

Y9 CURRICULUM	1	2	3	4	5	6
English (8)	<p>Character and Morality Social-Purpose Novel- Of Mice and Men, To Kill and Mockingbird, Lord of the Flies or Animal Farm. Tracking character and themes across a text. Comparing fiction and non-fiction as tools for reform. Debating elements of character and morality. Writing social-purpose short stories.</p>	<p>Character and Morality Social-Purpose Novel- Of Mice and Men, To Kill and Mockingbird, Lord of the Flies or Animal Farm. Tracking character and themes across a text. Comparing fiction and non-fiction as tools for reform. Debating elements of character and morality. Writing social-purpose short stories.</p>	<p>Power and Leadership Shakespeare’s Macbeth (Drama) – studying power and ambition, and how both can be abused. The psychology of power through non-fiction texts. Writing informed articles for specific audiences and campaign speeches to gain power.</p>	<p>Power and Leadership Shakespeare’s Macbeth (Drama) – studying power and ambition, and how both can be abused. The psychology of power through non-fiction texts. Writing informed articles for specific audiences and campaign speeches to gain power.</p>	<p>Conflict and Societies GCSE Poetry Anthology- the genre of war poetry, close study of a poem, the role of poetry in the modern world, how different cultures can be presented through poetry.</p>	<p><i>Conflict and Societies GCSE Poetry Anthology- the genre of war poetry, close study of a poem, the role of poetry in the modern world, how different cultures can be presented through poetry.</i></p>
Maths (8) - Higher	<p>Number problems and reasoning: Place value and estimating, HCF and LCM, Calculating with powers (indices), Zero, negative and fractional indices, Powers of 10 and standard form, Surds</p> <p>Algebra: Algebraic indices, Expanding and factorising, Equations, Formulae, Linear</p>	<p>Interpreting and representing data: Statistical diagrams, Time series, Scatter graphs, Line of best fit, Averages and range.</p>	<p>Fractions, ratio and percentages: Fractions, Ratios, Ratio and proportion, Percentages, Fractions, decimals and percentages</p>	<p>Angles and trigonometry: Angle properties of triangles and quadrilaterals, Interior angles of a polygon, Exterior angles of a polygon, Pythagoras’ theorem, Trigonometry</p>	<p>Graphs: Linear graphs, More linear graphs Graphing rates of change, Real-life graphs Line segments, Quadratic graphs, Cubic and reciprocal graphs.</p> <p>Area and volume: Perimeter and area, Units and accuracy, Prisms, Circles, Sectors of circles,</p>	<p><i>Assessment, Intervention, Culture Week.</i></p>

	sequences, Non-linear sequences.				Cylinders and spheres, Pyramids and cones	
Maths (8) - Foundation	Number calculations & Fractions, decimals and percentages: Adding and subtracting, Dividing, Multiplying and dividing negative numbers, Squares, cubes and roots, Calculations, Recurring decimals.	Algebra: Algebraic expressions, Simplifying expressions, Substitution, Formulae, Expanding brackets, Factorising, Using expressions and formulae	Graphs, tables and charts: Frequency tables, Two-way tables, Representing data, Time series, Stem and leaf diagrams, Pie charts, Scatter graphs, Line of best fit	Fractions and percentages: Working with fractions, Operations with fractions, Multiplying fractions, Dividing fractions, Fractions and decimals, Fractions and percentages, Calculating percentages	Equations, inequalities and sequences: Solving equations, Solving equations with brackets, Inequalities, Formulae, Generating sequences, Using the nth term of a sequence	Assessment, Intervention, Culture Week.
Science (10)	Biology CELLS. Cell structure of eukaryotes (plant and animal cells), prokaryotes, specialisation and cell differentiation and using microscopes. Chemistry Atoms, elements, compounds, mixtures. Balancing equations States of matter. Chemistry of the atmosphere Physics Forces: Scalar and vector quantities	Biology CELLS. Cell division including mitosis and the cell cycle and use of stem cells. Chemistry Greenhouse gases Climate change Carbon footprint Atmospheric pollutants Physics Forces Forces and elasticity Energy Energy stores and systems	Biology CELLS. Transport of substances by diffusion, osmosis and active transport. Chemistry Chromatography Physics Energy Efficiency Thermal conductivity National and global energy resources	Biology ECOLOGY. Adaptations, interdependence and competition by studying biotic and abiotic factors, and studying skills looking at competition and analysing adaptations. Chemistry Using resources Sustainable development Potable water Waste water treatment Physics	Biology ECOLOGY. Organisation of levels by looking at feeding relationships and cycling of materials through an ecosystem. Chemistry Life cycle assessment Reducing use of resources Test for gases Physics Electricity: Electric current Current, potential difference and resistance	Biology ECOLOGY. Biodiversity and human impact of waste, land use, deforestation and global warming and how humans can maintain biodiversity for future generations. Chemistry Pure substances Formulations Physics Electricity: Series and parallel circuits Resistors

	<p>Contact and non-contact forces Gravity Resultant forces Forces and elasticity</p>	<p>Work done and energy transfers Changes in energy Power</p>		<p>Electricity: Domestic uses and safety National Grid Direct and alternating pd Mains electricity Power Energy transfers in everyday appliances</p>	<p>Electrical charge and current</p>	
French (5)	<p>Expo vert module 1 + Studio 3 Rouge Je me presente Je presente ma famille Ou j'habite</p> <p><u>Linguistic objectives:</u> Advanced opinions + past times Futur proche Descriptions/ comparative and superlative adjectives Extended family vocab Direct object pronouns: le/la/les Imperfect tense: quand j'étais petit Countries J'habite en/au/aux</p> <p>Cultural: la Francophonie</p>	<p>Studio 3 Rouge module 1 Les reseaux sociaux Le week-end dernier</p> <p><u>Linguistic objectives:</u> Present tense of all verbs, regular and irregular</p> <p>Perfect tense with AVOIR and ETRE</p> <p>Arranging to go out: role-play on Future plans</p>	<p>Studio 3 Rouge: Bien dans ma peau Mon corps Le sport et le fitness Manger sain</p> <p><u>Linguistic objectives:</u> Vocab for parts of the body</p> <p>Ailments: j'ai mal au / aux</p> <p>Advanced structures: depuis Il faut + INF</p> <p>Food vocab for all meals Partitive article and quantity phrases (a lot of...)</p>	<p>Studio 3: Bien dans ma peau Je vais changer ma vie Es-tu en forme?</p> <p><u>Linguistic objectives:</u> Future tense (futur simple) to discuss new resolution</p> <p>Negations: ne..pas / ne....jamais / ne....plus</p> <p>Advanced comparison structures: au lieu de + INF / a la place de + INF</p> <p>Reasons for healthy food/ types of food (glucides etc..)</p>	<p>Studio 3 unit 3: mon avenir Mon futur mon boulot Mes ambitions</p> <p><u>Linguistic objectives:</u> Vocab for jobs and places of work</p> <p>Masc/ Fem of irregular words</p> <p>Future tense (recall) Opinions in Future tense</p> <p>Modal verbs: POUVOIR/ DEVOIR in Present and Future</p>	<p>Studio 3 Unit 3: Mes rêves</p> <p><u>Linguistic objectives:</u> Imperfect tense to discuss what you wanted to be when you were little</p>

German (5)	Ferien: holidays, destinations, activities, weather, recap of past, present and future tenses combined, imperfect	Ferien: holidays, present and future tenses combined, imperfect	Medien: films, tv, modals, word order	Medien: books, gern/lieber/am liebsten, prepositions +dat.	Bleib gesund: food and meals, health, revisit modals, irregular verbs, kein.	Richtungen: directions, prepositions with acc+dat, imperative Mode: clothes and fashion, revisit connectives
Spanish (5)	Viva 2 module 2 My Life: form of technology, how you use your mobile phone, types of music and TV programmes, comparatives, opinions and developments.	My Life Saying what you did yesterday, the preterite tense, understanding a TV guide. Organising a party, giving an account of a party.	Food Saying what food you like using a range of opinions, mealtimes, restaurant and role play practice, negatives, the future tense.	Food: Saying what you are going to buy, organising a party, giving an account of a party. using 3 tenses together, using coping strategies when speaking.	Free time and going out: Arranging to go out and making excuses, Me gustaria + infinitive, modal verbs poder and querer, radical changing verbs	Free time and going out: Discussing getting ready to go out Reflexive verbs and routine, clothes, demonstrative adjectives, talking about sporting events using three tenses.
History (5)	Medicine Through Time - Medieval & Renaissance Medicine including role of the church, cause of illness, treatment & prevention, new ideas, printing press, Vesalius, Harvey & Fall of the Catholic Church Assessment – Essay writing (4 mark – Explain one way; 12 mark – Explain why & 16 mark – judgement)	Medicine Through Time – Industrial Medicine including Jenner & Smallpox vaccination, Louis Pasteur & Germ Theory, Florence Nightingale, Government & Public Health and Surgery: Anaesthetics and Antiseptics. Assessment – Essay writing (4 mark – Explain one way; 12 mark – Explain why & 16 mark – judgement)	Medicine Through Time – 20 th Century Medicine including discovery of magic bullet, penicillin, DNA, preventions and effects of lifestyle and NHS Assessment – Essay writing (4 mark – Explain one way; 12 mark – Explain why & 16 mark – judgement)	Complete Medicine Through Time course showing change and continuity overtime. Assessment – Essay writing (4 mark – Explain one way; 12 mark – Explain why & 16 mark – judgement) Introduction to Anglo-Saxon and Norman England . Group Work activity of Anglo-Saxon England. Assessment – knowledge quiz & 4 mark question	Anglo-Saxon and Norman England Unit 1 – The Norman conquest including, House of Godwin, Rising of Tostig, claimants to the throne, Battle of Gate Fulford, Stamford bridge & Battle of Hastings. Assessment – 4 mark question – describe 2 feature of & 16 mark judgement question	Anglo-Saxon and Norman England Unit 2 – Securing the Kingdom, including Motte and Bailey Castle, Anglo-Saxon resistant, Harrying of the North, landownership & Revolt of the Earls. Assessment – Essay writing (4 mark – describe 2 features of...; 12 mark – Explain why & 16 mark – judgement)

				(describe 2 features of...)		
Geography (5)	SUSTAINING ECOSYSTEMS Interdependence in ecosystems Global distribution in Biomes Nutrient cycles, food chains Adaptations to climate conditions Case study of TRF	SUSTAINING ECOSYSTEMS Case Study of Polar biomes and human impacts on them. Arctic and Antarctic treaties, Whaling agreements Ecotourism in Costa Rica	UK IN THE 21ST CENTURY Housing Shortage, Water Stress, Ageing Population Diversity in London Changing UK Economy Changing working practices	UK IN THE 21ST CENTURY Economic Hubs EH Case study Cambridge UK role in International groups. UK role in International conflict. UK media influence on the rest of the world. Rest of the World influence on UK food.	DYNAMIC DEVELOPMENT Global distribution of AC, EDC, LIDC Measures of Development and HDI Barriers to development	DYNAMIC DEVELOPMENT Zambia case study – Rostow, Zig Zag path, MDGs Trade vs Aid Bottom up vs Top Down development.
RE (4)	KS3 - Philosophy - Where is God? What are ultimate questions? Where do we look for truth? Can artefacts prove God exists? The shroud of Turin. Can faith healing and Miracles prove God exists? Lourdes Where is God in creation? How can evil and suffering exist? The fall What can we learn from Pandora's box? What is free will?	KS3 - How do religious people respond to ethical issues? What is morality? Is sanctity of life more important than quality of life? How do religions respond to abortion? How do religions respond to euthanasia? How do religions respond to Capital Punishment? Should animals have the same rights as humans? What is business ethics?	KS3 - Jewish traditions and the Holocaust	KS4 - Islam beliefs Oneness and Supremacy of God's will. Key beliefs of Sunni Islam and Shi'a Islam. The nature of God. Angels. Predestination. Life after death. Prophethood and Adam. Ibrahim. Muhammad and the Imamate. The holy books in Islam.	Ks4 - Islam Practices The 5 pillar, the 10 obligatory acts and the Shahadah. Salah. Sawm: fasting during Ramadan. Zakah: almsgiving. Hajj: pilgrimage. Jihad. The festivals of Id-ul-Fitr and Id-ul-Adha. The festival of Ashura	
Computing(5)						
Creative I-Media (5)						

<p>PE (3) Girls</p>	<p><u>Netball</u> Embedding of: Skills- Passing, catching, dodging, shooting, defending Knowledge and understanding- positions, rules, tactics, defending and attacking, moving into space</p> <p><u>Fitness</u> Refining more advanced levels of: knowledge and understanding of- training methods, components of fitness, responses to exercise, testing fitness components</p>	<p><u>Badminton</u> Embedding of: Skills- shot variety (service, drop, smash, net shots, drive, backhand shots), footwork/movement Knowledge and understanding- rules, tactics, scoring, setting up the court, rallying, footwork</p> <p><u>Hockey</u> Embedding of: Skills- Grip, dribbling, passing and receiving, shooting, tackling Knowledge and understanding- rules, use of space, attacking and defending tactics, positioning</p>	<p><u>Trampoline Gymnastics</u> Developing a basic level of: Skills- body control, basic landing (Seat, front, back) rotational movements (1/2 twist full twist) Knowledge and understanding- setting up and putting away of trampoline safely, dismounting safely, 10 bounce routine, body control</p> <p><u>Football</u> Embedding of: Skills- Passing and receiving, dribbling, tackling, shooting Knowledge and understanding- movement off the ball, tactics attacking and defending, rules, formations</p>	<p><u>Basketball</u> Embedding of: Skills- passing and receiving, dribbling, defending, shooting Knowledge and understanding- rules, scoring, tactics, footwork, team defending styles (Zone or person to person)</p> <p><u>Tri-Golf</u> Developing a basic level of: Skills- grip, swing, body positioning, stance Knowledge and understanding- power output, stance, direction impact on the ball, scoring, rules</p>	<p><u>Rounders</u> Embedding of: Skill- Throwing, catching, bowling, batting, fielding technique Knowledge and understanding- rules, tactics, fielding positions</p> <p><u>Athletics</u> Embedding of: Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events</p>	<p><u>Softball</u> Embedding of: Skills- throwing, catching, bowling, batting, fielding technique Developing basic levels of: Knowledge and understanding- rules, tactics, scoring</p> <p><u>Cricket</u> Embedding of: Skills- throwing, catching, fielding technique, bowling, batting Knowledge and understanding- supporting other fielders, running between the wickets, rules, tactics, scoring</p>
<p>PE (3) Boys</p>	<p><u>Football</u> Embedding of: Skills- Passing and receiving, dribbling, tackling, shooting Knowledge and understanding- movement off the</p>	<p><u>Rugby</u> Embedding of: Skills- Passing, catching, tackling, rucks, scrums Knowledge and understanding- rules, tactics, attacking and</p>	<p><u>Basketball</u> Embedding of: Skills- passing and receiving, dribbling, defending, shooting Knowledge and understanding- rules, scoring, tactics,</p>	<p><u>Trampoline Gymnastics</u> Developing a basic level of: Skills- body control, basic landing (Seat, front, back) rotational movements (1/2 twist full twist)</p>	<p><u>Cricket</u> Embedding of: Skills- throwing, catching, fielding technique, bowling, batting Knowledge and understanding-</p>	<p><u>Rounders</u> Embedding of: Skill- Throwing, catching, bowling, batting, fielding technique Developing basic levels of:</p>

	<p>ball, tactics attacking and defending, rules, formations</p> <p><u>Badminton</u></p> <p>Embedding of: Skills- shot variety (service, drop, smash, net shots, drive, backhand shots), footwork/movement Knowledge and understanding- rules, tactics, scoring, setting up the court, rallying, footwork</p>	<p>defending, movement without the ball, lineouts, scrums, rucks</p> <p><u>Fitness</u></p> <p>Refining more advanced levels of: knowledge and understanding of- training methods, components of fitness, responses to exercise, testing fitness components</p>	<p>footwork, team defending styles (Zone or person to person)</p> <p><u>Tri-Golf</u></p> <p>Developing a basic level of: Skills- grip, swing, body positioning, stance Knowledge and understanding- power output, stance, direction impact on the ball, scoring, rules</p>	<p>Knowledge and understanding- setting up and putting away of trampoline safely, dismounting safely, 10 bounce routine, body control</p> <p><u>Hockey</u></p> <p>Embedding of: Skills- Grip, dribbling, passing and receiving, shooting, tackling Knowledge and understanding- rules, use of space, attacking and defending tactics, positioning</p>	<p>supporting other fielders, running between the wickets, rules, tactics, scoring</p> <p><u>Athletics</u></p> <p>Embedding of: Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events</p>	<p>Knowledge and understanding- rules, tactics, fielding positions</p> <p><u>Softball</u></p> <p>Embedding of: Skills- throwing, catching, bowling, batting, fielding technique Developing basic levels of: Knowledge and understanding- rules, tactics, scoring</p>
PE exam (5)	<p>Anatomy Physiology Paper 1</p> <p>The structure and functions of the musculoskeletal system</p> <ul style="list-style-type: none"> • Bones • Structure of the skeleton • Functions of the skeleton • Muscles of the body • Structure of synovial joint • Types of freely 	<p>Anatomy Physiology Paper 1</p> <ul style="list-style-type: none"> • How joints differ in design to allow certain types of movement at a joint. • Movement at joints • Agonist Antagonist movement • Muscle contraction types 	<p>Anatomy Physiology Paper 1</p> <p>The structure and functions of the cardio-respiratory system</p> <ul style="list-style-type: none"> • Pathway of air • Gaseous exchange • Blood vessels • Structure of the heart • Cardiac cycle 	<p>Anatomy Physiology Paper 1</p> <ul style="list-style-type: none"> • Pathway of blood • Cardiac output, stroke volume, heart rate • Mechanics of breathing • Spirometer trace 	<p>Anatomy Physiology Paper 1</p> <p>Anaerobic and aerobic exercise</p> <ul style="list-style-type: none"> • Terms aerobic anaerobic • The use of aerobic and anaerobic exercise • Excess Post Oxygen Consumption (EPOC) • The recovery process 	<p>Anatomy Physiology Paper 1</p> <p>The short and long term effects of exercise</p> <ul style="list-style-type: none"> • Immediate effects of exercise • Short term effects of exercise • Long term effects of exercise

	movable joints					
Duke of Edinburgh (2)	<p>Physical, skill and volunteering Learning about the skills needed for the following sections: Physical Skill Volunteering</p> <p>Team building work Planning fundraising events.</p>	<p>eDofE – logging students on. Countryside code Map reading Using a map in school Basic route planning Basic map reading in Sefton park Pacing skills.</p>	<p>Compass work Understanding how compasses work. How to use a compass Practical compass lesson. Expedition equipment Learning what to pack and how to pack.</p> <p>First aid General first aid for expeditions CPR Injury first aid.</p>	<p>Cooking Planning meals Learning how to use a stove Using the stove and cooking planned meals.</p> <p>Tents Knowledge of tents How to put up a tent Practical lesson putting up a tent.</p> <p>Route planning Students to become familiar with a route card and have a basic lesson on this.</p>	<p>Route cards Students to recap the basics of route cards Planning a route using a full route card for a walk around Sefton Park. Full route cards Complete route cards for the 4 expedition walks using expedition maps.</p> <p>Budgeting Students to research prices of equipment and make an order form getting the most value for money. Expedition 1</p>	<p>Liverpool maps – question relating to maps to bring skills learnt to more day to day life.</p> <p>Reflection tasks from expedition 1 Emergency procedures tasks Strengths and weaknesses of the team and a plan for expedition 2.</p> <p>Expedition 2 Video blogs about expeditions and skills learnt throughout DofE.</p> <p>eDofE – finishing off online sections.</p>
Design & Technology (5)	<p>Material Essentials Material Properties, Design Skills (sketching/responding to a simple brief), Papers & Boards, Woods & Timbers, Metals & Alloys, Polymers.</p>	<p>New & Emerging Technologies in Industry Smart & Modern Materials, Composites, Production Techniques & Systems, Stock forms, Scales of production, Surface treatments, using & working with materials</p>	<p>Design in the Wider World Types of Movement, Force & Stress, Energy generation & storage, sustainability, Enterprise & social impact/responsibility.</p>	<p>Research & Analysis Skills Ergonomics & Anthropometrics, Specification writing, Clients & client profiling, Flow Charts & Planning, Selection of Materials, People & Culture.</p>	<p>Design Skills Sketching skills, isometric, technical drawing, use of CAD – introducing SolidWorks, evaluation of new and emerging technologies. Responding to a design brief – exploring advanced woodwork skills</p>	<p>Extended Making Furniture & wood working/workshop skills.</p> <p>EOY Assessment.</p>
Hospitality & Catering (5)	<p>Understanding the Environment in Which Hospitality &</p>	<p>-Understanding the Environment in Which Hospitality & Catering - Providers Operate</p>	<p>Understand How H&C Provision Operates</p>	<p>Understand how H&C Provision Meets Health & Safety Requirements</p>	<p>Understand how H&C Provision Meets Health & Safety Requirements</p>	<p>Understand how H&C Provision Meets Health & Safety Requirements</p>

	<p>Catering Providers Operate Structure of the industry, Job requirements. Developing a range of practical skills: advanced knife skills, melting method, proving & kneading, handling/coating raw meat, accompaniments, Short crust pastry making, food from other cultures)</p>	<p>Understand How H&C Provision Operates Factors affecting the success of H&C providers. The operation of the kitchen. Sweet pastry, vegetarian food/adapting to dietary needs, working with dough, gelatinisation, vegan options, advanced pastry skills (choux)</p>	<p>The operation of front of house. How H&C provision meets customer requirements. Handling, rolling & shaping puff pastry, baking skills, binding minced meat food, from other cultures, working with fresh fish, presentation skills.</p>	<p>Personal safety in the workplace, laws policies & procedures. Stuffing & baking meat, layering of ingredients, coagulation, working with dried foods, blending, advanced presentation (piping techniques).</p>	<p>Risks, hazards, control measures in H&C. Working with cured meat, food from other cultures, working with rice, fresh pasta making.</p>	<p>Recommending personal safety control measures, safety and security risks. Recall, revision & consolidation. Specialist examination technique. EOY Assessment.</p>
Engineering (5)	<p>Introduction to Engineering Material Properties Workshop safety Product Analysis What Do Engineers make? Types of Companies Types of Organisation</p>	<p>Engineering Sectors Engineering Sectors Sectors & Products Organisations & Job Roles Careers & Progression</p>	<p>Automation What is CAD/CAM? Advantages & Disadvantages of CAD/CAM Social Impact of Automation Characteristics of Products made using CAM</p>	<p>Materials & Origins Metals Polymers Timbers Modelling Materials (foams)</p>	<p>Workshop Skills Marking out Use of pillar drill Use of saws Finishing skills (filing & sanding) Use of hot wires cutter Tapping & Threading</p>	<p>Components & Processes Proprietary & product specific components Permanent & Non - permanent fixing methods Shaping Processes Cutting Processes Joining Processes Forming processes EOY Assessment</p>
Music (5)	<p>Music History, Performance During this area of study the pupils will recap the elements of music through activities such as performance, composition and appraising. Pupils will</p>	<p>Programme Music Composition In this unit pupils will use various poems, pictures and emotions as stimulus for their compositions looking at how we can express these through music. They will concentrate</p>	<p>Popular Music – Rock , Pop and it’s features Popular Music Fusion – Bhangra The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as</p>	<p>Music for Ensemble – Jazz and Blues Music for Ensemble – Chamber Music . Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an</p>		

	have the opportunity to discuss and justify their work. Pupils will revisit the importance periods in music history from Medieval England to the 20 th Century.	on really refining these compositions both group and individual. We will listen to a board range of composers from the Romantic through to the 21 st Century.	compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.		ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience	
Art (5)	Establishing expectations Sketchbook presentation Drawing skills photography Printmaking – carbon and mono Reflection Annotation <u>Suggested theme</u> Portrait and Identity	Gallery based learning Research and analysis Annotation and reflection Photoshop Printmaking – emulsion <u>Suggested artists</u> Use current local exhibitions	Photoshop Photomontage Presenting work for display <u>Suggested Artists</u> John Clang Paul Butler	Research and analysis Painting skills <u>Suggested Artist</u> Lucien Freud Frida Kahlo <u>Suggested artist</u> Julian Opie	Using the grid technique Digital painting Compare and contrast <u>Suggested artist</u> Julian Opie	Student led work Design and planning Personal response Presenting work for display
Drama (5)	Lovely Bones / Live Theatre Review	Lovely Bones / Stagecraft	Frantic Assembly/ Devising (9/11)	Frantic Assembly/ Devising (9/11)		
Psychology (5)	Brain and Neuropsychology- the structure and function of the brain; lateralisation of function in the hemispheres; the central nervous	Brain and Neuropsychology-The impact of neurological damage on cognitions and behaviour. Key studies: Sperry (1968) and Damasio (1994).	Psychological Problems- symptoms and features of depression; how depression affects individuals and society; explanations and treatments of depression.	Psychological Problems- Key study: Caspi (2003) Symptoms and features of addiction; how addiction affects	Psychological problems: explanations and treatments of addiction. Key study: Young (2007)	Development- early brain development; Piaget's stages of development and their role in education; Piaget's theory of cognitive development.

	<p>system and synaptic transmission.</p> <p>RM- case studies</p>	<p>Issue/debate: how the study of psychology has changed over time.</p>		<p>individuals and society.</p> <p>RM- reliability/ validity, variables, writing hypotheses.</p>	<p>Issue/ debate: nature/nurture.</p>	
Sociology (5)	<p>Understanding Social processes.</p> <p>Sociological concepts including the nature / nurture debate. Feral children and cultural diversity.</p>	<p>Class, ethnic and national identity.</p> <p>Agents of socialisation and social control – both primary and secondary.</p>	<p>Cultural diversity and the social construction of roles within society.</p>	<p>Introduction to the family – processes and roles. The global family and family types / diversity.</p>	<p>Conjugal roles, the changing role of men / women and children.</p> <p>Theoretical views on the family – Marxism, Functionalism and Feminism.</p>	<p>Is the family in decline – alternatives and the emergence of the privatised nuclear family.</p>
Business Studies (5)	<p>Revenue, costs, profit and loss. The concept of revenue costs, and profit and loss in a business and their importance in business decision making.</p> <p>The different costs in operating a business, Calculating of costs and revenue and profit and loss.</p> <p>Role of business entrepreneurship</p> <p>The purpose of business activity and enterprise, characteristics and the concept of risk and reward.</p>	<p>Business Planning</p> <p>The purpose of planning business activity, the role and importance of usefulness of a business plan</p> <p>Business Ownership</p> <p>The features of different types of business ownership, the concept of limited liability, the suitability of ownership.</p>	<p>Business aims and objectives</p> <p>What are aims and objectives how they may change and evolve.</p> <p>Young Enterprise Activity</p> <p>Develop key skills including creativity, positivity, resilience and problem solving, using real money to take calculated risks in business</p> <p>Promotes employability skills and provides students with practical opportunities to explore financial mathematics and problem-solving in real life contexts.</p>	<p>Stakeholders in Business</p> <p>The roles and objectives of internal and external stakeholders' groups</p> <p>The effect business activity has on stakeholders</p> <p>The effect stakeholders have on business</p> <p>Business Growth</p> <p>Organic growth</p> <p>External growth</p>	<p>The Marketing Mix</p> <p>Price and its importance to the MM</p> <p>Product</p> <p>Product Life cycle</p> <p>Pricing method and its importance to the MM</p> <p>Promotion (point of sale) and its importance to the MM</p>	<p>The Marketing Mix</p> <p>Promotion (advertising) and its importance of the marketing mix</p> <p>Place (distribution of products and services) and its importance to the marketing mix</p> <p>How the 4 Ps of the MM work together</p> <p>The use of the MM to inform and implement business decisions</p> <p>Interpretation of market data</p>

Health and Social Care (5)	NHS Competition Egg Attachment Project	Physical Development across the life stages Gross and fine motor skills. Growth Patterns, Primary and Secondary sexual characteristics, Menopause. Muscle tone/strength and skin elasticity	Intellectual Development across the life stages Language, development, Problem solving, Abstract and creative thinking. Developing/loss of memory and recall.	Emotional development across the life stages. Bonding and attachment, Independence and self-esteem, Security and Contentment and Self Image	Social Development across the life stages Formation of relationships Socialisation process Factors affecting growth and development Physical factors Genetic factors, Illness and disease, Diet and lifestyle and appearance	Social and Cultural factors Culture, community involvement, religion, gender roles and expectations Educational experiences, influences of role models, influences of social isolation and personal relationship with family and friends. Economic factors Income/Wealth Material possessions
Entry Level ENGLISH (5)	Travel 1 Where to go on holiday? AO1 Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas. 2 What would you tell people about your holiday? AO1 AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 3 Holidays in the 19th century	Celebrities 1'I want to be famous' AO1 Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas. AO7 AO8 What is it like to be a celebrity? AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 2 Celebrities in the 19th century AO1 Read and understand a range of texts: Identify and	Detectives 1 The skills of a good detective AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. AO7 AO9 2 Could you be a detective? AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 3 Crime in the 19th century AO1 Read and understand a range of	Education 1 What makes a good teacher? AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. 2 What makes a good student? AO2 AO5 AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 3 Learning in the 19th century AO1 Read and understand a range of texts: identify and interpret explicit and	Sport 1 Supporting a team or person AO1 Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas. AO8 2 Rival supporters AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 3 Making a match sound exciting AO2 Explain and comment on how writers use language and structure to	Fashion 1 What is fashion? AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. 2 Work wear AO3 Compare writers' ideas and perspectives. 3 What's the difference? AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences AO6 4 Following fashion AO1 AO2 Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant

	<p>AO1 Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas. AO8</p> <p>4 Exciting holiday destinations AO7 Demonstrate presentation skills.</p> <p>5 Holidays of the future AO8 Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>6 What can go wrong on holiday? AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>GCSE-ready extension tasks Reading a piece of C18th century travel writing Comprehension and language analysis tasks AO2 Explain and comment on how</p>	<p>interpret explicit and implicit information and ideas. AO9</p> <p>3 Do some people deserve to be famous? AO4 Evaluate texts and support this with appropriate textual references. AO8</p> <p>4 What would you like to be famous for? AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>5 Should we ever feel sorry for celebrities? AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7 AO9</p> <p>GCSE-ready extension tasks Reading a newspaper article Group discussion Individual presentation AO7 Demonstrate presentation skills.</p>	<p>texts: identify and interpret explicit and implicit information and ideas. AO8</p> <p>4 Do detectives just investigate crimes? AO4 Evaluate texts and support this with appropriate textual references.</p> <p>5 What makes detectives exciting? AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>6 Do you have good detective skills? AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7 AO9</p> <p>GCSE-ready extension tasks Producing a leaflet AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>implicit information and ideas. 4 School holidays AO5 AO6 Use vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.</p> <p>5 A different point of view AO3 Compare writers' ideas and perspectives.</p> <p>6 Invitation to a school event AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6</p> <p>GCSE-ready extension tasks Read a narrative passage based on a nineteenth-century novel (Jane Eyre) and comment on the writer's language choices. Plan and write a story. AO2 Explain and comment on how</p>	<p>achieve effects and influence readers, using relevant subject terminology to support views. AO8</p> <p>4 The supporter's view AO3 Compare writers' ideas and perspectives. AO7 AO9</p> <p>5 The perfect player AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO8</p> <p>6 How to be a sports writer AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>GCSE-ready extension tasks Reading, commenting on and comparing different viewpoints. AO2 Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject</p>	<p>subject terminology to support views. AO6</p> <p>5 Fashion in the 19th century AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>6 Getting ready for a party AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6</p> <p>GCSE-ready extension tasks Read and compare two passages from a modern story and a narrative based on a nineteenth-century novel (Little Women). AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. AO3 Compare writers' ideas and perspectives.</p>
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	writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. AO3 Compare writers' ideas and perspectives.	AO8 Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9 Use spoken English effectively in speeches and presentations.	AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6 Use vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.	terminology to support views. AO3 Compare writers' ideas and perspectives.	
Personal Development (2)	Being Me What's important to me? Me in my peer group Perceived differences between social groups How our communities perceive us The world inside my head (CV development) Perceptions of self and others Gatsby Benchmark 3	Celebrating Differences Diversity across the world at my age Attitudes and influences The power of positive language Bullying Discrimination (CV development) Prejudice and stereotyping CIAG - Through the eyes of girls – PP and	Dreams and Goals My strengths The power of planning (CV development) My dreams for my life My dreams for my world Road maps and diversions I can do it... perhaps not yet My Strengths, The power of planning, Dreams for life and the	Healthy Me Making healthier choices Sleep deprivation Alcohol Using substances Life-saving skills Lifestyle choices and mental health (CV development) Career Fair – Benchmark 5 & 7	Relationships Power in relationships Assertiveness and saying no Consent (CV development) Contraception Consequences of unprotected sex Online relationships Benchmark 6	Changing Me How are you? What's changed? Mental health and the brain Transition to year 10 Survey results: what's actually changed? Rollercoaster or smooth ride: journey through puberty What's going well in my life? (CV development)

		SF students – Benchmark 7 CIAG – BBC tour – Benchmark 1, 2 5 and 7	world, road map and diversion			
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