Launceston College

*Part of the Launceston College Multi Academy Trust*

# Curriculum Overviews

## *by faculty*

# Contents

# English

At Launceston College, we seek to provide students with a broad and challenging English curriculum. Our intent is to provide students with opportunities to become rich in knowledge, building on what they already know. Speaking and listening, reading and writing are discrete strands of English and we seek to develop students' confidence and abilities in all these areas. We seek to develop mastery but also foster curiosity and prepare students for future life, learning or employment.

Our English curriculum aims to promote high standards of language and literacy as well as a love of reading. In order to achieve this we strive to provide opportunities for students to:

Enjoy a range of texts from the worlds of fiction and non-fiction, helping them to empathise and make connections with the world around them

Develop the habit of reading widely and often.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Develop reading skills such as inference and analysis and make connections with a range of universal themes, thus appreciating our rich and varied literary heritage.

Develop reading skills such as recognising bias so that they are able to challenge what they read as well as being creative but responsible users of language themselves.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Contribute to learning through discussion, explaining thoughts and ideas clearly, respectfully, coherently and, where appropriate, persuasively and creatively.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Year 7** | **History of Language**<br>The development of the English language from its origin in Northern Europe in 500 CE.<br>The influence of Chaucer and William Shakespeare | **Myths**<br>Greek Myths<br>. | **Chaucer and Pilgrimages**<br>The Knight's Tale, The Squire, The Wife of Bath. | | **Stormy Shakespeare**<br>The Tempest<br>Shakespearean context<br>Theatrical context | |

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| **Year 8** | **Revenge Tragedy**<br>Hamlet<br>Shakespearean context<br>Theatrical context | | **Romantic Poetry**<br>A range of poems to cover the Romanic era, including second wave Romantics. For example, Wordsworth, Blake, Keats and Byron. Discursive Writing | | **Gothic Fiction**<br>Frankenstein | |
| **Year 9** | **War Poetry**<br>A range of poems to include a range of conflicts over time. For example, Tennyson, Owen, Agard and Pope | | **Dystopian Fiction**<br>Animal Farm<br>Analysis work<br>Creative writing | | **Global Fiction**<br>Of Mice and Men<br>Analysis work<br>Creative writing | |
| **Year 10** | **Modern text and Language Paper 2**<br>An Inspector Calls<br>Language paper 2, section A (reading) | | **Creative reading and writing**<br>**Poetry**<br>AQA Power and Conflict anthology<br>Language Paper 1 | | **19th Century novel and Language Paper 2**<br>A Christmas Carol<br>Language Paper 2, section B (writing) | |
| **Year 11** | **Shakespeare and Poetry**<br>Literature Paper 1 and 2 | | **Speaking and Listening**<br>**Language papers 1 and 2**<br>**Revision of Literature Texts** | | **Class Specific Revision** | |
| **Year 12 Language** | **Bridging work from GCSE. Introduction to sociolinguistics** | **Bridging work from GCSE. Introduction to modes and textual variation** | **Language and Representation. Sociolinguistics (continued)** | **Original writing (introduction) Sociolinguistics (continued)** | **Introduction to language change. Introduction to Research and Investigation skills** | **NEA**<br>Language and identity |
| **Year 12 Literature** | **Othello/Unseen Poetry**<br>Paper 1 | **Othello/Wuthering Heights**<br>Paper 1 | **Poetry Anthology/Wuthering Heights** Paper 1 | **Poetry Anthology/Unseen Poetry** Paper 1 | **Essay skills**<br>Using specified pre-1900 text for examples. | **NEA**<br>Linking texts |
| **Year 12 Film studies** | **Intro to film form**<br>Macro and micro elements of film form, meaning and | **Global & British film. E.g:**<br><br>Pan's Labyrinth | **Global & British film. E.g:**<br><br>City of God | **Hollywood. E.g:**<br><br>Blade Runner | **Classic Hollywood. E.g:**<br><br>Vertigo | **NEA**<br>Storyboarding, script writing & evaluation or short |

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| | response, contextual influences, production | Trainspotting | Shaun of the Dead | | | film making and evaluation. This is on-going personal study |
| **Year 13 Language** | **Language Investigation preparation (NEA). Children's Language Development (introduction)** | **Language Investigation. Original Writing Children's Language Development (continued)** | **Language Investigation Original Writing Children's Language Development (continued)** | **Language diversity Language discourse and directed writing Language Change (concluded)** | **Exam preparation and synoptic revision** | **Exam preparation and synoptic revision** |
| **Year 13 Literature** | **The Handmaid'sTale/A Streetcar Named Desire** Literature Paper 2 (5th hour to be dedicated to NEA) | | **Unseen Prose/Poetry Collection** Literature Paper 2 | | **Class Specific Revision** | **Class Specific Revision** |
| **Year 13 Film studies** | **American mainstream & Experimental Film. E.g:** No Country for old Men Pulp Fiction | **American independent & documentary. E.g:** Captain Fantastic Amy | **Silent film. E.g:** Keaton's Cops | | **Exam skills/preparation & revision** | **Exam skills/preparation & revision** |

**Covid changes for Sept 2020-2021**

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| **Year 10** | **19th Century Novel, Poetry,** Language Paper 1 | **Writer's view points and perspectives (2-3 weeks) Poetry - Power and Conflict** Language Paper 2, Literature paper 2 | **Poetry - Power and Conflict and introduction to the Modern Text,** Literature Paper 2 |

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| **Year 11** | **Shakespeare, Writers Viewpoints and Perspectives,** Literature Paper 1 Language Paper 2 | **Poetry – Power and Conflict assessment Language assessments Revision of Macbeth** | **Shakespeare assessment** |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Exam board**<br>N/A<br><br>**Core texts**<br>Year 7:<br>*Range of texts including myths such as Pandora; Kronos and Zeus Excalibur (from Merlin's perspective); a detailed article on the origin of King Arthur*<br>*Non-fiction travel writing*<br>*The Unlikely Pilgrimage of Harold Fry,* Rachel Joyce<br>*The Tempest,* William Shakespeare<br><br>Year 8:<br>*Hamlet,* William Shakespeare<br>Selection of Romantic poetry<br>*Frankenstein,* Mary Shelley<br><br>Year 9:<br>Selection of war poetry<br>*Animal Farm,* George Orwell<br>*Of Mice and Men,* John Steinbeck | **Exam board**<br>AQA<br><br>**Core texts**<br>*A Christmas Carol*, Charles Dickens<br>*The Strange Case of Dr Jekyll and Mr Hyde*, Robert Louis Stevenson<br>AQA GCSE poetry anthology (Power and Conflict)<br>*Lord of the Flies*, William Golding<br>*An Inspector Calls*, J.B Priestly<br>*Macbeth*, William Shakespeare | **Exam board**<br>AQA (English literature)<br>Eduqas (English language and film studies)<br><br>**Core texts**<br>English literature:<br>*Othello*, William Shakespeare<br>*Wuthering Heights*, Emily Bronte<br>*AQA literature anthology (Love through the Ages (Pre-1900))*<br>*The Handmaid's Tale*, Margaret Atwood<br>*A Streetcar Named Desire*, Tennessee Williams<br>*Skirrid Hill*, Owen Sheers<br>*Feminine Gospels* Carol Ann Duffy<br><br>English language (suggested wider reading and revision):<br>*A Little Book of Language*, David Crystal<br>*Revision Express, English Language*<br><br>Film studies:<br><br>*Pan's Labyrinth* (Del Toro, Spain, 2006) |

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| | | City of God (Mereilles, Brazil, 2002)<br>Captain Fantastic (Ross, 2016)<br>No Country for Old Men (Coen Bros, 2007)<br>Vertigo (Hitchcock, 1958)<br>Blade Runner (Scott, 1982)<br>Trainspotting (Boyle, 1996)<br>Shaun of the Dead (Wright, 2004)<br>Amy (Kapadia, 2015)<br>Cops and other silent films (Keaton, 1922)<br>Pulp Fiction (Tarantino, 1994) |

# Maths

Mathematics is a creative subject with many highly interconnected disciplines that has developed over centuries. It is essential to everyday life, the means of looking at patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. It is critical to science, technology and engineering, and necessary for our students to have good numerical literacy for most forms of employment.

We aim to provide high quality mathematics education, providing a foundation for understanding the world, through studying: Algebra; number; ratio and proportion; geometry and statistics at KS3 and 4. We encourage students to develop their mathematics further learning new skills and studying pure; mechanics; statistics and discrete mathematics at KS 5.

We set high expectations for all pupils to have a 'can do' attitude who can make connections in their learning. For students to discuss and reason methods, with a desire to learn and to improve on mistakes. They develop fluency through varied practice so that students can solve problems by applying their mathematical understanding to a variety of problems. Explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of mathematics.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | **Algebraic Thinking**<br>Sequences<br>Algebraic notation<br>Equality and equivalence between expressions | **Place Value and Proportion**<br>Ordering integers and decimals<br>Fraction, decimal and percentage equivalence | **Applications of Number**<br>Solving problems with addition, subtraction multiplication & division | **Directed Number**<br>Four operations with directed numbers - negative numbers<br>**Fractional Thinking**<br>Solving problems with fractions | **Lines and Angles**<br>Geometric notation<br>Geometric reasoning | **Reasoning with Number**<br>Number sense<br>Sets and probability<br>Prime numbers and mathematical proof |
| **Year 8** | **Proportional Reasoning**<br>Ratio and scale<br>Multiplicative change<br>Multiplying and dividing fractions | **Representations**<br>Working in the Cartesian plane - coordinates<br>Representing data<br>Tables & probability | **Algebraic Techniques**<br>Brackets, equations and inequalities<br>Sequences<br>Indices -powers | **Developing Number**<br>Fractions and percentages<br>Standard index form<br>Number sense | **Developing Geometry**<br>Angels in parallel lines and polygons<br>Area of trapezia and circles<br>Line symmetry and reflection | **Reasoning with Data**<br>The data handling cycle<br>Measures of location and spread |
| **Year 9** | **Reasoning with Algebra** | **Constructing in 2 and 3 Dimensions** | **Reasoning with Number** | **Reasoning with Geometry** | **Reasoning with Proportion** | **Representations and Revision** |

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| | Straight line graphs<br>Forming and solving equations<br>Testing conjectures | 3 dimensional shapes<br>Constructions and Congruency | Numbers<br>Using percentages<br>Maths and money | Deduction - solving angle problems<br>Rotation and translation<br>Pythagoras' Theorem | Enlargement and similarity<br>Solving ratio & proportion problems<br>Rates - distance, speed and time; density, mass and volume | Probability<br>Algebraic representation - drawing and interpreting graphs<br>Revision |
| **Year 10** | **Similarity**<br>Congruency, similarity and enlargement<br>Trigonometry | **Developing algebra**<br>Representing solutions of equations and inequalities<br>Simultaneous equations | **Geometry**<br>Angles and bearings<br>Working with circles<br>Vectors | **Proportions and proportional change**<br>Ratios and fractions<br>Percentages and interest<br>Probability | **Delving into data**<br>Collecting, representing and interpreting data. | **Using number**<br>Non-calculator methods<br>Types of number and sequences<br>Indices and roots |
| **Year 11** | **Graphs**<br>Gradients and lines<br>Non-linear graphs<br>Using graphs | **Algebra**<br>Expanding and factorising<br>Changing the subject<br>Functions | **Reasoning**<br>Multiplicative reasoning<br>Geometric reasoning<br>Algebraic reasoning | **Revision and communication**<br>Transforming and constructing<br>Listing and describing<br>Show that… | **Revision** | **Examinations** |
| **Year 12 AS Maths** | **Pure: Polynomials**<br>Functions and graphs<br>Dividing and factorising<br><br>**Pure: Binomial Expansion**<br>Combinations | **Pure: Vectors**<br>Understanding notation<br>Working with vectors<br><br>**Mechanics: Kinematics**<br>Displacement & distance<br>Speed & velocity | **Pure: Differentiation**<br>Gradient using tangents<br>Differentiation from first principles<br>Differentiating polynomials<br>Applications | **Pure: Integration**<br>Fundamental theorem of calculus<br>Applications<br><br>**Statistics: Binomial distribution** | **Mechanics: Variable acceleration**<br>Applying calculus<br><br>**Pure: Exponential and logarithms**<br>Exponential functions & logarithms | **Revision**<br><br>**End of year assessment**<br><br>**Pure: Differentiation**<br>Shape of curves<br>The Chain Rule<br>The product & quotient rules |

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| | Using the binomial expansion<br><br>**Pure: Surds & indices**<br>Understanding surds<br>Understanding indices<br><br>**Pure: Quadratic functions**<br>Quadratic graphs and equations<br>The quadratic formula<br><br>**Statistics: Data collection, processing, presentation & interpretation**<br>Collecting data<br>Single variable data<br>Bivariate data | Constant acceleration formulae<br><br>**Pure: Equations and inequalities**<br>Solving simultaneous equations<br>Solving inequalities<br><br>**Pure: Coordinate geometry**<br>Points and straight lines<br>Circles<br><br>**Pure: Graphs & transformations**<br>Sketching graphs<br>Transformations of graphs | **Mechanics: Forces and motion**<br>Force diagrams and equilibrium<br>Applying Newton's second law<br>Connected objects<br><br>**Pure: Trigonometry**<br>Trigonometric functions & identities<br>Trigonometric equations<br>The sine & cosine rules<br><br>**Statistics: Probability**<br>Working with probability<br>Probability distributions | Introduction to the binomial distribution<br><br>**Statistics: Statistical hypothesis testing**<br>Introducing hypothesis testing<br>Applying the binomial distribution<br>Critical regions | The exponential function & the natural logarithm<br>Modelling curves<br><br>**Pure: Problem-solving**<br>Solving mathematical problems<br>Methods of proof | Rates of change<br><br>**Pure: Trigonometry**<br>Working with radians<br>Circular measure & small angle approximations<br><br>**Pure: Series and Sequences**<br>Notation & definitions<br>Arithmetic sequences<br>Geometric sequences |
| **Year 12 AS Further Maths** | **Pure: Matrices**<br>Manipulation<br>Transformations<br>Invariance<br><br>**Pure: Determinant** | **Discrete: Networks**<br>Minimum spanning trees<br>The travelling salesperson problem | **Discrete: Linear Programming**<br>Formulate & solve constrained optimisation problems.<br><br>**Discrete: Critical path analysis** | **Pure: Polar Coordinates**<br>Notation<br>Sketching polar curves<br><br>**Pure: Further Calculus** | **Pure: Hyperbolic Functions**<br>Introduction to hyperbolic functions<br><br>**Revision** | **End of Year Assessment**<br><br>**Pure: Further algebra & graphs**<br>Further rational functions<br>Reciprocal graphs<br>Modulus graphs |

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| | Calculating the determinant of a matrix<br>Inverse matrices<br><br>**Discrete: Graphs**<br>The language of graphs<br>Graph theory<br><br>**Pure: Complex Numbers**<br>Extending the number system<br>Manipulation & representation<br><br>**Pure: Roots of polynomials**<br>Roots & coefficients<br>Solving equations with complex roots<br><br>**Pure: Vectors & 3D space**<br>Finding the angle between two vectors<br>The vector equations of a line<br>Finding distances | **Pure: Sequences & series**<br>Notation<br>Using standard results<br>Method of differences<br>Proof by induction<br>Maclaurin series<br><br>**Pure: Rational functions**<br>Graphs of rational functions<br>Solving inequalities<br><br>**Mechanics: Work, energy and power**<br>Energy and momentum<br>Gravitational potential energy<br>Power<br><br>**Mechanics: Impulse and Momentum**<br>Impulse<br>Conservation of momentum<br>Newton's law of impact | Constructing an activity network<br>Identifying critical paths<br>**Discrete: Network Flows**<br>Route inspection problem<br>Network flows<br><br>**Pure: Conics**<br>Conic sections and their graphs<br><br>**Pure: Complex Numbers and Geometry**<br>The modulus and argument<br>Loci in the Argand diagram<br><br>**Mechanics: Circular Motion**<br>Motion in a circle with constant speed | Volumes of revolutions<br>Mean value theorem<br><br>**Discrete: Game Theory**<br>Play-safe strategies and stable solutions<br>Optimal mixed strategy<br><br>**Discrete: Binary Operations**<br>Properties of binary operations<br><br>**Mechanics: Elastic & springs**<br>Hooke's Law<br>Work and energy<br><br>**Mechanics: Dimensional Analysis**<br>Dimensions of quantities & units<br>Dimensional consistency | | **Pure: Matrices**<br>Working with 3x3 matrices<br>Solving simultaneous equations with 3 variables<br>Factorising a determinant<br><br>**Pure: Complex Numbers**<br>De Moivre's theorem<br>Applications of de Moivre's theorem<br><br>**Mechanics: Moments**<br>Equilibrium of rigid bodies<br>Sliding and toppling |

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| **Year 12 Mathematical Studies** | **Modelling**<br>Using spreadsheets<br>Graphical representation to model real life situations<br><br>**Finance**<br>Problem solving in a financial context<br>Percentages<br>Savings & investments<br><br>**Statistics**<br>Graphs, charts and numerical data interpretation<br>Standard deviation | **Modelling**<br>Using shape and straight-line modelling in designing logos<br>Estimation and quantifying real life practice<br>**Finance**<br>Borrowing<br>VAT<br>Exchange rates<br>Managing money<br><br>**Statistics**<br>Scatter graphs, correlation and regression | **Modelling**<br>Using statistics to compare and evaluate real life situations<br><br>**Finance**<br>Tax and insurance<br>Monitoring inflation<br>Budgeting<br><br>**Statistics**<br>Normal distribution | **Modelling**<br>Critical analysis of case studies<br>Fermi estimation<br><br>**Finance**<br>Cost of university<br>Mortgages<br>Iteration<br><br>**Statistics**<br>Confidence intervals | **Work on the preliminary material**<br><br>**Revision**<br><br>**Examinations** | |
| **Year 13 A Level Maths** | **Pure: Functions**<br>Functions, graphs and transformations<br>Composite and inverse functions<br>The modulus function<br><br>**Pure: Trigonometric Functions** | **Pure: Further Differentiation**<br>Differentiating exponentials and logarithms<br>Differentiating trigonometric functions<br>Implicit differentiation<br><br>**Pure: Trigonometric Identities** | **Pure: Integration**<br>Finding areas<br>Integration by substitution<br>Integration by parts<br><br>**Pure: Parametric equations**<br>Parametric curves<br>Parametric differentiation | **Pure: Proof**<br>Revision of AS techniques<br>Proof by contradiction<br><br>**Mechanics: Moments of forces**<br>Working with rigid bodies<br><br>**Mechanics: Projectiles** | **Pure: Numerical Methods**<br>Solutions to equations<br>Numerical integration<br><br>**Mechanics: A model for friction**<br>Working with friction<br><br>**Revision** | **Revision**<br><br>**Examinations** |

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| | Reciprocal trigonometric functions<br>Inverse trigonometric functions<br><br>**Pure: Further Algebra**<br>The general binomial expansion<br>Rational expressions<br>Partial fractions<br><br>**Statistics: Probability**<br>Conditional probability | The compound angle formulae<br>Harmonic form<br><br>**Mechanics: Kinematics**<br>Motion in 2D<br><br>**Statistics: Statistical Distributions**<br>The normal distribution | **Mechanics: Forces and Motion**<br>Resolving forces<br>Newton's second law in 2D<br><br>**Pure: Vectors**<br>Vectors in 3D<br>**Statistics: Statistical hypothesis testing**<br>Revisiting the binominal distribution<br>Using the normal distribution in hypothesis testing | Introduction<br>General equations<br><br>**Pure: Differential Equations**<br>Forming and solving differential equations<br><br>**Statistics: Statistical hypothesis testing**<br>Testing for correlation | | |
| **Year 13 A Level Further Maths** | **Pure: Conics**<br>Applying composite transformations<br><br>**Pure: Further Calculus**<br>Improper integrals<br>Inverse trigonometric functions<br><br>**Pure: Series and induction** | **Pure: Series and limits**<br>Maclaurin series<br>Limits<br>L'Hopitals rule<br><br>**Pure: Polar Coordinates**<br>Areas in polar curves<br><br>**Discrete: Networks**<br>Revision | **Pure: Further Calculus**<br>Integrals with partial fractions<br><br>**Discrete: Game theory**<br>Formulating a game as a linear programming problem<br><br>**Pure: First order differential equations** | **Pure: Hyperbolic Functions**<br>Reciprocal hyperbolic functions<br>Inverse hyperbolic functions<br>Calculus and hyperbolic functions<br><br>**Pure: Further Integration**<br>Integration techniques | **Pure: Numerical Methods**<br>Numerical integration<br>Differential equations<br><br>**Discrete: Group theory**<br>Properties of groups<br>Subgroups<br>Isomorphisms | **Revision**<br><br>**Examinations** |

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| | Method of difference using partial fractions<br><br>**Pure: Further Matrices Eigenvalues and eigenvectors**<br><br>**Discrete: Graphs**<br>Planar graphs<br>Kuratowski's theorem<br>Isomorphism<br><br>**Mechanics: Centre of Mass**<br>Finding centres of mass<br>Solids of revolution<br>Plane figures | **Discrete: Critical Path Analysis**<br>Gantt charts and resource histograms<br><br>**Discrete: Network Flows**<br>Flow augmentation<br>Upper and lower capacities<br><br>**Discrete: Linear Programming**<br>The simplex algorithm<br><br>**Mechanics: Circular Motion**<br>Motion in a horizontal circle<br>Motion in a vertical circle | Separation of variables<br>Integrating factors<br><br>**Pure: Vectors**<br>The equation of a plane<br><br>**Mechanics: Impulse and momentum**<br>Working in 2D | Reduction formulae<br>Arc length and surface area<br><br>**Pure: Second order differential equations**<br>Homogeneous differential equations<br>Modelling oscillations<br>Non-homogeneous differential equations<br>Systems of differential equations<br><br>**Pure: Vectors**<br>Lines and planes<br>The vector product | **Revision and exams** | |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| | **Exam board**<br>Edexcel<br><br>**Core texts**<br>Edexcel GCSE (9-1) Mathematics - Pearson<br>Revise Edexcel GCSE (9-1) Mathematics Revision Guide | **Exam board**<br>**AQA**<br>https://www.aqa.org.uk/subjects/mathematics/as-and-a-level<br><br>https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350 |

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| | Revise Edexcel GCSE (9-1) Mathematics Workbook<br>Revise Edexcel GCSE (9-1) Mathematics Practice Papers + | **Core texts**<br><br>**AS Maths**<br>Hodder AQA A Level Mathematics Year 1<br><br>**AS Further Maths:**<br>Hodder AQA A Level Further Mathematics For Core Year 1 and AS<br>Hodder AQA A Level Further Mathematics Discrete<br>Hodder AQA A Level Further Mathematics Mechanics<br><br>**Mathematical Studies**<br>Hodder AQA Level 3 Certificate in Mathematical Studies (Core Maths)<br><br>**A Level Maths**<br>Hodder AQA A Level Mathematics Year 1<br><br>**A Level Further Maths**<br>Hodder AQA A Level Further Mathematics For Core Year 2<br>Hodder AQA A Level Further Mathematics Discrete<br>Hodder AQA A Level Further Mathematics Mechanics |

# Science

Science plays a fundamental role in shaping our daily lives, giving us the tools to explain the universe around us. At Launceston College, our science curriculum is designed around seven key concepts, known as big ideas, on which all learning is based through a 7-year curriculum. Students will learn and remember the essential knowledge of science related to these big ideas, and over time develop a deeper understanding of each idea, how they are interconnected, and how science connects with other subjects. The curriculum is challenging, engaging, and academically rigorous, with a strong emphasis a focus on practical work. We also look to make clear to students the relevance of to their everyday lives, as well as prepare them for progression into work or higher-level science study.

**Launceston College Big Ideas of Science**

1. All material in the Universe is made of very small particles, and these particles can interact
2. Objects can only be affected by forces acting on them
3. Energy can be in different stores, can be transferred, but cannot be created or destroyed
4. Organisms are organised on a cellular basis
5. Organisms depend on each other and interactions with their environment
6. Genetic information is passed down through generations, and leads to evolution
7. The development of scientific knowledge requires evidence, which leads to theories and models that explain the evidence at the time.

**Green = biology** **Red = chemistry** **Blue = physics** **Blue = general science**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | These topics are taught on rotation:<br>**Cells, tissues organs, and the reproductive system**<br>**Particles and matter** | | These topics are taught on rotation:<br>**Forces and their effects on objects**<br>**Atoms, elements and compounds** | | These topics are taught on rotation:<br>**Energy stores and heat**<br>**Ecology and food chains**<br>**Science fair** (work like a scientist on your choice of project) | |

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| **Year 8** | These topics are taught on rotation:<br>**Photosynthesis and respiration**<br>**Light and sound** | These topics are taught on rotation:<br>**Chemical reactions 1: Acids, Alkalis, and Energetics**<br>**Electrical circuits and magnetism** | These topics are taught on rotation:<br>**Inheritance**<br>**Earth's atmosphere and climate**<br>**Science Fair** (work like a scientist on your choice of project) |
| **Year 9** | These topics are taught on rotation:<br>**Diet and the digestive system**<br>**Chemical reactions 2: Neutralisation and salts**<br>**Speed and acceleration (with electricity recap** | These topics are taught on rotation:<br>**Chemical formulae and materials science**<br>**Waves and space**<br>**Working like a scientist** (introducing GCSE practical work) | **Ecosystems and interdependence**<br>**Using Earth's resources**<br>**Energy transfers by heating, and energy resources** |
| **GCSE Combined Science (Trilogy)** | | | |
| **Year 10** | These topics are taught on rotation:<br>**Cells**<br>**Particle model of matter**<br>**Atomic structure**<br>**Electricity**<br>**Organisation and transport in organisms** | These topics are taught on rotation:<br>**Organisation and transport in organisms** (continued)<br>**Structure, bonding and quantitative chemistry**<br>**Radioactivity**<br>**Energy stores and transfers**<br>**Chemical changes** | These topics are taught on rotation:<br>**Energy stores and transfers** (continued)<br>**Infection and response**<br>**Chemical reactions and energetics**<br>**Photosynthesis and respiration** |
| **Year 11** | These topics are taught on rotation:<br>**Homeostasis and response**<br>**Forces and motion**<br>**Rate of reaction**<br>**Organic chemistry**<br>**Chemical analysis**<br>**Inheritance, variation and evolution** | These topics are taught on rotation:<br>**Inheritance, variation and evolution** (continued)<br>**Chemistry of the atmosphere and resources**<br>**Waves**<br>**Electromagnetism**<br>**Ecology** | **Revision and exams** |
| **GCSE Separate Science** | | | |
| **Year 10** | **Cells**<br>**Organisation and transport in organisms**<br>**Atomic structure**<br>**Structure, bonding and quantitative chemistry**<br>**Particle model of matter** | **Organisation and transport in organisms** (continued)<br>**Infection and response**<br>**Photosynthesis and respiration**<br>**Structure, bonding and quantitative chemistry** (continued) | **Homeostasis and response**<br>**Rate of reaction**<br>**Organic chemistry**<br>**Forces and motion** (continued) |

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|---|---|---|---|
| | Electricity<br>Radioactivity | Chemical changes<br>Radioactivity (continued)<br>Energy stores and transfers<br>Forces and motion | |
| Year 11 | Homeostasis and response (continued)<br>Inheritance, variation and evolution<br>Organic chemistry (continued)<br>Chemical analysis<br>Waves and light<br>Electromagnetism | Ecology and interdependence<br>Chemistry of the atmosphere and resources<br>Space | Revision and exams |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| A Level Biology | | | | | | |
| Year 12 | Biological molecules, nucleic acids | Cell structure, transport, Immunity | Exchange<br>DNA, genes and protein synthesis | Mass transport<br>Genetic diversity<br>Biodiversity | Revision and exams | Energy and ecosystems<br>Populations in ecosystems |
| Year 13 | Photosynthesis<br>Inherited change | Respiration<br>Populations and evolution | Response to stimuli<br>Gene expression | Homeostasis<br>Gene expression<br>Recombinant DNA technology | Revision and exams | |

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|---|---|---|---|---|---|---|
| A Level Chemistry | | | | | | |
| Year 12 | Atomic Structure<br>Bonding | Kinetics and equilibria<br>Fundamentals of organic chemistry | Chemistry of the periodic table<br>Analysis of organic compounds | | Revision and exams | Thermodynamics |
| Year 13 | Thermodynamics<br>Equilibrium constants | Electrode potentials | Acids, bases and buffers<br>Organic synthesis | Transition metal chemistry | Revision and exams<br>Unit title | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Carbonyl chemistry | Aromatic chemistry | | Structure determination | | |

| A Level Physics | | | | | | |
|---|---|---|---|---|---|---|
| Year 12 | Measurements and uncertainties<br>Mechanics<br>Particles and radiation | Mechanics and materials<br>Particles and radiation | Waves<br>Electricity | | Revision and exams | Periodic motion and fields |
| Year 13 | Further mechanics<br>Fields and their consequences | Thermal energy<br>Capacitance | Astrophysics<br>Magnetic fields | Astrophysics<br>Nuclear physics | Revision and exams | |

| A Level Psychology | | | | | | |
|---|---|---|---|---|---|---|
| Year 12 | Social Influence<br>Research Methods<br>Approaches | Social Influence<br>Research Methods<br>Psychopathology | Memory<br>Research Methods<br>Psychopathology | Memory<br>Research Methods<br>Attachment | Biopsychology<br>Revision<br>Attachment | Revision and exam<br><br>Approaches |
| Year 13 | Biopsychology<br>Research Methods<br>Issues and debates | Biopsychology<br>Research Methods<br>Schizophrenia | Research Methods<br>Aggression | Revision<br>Relationships | Revision and exams | |

| Level 3 BTEC Applied Science | | | | | | |
|---|---|---|---|---|---|---|
| Year 12 | Unit 1: Chemistry<br>Unit 2: Learning Aim A - Titrations | Unit 1: Physics<br>Unit 2: Learning Aim B – Cooling curves | Unit 1: Biology<br>Unit 2: Learning Aim C - Chromatography | Revision<br>Unit 2: Learning Aim D – Reflective Journal | Revision and exam | Unit 3: Science Investigation Skills |

| | | | | | |
|---|---|---|---|---|---|
| **Year 13** | **Unit 8: Learning Aim A – Musculoskeletal system**<br>**Unit 3: Science Investigation Skills** | **Unit 8: Learning Aim B – Lymphatic system**<br>**Unit 3: Science Investigation Skills** | **Unit 8: Learning Aim A – Musculoskeletal system**<br>**Unit 3: Science Investigation Skills** | **Unit 3: Science Investigation skills** | **Revision and exams** |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Exam board**<br>We have developed our KS3 curriculum in house, with reference to the AQA KS3 curriculum | **Exam board**<br>AQA<br><br>**Core texts**<br>Online versions of the key textbooks are available for students at kerboodle.com (log in required, contact science teacher)<br>CGP revision guides are extensive and available to purchase through the College at certain times of the year. | **Exam board**<br>A Levels – AQA<br>BTEC – Pearson Edexcel<br><br>**Core texts**<br>Online versions of the key textbooks are available for students at kerboodle.com or pearsonactivelearn.com (log ins required, contact teacher)<br>CGP revision guides are extensive and available to purchase through the College at certain times of the year. |

# Modern Foreign Languages

The Launceston College MFL curriculum offers students the opportunity to develop a comprehensive knowledge of either French or Spanish, complemented by a true appreciation for language and culture.

Our students concentrate on one language to enable an in-depth knowledge of the structure of the language and a wide vocabulary, in order to achieve subject mastery.

They start their Year 7 language journey by learning the phonics and pronunciation of the target language.

At KS3, we have adopted the Dr Gianfranco Conti approach based upon his Extensive Processing Instruction (EPI) method. Students experience deliberate practice, chunking and input flooding of key structures to create automaticity enabling them to be fully prepared to undertake a GCSE in the language and create enthusiastic and passionate language learners who feel confident in their linguistic abilities. The repetitive, chunked and engaging speaking and listening activities also promote memory retrieval and retention.

At KS4, we build on the foundation of vocabulary and sentence structures learnt at KS3, putting more emphasis on grammar, which is taught more explicitly to students and giving students time to practise independently.

# French

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | **Phonics**<br>What does French sound like? | **Ma vie**<br>*My life*<br>**Introducing yourself:**<br>name, age, birthday, nationality | **Ma vie**<br>*My life*<br>**Family:**<br>Family members, pets, descriptions, relationships. | | **Ma vie**<br>*My life*<br>**Hobbies:**<br>Sports and activities (3 time frames)<br>**Likes and dislikes:**<br>Using nouns and giving reasons | |
| **Year 8** | **Mon monde**<br>*My world*<br>**Home:**<br>Daily routine, time, mealtimes. Use of reflexive verbs. | **Mon monde**<br>*My world*<br>**Food:**<br>Types of food, likes and dislikes. | **Mon monde**<br>*My world*<br>**Town:**<br>Description of where you live, Places in town, description of town. | | **Mon monde**<br>*My world*<br>**Town:**<br>Activities in town, advantages and disadvantages, past town | |
| **Year 9** | **Qui suis-je?**<br>*Who am I?*<br>Describing yourself and family relationships | | **Le temps de loisirs**<br>*Leisure time*<br>Hobbies and free time activities | | **Jours ordinaires et jours de fête**<br>*Normal days and celebrations*<br>Festivals and celebrations | |
| **Year 10** | **De la ville à la campagne**<br>*From the town to the countryside*<br>Describing towns and regions | | **Le grand large…**<br>*The big wide world*<br>Describing holidays and travel | | **Au collège**<br>*At school*<br>Describing school | |
| **Year 11** | **Bon travail**<br>*Good work*<br>Jobs and future plans | | **Un œil sur le monde**<br>*An eye on the world*<br>Environmental and global issues | **Speaking Preparation Exam** | **Revision and Exams** | |

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|---|---|---|---|---|---|---|
| **Year 12** | **Family Values Cinema** | **Cyberspace Film Study** | **Volunteering Music** | **Cultural Heritage Film Study** | **Speaking Practice Essay Writing and Exam Techniques** | |
| **Year 13** | **Literary text Marginalisation** | **Youth and Politics Marginalisation** | **Demonstrations and Strikes Criminality** | **Immigration Criminality** | **Speaking Practice, Revision film and Essay Writing** | |

**Texts and exam boards**

| Years 7-8 | GCSE (Years 9-11) | A-level (Years 12-13) |
|---|---|---|
| **Core texts**<br>Conti's EPI and The Language Gym | **Exam board**<br>AQA<br><br>**Core texts**<br>Studio, Active Learn and Conti's EPI | **Exam board**<br>AQA<br><br>**Core texts**<br>Oxford Textbooks and Kerboodle |

# Spanish

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | **Phonics**<br>What does Spanish sound like? | **Mi vida**<br>*My life*<br>**Introducing yourself:**<br>name, age, birthday, nationality | **Mi vida**<br>*My life*<br>**Family:**<br>Family members, pets, descriptions, relationships | | **Mi vida**<br>*My life*<br>**Hobbies:**<br>Sports and activities (3 time frames)<br>**Likes and dislikes:**<br>Using nouns and giving reasons | |
| **Year 8** | **Mi mundo**<br>*My world*<br>**Home:**<br>Daily routine, time, mealtimes. Use of reflexive verbs. | **Mi mundo**<br>*My world*<br>**Food:**<br>Types of food, likes and dislikes | **Mi mundo**<br>*My world*<br>**Town:**<br>Description of where you live, Places in town, description of town. | | **Mi mundo**<br>*My world*<br>**Town:**<br>Activities in town, advantages and disadvantages, past town | |
| **Year 9** | **¡Desconéctate!**<br>*Relax!*<br>Describing holidays | | **Mi vida en el insti**<br>*My life at school*<br>Describing school | | **Mi gente**<br>*My people*<br>Describing family relationships | |
| **Year 10** | **Intereses e influencias**<br>*Interests and influences*<br>Free time activities | | **Ciudades**<br>*Cities*<br>Describing towns and regions | | **De costumbre**<br>*Customs*<br>Festivals and celebrations | |
| **Year 11** | **¡A currar!**<br>*Off to work!*<br>Jobs and future plans | | **Hacia un mundo mejor**<br>*Towards a better world* | **Speaking Preparation Exam** | **Revision and Exams** | |

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|---|---|---|---|---|---|---|
| | | | Environmental issues | | | |
| **Year 12** | **Family Values<br>Regional Identity<br>Film Study** | **Gender Equality<br>Regional Identity<br>Film Study** | **Cyberspace<br>Cultural Heritage<br>Film Study** | **Influence of Celebrities<br>Cultural Heritage<br>Film Study** | **Speaking Practice<br>Essay Writing Exam Technique** | |
| **Year 13** | **Immigration<br>The Youth in Today's Society** | **Racism<br>The Youth in Today's Society** | **Conviviality<br>Popular Movements** | **Monarchy and Dictatorships<br>Popular Movements** | **Speaking Practice, Revision film and Essay Writing** | |

**Texts and exam boards**

| Years 7-8 | GCSE (Years 9-11) | A-level (Years 12-13) |
|---|---|---|
| **Core texts**<br>Conti's EPI and The Language Gym | **Exam board**<br>AQA<br><br>**Core texts**<br>Viva, Active Learn and Conti's EPI | **Exam board**<br>AQA<br><br>**Core texts**<br>Oxford Textbooks and Kerboodle |

# History

**History**

The history curriculum is designed to develop students' understanding of the process of change and how key factors; social, political, economic, religious, ideological and military factors have changed societies, identities and the relationships between different groups overtime. Students develop their core historical skills; source analysis, critical thinking, weighing up evidence and arguments to come to informed judgements, whilst being encouraged to develop their ability to ask probing questions to challenge evidence. The history curriculum explores the big ideas of empire, trade and social change. It covers local, national and global history across the key stages; with local history underpinning much of the key stage 3 curriculum.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | **Why was there migration to Britain and what impact did it have on the power, people and politics of British Society?** | | | | | |
| | **History Skills** **Migration** **World Views**<br><br>Chronology/ Source analysis/ evaluation<br>Why did people migrate to Britain?<br>How connected was the World in 1000? | | **Norman Conquest and Control**<br><br>1066: Causes and consequences of the Norman Conquest<br>How did religion, society and political changes in the Middle Ages? | | **Challenges to Medieval Monarchy and the European Renaissance**<br>What challenges did the monarchy face in Medieval England?<br>What was the Renaissance and how did affect Britain and Europe? | |
| **Year 8** | **How did empire, trade, people and their stories link Britain to the rest of the world 1400-1900?** | | | | | |
| | **Tudors and Stuarts**<br>The Tudor Dynasty<br>The Age of Exploration | | **The Slave Trade and the Industrial Revolution**<br>The Trade triangle<br>The role of the abolitionists<br>The role of Cornwall and the Slave trade | | **Victorian England and the Age of Empire**<br>The development and impact of the British Empire<br>Victorian England<br>The Windrush Generation | |
| **Year 9** | **How far are the events of the 20th Century linked to the development of the British Empire?** | | | | | |
| | **Suffragettes**<br>The role of the women's movement and WW1 in securing the vote<br>**First World War**<br>Causes and consequences of WW1 | | **The Inter War Years**<br>The Paris Peace Treaties<br>**Rise of Dictators**<br>Impact of the Holocaust | | **Causes and Consequences of Second World War**<br>Britain and the Blitz/Home Front<br>**Development of the Welfare State**<br>Beveridge Report and the NHS | |

# Citizenship

The curriculum is designed to enable the building of knowledge and develop depth of understanding across the 4 years. The key themes that underpin the curriculum are: active citizenship, rights and responsibilities and fundamental British values; democracy, the rule of law, individual liberty, mutual respect and tolerance. The curriculum empowers students to actively participate within their local national and global communities, develop their ability to critically weigh up evidence, understand different view-points and put forward reasoned arguments.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | | | | | | |
| **Year 8** Fundamental British Values – What does it mean to live in a democracy? | **Democracy**<br>Political system<br>Parliament<br>Electoral system<br>Political parties<br>Political campaigns | **Rule of Law**<br>The rule of law<br>The Criminal Justice System in the UK<br>Citizens involvement in the Criminal Justice System | **How citizens can be involved in the democratic process**<br>Methods of campaigning<br>Pressure groups<br>Social movement<br>Contemporary issues within society<br>Active citizenship | | **Rights and Responsibilities**<br>United Nations Convention on the Rights of the Child<br>Case studies: Right to education and child trafficking<br>Active citizenship | |
| **Year 9** (2022-2023) Global Rights and Responsibilities | **Global Commons**<br>Threats to the global commons<br>Global responsibility<br>Global governance<br>The Antarctic Treaty | | **Global inequality**<br>Globalisation<br>Trade and development<br>Working towards equality<br>Active citizenship | | **Human Rights**<br>United Nations Declaration of Human Rights: legislation<br>Conflicting human rights<br>Violation of human rights across the world<br>Active citizenship | **Relationships and the Law**<br>How the law protects people within relationships. |
| **Year 10** | **Rights and Responsibilities**<br>The Criminal Justice System | | | | **Active Citizenship Project** Individual | **Politics and Participation** |

| | | | | |
|---|---|---|---|---|
| | The nature of crime<br>Human Rights<br>International human rights law | | active citizenship project Plan and take action to make a difference | **(continue into Year 11)**<br>Democracy<br>Electoral systems and governance |
| **Year 11** | **Politics and Participation**<br>Electoral systems and governance<br>Active citizenship within the democratic process<br>How other countries govern. | **Life in Modern Britain**<br>Identity<br>Population changes in the UK<br>Diversity and unity<br>Respect and Tolerance | **Revision for GCSE Exam** | |

**Texts and exam boards**

| GCSE (Years 10-11) |
|---|
| **Exam board AQA** |

# Geography

The curriculum is designed to enable the building of geographical knowledge, conceptual understanding and skills across the 4 years (and through to post 16 education). We aim to nurture pupils' knowledge about diverse places, people, resources and natural and human environments. We also intend to develop pupils conceptual understanding to enable them to 'think like a geographer'. The conceptual understanding that we consider integral are; how human and physical processes shape places, appreciation of scale (spatial, temporal and individual to global) and change, interconnections, knowledge and understanding of locations, places and environments, awareness of environmental interaction and sustainable development and consideration of geographical issues and diversity. We intend to inspire pupils to; become enquiring geographers who are competent with the skills required to pose and explore geographical questions, develop a fascination with the world and its people and strive to act as responsible citizens in local, national and global communities.

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Year 7</td><td colspan="2">Physical geography: Japan and Nigeria</td><td colspan="2">Population</td><td colspan="2">Human geography: Japan and Nigeria<br>Influencing the environment</td></tr>
<tr><td>Year 8</td><td colspan="2">Physical geography: Japan and Nigeria</td><td colspan="2">Rivers</td><td colspan="2">Contrasting urban areas: Lagos and Tokyo<br>Climate Change</td></tr>
<tr><td>Year 9</td><td colspan="2">Volcanoes in Contrasting Areas</td><td colspan="2">Coasts in the UK</td><td colspan="2">Energy and Resources</td></tr>
<tr><td>Year 10</td><td>Introduction to Development: The Changing Economic World</td><td>Ecosystems/Tropical Rainforests</td><td>Urban Issues and Challenges</td><td>Coastal Landscapes in the UK</td><td colspan="2">Resource Management and Energy</td></tr>
<tr><td>Year 11</td><td>The Challenge of Natural Hazards</td><td>The Changing economic world</td><td>Glacial Landscapes in the UK (Physical Landscapes in the UK)</td><td>The living world: Hot deserts</td><td>The Challenge of Resource Management: Energy</td><td>Fieldwork skills /Revision A3s</td></tr>
<tr><td>Year 12</td><td colspan="3">Changing Places/Coasts</td><td colspan="3">Global governance and global systems /Non Examined Assessment</td></tr>
<tr><td>Year 13</td><td colspan="3">Non Examined Assessment<br>Water and carbon cycles</td><td colspan="3">Global governance and global systems<br>Ecosystems</td></tr>
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| | | |
|---|---|---|
| | | **Revision** |

**Texts and exam boards**

| Key Stage 3 (Years 8-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Core texts**<br>CGP Key Stage Three Geography<br>Complete revision & practice | **Exam board: AQA**<br>**Core texts**<br>CGP GCSE AQA Geography<br>Complete revision & practice<br><br>https://www.coolgeography.co.uk/<br><br>https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc | **Exam board: AQA**<br>**Core texts**<br>CGP A-Level Geography<br>Complete revision & practice<br><br>https://www.coolgeography.co.uk/<br><br>https://www.tutor2u.net/geography/store/selections/core-resource-packs-for-aqa-a-level-geography |

# Religious Studies

**Religious Studies**

This curriculum is striving to develop students' religious literacy and ability to ask philosophical and ethical questions. We encourage students to explore and reflect on their own beliefs and values whilst learning about different religions, values and traditions within contemporary Britain. By engaging and inspiring students they will become confident to scrutinise, evaluate and challenge contemporary complex issues, through the use of inclusive, rigorous and relevant content. Equipping them with the knowledge and skills to answer challenging and searching questions they will have knowledge of complex and diverse contexts of global beliefs, and the need for respecting diversity.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | | | | | | |
| **Year 8** | **Dharmic Buddhism** Beliefs/Practices and Duties<br>Birth and life of Siddartha Gautama<br>Becoming the Buddha<br>Three Marks of Life<br>Noble Eightfold Path<br>Never ending cycle<br>Monks and Nuns<br>Meditation<br>Festivals<br>Dalai Lama | | **Science and Religion** | | **Abrahamic traditions** | |
| **Year 9** | **Christianity** Beliefs and Teachings<br>Nature of God<br>Creation<br>Incarnation<br>Resurrection<br>Salvation<br>Afterlife<br>Evil and suffering | | **Christianity**<br>Worship and Festivals<br>Prayer<br>Worship<br>Baptism<br>Eucharist<br>Pilgrimage<br>Festivals | **Role of the Church**<br>Worldwide Community<br>Mission and evangelisation<br>Church growth<br>Persecution<br>World poverty | **Religion, Crime and Punishment**<br>Reasons for Crime<br>Attitudes<br>Aims of punishment<br>Suffering<br>Treatment of criminals<br>Forgiveness<br>Death penalty | |

| | | | | |
|---|---|---|---|---|
| **Year 10** | **Islam** Beliefs and Worship<br>Nature of God<br>Sunni and Shia<br>Angels<br>Predestination<br>After life<br>Prophethood<br>Immamate<br>Holy books | | **Islam** Duties and Festivals<br>5 Pillars and ten obligatory Acts<br>Jihad<br>Festivals | **Religion, Peace and Conflict**<br>Violence and terrorism<br>War<br>Nuclear War and weapons of WMD<br>Just War<br>Holy War<br>Pacifism and Peace making<br>Victims of war |
| **Year 11** | **Religion and Life**<br>Origins of the Universe<br>Value of the world<br>Environment and Pollution<br>Animals<br>Origins of human life<br>Abortion<br>Euthanasia<br>Death and afterlife | **Relationships and Families**<br>Human sexuality<br>Sexual relationships<br>Contraception<br>Marriage<br>Divorce<br>Nature and purpose of families<br>Gender equality. | **Revision** | |

**Texts and exam boards**

| GCSE (Years 9-11) |
|---|
| **Exam board – AQA**<br>**CGP revision guide: Religious Studies**<br><br>**Audiopi- podcasts for Christianity and Islam.** |

# Design and Enterprise Faculty

The design and enterprise faculty curriculum intends to successfully equip students with transferable life skills. Student learning and progress is central to everything we strive to do. Our curriculum is designed to give all students every opportunity to develop the skills, qualities and attributes required to prepare them effectively for adult and working life.

The design and enterprise faculty is committed to providing students access to a wide range of subjects. The breadth of our curriculum offers all students the opportunity to be able to achieve, to develop decision making skills, to challenge themselves, to work as a team, to develop research and problem-solving skills and to further their creativity whilst drawing on their cross curricular knowledge and expertise.

# Design and Technology

| | |
|---|---|
| **Year 7** | **Pod**<br>Students will be exploring polymers.<br>**Print**<br>Students will be exploring printing and textiles.<br>**Food**<br>Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.<br>**Jewellery**<br>Students will be exploring metals and timbers. |
| | **Year 7 students will gain an introduction to key knowledge, skills and processes in Design Technology in 9 week rotations** |

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| **Year 8** | **Metals**<br>Students will be developing their knowledge of materials and processes.<br>**Storage**<br>Students will be developing their knowledge of textile materials and processes.<br>**Light Box**<br>Students will be developing their knowledge of timbers and basic electronics.<br>**Food**<br>Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes. |
| | **Year 8 students will undertake projects which build upon the knowledge and skills from Year 7In a 9 week rotation.** |
| **Year 9** | **Fashion**<br>Students will explore the world of fashion to manufacture a pair of shorts.<br>**Lamp** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Students will be developing their knowledge of timbers and textiles within one product.<br><br>**Food**<br><br>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.<br><br>**Contextual Challenge**<br><br>Students will explore and solve a contextual challenge. | | | | | |
| | **Year 9 students will undertake projects which build upon the knowledge and skills from Year 7 and 8 in a 9 week rotation. The knowledge and skills developed in Year 9 will give the students a flavour of the possible KS4 pathways available.** | | | | | |
| **Year 10 Product Design** | **Skills**<br><br>Students will investigate core skills in timbers, metals and polymers. | **Contextual challenge: Desk Tidy.**<br><br>Students will develop designs & modelling to create a Desk Tidy using skills learn 't in first half term. | **Design and make: Light box & torch.**<br><br>Mini projects that cover many skills in the GCSE specification | **Contextual Challenge 2:**<br><br>Students will answer a brief and write their own context that links to lighting and working from home. | **Design and make: Stool**<br><br>Design & make a stool that uses core material skills & processes. | **Non-Examined Assessment NEA**<br><br>Students will begin work on section A of their NEA using contexts set by the exam board. |
| **Year 10 Food Preparatio** | **Nutrition and Health: Fruit & Veg.**<br><br>Students demonstrate an understanding of the | **Nutrition and Health: Dairy**<br><br>Students demonstrate an | **Cereals**<br><br>Students explore the key terms through theory | **Meat, Fish, Poultry & Eggs**<br><br>Theory and practical skills | **Butter, Oils, Sugar, Syrup.**<br><br>Students demonstrate an | **Vegan Diet- Soya, tofu, beans, nuts & Seeds.** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **n & Nutrition** | following: Food provenance, how food is processed, nutritional values, dietary consideration, food science, hygiene & Safety Practical element- Vegetable soup, fruit muffins, swiss roll. | understanding of Diary products learning a combination of theory and practical skills. Covered each half term- Food provenance, how food is processed, nutritional values, dietary consideration, food science, hygiene & Safety Practical involves: Cheese cake, Quiche & Panna Cotta | and practical lessons. Covered e<br><br>ach half term- Food provenance, how food is processed, nutritional values, dietary consideration, food science, hygiene & Safety Practical covers: Breads, risotto, making pasta & pastries. | using high-risk foods to demonstrate awareness of food safety based on the 4 C's. Practical covers: Portioning chicken, filleting fish, curried dishes. | understanding of Diary products learning a combination of theory and practical skills. Covered each half term- Food provenance, how food is processed, nutritional values, dietary consideration, food science, hygiene & Safety. Practical cover: Puff pastry, sources, sweet dishes. | Students explore sustainability, food processing and production, technological developments, genetically modified and smart foods. Covered each half term- Food provenance, how food is processed, nutritional values, dietary consideration, food science, hygiene & Safety. Practical covers: Vegetable casserole, Pesto, Meat alternative dishes. |
| **Year 11 Fashion & Textiles** | **NEA (Non Examined Assessment)**<br><br>Students will focus on sections B and C of their NEA. | **NEA**<br><br>Students will focus on sections C and D of their NEA. | **NEA**<br><br>Students will focus on section E of their NEA. | **NEA & Exam Preparation**<br><br>Students will focus on section F of their NEA and begin exam preparation. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Year 11**<br><br>**Product Design** | **NEA (Non Examined Assessment)**<br><br>Students will focus on sections B and C of their NEA. | **NEA**<br><br>Students will focus on sections C and D of their NEA. | **NEA**<br><br>Students will focus on section E of their NEA. | **NEA & Exam Preparation**<br><br>Students will focus on section F of their NEA and begin exam preparation. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. |
| **Year 11**<br><br>**Food Preparation & Nutrition** | **NEA (Non Examined Assessment)**<br><br>**NEA 1**<br><br>Students will begin working on their NEA 1 set by the exam board. | **NEA 2**<br><br>Students will begin working on their NEA 2 set by the exam board. | **NEA 2**<br><br>Students will continue working on their NEA 2 and complete the practical exam. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. |
| | | | | | | |
| **Year 12**<br><br>**Product Design** | **Design and Make**<br><br>Students will develop their designing and making skills, concentrating on timber-based products including movements and mechanisms. | **Materials Investigation**<br><br>Students will develop their investigative skills looking at materials and processes.<br><br>**AS NEA**<br><br>Students will focus on sections A and B. | **AS NEA**<br><br>Students will focus on sections D and C.<br><br>**Mock NEA**<br><br>Students will explore a mock NEA. | **AS NEA**<br><br>Students will focus on section E.<br><br>**Mock NEA**<br><br>Students will explore a mock NEA. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **NEA**<br><br>Students will begin work on section A of their NEA using contexts set by the exam board. |

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| **Year 13**<br><br>**Product Design** | **NEA**<br><br>Students will focus on sections B and C of their NEA. | **NEA**<br><br>Students will focus on section C of their NEA. | **NEA**<br><br>Students will focus on sections D and E of their NEA. | **NEA & Exam Preparation**<br><br>Students will complete their NEA and will begin exam preparation. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. | **Exam Preparation**<br><br>Students will work on exam preparation and technique. |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Design and Technology National Curriculum** | **Year 10**<br><br>**WJEC**<br><br>Design and Technology C00/1166/7<br><br>Food Preparation and Nutrition 601/8085/7<br><br>**AQA**<br><br>Design and Technology 8552<br><br>Food Preparation and Nutrition 8585<br><br>**Core texts**<br><br>Collins AQA GCSE 9-1 Revision<br><br>Design and Technology<br><br>Food Preparation and Nutrition | **AQA**<br><br>Product Design 7552<br><br>**Core texts**<br><br>AQA AS/A Level Design and Technology Product Design |

# Business

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | | | | | | |
| **Year 8** | | | | | | |
| **Year 9** | | | | | | |
| **Year 10 BTEC Tech Award in Enterprise** | **Unit 1 Exploring Enterprises**<br>Description<br>**A:** Examine the characteristics of enterprises<br>**:** Explore how market research helps enterprises meet customer needs and understand competitor behaviour<br>**C:** Investigate the factors that contribute to the success of an enterprise | | | | | **Unit 3 Promotion and Finance**<br>Description<br>Preparation for external examination in February. |
| **Year 11** | **Unit 3: Promotion and Finance**<br>Description:<br>Preparation for external examination in February. | | **Unit 2:**<br>**Planning for and Running an Enterprise**<br>Description:<br>Prepare, Plan and Pitch an Enterprise Activity Idea | | | |
| **Year 12 AS/A level business** | **Unit 1**<br>Description:<br>Marketing and People | | **Unit 2**<br>Description:<br>Managing Business Activities | | | |
| **Year 12 BTEC Business** | **Units 1 and 2** Exploring business and Developing a Marketing campaign<br>**Coursework unit and external assessment** | | | | | |
| **Year 13** | **Unit 3**<br>Description:<br>Business Decisions and Strategy | | | **Unit 4**<br>Description:<br>Global Business | | |
| **Year 13 BTEC Business** | **Unit 3 and 8**<br>Personal and Business Finance and Recruitment and Selection Process<br>**Coursework unit and external assessment** | | | | | |

**Texts and exam boards**

| BTEC Tech Award Enterprise | A-level (Years 12-13) | BTEC Business |
|---|---|---|
| **Exam board: Pearson**<br>Description<br><br>**Core texts: BTEC Tech Award Enterprise Student Book**<br>Description Pearson Cathy Richards | **Exam board: Pearson**<br>Description<br><br>**Core texts Edexcel AS/A Level Business**<br>Description Dave Hall | **Exam board: Pearson**<br>Description<br><br>**Core texts: Pearson BTEC National Business**<br>Description Student Book 1 2016 |

# Computing/ICT

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | **Introduction and Baseline**<br>Students will have an introduction to the computer systems at college and undertake a baseline assessment. | **Digital Life**<br>Students will explore the digital world, the importance of accurate and bias websites, cyberbullying and being safe online. | **Computational knowledge and understanding**<br>Students will explore binary, encryption, The Legal and ethical impact of computers on the world. | **Graphics and Animation**<br>A project-based task looking at vector and bitmap graphics linked with animation. | **Microbits**<br>Students will use BBC Microbits to program their own code using the block editor and advancing into Python code. | **IDEA - Inspiring Digital Enterprise Bronze Award**<br>Students will become digital all- rounders, but will be given the opportunity to take their learning deeper in different areas of digital learning. |
| Year 8 | **Computer Hardware**<br>Students will learn about the key components inside a computer.output from logic gates. | **Binary and Logic Gates**<br>Students will know how the binary system works, accurately converting binary to denary and vice versa. Students will draw up simple and combined truth tables and accurately determine the | **Networks and the internet**<br>Students will learn about LAN's and WAN's being able to describe and explain the differences between them. | **Logo Programming**<br>Students will get an introduction to the logo programming language, using programming techniques to make more efficient code so solve given problems. | **Web Design**<br><br>Students will create a logical web design structure to solve a given task, using advanced features web design software offers to integrate advance features such as rollovers and enhance user interaction. | **Digital Life**<br>Cyberbullying<br>Sexting<br>Peer pressure online<br>IT and Self esteem<br><br>**IDEA - Inspiring Digital Enterprise Silver Award**<br><br>Learners will continue to make progress with their bronze award and becoming the digital all rounders as first started in Year 7, making progress towards completing bronze. |
| Year 9 | **Digital World**<br>Students will explore the digital world and the reliability of | **Back to the future**<br>Students will complete weekly modules from the past linking to : | **Python Programming**<br>Students will use a programming language "Python", | **Digital Life**<br>Students will understand the concept of critical thinking and | **Web design**<br>Students will be able to define HTML, apply HTML tasks to | IDEA - Inspiring Digital Enterprise Gold Award |

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| | sources with the topic focus of : Content, Propaganda and contact | Encryption, Problem solving and logic gates. | which is textual, to solve a variety of computational problems; making appropriate use of data structures; design and develop modular programs that use procedures and functions. | apply it to examples online. Looking at Fact and opinion. Students will evaluate what is trustworthy online. | style a web page to a set given scenario. | Students are independently challenging themselves to complete the Bronze, Silver and to be released Gold award (2020) as part of the IDEA award (Inspiring digital enterprise award) |
| **Year 10** | **Computer Hardware**<br>The CPU<br>Memory<br>Storage | **Data Representation**<br>Binary Number System<br>Hexadecimal Number System<br>Character Sets<br>Image Representation<br>Compression | **Development**<br>Programming Theory<br>Defensive Design<br>Testing<br>Translators and IDE's | **Logic**<br>Binary Logic<br>Logic Gates<br>Truth Tables<br>Logic Circuits<br>Logic Expressions | **Algorithms**<br>Computational Thinking<br>Writing Algorithms<br>Search Algorithms<br>Sorting Algorithms, | **Procedural Programming**<br>Linked to support NEA. |
| **Year 11** | **Procedural Programming**<br>Linked to support NEA. | **Procedural Programming**<br>Linked to support NEA. | **Networks**<br>Local Area Networks<br>Wide Area Networks<br>Internet<br>Communication<br>System Security | **Software**<br>Operating Systems<br>Utility Software | **Exam Preparation** | **Exams Preparation** |
| | **BTEC ICT** | | | | | |
| **Year 12** | **Creating Systems to Manage Information.**<br>Students will demonstrate knowledge of database development terminology, standards, concepts and processes<br>Students will apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief | | | **Using Social Media in Business**<br><br>Students will explore the impact of social media on the ways in which businesses promote their products and services | | |

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| | Students will analyse information about database problems and data from test results to optimise the performance of a database solution Students will evaluate evidence to make informed judgements about the success of a database's design and performance<br>Students wil be able to develop a database solution to meet a client brief with appropriate justification | Students will develop a plan to use social media in a business to meet requirements<br>Students will Implement the use of social media in a business. |
| **Year 13** | **Website Development**<br>Students will understand the principles of website development<br>Students will design a website to meet client requirements<br>Students will develop a website to meet client requirements. | **Information Technology Systems**<br>Students will demonstrate knowledge and understanding of information technology terms, standards, concepts and processes<br><br>Students will apply knowledge and understanding of information technology terms, standards, concepts and processes<br><br>Students will select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context<br><br>Students will analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems<br><br>Students will make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Exam board N/A** | **Exam board** | **Exam board** |

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| **Core texts**<br>**https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study**<br>National Curriculum Programme of study. | OCR J277 - https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/<br>**Core texts**<br>OCR GCSE Computer Science eTextbook Second Edition<br><br>GCSE Computer Science for OCR Student Book | Pearson BTEC - https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html<br><br>**Core texts**<br><br>Revise BTEC National Information Technology Units 1 and 2 Revision Workbook<br><br>Revise BTEC National Information Technology Revision Guide |

# Hair and Beauty

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 10** | Unit 113 Follow health and safety in the salon<br>The aim of this unit is to provide the learner with an introduction into the knowledge and understanding of health and safety, within the hairdressing and beauty industry.<br>There are Practical observations and a written test. | Unit 101 Introduction to the hair and beauty sector.<br>. This unit should enable learners to gain a general introduction to the sector and understand the characteristics of working in the sector, to know the range of services and treatments offered in hair and beauty and to know the different types of salon and the type of clients they attract. There is a written assignment. | **Unit 102 Presenting a professional image in a salon**<br>This unit should enable learners to present and maintain a professional image in a salon environment and communicate and behave professionally in a salon environment.<br>There are practical observations and an assignment. | **Unit 103 Styling women's hair**<br><br>The aim of this unit is to introduce the learner to the basic techniques of styling hair for women, engaging their interest through experiential learning of selected hairdressing skills focused on achieving a final finished look. This unit will allow the learner to develop their creativity skills further and practise under supervision, achieving a finished look using a selected range to practical hair styling techniques, products and equipment.<br>There are practical assessments, an assignment and a written test. | **Unit 105 Plaiting and twisting hair**<br><br>The aim of this unit is to introduce the learner to the basic techniques of plaiting and twisting hair.<br>The learner will look at the steps to be followed to achieve a finished look, using both on and off scalp plaits and twisting the hair. They will discover how to decorate the plaits and twists using a range of materials to achieve a finished look. This unit provides opportunity for development of the learner's skills of dexterity and creativity, exploration of cultural hair | **Unit 112 Create a hair and beauty image**<br><br>The aim of this unit is to introduce the learner to creative approaches, using hair and beauty techniques, to develop, produce and present an image.<br>There are practical assessments and an assignment. |

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| | | | | | diversity and recognition of how hair can be considered as an expression of individuality. There are practical assessments and an assignment. | |
| **Year 11** | **Unit 109 Providing basic manicure treatment** This unit is about providing basic manicure treatments. The knowledge gained in this unit includes how to prepare and provide basic manicure treatments. It contains a written test and a practical observation. | **Unit 201 Exploring the world of hair and beauty** The purpose of this unit is for learners to explore the exciting world of hair and beauty and the global environment in which its industries operate. They will explore key features of typical hair and beauty businesses and know how a range of trades and industries link to the sector. | **Unit 202 Science of Hair and Beauty** The purpose of this unit is to encourage learners to explore the relevance of the associated sciences in hair and beauty and how science influences the development of products in the hairdressing and cosmetic industry. The study of the application of science in the hairdressing and cosmetic industry should promote an understanding of the commercial application of | **Unit 203 Design in the hair and beauty sector** The purpose of this unit is for learners to explore the creative world of design used in business. Learners' will have the opportunity to plan and create their own design image using technical hair and beauty skills. | **001 Synoptic assignment** Learners will be carrying out in controlled assessment settings a synoptic assessment which is moderated by City and Guilds. This will cluster the skills and knowledge learnt and is graded pass, merit or distinction | **002/502 Level 2 Hair and Beauty Studies – Theory exam** Revision and preparation for a two-hour exam that is marked and moderated by City and Guilds. Grading is pass, merit or distinction. If the learner fails unit 001 and units 002/502 they will not achieve the full certification. |

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| | | | science and how it may affect personal decisions that are not solely related to hair and beauty. | | | |
| **Year 12** | **Unit 602 Health and Safety/ Cross unit.**<br>Knowledge of Health and Safety/ COSHH regulations, safety procedures, hair types, test requirements, code of conduct and expectations and requirements across all units.<br>Written test 100% achievement required. | **Unit 205 Advise and consult clients**<br>Knowledge and practical skills, demonstrating the important skills of consulting with clients to determine their ideas and requirements.<br>Making suitable recommendations for services and products based on the information and the results of the examination of the hair skin and scalp. | **Unit 201 Style and finish hair.**<br>Learn the scientific background to styling and how to style different hair lengths into different looks, the types of styling and finishing products and their uses.<br>There are practical observations in a real working environment and a written test. | **Unit 202. Set and dress hair**<br>Learn the scientific explanations for setting and dressing and the range of setting tools, products and equipment.<br>Demonstrate competence in a controlled assessment salon, creating different looks, including hair ups against the standards of the criteria.<br>There are practical observations and a written test. | **Unit 206 Shampoo, treat and condition hair.**<br>Learn the science behind how shampoo and conditioner work on the hair and scalp, the different products and their uses for different hair and scalp conditions.<br>To be confident in using a combination of massage techniques to create a relaxing enjoyable experience for the clients. There are practical observations and a written test. | **Unit 210Plait and twist hair.**<br>Learn how to create plaiting and twisting techniques to create looks by combining these techniques for a wedding style or a special occasion.<br>Develop the scientific and theoretical knowledge requirements required for this unit.<br>There are practical observations and a written test. |

**Texts and exam boards**

| GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|
| **Exam board City and Guilds.**<br>**Year 10 – Level 1 certificate in Hair and Beauty.**<br>This qualification includes ongoing assessments that are practical and theory related. They are individually graded as pass, merit and distinction.<br>**Year 11- Level 2 Technical award in Hair and Beauty**<br>This qualification contains an externally set exam and synoptic assignment which is carried out towards the end of the course. | **Exam board City and Guilds Level 2 NVQ hairdressing units.**<br>These units have been chosen to prepare you for an apprenticeship. These skills will develop your knowledge and practical skills to be able to support the stylist within the salon and develop them further towards your chosen hairdressing route. |

# Motor Vehicle

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 10** | **L1MV01**<br>Health &Safety in the work place<br>The learner will cover the following<br><br>Risk hazards in the workshop.<br>Manual handling.<br>Fire risks.<br>Types of fire extinguishers.<br><br>On-Line exam<br>Question based and ongoing assessment<br><br>**L1MV02**<br>Locating, interpreting and using Technical information<br>The learner will cover the following.<br>Vehicle servicing schedules.<br>Vehicle technical information from arrange of different manufactures. | **L1MV03**<br>Applying engineering techniques in an automotive environment.<br><br>The learner will cover the following.<br><br>Use arrange of engineering skill such measuring, assembly methods and identifying different materials used in designing vehicles.<br><br>On-line exam,<br>Question based, ongoing assessment.<br><br>**L1MV04**<br>Knowledge relating to automotive foundation skills<br>The learner will cover the following.<br>Tools used in the workshop, | **L1MV11**<br>Health &<br>safety practices in a maintain and repair environment<br>The learner will cover the following.<br><br>Disposal of materials such as oil, brake fluid and acids<br><br>Practical assessment.<br>Question based | **L1MV15**<br>Health &<br>safety practices in a valeting and detailing environment. The learner will cover the following.<br><br>Hazards while using valeting materials and tools and disposal of used materials.<br><br>Practical assessment.<br>Question based<br><br>**L1MV20**<br>Compression ignition engine system components and operation<br>The learner will cover the following..<br>Identify major components of a diesel engine and remove and refit a cylinder head to the required standard. | **L1MV20 (Continue)**<br>Compression ignition engine system components and operation<br>The learner will cover the following.<br><br>Identify major components of a Diesel engine and remove and refit a cylinder head to the required standard.<br><br>Practical assessment.<br>Question based | **L1MV26**<br>Compression ignition fuel system maintenance.<br>The learner will cover the following.<br><br>High pressure pumps, Common fuel rails and how to deal with contaminated fuel.<br><br>Practical assessment<br>Question based. |

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| | On-line exam<br>Question based and ongoing assessment. | Series and parallel electric circuit.<br><br>Question based<br>Practical assessment | | Practical assessment.<br>Question based | | |
| **Year 11** | **L1MV06**<br>Preparing to become a vehicle driver.<br>The learner will cover the following.<br><br>Know how to book a driving test, Understand what both tests are and what they need to do.<br><br>Practical assessment<br>Question based.<br><br><br>**L1MV08**<br>Reducing risks when driving a vehicle, The learner | **L1MV19**<br>Spark ignition engine system components and operation The learner will cover the following.<br><br>Identify major components of a Petrol engine and remove and refit a cylinder head to the required standard.<br><br>Practical assessment.<br>Question based | **L1MV28**<br>Light vehicle braking system components and maintenance The learner will cover the following.<br><br>Identify major braking system components.<br>Replace a set of disc brakes and drum brakes to the required standards.<br><br>Practical assessment<br>Question based | **L1MV28 (Continue)**<br>Light vehicle braking system components and maintenance The learner will cover the following.<br><br>Identify major braking system components.<br>Replace a set of disc brakes and drum brakes to the required standards.<br><br>Practical assessment<br>Question based | **L1MV47**<br>Electrical foundation skills<br>The learner will cover the following.<br><br>Identify major electrical components,<br>Build a parallel and series circuits and test for faults.<br><br>Practical assessment<br>Question based | **L1MV47 (Continue)**<br>Electrical foundation skills<br>The learner will cover the following.<br><br>Identify major electrical components,<br>Build a parallel and series circuits and test for faults.<br><br>Practical assessment<br>Question based |

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| | will cover the following.<br><br>Be able to carry out basic checks on a vehicle before starting a journey<br><br>Practical assessment, Question based. | | | | | |

**Texts and exam boards**

| GCSE (Years 10-11) |
|---|
| **Exam board**<br>**IMI awards**<br><br>**Core texts**<br>Level 1 certificate in transport maintenance Generic<br>This engaging and motivating Vocationally Related Qualification (VRQ) is generally aimed at learners 14-19 years old, who have a keen interest to learn about the maintenance of various types of transport and the job roles that are available within the sector. |

# Professional Cookery

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 10** | **Unit 1 The Hospitality and catering industry**<br><br>In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety | **Unit 2 Hospitality and catering in action.**<br><br>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply | **Unit 1 Food safety in Hospitality and Catering.**<br><br>In this topic learners will gain knowledge and understanding of the following areas: Food related causes of ill health, Symptoms and signs of food-induced ill health.<br><br>Preventative control measures of food-induced ill health. The Environmental Health Officer (EHO) | **Unit title 1 Health and safety in Hospitality.**<br><br>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal | **Unit 2 Mock Practical assessment.**<br><br>Format: A mock assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. | **Unit title 1 Mock theory Test.**<br><br>.<br><br>Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions |

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| | | knowledge gained in the following topic areas in order to be able to complete this assessment: | | Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers | | |
| **Year 11** | **Unit title 202 food safety in Catering.**<br><br>Complete an exam on E-volve. Paper-based short answer test. Assessment pack. | **Unit title 603 Health and safety awareness in catering and hospitality**<br><br>The assignment covers the practical activities for all outcomes and will also sample | **Unit title 605 Introduction to kitchen equipment**<br><br>The assignment covers the practical activities for all outcomes and will also sample underpinning | **Unit title 607 Prepare and cook food by boiling, poaching and steaming**<br><br>Individual practical assessment tasks, that are set by City & Guilds, delivered and marked by the | **Unit title 609 Prepare and cook food by grilling, baking and roasting**<br><br>Individual practical tasks Collectively the above practical assessments will cover all the | **Unit title 610 Prepare and cook food by deep frying and shallow frying.**<br><br>Individual practical tasks Collectively the above practical assessments will |

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| | | underpinning knowledge to verify coverage of the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds | knowledge to verify coverage of the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds | tutor/assessor, and will be externally verified by City & Guilds | activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds | cover all the activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds |
| **Year 12** | **Unit title Unit title 202 food safety in Catering**<br><br>This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.<br><br>(E-volve multiple choice test on line) | **Unit title 707 Prepare and cook stocks, sauces and soups.**<br><br>Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to | **Unit title 708 Prepare and cook fruit and vegetables**<br><br>The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principals involved in preparing and cooking fruit and vegetables to | **Unit title 709 Prepare and cook meat, offal and poultry.**<br><br>The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat, poultry and offal dishes. They will learn to recognise the quality points of meat and offal | **Unit title 711 Prepare and cook fish and shellfish.**<br><br>The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish | **Unit title 713 Prepare and cook hot and cold puddings and hot and cold desserts.**<br><br>This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers set external |

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| | | prepare, cook and store stocks, soups and sauces, by completing set assessments and underpinning knowledge tests. | produce dishes at a professional level. Set assessment task marked by the assessor and underpinning knowledge tests. | with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking, you will complete set practical assessment's and underpinning knowledge questions. | with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. Emphasis is placed on the development, practice and acquisition of practical skills in preparation and cooking practical assessments and knowledge tests. | practical assessments and under pinning knowledge test. |
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**Texts and exam boards**

| GCSE (Years 10-11) | A-level (Years 12) |
|---|---|
| **Year 10** | **Exam board City and Guilds**<br>Level 2 Diploma in culinary skills |

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| **Exam board WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)**<br><br>**Year 11**<br><br>**Exam board City and Guilds**<br><br>Level 1 award introduction to Culinary skills.<br><br>You are new to the industry and want to gain a good basic understanding of catering work, enough to succeed in a job or move on to further study | You want to gain a formal qualification and increase your skills so that you can take on a more senior role. |

# Childhood Studies

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 10** | **Unit 1: Patterns of Child Development**<br>**LAA**: Students will understand growth and development in children<br>**LAB**: Students will understand the characteristics of children's development from birth up to eight years<br>**LAC**: Students will understand how adults in early years settings can support children's development<br>Exam: January | **Unit 2: Promoting Children's Development through Play**<br><br>**LAA**: Students will understand how play promotes children's development in early years settings | **Unit 2: Promoting Children's Development through Play**<br><br>**LAA**: Students will understand how play promotes children's development in early years settings<br><br>**LAB:** Students will understand how different play opportunities promote children's development | **Unit 2: Promoting Children's Development through Play**<br><br>**LAB:** Students will understand how different play opportunities promote children's development | **Unit 2: Promoting Children's Development through Play**<br><br>**LAB:** Students will understand how different play opportunities promote children's development<br><br>**LAC**: Students will understand how play is structured in early years settings to promote children's development | **Unit 2: Promoting Children's Development through Play**<br><br>**LAC**: Students will understand how play is structured in early years settings to promote children's development |
| **Year 11** | **Unit 3: The Principles of Early Year's Practice**<br><br>**LAA:** Students will understand the importance of inclusive practice in early years | **Unit 3: The Principles of Early Year's Practice**<br><br>**LAB:** Students will explore ways in which early years settings implement inclusive practice | **Unit 3: The Principles of Early Year's Practice**<br><br>**LAC:** Students will understand how children are empowered in early years settings | **Unit 3: The Principles of Early Year's Practice**<br><br>**LAD:** Students will understand the importance of the key person approach in supporting children's development | **Unit 3: The Principles of Early Year's Practice**<br><br>**LAD:** Students will understand the importance of the key person approach in supporting children's development | |

**Exam boards:**

| GCSE (Years 10-11) |
| --- |
| **BTEC exam: January (Year 10)**<br>Unit 1: Patterns of Child Development |

# Health and Social Care

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 10 | **Unit 1: Human Lifespan Development**<br><br>**LAA**: Students will understand human growth and development across life stages and the factors that affect it | **Unit 1: Human Lifespan Development**<br><br>**LAB**: Students will investigate how individuals deal with life events | **Unit 1: Human Lifespan Development**<br><br>**LAB:** Students will demonstrate care values and review own practice<br><br>**Unit 1 PSA Feb** | **Unit 2: Health and Social Care Services and Values**<br><br>**LAA:** Students will understand the different types of health and social care services and barriers to accessing them | **Unit 2: Health and Social Care Services and Values**<br><br>**LAA:** Students will understand the different types of health and social care services and barriers to accessing them<br><br>**LAB:** Students will understand the skills, attributes and values required to give care | **Unit 2: Health and Social Care Services and Values**<br><br>**LAB:** Students will understand the skills, attributes and values required to give care |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| | **Unit 2: Health and Social Care Services and Values**<br><br>**LAA:** Students will understand the different types of health and social care services and barriers to accessing them | **Unit 3: Health and Wellbeing**<br><br>**AO1:** Students will show knowledge of health and wellbeing | **Unit 3: Health and Wellbeing**<br><br>**AO1:** Students will show knowledge of health and wellbeing | **Unit 3: Health and Wellbeing**<br><br>**AO2:** Students will show understanding of health and wellbeing | **Unit 3: Health and Wellbeing**<br><br>**AO3:** Students will apply knowledge and understanding of health and wellbeing<br>**AO3:** Students will analyse and evaluate knowledge of health and wellbeing | |

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| | **LAB:** Students will understand the skills, attributes and values required to give care<br><br>**Unit 2 PSA- September**<br><br>**Unit 3: Health and Wellbeing**<br><br>**AO1:** Students will show knowledge of health and wellbeing | | | | **Unit 3 exam- May** | |

**Exam boards:**

| GCSE (Years 10-11) |
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| **BTEC exam: May**<br>**Unit 3: Health and Wellbeing** |

# Bricklaying

| | Autumn 1 | Spring 1 | Summer 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 10 | **Unit 002 /101 Health and Safety**<br>Introduction to Centre requirements and course documents.<br>Introduction to tools, materials and Health and Safety. You will learn the importance of health and safety in the construction industry and how to minimise the risk of accidents caused by hazards.You will be familiar with safety signs and their categories.<br>There are question papers and practical tests | **Unit 005**<br>You will learn the skills to construct a half brick walling and know how to set out and build brick walls.<br>You will able to prepare, set out and build half brick thick walls and set up /maintain a clean and safe working environment.<br><br>There are question papers and practical tests | **Unit 118**<br>To complete this task, you must build a100mm thick lightweight block wall to the specification in the diagrams, identified and used appropriate Personal Protective Equipment (PPE) identified, selected and used the materials required identified, selected and used the correct tools and equipment, measured and set up profiles to a given specification, set up a mortar board and stacked the | **Unit 119 Return brickwork**<br><br>To complete this task, using the tools and materials provided, you must build a half brick thick return corner to the specifications and to plan. You will identify and use appropriate personal protective equipment (PPE), selected, have used the materials, tools and equipment required, and measured /set up profiles to a given specification. You will demonstrate how to set up a mortar board and stack the correct number of blocks required.<br>Demonstration of safe setup of the work area will also be observed.<br>There are question papers and practical tests | **Unit 120 Cavity walling**<br><br>You will learn to competently list the correct PPE used in construction building block and brick walls and Identified/used appropriate personal protective equipment (PPE)<br>You will learn to Identify and select the tools/ equipment needed for the task/ assessments and will demonstrate the assessment using the materials required.<br>You will demonstrate competence in measuring and setting up profiles to a given specification.<br>You will learn and demonstrate how to lay DPC and installing wall ties to plan. | **121One brick thick wa**<br>**English, Flemish Garden wall bonds Queens and Kings**<br><br>List correct PPE used in construction building brick walls.<br>You will Identify and use appropriate personal protective equipment (PPE) and have Identified, selected and used the materials, tools and equipment required<br>You will have Measured and set up profiles to a given specification, laid DPC and installed wall ties to plan.<br>You will have set up a mortar board and stacked the correct number of blocks required and demonstrated safe setup of the work area<br>There are question papers and practical tests |

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| | | | number of blocks required<br>You will also demonstrate safe setup of the work area<br>There are question papers and practical tests | | You will learn to competency in laying up a mortar board/ stacking the correct number of blocks required.<br>You will demonstrate the safe setup of the work area.<br>There are question paper and practical tests | |
| **Year 11** | **Understanding Principles of building**<br>The first term of year 11 will be continuing with formative assessments to check understanding across all units. Evidence will need to be collected to ensure that evidence is in place to be able to plan the assessment against the criteria. Once assessments are complete we will build our knowledge and skills towards further competency. You will learn the confirmation of roots foundations as well as the architect's abbreviations drawings and scales.<br>Written tests and practical observations will be carried out throughout. | **Understanding Principles of Setting out**<br>You will be developing your skills further and will investigate and carry out practical training on Tee junctions returns and stopped ends used in brickwork.<br>Written tests and practical observations will be carried out throughout | **Understanding Principles of Block laying**<br>You will develop your knowledge, understanding and practical skills relating to the principles of the setting out process in blockwork. This will include T-junction stop ends in brickwork and blockwork built to industrial standards.<br>Written tests and practical observations will | **Understanding Principles of Bricklaying**<br>You will develop your knowledge and skills by investigating the construction process and the undertaking of projects. This will include the practical skills used for raped ends, returns cuts and dimensions. It will meet industrial standards.<br>Written tests and practical observations will be carried out throughout | **Understanding Principles of Cavity Walling**<br>You will be demonstrating the skills learned by carrying out various practical observations, using the skills that you have developed. This will be clustered together to demonstrate progression. You will develop your understanding further in the principles and methods for setting out for constructing | **CSCS CITB Site preparation**<br>Test centre preparation for onsite certification requirements<br>Skill check/ clustering practical observations and underpinning knowledge to identify progression results.<br>Written tests and practical observations will be carried out throughout |

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| | | | be carried out throughout | | cavity work, including the inclusion of wall ties and DPC and methods of providing stability and strength.<br>Written tests and practical observations will be carried out throughout | |
| **Year 12** | **Unit 101. Health and Safety**<br>You will be able to State the roles of the Health and Safety Executive, demonstrating the understanding of the health and safety regulations and the common causes of accidents/ risks and Hazards, understanding safety signs and their meanings identifying COSHH and PPE requirements<br>There are question papers and practical tests | **Unit 102 Setting out**<br>You will Describe different types of drawings, identifying scales, understanding measurements.<br>You will be able to locate all building services the reasons behind site clearance<br>You will have clear understanding of building control, and information sources, | **Unit 103 Principles of Block laying**<br>You will be able to list common hazards associated with block Line and will be listing information sources and resources required, producing checklists and calculating quantities of resources. You will be setting out | **Unit 104 Principles of Bricklaying**<br>You will be listing common hazards associated with bricklaying and interpret the drawings and information sources. You will demonstrate coherence in using instructions, whilst preparing and setting out with regards to building straight Walls. Return corners and junctions in brickwork using a | **Unit 105 Principles of Cavity Walling**<br>You will be able to list resources when erecting cavity Walling. You will use understanding methods for checking against the specifications and understanding requirements. You will be proficient in understanding of different types of walling, materials tools and equipment. | **CSCS CITB**<br>Site preparation<br>Skill check and exams<br>The summer term will be used to prepare you for working in industry or as an apprentice. During this time skills tests will be allocated to showcase your work learnt to employers. Employers will attend the construction site to identify any prospective employees. You will also prepare for your CSCS which is a qualification that is needed to work in the |

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| | | regarding setting out.<br>There are question papers and practical tests | and building block walls, internal and external corners and junctions.<br>You will understand the bonds and methods of cutting and the use of hand tools/sequences of work<br><br>There are question papers and practical tests | variety of joint finishes<br>You will also demonstrate One brick thick walling and use<br>English, Flemish, Garden wall bonds and<br>Queens and Kings Piers.<br>There are question papers and practical tests | You will have the knowledge and be able to demonstrate the methods of setting out, producing checklists, having the extensive knowledge of the quantities of resources required, insuring that the working activities meets the official guidance and industrial standards.<br>You will be able to transfer horizontal and vertical datum points and produce joint finishes to give them the specifications.<br><br>There are question papers and practical tests | construction industry on site. |

**Texts and exam boards**

| GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|
| **Exam board City & Guild introduction 6219-08 Certificate Bricklaying**<br><br>These qualifications are suitable for 14-19 year olds, or for individuals of any age wanting an introduction to the variety of | **Exam board City & Guild Diploma**<br>Level 1 / 2 Bricklaying<br><br>Bricklaying is one of the traditional trades both in the UK and around the world - Sir Winston Churchill is known to have enjoyed laying |

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| construction trades, to gain skills in those areas and perhaps to decide which trade is the right one to pursue a career in. No previous knowledge or experience is required. | bricks and building walls during his lifetime. Those studying bricklaying will learn a variety of skills to enable them to build, repair and maintain the country's housing stock. |

# PE

In our Physical Education curriculum, we aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to develop student's appreciation for the benefits of sport and physical activity and how these contribute to a health and personal growth and development.

<table>
<tr><th colspan="2">Year 7 PE</th></tr>
<tr><td>Year 7 (Perf)</td><td>
Practical activities: Basketball/Netball/Hockey/Football/Rugby/Badminton/Volleyball/ Health Related Fitness/Gymnastics/Dance/Athletics/Handball/Cricket/Rounders<br><br>
Students will develop their knowledge of:<br>
• Fundamental coaching points that underpin skill execution in a sport/physical activity.<br>
• Key concepts and styles of dance that underpin and influence contemporary dance<br>
• Basic strategies and tactics that can be used in a specific sport and activity and their impact<br>
• Basic compositional ideas to improve performance in dance and gymnastics.<br>
• Fundamental rules, regulations and scoring systems applied within different sports and activities.<br>
• Safety factors during physical activity and sport.<br>
• Fundamental rules, regulations and scoring systems and the role of the official.<br>
• The components of an effective warm up and the muscular system.<br>
• The immediate effects of exercise on the body.<br>
• The benefits physical activity and sport can have on health and wellbeing (SEMH)<br>
• The importance of leading fit and healthy lifestyle and extra-curricular activities<br>
• The implications of sedentary lifestyles on health and wellbeing.<br>
• Components of fitness that underpin sports performance<br><br>
Students will develop their skills in:<br>
• Develop fundamental skills and techniques used in sport and physical activities (referenced above)<br>
• Leading an effective warm up and cool down.<br>
• Officiating- taking on the role of the official in conditioned practices<br>
• Identifying strengths and weaknesses in their own and others work/performances<br>
• Demonstrating fundamental techniques in isolation, simple practices and small sides competitive situations.<br>
• Overcoming opponents in competitive situations<br>
• Problem solving and decision making in competitive sports<br>
• Basic dance styles and techniques
</td></tr>
</table>

## Year 8 PE

**Practical activities: Basketball/Netball/Hockey/Football/Rugby/Badminton/Volleyball/ Health Related Fitness/Gymnastics/Dance/Athletics/Handball/Cricket/Rounders**

**Students will develop their knowledge of:**

- Coaching points that underpin more complex skills, techniques and tactics used in sports and physical activities (referenced above).
- More complex strategies and tactics that can be used in a specific sport and activity and their impact
- More complex compositional ideas to improve performance in dance and gymnastics.
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an effective activity session
- The attributes required for sports leadership and coaching.
- **The components of an effective warm up and the musculoskeletal system.**
- **Components of fitness that underpin performance**
- **The benefits physical activity and sport can have on health and wellbeing (SEMH)**
- **The importance of leading fit and healthy lifestyle**
- **The effects of long term fitness training on the cardiovascular**
- **Training method used to develop and improve cardiovascular fitness**
- **Anaerobic and aerobic respiration in sports performance**

**Students will develop their skills in:**

- Develop more complex skills and techniques used in sport and physical activities (referenced above)
- Demonstrating techniques in increasingly complex drill and practices under pressure.
- Identifying strengths and weaknesses in their own and others work/performances and use knowledge to suggest improvements.
- Overcoming opponents in competitive situations in team and individual sports and activities
- Contemporary and traditional dance styles and techniques, including replication and developing choreography.
- Pressured decision making in competitive sports with some analysis of opponent's strategies.
- Reasoning, questioning and listening to the contribution of others in order to solve problems.
- and questioning in an attempt to solve problems.
- Teamwork
- Officiating with competence in range of sports and roles

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| | • Leadership of warm-ups, basic drills, and cool downs. |
| | **Year 9** |
| **Year 9** | **Practical activities: Basketball/Netball/Hockey/Football/Rugby/Badminton/Volleyball/ Health Related Fitness/Gymnastics/Dance/Athletics/Handball/Cricket/Rounders**<br><br>**Students will develop their knowledge of:**<br>• Coaching points that underpin advanced skills, techniques and tactics used in sports and physical activities (referenced above)<br>• Advanced strategies and tactics that can be used in a specific sport and activity and their impact.<br>• Key themes of Indian dance and cultural factors that influence dance style.<br>• More advanced rules and regulations for a range of sports and the roles of different types of officials<br>• Factors that contribute to effective feedback to improve performance.<br>• Rules and regulations for a range of sports and the roles of different types of officials<br>• **The components of an effective warm up and the musculoskeletal,cardio-respiratory system.**<br>• **Components of fitness that underpin performance**<br>• **Training methods to improve cardiovascular endurance/fitness- benefits and limitations**<br>• **The benefits of leading fit and healthy lifestyles-provision in the local community.**<br>• **The use of goals setting to aid participation/performance/fitness levels**<br>• **Anaerobic and aerobic respiration in sports performance- training zones**<br><br>**Students will develop their skills in:**<br>• Developing advanced skills and techniques used in sport and physical activities: racquet/striking and fielding/invasion games/athletics/dance/OAA/health related exercise.<br>• Demonstrating advanced techniques in increasingly complex drill and practices under pressure.<br>• Identifying strengths and weaknesses in their own and others work/performances and use knowledge to suggest improvements.<br>• Being able to make correct decisions in competitive scenarios to allow them to beat their opponent regularly<br>• Developing and interpreting traditional dance styles and techniques, including replication and developing choreography in the style of Indian dance. |

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| | • Analysing their own performance and performance of others during performance to alter outcome of the game/final performance.<br>• Leading groups of students on part of a session, feeding back to others so they can make improvements<br>• Officiating with competence in greater range of sports and roles | | | | | |
| | | | | | | |
| **Year 10/11 Core PE** | • Use and develop a variety of tactics and strategies to overcome opponents in team and individual games<br>• Develop their technique and improve their performance in other competitive sports or other physical activities<br>• Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group<br>• Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best<br>• Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs | | | | | |
| Year 10 BTEC Tech Award | **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**<br>*A – Explore types and provision of sport and physical activity for different types of participant.* | **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**<br>*B - Examine equipment and technology required for participants to use when taking part in sport and physical activity.*<br><br>*C – Be able to prepare participants to take part in sport and physical activity.* | **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**<br>*C – Be able to prepare participants to take part in sport and physical activity.* | **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**<br>*Component 1 preparation and summative assessment* | **Component 2: Taking Part and Improving Other Participants Sporting Performance**<br>*A - Understand how different components of fitness are used in different physical activities.*<br><br>*B – Be able to participate in sport and understand the roles and* | **Component 2: Taking Part and Improving Other Participants Sporting Performance**<br>*B – Be able to participate in sport and understand the roles and responsibilities of officials.* |

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| | | | | | *responsibilities of officials.* | |
| Year 11 BTEC Tech Award | **Component 2: Taking Part and Improving Other Participants Sporting Performance** *Recap Learning objectives A and B. C- Demonstrate ways to improve participants sporting techniques.* | **Component 2: Taking Part and Improving Other Participants Sporting Performance** *Component 2 preparation and summative assessment*<br><br>**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** *A -Explore the importance of fitness for sports performance* | **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** *A -Explore the importance of fitness for sports performance*<br><br>*B – Investigate fitness testing to determine fitness levels* | **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** *C -Investigate different fitness training methods* | **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** *D -Investigate fitness programming to improve fitness and sports performance.* ***Preparation for Component 3 exam.*** | **Exam** |
| **Year 12** | Anatomy & Physiology<br>Exercise Physiology<br>Skill Acquisition<br>NEA: *Coursework/practical performance* | Anatomy & Physiology<br>Exercise Physiology<br>Sports Psychology<br>NEA: *Coursework/practical performance* | Biomechanics<br>Exercise Physiology<br>Sport and Society<br>NEA: *Coursework/practical performance* | Biomechanics<br>Exercise Physiology<br>Sport and Society<br>NEA: *Coursework/ practical performance* | Revision/Exam preparation | Anatomy & Physiology<br>Sports psychology |
| **Year 13** | Anatomy & Physiology<br>Sports Psychology<br>NEA: *Coursework/practical performance* | Anatomy & Physiology<br>Biomechanics<br>Contemporary issues in Sport<br>NEA: *Coursework/practical performance* | Biomechanics<br>Contemporary issues in Sport<br>NEA: *Coursework/practical performance* | Revision/Exam preparation | Revision/Exam preparation | Revision/Exam preparation |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Core texts**<br><br>**Power of practise:**<br>https://www.matthewsyed.co.uk/resource/bounce-the-myth-of-talent-and-the-power-of-practice/ | **Exam board**<br>Pearson BTEC Level 1/Level 2 First Award in Sport<br><br>**Core texts**<br>Specification:<br>https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf | **Exam board**<br>OCR A Level PE<br><br>**Core texts**<br>Specification:<br>https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf<br>Text Book: OCR A Level PE<br>ISBN: 9781510473317 |

# Art

In Art we aim to provide students with the opportunity to develop a range of artistic skills and techniques to become a good artist. We encourage students to be creative and innovative in their art pieces. Students are given the opportunity to explore, reflect and evaluate concepts and techniques utilised by a wide variety of genres, and replicate and interpret these in their own pieces of work. From KS3 onwards, we aim for students to have a clear understanding of how to work like an artist and demonstrate the same attention to detail in their pieces.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 7** | **About Me**<br>Introduction, block lettering, colour and pattern, collecting materials, collage. | **Colours, Synaesthesia**<br>Colour wheel, primary, secondary and tertiary colour. Complementary colour, hot and | **Skills Project, Japanese illustration and observational colour**<br>Use of pencil techniques, shading, quality of | **3D Project Clay**<br>Sea creatures, introduction to clay, thumb pots, use of slip, joining and marking in to clay. Applying additional clay elements. Use | **Cultural Project – Aboriginal Art**<br>Introduction to non-European art. Natural materials, making marks, story telling and map making. Developing paint techniques mark making, building layers of paint incorporating differing ways of adding paint to image. | |

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| | | cold, shade and tone | line, mark making and tone. | of glazes and kiln firing | |
| **Year 8** | **Drawing/Negative Space**<br>Discussion of what is negative space and how this is used with art work. Research examples, create work using and explaining this element of art | **Perspective 1**<br>Use of one-point perspective to create shapes and buildings.<br>Use of colour and tone within an image to add to perspective | **Perspective 2**<br>Use of two-point perspective to create letters, shapes and buildings and within landscape | **3D Project**<br>Gnomes, fairies and woodland creatures, building on and refining techniques learnt, thumb pots introduction of slab work, applying clay and how to decorate with paint | **Art History: Rousseau/Cezanne/Munch/African Art**<br>Researching an artist work and life, developing and creating work in the style of the artist and forming an opinion about the work and the artist. |
| **Year 9** | **Art History** Op Art/Pop Art/Street Art<br>Introduction to artist who have challenged the art establishment in the style, content and location of their work. Research artist life and work, create work in the style of artist and inspired by their ideas. | | **3D Project** Clay Animal Heads<br>Clay techniques continued and further developed, work inspired by animals, creating characters, form, texture and scale. | | **Skills Project/Face Drawing**<br>Developing drawing skills, use of differing pencils types, ways of seeing, quality of line and use of shading and tone. Realism compared to stylisation. |
| **Clay Year 10** | **Ernst Haekel**<br>Drawing,<br>Artist research, pastiche of work, creation of work inspired by artist, pencil | **Nunzio Paci**<br>Artist research, pastiche of work, creation of own work inspired by artist, pencil, mixed media and collage | **3D**<br>Development of clay head inspired the work of artists studied. Incorporating previously learnt skills and recapping these. Creation of designs, development of design and creation of 3D head, selection of materials to complete work and assessment of the final piece | | **Drawing Project/Portraiture**<br>Continuous development of drawing techniques, use of pencils, line, mark making, shading and tone. How to draw a face, capture expression, individual features and overall emotion, individual exercises and final images |
| **Year 11** | **Continuation of Year 10 Work**<br>Building on to existing work extending and revisiting work to improve quality.<br>Creation if final A1image based on work created in sketchbook incorporating ideas and themes of nature, natural form, decay and climate change | | **GCSE Examination Work**<br>Theme set by exam board 1st Jan and completed before end of April | | |

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| **Year 12** | **Skills Based Project**<br>drawing, painting, monoprints, collage, artists introduction using themes of Landscape, portraiture, still life | **A level related essay 1500- 3000 words**<br>Related essay subject of student's selection, research artists/art movement life, work and influences and discuss how this impacted on art work, argue and form clear opinions of own thought and ideas about the work |
| **Year 13** | **A Level Personal investigation**<br>Theme to be selected by student with guidance from teachers in line with OCR Fine art requirements | **A Level examination paper**<br>Theme set by exam board 1st Feb and completed before end of May |

**Texts and exam boards**

| GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|
| **Exam board OCR**<br>Description Art GCSE<br><br>https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/ | **Exam board OCR**<br>Description Fine Art and Photography<br><br>https://www.ocr.org.uk/qualifications/as-and-a-level/art-and-design-h200-h600-from-2015/ |

# Drama

In all Key Stages students in drama will develop skills in responding, performing and evaluating drama. The units will enable students to devise drama from a stimulus, access a variety of texts and be able to realise them in performance and effectively analyse and evaluate their learning through a range of challenging topics.

| | Autumn | Autumn | Spring | Spring | Summer | Summer |
|---|---|---|---|---|---|---|
| **Year 7** | **Mime**<br>This unit will introduce students to key performance skills; they will learn how to mime objects effectively, understand slapstick and the rule of 3 and demonstrate the effectiveness of non-verbal communication. | | **Greek Theatre**<br>This unit will introduce students to physical theatre and choral techniques, they will learn about the history of theatre and will develop performance skills. | | **Romeo and Juliet**<br>This unit will introduce students to key performance skills; they will learn how to use scripts, understand how to use their voice to create character and meaning and demonstrate the effective use of stage directions in performance. | |
| **Year 8** | **Melodrama**<br>This unit will introduce students to the basic elements of melodrama, including the stock characters involved melodramatic | | **The Mansion**<br>This unit will introduce students to creating and performing original stories using a variety of stimulus material and non-naturalistic dramatic techniques. | | **Macbeth and Stage Combat**<br>This unit will introduce students to stage combat, through the exploration of William Shakespeare's Macbeth. They will learn the importance of | |

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| | narrative to create performance. | | | | safety and how to perform effective stage combat. | |
| **Year 9** | **Let 'im have it**<br>This unit will introduce students to key devising skills; they will learn how to use a variety of techniques to create a piece of non-naturalistic drama | | **Fame and Celebrity**<br>This unit will allow students to create and perform original stories using a variety of real-life stimulus material and naturalistic non-naturalistic dramatic techniques. | | **Stone Cold**<br>This unit will continue to encourage students to implement key performance skills; they will learn how to use scripts, understand how to use their voice to create character and meaning and demonstrate the effective use of stage directions in performance. | |
| **Year 10** | **Discrimination**<br>In this component, students explore devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. | **An Inspector Calls**<br>Text and Performance<br>In this component students will develop knowledge, understanding and skills in exploring and performing from a performance text. Students will rehearse and refine one key extract, | **Devised Assessment Piece and Portfolio**<br>**Mock Exam**<br>**Live Theatre visit**<br>In this component students will focus on the work of theatre makers and the theatrical choices that are made in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. | | | |

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| | Performers and designers must work collaboratively and keep an individual record of their contribution throughout the process. | leading to a final performance. They will demonstrate and use a wide range of acting and skills to communicate their interpretation in performance. | | |
| **Year 11** | **Devised Assessment Piece and Portfolio** Internally Assessed Practical Exam<br>In this component, students explore devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece.<br>Performers and designers must work collaboratively and keep an individual record of their contribution throughout the process. | | **Text and Performance**<br>In this component students will develop knowledge, understanding and skills in exploring and performing from a performance text. Students will rehearse and refine two key extracts, leading to a final performance for a visiting examiner. They will demonstrate and use a wide range of acting and skills to communicate their interpretation in performance. | **Exam Preparation**<br>Students will continue to explore their set text, An Inspector Calls and practice exam questions in preparation for their unit 3 exam. |
| **Year 12** | **Curious Incident of the Dog in the Night Time, Brecht, Devised Piece and Portfolio**<br>In this component, students explore the work of a theatre practitioner and devising, which is an exciting and challenging opportunity to work collaboratively with others to explore the play, 'The Curious Incident of the Dog in the Night Time' ,in order to create an original performance piece. | | **The Accidental Death of an Anarchist, Exam Techniques and Preparation**<br><br>Students practically explore their set texts**,** **'**Accidental Death of an Anarchist' and ' Lysistrata' and practice exam questions in preparation for their Component 3 exam. | **Lysistrata Exam Preparation**<br><br>Students practically explore their set texts**,** **'**Accidental Death of an Anarchist' and ' Lysistrata' and practice exam questions in preparation for their Component 3 exam. |

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| | Performers and designers must work collaboratively and keep an individual record of their contribution throughout the process in order to produce a portfolio. | | |
| **Year 13** | **Text and performance**<br>In this component students will develop knowledge, understanding and skills in exploring and performing from a performance text. Students will rehearse and refine two key extracts, in light of a practitioner leading to a final performance for a visiting examiner. They will demonstrate and use a wide range of acting and skills to communicate their interpretation in performance. | **Text and Performance**<br>In this component students will develop knowledge, understanding and skills in exploring and performing from a performance text. Students will rehearse and refine two key extracts, leading to a final performance for a visiting examiner. They will demonstrate and use a wide range of acting and skills to communicate their interpretation in performance. | **Accidental Death of an Anarchist, Lysistrata, Exam Preparation**<br>Students will continue to explore their set texts**, '**Accidental Death of an Anarchist' and ' Lysistrata' and practice exam questions in preparation for their Component 3 exam. |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| **Core texts**<br>Romeo and Juliet by Shakespeare<br>Macbeth by Shakespeare<br>Stone Cold by Joe Standerline and Robert Swindells | **Exam board**<br>Edexcel<br><br>**Core texts**<br>An Inspector Calls by JB Priestley | **Exam board**<br>Edexcel<br>**Core texts**<br>The Curious Incident of the Dog in the Night time by Simon Stephens<br>Lysistrata by Aristophanes<br>Accidental Death of an Anarchist by Dario Fo |

# Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | **The Haunted House – Exploring the Elements of Music**<br>Students will explore the idea of musical contrast by composing an atmospheric piece of music called 'The Haunted House' | | **Drumbeats and Rap**<br>Students will begin to explore the concepts of rhythm and pulse by composing a structured drum track with bass-line and a rap; initial work on staff notation of rhythm | | **March Tune and Melody Composition**<br>Students will rehearse and perform a keyboard melody, learning more about keyboard technique and how to read staff notation. Students will use the rehearsed melody as a template for their own melodic composition. | |
| Year 8 | **Stand by Me – Exploring musical textures**<br>Students will rehearse and perform the track 'Stand By Me', playing with both hands (chords and bass-line) and will learn about basic harmony using chords I, VI, IV and | | **Music and the Moving Image**<br>Students will explore the use of music in film and TV by composing the soundtrack to a choice of short film clips, drawing on their experience of composing music to suit a given atmosphere, | | **12 Bar Blues**<br>Students will consolidate their understanding of chord sequences and harmony, further develop their instrumental techniques and learn to improvise with more confidence by exploring the 12-bar blues; students will | |

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| | V as the basis for a composition. | | understanding of beats and rhythm, melody and harmony | | also learn the importance of the blues in pop music history | |
| **Year 9** | **Remix and Variations**<br>Students will further hone their compositional technique by exploring genuine musical development of ideas through composing both theme and variations and a remix using appropriate music technology | | **Motific Music and Dance Music**<br>Students will explore the handling of original musical ideas and motifs and further develop their fluency in music technology by exploring dance music in general, the invention of musical motifs and EDM | | **Song writing**<br>KS3 culminates in a project centred on the composition of an original song and so this project draws together multiple strands from preceding work – word setting, melody, harmony, structure, instrumental/ensemble skills, music technology, development of ideas, composing to evoke a specific mood or atmosphere | |
| **Year 10** | **Introduction to GCSE** | **First Composition and First Performance**<br>Introduction to set work | **Completion of First Composition**<br>Set work critique and analysis | **Initial Work on Further Composition and Further Performance**<br>Set work critique and analysis | **Further Work on Further Composition and Further Performance**<br>Set work critique and analysis | **Completion of Further Composition**<br>Set work critique and analysis |

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| **Year 11** | **Initial Work on Briefed Composition and Ensemble Performance**<br>Revision of set works | **Further Work on Briefed Composition and Ensemble Performance**<br>Revision of set works | **Final Work on Briefed Composition and Solo Performance**<br>Revision of set works | **Final Work on Free Composition and Ensemble Performance**<br>Revision of set works | **Revision and final exam preparation** | |

**Texts and exam boards**

| Key Stage 3 (Years 7-9) | GCSE (Years 10-11) | A-level (Years 12-13) |
|---|---|---|
| N/A | **Exam board**<br>Edexcel | **Exam board**<br>Edexcel |

# IAG

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | Introduction to College Life<br>The Launceston College Project | Review of the Launceston College Project<br>Responsibilities | Relationships and Understanding Others | Enterprise<br>10X Challenge | Emotional Wellbeing<br>Residential Preparation | Residential Review<br>Starting a New Year |
| Year 8 | Looking After Yourself<br>Financial Capability | You Are Awesome | The Global Village<br>Conflict Resolution | CEIAG | Drugs and Alcohol Education<br>First Aid and CPR | Rights and Responsibilities<br>Starting a New Year |
| Year 9 | Emotional Wellbeing<br>British Values | PREVENT Radicalisation | Options Talks<br>CEIAG | Emotional Wellbeing | Emerging Gender Identity | Skills and Bills (KS2 KS4 prep)<br>Starting GCSE Year 10 |
| Year 10 | Mental Health<br>Sexual Health | CEIAG | Study Skills/Revision Skills | Staying Safe – Drugs and Alcohol | Is Money Real? | Writing a CV<br>Preparation for Work Experience<br>Starting Year 11 |
| Year 11 | Reflection, Evaluation/Study Skills | Sixth Form Presentations and Applications<br>CEIAG | Strategies for Final Revision | Personal Revision | Personal Revision | |
| Year 12 | Sixth Form Learner | Beyond the classroom | Work Experience and progression preparation | Investigating Higher Education | Personal Revision | Personal Statements and UCAS applications |
| Year 13 | UCAS Applications | Beyond the Sixth Form | Revision Skills | Personal Revision<br>6th Form Experience Student Review | Personal Revision | |

**Covid changes for Sept 2020-2021**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | Introduction to College Life<br>The Launceston College Project | Review of the Launceston College Project<br>Responsibilities | Relationships and Understanding Others | Enterprise<br>10X Challenge | Continuation of 10X Challenge<br>Emotional Wellbeing | Starting a New Year |

| | Autumn 1 |
|---|---|
| All Years | Initial 2 weeks on Emotional Wellbeing |