

Year 7 Term 2	Year 8 Term 2	Year 9 Term 2	Year 10 Term 2	Year 11 Term 2	Year 12 Term 2	Year 13 Term 2
<p><b>English</b> Festive Christmas stories to develop inference and context.</p> <p><b>Maths</b> Fractions, percentage, FDP conversions.</p> <p><b>Science</b> Matter</p> <p><b>Art</b> Still life (painting)</p> <p><b>Computing</b> Creating digital products</p> <p><b>Ethics</b> Does living Biblically mean obeying the whole Bible? What is so radical about Jesus? (KAS – Believing) (One hour timetabled lessons per week)</p> <p><b>Modern Foreign Language (French and Spanish)</b> Activities and Actions. Saying what people do. Christmas celebrations</p> <p><b>Music</b> *students spend 9 weeks learning Music theory. Theory and practise includes the C-Major scale and correct hand placement techniques.</p>	<p><b>English</b> Transactional writing (inform and explain)</p> <p><b>Maths</b> Plotting straight line graphs, find gradient, writing formulas. Solving equations and write equation of a line</p> <p><b>Science</b> Elements and Periodic Table</p> <p><b>Art</b> Develop structure (using perspective and 3D construction)</p> <p><b>Computing</b> Grand Designs (project planning, designing business products)</p> <p><b>Ethics</b> What is good and What is challenging about being a teenage Muslim in Britain today? (KAS – Living) (One hour timetabled lessons per week)</p> <p><b>Modern Foreign Language - French</b> Talking about what you wear to school Learning about a typical French school</p>	<p><b>English</b> Descriptive Writing – One piece which they redraft, skills-based lessons throughout term. Writing own poetry (3 weeks)</p> <p><b>Maths (in Bold are the stretch for the Higher curriculum)</b> Algebra- Expanding brackets <b>including triple</b>, substitution into formulae, <b>Simple iteration</b>, Factorising into single brackets, <b>Factorising and solving quadratics. (running into term 3)</b></p> <p><b>Science</b> Cell biology Energy (goes into term 3)</p> <p><b>PE</b> Football Trampoline</p> <p><b>PSHE</b> Crime (Gangs, County Lines etc.) BASE TIME PSHE</p>	<p><b>English</b> 2-week re-cap of A Christmas Carol (themes, characters, quote learning). Address weaknesses found in PPE 1. An Inspector Calls (themes, characters, quote learning)</p> <p><b>Maths (in bold-HIGHER CONTENT)</b> Algebra- Linear inequalities and types of Sequences including <b>nth term of quadratics sequences.</b> Recap- Plotting graphs and introduction to equation of line, gradients and intercepts. Factorising and Solving Quadratics <b>Simultaneous Equations and Graphical solutions including linear/quadratic inequality</b></p> <p><b>Science</b> Bonding and structure Energy</p> <p><b>PE</b> Trampoline Football Sports Leaders Intro</p> <p><b>PSHE</b> SRE- Relationships, Contraception and STIs</p>	<p><b>English</b> Writing skills Reading 3 weeks Writing 3 weeks Preparation for PPE1 – focus descriptive writing PPE1</p> <p><b>Maths</b> Number Percentages Reverse Percentages Compound Percentages Compound Measure Algebra Functions Graphs Transformations</p> <p><b>Science</b> Forces Using resources</p> <p><b>PE</b> Fitness Hockey Trampoline Sports Leaders Award</p> <p><b>PSHE</b> NEXT STEPS PREPARATION: Start Profile UCAS applications, future options, interviews, updating CVs + Pregnancy, Fertility Options, Birth, Labour and other options</p>	<p><b>English Literature</b> Tess of the d’Urbervilles Othello Engaging with critical opinion of others PPE1 Exploring key themes/characters &amp; concepts Exam style questions</p> <p><b>IB English Lit. and Language</b> <b>The Great Gatsby</b> Finish reading Exploring Global issues and themes. introducing Paper 2 of the exam <b>A Doll’s House</b> Comparing and contrasting literary texts; student presentations on texts and global issues raised e.g. gender spheres, texts in translation.</p> <p><b>Maths</b> Straight Line Graphs, Modelling with straight line graphs, Circles and Tangents, Use tangent and chord properties, Algebraic Division, factor Theorem Statistics: Representing data continuation, Probability, Statistical Distribution.</p> <p><b>Fine Art</b> <b>The Foundation</b> The Foundation is an intense fine art course,</p>	<p><b>English Literature</b> My Boy Jack Regeneration Scars Upon My Heart Linking poetry to MJB Wider reading extracts Exam style questions Engaging with critical opinion of others Exploring key themes/characters &amp; concepts of set texts</p> <p><b>IB English Lit. and Language</b> Merchant of Venice Streetcar of Desire Exam style questions, exploring key themes/AOEs, Global Issues Continue with HL Essay</p> <p><b>Maths</b> Radians, Arc Length ,area of sectors and segments. Introduction to secant, cosecant , cotangent function. Trigonometric Identities involving sec, cosec and cot . Addition and Double angle formula Solving trigonometric equations. Modelling with trigonometric functions.</p> <p><b>Art</b> Completion of <b>Component One</b></p>

<p><b>Geography</b> Tectonics</p> <p><b>History</b> Norman Conquest (key historical skills, themes and vocabulary)</p> <p><b>Physical Education</b> Netball Football</p> <p><b>Performing Arts</b> Dance – Motif development, choreographing dance Drama – storytelling</p> <p><b>Personal, Social and Health Education</b> Settling into secondary school, routines and expectations. Financial capability (Base Time PSHE)</p> <p><b>Technology Rotation</b> <u>Textiles</u> Hand sewing and experimenting with different types of fabrics, yarns and threads. Textile artist appreciation. Subject literacy skills developed. Organisation of ideas to solve creative problems Health and safety</p> <p><u>Food technology</u> Bread making and knife skills to produce coleslaw salad. Pizza planning, pizza testing and research, specification,</p>	<p><b>Modern Foreign Language – Spanish</b> Describing where you live. Describing your town or village. Telling the time.</p> <p><b>Music</b> Harmony/Keyboard Skills (chord sequences, play simple melodies, develop coordination)</p> <p><b>Geography</b> The UK (develop decision making skills; learn to understand and recall new vocabulary; research)</p> <p><b>History</b> 20<sup>th</sup> Century Britain (key historical skills, themes and vocabulary)</p> <p><b>Physical Education</b> Tag Rugby Trampoline</p> <p><b>Performing Arts</b> Dance - analyse, research, explore features and creative intentions, choreographic response Professional works Drama - Genres- planning, rehearsal and performance of a Pantomime. Costumes, props, set and music</p> <p><b>Personal, Social and Health Education</b> Bullying (follow on work from year 7) (Base Time PSHE)</p>	<p><b>Animal Care</b> Quantitative checks (weight, temperature, pulse)</p> <p><b>Art</b> Combinations: Animals (creating and combining texture)</p> <p><b>Business Studies</b> Dynamic nature of business (wide range of business terminology) Data interpretation and presentation skills</p> <p><b>Computing</b> <b>Game Development in Construct 3</b> Application of programming skills to a game creation environment Making sprites Understanding actions and events</p> <p><b>Child Development</b> Growth and development from 0-5years.</p> <p><b>Dance</b> Introduction to Contemporary Dance with a focus on the style, technique and key features. Introduction to choreographic structure</p>	<p><b>Animal Care</b> Unit 1 Animal Health: Parasites, their symptoms, prevention and treatment. Unit 1 Exam Revision</p> <p><b>Art</b> Still Life/Landscape Exploring the work of Ian Murphy Exploring the work of Paul Cezanne</p> <p><b>Business Studies – GCSE</b> Putting a Business idea into practise Cash and cash-flow Sources of business finance Making a business effective The options for start-ups and small business</p> <p><b>Computing</b> Logic and Languages AND, OR, NOT, XOR High level vs low level Translators</p> <p><b>Child Development</b> RO58 Essential equipment and its suitability Nutritional needs of children from 0-5 years</p> <p><b>Dance</b></p>	<p><b>Animal Care</b> Unit 3 - Animal Welfare: Responsibilities of animal care</p> <p><b>Art</b> Coursework: Unit 1 Independent project</p> <p><b>Business Studies – GCSE</b> Making Operations Decisions PPE Business operations Working with suppliers Managing quality The sales process</p> <p><b>Business Studies (Enterprise and Marketing)</b> Enterprise and marketing concepts Exam preparation</p> <p><b>Computing</b> Network security and system software</p> <p><b>Child Development</b> Positive and negative impact of inclusion/non inclusion</p> <p><b>Dance</b> <b>Preparation for Live Performance Mock brief</b></p>	<p>developing and enhancing skills and techniques to an advanced level. Themes will essentially include:</p> <ul style="list-style-type: none"> <li>• Portraits</li> <li>• Landscape</li> <li>• Still Life</li> </ul> <p><b>Photography</b> <b>The Foundation</b> The Foundation is an intense photography course, developing and enhancing skills and techniques to an advanced level. Themes will essentially include:</p> <ul style="list-style-type: none"> <li>• Portraits</li> <li>• Landscape</li> <li>• Still Life</li> </ul> <p><b>IB ITGS</b> Impacts of technology on the Education Databases Use of databases in an IT system</p> <p><b>Animal Management</b> <b>Unit 3 - Animal Welfare and Ethics:</b> B1 Acceptable conditions B2 Welfare appraisals Exam preparation <b>IB World Religions</b> Paper 1: Christianity What is the human condition? Where are we going? How do we get there?</p> <p><b>Geography</b> Tectonic processes and hazards – EL Globalisation – SJH</p>	<p><b>Photography</b> Completion of <b>Component One</b></p> <p><b>Animal Management</b> Unit 5 - Animal Behaviour: B1 Animal lifestyles B2 Animal communication B3 Factors influencing behaviour C1 Interpreting behaviour C2 Observing behaviour</p> <p><b>Health and Social Care</b> Ear Eye Reproductive Nervous system and all related disorders</p> <p><b>IB World Religions</b> Paper 2: In-depth study of Sikhism</p> <p><b>Geography</b> The water cycle and water insecurity- EL Superpowers – SJH</p> <p><b>IB History</b> Authoritarian States  <ul style="list-style-type: none"> <li>• Castro</li> </ul> Cold War and Superpower Tensions Post-war Eastern and Central Europe</p> <p><b>Sport</b> Unit 2 Fitness Training and Programming for Health, Sport and Well-being Unit 3 Professional Development in the Sports Industry</p>
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<p>design making and evaluation. Health and safety</p> <p><u>Product Design</u> Lightbox Project. Introducing the concept of working towards a design brief. Using 2D design and laser cutter to create acrylic design. Introduction to electronics systems and computer programming. Evaluation of project. Health and safety</p> <p><u>Resistant Materials</u> Building on 2D design skills to create a Key House. Introduction to equipment and machines in DT. Evaluation of project. Drawing skills Health and safety</p>	<p><b>Technology Rotations</b> <u>Food Technology</u> Develop own food item Hygiene and Safety revision Development of nutrition and healthy eating Further development of knife skills Introduction to different cooking methods including hobs Health and safety</p> <p><u>Textiles</u> Develop drawing and design skills. Develop hand and machine stitching incorporating different stitches and embellishment with buttons, beads. Textile artist appreciation Health and safety</p> <p><u>Product Design</u> Mechanisms Sustainability Biomimicry User centred design Health and safety</p> <p><u>Resistant Materials</u> 3-dimensional design skill development. Design process Use of practical machines and tools 2D Design Soldering and electronics Design movements Students create jewellery boxes Health and safety</p>	<p>Continuation of technical skill development</p> <p><b>Drama</b> Drama workshops to develop devising skills and application to mini project Developing skills for performance Response to published text</p> <p><b>Ethics - GCSE</b> Sikhism: Beliefs and Teachings (KAS (L): Does religion help people to be good?) (KAS (L): What difference does it make to believe in naam simran and sewa)</p> <p><b>French</b> Talking about birthday parties. Celebrations</p> <p><b>Geography</b> Careers Fieldwork skills</p> <p><b>Health and Social Care</b> Rights and the importance of maintaining them. How to communicate effectively</p> <p><b>History</b> Changing Western Societies (changing societies around the world and the impact this had on the youth, women, etc; role of music, fashion and entertainment)</p> <p><b>Hospitality and Catering</b></p>	<p><b>Appreciation:</b> Introduction to Artificial Things <b>Choreography:</b> Recap of motif development and choreographic terms and structure. <b>Performance:</b> Improving technique and broadening vocabulary. Understanding expressive skills</p> <p><b>Design Technology</b> Core - Developments in raw materials Core - systems approach to designing NEA practice <b>Ethics</b> Christianity: Beliefs and teachings</p> <p><b>French</b> <i>Le temps de loisirs</i> (Identity and culture) Revising leisure activities: films and going to the cinema. Talking about sport. Talking about using technology. Discussing reading habits and music. Talking about television programmes. Talking about a night out with friends.</p> <p><b>Geography</b> Hazardous Earth - tectonics <b>Health and Social Care</b> RO33 -Factors that affect growth and development -life events</p>	<p>Develop knowledge and understanding of Production process Explore and develop responses to mock briefs</p> <p><b>Drama</b> <b>Preparation for Live Performance Mock brief</b> Develop knowledge and understanding of Production process Explore and develop responses to mock briefs</p> <p><b>Design Technology</b> Key focus on NEA Designing and making theory completed for OCL, to enhance understanding and depth of the NEA</p> <p><b>Ethics</b> Theme A: Religion, Relationships and Families</p> <p><b>French</b> Bon travail! (Future aspirations, study and work) Discussing work preferences. Talking about plans, hopes and wishes. Discussing the importance of languages. Talking about how you earn money. Discussing work experiences.</p> <p><b>Geography</b> People and the Biosphere</p> <p><b>Health and Social Care</b></p>	<p><b>IB History</b> Paper 2: Anglo-Saxon and the Anglo-Norman kingdom, c.1053-1106</p> <p><b>Sport</b> Unit 1 – Anatomy and Physiology CV and respiratory system</p> <p><b>Performing Arts</b> Planning and Preparing for a Career in the Performing Arts. Create CV materials and research jobs, and progression routes. (Mandatory Unit) Approaches to Acting- develop understanding and skills in four main acting systems. Optional Dance Technique and performance. Develop practical skills in a style of dance. Choreography-developing skills in choreography. Vocal techniques (Acting) Developing understanding of using the voice in theatre.</p> <p><b>IB Philosophy</b> Paper 1: Core Theme: Being Human</p> <p><b>IB Biology</b> Molecular biology</p> <p><b>Chemistry</b> Bonding Alkanes</p>	<p><b>Performing Arts</b> Performance Preparation- External Exam. Preparation for participation as performers/technicians/managers in a performance production. Developing understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews</p> <p><b>IB Philosophy</b> Paper 2: Study of Philosophical Texts</p> <p><b>IB Biology</b> Plant biology</p> <p><b>Chemistry</b> Carboxylic acids and their derivatives Equilibrium constant Kp Electrode potentials</p> <p><b>Physics</b> Further mechanics and thermal physics</p> <p><b>IB Business Management</b> Operations Management Internal Assessment</p> <p><b>Financial Studies</b> Sustainability of an Individual's Finances Exam preparation Analyse financial data and information, financial</p>
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