, LRW mocks
	AUTUMN 2	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Listening/Reading/Writing (short bullet point tasks) assessments			Memrise- fortnightly vocabulary test	Listening/Reading/Writing assessments (covering a variety of topics)				Memrise- fortnightly vocab test and Active Learn	Listening/Reading/Writing assessments (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn				Memrise- fortnightly vocab test and Active Learn	
SPRING 1	Home, town, neighbourhood and region: Describing where you live Places and activities in town (Crossover theme 1) Activities at the weekend and food  Día de los Muertos project Poetry competition	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Listening/Reading assessments	Home, town, neighbourhood and region: Describing your house  Travel and tourism: Holidays- countries, activities, opinions	Listening, Reading, Writing, Speaking, Translation, Grammar: Present tense and preterite tense	Memrise- fortnightly vocabulary test		Home, town, neighbourhood and region: Recap topic  Social issues: Healthy/unhealthy diet, daily routine  Role play intro	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present and near future tenses. Introduction to imperfect tense.		Memrise- fortnightly vocab test and Active Learn		Home, town, neighbourhood and region: Places in town (+/-), region features  Travel and tourism: Holidays (continue into Summer Term if necessary)	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future tenses. Introduction future tense.	Memrise- fortnightly vocab test and Active Learn	150 word exam-style Q (in exam conditions) Picture description and role play prep time	ocal, national, international and global Healthy/unhealthy living Poverty/homelessness Environment Technologies	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future/simple future, conditional tenses. Potential introduction of 'super tenses (perfect, pluperfect, some subjunctive clauses)	Memrise- fortnightly vocab test and Active Learn	Feedback mock exam papers Exam-style translation and writing activities to be completed in class (under exam conditions)- different topics Picture description and role play prep time
	SPRING 2	Listening, Reading, Writing, Speaking, Translation	Memrise- fortnightly vocabulary test	Writing (short bullet point tasks)			Memrise- fortnightly vocabulary test	Listening/Reading/Writing assessments (covering a variety of topics)				Memrise- fortnightly vocab test and Active Learn	Listening/Reading (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn				Memrise- fortnightly vocab test and Active Learn	
SUMMER 1	My studies: School subjects, facilities, opinions, break, general description  (Theme 2) Spanish festivals project	Listening, Reading, Writing, Speaking, Translation, Introduction: Present tense	Memrise- fortnightly vocabulary test	Listening/Reading/Writing (covering topics from through the year) assessments	Jobs, career choices and ambitions: Jobs and descriptions, future plans	Listening, Reading, Writing, Speaking, Translation, Grammar: Present tense, near future and preterite tense	Memrise- fortnightly vocabulary test	Writing assessment (bullet points on different topics)	My studies and life at school/college: Subjects, description, school rules/uniform, daily routine, describing trips	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future tenses.		Memrise- fortnightly vocab test and Active Learn	Writing assessment (variety of topics)	Jobs, career choices and ambitions: Future plans Travel and tourism: Describing holidays	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future/simple future tenses. Introduce conditional tense.	Memrise- fortnightly vocab test and Active Learn	LRW Foundation mock Speaking mock	Exam-style translation and writing activities to be completed in class (under exam conditions)- different topics	Listening, Reading, Writing, Speaking, Translation, Role-Play, Photo Card. Revision of preterite, present, imperfect tense and near future/simple future, conditional tenses. Potential introduction of 'super tenses (perfect, pluperfect, some subjunctive clauses)	Memrise- fortnightly vocab test and Active Learn	GCSE exam
	SUMMER 2	Listening, Reading, Writing, Speaking	Memrise- fortnightly vocabulary test	Listening and reading assessment			Memrise- fortnightly vocabulary test	Listening/Reading (covering a variety of topics)				Memrise- fortnightly vocab test and Active Learn	Listening/Reading (covering a variety of topics)			Memrise- fortnightly vocab test and Active Learn				Memrise- fortnightly vocab test and Active Learn	



TOPIC THEMES

Skeletal and Muscular Systems  
 Cardio-Respiratory system

Aerobic and Anaerobic Respiration  
 Levers, movements, planes and axes  
 Preventing injuries

Social Groups, Commercialisation  
 and Technology in Sport

Health and Fitness  
 Principles of Training  
 Recap and consolidation

YEAR 9 - PAPER 1

YEAR 10 - PAPER 2

YEAR 10 - PAPER 2

YEAR 11 - Exam Techniques, Revision Techniques and re-cap of Paper 1 and 2 content

	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
AUTUMN 1	Skeletal and Muscular Systems	Practical: Technical skill development in isolation Application of skills in a competitive environment.  Theory: Subject Knowledge acquisition Application of Knowledge to questions Balanced analysis of information	Weekly practise of 3 practical assessment sports through attendance of Perins School sports clubs or local community sports clubs. Use of PE department revision resources on Perins Share Point and also BBC Bitesize to consolidate learning and prepare for half termly tests.	Tests at the end of Autumn 1, Autumn 2, Spring 2 and Summer 2. 50% of each test will focus of the topics covered since the previous test, 50% of each test will include a spread of questions on topics taught in previous terms.  Practical assessments will be made through observations in practical lessons, clubs, fixtures and of video footage.	Skill and Ability Goals and Target Setting Information Processing Guidance and Feedback	Practical: Technical skill development in isolation Application of skills in a competitive environment.  Theory: Subject Knowledge acquisition Application of Knowledge to questions Balanced analysis of information		Weekly practise of 3 practical assessment sports through attendance of Perins School sports clubs or local community sports clubs. Use of PE department revision resources on Perins Share Point and also BBC Bitesize to consolidate learning and prepare for half termly tests.	Tests at the end of Autumn 2, Spring 2 and Summer 2. 50% of each test will focus of the topics covered since the previous test, 25% of each test will include a spread of questions on topics taught in previous Year 10 terms. 25% will focus on topics from Year 9 (Autumn 2 Test = Y9Au1 & Au2, Spring 2 Test = Y9Sp1 & Sp2, Summer 2 = Y9 Su1 & Su2)  Practical assessments will be made through observations in practical lessons, clubs, fixtures and of video footage.	Exam techniques - understanding of command words and AO1, AO2 & AO3 processes Skeletal and Muscular Systems Cardio-Respiratory Systems Aerobic and Anaerobic Respiration Levers, movements, planes and axes	Practical: Technical skill development in isolation Application of skills in a competitive environment.  Theory: Subject Knowledge acquisition Application of Knowledge to questions Balanced analysis of information	Weekly practise of 3 practical assessment sports through attendance of Perins School sports clubs or local community sports clubs.  Use of PE department revision resources on Perins Share Point and also BBC Bitesize to consolidate learning and prepare for half termly tests.	Ongoing past paper questions. A November mock exam to cover both Paper 1 and Paper 2 topics. A second full practice exam at the end of Spring 2.  A practice practical moderation will be held in the week before the October half term in preparation for March's official moderation.
AUTUMN 2	Cardio-Respiratory System Aerobic and Anaerobic Respiration				Arousal Aggression Personality Types Motivation					Health and Fitness Components of Fitness Fitness Testing Principles of Training			
SPRING 1	Levers, movements, planes and axes				Social Groups Commercialisation Technology in Sport					Types of Training Training Thresholds Injury Prevention Training Seasons Warm-ups and Cool Downs Skill and Ability Target Setting Guidance and Feedback Information Processing Arousal, Aggression, Motivation and Personality Types Social Factors Commercialisation			
SPRING 2	Health and Fitness Components of Fitness Fitness Testing				Ethical Conduct Spectator Behaviour Health, Fitness and Well Being					Technology Ethical Conduct Sporting Behaviour Health and Well Being Diet			
SUMMER 1	Principles of Training Training Thresholds Types of Training Preventing Injury Training Seasons Warming Up & Cooling Down				Non - examined written assessment requiring analysis of personal performance and follow-up action plan.	Analysis and evaluation of performance / rectifying weaknesses				Final preparations to include independent, personalised study.			
SUMMER 2	Recap and consolidation.												

TOPIC THEMES

- Safe working practice
- Anthology

- Knowledge and understanding of performance skills
- Set phrases
- Dance appreciation (written exam paper)

- Performance in a duo or group
- Knowledge and understanding of choreographic skills
- Group choreography

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
AUTUMN 1	Safe Working Practice	Warm ups, cool downs, nutrition, hydration, safe execution, appropriate dance wear	Weekly Dance Practice through attendance of Perins Dance Club or outside Dance Company.	Informal practical assessments through the year through observations.	Section A - AO3	Knowledge and understanding of choreographic processes and performing skills. Given stimulus, written response	Weekly Dance Practice through attendance of Perins Dance Club or outside Dance Company.	Practice exam questions	Critiquing the anthology	Comparing and contrasting the 6 professional works - costume, lighting, set/staging, aural setting, film	Weekly Dance Practice through attendance of Perins Dance Club or outside Dance Company. Use of One Note Dance Revision resources and Artspool to consolidate learning.	Video analysis			
	Knowledge and understanding skills for performance	physical skills and attributes, technical skills, expressive skills, mental skills and attributes.			Development of Set Phrase 1				Physical, Technical, Expressive, Mental						
AUTUMN 2	Anthology Video Appreciation - A Linha Curva	Appreciation of movement content, aural setting, physical setting, lighting and costume	Written tests after each professional work studied		Section B - AO4	Critical appreciation of own work		Practice exam questions							
	Knowledge and understanding skills for performance	physical skills and attributes, technical skills, expressive skills, mental skills and attributes.			Development of Set Phrase 2				Physical, Technical, Expressive, Mental						
SPRING 1	Anthology Video Appreciation - Emancipation of expressionism	Appreciation of movement content, aural setting, physical setting, lighting and costume			Performance piece	Knowledge and understanding of skills for performance			Preparation and video moderations of performance work	Organisation, rehearsal discipline, performance skills		Formal assessment and moderation			
	Introduction to Set Phrase 1	Technical and performance skills			Section C - AO4				Critical appreciation of professional works						
SPRING 2	Anthology Video Appreciation - Artificial Things	Appreciation of movement content, aural setting, physical setting, lighting and costume			Performance Piece	Knowledge and understanding of skills for performance		Internal practical assessment and feedback to students	Preparation and video moderations of group choreography	Organisation, rehearsal discipline, performance skills					
	Introduction to Set Phrase 2	Technical and performance skills													
SUMMER 1	Anthology Video Appreciation - Infra	Appreciation of movement content, aural setting, physical setting, lighting and costume			Choreography practice	Knowledge and understanding and skills for choreography		Internal practical assessment and feedback to students	Written Exam Revision	Knowledge and understanding, comparative written work		Written exam paper			
	Introduction to Choreography - Solo	Knowledge, understanding and skills for choreography													
SUMMER 2	Anthology Video Appreciation - Shadows	Appreciation of movement content, aural setting, physical setting, lighting and costume													
	Group Performance Piece	Communication and a combination of technical and performance skills													
	Anthology Video Appreciation - Within her Eyes	Appreciation of movement content, aural setting, physical setting, lighting and costume													

TOPIC THEMES

- Christianity
- Buddhism

- Themes - both Judaism AND Christianity covered.
- HW may be either or both religions
- Themes - variety of religions covered

- Judaism
- Sikhism

YEAR 7				YEAR 8				YEAR 9				YEAR 9				YEAR 10				YEAR 11			
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Introduction to RE. Concept of Religion	Communicate Apply Enquire Contextualise Evaluate	Read with parent RE homework rules Spend 30 mins on Religion presentation	Baseline assessment of general Knowledge and RE skills	Christianity in 21st Century. Concepts of Church and salvation	Communicate, Apply, Enquire Contextualise, Evaluate	Church - advertising prep for APP Church design Salvation storyboard	APP Church Knowledge and understanding	The Existence of God and Revelation. Concepts of Existence, Evil, science	Knowledge and Understanding, Analysis and Evaluation		Knowledge and understanding exam questions. Research tasks	Topic tests and practice exam questions	Judaism - Beliefs and Teachings. The nature of G-d, Shekhinah and life after death	Knowledge and Understanding, Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions	Theme - Religion, Peace and Conflict or Religion, Crime and Punishment	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions			
Concepts of Agape and Ritual	Communicate Apply Enquire Contextualise Evaluate	Agape - Sit-ins and Freedom rides questions. Caring for people with Leprosy questions Ritual - leaflet	APP Agape analysis and evaluation	Christianity in 21st Century. Concepts of Sport and sin	Communicate, Apply, Enquire Contextualise, Evaluate	Research football chaplain (APP prep). Sunday sport review info for DIRT. Research colours and animals linked to seven deadly sins.	APP Sport - analysis and evaluation	Christianity - Beliefs and Teachings. Key beliefs: the nature of God, creation and life after death	Knowledge and Understanding, Analysis and Evaluation		Knowledge and understanding exam questions. Research tasks	Topic tests and practice exam questions	Judaism - Beliefs and Teachings The covenants and mitzvot	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions	Revision technique. Formal practice papers. Focus on evidence - biblical Knowledge and contextualisation.	Knowledge and Understanding Analysis and Evaluation	Revision	Trial exam			
Concepts of Sewa and Commitment in Sikhism	Communicate Apply Enquire Contextualise Evaluate	Sewa - Perform an act of kindness. Create a collage of types of sewa you could do in your family, school or community		Ultimate Questions - concept of philosophy	Communicate, Apply, Enquire Contextualise, Evaluate	Research task exploring the life and works of a given philosopher for submission or presentation at the end of unit.	APP Can we trust our senses? Analysis and evaluation	Christianity - Beliefs and Teachings. Key beliefs: Jesus Christ, incarnation, Original Sin, salvation and atonement	Knowledge and Understanding, Analysis and Evaluation		Knowledge and understanding exam questions. Research tasks	Topic tests and practice exam questions	Judaism - Practices. Synagogue and Worship	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions	Theme - Religion, Peace and Conflict or Religion, Crime and Punishment	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions			
Concepts of Pilgrimage and Islam	Communicate Apply Enquire Contextualise Evaluate	Pilgrimage - 30 mins development of research class task. Islam - preparation guided research task for APP	APP Hajj pilgrimage analysis and evaluation	Ultimate Questions - concepts of God and science	Communicate, Apply, Enquire Contextualise, Evaluate	Science - creative task - Alone at the beginning of time (art poetry or prose exploration)		Christianity - Practices. Worship and Festivals	Knowledge and Understanding, Analysis and Evaluation		Knowledge and understanding exam questions. Research tasks	Topic tests and practice exam questions	Judaism - Practices. Family life and festivals	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions	Review and revision activities focusing on skills for exams.	Knowledge and Understanding Analysis and Evaluation	Revision	Practice papers			
Jesus. Concepts - Human/Divine and - revolutionary	Communicate Apply Enquire Contextualise Evaluate	Human/Divine - survey different ideas about Jesus preparation task for APP. Revolutionary - explore a value 21st C society has got wrong.	APP Jesus, Human/Divine. Faces of Jesus analysis and evaluation	Buddhism - concepts of Dukkha, Dharma and Worship	Communicate, Apply, Enquire Contextualise, Evaluate	Dukkha - Middle way collage - 8fold path poster, Worship - choice of task - Zen garden design or meditation exercise	Dharma - choice of essay based on unit learning. Analysis and Evaluation	Christianity - Practices. The role of the church locally and in the world	Knowledge and Understanding, Analysis and Evaluation		Knowledge and understanding exam questions. Research tasks	Topic tests and practice exam questions	Theme - Relationships and Families or Religion and Life	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions							
Jesus. Concept of Saviour	Communicate Apply Enquire Contextualise Evaluate	One World Week or Christian Charity - research into a modern issue humans need saving from		Ethics - Religion and Animals	Communicate, Apply, Enquire Contextualise, Evaluate			Introduction to Judaism	Knowledge and Understanding, Analysis and Evaluation		Research tasks	Topic tests and practice exam questions	Topics review. Creation of revision resources. Exam skills and practice	Knowledge and Understanding Analysis and Evaluation	Understanding, Analysis and Evaluation practice questions	Topic tests and practice exam questions							

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
Citizen Action	research and investigation	Newspaper article collection, creative tasks, flipped learning	end of topic test	Democracy	developing reasoned arguments		Retrieval grids, practice questions, flipped learning	mid-topic test	Identities and Diversity in the UK	use of sources	Retrieval grids, flipped learning	no formal assessment			
Rights and Responsibilities	developing reasoned arguments	Newspaper article collection, creative tasks, flipped learning	mid-topic test	Devolution	comparing similarities and differences		Retrieval grids, practice questions, flipped learning	end of topic test; includes past topics	Citizen Action Project	planning; teamwork; research; taking action; evaluation	Retrieval grids, flipped learning, action project research and planning	Mock exam; covers multiple choice, short answers and essay answers			
Rights and Responsibilities	explaining viewpoints	Newspaper article collection, creative tasks, flipped learning	end of topic test; includes past topics	British Constitution	explaining viewpoints		Retrieval grids, practice questions, flipped learning	no formal assessment	UK and the Wider World	developing reasoned arguments	Retrieval grids, practice questions, flipped learning	mid-topic test; includes past topics			
Law & Legal System	countering arguments	Newspaper article collection, creative tasks, flipped learning	mid-topic test	British Constitution / Economy, Finance & Money	countering arguments		Retrieval grids, practice questions, flipped learning	end of topic test; includes past topics	UK and the Wider World	all skills covered previously	Retrieval grids, practice questions, flipped learning	end of topic test; includes past topics			
Law & Legal System	use of sources	Newspaper article collection, creative tasks, flipped learning	end of topic test; includes past topics	Economy, Finance & Money	use of sources		Retrieval grids, practice questions, flipped learning	end of topic test; includes past topics	Revision	all skills covered previously	Practice revision questions	Final exams			
Active Citizenship	planning; teamwork; research; taking action; evaluation	Working on action project	end of year test; include past topics	Media	research and investigation		Retrieval grids, practice questions, flipped learning	Mock exam; covers multiple choice, short answers and essay answers							



TOPIC THEMES

- The role of the markets - money and price
- Supply

- The role of Government policies
- Markets and money - competition
- Money and the effect on the labour force

- Economic Growth - micro and macro
- Overarching theme - revisited in every topic

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
Introduction to Economics	1.1 Main Economic groups and factors of production.1.2 The Basic Economic Problem	Key Terms in Economics. APP Self Assessment completion	End of Unit Test	The Role of Markets and Money	2.7 The Labour Market. 2.8 The Role of Money in the Financial Sector		Key Terms in Economics. APP Self Assessment completion	End of Unit Test	Economic Objectives and the Role of the Government	3.6 Monetary Policy 3.7 Supply Side Policies	Key Terms in Economics. APP Self Assessment completion	End of Unit Test			
The Role of Markets and Money	2.1 The role of Markets 2.2 Demand	The Market For Chocolate and Apple/ Samsung Case Studies	DIRT feedback on Case Study. GCSE Grading	Economic Objectives and the Role of the Government	3.1 Economic Growth		Case Study	DIRT feedback on Case Study. GCSE Grading	Economic Objectives and the Role of the Government	3.8 Limitations of Markets	Case Study	DIRT feedback on Case Study. GCSE Grading			
The Role of Markets and Money	2.3 Supply	Key Terms in Economics APP Self Assessment completion	End of Unit Test	Economic Objectives and the Role of the Government	3.2 Low unemployment		Key Terms in Economics. APP Self Assessment completion	End of Unit Test	International Trade and the Global Economy	4.1 The Importance of International Trade	Key Terms in Economics. APP Self Assessment completion	End of Unit Test			
The Role of Markets and Money	2.4 Price	Case Study	DIRT feedback on Case Study. GCSE Grading	Economic Objectives and the Role of the Government	3.3 Fair Distribution of Income and Wealth		Case Study	DIRT feedback on Case Study. GCSE Grading	International Trade and the Global Economy	4.2 The Balance of Payments 4.3 Exchange Rates	Case Study	DIRT feedback on Case Study. GCSE Grading			
The Role of Markets and Money	2.5 Competition	Key Terms in Economics. APP Self Assessment completion	End of Unit Test	Economic Objectives and the Role of the Government	3.4 Price Stability and Inflation		Key Terms in Economics. APP Self Assessment completion	End of Unit Test	Final Preparation for Exams	4.4 Globalisation	Revision	Past Papers			
The Role of Markets and Money	2.6 Production	Case Study	DIRT feedback on Case Study. GCSE Grading	Economic Objectives and the Role of the Government	3.5 Fiscal Policy		Case Study	DIRT feedback on Case Study. GCSE Grading	Final Preparation for Exams	Specific Revision Skills	Revision	Past Papers			

# Technology – Child Development

TOPIC THEMES

Reproduction and the roles of parenthood

Antenatal care and preparation for birth

Postnatal checks, provisions and development

Childhood illnesses

Child safety

YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Reproduction and the roles of parenthood	Decision making, pre-conceptual health, contraception, reproductive systems	Theory based consolidation	Written assessment on topic	Equipment for 0-2 years	Equipment needed in a nursery	Research to back up coursework	Coursework typed up and marked for submission	Play that promotes development	Manipulative, solitary, cooperative, creative and physical play	Research to back up coursework	Coursework typed up and marked for submission
Antenatal care and preparation for birth	Health professionals, antenatal classes, choices for delivery, stages of labour	Theory based consolidation	Written assessment on topic	Nutrition for 0-6 months	Breastfeeding, bottle feedings and combination feeding	Research to back up coursework	Coursework typed up and marked for submission	Revision for exam		Revision	MOCK on all topics for course
Postnatal checks, provisions and development	Post natal checks, premature babies, provisions, conditions for development	Theory based consolidation	Written assessment on topic	Nutrition for 6-12 months	Weaning stage 1, 2 and 3	Research to back up coursework	Coursework typed up and marked for submission	Development activities	Planning activities to promote development	Research to back up coursework	End of course exam paper
Childhood illnesses	Immunity, childhood diseases, symptoms, diet, hospital stays	Theory based consolidation	Written assessment on topic	Nutrition for 1-5 years	Micro and macronutrients, government guidelines	Research to back up coursework	Coursework typed up and marked for submission	Development activities	Doing activities to promote development	Research to back up coursework	R020 coursework submitted to OCR
Child safety	Environment, Labelling, accidents, social safety	Theory based consolidation	Written assessment on topic	Equipment for 2-5 years	Equipment needed in a nursery	Research to back up coursework	Coursework typed up and marked for submission				
Recap year		Revision	End of year assessment on all topics	Making a meal for 0-5 years	Making nutritious meals	Research to back up coursework	MOCK on all topics for course				

# Technology – Food Tech

TOPIC THEMES  
 Food nutrition and Health  
 Food safety

Practical skills  
 Food choice  
 Food science

YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Food nutrition and Health	Protein, fat, carbs, vitamins, minerals, fibre, water	Theory based consolidation	Practical skills, accuracy, presentation.	Food science	Heat transfer, cooking methods		Theory based consolidation	Food science	Heat transfer, cooking methods, changing properties, raising agents	Theory based consolidation	Written assessment on topic
Food nutrition and Health	Healthy eating, age groups, diets, energy, groups	Theory based consolidation	Written assessment on topic	Food science	Changing properties, raising agents		Research to back up coursework	NEA 1	Food science	Research to back up coursework	Coursework typed up and marked for submission
Food safety	Spoilage, storing, preparing, food poisoning, micro-organisms	Theory based consolidation	Written assessment on topic	Food provenance	Grown, reared, caught, primary and secondary processing		Theory based consolidation	NEA 2	Practical skills, food nutrition and health	Research to back up coursework	Coursework typed up and marked for submission
Practical skills	General, knife, Cooker, equipment, combining, sauces, tenderising, dough, raising agents	Theory based consolidation	Written assessment on topic	Food provenance	Wastage and packaging, environmental issues, fortification		Theory based consolidation			Research to back up coursework	Coursework typed up and marked for submission
Food choice	Culture, religion, influences, international cuisine	Theory based consolidation	Written assessment on topic	NEA 2 practice	Practical skills, food nutrition and health		Research to back up coursework	Revision for exam		Revision	End of course exam paper
Food choice	Labelling, marketing, sensory testing	Theory based consolidation	Written assessment on topic				Research to back up coursework	MOCK on all topics for course			

**TOPIC THEMES**  
 Materials and their working properties  
 Designing principles  
 Making principles  
 New and emerging technologies, Energy, materials, systems and devices

YEAR 7				YEAR 8				YEAR 9				YEAR 9				YEAR 10						YEAR 11					
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE PRACTICAL	SKILLS COVERED	TOPIC OUTLINE THEORY		SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE PRACTICAL	SKILLS COVERED	TOPIC OUTLINE THEORY	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE PRACTICAL	SKILLS COVERED	TOPIC OUTLINE THEORY	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
DT: Common materials based project work  Food: Nutrients project	Isometric drawing Rendering One-point and two-point perspective  Drilling Shaping Handtools Finishing  Pattern cutting Applique  Knife Skills Baking Combining Weighing and measuring	Theory based independent learning booklet	Accuracy Line 3D colour Teacher assessed  Research Designing Making Evaluation Peer, self and teacher assessed.  Cooking skills Accuracy Peer, self and teacher assessed.	DT: Common materials based project work  Food: Food preparation project	Shaping Handtools Finishing  Mechanisms Drilling Assembly Handtools Finishing  CAD/CAM Designing for a user Presentation and layout Typography	Theory based independent learning booklet	Research Designing Making Evaluation Peer, self and teacher assessed.  Cooking skills Accuracy Peer, self and teacher assessed.	Graphics- drawing techniques	Oblique projection, Isometric projection, One-point perspective, Two-point perspective	Materials and their working properties			Types and properties of Paper and board Timber Metal and alloys Polymers Textiles	Theory based consolidation	Drawing techniques marked for skills	NEA style project	Designing and making process, researching, designing for a client, Development, Electronics, Construction, Finishing, Evaluating	New and emerging technologies	Industry, enterprise, Sustainability, culture, environment, Production	Theory based consolidation	Written assessment on technologies theory	NEA- AQA set tasks	NEA assesses previous skills learnt	Making principles	Reciprical learning from year 9	NEA continuation	
								Timbers project	Shaping, Handtools, Joints, finishing					Theory based consolidation	Written assessment on Materials theory			Energy, materials, systems and devices	Sources of energy, smart and modern materials, systems, mechanics	Theory based consolidation	Written assessment on energy and systems theory		NEA assesses previous skills learnt	Materials and their working properties	Reciprical learning from year 9	NEA continuation	MOCK on all topics for course
									NEA style project	Designing and making process, researching, designing for a client, Development, Timber construction, flexibly, Drilling, Finishing, Evaluating	Designing principles		Researching Environmental challenge Work of others Design strategies Drawing techniques Prototype development	Theory based consolidation	NEA style project marked as each section is completed			Common specialist technical principles	Forces and stresses, ecological footprint, scales of production	Theory based consolidation	Written assessment on technical principles theory		NEA assesses previous skills learnt	Specialist materials	Reciprical learning from year 10	NEA continuation	NEA project marked and submitted to AQA
														Theory based consolidation	Written assessment on designing theory	Polymers project	Shaping, CAD/CAM, Construction, Finishing, Design movements	Specialist material- Timber	Sources, specialist techniques, processes and finishes	Theory based consolidation	Written assessment on timbers theory			Revision for exam		Revision	
											Making principles		Selection of materials and components Tolerances and allowances Material management Tools, equipment and processes	Theory based consolidation	Completed NEA style project marked			Specialist material- Paper and Card	Sources, specialist techniques, processes and finishes	Theory based consolidation	Written assessment on paper and card theory			Revision for exam		Revision	End of course exam paper
								Specialist materials project	Making and finishing techniques				Theory based consolidation	Written assessment on making theory	NEA- AQA set tasks	NEA assesses previous skills learnt	Designing Principles	Reciprical learning from year 9	NEA continuation	MOCK on all topics for course							

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11					
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
AUTUMN 1	Colour Knowledge & Skills	Understanding of Colour theory, ability to mix colours for purpose. Development of painting skills.	As per IL mapping document	Assess colour mixing and basic painting skills.	Still Life & Perspective	Extended drawing skills with introduction of tone & understanding of how to record tone effectively.	As per IL mapping document	Key drawings which render form effectively. Sensitivity to the use of paint as a step forward from Y7	Consolidation of Foundation Skills	Drawing & Painting		As per IL mapping document	Outcome against AO2 & 3	Cubism Unit - Low Relief	AO1 & AO3	As per IL mapping document	Artist research, project research and initial drawing	Ordinary / Extraordinary Sculpture Unit	AO4	As per IL mapping document	Final outcome and full unit assessment
AUTUMN 2	Colour Knowledge & Skills - Exploring relevant key artists	Artist appreciation and ability to link back to practical work	As per IL mapping document	Assess colour mixing and basic painting skills. Written work to demonstrate appreciation and understanding of relevant art work.	Still Life & Perspective	Extended drawing skills with introduction of tone & understanding of how to record tone effectively.	As per IL mapping document	Key drawings which render form effectively. Sensitivity to the use of paint as a step forward from Y7	Consolidation of Foundation Skills	Printing & Ceramics		As per IL mapping document	Outcome against AO2 & 3	Cubism Unit - Low Relief	AO2 & AO4	As per IL mapping document	Development & exploration of ideas and final piece	Y11 Mock Exam Paper & Exam	AO1 & AO3 + AO4	As per IL mapping document	Artist research, project research and initial drawing
SPRING 1	Bugs!	Observational drawing skills/ tonal shading and sense of form	As per IL mapping document	Initial drawing/colour work and 3D final piece	Pop Art - Self directed project. Pre GCSE choice taster	Research and self directed learning	As per IL mapping document	Key drawings	Y9 Assessment unit- COLOUR	AO 1-4		As per IL mapping document	AO 1-4 - first unit assessment	Y10 Main Assessment Past Paper	AO1 & AO3	As per IL mapping document	Artist research, project research and initial drawing	Identified Units for Coursework submission	All across 1 key unit and selected supported pieces	As per IL mapping document COMPLETED BY START OF SPRING TERM	Appropriate selection based on marking background and key tasks identified as a means to secure maximum marks.
SPRING 2	Bugs!	3D ceramic skills & realisation of intentions	As per IL mapping document	3D final piece	Pop Art - Self directed project. Pre GCSE choice taster	Development of practical skills in response to chosen artist	As per IL mapping document	Final piece	UNIT 1 Coursework- Drawing & Painting	AO 1-4		As per IL mapping document	AO 1-4	Y10 Main Assessment Past Paper	AO2 & AO4	As per IL mapping document	Development & exploration of ideas and final piece	Identified Units for Coursework submission . COURSEWORK SUBMITTED EXAM PAPER ISSUED 2 WEEKS BEFORE HOL AT LEAST	All across 1 key unit and selected supported pieces	As per IL mapping document COMPLETED BY START OF SPRING TERM	Appropriate selection based on marking background and key tasks identified as a means to secure maximum marks.
SUMMER 1	Portraits	Observational drawing skills/ tonal shading and sense of form	As per IL mapping document	Drawing skills - proportion and effective use of shade	Marine Life and Plastic Pollution	Research and initial drawing responding to resources	As per IL mapping document	Key drawings	UNIT 1 Coursework- Drawing & Painting	AO 1-4		As per IL mapping document	AO 1,3	Ordinary / Extraordinary Sculpture Unit	AO1 & AO3	As per IL mapping document	Artist research, project research and initial drawing	FINAL CHASE UP PIECES OF COURSEWORK SUBMITTED - EXAM PREP & ART GCSE	AO1-4	As per IL mapping document COMPLETED BY START OF SPRING TERM	ALL COURSEWORK AND EXAM WORK MARKED BY US - NO EXTERNAL MARKING PRE MODERATION
SUMMER 2	Portraits	Research skills, ability to realise a final intention	As per IL mapping document	Final mixed media piece	Marine Life and Plastic Pollution	Final piece in response to research and personal concern. Generated by use of plastic waste	As per IL mapping document	Final piece linking to prep work	UNIT 1 Coursework- Drawing & Painting	AO 1-4		As per IL mapping document	AO 2-4	Ordinary / Extraordinary Sculpture Unit	AO1, AO2 & AO3	As per IL mapping document	Final Piece planning & maquette	N/A	N/A	N/A	N/A

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11				
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	
Baseline - The Tree	Devising Drama Group Work Application of Skills Performance		Rehearsal & Performance	Working with a Stimulus	Devising Drama Application of Skills & Creativity		Application of Skills Contribution to group work	Working from a stimulus - Script Extract (DNA) & Car Crash (non-naturalistic)	Scriptwork - Interpretation Group Work Devising Drama Intro to Non-naturalistic style		Extra Rehearsals	Application of Skills, Rehearsal & Performance	Teachers' Practical exploration & practice exam question	Interpretation of a script Character performance & multi-rolling. Written practice	Written analysis in preparation for COMP 1	Interpretation of a script Performance PRACTICE for Comp 1 Written exam. Section B	Comp 3 Texts in Practice	Interpretation of a script Rehearsal techniques Group work Characterisation	Line Learning & Extra Rehearsals	Rehearsal; Focus & Effort Work in Progress Performances; Reflection & Development of ideas
Fairy Tales/ Pantomime Theatre Review	History of Theatre Group Work Application of Skills Performance	Extra Rehearsal Sourcing/ making props	Rehearsal, Performance & Live Theatre Review	Melodrama	History of Theatre Theatre Styles Stage Combat	Control of physical skills - extra rehearsals	Application of Skills Performance	The Bridge'	Ensemble Complicite Group Work Working with props/ canes Physical Theatre		Control of physical skills - exercise; flexibility; co-ordination	Development of Physical Skills, Rehearsal & Performance	Physical Theatre - Frantic Assembly & Applying skills to devising	Exploring FA techniques - lifts, contact work etc Devising Drama		Group Work Application of Skills Reflection & Development of ideas	Comp 3 Texts in Practice	Interpretation of a script Rehearsal techniques Group work Characterisation	Line Learning & Extra Rehearsals	Comp 3 Performance of 2 extracts VISITING EXAMINER
Terrible Fate of Humpty Dumpty	Script work, Interpretation of script & application of Dramatic Devices	Learning Lines Extra Rehearsal	Research Presentation	Sparkleshark'	Scriptwork Interpretation of script Devising from a script	Writing own short script	Exploration of Style Application of Skills	Arts Festival Entry	Devising Drama		Extra Rehearsals	Performances - Class, Semi-Finals & Finals (if successful)	COMP 2 Physical Theatre MOCK DEVISED	Applying FA techniques Development of ideas Devising Drama	Devising Logs & Extra Rehearsals	Group Work Performance PRACTICE Devising Log for Comp 2 Assessment	(Ongoing) 'Blood Brothers' & Live Theatre Review Revision	Writing for the exam Revision strategies	Blood Brothers & Metamorphosis Revision	PREPARATION for Comp 1 Written Exam Section C
Ernie's Incredible Illucinations	Devising Drama Group Work Application of Skills Performance	Extra Rehearsals	Vocal Skills Development & Performance	Trestle Masks & Physical Theatre	Theatre Styles Physical Skills	Extra rehearsal with masks	Application of Skills Performance	Voice & London Riots/DNA	Vocal Skills Writing Monologues		Taking care of voice Writing monologues Research/case studies to create character	Group Work Application of Skills (Vocal) Performance	COMP 1 Blood Brothers	Understanding intentions of playwright Interpretation of script Texts in Practice	Blood Brothers Theatre Trip Learning lines Extra Rehearsal	Group Work Application of Skills & Performance	Comp 2 Devising Drama Responding to a stimulus to create original piece	Devising Drama Working in a group Developing ideas Writing a script Reflecting	Devising Logs & Extra Rehearsals	Group Work; Application of Skills Rehearsal; Focus & Effort Work in Progress Performances; Reflection & Development of ideas
Pick & Mix	History of Theatre Group work Independent Enquirer	Research Tasks Extra Rehearsal	Rehearsal & Performance	Live Theatre Review	Subject vocabulary Reflection, Analysis & Evaluation		Group Work Application of Skills	Practitioners - Brecht & Stanislavski	Exploring key features & methods of 2 contrasting theatre practitioners		Independent research into practitioners	Group Work Application of Skills (Performance)	Comp 3 'Arbeit Macht Frei'	Interpretation of a script	Learning lines Extra Rehearsal	Group work Interpretation of script Application of skills Performance	Comp 2 Devising Drama - Performance & Coursework FINAL REVISION for Comp1	Reflecting on Devising Process Continued rehearsal Writing Devising Log; REVISION	Devising Logs to complete, Blood Brothers & Metamorphosis	Comp 2 Performance of Devised Drama Completion of Devising Log
The Island/ Darkwood Manor/ Murder of George	PIR/TIR Suspend Disbelief		Group Work Focus & Commitment to Role Performance	TIE (Chicken)	Scriptwork Theatre Styles	Extra rehearsals	Interpretation of script Application of Skills Performance	Live Theatre Review	Reviewing performance in detail Completing workbooks			PREPARATION for Comp 1 Written Exam Section C	MOCK EXAM & Groups for Comp 3	REVISION for Comp 1 ALL SECTIONS Understanding & Interpretation of a script	Blood Brothers & Live Theatre	Independent Revision Comp1 Mock Exam Results Group Work	COURSE COMPLETE			

TOPIC THEMES

- Performance
- Composition

- Set Works
- Music Technology
- Songwriting

YEAR 7				YEAR 8				YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
<b>AUTUMN 1</b> Baseline/ukulele	Basic principles of playing an instrument; instrument; keeping a beat; playing as part of an ensemble	Chord study; listening preparation; rehearsal and refining performance work	Composition and performance based assessment	Solo performance	Planning a musical performance; independent review of skills; performance	Independent rehearsal skills; target setting; review of skills	Composition and performance based assessment	Reggae + Blues	Key features of Blues and Reggae; group performance, group composition, main chords	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	World Music 1	Key features of Indian music	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Revision for mock, and GCSE performances	Aural skills covering all previous areas	GCSE Bitesize and independent revision of set works	Practice exam and mock exam series, and final mock exam. Final performances
<b>AUTUMN 2</b> Rhythm sticks	Principles of rhythm and pulse; basic musical notation;	Musical notation exploration - note duration	Composition and performance based assessment	Intro to Logic 2	Creating tracks through layering; effects; automation; structure	Independent exploration of DAW sounds; creating personal compositions	Composition and performance based assessment	Keyboard + Drum Sequencing	Basics of a DAW - keyboard skills and drum sequencing	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Composition	First GCSE composition - Free composition		Composition coursework 15% of grade	Composition	Second GCSE composition - To a brief		Composition coursework 15% of grade
<b>SPRING 1</b> Intro to Logic 1	Layout of a DAW; how to use loops; mixing skills;	Independent exploration of DAW sounds; creating personal compositions	Composition and performance based assessment	Tension Music	Analysis of horror scores; creating tension tracks; build-ups and climaxes	Independent exploration of genre; creating personal compositions	Composition and performance based assessment	Baroque	Key features of Baroque, composition, Logic skills, aural analysis	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Composition continued	First GCSE composition - Free composition		Composition coursework 15% of grade	Composition continued	Second GCSE composition - To a brief		Composition coursework 15% of grade
<b>SPRING 2</b> Gospel	Aural perception, vocal harmony; historical context of genre	Listening preparation - understanding key songs in genre	Composition and performance based assessment	Tension Music continued	Creation of horror trailer; applying tension techniques; synching audio in Logic	Independent exploration of genre; creating personal compositions	Composition and performance based assessment	Minimalism	Key features of Minimalism, Logic skills, aural analysis	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Composition continued	First GCSE composition - Free composition		Composition coursework 15% of grade	Composition continued	Second GCSE composition - To a brief		Composition coursework 15% of grade
<b>SUMMER 1</b> Medieval Music	Aural perception, vocal harmony; modes & fifths; historical context of genre	Listening preparation - understanding key songs in genre	Composition and performance based assessment	Musical Theatre 2	Aural perception, vocal harmony; characterisation; historical context of genre	Listening preparation - understanding key songs in genre	Composition and performance based assessment	Cover Songs	More advanced compositional techniques, group performance	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	World Music 2 + Set work	Key features of African music and first set work - Haydn	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Revision for GCSE		GCSE Bitesize and independent revision of set works	
<b>SUMMER 2</b> Musical Theatre	Aural perception, vocal harmony; characterisation; historical context of genre	Listening preparation - understanding key songs in genre	Composition and performance based assessment	Songwriting	Chord progressions; creating a melody; lyric-writing; form and structure	Independent exploration of musical techniques; lyric-writing	Composition and performance based assessment	A cappella singing	More advanced vocal harmony techniques, group performance	Independent group work to rehearse and refine performance/composition	Composition and performance based assessment	Classical Music music + Set work	Key features of Classical music and Santana set works	GCSE Bitesize and independent revision of set works					

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
Psychology Approaches: Timeline of areas of study, key theories, key studies.	Knowledge and understanding, evaluation and critical thinking.	Create timeline of approaches.	Approaches exam: MCQs, short answer, 9 markers	Development; in-utero, speech, language and writing, attachment.	Knowledge and understanding, evaluation and critical thinking.		Key study factfile: Piaget, Hughes, McGarrigle & Minturn, Dweck/ Recap Quiz x3/ Fortnightly revision booklet - Research Methods	Development & Perception exam: MCQs, short answer, 9 markers	Brain & Neuropsychology: anatomy of the brain, neurotransmitters, biological interventions.	Knowledge and understanding, evaluation and critical thinking.	Key study factfile: James-Lange, Hebb, Penfield, Tulving/ Recap Quiz x3/ Fortnightly revision booklet - Development	Brain and Neuropsychology exam: MCQs, short answer, 9 markers			
Psychology Approaches: Timeline of areas of study, key theories, key studies.	Knowledge and understanding, evaluation and critical thinking.	Create timeline of approaches.	Approaches exam: MCQs, short answer, 9 markers	Revise: Research Methods, Memory, Perception	Knowledge and understanding, evaluation and critical thinking, Sampling, Hypothesis, Variables, Averages, Graphs and tables.		Key word glossary/ Fortnightly revision booklet - Research Methods	Approaches & Research Methods exam: MCQs, short answer, 9 markers	Revision: All	Knowledge and understanding, evaluation and critical thinking.	Key word glossary/Fortnightly revision booklet - Development	Mock exam - mixed paper (RM, LTC, Social Influence, Neuro): MCQs, short answer, 9 markers			
Research Methods: research protocols, statistical data analysis	Sampling, Hypothesis, Variables, Averages, Graphs and tables	Create a research methods exam question booklet.	Approaches & Research Methods exam: MCQs, short answer, 9 markers	Social Influence: Conformity, Obedience, Authority	Knowledge and understanding, evaluation and critical thinking.		Key study factfile: Asch, Milgram, Adorno, Piliavin/ Recap Quiz x3/ Fortnightly revision booklet - Memory	Social Influence exam: MCQs, short answer, 9 markers	Psychological Problems: addiction, depression.	Knowledge and understanding, evaluation and critical thinking.	Key study factfile: Wiles, Kaij/ Recap Quiz x3/ Independent revision booklets - Social Influence, LTC, Neuro.	Psychological Problems exam: MCQs, short answer, 9 markers			
Memory: Multi-Store Model, retrieval techniques, brain anatomy	Knowledge and understanding, evaluation and critical thinking.	Key study factfile: Atkinson & Shiffrin, Murdock, Bartlett, Theory of Reconstructive Memory/ Recap Quiz x3	Memory exam: MCQs, short answer, 9 markers	Social Influence: Conformity, Obedience, Authority	Knowledge and understanding, evaluation and critical thinking.		Key study factfile: Asch, Milgram, Adorno, Piliavin/ Recap Quiz x3/ Fortnightly revision booklet - Memory	Social Influence exam: MCQs, short answer, 9 markers	Revision: All paper 1 (Memory, Development, Preception, Research Methods)	Knowledge and understanding, evaluation and critical thinking.	Independent Revision booklet - Psych Problems & Research Methods	Paper 1 mock exam: MCQs, short answer, 9 markers			
Perception: Illusions, perception, coordination.	Knowledge and understanding, evaluation and critical thinking.	Key study factfile: Gibson, Gregory, Gilchrist & Nesberg, Bruner & Minturn/ Recap Quiz x3	Perception exam: MCQs, short answer, 9 markers	Language, Thought & Communication: verbal and non-verbal cues, cognitive processes, language acquisition.	Knowledge and understanding, evaluation and critical thinking.		Key study factfile: Piaget, Sapir-Whorf, Von Frisch, Darwin, Yuki/ Recap Quiz x3/ Fortnightly revision booklet - Perception	Language, Thought & Communication exam: MCQs, short answer, 9 markers	Revision: All paper 2 (Social Influence, Neuropsychology, Psychological Problems, LTC)	Knowledge and understanding, evaluation and critical thinking.	Independent Revision - Practice papers/ recap booklets/ recap quizzes.	Paper 2 mock exam: MCQs, short answer, 9 markers			
Research Project: Design, conduct, analyse, evaluate a study, present findings	Knowledge and understanding, evaluation and critical thinking, mathematical calculations, application to real world. Analyse, evaluate and present findings.	Produce research poster. Prepare presentation to class.	Writing about a study in detail. Mark mini dissertation as coursework. Presentation skills. Poster to present findings.	Revision: All paper 1 (Memory, Development, Preception, Research Methods)	Knowledge and understanding, evaluation and critical thinking.		Key word glossary/ Fortnightly revision booklet - Perception	Paper 1 mock exam: MCQs, short answer, 9 markers							



YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
AUTUMN 1	Consolidation of manual skills with the DSLR cameras	APERTURE / SHUTTER SPEED / MACRO / ISO	As per IL mapping document	Outcome against AO1 2 & 3	UNIT 2 Coursework	AO1- Research Study AO2- Photographer	As per IL mapping document	Photography and project research,taking photos	MOCK EXAM	AO1- Research Study AO2- Photographer	As per IL mapping document	Photography and project research, taking photos, links to photographers			
AUTUMN 2	Consolidation of manual skills with the DSLR cameras	RULE OF THIRDS / COMPOSITION / WHITE BALANCE / RESEARCH SOURCES	As per IL mapping document	Outcome against AO1 2 & 3	UNIT 2 Coursework	AO2- Photographer Study AO3- Development of Ideas	As per IL mapping document	taking photos, making links to photographers, development of ideas	MOCK EXAM	AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	Development of photos and final outcome			
SPRING 1	Consolidation of manual skills with the DSLR cameras	MAKING LINKS / //ANALYSIS OF SOURCES / MIXED MEDIA	As per IL mapping document	Outcome against AO1 2 & 3	UNIT 2 Coursework	AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	Development of ideas (photos) and final outcome	EXAM	AO1- Research AO2- Photographer Study	As per IL mapping document	Photography and project research, taking photos, links to photographers			
SPRING 2	Yr 9 Assessment COMPLETION/ UNIT 1 Coursework Shadows and Reflections	PEER ASSESSMENT / PHOTOSHOP	As per IL mapping document	First Assessment of manual settings	UNIT 3 Coursework	AO1- Research AO2- Photographer Study	As per IL mapping document	Photography and project research,taking photos	EXAM	AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	Development of photos and final outcome			
SUMMER 1	UNIT 1 Coursework Shadows and Reflections	AO1- Research AO2- Photographer Study AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	AO 1-2	UNIT 3 Coursework	AO2- Photographer Study AO3- Development of Ideas	As per IL mapping document	taking photos, making links to photographers, development of ideas	FINAL COURSEWORK REVIEW AND EXAM COMPLETION	AO1- Research AO2- Photographer Study AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	All coursework and Exam work			
SUMMER 2	UNIT 1 Coursework Shadows and Reflections		As per IL mapping document	AO 3-4	UNIT 3 Coursework	AO3- Development of Ideas AO4- Final piece and Evaluation	As per IL mapping document	Development of ideas (photos) and final outcome	N/A		N/A	N/A			

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
AUTUMN 1	My world and I: Introducing yourself Numbers up to 19 German phonics Saying where you live German alphabet and spellings Describing your character Talking about favourite things Talking about belongings Pets and subject pronouns	Using the verb 'sein' (to be) Using the prefix 'Lieblings-' (favourite) The verb 'haben' (to have) Regular present tense conjugations Talking about pets using the third person of the verb	Memrise- fortnightly vocabulary test	Writing Assessment	I love holidays! Comparing holiday destinations then and now Holidays in the past tense	Using war, hatte and es gab to say what things used to be like, the perfect tense with 'haben' and 'sein' auxiliary verbs, The Weather, Problems on holiday	Memrise- fortnightly vocab test and the homework booklet		Human relationships: Photo description A good friend Family relationships Marriage A perfect weekend My childhood	Adjectives and using possessive adjectives Separable verbs in the present and perfect tense	memrise and Stimmt!3 exercise book	Fortnightly R/W/L/S/Translation	AUTUMN 1		
	AUTUMN 2	Family and Pets: The superpowers of superpets Family member Numbers 20-100 Colours Hair and eyes Birthdays and Ordinal numbers German Christmas and New Year	Talking about pets using more high frequency German verbs,	Memrise- fortnightly vocabulary test	Listening/Reading assessments	Stay healthy: Breakfast and the verb 'essen' ( to eat) Traditional German food Cooking ingredients Healthy lifestyles A good dinner party Parts of the body	The modal verb of obligation 'müssen' -to have to)	Memrise- fortnightly vocab test and the homework booklet	90 word exam-style Q (in exam conditions) Listening and reading assessment	Welcome to my world: Describing your house and home Describing food and drink Meeting and greeting My daily routine Staying healthy Advantages and disadvantages of technology	Irregular present tense verbs revisited Separable verbs 'Dass' clauses and sentence order in subordinate clauses	Memrise- fortnightly vocab test and the homework booklet		Fortnightly R/W/L/S/Translation Mock GCSE	AUTUMN 2
SPRING 1		Freetime: Sports and the regular verb 'spielen' (to play) Other free time activities Giving opinions using adjectives Saying how often with adverbs of frequency Technology (mobile and computer activities)	Talking about likes and dislikes using the adverb 'gern' Stem-changing verb conjugation The verb-in-second-position rule	Memrise- fortnightly vocabulary test	Writing Assessment	School excursions: Youth hotel rules Daily routine Telling the time Revision Understanding and giving directions Festivals in German speaking countries	Modal verbs of obligation 'müssen' (to have to) and 'dürfen' Reflexive and separable verbs Using imperatives The preposition 'zu'	Memrise- fortnightly vocab test and the homework booklet		A trip to Vienna: Modes of transport Buying train tickets Accommodation pros and cons Asking for and giving directions Ordering food at a restaurant Shopping for souvenirs When holidays go wrong	Subordinate clauses with two verbs Comparative and superlative adjectives	Memrise- fortnightly vocab test and the homework booklet	Fortnightly R/W/L/S/Translation	SPRING 1	
	SPRING 2	School subjects Opinion verbs 'mögen', 'lieben' and 'hassen' Giving reasons with opinions Days and times Describing teachers School facilities with some prepositions of place School rules	Using 'weil' (because) and the sentence order of subordinate clauses Using possessive pronouns 'sein' (his) and 'ihr' (her) Modal verb of obligation 'dürfen'	Memrise- fortnightly vocabulary test	Listening/Reading assessments	Going out: Plans for a date Getting ready (daily routine review) How the date went Eco-fashion/Intro to global issues Clothes and fashion	Wenn' clauses and sentence order in subordinate clauses Using 'werden' to form the future tense - revision Time, manner, place Three tenses at once	Memrise- fortnightly vocab test and the homework booklet	90 word exam-style Q (in exam conditions) Listening and reading assessment	At home and abroad: Popular holiday destinations The weather Different types of holidays My town: advantages and disadvantages Describing holiday plans	Uses of 'werden' Prepositions that take the genitive The conditional	Memrise- fortnightly vocab test and the homework booklet	Fortnightly R/W/L/S/Translation	SPRING 2	
SUMMER 1		Have a good trip Places in town Buying souvenirs Buying snacks and drinks Favourite foods and opinions about foods Talk about holiday plans	Using 'ich möchte' to request things Using 'werden' to form the future tense	Memrise- fortnightly vocabulary test	Listening/Reading/Writing (covering topics from through the year) assessments	Off to school! School subjects and clothes Primary school days Views about school A typical school day School rules The German school system School exchanges and excursions	Present tense verbs revisited The Perfect and Imperfect tenses More sophisticated reason clauses using 'denn' and 'weil' Modal verbs of obligation 'müssen', 'können' and 'dürfen'	Memrise- fortnightly vocab test and the homework booklet		The world of work: Jobs and workplaces Tasks and responsibilities Understanding job descriptions Job applications Dream jobs Why learn languages	Masculine and feminine nouns Conjunctions and intensifiers Sequencers Word order after 'weil' revisited A variety of tenses um... zu...	Memrise- fortnightly vocab test and the homework booklet	Fortnightly R/W/L/S/Translation	SUMMER 1	
	SUMMER 2	Bist du ein Medienfan? Film preferences V programmes, Discussing screen time using modal verbs 'sollen', dürfen, können	The perfect tense The modal verb 'wollen' (to want)	Memrise- fortnightly vocabulary test	Writing (short bullet point tasks)	Free time: Various free time activities Who's reading these days? Types of music Looking for a musician with experience Music preferences Film and television Sport Celebrations and festivals	Present tense verbs revisited Nominative versus accusative Opinions with 'gern', 'lieber' and 'am liebsten' Plural nouns Using 'seit' to say how long	Memrise- fortnightly vocab test and the homework booklet	LSRW Foundation mocks	A wonderful world: Festivals and events Advantages and disadvantages of global sporting events Social problems affecting young people Global issues discussing how we can make a difference	Numbers and dates use 'um ... zu' (in order to ) Adjectives with 'etwas' and 'nichts' Comparative adjectives and superlatives The passive	Memrise- fortnightly vocab test and the homework booklet	Fortnightly R/W/L/S/Translation	SUMMER 2	

YEAR 8				YEAR 9				YEAR 10				YEAR 11					
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING MANUAL	WHAT IS ASSESSED? (AND HOW)			TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
AUTUMN 1	The town of Pompeii	Listening, reading, writing, translating; grammar - order of words	Memrise, vocabulary	Baseline Assessment	Gladiators' life, Baths	Accusative and dative cases	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		Religious beliefs / Superstitions, Roman Army, Training and weapons.	Past participles – perfect active. Neuter nouns	Memrise, vocabulary, Independent Learning Manual	Exam style assessment	Shops, businesses and streets.	Ablative absolute phrases	Memrise, vocabulary, Independent Learning Manual	
AUTUMN 2	Daily life in the 1st century	Listening, reading, writing, translating; grammar - order of words	Memrise, vocabulary	Answering questions, short assessment	Education, Government	Use of relative clauses and imperfect tense	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		The Roman camp in Deva (Chester), The city of Rome – the Forum Romanum	Subjunctive verbs using 'ut' – purpose clauses, indirect commands	Memrise, vocabulary, Independent Learning Manual	Past papers. Mock GCSE exam.	Slaves, freed slaves and patronage	Deponent verbs	Memrise, vocabulary, Independent Learning Manual	Exam-style translation and writing activities to be completed in class
SPRING 1	The commerce	Listening, reading, writing, translating; grammar - present tense verbs	Memrise, vocabulary	Answering questions, short assessment	The eruption of Vesuvius, Roman Britain	Use of perfect tense. Adjectives	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		Roman building techniques. The city of Rome	Perfect and pluperfect passive verbs.	Memrise, vocabulary, Independent Learning Manual	Feedback mock exam papers Exam-style translation and writing activities	Study of verse set texts for the GCSE Latin literature component	Exam prep	Memrise, vocabulary, Independent Learning Manual	Feedback mock exam papers Exam-style translation and writing activities to be completed in class (under exam conditions)
SPRING 2	The forum	Listening, reading, writing, translating; grammar - nominative nouns	Memrise, vocabulary	Answering questions, short assessment	Farming, Life at Fishbourne	Use of infinitives. Nouns	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		The structure of Roman society. Some Roman popular beliefs	Ablative absolute phrases. Future tense	Memrise, vocabulary, Independent Learning Manual	Past papers. Mock GCSE exam.	Revision techniques. Exam preparation. Mock GCSE exam.	Exam prep	Memrise, vocabulary, Independent Learning Manual	Mock GCSE exam.
SUMMER 1	The theatre at Pompeii	Listening, reading, writing, translating; grammar - past tense verbs	Memrise, vocabulary	Answering questions, short assessment	Roman villa, Alexandria, Egypt, 1st century AD. Glassmaking	Use of the genitive case. Noun/ adjective agreement	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		Study of prose set texts for the GCSE Latin literature component.	Revision of all verb tenses, including the subjunctive and irregular verbs	Memrise, vocabulary, Independent Learning Manual	Feedback mock exam papers				
SUMMER 2	Slaves and freedman	Listening, reading, writing, translating; grammar - order of words	Memrise, vocabulary	Answering questions, short assessment	The religion of Isis. Medicine in the ancient world, Aquae Sulis (Bath) – Roman Britain.	Past participles – perfect passive	Memrise, vocabulary, Independent Learning Manual	Answering questions, short assessment		Daily routine for Roman citizens and their wives.	Reveision of Declensions. Revision of nouns and adjectives	Memrise, vocabulary, Independent Learning Manual	Past papers. Mock GCSE exam.				

YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Unit R052: Dev Sports Skills (Team Performer-Basketball) (MF). Unit R056: Developing Knowledge and skills in OAA	Communication, problem solving, team working, evaluation and analysis, performing under pressure, formulating written findings from practical investigation, acquisition of Knowledge and application of Knowledge to a variety of scenarios.	N/A	RO52 and RO56: Centre-assessed tasks, OCR-moderated 60 marks each. Learners should spend approximately 10 hours on tasks. RO52: Assessment of officiating skills. RO56: Assessment of practical skills in OAA.	Unit R051: Contemporary Issues. Unit R052: Dev Sports Skills (Individual Performer).	Communication, problem solving, team working, evaluation and analysis, performing under pressure, formulating written findings from practical investigation, acquisition of Knowledge and application of Knowledge to a variety of scenarios.	N/A	RO51 - Written exam, OCR set and marked, 1 hour / 60 marks. RO52 - Assessment of practical skills.	Unit R053: Sports Leadership. Revision for R051 retakes.	Communication, problem solving, team working, evaluation and analysis, performing under pressure, formulating written findings from practical investigation, acquisition of Knowledge and application of Knowledge to a variety of scenarios.	N/A	RO53: Centre-assessed tasks, OCR-moderated 60 marks. These include Teacher review of pupils undertaking leadership tasks in addition to pupil written self-analysis tasks. Learners should spend approximately 10 hours on tasks.

YEAR 9				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)
Enterprise and Entrepreneurship	Nature of Business / Risk & Reward / Role of Enterprise	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms)	Growing The Business	Growth / Aims & Objectives / Globalisation / Ethics	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms or paper)	Theme 1 Revisitation	All topics covered in Theme 1 (Year 9)	Own Revision	Past Papers (Peer Assessed & Teacher Assessed)
Spotting a Business Opportunity	Customer Needs / Market Research / Market Segmentation / Competitive Environment	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms)	Making Marketing Decisions	Product / Price / Promotion / Place / Marketing Mix	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms or paper)	Theme 2 Revisitation	All topics covered in Theme 2 (Year 10)	Own Revision	Past Papers (Peer Assessed & Teacher Assessed)
Putting a business idea into practice	Aims & Objectives / Revenues, Costs & Profits / Cash and Cash Flow / Sources of Finance	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms)	Making Operational Decisions	Operations / Suppliers / Quality / Sales	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms or paper)	Revision & Past Papers	Whole specification (Year 9 & 10)	Own Revision	Past Papers (Peer Assessed & Teacher Assessed)
Putting a business idea into practice				Making Financial Decisions	Calculations / Performance	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms or paper)	Revision & Past Papers	Whole Specification (Year 9 & 10)	Own Revision	Past Papers (Peer Assessed & Teacher Assessed)
Making the business effective	Start Ups / Location / Marketing Mix / Business Plans	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms)	Making Human Resource Decisions	Organisational Structures / Effective Recruitment / Training / Motivation	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms or paper)				
Understanding External Influences	Stakeholders / Technology / Legislation / Economy / External Influences	Continuation of classwork / look ahead at next lesson / revision	End of Topic Assessment (Microsoft Forms)	Making Human Resource Decisions							

YEAR 9				YEAR 10				YEAR 10				YEAR 11			
TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED		INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)	TOPIC OUTLINE	SKILLS COVERED	INDEPENDENT LEARNING / HW	WHAT IS ASSESSED? (AND HOW)			
AUTUMN 1	Course Introduction	Moodboards / Visualisation Diagrams / Mind Maps / Camera Angles / Storyboards / Scripts / Productions	Continuation of class tasks.	End of Topic Assessments (Microsoft Forms or similar)	R082 Coursework Introduction	Introduction to Photoshop / Sourcing images / Image editing skills. Research skills for client's brief		Continuation of class tasks.	Practice coursework task is assessed by teacher.	Coursework					Coursework is assessed by teacher and moderated by exam board.
AUTUMN 2	Magazine Cover	Introduction to Photoshop / Sourcing images / Image editing skills.	Continuation of class tasks.	Final graphic is assessed. Peer assessment followed by teacher assessment.	R082 Coursework	Introduction to Photoshop / Sourcing images / Image editing skills. Research skills for client's brief		N/A	Coursework is assessed by teacher and moderated by exam board.	Coursework & Coursework Improvements					Coursework is assessed by teacher and moderated by exam board.
SPRING 1	Game Concept	Working to a client's brief / researching ideas / marketing / competition	Continuation of class tasks.	Student's game proposal is assessed and graded.	R081 Exam Preparation	Moodboards / Visualisation Diagrams / Mind Maps / Camera Angles / Storyboards / Scripts / Productions		Continuation of class tasks.	End of Topic Assessments (Microsoft Forms or similar)	Coursework & Coursework Improvements	TBC by exam board at the time, however this will be some form of media product, e.g. audio, multimedia, video, photography etc.				Coursework is assessed by teacher and moderated by exam board.
SPRING 2	News Broadcast	Planning / Production / Filming / Editing	Continuation of class tasks & gathering assets/resources.	The group's final video product is assessed.						Coursework & Coursework Improvements					Coursework is assessed by teacher and moderated by exam board.
SUMMER 1	Multimedia Product	Working to a client's brief / Creating a prototype multimedia application using Microsoft PowerPoint	Continuation of class tasks & gathering assets/resources.	The final product is teacher assessed.	Revision (Exam in June)	Moodboards / Visualisation Diagrams / Mind Maps / Camera Angles / Storyboards / Scripts / Productions		Own Revision							
SUMMER 2	Web Design	Introduction to Dreamweaver (or RocketCake), creating a multi-page website to a client's specification.	Continuation of class tasks & gathering assets/resources.	The final website is teacher assessed.	Coursework	TBC by exam board at the time, however this will be some form of media product, e.g. audio, multimedia, video, photography etc.									

# Cross-Curricular Links

	ENGLISH	MEDIA	COMPUTING	MATHS	SCIENCE	HISTORY
<b>ENGLISH</b>						
<b>MEDIA</b>						
<b>COMPUTING</b>		Year 7 Autumn 2 E-safety & advanced features of PowerPoint; > Year 11 Autumn 1 Audience & representation; Year 7 Spring 2 PhotoShop software > Year 11 Create media products for an intended audience		Place value, in Binary and Hexadecimal; sequences in algorithms; Year 9 Autumn 2 Representation of data in Computers; Year 10 Autumn 1&2 Algorithm season & programming > Year 7 Autumn 1 place value; Autumn 2 Calculations & checking; Spring 2 algebraic manipulation; Summer 1 percentages; Year 8 Sequences, integers Year 9 Autumn 1 integers & place value; Autumn 2 algebraic manipulation; Summer 2 sequences	Year 7 Spring 1 Programming with SCRATCH; Year 7 Summer 2 Programming in Small Basic; Year 10 Summer 1 Representation of data > Year 7 Spring & Summer Variables; Year 8 Autumn & Spring Mathematical calculations & Skills; Year 9 Autumn Data Handling; Year 10 Autumn Data Handling; Year 11 Autumn Data Handling; Year 11 (separate sciences) Graph drawing	
<b>MATHS</b>				Tables, charts and graphs throughout Science		
<b>SCIENCE</b>	Skills of Analysis, comparison, interpretation > content crossover in controversial topics ie abortion, fox hunting, science fiction, industrial revolution, disease/death, sex/drugs	Skills research, analyse and evaluate > Yar 9 Spring 2 film studies analysis		Every physics topic; (algebraic manipulation all topics potential for graph work)		crossover with chronology, interpretation, changes over time
<b>HISTORY</b>	Skills links; Year 8 Spring 1 Battle of the Somme >Year 7 Spring 1 contextual research, reading and comprehension, analysis; Year 7 Summer 1 & 2 independent reading/ research/analysis, non fiction writing; Year 8 Spring 1 non-fiction writing/ newspaper editorial; Year 9 Summer 2 news paper editorial	Historical research skills > Year 10 Summer 2 Historical & cultural research	Year 8 Spring use of films for WWI evidence > Year 7 Summer 1 Peer assessment of films	Completion of living graphs > Year 10 Autumn 2 Real-life graphs.	Evaluation, hypothesis, structured arguments, source based investigations, data & graph sources  > throughout science	
<b>GEOGRAPHY</b>		Year 10 Spring 1 & 2 UK in 21st century > Year 10 topics		Fieldwork/numerical/statistical skills: calculations, percentages, straight line graphs, draw & interpret graphs, averages & sampling, real life graphs, tables, charts & pie charts >Year 9 Summer 2 Plotting & interpreting graphs; Year 9 Spring 2 Pie charts & Scatter graphs; Year 9 Spring 2 & Summer 1 Percentages; Year 10 Autumn 2 straight line graphs	Year 8 Summer 2 Natural Resources >Year 7 Autumn Classifying materials Year 8 Spring 1 Plate Tectonics >Year 8 Spring The Earth Year 9 Autumn 2 Global Hazards, Climatic Hazards >Year 8 Spring The Earth Year 9 Spring 2 Changing Climate >Year 10 Summer Global Challenges Year 10 Summer 1 Sustaining ecosystems > Year 7 Spring Energy & Matter; Year 8 Autumn Plants & ecology; Year 10 Autumn Organism level systems Year 11 Autumn 1 Resource reliance	
<b>&gt; YEAR 10 SUMMER GLOBAL CHALLENGES; YEAR 11 AUTUMN GLOBAL CHALLENGES</b>	Year 10 Spring 1 & 2 UK in 21st Century > Year 11 Spring 1 War and British Society		Year 7 Autumn 1 Exploring Britain >Year 8 Spring 1 Home, town, neighbourhood and region Year 11 Autumn 1 Resource reliance > Year 10 Spring 1 Local, national, international and global interest, fairtrade Year 11 Spring 1 Geographical skills > Year 10 Spring 1 environmental issues	Year 7 Autumn 1 Exploring Britain > Year 7 Spring 1 Home town, neighbourhood and region; Year 8 Spring 1 Home, town, neighbourhood and region Year 11 Autumn 1 Resource reliance > Year 11 Spring 1 Local, national, international and global Year 11 Spring 1 Geographical skills > Year 11 Spring 1 Environmental technologies		
<b>FRENCH</b>	Reading and comprehension skills > Year 7 Spring 1 Novel study; Year 7 Summer 2 The Supernatural Year 8 Summer 2 Novel study	Year 7 Summer 1 film work > Year 9 Spring 2 Film studies; Year 10 Summer 1 TV			Year 9 Spring 1 Local, national, international and global interest; Year 10 Spring 1 Local, national, international and global interest >Year 11 Autumn Global challenges	

	ENGLISH	MEDIA	COMPUTING	MATHS	SCIENCE	HISTORY
<b>SPANISH</b>	Reading and comprehension skills > Year 7 Spring 1 Novel study; Year 7 Summer 2 The Supernatural Year 8 Summer 2 Novel study	Year 9 Autumn 1 Films/TV > Year 9 Spring 2 Film studies; Year 10 Summer 1 TV			Year 11 Spring 1 Local, national, international and global issues > Year 11 Global challenges	
<b>PE</b>			Production of evidence for PE GCSE; > Year 8 Summer 2 Video Editing	GCSE PE content >Year 8 Summer 1 Data/Draw & Interpret Graphs	Year 9 Autumn 1 Cardio-Respiratory System; >Year 7 Autumn 1 Cells & Respiration	
<b>DANCE</b>						
<b>RE</b>	Year 7 Autumn 2 Concepts of Agape and ritual; >Year 8 Creative Writing (non-fiction); Year 8 Spring 2 Ultimate questions concepts of God & science; >Year 7 Autumn 1 Creative writing Myths;  Year 8 Summer 2 Ethics - religion and animals >Year 7 Summer 1 Creative writing (non fiction) animal rights			Year 8 Autumn 1 Christianity in 21st Century >Year 8 Summer 1 Data/Draw, interpret graphs; Year 9 Spring 1 Tables, charts, graphs	Year 8 Spring 2 Ultimate questions concepts of God and science; Year 9 Autumn 2 Christianity beliefs and teachings >Year 10 Summer Genes inheritance & selection, Global Challenges	Year 7 Autumn 2 Concepts of Agape and Ritual; Year 8 Autumn 2 Christianity in 21st Century; Year 11 Autumn 1 Religion, peace & conflict; Year 10 Spring 1 & 2 Judaism Practices >Year 7 Summer 2 Slavery & Civil rights; Year 7 Summer 1 British Empire; Year 8 Summer 2 Remembering the Holocaust; Year 7 Autumn 1 Introduction to History
<b>CITIZENSHIP/ LIFE STUDIES</b>	Life studies Autumn 1 Identity; Summer 1 Relationship & Sex Education > Year 7 Autumn 2; Relationship & Identity	Strong links with Year 8 Media literacy enrichment		Life studies Year 8 Spring 1; Financial capability/ money > KS3 Maths	Year 9 Relationship & Sex Education > Year 10 Autumn Organism Level Systems; Year 10 Summer B5 Genes, Inheritance and Selection	Life studies Year 8 Autumn 1 Britishness; Year 7 Autumn 2 Racism; Year 8 Autumn 1&2 Human Rights; Citizenship Year 10 Democracy & British Consitution > Year 7 Summer 1 British Empire; Year 7 Summer 2 Holocaust/WW2; Year 8 Spring 1 Women voting
<b>TECHNOLOGY</b>	Analysis and research link with design process in KS 3 & 4	NEA work in DT and Media	Presentation and online skills used for D&T design process in both KS3 & 4	Data management required for NEA and end of subject exams. Calculating material utilisation for end of subject exam Weight & measurement required for Food tasks in KS3 & 4. Ratios for recipe variation in KS4.	Food science and investigations > science skills in KS3 & KS4	Research & analysis work in both KS3 & 4
<b>ART</b>		Year 7 Autumn 1 & 2; Colour knowlegde & skills; Year 7 Summer 1&2; Year 8 Spring 1&2; Pop Art Year 9 Spring 1; Colour				
<b>DRAMA</b>	Year 10 Autumn 1; Practical exploration; Year 10 Summer 2; Blood Brothers Year 11 Spring 1; Blood Brothers Year 9 Autumn 2; English Literary Analysis of Character / Year 11 Spring 1; Literature - Modern texts Year 11 Spring 2 Devising Drama / Responding To a Stimulus Year 9 Autumn 1 Creative Writing and Dystopian Genre	Year 7 Autumn 2 Fairytale / Pantomime Year 9 Summer 2 The Island / Darkwood Manor/ Murder of George				Year 10 Summer 1; Arbeit Macht Frei Year 8 Summer 2 Remembering the Holocaust
<b>MUSIC</b>		Year 9 Spring 2 Minimalism Year 9 Spring 2/Summer1/Summer2: Film Studies Year 10 Spring 1; Music Videos Year 10 Spring 2; Planning Creating Audio	Year 8 Summer 1&2 Multimedia/iMedia/ Video editing/creating music video			Year 7 Summer 1 Medieval; Year 8 Spring 1&2 Tension Music; Year 7 Spring 1; Medieval Warfare Year 8 Summer 2: Holocaust

# Cross-Curricular Links

	GEOGRAPHY	FRENCH	SPANISH	PE	DANCE	RE
<b>ENGLISH</b>						
<b>MEDIA</b>						
<b>COMPUTING</b>		Year 8 Spring 2 Programming Language	Year 8 Spring 2 Programming Language			
<b>MATHS</b>						
<b>SCIENCE</b>	Year 11 Autumn Gblal challenges > Year 7 Summer 2 Extreme weather Year 8 Spring The Earth > Year 8 Spring 1 Plate tectonics Year 8 Autumn Energy > Year 8 Summer 2 Natural resources Year 11 Autumn Global challenges > Year 8 Summer 2 Natural resources Year 11 Autumn Global challenges > Year 8 Autumn 2 Climatic hazards; Year 8 Spring 2 Changing climate Year 10 Autumn Waves > Year 8 Autumn 1 Tectonic hazards Year 8 Plants & ecology Year 10/11 Global challenges > Year 10 Summer Ecosystems Year 11 Autumn Global challenges > Year 11 Autumn 1 Resource resilience	Year 9 Autumn Cell level systems; Year 8 Summer Humans as organisms > Year 9 Summer 1 health	Year 9 Autumn Cell level systems; Year 8 Summer Humans as organisms > Year 9 Spring 1 social issues, health			Year 10 Spring Genes, Inheritance and selection > Year 8 Spring 2 concepts of God and science; Year 9 Autumn 2 creation
<b>HISTORY</b>	Year 10 topics > Year 10 Spring 1 UK in the 21st Century Skills KS4 of retrieval style questions	Year 7 Autumn 1 Me and My Community; > Year 8 Spring 1 home, town, neighbourhood;				Year 9 warfare; >Year 11 Autumn 1 Religion, peace & conflict
<b>GEOGRAPHY</b>						
<b>&gt; YEAR 10 SUMMER GLOBAL CHALLENGES; YEAR 11 AUTUMN GLOBAL CHALLENGES</b>		Year 10 Spring 1 & 2 UK in 21st Century > Year 11 Autumn 1 & 2 Identities and diversity in the UK; Year 11 Spring 1 & 2 UK and the wider world Year 11 Autumn 1 Resource reliance > Year 9 Autumn 1 & 2 Rights and responsibilities Year 11 Spring 1 Geographical skills > Year 9 Summer 1 & 2 Active citizenship	Year 10 Summer 1 Sustaining ecosystems > Year 9 Summer 2 food provenance; Year 10 Spring 2 food provenance Year 11 Autumn 1 Resource reliance > Year 10 Spring 2 food provenance (Food); Year 10 Autumn 1 design tech (sustainability) Year 11 Spring 1 Geographical skills > Year 10 Autumn 1 design tech (sustainability)	Year 10 Summer 1 Sustaining ecosystems >Year 8 Summer 2 Marine life and plastic pollution		
<b>FRENCH</b>	Year 9 Spring 1 Local, national, international and global interest; Year 10 Spring 1 Local, national, international and global interest >Year 7 Summer 2 extreme weather; Year 9 Spring 2 Changing climate;					

	GEOGRAPHY	FRENCH	SPANISH	PE	DANCE	RE
<b>SPANISH</b>	Year 11 Spring 1 Local, national, international and global issues > Year 7 Summer 2 extreme weather; Year 9 Spring 2 Changing climate					
<b>PE</b>						
<b>DANCE</b>						
<b>RE</b>	Year 8 Autumn 1 Christianity in 21st Century >Year 7 Autumn 1 Exploring Britain	Year 9 Spring 2 Christianity - practices, worship & festivals; > Year 11 Autumn 1 Completing the identity and culture module; Year 10 Summer 1 Relationships & families or religion & life > Year 10 Spring 1 local, national and global areas of interest	Year 10 Summer 1 Relationships & families or religion & life >Year 10 Autumn 1 me, my family and friends			
<b>CITIZENSHIP/ LIFE STUDIES</b>	Life Studies Year 8 Autumn 1 Britishness; Year 10 Modern Britain; Citizenship Year 11 Diversity/ Identity in UK > Year 7 Autumn 1&2 Exploring Britain; Year 10 Spring 1&2 UK in the 21st Century	Life studies Year 7 Autumn 1 Identity; Year 8 Spring 2 Careers/Options; > Year 7 Spring 1 Identity; Year 8 Autumn 1 Identity; Year 8 Summer 1 Future plans/ ambitions/jobs	Life studies Year 8 Careers/ Options; > Year 8 Summer 1 jobs/career choices and ambitions			Year 9/10/11 Relationship & Sex Education; Citizenship Year 9 Crime; Year 10 Laws; > Year 10 Summer 1 Relationships & families or religion & life; Year 11 Autumn 1 Religion, peace & conflict or religion, crime & punishment
<b>TECHNOLOGY</b>		Food prep and nutrition > Year 7 Spring 1 Food/drink; Year 8 Spring 1 Discussing food; Year 9 Summer 1 Health/ Healthy living  Year 9 Environmental challenge; Year 10 ecological footprint > Year 10 Environmental issues	Food in KS3 & KS4 > Year 7 Summer 1 Spanish festivals project; Year 9 Spring 1 Healthy eating;			Year 8 Food culture religion > Year 7 concept of religion; Islam; Year 8 Buddhism; Year 10 Judaism
<b>ART</b>						
<b>DRAMA</b>		Year 9 Spring 2: Vocal Skills Year 7 Spring 1 (Poetry competition)				
<b>MUSIC</b>						Year 7 Spring 2 Gospel; Year 8 Autumn 1&2 Christianity



# Cross-Curricular Links

	CITIZENSHIP	TECHNOLOGY	ART	DRAMA	MUSIC
<b>ENGLISH</b>					
<b>MEDIA</b>					
<b>COMPUTING</b>	Year 9 Summer 1 Software ethics; > Year 9 Spring 1&2 Law & Legal System; Year 10 Autumn 1 Democracy; Year 11 Spring 1&2 UK & the Wider World				
<b>MATHS</b>	Year 9 Summer 1; Percentages >Year 10 Spring 2; Economy, Finance & Money	Year 10 Summer 2; Plans and Elevations Year 7 & 9 Autumn 1; Graphics and Drawing Techniques Year 10 Summer 2; Constructions, Loci and Bearings Year 10 Spring and Summer; Construction	Year 9 Summer 2; Properties of Shapes, Parallel Lines and Angle Facts Year 7 Spring 2; 3D Shapes		
<b>SCIENCE</b>	All practical tasks (research, explaining viewpoints)	Scientific Diagrams > Year 7 Drawing techniques Practical skills > Year 7 Summer weighing and measuring; method, equipment Year 9 Spring Elements & compounds > Year 8 Types of polymers Year 10/11 Global challenges > Year 8 Environmental issues Year 9 Spring Elements compounds & mixtures > Year 8 Autumn Types of metal Year 10/11 materials & their properties > Year 9 DT materials & properties KS3 & 4 energy & materials > Year 10 energy, materials, forces & stresses	Year 8 Spring Waves > Year 7 Autumn Colour Year 10 Summer, Year 11 Autumn Global challenges > Year 8 Summer Plastic pollution	Year 10 Spring Genes, inheritance and selection > Year 9 Autumn 1 DNA	
<b>HISTORY</b>	Year 8 WW1; Year 10 Nazi Germany >Year 10 Autumn 1&2 Democracy		WW2 Paintings	Considering history in drama (all year groups) > Year 7 Autumn 2 & Spring 1 History of theatre; Year 8 Spring 1 History of theatre styles	
<b>GEOGRAPHY</b>					
<b>&gt; YEAR 10 SUMMER GLOBAL CHALLENGES; YEAR 11 AUTUMN GLOBAL CHALLENGES</b>					
<b>FRENCH</b>	Year 8 Autumn 1 Identity; Year 9 Autumn 1 Identity and culture > Year 9 Autumn Rights	Year 7 Spring 1 Food/drink; Year 8 Spring 2 food > Year 7 Summer Food nutrition, Healthy eating	Year 10 Spring 1 Environmental issues > Year 8 Summer 2 Plastic pollution		

	CITIZENSHIP	TECHNOLOGY	ART	DRAMA	MUSIC
<b>SPANISH</b>		Year 7 Spring 1 Food; Year 9 Spring 1 Healthy/unhealthy diet > Year 7 Summer Food, nutrition and healthy eating	Year 11 Spring 1 Environmental issues > Year 8 Summer 2 Plastic pollution		
<b>PE</b>	South Africa/Chris Lubbe > Year 11 Spring 1&2 UK & the Wider World	Year 9 Spring 2 Fitness and Health; > Year 7 Food Nutrition & Healthy Eating; Year 9 Food Nutrition & Health			
<b>DANCE</b>					
<b>RE</b>	Year 7 Autumn 2 Concepts of Agape and Ritual; Year 11 Autumn 1 Crime and Punishment; Year 10 Summer 1 Relationships & families or religion & life; Year 7 Spring 1 Concepts of Sewa and Commitment in Sikhism; Year 9 Summer 1 Christianity Practices > Year 7 Autumn 1/2 & Spring 2 Life Studies; Year 9 Spring 2 Life studies; Year 10 Spring 1 Life studies; Year 9 Summer 1 Citizenship (Active Citizenship); Year 10 Spring 2 Citizenship Economy Finance & Money	Year 10 Spring 2 Judaism Practices; Year 10 Summer 1 Relationships & families or religion & life > Year 8 Summer 1 Food: culture, religion and dietary needs; Year 9 Summer 1 Food choice; Year 9 Autumn 1 Reproduction & roles of parenthood; Year 10 Spring 2 Reproduction			
<b>CITIZENSHIP/ LIFE STUDIES</b>		Life studies Year 7 Summer 2 Healthy Eating; Year 9/10/11 Relationship & Sex Education > Year 7 Summer 1&2 Food nutrition & healthy eating; Year 9 Child Development Autumn 1 Reproduction/ Autumn 2 Antenatal care/ Spring 1 Post Natal care			Life studies Year 8 Spring 1 Media Literacy (protest songs/social messages & movements communicated through song)
<b>TECHNOLOGY</b>	DT skills justifying viewpoints > Citizenship skills in all year groups are linked				
<b>ART</b>					
<b>DRAMA</b>					Year 10 summer 2 Blood Brothers and Live Theatre; Year 11 spring 1 Blood Brothers and metamorphosis revision Musical Theatre Year 7 summer 2 / Year 8 summer 1
<b>MUSIC</b>				Year 7 Summer 2 Musical Theatre;	



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