

English

KS3 'Scheme'

Year 7		Year 8	
HT1: Click or tap here to enter text.	HT2: Gothic Fiction: 'Frankenstein' (R) In this unit, pupils learn about both the social and historical context and the literary conventions of gothic fiction. Developing analytical and evaluative skills enables pupils to discuss and write about characters and the creation of tension. Pupils extend and apply knowledge of literary terminology gained at KS2.	HT1: Contemporary Prose Fiction: 'Blood Family' (W) This unit prompts analysis and understanding of narrative techniques, building upon KS2 and HT2 and 4. Ethics, societal norms and the influence of nature versus nurture are explored, offering links with PSHCE and RE and stimulating debate. The text acts as a springboard for non-fiction writing, in particular, leaflets and reports.	HT2: Creative Prose (W) Building upon Year 7 HT4 and 6 as well as the previous unit, this half term's unit enables pupils to apply their understanding of narrative technique to embed and develop skills in creative writing.
HT 3: Poetry: War Poetry 9 (R) Analytical and evaluative skills are further embedded through the study of a range of war poetry. Pupils also develop comparative skills. There are links to history - pupils learn about specific wars, key figures and context, for example patriotism and propaganda. Oracy work includes performance, interpretation and opportunities to offer and justify opinions.	HT 4: Contemporary Prose Fiction: 'Lamb to the Slaughter' (W) Reading and study of the text enables pupils to learn about narrative structures and characterisation. The text is used as a springboard for this half term's writing focus, so that pupils can apply their knowledge of character and practise their skills in formal and informal letter writing.	HT 3: Othello (R) Further to Y7 HT5, this unit enables pupils to further develop appreciation of Shakespeare's language. Pupils will apply analytical skills and terminology encountered at KS2 and revisited throughout the Y7 curriculum. Character and theme are explored, as is the play's context. Pupils analyse soliloquies, gaining insight into characters and dramatic technique. ***	HT 4: Transactional Writing (W) / Of Mice and Men (R)*** This non-fiction unit focuses on the discipline of writing lively and stylised articles to suit different audiences and specific purposes. Pupils will use carefully chosen language and rhetorical and structural devices to manipulate, entertain and influence readers. Work will involve analysis of stimulus non-fiction texts from newspapers, magazines and elite publications.
HT 5: Shakespeare: Romeo and Juliet (R) Pupils develop an understanding and appreciation of Shakespeare's language, and study context and key themes. In particular, pupils explore the protagonists' relationship and the conflict within the play. Pupils revisit and consolidate the specialist terminology learned at KS2, which has also been developed further throughout Year 7, especially in Poetry, HT3.	HT 6: Contemporary Prose Fiction: 'Blood Family' (W) This unit prompts analysis and understanding of narrative techniques, building upon KS2 and HT2 and 4. Ethics, societal norms and the influence of nature versus nurture are explored, offering links with PSHCE and RE and stimulating debate. The text acts as a springboard for non-fiction writing, in particular, leaflets and reports.	HT 5: Of Mice and Men (R)*** Study of seminal world literature aids the embedding of critical appreciation and character analysis skills and offers insight into a very different social and historical context. Specialist terminology acquired throughout three is applied, aiding pupils' fluency in articulating ideas and using expert language, whilst developing the exploration of characters.	HT 6: Unseen Poetry / Other Cultures & Traditions (R) Pupils' understanding of different cultures is broadened through the study of poems from other cultures. Pupils apply their critical knowledge, skills and language to unseen poems and linking with RE and PSHCE. This unit builds confidence and fluency in the analysis of poetry. Pupils develop competency in the production of written responses to text.

English

KS3 Literacy / LRC

Year 7		Year 8	
HT1: Click or tap here to enter text.	HT2: Literacy: A focus on descriptive writing complements analytical skills gained in the study of gothic fiction. Pupils revise sentence types and associated punctuation. Homework spellings includes revisiting of Y5 and 6 spellings. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG supported by IDL and Rainbow Spellings.	HT1: Writing lessons: Pupils develop skills in writing to inform, developing understanding of structures, conventions and tone. Pupils practise writing paragraphs to justify inferences. Oracy: Pupils will deliver a presentation about a topic of interest relating to 'Blood Family'.	HT2: Writing Lessons: Descriptive writing: Narrative writing, including autobiography (using amusing anecdote e.g. Clive James, Roald Dahl) is further explored. Pupils revisit skills and learning and apply them in practice.
HT 3: Literacy: Pupils analyse language choices, develop inference, and practise writing PEE paragraphs to support the poetry studies. Pupils continue to learn the spelling of key words. Oracy: Class debate focusing on implicit and explicit inferences from texts. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings.	HT 4: Literacy: Non-fiction reading and writing skills are further developed through the writing of articles and letters linked to 'Lamb to the Slaughter'. Homework spellings continue. Revisiting of word class and grammatical parts of speech learned at KS2. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings	HT 3: Writing Lessons: Pupils study the conventions and devices associated with the writing of Informal and formal letters and of magazine articles, applying their skills through practice in response to set briefs. Oracy: discussing opinions/points of view on 'teenage' topics.	HT 4: Writing lessons: Pupils focus on non-fiction texts including reviews, speeches, and leaflets, developing understanding of form and conventions through the study of a range of stimulus texts and applying this learning in their own writing.
HT 5: Literacy: Pupils learn more about rhetorical/persuasive devices, along with knowledge of context to write a formal speech about Juliet's mother and social pressure in 16 th Century. Oracy: Pupils develop presentation skills: expressing their own ideas and keeping to the point. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings.	HT6: Literacy: Writing to inform, analysing non-fiction and fiction texts related to the themes in 'Blood Family', writing paragraphs to justify inferences. Library: 'The Big Read' fosters independent reading, a shared class reader supports guided study, SPG further supported by IDL & Rainbow Spellings	HT 5: Writing lessons: Pupils apply redrafting and editing skills to upgrade a selected writing task. Skills in narrative writing and speeches are developed. Pupils explore ways to create tension, experimenting with narrative structures. Oracy: Pupils use devices to record readings of 'tension hooks' and consider their impact on the reader.	HT 6: Writing lessons: Pupils draw upon learning about narrative and characterisation gained so far in KS3 to produce character diary entries and monologues. Oracy: Group 'hot seating' activities to support exploration of character.

Notes

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English

KS4 GCSE English Literature

Year 9 – English Literature		Year 10 – English Literature	
HT1: Unseen Poetry / Other Cultures & Traditions (R) Pupils' understanding of different cultures is broadened through the study of poems from other cultures. Pupils apply their critical knowledge, skills and language to unseen poems and linking with RE and PSHCE. This unit builds confidence and fluency in the analysis of poetry. Pupils develop competency in the production of written responses to text.	HT2: Eduqas Poetry Anthology (R) Pupils are challenged to apply the analytical and evaluative skills, as well as the expert terminology gained and practised at KS3, to the study of the 18 poems of the GCSE anthology. Skills in annotation are further embedded.	HT1: Mock Exam Preparation The curriculum structure at HT6 uses interleaving to aid pupils in securing their knowledge, skills and understanding, revisiting unseen poetry and 'A Christmas Carol' before returning to revise 'Macbeth'. Pupils focus on context, character and themes in readiness for the mock examinations. (English Literature Component 2).	HT2: Unseen Poetry Pupils now return to their skills on poetry, further developing the higher order skills of evaluation and comparison. Interleaving the curriculum in this way requires pupils to revisit skills taught in HT1,2, and 3 of Y9, supporting the retention of content, skills and expert terminology. Assessments focus on higher order evaluation and comparison skills.
HT 3: A Christmas Carol (R) Pupils revisit skills in analysing character and narrative technique gained throughout KS3, applying them to the study of Dickens' 'A Christmas Carol'. Pupils explore key themes and the influence of the novella's context on historic and present-day audiences. Pupils will learn how to respond to 'exploding extract' assessments in readiness for the GCSE examinations.	HT 4: Macbeth (R) Pupils build upon their knowledge of Shakespearean language and context, applying it to their exploration of the play, 'Macbeth'. Assessments revisit pupils' skills in character analysis and the understanding of the function of soliloquies acquired through the study of 'Romeo and Juliet' and 'Othello' at KS3.	HT 3: 'Macbeth' This unit returns to the study of 'Macbeth' and build upon prior learning. Pupils demonstrate understanding of key themes and characters, including the relationship between them, and of the dramatic conventions / presentational devices pupils have previously learned about (for example in Y9 HT4).	HT 4: Eduqas Poetry Anthology: A return to the GCSE poetry anthology taught in Y9 HT 1 and 6 is interleaved into the curriculum this HT. A thematic approach is employed to encourage pupils to make links and draw comparisons between poems, further developing higher order comparative skills and a deeper appreciation of meaning. The assessment focuses on the theme of war in the poetry anthology.
HT 5: An Inspector Calls (R) Through the study of Shakespeare pupils have learned about the conventions of playscripts. Pupils apply this understanding to the analysis of Priestley's play, 'An Inspector Calls'. Assessments require pupils to demonstrate understanding of Priestley's presentation of character and theme. Pupils develop confidence and skill in responding to 'exploding extract' questions.	HT 6:	HT 5: Components 1 and 2 This HT revisits pupils' skills in answering examination style questions, allowing time for further practice as well as reviewing content, characters, themes and context in readiness for the GCSE examinations in May.	HT 6: Summer Examination Series

English

KS4 GCSE English Language

Year 10 – English Language		Year 11 – English Language	
HT1: Speaking & Listening – Individual Speeches Pupils explore speechwriting techniques, building on knowledge of rhetorical devices, purpose & audience gained at KS3. Pupils research, compose & prepare their own speeches. Again building on prior learning, pupils then revisit presentational skills and apply them to the delivery of their speeches to the class audience. Pupils answer questions and utilise standard English.	HT2: C1 20th Century Literature (R), Creative Prose (W): Pupils study 20 th Century Reading, focusing on the core skills of summary & synthesis, retrieval, inference, justifying, analysis & evaluation, and comparison. Pupils also develop prose writing skills, using language creatively to describe & narrate and engage their audience with increasing sophistication.	HT1: This unit focuses on non-fiction reading skills and examination practice. Pupils become familiar with question styles and core reading skills of retrieval, selection, inference, comparison and evaluation. These skills are revisited and embedded throughout each unit of work, to increase the facility and confidence with which pupils can apply the skills they have acquired across the five years of English Language study.	HT2: Throughout this unit of work, a focus on the reading assessment foci (A01, A02, A03 and A04) is interleaved with transactional writing (A05 and A06). Writing of a range of text types is practised, building upon skills acquired at KS3 and supplemented by stimulus reading texts taught for the reading requirements for KS4. Completion of a C2 mock exam
HT3: C1 20th Century Literature (R), Creative Prose (W): Pupils study 20 th Century Reading, focusing on the core skills of summary & synthesis, retrieval, inference, justifying, analysis & evaluation, and comparison. Pupils also develop prose writing skills, using language creatively to describe & narrate and engage their audience with increasing sophistication.	HT 4: C1 20th Century Literature (R), Creative Prose (W): Pupils' develop precise responses to literary extracts, evaluating the use of structure, language & devices and citing evidence to justify views. Pupils also refine creative writing skills, drawing on prior knowledge and applying a range of techniques to write with emotional impact, fluency and originality, and to demonstrate overt awareness of purpose & audience.	HT 3: Pupils continue to develop fiction reading skills in preparation for the terminal exam, alongside regular practice of transactional writing – the specific assessment for this unit being based upon speech writing and formal letters. Reading skills are also assessed, as in every unit, using past examination papers to build pupils' confidence and skill with both examination components.	HT 4: In HT4 and 5, reading assessment skills (A01, A02 and A04) are further developed. Reading skills practice is interwoven with teaching of creative prose (A05 and A06). This ensures that pupils apply prior learning, continuing to develop their skills and understanding to aid fluency and confidence in extended writing. Oral rehearsal and redrafting skills are revisited to secure retention of key skills.
C1 20th Century Literature (R), Creative Prose (W): Pupils' develop precise responses to literary extracts, evaluating the use of structure, language & devices and citing evidence to justify views. Pupils also refine creative writing skills, drawing on prior knowledge and applying a range of techniques to write with emotional impact, fluency and originality, and to demonstrate overt awareness of purpose & audience.	HT 6: Mock Examination Preparation & Practise: In this HT pupils revisit the full range of reading and writing skills covered so far, applying what they've learned to practise answering examination style questions. There is a focus on the recall and consolidation of key skills.	HT5: In HT4 and 5, reading assessment skills (A01, A02 and A04) are further developed. Reading skills practice is interwoven with teaching of creative prose (A05 and A06) and transactional writing. This ensures that pupils apply prior learning, continuing to develop their skills and understanding to aid fluency and confidence in extended writing. Oral rehearsal and redrafting skills are revisited to secure retention of key skills. Focused revision of C1&C2.	HT6: Components 1 and 2. This HT revisits pupils' skills in answering examination style questions, allowing time for further practice as well as the review of structures, skills, techniques and devices in readiness for the GCSE examinations in June. Focused revision of C1&C2

Notes

The Year 11 scheme of learning has been sequenced to support the effective development and consolidation of a range of reading and writing skills. Skills are revisited and interleaved and learning 'spirals' to foster the increasing sophistication of pupils' responses. Such an approach lends itself to a degree of flexibility and it is expected that teachers of English Language will exercise their professional judgement with regard to the order in which skills are approached and the time spent on them in response to the needs of individual classes. English language is only two hours per week for Year 10 pupils, so only focus in component.

Maths

KS3

Year 7		Year 8		Year 9	
HT1: .	HT2: Fractions and Number Skills: Pupils learn about equivalent fractions and how to do the four basic operations with fractions (+ - x ÷). Pupils build upon KS2, learning how to work with improper fractions and mixed numbers. Pupils carry out the four basic operations with integers and decimals, before learning about factors, multiples and primes.	HT1: Equations & Formulae, Lines and Angles: Pupils learn how to solve linear equations including brackets and with the unknown on both sides, building on Year 7 skills and progressing to rearranging formulae. Pupils learn more about notation and angle properties and learn how to find missing angles in parallel lines, triangles, quadrilaterals and polygons.	HT2: Ratio, Sequences and Equations: Pupils learn to simplify ratios and share amounts in a ratio, applying these skills to problem solving and real-life application. Pupils explore how to continue and generate sequences, building on these skills to find the nth term of a sequence and understand special sequences. Pupils also learn to solve equations using skills gained in previous algebra units in Y7 and 8.	HT1: Analysing Data 2, Proportions: Pupils build on the skills developed in Year 7 to analyse data using scatter graphs, cumulative frequency curves and box plots. Pupils will then be able to find more complex averages using these diagrams. Pupils also learn how to use direct proportion to solve problems including the algebraic and graphical methods.	HT2: Circles 2, Quadratic Equations, Accuracy: Pupils build on skills acquired during the circles unit in Year 8 to find area of sectors and lengths of arcs. Pupils also learn how to expand brackets and factorise quadratics, before moving on to solving quadratics using factorising and drawing quadratic and cubic graphs. Pupils apply their knowledge of rounding to estimate calculations.
HT 3: Powers & Roots, Operations, Presenting Data: Pupils explore mental & calculator methods for finding powers and roots in readiness for future units. Pupils learn the order of operations using BIDMAS and revisit how to round to the nearest decimal place and significant figures. Pupils will also practise displaying data in frequency tables, pie charts, pictograms, bar charts and line graphs.	HT 4: Analysing Data, Basic Algebra, Formulae & substitution: Pupils learn how to find mean, mode, median and range from sets of data. Pupils acquire basic skills in algebra: collecting like terms, simplifying expressions, expanding brackets and factorising expressions. These skills will be essential to future algebra units. Pupils also learn how to use different formulae.	HT 3: Formulae 2, Shapes & Circles, Conversions & Real Life Graphs: Pupils develop skills to rearrange more complex formulae. Pupils then learn about parts of a circle and how to find the area and circumference of a circle. Pupils go on to drawing plans & elevations of 3D shapes, before exploring about exchange rates and conversion graphs in Real Life Graphs. Transformation of Shapes – translation, reflection, rotation, enlargement.	HT 4: Fractions, Decimals & Percentages; Constructions & Loci: Pupils apply skills developed in Year 7 to convert between fractions, decimals and percentages (including recurring decimals) and order fractions, decimals and percentages. Pupils then learn how to bisect lines and angles, construct perpendicular lines and how to draw loci.	HT 3 Foundation only (Higher see Ks4) Pythagoras, trigonometry, Similarity & Congruence: Pupils learn how to find the length of a hypotenuse or side of a right-angled triangle using Pythagoras' theorem. Pupils also learn to find missing angles and sides of right angled triangles using trigonometry. Following this, pupils explore how to calculate lengths, area and volume in similar shapes and how to prove congruence.	HT 4: See KS4
HT 5: Straight Line Graphs, Measurements, Speed, distance & time: Pupils practise plotting co-ordinates, then draw straight line graphs, applying skills in substitution and plotting co-ordinates. Pupils revisit the different units of length, mass, capacity and make conversions between metric & imperial units. Following this, pupils go on to learn more about speed, distance and time.	HT 6: Area and Volume, Percentages: Pupils find the area and volume of different 2D and 3D shapes including rectangles, triangles, circles, cuboids, prisms, applying skills learnt in the formulae and substitution unit. Pupils develop further skills in finding percentages of amounts and practise increasing and decreasing by a required percentage. This unit builds on number skills learnt in HT2.	HT 5: Probability, Scale Drawings and Bearings: Pupils will be introduced to the basics of probability including scale, single events and combined events. In Scale Drawings & Bearings, pupils learn how to interpret scale drawings and how to measure and calculate bearings. This builds upon skills gained in the line and angles unit.	HT 6: Indices & Standard Form, Inequalities: Pupils explore the rules of indices and learn how to convert numbers between standard form and ordinary numbers, before moving on to learn how to use inequality symbols, how to list and illustrate values which satisfy inequalities and how to solve inequalities.	HT 5: See KS4	HT 6: See KS4

Maths

KS4 – Higher GCSE

Year 9		Year 10		Year 11	
HT1: Click or tap here to enter text.	HT2: Click or tap here to enter text.	HT1: Analysing & Displaying Data, Fractions & percentages: Pupils explore various ways of displaying data including bar charts, pie charts, frequency polygons and scatter graphs. Methods of analysing data, such as averages and measures of spread, are also explored. Pupils revisit and build upon skills from KS3 e.g. converting recurring decimals into fractions.	HT2: Ratio and proportion: Pupils further explore links between ratio and proportion, extending this to algebraic representations of direct and inverse proportion. Polygons and parallel lines are revisited as knowledge of these challenging aspects of angles will be needed for further study of geometry including Pythagoras and trigonometry.	HT1: Advanced trigonometry, Representing Data: Pupils learn methods to deal with non-right angled triangles, drawing upon algebraic skills and geometrical knowledge developed in Year 10. Pupils learn the Sine and Cosine rules and the trigonometric graphs. Pupils also learn how to construct, interpret and compare cumulative frequency curves, box plots and histograms. Cumulative frequency.	HT2: Graphs, Further Algebra: Pupils revisit quadratic and cubic graphs in more detail, studying key features such as turning points using methods learned. Pupils learn the key features of circular graphs and how to combine these with previous methods to find the equation of a tangent. Pupils extend skills in algebra to algebraic fractions and rearranging formulae.
HT 3: Are you ready for GCSE? Pupils revisit and consolidate learning in readiness for the GCSE course. Pupils also develop knowledge of metacognition to support their learning in maths and are provided with an overview of their pathway to GCSE maths.	HT 4: Number & calculation, Indices & Standard Form, Algebra: Pupils develop key number skills including how to work with decimals and negatives, study the correct order of operations and learn how to round numbers to various degrees of accuracy. Pupils then move on to indices and standard form. General algebra is also introduced in preparation for algebraic manipulation.	HT 3: Graphs, Geometry: Pupils learn to identify, plot and read values from linear and non-linear graphs – including real life graphs- making links between the equation of a graph and its key features. Pupils explore perimeter and area of 2D shapes, then extend this learning to circles and sectors before progressing to 3D shapes, studying volume & surface area including real life applications.	HT 4: Accuracy, Transformations, Constructions, Loci & Bearings: Pupils cement an understanding of rounding gained at KS3 and move on to study upper & lower bounds and their use in real life calculations. Pupils look at combining the 4 transformations previously studied and extend these to negative and fractional scale factors. Constructions, loci and bearings will be introduced.	HT 3: Surds & Proof, Functions & Vectors: Pupils are introduced to the manipulation of surds including rationalising denominators, equipping pupils to move on to the study of formal proofs. Pupils will further develop skills in algebra by learning about function notation, inverse and composite functions. Pupils then move on to study vector notation for problem solving.	HT 4: Other Graphs, Direct & Inverse Proportion: Reciprocal and exponential graphs are plotted by pupils to identify key features of curves. Pupils learn how to find the area under a curve, particularly useful when dealing with the velocity-time graphs which pupils studied during KS3. Direct and inverse proportion is revisited and pupils now combine proportional relationships.
HT 5: General algebra, Factors, Multiples & Primes: Pupils build upon KS3, learning the notation and methods required for algebraic manipulation, including collecting like terms, expanding brackets and factorising expressions. These are essential skills for units of study in Years 10 and 11. Pupils also build on learning on factors from Year 8 and apply their methods to real life problems.	HT 6: Sequences: Pupils learn to identify arithmetic, quadratic and geometric sequences, considering how to discover nth term rules which allow them to find any term in a given sequence. Assessments will also take place during this half term providing the opportunity for many key areas to be revisited, deepening and securing pupils' knowledge and skills.	HT 5: Further Algebra, Probability: Pupils learn the key elements of quadratic and simultaneous equations, studying a range of methods for solving these, before moving on to solving inequalities. Pupils explore how to find probabilities from a range of data sets.	HT 6: Multiplicative reasoning, Similarity & Congruence, Trigonometry: Pupils convert between units including compound measures, e.g. speed. Proportional relationships, including best value problems, and real life growth & decay models are explored. Similarity & congruence is revisited in greater detail (to include area and volume) as is Trigonometry, in readiness for Year 11 study.	HT 5: Higher Level Problem Solving, Revision and Past Paper Practice: The focus of this unit is to consolidate pupils' learning and strengthen understanding of the links between various topics. Strategies to break down complex problems are explored in greater depth. Pupils apply themselves to practising past examination papers.	HT 6: Higher Level Problem Solving, Revision and Past Paper Practice:

Maths

KS4 – Foundation GCSE

Year 9		Year 10		Year 11	
HT1: Click or tap here to enter text.	HT2: Click or tap here to enter text.	HT1: Analysing & Displaying Data: Pupils consolidate and expand on knowledge gained in KS3 to use timetables appropriately, use and create two way tables; draw and read from bar charts, histograms, pictograms and line graphs; draw and read from stem and leaf diagrams and pie charts; understand correlation and draw and read from scatter graphs.	HT2: Fractions, Decimals & Percentages: Pupils develop understanding of the use of equivalent fractions, decimals and percentages, learning to change between each one and to order them. Pupils consolidate understanding of the four operations of fractions, understanding how to add and subtract mixed numbers and whether denominators are the same or different. Problem solving skills are revisited.	HT1: Pythagoras' Theorem, Trigonometry: Pupils revisit and deepen learning from Year 9, using Pythagoras to find missing sides, determine if a triangle is right-angled, and to solve worded real life problems. Pupils use trigonometry and Pythagoras to find missing sides and angles and undertake further study of circles, cylinders and cones, securing and embedding skills and knowledge.	HT2: Probability, Compound Measures & Percentages: Pupils build on knowledge of probability to find probabilities using sample space, Venn and frequency trees diagrams. Pupils learn the difference between mutually exclusive and exhaustive events. Formulas for speed, density and force are learned and pupils use knowledge from Year 10 to solve simple and compound interest problems.
HT 3: Click or tap here to enter text.	HT 4: Operations, Factors, Multiples and Primes: Pupils revisit and practise a range of number skills including using BIDMAS to solve problems, rounding numbers to a given decimal place and significant figure, understanding the laws of indices, and finding primes, factors, multiples, including highest common factor and lowest common multiple and prime factors of a given number.	HT 3: Equations, Inequalities and Sequences: Pupils solve equations and inequalities involving unknowns on one side and both sides, using number lines to find integer solutions for inequalities. Pupils use sequences to find the next terms, using the nth term to find any given term, finding the nth term of a sequence and using knowledge of sequences to determine if a term is in a sequence.	HT 4: Shapes & Angles, Analysing Data: Pupils show understanding of the properties of shapes and use of angles on a straight line, in a triangle or quadrilateral. Pupils find angles in polygons and use knowledge of alternate, corresponding and supplementary angles in parallel lines to solve problems. Pupils use sampling & averages in context from discrete & continuous data from lists and tables.	HT 3: Shape, Loci & Bearings, Quadratic Equations: Pupils use knowledge from previous units to draw nets, plans and elevations of 3D shapes. Pupils learn the rules of congruency and find missing sides in similar triangles. Knowledge of loci and bearings is applied to solving real life problems. Pupils deepen learning and knowledge of algebra gained in Year 10 – expanding, factorising and solving quadratic equations.	HT 4: Circles, Indices, Similarity & Congruence: Pupils apply knowledge of circles from Years 8 & 9 to find area, circumference, arc length and area of sectors, deepening this learning to find the surface area and volume of cylinders. Pupils use learning from Year 9 to solve problems with indices & standard form. Pupils use knowledge of similarity & congruence from Year 11 HT3 to solve more complex problems.
HT 5: General Algebra: Pupils revisit and consolidate prior learning to embed skills. This includes simplifying expressions, including adding, subtracting, dividing and multiplying using the correct notation.	HT 6: Algebra & Formulae: Pupils build on learning in previous units at KS3 to substitute numbers into expressions and formula, expand single brackets, factorise expressions and derive formula from a worded problem. Pupils complete a summer assessment, which provides the opportunity to demonstrate knowledge and skills developed over a number of units.	HT 5: Geometry & Measures: Pupils apply knowledge of converting units to change from one metric unit to another and from metric to imperial. Pupils find the perimeter of a given shape and areas of triangles, rectangles, squares, parallelograms, trapeziums and compound shapes, using this knowledge to find the volume and surface area of prisms. Straight line graphs are also explored.	HT 6: Graphs, Transformations, Ratio & Proportion: Pupils read and draw real life graphs and linear graphs. Using knowledge from Year 8, pupils also draw and describe the four transformations (reflections, rotations, translations and enlargements). Pupils solve problems with ratio and proportion, before going on to complete the end of year assessment, which allows pupils to demonstrate their understanding and knowledge.	HT 5: Vectors, Simultaneous Equations & Algebraic Graphs Pupils use column vectors to add, subtract, multiply and divide. Pupils solve simultaneous equations and re-arrange formulae to make a given letter the subject. Pupils also develop understanding of what a non-linear graph is and sketch quadratic and cubic graphs.	HT 6: Complex Problem Solving, Revision & Past Paper Practice: Pupils apply knowledge from all areas to explore more complex problem solving questions and practice examination questions using past exam papers. Pupils develop their understanding of the examinations and practice examination skill in preparation for the GCSE examinations.

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Science

KS3

Year 7		Year 8		Year 9	
HT1: <i>* RP = required practical</i>	HT2: Passport to Science, Cells, Plants & Human Biology: This unit of 8 lessons supplements pupils' KS2 science knowledge, providing pupils with all the practical and health & safety skills needed to undertake laboratory work. Cells, Plants & Human Biology comprises 17 lessons covering cells, microscopes RP*, organ systems, building blocks of life, puberty & pregnancy.	HT1: Diet, digestion and the nervous system: Pupils build upon their learning in Year 7, HT2 in 11 lessons covering diet, the elements and functions of the digestive system and how our nervous system helps us to respond to stimuli in the world around us.	HT2: The Periodic Table and Chemical Reactions: Across 18 lessons, pupils build upon learning from Year 7, HT3, exploring the development and use of the periodic table and the reactions of the compounds and elements recorded in it.	HT1: Energy: Through the course of this 18-lesson unit, pupils learn about the completely new concepts of energy stores and pathways. Pupils also learn about calculations and energy transfers.	HT2: Plants and Ecosystems: The content of this 16- lesson unit is completely new to pupils but has links to the Cells unit in Year 7. During this unit, pupils learn about the process of photosynthesis and its purpose as well as the environment around us and the impact we have upon it.
HT 3: Elements, compounds and separating mixtures: In this 10 lesson unit pupils learn about elements, compounds, mixtures and how to separate them using scientific techniques.	HT 4: Electricity and magnetism: Over 15 lessons, pupils explore all aspects of circuits and the associated components, including equations, and then move on, through linked concepts to the study of magnetism. During March pupils access a wide range of experiential, careers and extra-curricular opportunities through the science elements of the school's STEM week.	HT 3: Sound and Light: In this substantial unit of 15 lessons, pupils learn how light and sound travel to us and how they can be used.	HT 4: Circulatory and Respiratory Systems and Microbes: This 15-lesson unit builds upon Year 8 HT 1, exploring further organ systems in the body. Pupils learn what the circulatory and respiratory systems are composed of and how they work. Pupils explore the ways our body creates energy and how microbes enter and affect us.	HT 3: Variation and Selection: Pupils learn about inheritance and environmental factors in this new unit of 15 lessons. Pupils draw upon learning about reproduction from Year 7. Physical features of inheritance and environment are explored, as are diseases.	HT 4: Forces and Waves: This unit links to the subject matter studied in Year 7 HT5 and Year 8 HT3. Over 14 lessons, it builds upon pupils' understanding of forces, as well as the sound and light topic. Incorporating 3 lessons on pressure, the unit also introduces pupils to motors and the electromagnetic spectrum.
HT 5: Forces and motion: Over the course of 16 lessons, pupils learn what forces are and how we use them. Pupils develop skill in calculations and relate learning to everyday life. Pupils attempt an end of year assessment.	HT 6: Acids and alkalis: This 8-lesson unit enables pupils to learn about acids and alkalis. Pupils develop an understanding of the definition of acids and alkalis, as well as their properties and how they can be used.	HT 5: Physical Changes: This unit of 15 lessons provides pupils with the opportunity to learn about states of matter and to understand the changes between them. Pupils attempt an end of year assessment.	HT 6: Earth Resources and Reactions of metals: Over 12 lessons, this unit covers the development of the atmosphere, and how metals react with acids, water and with other chemicals.	HT 5: Space: This 10-lesson unit introduces a brand new topic aimed at separate scientists only. In it, pupils learn about space and the evolution and death of stars. Those pupils who will be pursuing the Trilogy course revisit and consolidate learning from KS3 and begin to explore the building blocks for GCSE.	HT 6: Periodic Table, Cells and The Particle Model: Pupils build on KS3 prior learning and begin to explore the building blocks of each discipline.

Science

KS4 Trilogy GCSE

Year 10		Year 11	
HT1: The Periodic Table, Cells and The Particle Model: Pupils build on KS3 prior learning and begin to explore the building blocks of each discipline.	HT2: System Organisation, Energy: Learning moves from micro to macro scale in this unit as, in multicellular organisms, cells make tissues, which make organs, which make systems. The energy unit links with the particle model, providing a basis for chemistry units (bonding, energy changes), the biology unit (bioenergetics) & many physics units.	HT1: Quantitative Chemistry, Examination Preparation: In this unit, pupils revisit and consolidate learning of quantitative chemistry. Pupils then revisit prior learning and undertake examination practice in readiness for the end of year examination, which covers all three disciplines of science.	HT2: Chemical Analysis, Waves, Homeostasis: Pupils build upon a basic understanding of definitions and properties of atoms, compounds & mixtures. Further learning about waves develops understanding of physics and links to the unit on magnetism. Pupils also explore homeostasis, recapping understanding of cells & organisation, introducing a new organ system as the context to this learning.
HT 3: Structure and Bonding, Energy Changes: Pupils link concepts from atomic structure, the particle model and energy in this unit on structure & bonding, which will be built upon in the electricity and many other chemistry units. Pupils' learning about energy changes is largely practical, emphasising variables and how to conduct a scientific experiment – skills which can be applied to the rest of the RPs. Infection and Response – Timely as takes place in a half term when illness is rife.	HT 4: Electricity: Pupils learn about electricity before moving on to explore chemical changes and focusing on electrolysis. Pupils' learning on chemical changes builds on knowledge of reactivity from work on atoms, as well as understanding of ionic compounds from the structure and bonding unit.	HT 3: Using Resources, Inheritance & Selection, Chemistry of the Atmosphere: Pupils apply learning of quantitative chemistry & chemical changes to consider our use of resources. Work on inheritance & selection builds from Paper 1 towards the study of ecology. Pupils explore the chemistry of the atmosphere, which links to resources, and to future study of ecology in biology.	HT 4: Rates, Magnetism & Electromagnetism, Ecology: This unit places strong focus on the language of the scientist and on required practicals. The difficult, abstract concepts of magnetism & electromagnetism are interleaved with more concrete concepts to maintain pupils' engagement. Pupils study ecology, (including RP), exploring the world in which we live and how every organism interlinks.
HT 5: Atomic Structure and Radiation, Bioenergetics: Interleaving of prior learning consolidates pupils' knowledge of the structure of the atom, an abstract concept pupils find difficult. Pupils then build upon knowledge of chemical and energy changes to learn about equations and exo/endothemic reactions. Pupils also extend learning from cells to develop greater understanding of chloroplasts & mitochondria.	HT 6: Quantitative Chemistry: Conceptually, this is the most challenging maths learning within science. Pupils engage in it at this point to link effectively with their increasing mathematical knowledge and maturity. Learning links to atoms & compounds and builds on the periodic table & chemical reactions. Pupils explore formula mass, mole equation and titration calculations.	HT 5: Forces, Organic Chemistry, Space (Physics only): Pupils learn about forces. For single scientists, this is a large proportion of Physics Paper 2. In this unit, there is a clear emphasis on securing knowledge and recall. Work on organic chemistry recaps and builds upon learning from Year 10 and links to A Level. The study of space, for single scientists only, also builds upon earlier work on forces.	HT 6: Examination preparation: Pupils engage in revisiting prior learning to secure and consolidate skills and knowledge, attempting practice papers to build confidence and fluency.

Notes

'Pupils taking the separate science route cover the same topics as the combined science pupils, with the addition of the physics unit 'Space' at the end of year 11. In all other units the separate science pupils study the topics in greater detail, as specified by AQA.'

Art

KS3

Year 7		Year 8		Year 9	
HT1: 	HT2: Ancient Times – African Masks Pupils work on ancient African masks linked to whole school transition project. Pupils learn about art from other cultures and periods, explore colour theory and use different mediums: cardboard to craft a 3D form, string & tissue to create texture. HT1 adapts depending on transition text but ancient theme remains a constant.	HT1: Hundertwasser – Street Scene Collage Pupils explore and develop a critical understanding of the work of Austrian artist and architect Hundertwasser, who uses line and colour to depict the environment. Pupils evaluate his work to develop their creativity and ideas, whilst also revisiting water colours and colour theory before producing a collage.	HT2: Hundertwasser, Cubism - Picasso Pupils continue their exploration of Hundertwasser, researching his life and work. Pupils are then introduced to oil pastels which they use to produce a collaged street scene with oil pastel background. Pupils then go on to explore Cubism, exercising reasoned judgements about the movement and the artist, Picasso to inform their own work.	HT1: Graffiti Project – Banksy Pupils explore the meaning of Graffiti and use their devices to undertake independent learning about the artist, Banksy. Pupils consider whether there is anything positive about Graffiti. The project brief requires pupils to convey a message within their work which will give Graffiti value in the eyes of the local community.	HT2: Cultures Project – Transition Unit Pupils complete a project which requires them to reflect upon the impact of art & design in reflecting and contributing to their own cultural identity. The project mirrors the GCSE examination brief, adding challenge and giving pupils 'taster' of the KS4 course. Pupils create an A2 design sheet, culminating in either an oil pastel piece or a string a tissue piece.
HT 3: Keith Haring – 'The Fit For Life' Campaign Pupils explore the art work supporting the slogan 'Eat well, Move more, Live longer', making links with food technology and PE. Pupils draw on learning about the artist's work (movement, vivid colour) to design a poster to encourage healthy living. Pupils explore colour theory and develop skills in a range of techniques: water colours, coloured pencils & collage.	HT 4: Keith Haring – Graphic Design & Artist Research Pupils continue to explore Keith Haring and the Fit for Life campaign, extending their studies to consider media graphic designing, specifically layout and illustration. Pupils research the artist and evaluate the visual impact of the artist's work and their own.	HT 3: Story Cubes – Matt Kaufenburg Drawing on artist research and the influence of the work of the artist, Mark Kaufenburg, pupils develop their creativity and ideas whilst also refining literacy skills, using story cubes to create an illustrated story. Pupils explore children's story books to provide a stimulus and aid the design process.	HT 4: Story Cubes – Matt Kaufenburg Pupils continue to work on their story cubes, further developing creativity and ideas and increasing proficiency in their execution. Pupils enlarge their designs to A3.	HT 3: Repeat above for Rotation 2 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.	HT 4: Repeat above for Rotation 2 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.
HT 5: Cartoon Crowd – Colour Theory & Emotions Pupils undertake a more in-depth investigation of colour theory, relating it to emotions and feelings. Pupils are also introduced to wax resist techniques, increasing their repertoire of skills. Pupils then design their own characters to represent emotions and transform them into 3D structures. Pupils begin to develop machine stitching skills.	HT 6: Cartoon Crowd – exploring different media Pupils continue their Cartoon Crowd work, taking designs into string and tissue paper. Techniques learned in HT2 are revisited and pupils also experiment with water colour and chalk. Pupils develop a personal response: wax resist cushion.	HT 5: Art from Other Cultures – Mexican Day of the Dead Pupils engage in a project based upon the Mexican festival 'Dia de los Muertos', making links with RE and Spanish. Pupils explore with design on candy skulls before producing a 3D skull using cardboard and tinfoil.	HT 6: Art from Other Cultures – Mexican Day of the Dead Pupils continue to explore 'Dia de los Muertos', using a range of techniques to record their observations in sketch books. Pupils reflect upon the way in which art & design reflect history and contribute to the culture and creativity of a nation.	HT 5: Repeat above for Rotation 3 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.	HT 6: Repeat above for Rotation 3 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.

Art

KS4 Art GCSE

Year 10		Year 11	
HT1: 'Poppies' Project – Exploring new processes In this skill-based unit, pupils discover new techniques and processes and increase proficiency in their execution. Pupils experiment with oil pastels, 3 colour lino cuts, mono-printing, image transfer and photography. Work supports pupils' skill development in line with the 4 key AQA assessment objectives.	HT2: Photography The introduction of photography enables pupils to bridge the gap between copying others' work and being inspired by their own. Pupils experiment, explore and develop their ideas culminating in a personal response. This becomes part of pupils' coursework, which represents 60% of the final grade.	HT1: Mock Examination Preparation / Coursework Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT1 & 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.	HT2: Mock Examination Preparation / Coursework This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') & CIAG ('My Future Matters').
HT 3: 'Through the Looking Glass' Project This project, inspired by 'Alice in Wonderland' leans heavily on pupils' acquisition and development of drawing techniques, which are then supplemented by a wide range of other techniques. Pupils learn about the work of Tim Burton and explore the influence his work can have upon their designs.	HT 4: 'Through the Looking Glass' Project Pupils continue work on their projects, developing and consolidating skills. This highly experimental project builds upon prior learning, adding detail and supporting pupils in producing sophisticated compositions. Pupils are supported in presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	HT 3: AQA Examination – Externally Set Task (40%). Pupils choose one of the 7 starting points to answer in order to produce their examination response. Each question includes an artist, craftsperson or designer. Pupils must research the artist and draw upon his/her influence in their work. Pupils are expected to use photography where appropriate.	HT 4: AQA Examination – Externally Set Task (40%). In responding to the externally set task, pupils must ensure their work covers all 4 of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.
HT 5: 'Buildings' Project – Lucinda Rogers & Rachael Grant Pupils' third project is influenced by the work of Lucinda Rogers and Rachael Grant. Pupils incorporate a wide range of photography and draw from their photographs. Pupils then translate images into lino mono prints, as well as applying other techniques they have learned.	HT 6: 'Buildings' Project – Lucinda Rogers & Rachael Grant Pupils continued work on this project sees them developing and refining techniques and increasing proficiency in selecting and handling different media. Pupils apply prior learning to increasingly complex and challenging designs, evaluating their own work and that of others.	HT 5: Preparation of final submission Pupils analyse & evaluate their own work, and others' in a process of review, feedback & refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project similar to that completed in Year 9.	HT 6: GCSE Summer Examination Series

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Art

KS4 Art Textiles GCSE

Year 10		Year 11	
HT1: Mr Finch Project The work of this inspirational textile artist engages pupils immediately. Exploration of the artist's heavily skills based work and beautiful subject matter, supports pupils in the rapid acquisition of a range of skills which they can revisit in future projects.	HT2: Mr Finch Project Pupils explore Mr Finch's work, with a particular focus on the use of exquisite hand embroidery. Pupils create a sketchbook to showcase their work, and reflect critically and analytically to refine their skills. Artist research deepens understanding of techniques and their impact.	HT1: Mock Examination Preparation / Coursework Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT 1 & 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.	HT2: Mock Examination Preparation / Coursework This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') & CIAG ('My Future Matters').
HT 3: Mr Finch Project Pupils continue to produce creative work, exploring ideas and recording experiences. Through revisiting and refining skills, and evaluating their own and others' work this allows pupils to become proficient in a range of craft and design techniques. Deepening knowledge of the artist's work, informs pupils' reflections on his contribution to culture and creativity.	HT 4: Patterns in Architecture Pupils undertake a photo safari around Manchester, as part of a planned experience also incorporating a visit to the Manchester Art Gallery and the Craft Centre. Pupils use the experience to collect primary resources which will enable them to explore a range of techniques.	HT 3: AQA Examination – Externally Set Task (40%). Pupils choose one of the 7 starting points to answer in order to produce their examination response. Each question includes an artist, craftsperson or designer. Pupils must research the artist and draw upon his / her influence in their work. Pupils are expected to use photography where appropriate.	HT 4: AQA Examination – Externally Set Task (40%). In responding to the externally set task, pupils must ensure their work covers all 4 of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.
HT 5: Patterns in Architecture Pupils exploration of techniques includes screen printing, block printing, mark making, batik wax resist, free machine stitch, embroidery and image transfer. This exploration allows pupils to experiment whilst developing surface pattern skills.	HT 6: Patterns in Architecture Pupils continue with the project, producing creative work, exploring ideas and recording experiences. Pupils develop confidence to evaluate and analyse using the language of art, craft & design and to annotate their work, alongside the creative process.	HT 5: Preparation of final submission Pupils analyse & evaluate their own work, and others' in a process of review, feedback & refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project similar to that completed in Year 9.	HT 6: GCSE Summer Examination Series

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Business Studies

KS4

Year 10		Year 11	
HT1: 1.1 Enterprise and entrepreneurship: In this unit pupils are introduced to the dynamic nature of business. Pupils learn about how and why business ideas come about. Pupils also explore the impact of risk and reward on business activity and the role of entrepreneurship.	HT2: 1.2 Spotting a business opportunity: Pupils explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. There is also a focus on understanding the competition.	HT1: 2.2 Making marketing decisions: Pupils explore how each element of the marketing mix is managed and can be used to inform and make business decisions in a competitive marketplace. This unit builds on previous knowledge from 1.4 with regard to the marketing mix.	HT2: 2.3 Making operational decisions: In this unit, pupils focus on the design, supply, quality and sales decisions a business makes in order to meet the needs of its customers.
HT 3: 1.3 Putting a business idea into practice: This unit focuses on making a business idea happen by identifying aims and objectives and concentrating on the financial aspects.	HT 4: 1.4 Making the business effective: Pupils explore a range of factors that can impact on the success of a business, including location, the marketing mix and the business plan.	HT 3: 2.4 Making financial decisions: This unit considers the tools available to a business to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. This unit builds on previous knowledge from 1.3 with regards to revenues, costs and profit.	HT 4: 2.5 Making human resource decisions: Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. Pupils consider all of these aspects in this final unit.
HT 5: 1.5 Understanding external influences on businesses: Pupils are introduced to a range of factors, outside of the immediate control of the business, e.g. stakeholders, technology, legislation and the economy and asked to explore how businesses respond to these influences.	HT 6: 2.1 Growing the business: Pupils learn about methods of growth and how and why aims and objectives change as businesses evolve. This builds on knowledge from topic 1.4 and looks at how businesses may have to adapt. The impact of globalisation and the ethical and environmental questions facing businesses are also explored.	HT 5: Exam preparation - Theme 1 Exam preparation - Theme 2 During this half term, pupils revisit and consolidate prior learning, undertaking a range of activities to support recall and examination readiness, including practising past examination paper questions.	HT 6: Click or tap here to enter text.

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Catering

KS3

Year 8		Year 9	
HT1: Health & Safety, Knife Skills: Pupils begin with a focus on health & safety and knife skills, learning about rules and procedures, building confidence with basic kitchen equipment and developing cutting skills including the bridge hold and claw grip. Pupils attempt their first practical and also explore job roles in the H&C industry, in particular the role of the chef.	HT2: Quality Control, Food Safety, Cake Making: Pupils learn about quality control and securing uniform outcomes. Pupils explore safety issues with raw meat, e.g. key temperatures & using a food probe, and apply their knowledge to practical tasks. Pupils investigate cake making methods, e.g. 'All in one' method' and modify recipes for varying dietary needs.	HT1: Food from Around the World: During this rotation, pupils explore 4 different world cuisines in the project theme 'Food from Around the World.' Pupils explore 2 cuisines this half term: Indian, covering existing products, menu research, product analysis and nutritional labelling; and American Desserts, building on 'planning for making, including timing, H&S and quality assurance.	HT2: Food from Around the World: This half term, pupils explore 2 more world cuisines. Chinese: pupils compare various cooking methods and their outcomes in terms of taste, texture and appearance. Allergies, intolerances and types of packaging are also studied this half term. Cuisine 4 is open choice: an opportunity for pupils to showcase all their skills and knowledge in a final practical.
HT 3: Gelatinisation, Dietary Guidelines, Food Safety: Pupils learn about the science behind thickening a sauce with starch, combining theory with practical skills. This unit introduces pupils to government dietary guidelines for eating well. Pupils then revisit prior learning about the important safety issues associated with cooking with raw meat, linking learning to practical skills.	Cake Making, The Eatwell Guide, Sauce Making: Pupils further develop knowledge of cake making methods, this time in more depth with the 'rubbing in method', again applying learning in practice. Pupils are introduced to 'The Eatwell Guide' before revisiting sauce making, with the opportunity to experiment with gelatinisation and to develop presentation skills	HT 3: Repeat above for Rotation 2	HT 4: Repeat above for Rotation 2
HT 5: Enrobing a Food Product, Kitchen Skills & Electrical Equipment: Pupils learn how to 'enrobe' a food product through practical work, e.g. fish/chicken/alternative goujons. Pupils develop skills in 'planning for making', and have another opportunity focus on knife skills, as well as learning hob management. Pupils use new electrical equipment e.g. a hand blender for making soup.	HT 6: Ready, steady cook! Pupils attempt the end of year assessment, drawing on skills and knowledge gained throughout the year. Pupils are required to plan a dish, following set criteria, and produce the dish in the set time, following their own plans for making.	HT 5: Repeat above for Rotation 3	HT 6: Repeat above for Rotation 3

Catering

KS4 Level 2 Vocational Award in Hospitality and Catering

Year 10		Year 11	
HT1: Food Safety: Pupils build upon learning from KS3 about how food can cause ill health. For example, pupils develop awareness of and ability to analyse, identify, explain or describe food-related causes of ill health, common types of food poisoning, symptoms of food induced ill health and food safety hazards in different situations.	HT2: Practical Skills, Food Safety & Hygiene: Pupils cook a variety of dishes, developing skills gained at KS3 e.g. methods of cake making and pastry making skills. At this stage, higher level skills are introduced with a continued emphasis on food safety and hygiene. Pupils prepare and cook a range of high risk dishes, applying the principles learned through theory lessons.	HT1: The Hospitality & Catering Industry at Close Quarters: Pupils learn more about the environment in which hospitality and catering providers operate, gaining understanding of how provision meets health and safety requirements. Guest speakers and /or visits (e.g. to restaurants, hotels, food suppliers) are introduced to the curriculum to enable pupils to experience first-hand how the industry works.	HT2: Pupils will learn to work as a team and a suggested way could be- In small groups the pupils plan, trial, prepare, cook and serve a three-course meal or range of dishes for a target group, or target catering outlet They could complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety.
HT 3: Nutrition & Menu Planning: Pupils develop understanding of the importance of nutrition and how it links with menu planning. Pupils learn how to describe the functions of nutrients, compare nutritional needs of specific groups and describe the effects of an imbalanced diet.	HT 4: Practical skills, Meeting Special Dietary Needs: Pupils produce dishes using a range of commodities. e.g. meat, eggs, dairy and vegetarian alternatives. Pupils learn how to accommodate the needs of specific groups, including those with special dietary needs and allergies.	HT 3: Internal Assessment: This half term is given over to completion of the internal assessment. The assessment brief is given out to candidates and 9 hours are allowed for this assessment: 3 of these will be for the practical assessment.	HT 4: Practical Skills & Examination Practice: Pupils continue to develop and embed any practical skills that may be useful and to enhance knowledge for the e-assessment. Pupils also practice past examination papers in preparation for the e-assessment.
HT 5: The Hospitality & Catering Industry: Pupils gain an understanding of different types of establishments and the types of foods that they produce for customers. Pupils learn to describe the structure of the hospitality and catering industry and build upon KS3 to develop greater awareness and understanding of job roles and working conditions.	HT 6: The Hospitality & Catering Environment, Presentation & Accompaniments: Pupils learn about the environment in which hospitality and catering providers operate and how they produce dishes to be served on different menus. Pupils also explore presentation techniques and accompaniments for a range of dishes: e.g. vegetarian, vegan dishes, dairy & gluten free, low fat, healthy school meals.	HT 5: Practical Skills & Examination Practice: Pupils will continue to develop and embed any practical skills that may be useful and to enhance knowledge for the e-assessment. Pupils should also practice past examination papers in preparation for the e-assessment	HT 6: Pupils to continue with past examination papers in preparation for the e-assessment.

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Computing

KS3

Year 7		Year 8		Year 9	
HT1: Click or tap here to enter text.	HT2: Transition: This unit of work uses innovative approaches to encourage pupils to build relationships with their peers through the use of technology. It is designed to support Ribblesdale's transition process and establish a code of conduct for the use of 21 st century technology, ensuring pupils become digitally capable and aware citizens.	HT1: Using Graphical Elements: In this unit pupils develop a multimedia product by combining a variety of different assets. Pupils plan, design and create a product that is suitable for a specific target audience, justifying their approach and evaluating the outcome. Pupils will need to understand and abide by the Copyright, Designs and Patent Act.	HT2: Computing Concepts – This unit will ensure that pupils understand how data is stored\executed and recognise that digital data, no matter of the format, is represented in binary. They will use bit patterns to represent different types of media and perform different operations such as binary addition	HT1: Advanced Python: Pupils build upon the textual based programming knowledge they have acquired, developing critical thinking and problem-solving skills. Pupils use nested IF statements and different types of iteration to create solutions for computation problems, learning the difference between functions and procedures.	HT2: Graphical Interfaces: This unit considers how mobile devices are impacting upon society. Pupils learn about the product life cycle and design and create an entertainment application (App). To do so, pupils must combine creative design and programming knowledge as well as developing an understanding of how target audience affects design.
HT 3: One2One: This unit of work is designed to develop the skills needed to succeed in a technology-driven society. The effective use of technology can support a journey of lifelong learning for pupils.	HT 4: Computational Thinking: Pupils work to develop problem solving and computational thinking skills. The unit introduces the concepts of decomposition, abstraction and pattern recognition. Pupils will be introduced to pseudocode, allowing them to analyse and create algorithms to break down computational problems.	HT 3: Modelling: This unit encourages pupils to use creative design to develop a real-world model. Pupils will ask "What If?" questions as they plan, implement, and develop projects are based on personal circumstances.	HT 4: Networking: This unit focuses on how the networking of devices has impacted upon our lives. Pupils learn about the hardware and software components needed to transmit data over computer systems. They will investigate what the internet is and create a static webpage using HTML.	HT 3: Computational Project: This unit encourages pupils to use practical programming skills to develop a solution for a real-world computational problem. They will need to plan, design and create an algorithm using a textual based language and present their solution in a suitable format, justifying their approach.	HT 4: Creative Projects: This unit of work encourages pupils to develop a user interface for a specific purpose and target audience. They will need to consider design principles and user requirements in the development of the product. Pupils will need to combine different types of multimedia to achieve an effective product.
HT 5: Basic Programming: This unit of work introduces pupils to the basic principles of coding. Pupils use a drag and drop interface and develop working algorithms to solve a variety of computational problems. The development of programming knowledge helps young people better understand the world around them.	HT 6: ELCE: This unit of work considers the impact of technology on our world, focusing on the physical and moral implications of its introduction. Pupils will investigate and discuss a range of ethical topics to explore how the introduction of computer science has and will continue to shape our society.	HT 5: Python Programming: This unit builds upon pupils' programming knowledge and introduces a textual based language. Pupils will be required to use a range of operators and expressions and apply them in the context of program control. Pupils will also need to solve a variety of computational problems; making appropriate use of data structures.	HT 6: System Security: This unit of work addresses cyber security issues. Pupils investigate how criminals find vulnerabilities in systems with the intent to perform criminal activities and learn how having an in-depth knowledge of different security threats can prevent it happening.	HT 5: Rotation with Technology, Art and Music	HT 6: Rotation with Technology, Art and Music

Computing

KS4 Computer Science

Year 10		Year 11	
HT1: Algorithms: Pupils develop understanding of how algorithms are developed. Pupils use the three basic programming constructs (sequence, iteration, selection) and combine them to solve complex problems, displaying them using flowcharts and pseudocode.	HT2: Iteration: Pupils learn about the difference between conditional and count controlled loops and justify the reasons for use. Pupils then design algorithms using iteration to solve problems and use trace tables to identify and correct coding errors.	HT1: Understanding Binary and Hexadecimal / Binary Representations: Pupils learn about the binary system to perform mathematical calculations and convert between binary, denary, and hex. Pupils also explore representations and possible compressions of types of media, justifying which approach would be best.	HT2: Programming Languages / Computer Systems: Pupils learn about the difference between assembly, high and low-level languages and how they are interpreted using a compiler or an interpreter. Pupils learn about the structure of the CPU, the Fetch Decode Execute Cycle (FDE) and assembly, high and low-level languages and their interpretation.
HT 3: Boolean Logic: Pupils use Boolean operators to create a logic circuit that returns a true or false value, investigating how truth tables are used to show all the possible results of the sub statements. Pupils will also be introduced to Boolean algebra and the different expressions used.	HT 4: Data types and Structures: Pupils learn to explain and use a variety of different data types. During the unit pupils carry out various manipulations such as finding the length of, slicing and concatenating 'string' data types. Pupils create different programs using a variety of data types and structures (arrays) to solve computational problems.	HT 3: Computer Systems Software & Networks: Pupils develop understanding of systems software, its management of the actions of the computer, and how it helps users to organise their programs. Pupils evaluate the impact that computer networks have on our lives, exploring different topologies, and are introduced to the OSI Model. Pupils also learn the role of the different layers play in transmitting data.	HT 4: System Security: Pupils learn to explain the different strategies that criminals use to attack networks and how these risks can be prevented and combatted. Pupils will explore the different network policies and laws which have been introduced to secure our data.
HT 5: Searching and Sorting Algorithms / Input & Output: Pupils learn to describe the main types of searching and sorting algorithms and use them to select and sort data. Pupils also develop understanding of the ways in which data can be inputted and justify the most effective approach, then apply this learning to create a program that uses a variety of input and output methods to solve a problem.	HT 6: Problem Solving: Pupils use computational thinking to create algorithms to solve problems. After exploring top-down and bottom-up approaches to create structures programs using procedures and functions, pupils use the development Life cycle to design solutions and test the outcomes.	HT 5: Ethical, Legal, Cultural and Environmental Concerns: Pupils investigate and discuss environmental, ethical, legal and cultural issues in relation to their impact on computer science. Pupils are introduced to the legislation relevant to computer science and how this impacts individuals and business around the world.	HT 6:

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Computing

KS4 Digital Information Technology BTEC

Year 10		Year 11	
<p>HT1: Component 1: Exploring User Interface Design Principles C1 Learning Aim A requires pupils to investigate user interface design for individuals and organisations, considering a range of factors to ensure the chosen user interface is suitable.</p>	<p>HT2: The first four weeks of this half term are given over to the C1 Learning Aim A assessment window. After this, pupils commence Learning Aim B, which requires pupils to use different project planning techniques to plan and design a user interface for an organisation. Through this, pupils learn the importance of using an agreed set of procedures when implanting a project.</p>	<p>HT1: The first four weeks of this half term are given over to the C2 Learning Aim B assessment window, after which pupils commence work on Learning Aim C (see HT2)</p>	<p>HT2: Learning Aim C Pupils consider how their dashboard can be used to help them draw meaningful and accurate conclusions from the information presented.</p>
<p>HT 3: The first four weeks of this half term are given over to the C1 Learning Aim B assessment window. In Learning Aim C, pupils are required to create their own user interface for a specific purpose. Pupils must consider how this user interface should be used to input data and the data output back to the user. Pupils must then review their project based on specific success criteria.</p>	<p>HT 4: This unit is dedicated to completion of the C1 Learning Aim C assessment. Assessment window 5 weeks.</p>	<p>HT 3: The first four weeks of this half term are given over to the C2 Learning Aim C assessment window. After this, pupils move on to Component 3: Effective Digital Working Practices. This Component comprises three topics, the first of these is Topic A: Modern Technologies, in which pupils are introduced to technologies that are used to help organisations exchange information, communicate and complete work related tasks</p>	<p>HT 4: Topic B: Cyber Security Pupils learn the combination of policies, procedures, technologies and the actions of individuals which provide protection from internal and external threats. Topic C: The wider implications of digital systems Pupils develop understanding of how organisations manage their data lawfully and use technologies in the right way.</p>
<p>HT 5: Component 2: Collecting, Presenting and Interpreting Data In C2 Learning Aim A, pupils investigate the roll and impact of data use on individuals and organisations. Pupils develop understanding of the difference between data and information and how they can change or convert raw data in useful information.</p>	<p>HT 6: The first four weeks of this half term are given over to C2 Learning Aim A assessment window, after which pupils begin work on Learning Aim B. During this unit, pupils evaluate real life data dashboards, identifying their main features and the types of applications they are used for. Pupil then use this knowledge to create their own dashboard.</p>	<p>HT 5: Ethical, Legal, Cultural and Environmental Concerns – Topic D: Planning and communication in digital systems Pupils learn how organisations monitor the technology that they use. Some organisations will create lists, others create diagrams that show how technologies are connected.</p>	<p>HT 6: Click or tap here to enter text.</p>

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Creative Arts

KS3

Year 7		Year 8		Year 9	
HT1: Unit 1 Exploring the Performing Arts: - Y6 Transition Unit This unit builds on the transition scheme of learning completed at KS2. Pupils explore musical theatre, specifically The Lion King, developing skills in acting, singing and dancing. Pupils study the responsibilities and skills needed by professional actors and directors in the 'real world', linking with careers education.	HT2: Unit 1 Exploring the Performing Arts, Unit 2 Developing skills for performance: Pupils complete and are assessed upon work in Unit 1, before moving on to Unit 2, which builds on the learning gained in the study of musical theatre. Pupils continue to study and develop the skills actors need.	HT1: Unit 1- Exploring the performing arts: This unit builds upon learning from Year7 HT1 & 2, this time through exploration of pantomime. Pupils look at different job roles and careers in the industry and explore the style of pantomime through practical work, learning how and why pantomime is created.	HT2: Unit 1 Exploring the Performing Arts, Unit 2 Developing skills for performance: Pupils complete and are assessed upon work in Unit 1, before moving on to Unit 2, which builds upon learning from Year7 HT1 & 2 and Year8 HT1. Pupils revisit the use of facial expressions, voice and body language, developing their skills further.	HT1: Drama Strategies -The Holocaust: Pupils explore drama strategies such as flashback, cross cutting, slow motion and still image, applying them to enhance their own work and further develop their performance skills. Pupils learn about the events of the Holocaust and explore what happened to the Jews. There are close links to history, RE & PSHCE.	HT2: Drama Strategies - The Holocaust: Pupils apply the skills and strategies learned through HT 1 & 2, along with their knowledge of the Holocaust to create an assessed monologue based on their characters experiences during the Holocaust. Pupils draw on what they have learned about the Holocaust to create their own character.
HT 3: Unit 2 Developing skills for performance: Pupils build upon learning from HT2, focusing on the skilled use of facial expressions, voice and body language. Pupils also learn how to work with a script and develop a scripted performance piece for assessment.	HT 4: Unit 3 I Got Rhythm: This unit continues to build upon pupils' prior knowledge and transition scheme of work completed at KS2, introducing pupils to note values. Pupils create their own African drumming rhythms as well as reading and writing traditional notation. The skills and knowledge gained will support future learning in music and performing arts	HT 3: Unit 2 Developing skills for performance: Knowledge and skills from Year HT1 & 2 are revisited as pupils focus on developing, applying, performing and evaluating their skills. Pupils learn how to use stage directions and how to use the space on stage most effectively.	HT 4: Unit 3 Film Soundtracks: In this unit, pupils draw upon learning from Year 7 HT 4,5 and 6. Pupils work in the role of film soundtrack composers and explore the challenges and musical devices used in film soundtrack composition. This unit provides an effective foundation for the future appreciation and study of music.	HT 3: *Dance Skills: Pupils focus on and developing physical skills such as posture, alignment, control, flexibility and co-ordination and then build these skills to develop expressive skills such as focus, spatial awareness and phrasing. <i>*This unit supports delivery of the National Curriculum requirements for dance</i>	HT 4: *Dance Performance: Pupils use the skills they have already developed to create a performance piece in a specific style of dance. Pupils can work on their own and create a solo piece or as a duo or group. <i>*This unit supports delivery of the National Curriculum requirements for dance</i>
HT 5: Unit 4 Keyboard skills: This unit builds on work completed in HT4. Pupils are introduced to the treble clef and learn how to read a traditional score. Pupils develop the basic skills required to perform a piece on the keyboard.	HT 6: Unit 5 Instruments of the Orchestra: Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section. Pupils explore the individual and characteristic timbres of the different instruments of the orchestra and play a class orchestra piece to gain and understanding of what it's like to perform as part of an ensemble.	HT 5: Unit 4 Around the World: Building on the music focus of HT 4, this unit gives pupils an insight into different musical cultures from around the world. Pupils explore different ways in which the elements of music can be used to create a style of music that reflects a country and its cultures. This unit provides an effective foundation for the future appreciation and study of music.	HT 6: Unit 5 Hooks, Riffs and Chords: Building further on HT 4 & 5, pupils explore patterns through genres of popular music (hooks and riffs) and learn about music from the western classical tradition (Ostinatos). Pupils also explore chord patterns in popular music and gain experience of performing as a band. This unit provides an effective foundation for the future appreciation and study of music.	HT 5: Music Band Skills – Live Lounge: Building upon learning from Year 8 HT 4, 5 & 6, pupils revisit chords and chord patterns using rock band instruments. They will then learn a song of their choice independently and rehearse and perform a cover version, using BBC 1's Live Lounge as a starting point.	HT 6: Music – Remix: This unit builds on work completed in YR 8 HT 5 & Y 9 HT5. Pupils explore music technology via DAW software. Using a selection of samples, pupils create a remix, exploring effects and midi data. Pupils also explore the role of a music producer, linking to careers education.

Creative Arts

KS4 – Performing Arts BTEC

Year 10		Year 11	
HT1: C1 Exploring the Performing Arts – ‘Macbeth’: This unit extends skills and knowledge gained at KS3. Pupils explore the musical of Shakespeare’s ‘Macbeth’ through practical work and conduct research in order to define Elizabethan theatre, explore first thoughts, and consider the starting points of ‘Macbeth’. Pupils also refine and develop physical & vocal skills.	HT2: C1 Exploring the Performing Arts – ‘Macbeth’: Pupils continue studying ‘Macbeth’, focusing on processes, techniques & approaches, creative intentions and purpose & rehearsals. Pupils also develop script skills and complete an assessed research log.	HT1: C2 Developing skills and techniques in Performing Arts – Script Work: Pupils complete a skills audit to evaluate which understand which skills they need to improve. Pupils then participate in a series of skills workshops to develop and enhance their physical and interpretative skills, documenting their development in a journal.	HT2: C2 Developing skills and techniques in Performing Arts – Script Work: Pupils work in a group on a script of their choice, using the skills they have developed to bring the piece to life. Pupils prepare the piece ready to perform to an audience for their final assessment, before evaluating the process and their progress.
HT 3: C1 Exploring the Performing Arts – ‘Teachers’: Pupils build upon prior learning from HT1 & 2, through an exploration of epic theatre. Pupils explore ‘Teachers’ through practical work and research the following areas: definition of epic theatre, first thoughts, starting points of ‘Teachers’. Pupils learn about Brecht and how to develop their physical skills.	HT 4: C1 – Exploring the Performing Arts – ‘Teachers’: Pupils continue studying ‘Teachers’, focusing on processes, techniques & approaches, creative intentions and purpose & rehearsals. Pupils develop strategies and apply them in a performance. Pupils also complete an assessed research log.	HT 3: C3 Performing to a Brief & Using a Stimulus: Drawing on the skills and knowledge they have gained to date, pupils will participate in a series of workshops to learn to respond to a stimulus. Pupils will then use a stimulus to create a piece of theatre in a style of their choice.	HT 4: C3 Performing to a Brief & Using a Stimulus: Pupils further develop their skills and complete a mock assessment. Pupils are assessed and, through feedback, will then improve and develop their skills still further. Pupils draw upon skills from components 1 & 2 to help them to achieve well in this final assessment.
HT 5: C1 Exploring the Performing Arts – ‘Curious Incident of the Dog in the Night Time’: Pupils explore physical theatre through the practical exploration of the play. Pupils research the following areas: definition of physical theatre, first thoughts and starting points. Pupils will explore the theatre practitioner Frantic Assembly, learning how to develop their physical skills.	HT 6: C1 Exploring the Performing Arts – ‘Curious Incident of the Dog in the Night Time’: Pupils continue studying ‘Curious Incident of the Dog in the Night Time’, focusing on processes, techniques & approaches, creative intentions and purpose & rehearsals. Pupils use the skills they have learned in performance and complete an assessed research log.	HT 5: C3 Performing to a Brief & Using a Stimulus: The examination board provides pupils with a brief to which they must respond in groups of no more than 7. They will use their prior knowledge of using a stimulus to help them to create a piece which meets all aspects of the brief. Pupils have 8 hours to physically create the piece and 3 hours to complete the written controlled assessment.	HT 6: Summer examination series.

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Creative Arts

KS4 – BTEC Technical Award in Music Practise

Year 10		Year 11	
HT1: Foundations for Music: Pupils revisit and consolidate learning and skills from KS3 in preparation to transition to the KS4 programme of study. There is an emphasis on theory and appraising. This unit is delivered as a series of workshops aimed at building confidence and further developing the skills required to study music at KS4.	HT2: C1 Exploring music products and styles: Building upon learning at KS3, pupils focus on western classical music and the British invasion, exploring key features and artists through performance, composition and listening tasks.	HT1: C2 Music skills development: Building on skills and knowledge gained in Component 1, pupils explore personal and professional techniques for musicians and learn how musicians share their music with others. Pupils learn to use a variety of methods to evidence processes and outcomes and communicate skills development.	HT2: C2 Music skills development: Pupils participate in workshops and sessions to identify and develop musical skills and techniques in 3 disciplines: performance, composition and production. Pupils then develop and log their progress in two of these skills, producing a progress log and showcase.
HT 3: C1 Exploring music products and styles: Building further upon HT2, pupils study genres of music from the 70s and 80s. Pupils explore key features and artists through performance, composition and listening tasks.	HT 4: C1 Exploring music products and styles: Pupils study genres of music from the 90s and 00s, exploring key features and artists through performance, composition and listening tasks.	HT 3: C3 Responding to a commercial music brief: Pupils participate in a series of workshops, learning to respond to a set brief. Pupils use an existing set brief to create a response.	HT 4: C3 Responding to a commercial music brief: Pupils further develop their skills before completing a mock assessment. Pupils will improve and develop their skills further, in response to feedback. As this is the final assessment, pupils should be able to use all the skills from Components 1 & 2 to help them to achieve.
HT 5: C1 Exploring music products and styles: Pupils move on to study Jazz & Blues music, and music for media. Pupils explore the key features and artists through performance, composition and listening tasks.	HT 6: C1 Exploring music products and styles: Pupils go on to explore world music. Through performance, composition and listening tasks, pupils explore key features and artists. An end of year assessment requires the presentation of music styles and genres, including 3 tasks that utilise performance, composition and production skills.	HT 5: C3 Responding to a commercial music brief: The exam board provides pupils with a brief to which they must respond individually, covering all aspects of the brief. Pupils use their prior knowledge of musical styles and genres and of composition & production skills to create a piece. Pupils have 20 hours to physically create the piece and 3 hours to complete the written controlled assessment.	HT 6: Summer examination series.

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Design Technology

KS3

Year 7		Year 8		Year 9	
HT1: 	HT2: Planning, marking out and measuring: In a 12-lesson unit which links closely with the KS2 expectation, pupils learn about patterns and templates, analyse fabrics, and consider the difference between natural and manufactured fabrics. Pupils also learn about basic wasting and addition processes. Design and make activity: Fabric door stop	HT1: Timbers – natural and man-made: Over 7 lessons pupils learn about traditional joining methods (e.g. mitre), and to 'jigs' as a means of marking out. Interleaved with this, pupils also develop an understanding of different types of natural timber and how to select based on their physical properties. Design and make activity: Hand held maze game	HT2: Timber Assembly Methods, Mechanical Components: Over 7 lessons, pupils learn about timber as a material, and about manufactured woods & different assembly methods required. Learning about the client links back to the design process. Mechanical components are introduced: cams, levers, pulleys, & gears. Design and make activity: Mechanical moving toy	HT1: Scales of production, plastics & complex design: This unit interleaves Year 8 HT 4 on scales of production, increasing depth and detail, and revisits learning on plastics, dovetailing with Year 8 projects and Year 7 vacuum forming. Pupils use 2D Design to develop a complex design covering ACCESSFM. Design and make activity: USB Drive	HT2: Design Technology in our World: Pupils cover design technology in our world: human factors, sustainability, ethical design & responsibility of manufacturers. Learning about product lifecycles ties the plastic study together. Pupils find solutions to a design brief, honing CAM skills. Design and make activity: USB Project
HT 3: Introduction to the design process – the design brief and specification: Across 12–14 lessons, pupils learn about the design process, informing initial design idea generation. Pupils also learn more about materials, exploring plastics and the process of vacuum forming, as well as the functions of packaging. Design and make activity: Cast Chocolate Mould	HT 4: Smart and modern materials: Pupils develop skills in recognising and separating 21 st Century materials, including thermochromic, photochromic, hydro chromic, polymorph, shape memory alloys, microencapsulation and smart fibres. This learning interleaves with further study of fabrics over the course of 10 lessons. Design and & make activity: Iterative Smart Samples	HT 3: Metals, Mechanical & Electronic Components: These 8 lessons introduce metals as a new material area and interleave systems by tying the mechanical components structure of input process output with an electronic system. Pupils are also introduced to electronic components as a key area. Design and make activity: Electronic steady hand game	HT 4: 2D & 3D Development: Revisiting of 2D design learning from Year 7 is interleaved with CAD/CAM across 6 lessons to create a platform for pupils to learn about 3D development software through Fusion 360 and Cura. Pupils are introduced to scales of production through the collaborative design task. Design and make activity: Collaborative pet products	HT 3: Iterative Design, Casting: Pupils revisit the iterative design process. Metal as a material is taught in more depth and mastered, including types, categories, properties and finishes. Pupils are introduced to casting as new process, similar to the moulding and forming studied in Years 7 & 8 respectively. Design and make activity: Pewter Casted jewellery	HT 4: Iterative Design, Casting, Rapid Prototyping: Pupils refine their final design in accordance with the constraints of the process. Pupils consider their work in an industrial context, linking with scales of production, responsibilities of designers and concepts like automation. Rapid prototyping is mastered. Design and make activity: Pewter casted jewellery
HT 5: CAD and CAM: In a unit of 12 lessons, pupils are introduced to CAD & CAM and supported in developing an understanding of types and differences between the two. 2D Design navigation is used to teach pupils introductory CAD skills and a laser cutter driving licence promotes further understanding of how CAD and CAM merge. Design and make activity: Plywood Mobile Phone	HT 6: Physical properties of materials: Pupils explore physical properties, working primarily with paper and board but interleaving with fabrics, plastics and woods. Within the 12 lessons, iterative design is also explored, including modelling & prototyping, testing & evaluating. Collaborative design and make is introduced alongside the iterative process: Bridges and Towers.	HT 5: Structures, engineering & architecture: This 6-lesson unit interleaves pupils' learning on structural development (Towers & Bridges) with exploration of the influence of social and ecological factors on engineering choices. Pupils also make connections between local, national and international architecture, which links to careers education. Design and make activity: Physical architectural model	HT 6: Modelling, CAD & Biodegradability: Pupils develop a model using Fusion 360 and revisit learning on CAD covered throughout KS3, laying foundations for the exploration of rapid prototyping in Year 9 and at KS4. Further work on plastics is interleaved, and the concepts of biodegradability and choice are also included in this unit of 7 lessons. Design and make activity: Architectural model	HT 5: Natural & manufactured woods: Pupils master woods, both natural and manufactured, and develop both an understanding of and an ability to construct traditional wooden joints. Understanding of wasting processes with regard to woods is mastered. Design and make activity: Traditional wooden joints	HT 6: Traditional Manufacture vs Automation, Assembly: Pupils revisit and master CAD/CAM whilst considering automation versus the traditional approach. Pupils also develop an understanding of assembly: finish, quality control and quality assurance. Design and make activity: Traditional wooden joints

Design Technology

KS4 – Design Technology GCSE

Year 10		Year 11	
HT1: Materials, Iterative Design, Modelling & Testing: Pupils begin to master iterative design over the linear approach. The medium for this is through a range of modelling and testing. Pupils explore materials and their physical properties and complete design and make challenges through prototyping in a range of matter.	HT2: Mechanical Components & Systems: Pupils master mechanical components & systems and become confident in naming, rationalising and applying formulae for a range of mechanisms. Pupils expand their repertoire of design and making, consider different target markets and understand the role of the design specification more deeply. Design & Make Task: Moving Vehicles	HT1: Non-examination Assessment: Investigation through collaborative design: Pupils consider primary versus secondary sources of research and the role of the client profile. Working independently, pupils develop their own project by proving the problem within a context and writing their own specification and brief.	HT2: Non-examination Assessment: Investigation through collaborative design: Returning to the iterative process, pupils now apply their understanding through the constraints of the NEA. Pupils develop a solution to their problem by developing their design ideas and constructing models & prototypes, until a viable submission is determined.
HT 3: The Design Process: Pupils explore the world of design and make in the 21 st century and consider scales of production, becoming more astute in their application and understanding of CAD/CAM. Under the focus of the design process, pupils begin to consider the investigation phase and communication techniques Design & Make Task: Festive Products	HT 4: Electronic Systems: Pupils revisit and master electronic systems; applying an understanding of inputs, processes and outputs, types of systems and the language of systems. Pupils are introduced to micro-controllers and micro-processors. Design & Make Task: Lighting	HT 3: Manufacturing a functional prototype: Pupils manufacture a functional prototype, within the demands of their specification, applying traditional and CAD / CAM skills. Pupils demonstrate planning and the creation of working drawings, both isometric and orthographic, and use communication skills to present a viable working solution.	HT 4: Assembling the Prototype: Pupils finish and assemble their prototype. Pupils evaluate the success of the final prototype using the design specification and through rigorous testing, suggesting modifications to further apply the iterative process and demonstrate an understanding of where the project aligns with industry.
HT 5: Design Technology in our World: Pupils advance through the topic of DT in our world and 21 st century design with a focus on their responsibilities as designers. Previous projects are interleaved to help pupils reflect on their sociological decisions. Pupils will also cover sustainability and eco-design.	HT 6: Smart, modern and interactive materials: Advancing through 21 st century design, pupils consider smart, modern and interactive materials and their role within design; linked to the previous half term. Pupils begin to consider how the choices, materials and technology they have available to them now and in the future can be best applied.	HT 5: Technical Principles & Exam Preparation: Pupils consider and revisit the full range of section A and the technical principles in preparation for the external examination. This will include: Design Technology in Our World, Smart Materials and Mechanical Components.	HT 6: Technical Principles & Exam Preparation: Pupils consider and revisit the full range of section A and the technical principles in preparation for the external examination. This will include: Electronics and Materials. Pupils will develop further their chosen specialism in the core principles of DT.

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Design Technology

KS4 – Graphics NCFE Technical Award

Year 10		Year 11	
HT1: Introduction to Graphic Design: Pupils complete an introduction to Graphic Design, which introduces pupils to the 6 components of graphic design. Pupils explore their understanding of career progression and relationships between technical awards and GCSE.	HT2: Unit 1: Pupils apply their understanding of the key principles by designing the marketing for a movie poster. Pupils experiment with colour and tone, printmaking, collage as well as imagery exploration and compositional study	HT1: Unit 2: Pupils explore the work of past and present designers, developing a greater understanding of the graphic design industries and what it is like to work in graphic design. Job roles, career progression and post 16 opportunities link to PSHE & careers education.	HT2: Graphic Designers & Design Briefs: Pupils apply the work of a chosen graphic designer to book illustration / decoration. Pupils carefully emulate the skills, styles and approaches of a professional to create an original response to a brief. Pupils evaluate and analyse a designer and the pupils' application of the designer's work.
HT 3: Unit 1: Pupils are introduced to advanced software through Adobe Photoshop (introduction and basics of navigation). Pupils develop a final design idea by creating a final design in Photoshop; applying with confidence all of the key components of graphic design. Pupils evaluate their graphic design and the key skills applied.	HT 4: Unit 4: Pupils develop a broader understanding of the skills and variations of graphic design and compile a portfolio. This will include the production of a photography diary, understanding typography, collage and montage, the role of design briefs and the work of others.	HT 3: Unit 3: Pupils continue their career focus and meet professionals from a range of industries to inspire their work. Pupils work with a real design problem to generate a design brief, considering the full plethora of graphic design and the needs of society when composing their problem.	HT 4: Unit 3 Through execution of a range of graphic design skills, both traditional and CAD, pupils solve their original design brief. Pupils are required to weave together the coverage of all 3 previous units to develop an innovative solution that may touch on the work of others; but will not endeavour to mimic it.
HT 5: Unit 4 & Examined Unit Preparation: Pupils begin their examined unit preparation by developing an understanding of the mark scheme and conditions. Pupils will continue to supplement unit 4, but, through a range of tightly examined tasks and design briefs, will also address key skills and knowledge attained over the course of Year 10 in preparation for the examination.	HT 6: Examined Unit & Portfolio Work: Pupils begin live exam preparation and ultimately complete the 10-hour assessment. Pupils then review the examination upon receipt of the results and devise an action plan for Year 11. Pupils continue to develop and complete their graphic design portfolio through a range of experiments in colour, tone, image, typography and composition.	HT 5: Unit 4 & Examined Unit Preparation: Pupils begin their examined unit preparation by developing an understanding of the mark scheme and conditions. Pupils continue to supplement Unit 4, by compiling their portfolio, selecting and discarding work to generate the optimum presentation for the moderator.	HT 6: Unit 4 & Examined Unit Preparation: Pupils begin live exam preparation and ultimately complete the 10 hour assessment. Pupils complete the course upon submission of the final unit (Unit 4 portfolio) and the completion of any resit / first attempt of the examination. Pupils take ownership of the learning in this half term, based on their independent portfolio selections.

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Geography

KS3

Year 7		Year 8		Year 9	
HT1: Click or tap here to enter text.	HT2: World of Wonder – Amazing Africa: Pupils begin by developing and mastering basic geographical skills. Pupils learn to interpret, analyse and extrapolate information from a range of geographical sources. Pupils also explore links between and consider the importance of physical features and how they influence human activity.	HT1: Local Area Enquiry: Pupils complete an enquiry to identify whether Clitheroe is still a market town. Pupils learn why early locations were chosen for settlements and how specific functions led to settlement growth. Pupils use data collection techniques to gather primary data and analyse it to draw conclusions.	HT2: Climate and Ecosystems: Pupils further develop their understand of climate by investigating global patterns, including factors that affect them and links to large scale ecosystems. Pupils then explore the types, density, variety and adaptations of plants and animals living in ecosystems. Finally, pupils consider the impact of humans upon ecosystems and how this can be managed.	HT1: Challenges for the Planet: This unit provides a second opportunity for pupils to complete a geographical enquiry. Pupils return to concepts learned in Year 8 and consider the types and amount of waste we produce. Pupils then design an enquiry that can be used to help test a hypothesis and suggest ways to reduce waste from households in the UK.	HT2: Population: Pupils consider changes in global population, using their knowledge to account for population densities. Pupils then explore how populations change as countries develop and the impact this has on population structure, quality of life and standard of living. Pupils learn how some countries attempt to manage their population.
HT 3: Me and My Country: In this unit pupils look at the UK's physical features including its upland areas and river systems, as well as the factors that make our weather changeable. Pupils then investigate human geography across the UK, developing an awareness and understanding of our multicultural society.	HT 4: A River's Tale: Pupils develop a knowledge and understanding of how rivers form, change and shape the land through geographical processes. Pupils learn about key erosional and depositional landforms found throughout the long profile and explore why people are dependent upon and continue to live near rivers.	HT 3: Rivers and Flooding: Pupils revisit previous learning on drainage basins, before looking at what a flood is and the physical and learning about human causes of flooding including how the hydrological cycle changes throughout the year. Pupils then consider the effects of floods in areas with different levels of economic development. Pupils complete a local area enquiry on flooding.	HT 4: Development: Pupils draw upon their knowledge of development indicators, considering their use in assessing levels of economic development in countries. Pupils study areas with contrasting levels of economic development and investigate the impact that this has on the quality of life of the people. Pupils compare LICs, NEEs and HICs.	HT 3: Tectonic Hazards: Pupils investigate the location of tectonic hazards in relation to tectonic theory, considering features and formations at plate boundaries with a focus on destructive plate boundaries. Pupils learn to identify social, economic, environmental and political effects of the hazards and how planning, preparation and protection can reduce the effects of tectonic activity.	HT 4: Amazing world the UK: This unit fosters an understanding of unique geographical features and how they have developed, the human interactions causing changes and management strategies needed to secure sustainability. Pupils then extend their knowledge of the UK by looking at National Parks to discover how they have developed in unique ways.
HT 5: Carnival Country – Brilliant Brazil: Pupils investigate differences in physical and human geography at a national scale. Pupils explore factors affecting population distribution in a country with distinct regions; each with different physical characteristics.	HT 6: Inequalities in NEEs: Building upon learning from HT5, pupils are introduced to the issues that arise due to rapid urbanisation in countries that are Newly Emerging Economies. Pupils investigate the inequalities that exist in quality of life for the people living in these countries.	HT 5: Location, Location, Location: Pupils develop their understanding of location to consider how factors that make locations suitable change over time and as an area / country develops. Pupils look at the industrial revolution and how this changed the landscape of the UK before considering the impact of de-industrialisation, i.e. our movement to a post-industrial economy.	HT 6: Resources and Global Warning: In this unit, pupils are introduced to the ways global resources are used and the impact this is having / will have on the world at different scales. Pupils cover different energy sources, making links to the use of fossil fuels and global warming – effects are investigated at a range of spatial scales. Pupils explore alternative sources of energy and their use in the UK.	HT 5: Amazing world – Global: Pupils continue to focus on unique geographical features, exploring a range of areas around the world. Pupils' learning takes a Trans-Siberian passage across Russia, tours Las Vegas and visits the Maldives. The unit focuses on current issues relating to the earth's people and explores what can be done to limit the effects that humans are having on their environment.	HT 6: Risky world: Pupils use the knowledge that they have gained about different physical and human geographical challenges to analyse the impact that they can have on people. Pupils study areas at different spatial and temporal scales, considering the ideas of global citizenship.

Geography

KS4 GCSE

Year 10		Year 11	
HT1: UK landscapes and coasts: Pupils learn how the UK coastline has been shaped as a result of physical processes and the distinctive landforms they create. Pupils then explore the different management strategies used to protect coastlines from the effects of these physical processes.	HT2: Weather Hazards: Pupils are introduced to the global atmospheric circulation model and its impact on patterns of weather and climate. Pupils learn about the formation, distribution, effects of and responses to tropical storms.	HT1: The Changing Economic World & Human Fieldwork: Pupils learn about variations in economic development and quality of life at global and national scales. Pupils also consider changes that take place in economic structure as places reduce the development gap. Human Fieldwork Task: "Social and economic changes in the rural landscape in an area of population growth."	HT2: Tectonic Hazards: Pupils learn how earthquakes and volcanic eruptions are the result of tectonic activity. Pupils then go on to consider how responses to tectonic activity vary between areas of contrasting levels of wealth.
HT 3: Extreme Weather in the UK & Climate Change: Pupils investigate the different extreme weather events that can affect the UK; their impact and how management strategies can reduce risk. Pupils develop understanding of how climate change is the result of physical and human factors and then focus on learning how managing climate change involves both mitigation and adaptation.	HT 4: Urban Issues and Challenges: Pupils investigate the global pattern of urban change and the factors affecting urbanisation, before studying the opportunities and challenges for cities in NEE's (Rio, Brazil) and HIC's (Manchester, UK). Finally, pupils explore sustainable urban living.	HT 3: The Living World: In this unit, pupils learn about the distinctive characteristics of different ecosystems: small-scale ecosystems, tropical rainforests and hot deserts. Pupils consider the opportunities for the development of different environments by humans and the effects of the changes at various scales.	HT 4: The Challenge of Resource Management: Pupils gain an overview of how food, water and energy are fundamental to human development and how changing demand and provision in the UK creates opportunities and challenges. Pupils then go on to focus on energy, investigating local and global strategies to increase provision.
HT 5: River Landscapes: Pupils learn about how and why the shape of river valleys change as rivers flow downstream. Pupils then focus on management strategies that can be used to protect river landscapes from flooding.	HT 6: Physical Fieldwork: Pupils complete their first geographical enquiry activity for Unit 3: "Distinctive fluvial landforms result from different physical processes"	HT 5: Pre-release for issue evaluation (Unit 3): Pupils are given a range of activities and questions to support understanding of the issues covered in the pre-release booklet required for their unit 3 exam. Content will depend upon the area of the specification from which the issue has been chosen.	HT 6: Click or tap here to enter text.

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Health and Social Care

KS4

Year 10		Year 11	
HT1: Component 1A – Human Lifespan and Development: Pupils are introduced to the main life stages and areas of growth and development in humans.	HT2: Component 1A – Human Lifespan and Development: Pupils learn about the physical, intellectual, emotional and social development of humans through the six stages of life.	HT1: Component 2A – Understand the different types of health and social care services and the barriers to accessing them: Pupils consider the different types of barriers stopping access to care provision. Pupils will work towards completing Internal assessment 2A . They produce a report on an individual and the barriers preventing access to health and social care services.	HT2: Component 2B – Demonstrate care values and review own practice: Pupils investigate and develop understanding of the care values of the individuals who are within the service.
HT 3: Component 1A – Human Lifespan and Development: Pupils explore factors that affect development through significant life stages from the perspective of PIES (physical, intellectual, emotional and social), working towards Internal Assessment 1A . The assessment requires pupils to produce a report about a person and their experiences over three life stages, including the factors that affect them.	HT 4: Component 1B – Investigate how individuals deal with life events: Pupils investigate life events, both physical and in relationships, and explore how humans adapt to change.	HT 3: Component 2B – Demonstrate care values and review own practice: Pupils learn about the duty of care expectations which exist within social care and the health service. This will include working towards internal Assessment 2B . They plan and take part in a role play, empathizing with two characters who are experiencing health and social care services.	HT 4: Component 3A – Factors that affect health and wellbeing & and 3B – Interpreting health indicators: Pupils learn to define what health and wellbeing are and investigate general physical indicators of health, using data analysis. Pupils complete two practice assessments during this time (3A and 3B). Pupils attempt practice paper questions of the type which will form part of the external assessment.
HT 5: Component 1B – Investigate how individuals deal with life events: Pupils now investigate the support that is available for people experiencing life changing events. During this HT, pupils also complete internal assessment 1B . The assessment asks for a report in which they identify two people who have experienced the same life event and evaluate their differing experiences.	HT 6: Component 2A – Understand the different types of health and social care services and the barriers to accessing them: Pupils explore the types of care available from health and social care providers and evaluate their potential impact on individuals.	HT 5: Component 3C – Person-centred health and wellbeing improvement plans: Pupils develop skills and knowledge to create short and long-term targets for patients wanting to improve their health. Pupils work towards completing Internal Assessment 3B . They design a health and wellbeing improvement plan for a patient.	HT 6: Summer Examination Series

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History

KS3

Year 7		Year 8		Year 9	
HT1: Within each year, units are organised by half term for ease of reference. It should be noted, however, that teachers will exercise professional judgement regarding the precise sequencing of learning and the time spent on each unit in response to the needs of individual classes <i>and</i> in order to make optimal use of resources.	HT2: Evidence & Chronology, The Vikings: Pupils begin with a lesson based on using evidence and chronology, before applying their skills in a short unit on the pre-1066 topic of Vikings, in particular the influence of Vikings on Britain and why they invaded Lindisfarne. In addition, a lesson on 'The Fastest Boy in the World', based upon Haile Selassie, provides a link to the transition reading book.	HT1: From the Tudors to The Restoration: Pupils explore the life and impact of the Tudors, the development of the Church of England and the reformation. Pupils study Elizabethan England, before progressing to the Civil War, when religion is revisited, linking to the Tudor topic. Pupils learn why Parliament executed the King, about what England was like as a Republic and about the Restoration of the Monarchy.	HT2: Britain in the 19th Century: Pupils learn about Britain in the 19 th Century, focusing on Industrialisation. Pupils explore how Britain became the 'workshop of the world' and the effect this had on people's lives. The unit covers changes in population, industry, power, leisure and lifestyles. Power to the people and protest is also studied.	HT1: Causes of World War 2: Pupils learn about the causes of World War Two, its key battles and turning points and how its end shaped the future political landscape. Pupils investigate the British Home Front and what it was like to live under the blitz before evaluating the significance of Churchill and exploring British propaganda.	HT2: World War 2, Hiroshima & Nazi Germany: Pupils complete their investigation of Churchill and British propaganda before studying the dropping of the first atomic bomb on Hiroshima. Pupils also learn about the study of Nazi Germany and Hitler's election. Pupils consider what life was like in Nazi Germany.
HT 3: Medieval England: Pupils begin their study of Medieval England in 1066. This includes the significance of the Battle of Hastings and how it impacted on the "face" of Britain. This topic links to castles and the local area.	HT 4: The Battle of Hastings & Medieval Society: Pupils' continue their exploration of the impact of the Battle of Hastings. Pupils then continue their study of Medieval society, focusing on villages and towns. This learning links to diversity and social history, including living conditions and the Black Death.	HT 3: Industrialisation and Empire: Pupils continue to learn about industrialisation before moving on to investigate the British Empire and slavery. Pupils explore morality and cultural diversity and develop an understanding of the fight for equality. India is used as an example of protest against British rule.	HT 4: Indian Independence: Pupils study Indian Independence before examining Britain's relationship with other powers such as China. Pupils learn about The Opium Wars to understand how much land the British controlled, to grasp the power of Britain. <i>HT1 and 2 can be swapped with HT 3 and 4, depending on teacher, class and resources.</i>	HT 3: Nazi Germany and The Holocaust: Pupils learn more about Nazi Germany and investigate the Holocaust to discover how and why so many were killed. There are strong links to SMSC throughout this topic. Pupils also undertake a study and evaluation of Anne-Frank's diary and its significance.	HT4: Immigration & Multiculturalism, The USA: Pupils study multicultural Britain, learning about the first African-American immigrants & the advantages of multicultural society as well as racism/race riots. Pupils study the USA: boom & depression in the 1920s/30s, international relations, Civil Rights & the influence of Rosa Parks & Martin Luther King on types of protest around the world.
HT 5: Medieval England: Democracy & Parliament: Pupils continue to learn about Medieval England, studying the beginnings of democracy and Parliament (King John) and the religious and political arguments between the Crown and the people.	HT 6: The Late Medieval Period: This unit covers the later Medieval period and highlights further problems between the monarchy and the people and the beginnings of democracy.	HT 5: Challenges in the 20th Century: Pupils study challenges in the 20 th Century, starting with the causes of World War One. Pupils learn about the lives and events within WW1, e.g. trench warfare and how the Battle of the Somme affected the war effort.	HT 6: World War One: Pupils continue learning about World War One, exploring how and why the war ended. Pupils then investigate and evaluate the peace agreement (Treaty of Versailles).	HT 5: JFK, Equality & Civil Rights: Pupils continue to investigate events in the USA, evaluating the impact of the assassination of JFK and learning about protests for equality and Civil Rights.	HT 6: The Influence of the USA, The Vietnam War: Pupils continue to explore events in the USA which affected the rest of the world, including the Vietnam War and its impact on society.

History

KS4 GCSE

Year 10		Year 11	
HT1: Conflict & Tension 1894 - 1918: The pupils begin studying conflict and tension between 1894-1918, which is the first exam unit. In this unit, pupils learn about the causes of World War One, nationalism & rivalry and the crises prior to war. The assassination of Ferdinand and the steps to war which followed are also studied in detail.	HT2: Conflict & Tension 1894 - 1918: Pupils go on to study key events during World War One. This includes learning about the battles on the Western Front, conditions and fighting at the Western Front, the situation on the Eastern Front and the war at sea.	HT1: Health and the People c 1000 - Present: Pupils continue learning about health and the people, also focusing on Renaissance medicine as well as 18 th and 19 th century living conditions and medical improvements.	HT2: Health and the People c 1000 - Present: Pupils complete their study of health and the people, investigating 20 th and 21 st century improvements to living conditions and medicine. Pupils then progress to the fourth exam unit which involves in-depth study of Elizabethan England , including Elizabeth's court & parliament and the question of Elizabeth's marriage.
HT 3: Conflict & Tension 1894 - 1918: Pupils finish the first unit of the course by looking at the end of World War One. Pupils learn how and why the war ended with a victory for the Allies, including the introduction of the USA to war. Pupils then commence work on the next unit: USA 1920-73 , learning about the USA in the 1920's, the boom and Wall St Crash.	HT 4: USA 1920 - 73: Pupils continue to learn about the USA in the 1930's. Pupils explore the Great Depression and how the USA managed to escape the depression, including the impact of World War Two.	HT 3: Elizabethan England: Pupils study troubles at home for Elizabeth, including the rebellions, before investigating Elizabeth's troubles abroad and learning about the Spanish Armada.	HT 4: Elizabethan England: Pupils continue to learn about Elizabethan England, analysing life in Elizabethan times. Pupils then prepare for the historical environment enquiry, which is part of the Elizabethan unit and focuses on a locality connected to Elizabeth I. The locality changes every year.
HT 5: USA 1920-73: This half term pupils study 1950's & 60's cultural changes in the USA and McCarthyism. Pupils also build upon work from Year 9, learning more about racial tension and civil rights in the USA.	HT 6: Health and the People c 1000 - Present: During this half term, pupils begin studying for the third examination unit. This involves the investigation of Medieval medicine and surgery.	HT 5: Revisiting Key Learning / Exam Preparation: Pupils recap and consolidate learning from throughout the course. Past examination questions are practised to build confidence and skills in readiness for the terminal examinations.	HT 6: Revisiting Key Learning / Exam Preparation: Pupils recap and consolidate learning from throughout the course. Past examination questions are practised to build confidence and skills in readiness for the terminal examinations.

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Media

KS4

Year 10		Year 11	
HT1: C1 Section A – Advertising & Marketing: Pupils are exposed to media language and begin using it effectively in relation to the key elements of the course. Pupils draw upon analytical skills learned in English Literature and RE, allowing them to analyse a range of print media forms effectively. Stimulus materials, e.g. the 'Quality Street' advertisement, are supplied by the examination board.	HT2: C1 Sections A & B – Film Industry & Magazines: In this half term, pupils explore media industries and how they support different forms of media. Pupils study a specific film as stimulus, e.g. James Bond, 'Spectre'. Pupils extend the media language learning from HT1, looking at codes and conventions and theory in more detail. This is studied through magazines and, for example, representations of gender & ethnicity.	HT1: C1 Section B – Video Games: Pupils revisit skills and knowledge learned in Year 10 HT2, this time exploring a different media. Pupils examine video games, for example, 'Pokémon Go', and are expected to apply their understanding of audiences, marketing, identity and categorisation to this new media form.	HT2: C2 Section B – Music Video: Pupils studied this exam component in Year 10 HT3 & 4 through the study of crime drama. Pupils now revisit and consolidate this skill and knowledge to explore codes, conventions, intentions and media theories attached to a new media form. Pupils explore music video & online media, the music industry, media language and the representation of gender.
HT 3: C2 Section A – TV Genre: During this half term, pupils are introduced to the realms of television and how these are adapted to suit audiences. Through the study of one specific genre, such as crime drama, e.g. 'Luther', pupils examine sequences and full-length productions to evaluate the portrayal of cultural and political bias and explore strands of personal identity.	HT 4: C2 Section A – Context, Industry and Audience: Pupils apply their growing knowledge of television genre as they begin to explore other eras, visiting productions such as 'The Sweeney'. Pupils explore this type of media in more detail, comparing media language and representation.	HT 3: C2 Section B – Music Video: The pupils have already studied this component of the exam in Year 10 (HT3 & 4) through the study of crime drama. Pupils now revisit and consolidate this skill and knowledge to explore the codes, conventions, intentions and media theories attached to a new media form.	HT 4: C1 Section A & B – Radio & Newspapers: Pupils revisit learning from Year 11 HT1 and Year 10 HT1 & 2 to further strengthen their existing skills and knowledge. Pupils now apply their skills and knowledge to analyse radio & newspaper accurately, considering evolution of media products, target audience, global audiences, responses and fandom.
HT 5: C3 Coursework Task: In HT 5 & 6, pupils are introduced to a set brief and begin work on the coursework component. This component requires pupils to research, plan and execute the production of their own piece of media, drawing upon the skills and knowledge acquired so far. The brief, e.g. print-based magazine, is set by the examination board and changes each year.	HT 6: C3 Coursework Task: Having researched and planned their own media product during HT5, pupils now organise, format, edit and polish their independently produced media product.	HT 5: C1 Section B – Context, Industry & Audience: This half term builds upon the previous half term, as well as on Year 11 HT1 and Year 10 HT2. Pupils continue to apply their skills and knowledge to analyse this form of media accurately and in detail. Pupils will consider context, ownership, political bias, audience, readership and responses.	HT 6: Revisiting Key Learning / Exam Preparation: Pupils recap and consolidate learning from throughout the course. Past examination questions are practised to build confidence and skills in readiness for the terminal examinations.

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MFL – French

KS3

Year 7		Year 8		Year 9	
<p><i>KS3 pupils study languages through 3 core concepts: 'Who am I?', 'The World Around Me' & 'Learning for Life', ensuring that pupils access the National Curriculum and more, developing the skills & knowledge to use languages conversationally as well as learning about culture & lifestyle. Appropriate & thematic foundations are laid for pupils who wish to go on to study GCSE languages.</i></p>	<p>HT2: Me! 'C'est moi!' ('Who am I?'): Throughout the 6 lessons in this unit, pupils learn how to discuss personal details, personality and appearance so that they can give a detailed introduction of themselves.</p>	<p>HT1: My holidays 'Mes vacances' – ('The World Around Me?'): Pupils acquire the knowledge and skills to discuss general, previous and future holidays, experimenting with different tenses so that they can describe their holidays in detail.</p>	<p>HT2: Paris, I love you! 'Paris, je t'adore!' – ('Who Am I?'): Pupils investigate France's capital city and learn about French customs, deepening their understanding of French culture.</p>	<p>HT1: Healthy living 'Bien dans sa peau' ('The World Around Me') To consolidate and extend learning in Year 8 HT 5, pupils explore food and sports in detail over 12 lessons so that they can hold sustained discussions on healthy living.</p>	<p>HT2: School 'Mon collège' – ('Learning for Life') Across 12 lessons, pupils build upon learning in Year 7 HT 3 to develop the skills and knowledge needed to offer extended opinions about school. This enables pupils to discuss school in more detail and to make comparisons.</p>
<p>HT 3: My school 'Mon collège' ('Learning for Life'): Pupils learn how to give opinions about school during these 8 lessons, so that they can discuss school in detail and make comparisons.</p>	<p>HT 4: Where I live 'Ma zone' ('The World Around Me'): Over the course of six lessons, pupils learn how to discuss towns and areas so that they can describe where they live in detail.</p>	<p>HT 3: People 'Mon identité' - ('Who Am I?'): Pupils build upon their learning from Year 7 HT 5 through 16 lessons in which they develop the skills and knowledge to add detail and complexity to their discussions about personal details and daily life.</p>	<p>HT 4: At home 'Chez moi, chez toi' ('The World Around Me'): Across 12 lessons, pupils practise discussing house and home in detail, combining this with cultural knowledge gained in Year 8 HT 2 so that they can make comparisons between French and British culture.</p>	<p>HT 3: Future plans and employment 'À l'horizon' - ('Learning for Life') In these 16 lessons, pupils learn how to discuss jobs and employment so that they can describe their future plans in detail.</p>	<p>HT 4: Me in the world 'Moi dans le monde' - ('Learning for Life') Over the course of 12 lessons, pupils explore the language needed to discuss their rights and what makes them happy so that they can express and compare priorities.</p>
<p>HT 5: My family 'Ma famille' ('Who am I?'): This unit of 8 lessons equips pupils with the skills and knowledge to give detailed descriptions of their families, including personal details, personality and physical descriptions of family members.</p>	<p>HT 6: My free time 'Mes passetemps' – ('Who Am I?'): Over 6 lessons, pupils learn how to use verbs with opinions and time phrases so that they can discuss their free time in detail.</p>	<p>HT 5: Food 'La cuisine' ('The World Around Me'): Pupils move on to discussing food and eating out in detail so that they can order for themselves in a restaurant and can begin to take part in conversations about health.</p>	<p>HT 6: Media 'T'es branché(e)?' ('The World Around Me'): In this unit of 12 lessons, pupils learn how to discuss films, television and the internet in detail so that they explain the pros and cons of each.</p>	<p>HT 5: The French-speaking world 'Le monde francophone - ('Who am I?') In this unit of 16 lessons, pupils investigate French customs and festivals, learning how to make comparisons between British and French identities.</p>	<p>HT 6: Me as a tourist in French-speaking world 'Je suis un/e touriste' – ('The World Around Me'): Over the course of 12 lessons pupils explore the language needed to travel in France, take part in a French exchange and get to know a French pen pal.</p>

MFL – French

KS4 GCSE

Year 10		Year 11	
HT1: My family and I (GCSE Theme 1 Identity and culture) Pupils revisit prior learning around describing personality, physical appearance and likes and dislikes to practise describing themselves and others in detail.	HT2: My relationships and my free time (GCSE Theme 1 Identity and culture) Pupils discuss relationships in more depth and learn to describe what they do in their free time using a variety of verb tenses and time frames.	HT1: French customs (GCSE Theme 1 Identity and culture) In this unit, pupils investigate French customs and festivals so that they can make comparisons between British and French identities.	HT2: School life, future plans and employment (GCSE Theme 3 Current and future study and employment) Pupils discuss school life in depth and make comparisons between their school experience and that of pupils in French-speaking countries.
HT 3: My interests and the media (GCSE Theme 1 Identity and culture) In this half term, pupils describe and explain specific interests in more depth, whether these be sporting or otherwise, as well as discussing the positives and negatives of a range of media.	HT 4: Healthy Living (GCSE Theme 2 Local, national, international and global areas of interest) Pupils explore the importance of leading a healthy lifestyle as well as the dangers of smoking etc. They learn to make comparisons and discuss how they could change for the better in the future.	HT 3: My neighbourhood (GCSE Theme 2 Local, national, international and global areas of interest) Pupils revisit prior learning about how to discuss their neighbourhood, before also revisiting discussions about the local environment.	HT 4: Our planet (GCSE Theme 2 Local, national, international and global areas of interest) In this half term, pupils develop skills and knowledge to discuss local, national and global concerns regarding the environment, homelessness and poverty. The conditional tense is also reintroduced so that pupils can discuss how they could help.
HT 5: Holidays (GCSE Theme 2 Local, national, international and global areas of interest) Pupils explore the topic of holidays using three main time frames (past, present and future).	HT 6: Holidays (GCSE Theme 2 Local, national, international and global areas of interest) Pupils discuss leisure time on holiday so that they can describe where they used to go as well as their dream holidays.	HT 5: Revisiting Key Learning / Exam Preparation – (All GCSE themes) Pupils recap and consolidate learning from all themes with an emphasis on embedding exam skills and preparing for the speaking assessment, worth 25% of the final grade.	HT 6: Summer Examination Series

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MFL – Spanish

KS3

Year 7		Year 8		Year 9	
HT1: <i>KS3 pupils study languages through 3 core concepts: 'Who am I?', 'The World Around Me' & 'Learning for Life', ensuring that pupils access the National Curriculum and more, developing the skills & knowledge to use languages conversationally as well as learning about culture & lifestyle. Appropriate & thematic foundations are laid for pupils who wish to go on to study GCSE languages.</i>	HT2: My life 'Mi vida' – ('Who Am I') In this unit of 6 lessons, pupils learn how to describe personal details, including personality and appearance, so that they can give a detailed introduction of themselves.	HT1: My holidays 'Mis vacaciones' – ('The World Around Me') Pupils acquire the knowledge and skills to discuss general, previous and future holidays, experimenting with different tenses so that they can describe their holidays in detail.	HT2: Spanish customs 'Los costumbres españoles' – ('Who Am I?') In this unit of 12 lessons, pupils investigate Hispanic customs and festivals so that they can make comparisons between British and Spanish identities.	HT1: Make yourself at home 'Mi casa es tu casa' – ('The World Around Me') Over 12 lessons, pupils learn how to use transactional vocabulary in order to take part in an imaginary exchange.	HT2: School 'El instituto' – ('Learning for Life') Across 12 lessons, pupils build upon learning in Year 7 HT 5 to develop the skills and knowledge needed to offer extended opinions about school. Through this, pupils are able to discuss school in more detail and to make comparisons.
HT 3: My family 'Mi familia'– ('Who Am I?') This unit of 8 lessons equips pupils with the skills and knowledge to give detailed descriptions of their families, including the personal details, personality and appearance of family members.	HT 4: My free time 'Mi tiempo libre' – ('Who Am I?') Over 6 lessons, pupils learn how to use verbs with opinions and time phrases so that they can discuss their free time in detail.	HT 3: People 'La gente' – ('Who Am I?') Pupils build upon their learning from Year 7 HT 3 through 16 lessons in which they develop the skills and knowledge to add detail and complexity to their discussions about personal details and daily life.	HT 4: Food 'La comida' – ('The World Around Me') Through the course of 12 lessons, pupils move on to discussing food and eating out in detail so that they can order for themselves in a restaurant and can begin to take part in conversations about health.	HT 3: Future plans and employment 'El futuro y el empleo' – ('Learning for Life') In these 16 lessons, pupils learn how to discuss jobs and employment so that they can describe their future plans in detail.	HT 4: Healthy living 'Estar en forma' – ('The World Around Me') Over 16 lessons, pupils build on learning from Year 8 HT 4, discussing food and sports in detail so that they can continue their investigations on healthy living.
HT 5: My school 'Mi insti' – ('Learning for Life') Pupils learn how to give opinions about school during these 8 lessons, so that they can discuss school in detail and make comparisons.	HT 6: In the city 'En la ciudad' – ('The World around Me') Over the course of 6 lessons, pupils learn how to discuss towns and areas so that they can describe where they live in detail.	HT 5: Are we going to go out? '¿Vamos a salir?' – ('The World Around Me') In this unit of 12 lessons, pupils learn how to ask advanced questions and make excuses so that they can make arrangements with others.	HT 6: Media 'Los medios de comunicación' ('The World Around Me') Over 12 lessons, pupils learn how to discuss films, television and the internet in detail so that they can explain the pros and cons of each.	HT 5: The Hispanic world 'El mundo hispano' – ('Who Am I?') This unit of 12 lessons revisits and consolidates learning from Year 8 HT 2. Pupils further investigate Hispanic customs and festivals so that they can make detailed comparisons between British and Hispanic identities.	HT 6: Me as a tourist in Spanish-speaking world 'Soy turista'– ('The World Around Me') Over the course of 12 lessons, pupils explore the language needed to travel in Spain, take part in a Spanish exchange and get to know a Spanish pen pal.

MFL – Spanish

KS4 GCSE

Year 10		Year 11	
HT1: My family and I (GCSE Theme 1 Identity and culture) Pupils revisit learning on personality, including physical description and likes and dislikes so that they can discuss themselves and others in detail.	HT2: My relationships and my free time (GCSE Theme 1 Identity and culture) Pupils discuss relationships in more depth, as well as describing how they use their free time using a variety of verb tenses and time frames.	HT1: Spanish customs (GCSE Theme 1 Identity and culture) Pupils investigate Hispanic customs and festivals so that they can make comparisons between British and Hispanic identities.	HT2: School life (GCSE Theme 3 Current and future study and employment) Pupils discuss school life in depth, making comparisons between their school experience and that of pupils in Hispanic countries.
HT 3: My interests and the media (GCSE Theme 1 Identity and culture) In this half term pupils describe and explain specific interests in more depth, whether these be sporting or otherwise, as well as discussing the positives and negatives of a range of media.	HT 4: Our planet (GCSE Theme 2 Local, national, international and global areas of interest) In this half term, pupils develop skills and knowledge to discuss local, national and global concerns regarding the environment, homelessness and poverty. The conditional tense is also reintroduced so that pupils can discuss how they could help.	HT 3: Future plans and employment (GCSE Theme 3 Current and future study and employment) Pupils explore future plans, discussing future jobs and ambitions.	HT 4: My neighbourhood (GCSE Theme 2 Local, national, international and global areas of interest) Pupils revisit prior learning about how to discuss their neighbourhood, before also revisiting discussions about the local environment.
HT 5: Healthy Living (GCSE Theme 2 Local, national, international and global areas of interest) Pupils explore the importance of leading a healthy lifestyle as well as the dangers of smoking etc. They learn to make comparisons and discuss how they could change for the better in the future.	HT 6: Holidays (GCSE Theme 2 Local, national, international and global areas of interest) Pupils learn to discuss their leisure time on holiday using a variety of complex structures and verb tenses, as well as using the subjunctive to discuss their dream holidays.	HT 5: Revisiting Key Learning / Exam Preparation – (All GCSE themes) Pupils recap and consolidate learning from all themes with an emphasis on embedding exam skills and preparing for the speaking assessment, worth 25% of the final grade.	HT 6: Summer Examination Series

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Physical Education

KS3

Year 7		Year 8		Year 9	
<p>HT1: <i>For ease of reference the sports accessed by pupils are grouped into half termly units. *In reality, activities operate as a carousel in order to make optimal use of sporting spaces available and may not correspond to the HT listed. Pupils revisit learning in each sport, increasing their skills repertoire. The aim is to foster participation & confidence, build character & develop pupils' appreciation of the benefits of exercise.</i></p>	<p>HT2: Benchmarking: Each group participates in 2 benchmarking lessons per week over 6 weeks. This facilitates the assessment of individual fitness, skill and ability so that teachers can group pupils appropriately and apply appropriate levels of challenge. Pupils are assessed through 7 different fitness tests and 2 cross country lessons.</p>	<p>HT1: Spring / Summer Sports: Pupils revisit skills learned in Year 7 HT 6. In *striking & fielding, pupils play rounders, softball & cricket, developing skills in catching & throwing, batting, fielding, bowling & game play. Pupils learn the values of team play, fairness and respect. *Athletics 'proper' – pupils participate in track & field events, evaluating and refining skills and techniques.</p>	<p>HT2: Autumn / Winter Sports: Pupils revisit the invasion games of *rugby, football & hockey, building physical confidence to support health & fitness. Pupils consolidate skills & understanding focusing on passing & receiving, attack & defence, tackling and strategies for effective game play. Pupils develop the ability to work as part of a team and are encouraged to play sport competitively.</p>	<p>HT1: Spring / Summer Sports: Pupils revisit Year 8 skills in *striking & fielding and in *athletics. Pupils progress to become increasingly competent, understanding the skills and processes required and using this understanding to better their performance.</p>	<p>HT2: Autumn / Winter Activities: Revisiting invasion games such as *netball, handball & basketball ensures that pupils can maintain physical activity for sustained periods and instils sporting values of fairness & respect. Pupils gain the expertise to excel in game situations, aiming to overcome opponents with assurance.</p>
<p>HT 3: Autumn / Winter Activities: *Football, rugby, hockey – Through participation in drills and competition, pupils develop the core skills of passing & receiving, (including dribbling and stop pass for football / hockey respectively) attacking, defending, and tackling along with a growing range of strategies & tactics to develop effective game play and overcome opponents.</p>	<p>HT 4: Autumn / Winter Sports: *Basketball, Netball, Handball – Pupils learn a range of ball handling skills, throwing & receiving & shooting skills, as well as dribbling & pivoting, defensive & attacking play. Pupils analyse their own & others' performance in order to refine personal technique. *Orienteering – Physical & intellectual challenges promote teamwork, trust and problem-solving skills.</p>	<p>HT 3: Autumn / Winter Sports: Pupils further develop skills in the invasion games of *netball, handball & basketball. Skills in throwing & receiving, shooting, dribbling & pivoting, defensive & attacking play are refined so that pupils develop confidence & ability to overcome opponents in a game situation. *Orienteering offers further challenges in outdoor & adventurous pursuits.</p>	<p>HT 4: Autumn / Winter Sports: Pupils build on their skills in *gymnastics & badminton, maintaining physical activity for sustained periods. Pupils apply and develop skills learned in Year 7 to demonstrate increased skill, strength & agility in game situations in badminton and with apparatus & routines in gymnastics.</p>	<p>HT 3: Autumn / Winter Activities: Further practise at the invasion games of *rugby, football & hockey builds confidence for pupils in a way which supports their health & fitness. Pupils exhibit a growing range of tactics and strategies, applying them with confidence in competitive situations. Pupils build trust through working as a team.</p>	<p>HT 4: Pupils are given further opportunities in outdoor pursuits, attempting challenges and solving problems in collaboration with others in *orienteering. There are further chances to develop strength, mobility and skill in *gymnastics, and to play competitive *badminton. All of this requires pupils to develop techniques with the aim of improving performance.</p>
<p>HT 5: Autumn / Winter Sports: *Badminton – Pupils learn racket skills & safety and develop skills including rallying, low serve, net shots, overhead clear and effective game play. *Gymnastics – Pupils refine skills in locomotion, balance, rotation & flight to develop competence in routine & apparatus work.</p>	<p>HT 6: Spring / Summer Sports: *Striking & Fielding – Pupils play rounders, softball & cricket, developing skills in catching & throwing, batting, fielding, bowling & game play. Pupils learn the values of team play, fairness and respect. *Athletics – Indoor versions of events enable pupils to practise and refine jumping & throwing techniques.</p>	<p>HT 5: Autumn / Winter Sports: *Fitness & Aerobic Dance – Through fitness, aerobics and circuit training pupils learn about heart rate, build cardio strength & endurance and increase in agility. Pupils begin to learn about different dance aerobic techniques and routines (see also Creative Arts overview).</p>	<p>HT 6: Spring / Summer Sports: Pupils revisit *striking & fielding skills gained in Year 7, evaluating what makes a performance effective and applying this learning to their own & others' performance. Similarly, pupils seek to better their own performance in *athletics events, refining specific throwing and jumping skills and improving pace and stamina.</p>	<p>HT 5: Autumn / Winter Sports: Pupils apply and develop skills and knowledge gained in Fitness & Aerobic Dance in Year 8 to perform fitness routines using more advanced dance/ recall techniques (see also Creative Arts) and to tackle more challenging fitness circuits. Pupils are encouraged to recognise the long-term benefits of physical activity and to seek further opportunities outside of school</p>	<p>HT 6: Spring / Summer Sports: Pupils revisit *striking & fielding skills developed in Year 8, evaluating what makes a performance effective and applying this learning to their own & others' performance. Pupils also seek to better their own performance in *athletics events, refining specific throwing and jumping skills and improving pace and stamina.</p>

Physical Education

KS4

Year 10		Year 11	
HT1: Spring / Summer Sports: Pupils revisit skills learned in Year 7 HT 6. In *striking & fielding , pupils play rounders, softball & cricket, developing skills in catching & throwing, batting, fielding, bowling & game play. The values of team play, fairness and respect are embedded. *Athletics 'proper' – pupils participate in track & field events, evaluating and refining skills and techniques. <i>Athletics</i>	HT2: Autumn / Winter Sports: Pupils are challenged to participate in invasion games, developing confidence, skills and tactics to overcome opponents in a game situation in *netball, handball & basketball . Pupils focus on ball-handling skills, throwing & receiving & shooting skills, as well as dribbling & pivoting, defensive & attacking play. *Orienteering further challenges pupils' intellectual & physical ability.	HT1: Physical Education Enrichment: Pupils develop & consolidate PE skills and knowledge gained through Years 7 – 10 by applying them to a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf . Activities are delivered on site and at venues in the local community. Pupils develop personal fitness to promote an active, healthy lifestyle.	HT2: Pupils develop & consolidate PE skills and knowledge gained through Years 7 – 10 by applying them to a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf . Activities are delivered on site and at venues in the local community. Pupils are encouraged to take part in competitive sports and activities outside school through community links or sports clubs.
HT 3: Autumn / Winter Sports: Further work on invasion games – *rugby, football & hockey enables pupils to become experts in passing & receiving, (including dribbling and stop pass for football / hockey respectively) attacking, defending, and tackling. Pupils evaluate what makes a good performance and apply this learning to refine their own skills & those of their team mates.	HT 4: Autumn / Winter Sports: *Fitness & Aerobic Dance – Through dance, fitness and circuit training, pupils learn about heart rate, build cardio strength & endurance and increase in agility. Pupils develop expertise in a range of dance techniques and engage in a variety of fitness challenges including circuit training (see also Creative & Performing Arts overview).	HT 3: Pupils develop & consolidate PE skills and knowledge gained through Years 7 – 10 by applying them to a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf . Activities are delivered on site and at venues in the local community. Pupils are encouraged to analyse their performance against past ones and demonstrate improvement to achieve their personal best.	HT 4: Pupils develop & consolidate PE skills and knowledge gained through Years 7 – 10 by applying them to a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf . Activities are delivered on site and at venues in the local community. Pupils are encouraged to build habits which will support them in leading active, healthy lives.
HT 5: Autumn / Winter Sports: *Badminton – Pupils master racket skills including rallying, low serve, net shots and overhead clear and apply them with precision in competitive situations. *Gymnastics – Pupils demonstrate expertise and confidence in terms of locomotion, balance, rotation & flight to develop high levels of competence in routine & apparatus work.	HT 6: Spring / Summer Sports: *Striking & Fielding – Pupils participate in rounders, softball & cricket, developing skills in catching & throwing, batting, fielding, bowling & game play, and embedding the values of team play, fairness and respect. *Athletics – Pupils practise and refine an increasingly sophisticated range of jumping & throwing techniques.	HT 5: Pupils develop & consolidate PE skills and knowledge gained through Years 7 – 10 by applying them to a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf . Activities are delivered on site and at venues in the local community. Pupils engage in sporting activities with the aim of building character & embedding values such as team spirit, fairness and respect.	HT 6: GCSE Summer Examination Series <i>N.B. GCSE PE candidates develop all of the skills and knowledge listed as well as those required by the GCSE specification. Pupils studying GCSE PE have increased curriculum time for PE through the Options blocks, and must meet the additional challenges of the theory components.</i>

Notes

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PSHE

KS3

Year 7		Year 8		Year 9	
<p><i>Personal Development, entitled 'My Future Matters', broadly comprises Enrichment, PSHE & Citizenship (PSHCE) and Character Matters. Discrete PSHCE provision takes place in HT 3 & 4 of Years 7 – 10, & through 3 dedicated days in Year 11. Various elements of MFM & CM are also delivered in tutor time & assemblies, and calendared events throughout the year. Entitlement to Religious Education is met through personal development provision in Year 11.</i></p>	<p>HT2: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT1: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT2: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT1: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT2: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>
<p>HT 3: Health, Wellbeing & Relationships: Pupils evaluate their transition to Ribblesdale, focusing on self-esteem and building positive relationships. Pupils learn about healthy eating and the risks around alcohol, tobacco & other substances, as well as how to manage puberty. Pupils learn about FGM and its consequences. On & offline friendships, diversity, prejudice and bullying are also explored in this unit.</p>	<p>HT 4: Relationships & Living in the Wider World: Pupils study Citizenship, focusing on topical debate. Core British values are covered through issues such as animal welfare, education & the environment. Pupils explore the problem of conflict and how lives have changed since 9/11 & the Manchester bombings. The 2011 riots prompt consideration of violent protest, justice, democracy and sentencing for young people.</p>	<p>HT 3: Rights & Responsibilities, RSE, Health & Wellbeing: Pupils investigate animal ownership, animal rights laws, animal abuse & tackling cruelty. They explore the work of UK charities, creating their own charity campaign. In RSE, pupils explore healthy relationships, recognising unhealthy relationships & getting help. Pupils are introduced to contraception and also learn more about smoking & illegal substances.</p>	<p>HT 4: Relationships, Living in the Wider World: Building on Year 7 work on violent protest, pupils are encouraged to challenge stereotypes, considering the many faces of terrorism and possible influences in their local context. Pupils investigate diversity and equality, as well as learning about democracy and governance in the UK – from Parliament to the local council.</p>	<p>HT 3: Health & Wellbeing, RSE, Living in the Wider World: Pupils study bullying, disability, prejudice & equality. In RSE, healthy sexual relationships are explored, & the surrounding myths exploded. Pupils see condom demonstrations & learn who can help in the event of teenage pregnancy. Arguments for the legalisation of cannabis are investigated, as are the consequences of any drug use. CIAG prepares pupils for Options..</p>	<p>HT 4: Living in the Wider World, RSE, Health & Wellbeing: Pupils consider how positive relationships with school, family & friends can prevent the radicalisation of young people. Pupils discuss the Sophie Lancaster case, considering how prejudice & hatred can be eradicated. They learn more about discrimination through racism in football. RSE focuses on laws around sexting, upskirting and online grooming.</p>
<p>HT 5: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 6: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 5: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 6: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 5: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 6:</p>

PSHE

KS4

Year 10		Year 11	
<p>HT1: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT2: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 1: Physical Education Enrichment Pupils develop and consolidate physical education skills and knowledge gained through Years 7 - 10 through a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf. Activities are delivered both on site and at a range of venues in the local community.</p>	<p>HT2: Physical Education Enrichment & PSHCE Day 1 – My Future Matters: Through workshops & with support from external providers, pupils create a CV, Personal Statement & Action Plan. Pupils investigate a range of careers and then reflect upon their own achievements to produce a personal statement. Pupils also sign up to Start Profile rehearse for mock interviews.</p>
<p>HT 3: Health & Wellbeing, RSE, Living in the Wider World: Pupils explore social media: role models, information sources, negative impact, fake news & photoshopping. Work on budgeting & finance supports future financial security. Pupils learn about legal & illegal substances & addiction, peer pressure & county lines. In RSE, pupils learn about STIs, contraception & pornography. Pupils are encouraged to challenge relationship stereotypes.</p>	<p>HT 4: Relationships & Living in the Wider World: Pupils explore the working world, considering how to get the best from their work experience. RSE asks pupils to consider how a teenage pregnancy might work out, what might be the pros and cons? Pupils investigate what constitutes good parenting the tactics needed to raise a family. Finally, pupils explore the institute of marriage in all its forms.</p>	<p>HT 3: Physical Education Enrichment & PSHCE Day 2 – My Future Matters, Character Matters: Pupils participate in 5 out of 10 available one-hour workshops focused upon mindfulness, mental wellbeing, healthy lifestyles, crime & consequences and future pathways. The remaining 5 workshops are accessed on PSHCE Day 3 in HT 4.</p>	<p>HT 4: Physical Education Enrichment & PSHCE Day 3 – My Future Matters, Character Matters: Pupils participate in the 5 remaining one-hour workshops from a total 10, all of which focus upon mindfulness, mental wellbeing, healthy lifestyles, crime & consequences and future pathways. The initial 5 workshops were completed on PSHCE Day 2 in HT3.</p>
<p>HT 5: Enrichment: Each half term, pupils engage in an enrichment activity chosen from a wide range of options, with the aim of broadening pupils', skills, interests & experiences by giving them access to a range of educational opportunities outside the traditional curriculum. Pupils are encouraged to try new things, pursue existing interests and further develop abilities & talents.</p>	<p>HT 6: Early Promotion</p>	<p>HT 5: Physical Education Enrichment Pupils develop and consolidate physical education skills and knowledge gained through Years 7 - 10 through a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf. Activities are delivered both on site and at a range of venues in the local community.</p>	<p>HT 6: Physical Education Enrichment Pupils develop and consolidate physical education skills and knowledge gained through Years 7 - 10 through a selection of activities chosen from football, badminton, fitness, powerwalking, yoga, and golf. Activities are delivered both on site and at a range of venues in the local community.</p>

Notes

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Religious Education

KS3

Year 7		Year 8	
HT1: N/A	HT2: The Creation Story & Stewardship: Pupils explore the Creation Story and the importance of caring for creation. Pupils recall their knowledge of the 'Fastest Boy in the World' and consider the choices that people have in their lives, linking to career aspirations and the concept of predestination. Pupils also consider how people can care for our community e.g. through Foodbanks.	HT1: Jesus' Life & Teachings: Pupils build upon their knowledge of Jesus as they investigate the nature of his existence according to the Bible and historical accounts. Pupils learn about Jesus' life, including the crucifixion and resurrection and consider the importance of these events to Christians.	HT2: Authority in Islam: Pupils study the importance of 'authority' in Islam, focusing on the life and teachings of Muhammad, including passages from the Hadith. Pupils also learn about the Night of Power when Muhammad received the Qur'an.
HT 3: What does it mean to be a Sikh?: This half term, pupils investigate what it means to be a Sikh. Pupils study the 5 K's so that they can recognise a Sikh in the community. They will also study the life and teachings of the main Sikh Gurus and evaluate which is the most important Guru.	HT 4: What does it mean to be a Muslim?: Pupils re-cap and consolidate their knowledge of the main Muslim beliefs that create a global Muslim 'Ummah' (Community). Pupils also investigate the Five Pillars of Islam and consider how they impact on the lives of Muslims in the UK.	HT 3: Religious Authorities: Pupils consolidate their knowledge of religious authorities including the teachings and quotes in the Qur'an and Bible. Pupils investigate the role of Imams and Vicars in the local community and evaluate the best sources of advice for religious believers.	HT 4: How does religion influence the modern world?: In this half term, pupils investigate how religion influences the modern world, considering role models such as Mo Salah and Anthony Walker and exploring what can be learnt from them. Pupils study the role of the 10 Commandments in UK Law, and investigate how religious speeches have influenced the modern world.
HT 5: What does it mean to be a Christian?: Pupils consider what it means to be a Christian, including following the teachings of Jesus. Pupils will investigate what Christians can learn from Parables such as 'The Prodigal Son' and consider the importance of forgiveness. Pupils visit a local Church, learning about the role and purpose of the Church.	HT 6: What does it mean to be a Muslim in the UK?: Pupils investigate what it means to be a Muslim in the UK, learning about modern day Muslims who influence young people. Pupils consider the role of festivals in Islam and develop their knowledge of religious buildings by visiting a local Mosque.	HT 5: Evil & Suffering: Pupils investigate the nature of evil and suffering, exploring natural and man-made causes of suffering and considering whether suffering can be prevented. Pupils' also explore links between suffering, sin and free-will, considering the problem of 'evil and suffering' and investigate the qualities of God according to Christians.	HT 6: Suffering & Consequences of Sin: In this half term, pupils deepen their understanding by considering how religious believers can respond to suffering. Pupils consider the consequences of sin, linking to Heaven and Hell, and explore how charities and inspirational people such as Malala Yousafzai strive to help those who suffer.

Religious Education

KS4 GCSE

Year 9		Year 10	
HT1: Christianity: Pupils begin to develop their explanation and evaluation skills, necessary for the GCSE course, beginning with the first GCSE unit on 'Christianity' and investigating different Christian denominations. Pupils learn how belief in Trinity influences Christians today, and consider why Jesus' incarnation is important to Christians.	HT2: Christian Worship: Pupils ask whether Jesus' crucifixion or resurrection is more important, developing understanding of Jesus' role in Salvation. Pupils consider how belief in Heaven and Hell influences Christians. Pupils investigate different methods of Christian worship, studying key sacraments e.g. Baptism and Holy Communion.	HT1: Relationships and Families: Pupils continue with the Relationships and Families unit, exploring why couples get married and divorced. Pupils investigate the nature and purpose of families and study the changes in the law relating to civil partnership and gender equality.	HT2: Religion and Life: Pupils investigate the origins of the universe and how humans treat the planet, exploring concepts such as stewardship as they consider how humans should treat the environment and animals. Pupils consider the importance of 'sanctity' and 'equality of life' as they study abortion and euthanasia.
HT 3: Christian Communities: Pupils study Christian Pilgrimages to Iona and Lourdes before investigating the role of the Church in the community including Food Banks, Street Pastors and Parish nursing. Pupils learn how Christian teachings encourage Christians to help those in poverty and spread the word of God.	HT 4: Religion, Peace & Conflict: Pupils complete the 'Religion, Peace and Conflict' unit, considering the different reasons why countries go to war. Pupils study the difference between 'protest' and 'terrorism.' Pupils also investigate issues concerning weapons of mass destruction, and Christian and Muslim attitudes towards Pacifism and helping victims of war.	HT 3: Muslim Practices: In this unit, pupils study the Five Pillars of Islam: Shahadah, Salah, Sawm, Zakat and Hajj. Pupils explore how the belief and practice of the Five Pillars influences the lives of Muslims.	HT 4: Muslim Festivals, Crime & Punishment: Pupils study 'Jihad' and the modern misconceptions around it. Pupils explore why Muslim Festivals such as 'Eid-ul-Fitr' and 'Eid-ul-Adha' are important and investigate why Shi'a Muslims celebrate the Festival of Ashura. Pupils then begin the 'Crime and Punishment' unit, considering why people commit crime and whether we should forgive criminals.
HT 5: Muslim Beliefs & Teachings: Pupils consider Muslim views about the nature of Allah, investigating why there is a Sunni / Shi'a split in Islam. Pupils study the role of Angels and Prophets in Islam and evaluate how religious authorities influence the lives of Muslims today.	HT 6: Relationships and Families: Pupils consider the definition and variations of human sexuality. The study of the sexual relationships before and outside of marriage also features in this half term. Pupils learn about different methods of contraception and explore religious attitudes towards family planning.	HT 5: Crime & Punishment: Pupils continue with the 'Crime and Punishment' unit, investigating the aims of punishment and evaluating types of punishment and their effectiveness e.g. prison, community service and fines. The arguments for and against the death penalty are also studied during this half term.	HT 6: Examination Preparation & Practice: In this half term, pupils will revise and prepare for the imminent GCSE. Pupils refine their examination technique, develop and secure their subject knowledge and complete practice exam papers.

Notes

Schemes of learning for Religious Education at Ribblesdale align with provisions of the Lancashire Agreed Syllabus (SACRE). Pupils at Ribblesdale take their RE GCSE examination in Year 10. One of the reasons for this is to reduce the strain on pupils' mental health and wellbeing in Year 11. Pupils access their statutory entitlement to the religious education in Year 11 through a range of provisions, including 'My Future Matters', 'My Character Matters', ethical and philosophical components in other subjects such as science, assemblies, dedicated study days, such as Making a Difference Days and PSHCE Days, as well as through visiting speakers, extra-curricular trips and visit and outreach work with the local community.