

## KS3/KS4 CURRICULUM OVERVIEW

### SUBJECT: ART

#### KS3

|             | Year 7   | Year 8   | Year 9   |
|-------------|--|--|--|
| Autumn Term | <p style="text-align: center;"><b>The Formal Elements of Art</b></p> <p>Each lesson addresses one of the elements of art.</p> <p><b>Collage</b> – Book covering</p> <p><b>Composition and design</b> – Design sheets with annotation.</p> <p><b>Light and Shadow</b> – Henry Moore clay sculptures and tonal drawings with watercolour wash.</p> <p><b>Line and Composition</b> – Wire Fish</p> <p><b>Pattern and colour</b> – Collograph Prints following a winter theme.</p> | <p style="text-align: center;"><b>The Formal Elements of Art</b></p> <p>Each lesson addresses one of the elements of art.</p> <p><b>Collage</b> – Book covering</p> <p><b>Composition and design</b> – Design sheets with annotation.</p> <p><b>Light and Shadow</b> – Henry Moore clay sculptures and tonal drawings with watercolour wash.</p> <p><b>Line and Composition</b> – Wire Fish</p> <p><b>Pattern and colour</b> – Collograph Prints following a winter theme.</p> | <p style="text-align: center;"><b>The Formal Elements of Art</b></p> <p>Each lesson addresses one of the elements of art.</p> <p><b>Collage</b> – Book covering</p> <p><b>Composition and design</b> – Design sheets with annotation.</p> <p><b>Light and Shadow</b> – Henry Moore clay sculptures and tonal drawings with watercolour wash.</p> <p><b>Line and Composition</b> – Wire Fish</p> <p><b>Pattern and colour</b> – Collograph Prints following a winter theme.</p> |
| Spring      | <p><b>Surreal Portraiture</b> using Photoshop withdrawn and painted image.</p> <p>Students study the work of Salvador Dali and Rene Magritte then produce their own self portrait incorporating images of their own choice.</p>  | <p style="text-align: center;"><b>The Mexican Day of the Dead</b></p> <p>The theme is interpreted using a range of materials and processes. It is a vibrant project which uses skeleton imagery in a quirky style. Students produce their own Mexican inspired face painting and shadowboxes.</p>  | <p style="text-align: center;"><b>Guernica –</b></p> <p style="text-align: center;">A Personal Response</p> <p>Students take a personal approach to the dramatic image painted by Picasso. Issues of bullying, racism, self-esteem are all an integral part of the project.</p>  |
| Summer      | <p style="text-align: center;"><b>African Art Project</b></p> <p>Clay masks are produced following an introduction to the culture and a range of different pattern making processes. Tonal drawing and colour blending methods are central to each stage of the project.</p>   | <p style="text-align: center;"><b>Everyday Objects / Printmaking Project</b></p> <p>Students respond to the work of Michael Craig Martin (printmaker) and create a range of prints using a selection print making techniques. Alternative drawing ideas are also explored.</p>   | <p style="text-align: center;"><b>Anatomy Project</b></p> <p>Students study basic anatomy through the exploration of drawing and sculpture in response to the artists Leonardo Da Vinci and Gunther Von Hagens.</p>  |

## KS4 ART

|                    |  |  |
|--------------------|--|--|
|                    | <p>GCSE Art projects are rarely repeated and are often designed to suit the ability of the group.<br/>         60% Coursework    40% Controlled Test (Exam)<br/>         The coursework element includes all homework and classwork activities from the start of Year 10</p> |  |
|                    | <b>Year 10 Art and Design</b>  | <b>Year 11 Art and Design</b>  |
| <b>Autumn Term</b> | How to develop a coursework unit focussing on the enhancement of basic skills in a range of materials. The theme for this project is <b>Human Form</b> and the visit to Broomhill Sculpture Gardens helped to enforce activities back in the classroom.                      | Students completed the Conflict Project from last term. The mock exam involves the design and making of a Mexican Day of the Dead Shadowbox. This is set in October.   |
| <b>Spring Term</b> | <b>Personal Identity or Anatomy</b> depending on the group.  | The final Art exam paper is set in January. There is an 8 week preparatory period including all homework activities and twilight sessions. This is followed by a 10 hour exam which takes place over two days in school. |
| <b>Summer Term</b> | This unit of work is to be decided. It may be designed to fit in with one of the exhibitions showing in London during this time as several of our students will be attending this trip.  | There is a small amount of time to review the previous coursework pieces in time for the completion date in early May.   |
|                    | <b>Year 10 Photography</b>   |  |
| <b>Autumn Term</b> | All the Fun at the Fair – this project focuses on movement and light. Several practical based activities took place in back in the classroom based on their personal photographs.  |  |
| <b>Spring Term</b> | Surreal <b>photography</b> . Students can incorporate their photographs based on their own interests into a Surreal environment. Practical activities are developed on this theme in the classroom.  |  |
| <b>Summer Term</b> | This unit of work is to be decided. It may be designed to fit in with one of the exhibitions showing in London during this time as several of our students will be attending this trip.  |  |

## SUBJECT: GCSE BUSINESS

This subject is not taught at KS3.

### KS4 AQA - 4133

|                    | Year 10   | Year 11  |
|--------------------|---|--|
| <b>Autumn Term</b> | <b>Unit 1</b><br>Ownership, Sole Trader,<br>Partnership<br>Stakeholders<br>Business Plans<br>Franchises<br>Social Enterprise<br>Market Research                               | Controlled Assessment<br>Mock Exams<br>Ethical Considerations<br>Charities as Businesses<br>Location   |
| <b>Spring Term</b> | Marketing Mix Small Business<br>Recruitment, Job Description<br>Financial Rewards, Motivation<br>Health & Safety<br>Mock Exams<br>Finance                                     | Product, Price, Place, Promotion<br>Finance Sources, Profit Loss<br>Balance Sheets, Ratios<br>Organisation Charts<br>Human Resources Functions |
| <b>Summer Term</b> | Profit & Loss, Cash Flow<br>Production<br>Consumer Protection<br>Customer Service<br>New Technology, E Commerce<br><b>Unit 2</b><br>LTD & PLC, Growth<br>Stakeholder conflict | Production, QA<br>Revision   |

## SUBJECT: GCSE BUSINESS & COMMUNICATION SYSTEMS

KS4 AQA- 4134

|                    | <b>Year 10</b>   | <b>Year 11</b>   |
|--------------------|--|--|
| <b>Autumn Term</b> | Health & Safety<br>Trade Unions<br>Workplace Design<br>Stakeholders<br>Internet Commerce<br>Text Processing - Exam                           | Controlled Assessment<br>Websites design<br>Desk Top Publishing<br>Mock Exam   |
| <b>Spring Term</b> | Recruitment<br>Employment Rights and responsibilities<br>Contracts of employment<br>Flexible Working<br>Spreadsheets, Databases<br>Mock Exam | Communication<br>Training and rewarding staff<br>Security of data<br>Data Protection and the Law<br>Text Processing - Exam |
| <b>Summer Term</b> | Websites<br>Desk Top Publishing<br>Text Processing – Exam<br>England Team Integrated Module  | Revision   |

**SUBJECT: CHILD DEVELOPMENT**

**KS4 OCR – J441**

| <b>Year 10</b>  | <b>Year 11</b>  |
|---|---|
| New Baby<br>Task One – Bottle and Breastfeeding (C/W)<br>½ term<br><br>Physical Development<br>Intellectual Development<br>Social Development | Task Two – Fact sheets on Healthy Pregnancy (C/W) ½ term<br><br>Catch up on Pregnancy, birth etc. |
| Play- Toys<br>Emotional Development<br>Behaviour and Discipline<br>Introduction of Child Study ½ term<br><br>Child Study (C/W)<br>Mocks       | Task Three – Nutrition Investigation (C/W)<br>½ term<br><br>Family<br>Childcare<br>Community      |
| Finalise and hand in Child Study<br>½ term<br><br>Basic Biology<br>Reproductive system<br>Contraception<br>Pregnancy<br>Birth                 | Childhood Illnesses<br>Safety<br>Revision   |

## SUBJECT: COMPUTING

### KS3

| Year 7   | Year 8   | Year 9  |
|--|--|---|
| 6 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites | 6 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites | 8 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites    |
| Introduction to school Network<br>HTML 5<br>Flowol<br>Scratch<br>Fireworks<br>Desk top publishing                  | Scratch<br>E-Safety<br>Data and Binary<br>Python<br>Spreadsheets<br>Photoshop                                      | Video/Sound<br>Photoshop<br>Python<br>Spreadsheets<br>Databases<br>Cryptography<br>Multimedia<br>Students own project |

### KS4:

Two options:

ICT INgots TLM exam board

GCSE Computing OCR exam board

| ICT Ingots   | GCSE Computing  |
|--|---|
| <ul style="list-style-type: none"> <li>-Electronic examination (Mandatory for L2)</li> <li>-Improving Productivity in IT(Mandatory)</li> <li>-IT Security for Users (Mandatory)</li> <li>-Web Site Software (Coursework)</li> <li>-Video Software (Coursework)</li> <li>-Imaging Software (Coursework)</li> <li>-Using Email (Coursework)</li> <li>-Computing Games Development (Coursework)</li> </ul> <p>Students need to Pass all coursework in order to be entered for the Exam.</p> | <p>1 Written Exam (40%) Computer systems and programming.</p> <p>What is inside a computer? What is a network? How is sound sampled and stored? Wired and Wireless networks</p> <p>1 Computational Thinking, Algorithms and Programming Exam (40%) This component is focused on the core theory of computing science and the application of computer science principles, Including Translators and facilities languages, Algorithms, High and Low level Programming Computational Logic and Data representation</p> <p>1 Programming project (20%)</p> <p>Be able to design a coded solution to a problem including the ability to:</p> <p>Develop suitable algorithms, Design suitable input and output formats, Identify suitable variables and structures, Identify test procedures.</p> |

## SUBJECT: DESIGN TECHNOLOGY

### KS3

| Year 7   | Year 8   | Year 9  |
|--|--|---|
| All KS3 SoW cover a variety of practical activities, the theme listed is the major design and make task  |  |   |
| 5 modules of work lasting 11 lessons each<br>Food: the balanced plate<br>Textiles: Storage Cushion<br>Product design: Pop Art clock<br>Graphics: flat pack Product<br>Electronics: USB Light | 5 modules of work lasting 11 lessons each<br>Food: Muffins<br>Textiles: Drawstring Bag<br>Product design: Mobile phone Holder<br>Graphics: Top trump cards and packaging<br>Electronics: Amplifier | 3 modules from the following: lasting 14 lessons each<br>Food: feeding yourself / Foreign influenced dishes<br>Textiles: Soft toy with LED components<br>Product design: Pewter jewellery and box<br>Graphics: Pop Up cards<br>Electronics: Electrocaton, programmable object<br><br>At may half term students start their chosen GCSE course. Introduction to the course and extension of skills continues.<br>Textiles: Pyjamas<br>Product Design with Electronics: Torch<br>Product design: Gift shop souvenir |

### KS4

| Year 10   | Year 11   |
|---|---|
| Skills are taught within projects, these are examples of projects carried out<br>Food: Practice a range of skills: e.g pastry, pate sucee, sauce & bread making, choux, rough puff, meringues, meat cooking, fish. Textiles: bags, home furnishings<br>Product design with electronics: Solar powered light<br>Product design: Lighting<br>Graphics: Skills and movie merchandise |   |
| CAT:<br>Food (spring term) dairy products or afternoon tea<br>All DT subjects start their 40 hour CAT at January Y10. The theme is set by the exam board, some examples<br>Textiles: interior design / bags/ dresses<br>Graphics: board games, pop up books, attraction promotional materials<br>Product Design: Storage, jewellery, toys, amplifiers                             | CAT:<br>Food (Autumn term) international cuisine<br><br>In all other areas the CAT continues until October half term then the focus is exam preparation |

### GCSE Exam Boards:

|                                  |           |
|----------------------------------|-----------|
| Food                             | WJEC 4730 |
| Textiles                         | AQA 4570  |
| Product Design with Electronics: | AQA       |
| Product Design:                  | AQA 4555  |
| Graphic Products:                | AQA 4550  |

## SUBJECT : DRAMA

### KS3

| Year 7   | Year 8  |
|--|---|
| The Mansion<br>Developing character<br>Mime<br>Dialogue<br>Hot-seating | The Incident<br>Spontaneous Improvisation<br>Responding in role<br>Creating tension |
| Elsie<br>Exploring prejudice<br>Responding in role                     | Commedia<br>Research theatre style<br>Comedy<br>Improvisation                       |
| Melodrama<br>Research theatre style<br>Performance technique           | Shakespeare's Hamlet<br>Exploring text<br>Creating atmosphere                       |

### KS4 –Edexcel 2DR01

| Year 10   | Year 11  |
|---|--|
| Following the Edexcel exam board, pupils will develop the necessary skills in year 10 that they will be assessed on in year 11.   | Controlled assessment. Unit one and two include practical and written elements, whereas unit three is practically based.   |
| Term one<br>Explorative strategies<br>An introduction to the key skills of drama using a variety of themes and stimulus.<br>Developing evaluative writing skills.<br>Researching technical aspects of theatre   | Unit two – study of a text 30%<br>Including<br>4 videoed assessed practical lessons 15%<br>1000 word evaluation of work 5%<br>2000 word Review of a live performance 10%                     |
| Study of a text<br>Exploring one substantial play text.<br>Focus on style and form, character and plot.<br>Interpretation<br>Mock review of a professional theatre performance  | Unit One – Study of an issue 30%<br>Including<br>4 videoed assessed practical lessons 20%<br>2000 word evaluation 10%  |
| Term two<br>Study of an idea/ theme or issue<br>Exploring ideas and opinions on a specific topic.<br>Using explorative strategies to develop ideas.<br>Appreciating the work of others.<br>Written evaluation of the practical work.                        | Unit Three – Performance 40%<br>Pupils work in small groups to develop their own short play, either devised or text based. This is performed to a visiting examiner before the Easter break. |
| Term three<br>Performance skills will be developed through taking part in a performance to an audience. Skill developed include:<br>Voice and movement<br>Characterisation<br>Understanding of form and style<br>Awareness of audience and other performers |  |



## SUBJECT: ENGLISH

### KS3

| Year 7  | Year 8  | Year 9   |
|---|---|--|
| Pitching your Product<br>Poetry<br>Holiday brochures<br>Narrative analysis<br>Class read<br>3 x writing assessments and reading assessments<br>3 x speaking and listening assessments | Short stories<br>Island project<br>Boy in Striped Pyjamas<br>Much Ado About Nothing<br>Media Analysis<br>3 x writing assessments and reading assessments<br>3 x speaking and listening assessment | Play study<br>Class read<br>Representation of Youth<br>Poetry<br>KS4 transition unit<br>3 x writing assessments and reading assessments<br>3 x speaking and listening assessment |

### KS4 ENGLISH

| Year 10   | Year 11  |
|---|--|
| Unit 1 English Today CA<br>Reading 10%<br>Writing 10%<br>Unit 3 Creative English CA<br>Poetry 10%<br>Creative Writing 10%<br>Writing skills for section 2 of exam<br>Introduce Of Mice and Men and Romeo and Juliet | Unit 2 Exam Preparation 60%<br>Romeo and Juliet 15%<br>Of Mice and Men 15%<br>Non-fiction writing 30%<br><br>3 x Speaking and Listening assessments conducted over the two years |

### KS4 ENGLISH LANGUAGE AND ENGLISH LITERATURE- Edexcel

| Year 10   | Year 11  |
|---|--|
| <b>Language</b> Unit 1 English Today CA<br>Reading 10%<br>Writing 10%<br><br><b>Literature</b> Unit 3 Contemporary Drama CA<br>An Inspector Calls 12.5%<br>Romeo and Juliet 12.5%<br><br><b>Language</b> Unit 3 CA<br>Writing for the Spoken Voice 10%<br>Analysing Spoken Language 10% | <b>Language</b> Unit 2 Exam 60%<br>Of Mice and Men<br>Non-fiction writing<br><br><b>Literature</b> Unit 2 Exam 25%<br>Poetry – 15 set poems and preparation to analyse one unseen<br><br><b>Literature</b> Unit 1 Exam 50%<br>Literary Heritage novel<br>Different cultures novel<br><br>Exam practice and preparation for 2 x Literature and 1 x Language exams<br><br>3 x Speaking and Listening assessments over the 2 years. |

## SUBJECT: GEOGRAPHY

| Term          | 1  | 2  | 3  | 4  | 5   | 6   |
|---------------|--|--|--|--|---|---|
| Year 7 Themes | <b>The Geography of the UK</b>   | <b>Geography skills</b>  | <b>Energy and Environmental issues</b>   | <b>Weather and climate</b>   | <b>Urban and Rural Environments</b>   | <b>Countries and Cities- UK v Kenya</b>   |
| Lesson Titles | <p>What is Geography?<br/>Geography of the UK:<br/>-Cities and Transport<br/>-Rivers and Relief<br/>Mapping my community<br/>Describing UK landscapes<br/>Barnstaple sketching<br/>Comparing Landscapes</p> <p style="color: red;">Maps. Graphs, statistics, surveys, photo's, sketches</p> <p>Takeaway Homework- London</p> | <p>How do I use an atlas<br/>Mapping the UK<br/>Using O/S maps<br/>Distance and direction<br/>Contours<br/>Environmental survey of school</p> <p style="color: red;">O/S maps, Atlas, Scale, Surveys</p>   | <p>Energy sources<br/>Energy issues<br/>Fossil fuels<br/>Carbon Footprint<br/>Renewable energy<br/>Global warming causes and evidence<br/>Global warming effects and futures<br/>Food management<br/>Water management<br/>Living sustainably- Recycling</p> <p style="color: red;">Graphs, Data,</p>                                       | <p>What is weather and climate?<br/>Types of weather<br/>Types of rain<br/>Measuring and forecasting weather<br/>Hydrographs<br/>Extreme weather – UK Floods and Bangladesh Floods</p> <p style="color: red;">Graphs, synoptic charts, data, ICT</p>   | <p>Describing my environment<br/>Urban environments – city stress<br/>Cities in the UK<br/>Greenfield/Brownfield<br/>Urban greening and regeneration<br/>Urban Transport solutions<br/>Sustainable cities<br/>Rural environments<br/>Rural issues<br/>UK's natural environments<br/>Lake District and Exmoor and National Parks</p> <p style="color: red;">Maps. Graphs, statistics, surveys, photo's, sketches</p> | <p>Studying UK and Kenya<br/>Locating and visiting countries (plan a trip to Kenya (ICT)<br/>Geography of Kenya<br/>Rural Kenya<br/>Urban Kenya<br/>Economic Activities in Kenya<br/>Bristol versus Nairobi<br/>On Safari</p> <p style="color: red;">Maps, photo's, ICT</p> |
| Person        | SR   | SR   | SR   | RL   | SR  | RL  |
| Year 8 Themes | <b>Population and Migration</b>  | <b>Economic activity and Globalisation</b>   | <b>Ecosystems and Management</b>   | <b>Amazon rainforest</b>   | <b>Atmospheric Hazards</b>  | <b>Coasts</b>   |
| Lesson Titles | <p>Geography of Europe<br/>Where are the world's countries?<br/>Why are some places densely populated?<br/>Bristol over time<br/>Population growth – graph<br/>Population pyramids<br/>Young populations<br/>Ageing populations<br/>Migration – Poles - UK</p> <p style="color: red;">Maps. Graphs, statistics</p>           | <p>Types of jobs – Employment pie charts<br/>Farming - location<br/>Manufacturing - location<br/>The service industry – location<br/>Deindustrialisation<br/>North/South Divide UK<br/>Impact of industry<br/>Future jobs/industry<br/>Multinationals- Nike<br/>Fair trade in Kenya</p> <p style="color: red;">Pie charts, ICT Visit?</p> <p>Takeaway Homework- Russia</p> | <p>What makes environments special?<br/>Ecosystems and food webs<br/>How do humans impact environments?<br/>The UK's Ecosystems- case study<br/>deciduous woodland<br/>Glaciated Landscapes in UK<br/>Antarctica management<br/>Tourism in Thailand</p> <p style="color: red;">Maps, webs and chains, photos, O/S maps</p>                 | <p>What is the Amazon like?<br/>Equatorial climates<br/>Rainforest destruction<br/>Sustainably managing the Amazon<br/>Ecotourism case study</p> <p style="color: red;">Virtual fieldwork. Charts, graphs, sketches, ICT</p>   | <p>What is atmospheric Circulation<br/>What is a hurricane<br/>What are the primary and secondary effects of hurricanes- Bangladesh<br/>Planning for a hurricane<br/>What is drought<br/>What are the effects of drought?<br/>Drought and AID- Kenya</p> <p style="color: red;">Synoptic charts, satellite images<br/>Zoo visit</p>   | <p>Coastal features<br/>Coastal processes<br/>Managing coasts – Swanage<br/>Managing coasts – Westward Ho!<br/>Olympiad</p> <p style="color: red;">Sketching O/S maps, ICT</p> <p style="color: red;">CROYDE FIELDWORK</p>  |
| Person        | RL   | RL   | RL   | SR   | RL  | CG  |
| Year 9 Themes | <b>Rivers</b>  | <b>Climates and Environments</b>   | <b>Tectonic processes</b>  | <b>Development</b>   | <b>Settlement</b>   | <b>UK PLC</b>   |
| Lesson Titles | <p>Hydrological cycle<br/>River processes<br/>Upper course<br/>Middle course<br/>Lower course<br/>Flood protection UK<br/>Flood protection Bangladesh<br/>Water Management</p> <p style="color: red;">O/S maps, sketches</p> <p style="color: red;">LYNMOUTH FIELDWORK</p>   | <p>Biomes and ecosystems globally<br/>Polar regions - Antarctica<br/>Desert regions – Sahara<br/>To include:<br/>Climate, Location, Use, Issues, Management, Futures</p> <p style="color: red;">Charts, graphs, sketches, ICT, O/S maps</p>  | <p>Tectonics 101<br/>Earth structure<br/>Types of volcano<br/>Volcano case study – Etna primary and secondary effects<br/>Earthquake case study – Haiti primary and secondary effects<br/>Tsunami- primary and secondary effects<br/>Disaster planning</p> <p style="color: red;">Maps. Graphs, statistics, surveys, photo's, sketches</p> | <p>What is development<br/>Measuring development – GDP - HDI<br/>Comparing development<br/>Debt and trade<br/>China's one child policy and development<br/>Tourism and development<br/>Study of Kenya- AID</p> <p style="color: red;">Statistics, graphs</p> <p>Takeaway Homework- China</p> | <p>Why do settlements grow?<br/>Urbanisation - maps<br/>Rural –urban migration<br/>Squatter settlements- Kibera,<br/>Settlement growth- Models<br/>Mega Cities<br/>Squatter settlements- Kibera,<br/>Cities in the UK<br/>Problems in MEDC's<br/>Counter-urbanisation<br/>Sustainable cities – Bristol v Nairobi</p> <p style="color: red;">Models , O/S maps<br/>Bristol Settlement visit – RYL</p>                | <p>Assignment to include:<br/>Geography of the UK<br/>Geography of EU<br/>Global Geography<br/>Map Skills</p> <p style="color: red;">Maps. Graphs, statistics, surveys, photo's, sketches</p>   |
| Person        | CG   | CG   | RL   | CG   | SR  | RL  |

## SUBJECT: HISTORY

### KS3

| Year 7  | Year 8  | Year 9   |
|---|---|--|
| <p>How to be a Timelord -Skills Unit ½ Term</p> <p>How did the Neolithic revolution change society?'</p> <p>What have the Romans done for us?</p> <p>Why did William win the Battle of Hastings?</p> <p>How did William maintain control? (Castles, Feudal System, Domesday Book)</p> | <p>How did Henry VIII solve his problems?</p> <p>Who were the Stuarts? ½ Term</p> <p>What was it like to be a slave? (Slave Diary)</p> <p>Xmas</p> <p>How did the discoveries of the explorers change British and European society?</p> | <p>What can we learn about class attitudes, from the Titanic disaster? ½ Term</p> <p>How did two bullets kill 20 million people? (Causes of WW1).</p> <p>What was it like to be a soldier in the trenches during WW1?</p> <p>How were the Nazis able to carry out the Holocaust?</p> |
| <p>What are the problems of Kingship?</p> <p>-magna carta; peasants revolt. ½ Term</p> <p>What can we learn from the Black Death about Medieval Medicine?</p> <p>How did the Black Death change Britain?</p>  | <p>How did the Industrial Revolution change Britain?</p> <p>How did a small island take control? (British Empire).</p>  | <p>Suffragettes vs Suffragists</p> <p>WW2 Independent Research Project ( Evacuees, Pearl Harbour, Battle of Britain, North Devon's Role in D day).</p>   |

### KS4 – GCSE Edexcel Syllabus 2HB01

| Year 10  | Year 11   |
|--|---|
| <p>The History of Medicine</p> <p>Development Study (25%)</p> <p>How have medicine and public health developed between the Roman Period and the 20<sup>th</sup> Century?</p>   | <p>The Transformation of Surgery (25%)</p> <p>Source based investigation</p> <p>How were the problems of Pain, Infection, and Blood loss conquered during the latter part of the 19<sup>th</sup> Century.</p>   |
| <p>The Vietnam War</p> <p>Controlled Assessment (25%)</p> <p>Why did the USA become involved in conflict in Vietnam? What tactics were employed by both sides?</p> <p>How did people in the USA react to the conflict?</p> | <p>The Rise of Hitler? (25%)</p> <p>Depth Study</p> <p>How did WW1 impact on Germany? What problems were faced by the Weimar Republic? What was the impact of the Great Depression upon Germany?</p> <p>How did the Nazi party change during the 20<sup>th</sup> Century?</p> <p>How did Hitler Seize Power?</p> <p>What was it like to live in Nazi Germany?</p> |

## SUBJECT: FRENCH

### KS3

| Year 7  | Year 8   | Year 9  |
|---|--|---|
| <p>Term 1:</p> <ul style="list-style-type: none"><li>- Family, friends &amp; pets</li><li>- House &amp; Home</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Food &amp; Drink – cafés &amp; restaurants</li><li>- Daily routine</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Free time (evenings, weekends, meeting people, basic weather)</li></ul> | <p>Term 1:</p> <ul style="list-style-type: none"><li>- Health issues , accidents, injuries and minor ailments</li><li>- Healthy eating</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Drugs, smoking, alcohol</li><li>- The environment</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Shopping &amp; Money Matters – including dealing with problems</li><li>- Local area – amenities, advantages/disadvantages, directions</li></ul> | <p>Term 1:</p> <ul style="list-style-type: none"><li>- Future plans, Education &amp; Work</li><li>- School &amp; college</li><li>- Work &amp; work experience</li><li>- Simple job advertisements</li><li>- Simple job applications &amp; CV</li><li>- Future plans</li><li>- Basic language of the internet</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Holidays &amp; Accommodation – including ideal holiday</li><li>- Tourist Information</li><li>- Travel &amp; transport</li><li>- Services &amp; shopping</li><li>- Customs, everyday life &amp; traditions</li></ul> <p>Term 3:</p> <p>GCSE Common Topics</p> <ul style="list-style-type: none"><li>- Eating Out</li><li>- Shops &amp; Shopping</li><li>- Dealing with complaints/problems</li><li>- Visitor information</li><li>- Local amenities</li></ul> |

### KS4 - Edexcel

| Year 10   | Year 11  |
|---|--|
| <p>Term 1:</p> <p>GCSE Common Topic – Personal Information &amp; Leisure Activities</p> <p>Controlled Assessment – Healthy Lifestyle</p> <p>Term 2:</p> <p>GCSE Common Topics – Visitor information, basic weather, local amenities, accommodation, public transport, directions, cafes and restaurants, shops and shopping, dealing with problems</p> <p>Term 3:</p> <p>Controlled Assessment – travel and tourism</p> | <p>Term 1:</p> <p>Controlled Assessment – sport and leisure; media and culture</p> <p>Term 2:</p> <p>Controlled Assessment – centre devised topic</p> <p>Term 3:</p> <p>Preparation for GCSE listening and reading exams using Edexcel past papers</p> |

## SUBJECT: GERMAN

### KS3

| Years 7 and 8                                   | Year 9   |
|---|--|
| German is not formally studied in Years 7 and 8 | Some preparatory work after options:<br>Basic greetings, numbers, colours, days of the week, descriptions, key verbs, sentence forming, during May and June before commencing Year 10. |

### KS4 – Edexcel 2GN01

| Year 10   | Year 11  |
|---|--|
| <p><b>Term 1:</b><br/>Basic information and revision of year 9 material.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Present, past and future tense and modal verbs.</li><li>• Main clause structures, subordination, infinitive clauses and inversion</li><li>• Reflexive, existential and separable verbs</li><li>• Cases, adjective endings and adverbs</li><li>• Conditional mood and simple subjunctives</li><li>• Personal pronouns</li><li>• Definite and indefinite articles</li><li>• gefallen and similar verbs</li></ul> <p><b>Common Topics:</b></p> <ul style="list-style-type: none"><li>• General information</li><li>• Family and friends</li><li>• Leisure activities</li><li>• Lifestyle healthy eating and exercise.</li></ul> | <p><b>Term 1:</b><br/><b>Controlled assessment: holidays (speaking)</b><br/><b>Controlled assessment: work experience (writing)</b></p> <p><b>Grammar</b><br/>Various parts of year 10 grammar will be revisited throughout controlled assessment teaching</p> <ul style="list-style-type: none"><li>• Relative pronouns</li><li>• Subjunctive I and Subjunctive II</li><li>• Advanced clauses such as “entweder...oder...”<br/>“weder...noch...”</li></ul> <p><b>Common Topics:</b></p> <ul style="list-style-type: none"><li>• Accommodation</li><li>• Leisure activities</li><li>• Work and work experience</li></ul> |
| <p><b>Term 2:</b><br/><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Polite forms</li><li>• Question formulation</li><li>• Imperfect tense</li><li>• Expressing future tense in other ways</li><li>• Cases</li><li>• Comparatives, superlatives.</li><li>• Genders and plural forms</li><li>• Possessive pronouns</li></ul> <p><b>Common topics</b></p> <ul style="list-style-type: none"><li>• Visitor information</li><li>• Basic weather</li><li>• Local amenities</li><li>• Public transport</li><li>• Directions</li><li>• Accommodation</li><li>• Shops, cafes and restaurants</li><li>• Problems with the above</li></ul>   | <p><b>Term 2:</b><br/><b>Controlled assessment: restaurant critic (writing)</b><br/><b>Controlled assessment: films (speaking)</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Pluperfect tense</li><li>• Genitive case</li><li>• Pluperfect subjunctive</li></ul> <p><b>Common topics</b></p> <ul style="list-style-type: none"><li>• General information</li><li>• Family and friends</li></ul>   |
| <p><b>Term 3</b><br/><b>Controlled assessment: Education (writing)</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Tenses</li><li>• Subordination and coordination</li><li>• Clause structures</li><li>• Prepositions and cases</li></ul>  | <p><b>Term 3:</b><br/>Continued revision of all “common topics” for listening and reading exams.<br/>Exam technique<br/>Past papers and use of samlearning.com</p>   |

- Demonstrative articles
- Use of dictionary and verb tables

**Common topics:**

- House, home, daily routine
- School and college
- Work and work experience intro
- Simple job advertisements
- CVs
- Basic language of the internet.

## SUBJECT: MATHEMATICS

### KS3

| Year 7  | Year 8  |
|---|---|
| Support:<br>Copper/Bronze in following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>       | Support:<br>Copper/Bronze in the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>   |
| Core:<br>Silver in the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>             | Core:<br>Silver in the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>             |
| Extension:<br>Gold/platinum in the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul> | Extension:<br>Gold/platinum in the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul> |

### KS4 – Following AQA syllabus

| Year 9  | Year 10   | Year 11   |
|---|---|---|
| Foundation:<br>Grades 1-5 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul> | Foundation:<br>Grades 1-5 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul> | Foundation:<br>Grades 1-5 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul> |
| Higher:<br>Grades 4-9 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>     | Higher:<br>Grades 4-9 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>     | Higher:<br>Grades 4-9 on the following areas: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Data handling</li></ul>     |

## SUBJECT: MUSIC

KS3

| Term   | Year 7   | Year 8   | Year 9   |
|--------|--|--|--|
| Autumn | <p><b>Singing and the Elements of music</b><br/>Pupils begin year 7 developing their voice, singing as a class in small groups and on their own if they wish. They will learn how to warm up their voice and use it safely and correctly. Students will sing songs from a broad repertoire chosen to develop their voices, whilst promote enjoyment and participation. All year 7 students have the opportunity to join the school choir and take part in the school production at Christmas.</p>  | <p><b>Film Music</b><br/>Pupils will listen to a variety of famous film scores, before embarking on a group composing project. In groups pupils will compose music for a two scenes from the film Harry Potter and the Philosopher's Stone. They will explore a range of rhythmic and harmonic devices as well as instrumental techniques to use in their work and create a successful piece of music.</p>   | <p><b>Musical Theatre and the Music of Queen</b><br/>In the Autumn pupils will learn to perform songs from a musical on an instrument of their choice (including singing). For 2016 the songs will be from the school production of 'We Will Rock You'. Pupils will begin by learning the musical elements of various songs. They will then perform them as a whole class. In the second half of the term pupils will work in smaller groups working towards a final performance for assessment.</p>                       |
| Spring | <p><b>The Western Classical Tradition</b><br/>In the Spring term pupils will learn the about the evolution of classical music in Western Europe. They will learn to perform some well-known classical pieces including the main theme from Tchaikovsky's 'Swan Lake' on ukulele, guitar or piano. If pupils already have lessons on a particular instrument, then they are encouraged to bring it to their lessons to share their skill and experience with the rest of the class. All pupils will be taught to read traditional musical notation.</p> | <p><b>Blues Music and Song writing</b><br/>In the first half term pupils will learn the history of Blues music in relation to the Slave trade. Pupils will sing work and slave songs as well as learn to play the twelve bar blues pattern on the ukulele, guitar or piano. They will also be taught to improvise a melody based on a blues pentatonic scale. In the second half term pupils will form blues bands and write their own songs. Students have the option of writing a traditional blues song or fusing their song with other styles such as Rock, Jazz, Rap and RnB music.</p> | <p><b>Stand by Me Performance and Song Writing project.</b><br/>In the first half of the term pupils will learn to perform the song 'Stand by Me' by Ben E King on an instrument of their choice (including singing). Once learnt pupils will quickly move into smaller groups/bands to replicate an authentic soul band sound. In the second half of the term students will use a 'ground bass' song structure (or come up with their own) to write a song. Assessment will involve a final performance of this song.</p> |



|                      |   |  |   |
|----------------------|---|--|---|
| <p><b>Summer</b></p> | <p><b>Whole class instrumental Tuition/ Taiko Drumming</b><br/>         In the summer term pupils will get the opportunity to learn either a brass instrument or a string instrument. They will concentrate on the playing techniques of the instrument through a musical repertoire designed specifically for learning an instrument from scratch and ensemble class work. Pupils who already learn an instrument will have the opportunity to develop their even further by becoming a musical leader in the classroom. They will also have the opportunity where appropriate to practice their current pieces (set by their instrumental teacher) or perform to the class.</p> | <p><b>Whole class instrumental Tuition/ Samba Band</b><br/>         In the summer term pupils will re visit a brass instrument or a string instrument. Pupils will concentrate on developing their playing techniques further through a musical repertoire promoting the participation and enjoyment of musical performance. Pupils who already learn an instrument will have the opportunity to develop their even further by becoming a musical leader in the classroom. They will also have the opportunity where appropriate to practice their current pieces (set by their instrumental teacher) or perform to the class.</p> | <p><b>‘Musical Futures’. Student led group work performance project.</b><br/>         In the summer term pupils will choose a song to perform. They will be responsible for researching all the musical materials necessary as well as arranging the music for their band. Towards the end of the term pupils will have the opportunity to plan and perform a lunchtime concert. Those preparing for GCSE music will begin to hone their listening and appraising skills and become leaders in their bands.</p> |
|----------------------|---|--|---|

**KS4 - AQA**

| <p><b>Year 10</b></p>   | <p><b>Year 11</b></p>   |
|---|---|
| <p>Learning the areas of study<br/>           Introduction to composition<br/>           The Western Classical Tradition<br/>           Performing Coursework and Concert preparation</p> | <p>World Music<br/>           Composing<br/>           Performance practice and concert preparation</p> |

|  |  |
|--|--|
| <p>Popular Music since 1960<br/>Developing compositional ideas<br/>Performing Coursework and Concert preparation</p> | <p>Completion of coursework<br/>Revision and Listening exam practice</p> |
|--|--|

## SUBJECT: P.E.

### KS3

| Year 7   | Year 8   | Year 9   |
|--|--|--|
| <p>Boys modules ( 7 – 8 lessons)<br/>Invasion games (football/hockey)<br/>Rugby, Gymnastics, net-wall (short tennis/badm), Dance, Athletics and striking and fielding games (cricket and softball)</p> <p>Girls modules(7-8 lessons)<br/>Invasion games (netball/hockey),<br/>Dance, Gymnastics, Athletics, striking and fielding (rounders and cricket)</p> | <p>Boys modules ( 7 – 8 lessons)<br/>Invasion games (football/hockey and basketball<br/>Rugby, Gymnastics, net-wall (tennis/badm ), Dance, Athletics and striking and fielding games (cricket and softball)</p> <p>Girls modules(7-8 lessons)<br/>Invasion games (netball/hockey),<br/>Dance, Gymnastics, fitness, Athletics, striking and fielding (rounders and cricket)</p> | <p>All boys do modules (6 lessons) in Football, hockey, basketball, volleyball, weight training and gymnastics.<br/>Rugby is offered to the A band and to any in B band who are still to do it.<br/>Boys in the B band also do table tennis and a fitness module.<br/>All girls do Netball, Gymnastics, Dance, Badminton and weight training<br/>A band girls do hockey, basketball, B band girls do cycling, aerobics and power walking</p> |

### KS4 –CORE – students are grouped according to ability/interest

| Competitive pathway  | Healthy life-style pathway  |
|--|---|
| <p>Boys modules – Football, basketball, Rugby, volleyball, badminton, softball, cricket, athletics and tennis</p> <p>Girls modules – Netball, hockey, weights, volleyball, rounders, athletics and tennis.</p> | <p>Boys- cycling, table tennis, badminton, dodgeball, softball, athletics</p> <p>Girls modules - Dance-a-cise, body toning, weights, body pump, cheerleading, dance, badminton, power walking</p> |

### G.C.S.E. P.E. - Edexcel

| Theory  | Practical  |
|---|--|
| <p>Units – Active, healthy lifestyles and how they benefit you; Influences on your healthy lifestyle; Exercise and fitness; Physical activity and training methods; Diet; Effects of alcohol, smoking and drugs on performance; cardiovascular system; respiratory system; muscular system; skeletal system</p> | <p>Modules in fitness activities-circuit training and weight training; rugby(boys); hockey; football; netball(girls); rounders(girls); softball( boys); athletics<br/>Pupils can also be assessed in sports they do outside school as long as they are under a qualified coach.<br/>They may also be assessed as an official and/or a coach in a sport.<br/>They are assessed in four activities – at least 2 MUST be as a performer.<br/>They also have to do an analysis of performance.</p> |

## SUBJECT: PHILOSOPHY, THEOLOGY AND ETHICS

### KS3 – Students start studying GCSE Religious Studies, OCR Syllabus B Philosophy and Applied Ethics in Year 9

| Year 7  | Year 8   | Year 9   |
|---|--|--|
| Introduction to the six major world faiths (1 term) <ul style="list-style-type: none"> <li>• Symbols, places of worship, Holy Books, Leaders, Key beliefs</li> </ul>                      | Authority (1 term) <ul style="list-style-type: none"> <li>• Sources of authority</li> <li>• Religious sources of authority</li> <li>• Faith changes lives</li> </ul> | Religion, Peace and Conflict (3/4 term) <ul style="list-style-type: none"> <li>• Attitudes to war</li> <li>• Violence and pacifism</li> <li>• Terrorism</li> <li>• Social injustice</li> </ul>   |
| Beliefs and concepts (1 term) <ul style="list-style-type: none"> <li>• Faith</li> <li>• Describing God</li> <li>• Why are humans important?</li> <li>• Why is there suffering?</li> </ul> | Ethics and relationship (1 term) <ul style="list-style-type: none"> <li>• Ethics and morality</li> <li>• The life and work of Martin Luther King</li> </ul>          | The existence of God (3/4 term) <ul style="list-style-type: none"> <li>• The question of God</li> <li>• The nature of reality</li> <li>• Experiencing God</li> </ul>   |
| Expressing spirituality (1 term) <ul style="list-style-type: none"> <li>• Expressing spirituality through the body, art, drama, music</li> </ul>  | Global Issues (1 term) <ul style="list-style-type: none"> <li>• Equality</li> <li>• Sikhism</li> </ul>   | Judaism (One and Half terms) <ul style="list-style-type: none"> <li>• The nature of G-d</li> <li>• The divine presence.</li> <li>• The covenant of Sinai</li> <li>• The Messiah</li> <li>• Promised Land</li> <li>• Key moral principles</li> <li>• Sanctity of life</li> <li>• Death</li> </ul> |

### KS4

| Year 10  | Year 11  |
|--|--|
| Religion and Medical Ethics (1 term) <ul style="list-style-type: none"> <li>• Attitudes to abortion</li> <li>• Attitudes to fertility treatment</li> <li>• Attitudes to euthanasia and suicide</li> <li>• Using animals in medical research</li> </ul> | Religion and Human Relationship (1 term) <ul style="list-style-type: none"> <li>• Roles of men and women in the family</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Sexual relationships and contraception</li> </ul> |
| Good and Evil (1 term) <ul style="list-style-type: none"> <li>• Concepts of good and evil</li> <li>• The problem of evil</li> <li>• Coping with suffering</li> <li>• Sources and reasons for moral behaviour</li> </ul>                                | Revision of the 8 topics   |
| The End of Life (1 term) <ul style="list-style-type: none"> <li>• Body and soul</li> <li>• Life after death</li> <li>• Funeral rites</li> </ul>  | Exams 4 x 1 hour papers  |



## SUBJECT: SCIENCE

### KS3

| Year 7  | Year 8   | Year 9   |
|---|--|--|
| 12 modules through which classes rotate: 4 each<br>Biology, Chemistry, Physics  | 12 modules through which classes rotate: 4<br>each Biology, Chemistry, Physics   | 6 modules until final exam and practical assessments at Spring<br>half term: 2 biology, 2 chemistry, 2 Physics. GCSE work begins<br>after Spring half term   |
| Topics covered include Cells, Reproduction,<br>Ecology, Chemical reactions, Particle models,<br>Acids and Alkalis, Energy, Electricity, Solar<br>System, Forces | Topics covered include Microbes, Digestion,<br>Respiration, Elements and Compounds,<br>Geology, Heat, Magnetism, Light and Sound | KS3 topics include Fitness and Health, Plant Biology, Metals,<br>Reactivity, Gravity and Space, Pressure and Moments<br><br>KS4 topics include Inheritance and Genetics, Atomic Structure<br>and Metal Extraction, Forces and Motion |

| Year 10 (Final exams in 2017)   | Year 11 (Final exams in 2017)  |
|---|--|
| <b>GCSE CORE SCIENCE</b><br><br>Module Biology B1: Nutrition, Microbes, Nervous System, Drugs,<br>Homeostasis, Ecology, Carbon and Nitrogen Cycles, Genetics and<br>Reproduction<br><br>Module Chemistry C1: Atomic Structure, Limestone, Metals, Oil and<br>Hydrocarbons, Polymers, Atmosphere, Plate Tectonics<br><br>Module Physics P1: Energy, Heat Transfer, Energy Resources, Waves, Light, | <b>GCSE ADDITIONAL SCIENCE</b><br><br>Module Biology B2: Plants, Osmosis, Digestion, Ecology, Enzymes, Respiration, Cell division<br>and Inheritance, Evolution<br><br>Module Chemistry C2: Bonding and Structures, Atomic Structure, Moles and Reacting<br>masses, Rates of reaction, Acids, Bases and Salts, Electrolysis<br><br>Module Physics P2: Forces and Motion, Energy and Momentum, Static electricity and<br>Electric Circuits, Mains Electricity, Radioactivity, Half Life, Nuclear Fission and Fusion, Life |

|   |  |
|---|--|
| <p>Sound, Expanding Universe</p> <p>ISA Practical Exam (25%) Spring term</p> <p>Terminal Core Science GCSE Exams (75%) June Y10</p>   | <p>Cycle of Stars</p> <p>ISA Practical Exam (25%) Spring term</p> <p>Terminal Additional Science GCSE Exams (75%) June Y11</p>   |
| <p><b>GCSE SEPARATE SCIENCES (Final exams 2017)</b></p> <p>Modules B2, C2 and P1 as above, commence Modules B3, C3 and P2 (above)</p> <p>Biology B3: Exchange and Transport, Blood, Homeostasis, Humans and Environment, Food Production</p> <p>Chemistry C3: Trends in Periodic Table, Energy Changes in Reactions, Titrations, Hard and Soft Water, Analysis, Organic Chemistry</p>   | <p><b>GCSE SEPARATE SCIENCES (Final exams 2017)</b></p> <p>Completion of B3, C3 and P2 by end of Autumn term. Followed by Modules B1, C1 (above) and P3 (below)</p> <p>Physics P3: Moments and Stability, Lenses and Optics, Medical Physics, Electromagnetism</p> <p>For each science</p> <p>ISA Practical Exam (25%) Autumn term</p> <p>Terminal Exams in modules 1, 2 &amp; 3 for GCSE Biology, Chemistry and Physics (75%) June Y11</p>  |
| <p><b>Year 10 and Year 11 (Final exams from 2018)</b></p> <p>GCSE COMBINED SCIENCE (Double Award = 2 GCSEs)</p> <p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol> <p><b>Chemistry</b></p> <ol style="list-style-type: none"> <li>8. Atomic structure and the periodic table</li> <li>9. Bonding, structure, and the properties of matter</li> </ol> | <p><b>Year 10 and Year 11 (Final exams from 2018)</b></p> <p>GCSE SEPARATE SCIENCES (3 GCSEs)</p> <p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol> <p>NB Each of the above topics contains extra content compared with the Combined Science</p> |

10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

#### **Physics**

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

#### **Assessments**

There are six 1 hr 15 min papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Students must take all papers at either Foundation (Grades 1-5) or Higher (Grades 5-9)

Paper B1: Topics 1-4      Paper B2: Topics 5-7

Paper C1: Topics 8-13      Paper C2: Topics 13-17

Paper P1: Topics 18,20,22      Paper P2: Topics 19, 21, 23, 24

versions.

Assessment: There are two 1hr 45 min exam papers assessing Topics 1-4 and 5-7

#### **Chemistry**

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

NB Each of the above topics contains extra content compared with the Combined Science versions.

Assessment: There are two 1hr 45 min exam papers assessing Topics 1-5 and 6-10

#### **Physics**

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

NB Each of the above topics contains extra content compared with the Combined Science versions.

**Assessment:** There are two 1hr 45 min exam papers assessing Topics 1,4,6 and 7 and Topics 2,3,5 and 8



## SUBJECT: SPANISH

### KS3

| Year 7  | Year 8   | Year 9  |
|---|--|---|
| <p>Term 1:</p> <ul style="list-style-type: none"><li>- Personal Information</li><li>- House &amp; Home</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Family &amp; Friends</li><li>- Food &amp; Drink</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Free Time &amp; Sports</li><li>- Daily Routine</li></ul> | <p>Term 1:</p> <ul style="list-style-type: none"><li>- Describing Others</li><li>- Making Arrangements to Go Out</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Holidays</li><li>- Eating Out</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Clothes</li><li>- Barcelona</li></ul> | <p>Term 1:</p> <ul style="list-style-type: none"><li>- Holidays &amp; Accommodation – including ideal holiday</li><li>- Tourist Information</li><li>- Travel &amp; transport</li><li>- Services &amp; shopping</li><li>- Customs, everyday life &amp; traditions</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Future plans, Education &amp; Work</li><li>- School &amp; college</li><li>- Work &amp; work experience</li><li>- Simple job advertisements</li><li>- Simple job applications &amp; CV</li><li>- Future plans</li><li>- Basic language of the internet</li></ul> <p>Term 3:</p> <p>GCSE Common Topics</p> <ul style="list-style-type: none"><li>- Eating Out</li><li>- Shops &amp; Shopping</li><li>- Dealing with complaints/problems</li><li>- Visitor information</li><li>- Local amenities</li></ul> |

### KS4 - Edexcel

| Year 10  | Year 11  |
|--|--|
| <p><b>Term 1:</b><br/>GCSE Common Topic – Personal Information &amp; Leisure Activities<br/>Controlled Assessment – Healthy Lifestyle</p> <p><b>Term 2:</b><br/>GCSE Common Topics – Visitor information, basic weather, local amenities, accommodation, public transport, directions, cafes and restaurants, shops and shopping, dealing with problems</p> <p><b>Term 3:</b><br/>Controlled Assessment – travel and tourism</p> | <p><b>Term 1:</b><br/>Controlled Assessment – sport and leisure; media and culture</p> <p><b>Term 2:</b><br/>Controlled Assessment – centre devised topic</p> <p><b>Term 3:</b><br/>Preparation for GCSE listening and reading exams using Edexcel past papers</p> |

## SUBJECT: SASC/BTEC

### KS3

| Year 7 Nurture Group  | Literacy – Year 7   | Literacy – Y8  | Literacy – Y9  |
|---|---|--|--|
| Knowledge/sequencing /memory activities<br>Poetry simile<br>Handwriting<br>Accelerated reader reading<br>Persuasive writing<br>PTE lessons<br>Maths | Wellington Square activities<br>Basic spelling / grammar / punctuation activities<br>Persuasive writing non fiction<br>Written activities around a chosen novel | Hunter’s Moon reading project<br>Comparing Dracula – new and old editions<br>Shakespeare | Key vocabulary<br>Diary Entries<br>Speaking and listening Activities<br>Media activities |

### KS4

Edexcel BTEC Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry

|                |  |
|----------------|--|
| <b>Year 10</b> | Unit 1: Conduct at Work<br>Unit 2: Investigating Rights and Responsibilities at Work<br>Unit 3: Speaking Confidently at Work<br>Unit 4: Being Responsible for Other People’s Money<br>Unit 5: Researching a Tourist Destination<br>Unit 6: Planning for and Taking Part in a Visit<br>Unit 7: Displaying Travel and Tourism Information<br>Unit 8: Customer Service in Travel and Tourism<br>Unit 9: Displaying Travel and Tourism Products and Services |
| <b>Year 11</b> | Unit 10: Planning a Trip to a Visitor Attraction<br>Unit 11: UK Travel Destinations<br>Unit 12: Recommending a Package Holiday<br>Unit 13: Schedule, Charter and Low-cost Airlines<br>Unit 14: The Role of Air Cabin Crew<br>Unit 15: The Role of the Overseas Resort Representative   |

## SUBJECT: SOCIOLOGY

### KS3

This subject is not taught at KS3.

### KS4 - OCR

| Year 10  | Year 11   |
|--|---|
| Sociology Basics (1 term) <ul style="list-style-type: none"><li>• Investigating society</li><li>• Collecting and using information and evidence</li><li>• Culture</li><li>• Socialisation</li><li>• Identity</li></ul>   | Family (1 term) <ul style="list-style-type: none"><li>• Family and identity</li><li>• Structural changes in the family</li><li>• Traditional definitions of the family</li><li>• Changing family relationship</li></ul> |
| Crime and Deviance (1 term) <ul style="list-style-type: none"><li>• Definitions of Crime and Deviance</li><li>• Controlling Crime and Deviance</li><li>• Patterns of crime</li><li>• Explanations of crime</li></ul>     | Applying Sociological Research techniques (1 term) <ul style="list-style-type: none"><li>• Analysis of pre-released research material</li></ul>   |
| Education (1 term) <ul style="list-style-type: none"><li>• Education and identity</li><li>• The role of education</li><li>• Changes and their effects</li><li>• Patterns and trends in educational achievement</li></ul> | Revision for all three papers   |