

Year 9 Curriculum Map



The Bolsover School Vision



The Bolsover School
'Nothing but the Best'

Trust

- High Expectation
- Confident Learners
- Respectful
- Widen Experiences
- Critical Minds
- Subject Experts

Brave

- Limitless
- Creative
- Thirst for learning
- Active Learners
- Responsible Citizens
- Personal Development focused

Success

- Celebrate Achievement
- Strong Destinations
- Broad & Balanced offer
- Literacy focused
- Achieving Excellence
- Teaching & Learning emphasis

Core Values

1. To participate in a careers or curriculum based visit to enrich your education
2. To organise individually or as a team member a charity fund raising activity
3. To represent your house in at least 10 disciplines
4. To make a significant contribution to an arts event within the school
5. To represent the school in sports on more than one occasion
6. To participate in a curriculum plus activity and/or secure a recognised community award
7. To secure a school position of responsibility
8. To undertake 3 public speaking events or assemblies
9. To lead an effect school based enterprise venture
10. Individual target



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English

Term/Weeks	13th September - 23rd December	13th September - 23rd December	10th January - 18th February	10th January - 18th February	28th February - 6th May	28th February - 6th May	23rd May - 22nd July	23rd May - 22nd July
Topic	Language - Non fiction extracts	Literature - The Great American Novel	Language- Fiction extracts	Literature - Gender Power and Literature	Language- Fiction extracts	Literature - The Gothic	Language - Short stories	Literature - Romeo and Juliet
Knowledge and Skills	<p>Themes: Discrimination Racism Segregation Social class Violence Gender</p> <p>Skills: Comprehension Inference Viewpoint writing</p>	<p>Themes: Discrimination Racism Segregation Social class Violence Gender</p> <p>Skills: Comprehension Inference Writer's intentions Language analysis Structure</p>	<p>Themes: Inequality Power and control Respect Identity Freedom Power</p> <p>Skills: Comprehension Inference Evaluating Personal response</p>	<p>Themes: Representation of women Feminism Inequality Power and control Objectification of women</p> <p>Skills: Comprehension Inference Writer's intentions Language analysis Comparison</p>	<p>Themes: Inequality Power and control Respect Identity Freedom Power</p> <p>Skills: Comprehension Inference Evaluating Personal response</p>	<p>Themes: The Gothic Supernatural Revenge Mystery Fear and dread</p> <p>Skills: Comprehension Inference Writer's intentions Language analysis Structure Comparison</p>	<p>Themes: Family Love Conflict</p> <p>Skills: Comprehension Inference Fiction writing</p>	<p>Themes: Family Love Conflict Gender</p> <p>Skills: Comprehension Inference Writer's intentions Language analysis Structure</p>

Mathematics

Term/Weeks	Term 1			Term 2			Term 3		
Level	Foundation	Intermediate	Higher	Foundation	Intermediate	Higher	Foundation	Intermediate	Higher
Topic	Number calculations Sequences and equations Statistics	Indices and standard form Expressions and formulae Dealing with data	Powers and roots Quadratics	Statistics Fractions, decimals and percentages Geometry in 2D and 3D	Dealing with data Multiplicative reasoning Constructions	Inequalities, equations and formulae Collecting and analysing data Multiplicative reasoning	Algebraic and real-life graphs	Equations, inequalities and proportion	Non-linear graphs
Knowledge and Skills	Adding, subtracting, dividing and multiplying numbers Multiplying and dividing negative numbers Squares, cubes and roots Powers Calculations Algebraic equations Using and finding the nth term Solving equations Planning a survey Statistics from tables Comparing data Tables Pie charts and scatter graphs Misleading graphs Writing a report	Indices Calculations and estimates Standard form Substituting into expressions Writing expressions and formulae Using formulae Rules of indices and brackets Expanding double brackets Planning a survey Collecting data Calculating averages Display and analyse data Writing a report	Reciprocals Indices Calculating with standard form Fractional indices Surd Sequences Expanding Factorising Solving quadratic equations	Planning a survey Statistics from tables Comparing data Tables Pie charts and scatter graphs Misleading graphs Writing a report Equivalent proportions Recurring decimals Adding, subtracting, dividing and multiplying fractions Comparing proportions Percentage change Angles Maps and scales Constructions 3D solids Pythagoras' theorem	Planning a survey Collecting data Calculating averages Display and analyse data Writing a report Enlargement Negative and fractional scale factors Percentage change Rates of change Using scales Basic constructions Constructing triangles Loci	Inequalities Using index laws Solving equations Changing the subject Algebraic fractions Presenting and comparing data Estimating statistics Box plots Cumulative frequency graphs Histograms Direct proportion Non-linear proportion Arcs and sectors of circles Direct proportion Non-linear proportion Arcs and sectors of circles	Reading and plotting graphs Distance-time graphs Midpoints Intercepts and gradients	Solving and using equations Trial and improvement Using and solving inequalities Proportion Simultaneous equations	Graphs of quadratic functions Solving quadratic equations Graphs of cubic functions Graphs of reciprocal functions
	Term 4			Term 5			Term 6		
	Foundation	Intermediate	Higher	Foundation	Intermediate	Higher	Foundation	Intermediate	Higher
	Multiplicative reasoning Algebraic and geometric formulae Probability	Circles, Pythagoras and prisms Sequences and graphs	Accuracy and measures Graphical solutions Trigonometry	Probability Polygons and transformations Number	Probability Comparing shapes Number	Trigonometry Mathematical reasoning Number	Number Algebra	Algebra	Number Algebra
	Using ratios Using proportions Problem-solving with proportions Measures and conversions Substituting into formulae More complex formulae Formulae in geometry Compound shapes Circles Probability experiments Sample space diagrams Two-way tables Tree diagrams	Circumference and area of a circle Pythagoras' theorem Prisms and cylinders Errors and bounds Nth term of arithmetic sequences Non-linear sequences Graphing rates of change Using $y=mx+c$ Straight line graphs Simultaneous equations Graphs of quadratic functions Non-linear graphs	Rates of change Density and pressure Upper and lower bounds Calculating with bounds Accurate measures in real life Simultaneous equations Using $y=mx+c$ Graphs and simultaneous equations Solving inequalities The tangent, sine and cosine ratios Using trigonometry to find angles Using trigonometry to solve problems Trigonometric graphs	Probability experiments Sample space diagrams Two-way tables Tree diagrams Quadrilaterals Triangles Transformations Enlargement Congruent shapes Calculations Decimal numbers Place value Factors and multiples Squares, cubes and roots Index notation Prime factors	Calculating probabilities Experimental probability Probability diagrams Independent events Congruent and similar shapes Ratios in triangles The tangent, sine and cosine ratios Number problems and reasoning Place value and estimating HCF and LCM Calculating with powers (indices) Zero, negative and fractional indices Powers of 10 and standard form Surd	The tangent, sine and cosine ratios Using trigonometry to find angles Using trigonometry to solve problems Trigonometric graphs Explain, show and justify Real-life situations Proof Number problems and reasoning Place value and estimating HCF and LCM Calculating with powers (indices) Zero, negative and fractional indices Powers of 10 and standard form Surd	Calculations Decimal numbers Place value Factors and multiples Squares, cubes and roots Index notation Prime factors Algebraic expressions Simplifying expressions Substitutions Formulas Expanding brackets Factorising Using expressions and formulae	Algebraic indices Expanding and factorising Equations Formulae Linear and non-linear sequences	Number problems and reasoning Place value and estimating HCF and LCM Calculating with powers (indices) Zero, negative and fractional indices Powers of 10 and standard form Surd Algebraic indices Expanding and factorising Equations Formulae Linear sequences Non-linear sequences

Science - Synergy

Term/Weeks	Wk 1 (Sept)	Wk 2 - 20 (Sept - Feb)		Wk 21 - 39 (Feb - July)	
Module	Bolsover Blueprint	4.1 Building Blocks 1	4.5 Building Blocks 2	4.2 Transport over larger distances	4.6 Interactions over small and large distances
Topics	A series of non-subjected related lessons designed to create a culture of positivity and assertive learning	4.1.1 States of Matter 4.1.2 Atomic Structure 4.1.3 Cells in animals and plants 4.1.4 Waves	4.5.1 The periodic table 4.5.2 Chemical Quantities	4.2.1 Systems in the human body 4.2.2 Plants and photosynthesis	4.6.1 Forces and energy change 4.6.2 Structure and bonding 4.6.3 Magnetism and electromagnetism

Triple Science

Term/Weeks	Wk 1 (Sept)	Term 1			Term 2			Term 3		
Module	Bolsover Blueprint	B: Cells and organisation	C: Atoms, bonding and moles	P: Energy and energy resources	B: Cells and organisation Disease and bioenergetics	C: Atoms and bonding Chemical reactions and energy changes	P: Particles at work	B: Disease and bioenergetics	C: Chemical reactions and energy changes Rates, equilibrium and organic chemistry	P: Particles at work Forces in action
Topics	A series of non-subjected related lessons designed to create a culture of positivity and assertive learning	B1 Cell structure and transport B2 Cell division B3 Organisation and the digestive system	C1 Atomic structure C2 The periodic table C3 Structure and bonding	P1 Conservation and dissipation of energy P2 Energy transfer by heating	B4 Organising animals and plants	C4 Chemical calculations C5 Chemical changes	P3 Energy Resources P4 Electric circuits P5 Molecules and matter	B5 Communicable Diseases B6 Preventing and treating disease B7 Non-communicable diseases	C6 Electrolysis C7 Energy changes C8 Rates and equilibrium	P6 Radioactivity

Art

Term/Weeks	Terms 1-2	Terms 3-4	Terms 5-6
Topic	Human World - Still life	Human World - Printmaking	Human World - Surrealist Landscapes & Architecture
Knowledge and Skills	Contextual research Observational studies of still life Media experiments Paint techniques Evaluating work in progress Understanding rules of composition Planning a final piece Final piece painting Evaluation of final outcome	Contextual research: Steampunk Printmaking experiments: monoprint, collagraph & reduction lino printing Evaluating work in progress Planning a final piece Final piece print Evaluation of final outcome	Contextual research Perspective drawing Mixed Media Experiments Landscape drawing Photography exploration Planning a final piece Final piece painting Evaluation of final outcome

Business Studies

Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	Enterprise and entrepreneurship Spotting a business opportunity	Spotting a business opportunity	Putting a business idea into practice	Business Ownership
Knowledge and Skills	The dynamic nature of business Risk and reward The role of business enterprise Customer needs Making business decisions	Identifying customer needs Market research Market segmentation Market mapping The competitive environment Business aims and objectives	Fixed and variable costs Business revenues, costs and profits Break-even Cash and cash-flow Sources of business finance	1.3 End of unit3 test 1.4 Business Ownership Business Location Marketing mix

Careers

YEAR 9	Term 1	Term 2	Term 3
Assemblies:	Higher Education- Outside Speaker	FUTURE Friday's/Alumni-DCr	
Enrichment Days:		May- STEM Day-DANCOP/Chesterfield College	
Career Talks/Lessons:	Oct- Green Living Challenge- Keepmoat Nov- Employability Workshop	March- Workshop-Graduates outside the box (DANCOP)	Careers Morning-- June
Tutor Time:	<ul style="list-style-type: none"> ▪ Various careers topics on Tutorial PowerPoint 	<ul style="list-style-type: none"> ▪ Various careers topics on Tutorial PowerPoint 	<ul style="list-style-type: none"> ▪ Various careers topics on Tutorial PowerPoint
Trips:	NEC Skills Show University of Cambridge		
Other:	Career Guidance 1:1s The Brilliant Club-Scholars Programme-Nov Careers Talks	Career Guidance 1:1s Careers Talks	Career Guidance 1:1s Careers Talks

Computer Science

Term	1	2	3	4	5	6
Topic	1.1/1.2	1.6	2.2	2.1 / 2.4	1.2.3 / 1.2.4 / 1.3	Programming
Knowledge and Skills	Unit topic:	Unit topic:	Unit topic:	Unit topic:	Unit topic:	Unit topic:
	1.1 System Architecture	1.6 Ethical, legal, cultural and environmental impacts of digital technology	2.2 Programming Fundamentals	2.1 Algorithms	1.2.3 Units	Programming Challenges
	1.2 Memory			2.4 Boolean logic	1.2.4 Data Storage	
	1.2 Storage				1.3 Computer networks, connections and protocols	
		Independent Learning: SENECA			Independent Learning: SENECA	
	Independent Learning: SENECA		Independent Learning: SENECA	Independent Learning: SENECA		Independent Learning: Revision for mocks: 13/06-27/06

Design Technology

Term/Weeks	Term 1-2	Term 3-4	Term 5-6
Topic	Stage Design	Pewter Casing	Passive Amplifier
Knowledge and Skills	Material properties—Paper and Boards Accuracy when marking out and folding Creating 3D shapes using nets Logos and branding Using the laser cutter Using the vinyl cutter 2D design development Colour palettes Golden ratio The importance of aesthetic considerations Perspective drawing Introduction to 3D printing Pro-engineer and CAD	Material properties—Metals and Alloys Melting points Casting techniques Design criteria Anthropometric data Design movements Sketching techniques 2D design Laser cutting Safety and PPE Moulds Filing / Sanding Buffing and polishing	Market research and modern design Sound and amplification Ergonomics Relevant data and dimensions Design criteria and functionality Material properties—wood Laser etching 2D Design—further exploration Wood joint research Finishing techniques Deforestation and environmental considerations Evaluation and modification Production methods

Digital IT

Term 1	1	2	3	4	5	6
Topic	Component 1 /3	Component 1 /3	Component 1 /3	Component 1 /3	Component 1 /3	Component 1 /3
Knowledge and Skills	<p>Component 1 User Interfaces; Definition / Basic UIF / Complex interfaces / Choosing a UIF / Hardware and software influences / Accessibility needs</p> <p>Component 3 Communication technologies / cloud technology</p>	<p>Component 1 User Interfaces; User skills / Design principles / visual elements / text elements / Layout principles / user expectations</p> <p>Component 3 Cloud maintaince / collaborative technologies / modern technology with Teams / communication /How technologies impact the way organisations operate</p>	<p>Component 1 Assessment / Project methodologies / Co-ordinating project tasks / Project Planning the project basics</p> <p>Component 3 Assessment / Data security / Data level protection: firewalls and anti-virus software / User access restriction</p>	<p>Component 1 Defining the project requirements / Time scales / specifications / storyboards / hardware and software</p> <p>Component 3 Data level protection: device hardening and encryption / system security</p>	<p>Component 1 Creating and refining the user interface</p> <p>Component 3 Sharing data / The impact of technology on the environment / Legal requirements and professional guidelines / Equal access to information and services / Net neutrality</p>	<p>Component 1 Refining and reviewing the user interface</p> <p>Component 3 Acceptable use policies / Data and the use of the internet / Intellectual property / The criminal use of computer systems / Assessment</p>

Drama

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Introduction and Baseline Testing Commedia dell'Arte	Melodrama Christmas Entertainment	Naturalism & Epic Theatre Noughts and Crosses	Physical Theatre and Choral Work Stimuli for Devised Piece	School film Structure of Devised Piece	Performance skills for showcase Revision for Exam
Knowledge and Skills	<p>Theatrical roles</p> <p>Staging positions and configurations</p> <p>Physical Skills: posture, stance, gait, gesture, timing.</p> <p>Commedia characters, coup de masque, lazzi.</p> <p>Contemporary characters and lazzi.</p> <p>Vocal skills: Pace, Pause, Timing, Intonation</p> <p>Word play – Parroting, No Nouns, Guess the Nouns, Alternative Nouns.</p> <p>Devising task using Trestles</p> <p>Emotion Masks.</p> <p>Writing about use of Physical and Vocal skills based on Section B Exam questions.</p>	<p>The context and conventions of Melodrama</p> <p>Chases</p> <p>Stock characters and plots</p> <p>Comedy rule of three</p> <p>Entrances and exits</p> <p>Writing about use of Physical and Vocal skills and interaction based on Section B Exam questions.</p> <p>Performance Work: Christmas Entertainment.</p> <p>How to link movements into motifs.</p> <p>Formations and pathways.</p> <p>Using motifs and transitions to structure dance and movement.</p>	<p>Stanislavski: Imagination, Belief, Given Circumstances, Magic If, Concentration, Relaxation, Justification, Objectives, Subtext, Emotion Memory.</p> <p>Vague Scripts.</p> <p>Character Profile, Role on the wall, Thought tracking, Thought tunnel, Hot Seating, Role Play, Role Reversal, Writing in Role.</p> <p>Context: Comparison of Commedia, Melodrama, Naturalism & Epic theatre.</p> <p>Close analysis of Noughts and Crosses</p> <p>Themes Mindmap.</p> <p>Still Images & Thought Tracks.</p> <p>Theme of Conflict.</p> <p>Audience relationship and the dramatic effects of Narration and Direct Address; Soliloquy and Asides; Freeze frames; Proxemics.</p> <p>Epic Theatre Design, Transitions, Blocking, Cross-Cutting and Reportage</p>	<p>Chair duets based on Achilles and Rosas Danst Rosas</p> <p>Contemporary Dance – Spiral and Release techniques.</p> <p>Choral Speaking and Ensemble Work.</p> <p>Exploration of Stimuli.</p> <p>Research and creation of Choral pieces, monologues, parallel monologues, etc.</p> <p>Devising Log Section 1</p>	<p>School Film Devising Task:</p> <p>Camera shots and techniques.</p> <p>Research, rehearse and film contribution to school film.</p> <p>Devised Piece.</p> <p>Structuring performances - openings, transitions, endings</p> <p>Theatrical Design – sets, costume and lighting</p> <p>Use of Physical and Vocal Skills</p> <p>Settings and Blocking</p> <p>Devising Log Section 2</p>	<p>Devised Piece.</p> <p>Rehearsal, performance and evaluation of Devised Piece.</p> <p>Devising Log Section 3</p> <p>Revision for Written Exam</p> <p>Section A – Roles & Responsibilities.</p> <p>Section B – Noughts & crosses.</p>

Food Preparation and Nutrition

Year 9 Food					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Eatwell guide – balanced diet Introduction to basic nutrition Practical: Savoury rice Explore 8 tips for healthy eating in detail – linked to government guidelines as regards quantities. Hydration (water) Health benefits linked to low fat, salt and sugar. (maximum daily amounts) Recommendations on how to cut down. Assessment: Exam style questions - healthy eating guidelines. Practical: Pasta Bake Macro nutrients: Carbohydrates: Energy input and out, classification: sugar, starches and dietary fibre. Simple and complex carbohydrates. Impact of excess and deficiency. Recommendations for fibre. Glycaemic index. Assessment: Exam style questions on fibre and water Macro nutrients: Protein Amino acids HBV and LBV proteins – foods sources, function in the body,</p>	<p>Vegetarianism: types. Meat alternatives: soya, Quorn, tofu, TVP, pulses use in cooking and nutritional content. Practical: NEA1 Group investigation meat alternatives Sensory analysis. Practical: Curry or Spanish chicken Assessment: Exam style questions on protein. Macro nutrients: Fats Function in the body, classification, simple chemical structure, impact of excess. RDI. Benefits of unsaturated fats, omega 3. Practical: Cheesecake Assessment: Modifying a recipe lasagne recipe fat – include time plan with quality control / food safety checks. Practical: Low fat lasagne Calculating nutritional content – comparison and write up. Sauce: function of sauce. Assessment: Exam style questions</p>	<p>Micronutrients: Minerals Drill down into iron in depth, link with vitamin C. Practical: Whisked sponge layered gateau. Assessment: Exam style questions on minerals. Micronutrients: Fat soluble vitamins Function in the body, food sources, impact of excess and deficiency. Practical: Pastry – Maids of honour Assessment: Exam style questions on fat soluble vitamins. Micronutrients: Water soluble vitamins Function in the body, food sources, impact of excess and deficiency. Data collection and questions. Practical: Coleslaw – including use of food</p>	<p>Year 11 NEA assessed practical exams mean cover work is set which can be delivered by a none specialist. Use of equipment: food processor Assessment: Exam style questions on food processor and safety. Food storage and preservation. Food storage methods. Assessment: Exam style questions: food spoilage, storing food safely Practical: Fish cakes Types of sugars Launch Mock NEA1: worth 15% Practical: NEA 1 Food investigation use of sugars in food products. Assessment: NEA1 Investigation write-up.</p>	<p>Launch Mock NEA2: worth 35% Brief: Celebration food Introduction and analysis of task. Research range of recipe ideas. Skill analysis and identification of cooking methods. Sensory descriptors – ready for tasting. Costing and nutritional analysis. Practical: Test out first product.</p>	<p>Planning: accurate list of ingredients including quantities, list of equipment and time plan with both quality and food safety checks. Practical: Test out second product. Recommendations for presentation methods. Practical: Off timetable for morning to complete assessed practical two products. Sensory evaluation and recommendations for improvement.</p>

vegetarianism, protein complementation. RNI for different ages. Debate the advantages and disadvantages of animal v vegetable protein. Impact of excess and deficiency. Assessment: Exam style questions on carbohydrates. Practical: Spaghetti bolognese	on fats. Micronutrients: Minerals Function in the body, food sources, impact of excess and deficiency.	processor. Assessment: Exam style questions on water soluble vitamins.	Kept open ended so students can plan investigation in line with NEA1 requirements. Practical: Brownies application of knowledge.		
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Geography

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Tectonic Hazards	Weather Hazards	Climate Change	Ecosystems	Ecosystems	Coasts
Knowledge and Skills	Natural Hazards	Global Atmospheric Circulation System	Quaternary Period	Key Features	Hot Deserts	Waves
	Plate Boundaries	Tropical Storms	Evidence	Global Distribution	Case Study - Sahara	Processes
	Tectonic Distribution	Case Study – Typhoon Haiyan	Natural Causes	Tropical Rainforests	Desertification	Erosional Features
	Earthquakes	UK Extreme Weather	Human Causes	Deforestation	Case Study - Sahel	Depositional Features
	Case Studies – NZ and Nepal	Case Study	Impacts	Case Study - Amazon		Example – Dorset
	Volcanoes	End Of Unit Test	Adaptation and Mitigation			Costal Management
	Managing the risk		DC1			Lyme Regis Case Study
End Of Unit Test		MINI End Of Unit Test		End Of Unit Test	Year 9 Mock Exams	



History

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Paper 1 - Medicine in Britain 1250-present	Paper 1 - Medicine in Britain 1250-present	Paper 1 - Medicine in Britain 1250-present	Paper 1 - Medicine in Britain 1250-present	Paper 2 - Anglo-Saxon and Norman England	Paper 2 - Anglo-Saxon and Norman England
Knowledge and Skills	GCSE History skills. c1250–c1500: Medicine in Medieval England. Focus Individuals: Hippocrates and Galen. Case study: Black Death.	c1500–c1700: The Medical Renaissance in England - Focus Individuals: Sydenham, Vesalius and Harvey. Case Study: Great Plague. c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain. Focus Individuals: Pasteur, Koch, Jenner and Snow. Case Studies: Jenner and John Snow	c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain. Focus Individuals: Pasteur, Koch, Jenner and Snow. Case Studies: Jenner and John Snow. c1900–present: Medicine in modern Britain. Focus Individuals: Fleming , Florey and Chain. Case Studies: penicillin and the fight against lung cancer in the 21st century.	c1900–present: Medicine in Modern Britain Focus Individuals: Fleming , Florey and Chain. Case Studies: penicillin and the fight against lung cancer in the 21st century.	Anglo-Saxon England and the Norman Conquest, 1060–66.	Anglo-Saxon England and the Norman Conquest, 1060–66. William I in Power: Securing the Kingdom, 1066–87.

Health and Social Care

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Human Lifespan Development	Factors Affecting Development	Factors Affecting Development	H&SC Services	The Care Values	Health & Wellbeing
Knowledge and Skills	Life Stages PIES	Life events Relationships Genetic influences Economic influences	Lifestyle choices Drugs Diet Exercise Alcohol Smoking	Structure of the NHS Types of service How services can meet the needs of users Types of support Barriers to services	Respect Empowering Confidentiality Safeguarding Effective communication Person-centred care	Indicators of health Taking measurements Treatment for common health issues Coursework

Media Studies

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
Topic	Introduction to the Media	Advertising	Magazines and Newspapers	Video Games and Radio	Music Videos
Knowledge and Skills	<p>The Basics (Semiotics: Denotation/Connotation). Understanding of the Theoretical Framework.</p> <p>Film Production: Creating Storyboards and Script Writing. Focus: Media Language, Representation, Audiences and Industries.</p>	<p>Exploration of TV Adverts (John Lewis/ Sainsburys & Coca Cola) and Print Adverts. Focus: Media Language & Representation. Media contexts. Codes and Conventions.</p>	<p>Exploration of magazine articles and Newspaper Articles. Focus: Media language and representation.</p> <p>Understanding of newspaper industries, including ownership, funding, regulation, production, distribution and technology. Audience issues newspapers and magazines illustrate.</p>	<p>Analysis of Pokemon Go. Video Games Industry. Focus: Media Audience and Media Industry. Radio. Focus: Industries and Audiences</p>	<p>Focus: Media Language, Representation, Industries & Audience</p> <p>Set Texts: Bruno Mars & Taylor Swift</p>

Modern Foreign Languages

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Holidays	Health	Cinema, TV and sport	Technology	Environment	
Knowledge and Skills	<p>Vocabulary Detail about a regular holiday Activities whilst on holiday Activities in different weather Narrating a sequence of events Describe a recent holiday Describe a future holiday Compare holiday destinations</p> <p>Grammar Present tense Inversion (German) Sequencers Past tense Future tense Comparative adjectives</p>	<p>Vocabulary Food preferences Daily routines Healthy activities Health decisions Body Illness</p> <p>Grammar Past and future tense Reflexive verbs</p>	<p>Vocabulary TV viewing habits Giving views on TV shows Different genres of film Discussing films you've seen Discussing films you'd like to see</p> <p>Grammar Frequency words as adverbs Opinion phrases Past tense Conditional tense</p>	<p>Vocabulary How you use mobile technology Pros and cons of mobile technology How to stay safe online Your family's internet use</p> <p>Grammar Frequency words as adverbs Comparative adjectives Modal verbs Third person/plural verb forms</p>	<p>Vocabulary Environment problems What you do for the environment Problems in your town What you could do to help</p> <p>Grammar Present tense Modal verbs</p>	<p>Environmental problems globally Exam skills preparation</p>

Music

Term/Weeks	Term 1	Term 2	Term 3
Topic	Developing Music Theory and the Musical Timeline	Analysing a Musical Score Understanding Compositional Devices	Harmony and Tonality
Knowledge and Skills	Understanding and using different musical clefs Learning to use the notation software Area of study 1 Performance preparation and moderation Begin composition	Study of a score and analysing the music - DR SMITH Learning about and using compositional techniques and devices Analysing music and extended writing Develop composition	Learning of scales and recognition of musical intervals Modulation and key signatures Area of study 4 Performance moderation Final composition submission

Photography



Term/Weeks	Terms 1-2	Terms 3-4	Terms 5-6
Topic	The Formal Elements of Photography - Skills Project	Toys & Miniatures Project	Surrealism Project
Knowledge and Skills	Contextual research Understanding rules of composition Understanding & applying the formal elements of photography How to analyse & evaluate a photograph History of Photography Introduction to DSLR & digital cameras Introduction to Photoshop Editing images using hand & digital manipulation Presenting contact sheets Evaluating work in progress	Contextual research Applying principles of photography Introduction to lighting techniques Introduction to Aperture Introduction to Shutter Speed Photoshoots relating to theme Contact sheets Photoshop techniques & editing Evaluating work in progress Planning final photoshoots Evaluating final photoshoots	Contextual research Photoshoots relating to Surrealist theme Exploring studio lighting & green screen Contact sheets Photographic experiments edited using hand & digital manipulation (Photoshop) Evaluating work in progress Planning final photoshoots Evaluating final photoshoots

Physical Education

Term/Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Rules/Expectations MyPB Motivating and influencing others Integrity	MyPB Integrity Self-motivation Collaboration	MyPB Collaboration Self-Motivation	MyPB Evaluation Empathy	MyPB Self-management and active listening Resilience Responsibility	MyPB Resilience Responsibility
Knowledge and Skills	Football Handball Netball Rugby	Netball Rugby Health Related Fitness OAA/Team Building	Health Related Fitness OAA/Team Building	Trampolineing Football	Athletics Rounders Tennis Cricket Stoolball	Rounders Tennis Cricket Stoolball

GCSE Physical Education



Term/Weeks	Term 1	Term 2	Term 3
Topic	<i>The Skeletal system Components of fitness and fitness testing</i>	<i>Practical assessment - Football The Muscular System</i>	<i>Practical assessment - Basketball</i>
Knowledge and Skills	<ul style="list-style-type: none"> • Location of the major bones. • Functions of the skeleton. • Types of synovial joints and their articulating bones. • The role of tendons, ligaments and cartilage. • Types of movement at hinge and ball and socket joints. • Definitions of the 10 components of fitness. • Apply the components of fitness to practical examples. • How to carry out each fitness test and use data to analyse the results. 	<ul style="list-style-type: none"> • Core skills: ball control, passing and shooting with dominant foot, dribbling, heading and tackling. • Advanced skills: ball control using different parts of the body, passing and shooting with non-dominant foot, beating opponents and marking. • Decision making. • Awareness of attacking and defensive strategies/tactics. • Awareness of rules and regulations of the game. • The location of major muscle groups. • The types of movement the muscles produce. • Antagonistic pairs. 	<ul style="list-style-type: none"> • Core skills: footwork, passing, set shot, dominant hand lay-up, dribbling using the dominant hand. • Advanced skills: non-dominant hand lay up, hook shot, rebounding, dribbling using both hands, beating opponents using individual and team strategies such as cutting and faking. • Zone defence and full/half court press. • Decision making. • Awareness of attacking and defensive strategies/tactics. • Awareness of rules and regulations of the game.

Cambridge National in Physical Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	RO51 - Contemporary issues in sport	RO51 - Contemporary issues in sport RO52 - Developing sport skills	RO51 - Contemporary issues in sport RO52 - Developing sport skills	RO51 - Contemporary issues in sport	RO51 - Contemporary issues in sport	RO51 - Contemporary issues in sport RO52 - Developing sport skills
Knowledge and Skills	<p>LO1 - Understand the issues which affect participation in sport</p> <ul style="list-style-type: none"> The different user groups who participate in sport e.g. ethnic minorities, single parents, disabled, unemployed, teenagers Possible barriers which affect participation in sport e.g. lack of time, commitments, disposable income, lack of role models, provision, lack of awareness Solutions to barriers which affect participation e.g. promotion, provision, access Factors which affects the popularity of sport in the UK e.g. participation, provision, environment/climate, media coverage Current trends in the popularity of different sports in the UK Growth of emerging sports and activities in the UK 	<p>LO2 - Know about the role of sport in promoting values</p> <ul style="list-style-type: none"> Values which can be promoted through sport e.g. team spirit, fair play, inclusion, national pride. The Olympic and Paralympic movement Other initiatives and events which promotes values through sport e.g. Sport Relief <p>LO2 - be able to use skills, techniques and tactics/strategies as a team performer (football)</p> <ul style="list-style-type: none"> Performance of skills and techniques. Creativity Appropriate use of tactics/strategies/compositional ideas. Decision making during performance. Ability to manage/maintain own performance. 	<p>LO2 - Know about the role of sport in promoting values</p> <ul style="list-style-type: none"> The importance of etiquette and sporting behaviour of both performers and spectators Definition of sportsmanship and gamesmanship The use of performance enhancing drugs in sport e.g. reasons for using them, impact of drug taking, WADA, ethical issues related to drug taking <p>LO2 - be able to use skills, techniques and tactics/strategies as a team performer (football)</p> <ul style="list-style-type: none"> Performance of skills and techniques. Creativity Appropriate use of tactics/strategies/compositional ideas. Decision making during performance. Ability to manage/maintain own performance. 	<p>LO3 - Understand the importance of hosting major sporting events</p> <ul style="list-style-type: none"> The features of major sporting events e.g. scheduling, international element, level of investment, legacy. Benefits of hosting major sporting events e.g. investment, tourism, commercial benefits, infrastructure, morale of the country Drawbacks of hosting major sporting events e.g. cost, lack of facility use, potential divisions within the country The links between benefits, drawbacks and legacy 	<p>LO4 - Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> Promotion e.g. promoting participation and increasing popularity of the sport. Development e.g. coaching awards and training officials. Infrastructure e.g. competitions and tournaments, rule making, disciplinary procedures, helping with facility development. Policies and initiatives e.g. anti-doping policies, promoting etiquette, community programmes. Funding e.g. grants, membership, subscription fees, income from the media, private investment, merchandising, admission charges. 	<p>LO4 - Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> Support e.g. providing technical advice, providing details for local clubs. <p>LO1 - be able to use skills, techniques and tactics/strategies as an individual performer in a sporting activity</p> <ul style="list-style-type: none"> Performance of skills and techniques. Creativity Appropriate use of tactics/strategies/compositional ideas. Decision making during performance. Ability to manage/maintain own performance.

Psychology

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Social Influence	Social Influence	Memory	Memory	Memory/Sleepin & Dreaming	Sleeping & Dreaming
Knowledge and Skills	Key Concepts Conformity Collective/Crowd Behaviour Obedience Situational Factors Situational Factors Study	Dispositional Factors Dispositional Factors Study Changing attitudes Minority Influence Majority Influence	Key Concepts Stages of Information Processing Types of Forgetting Brain Structure and Function Multi-store Model of Memory	Multi-store Model of Memory Theory of Reconstructive Memory Reconstructive Memory Study	Recall Techniques Neuropsychology Key Concepts Functions, Features and Benefits of Sleep Cause of Sleep Disorders	Biological Rhythms - Endogenous Pacemakers and Exogenous Zeitgebers Freudian Theory of Dreaming Freudian Theory of Dreaming Study



Religious Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Belief in God	Belief in God	Belief in God	Belief in God/Marriage	Marriage and Family	Marriage and Family
Knowledge and Skills	Trinity Creation	World and spirit Incarnation Last days Salvation	Salvation Atonement Eschatology	Evil and suffering Christian marriage	Sex outside of marriage Homosexuality Family life	Local parish Divorce Equality

Textiles

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge and Skills	<p>Skills rotation: Sewing (Students will complete 1-2 lessons a week on learning said technique and 1 lesson on documenting it in their sketchbook) Using a sewing machine (including the threading, setting up and changing of feet) Free hand embroidery on a machine Applique Hand embroidery, looking at different stitches and knots.</p>	<p>Skills rotation: Printing/dying (Students will complete 1-2 lessons a week on learning said technique and 1 lesson on documenting it in their sketchbook) Batik Marbling Lino cutting and printing Collograph printing Felting</p>	<p>Skills rotation: Hand skills (Students will complete 1-2 lessons a week on learning said technique and 1 lesson on documenting it in their sketchbook) Needle felting Natural dying techniques Silk painting Gutta</p>	<p>Students will be guided through a project, the class is given a theme and the teacher will guide them through the following plan. They will be focusing on the correct way to present their ideas in a sketchbook and put into practice skills learnt. Each week the students will complete a double page in their sketchbooks. Project theme: Animals Title page Mind map Moodboard Artist research 1</p>	<p>Animal's project continued.. Artist research 2 Personal development page 1(looking at experimenting with materials, techniques and the theme) Personal development page 2 Personal development page 3</p>	<p>Animal's project continued.. Initial ideas Final ideas Final outcome Reflection and evaluation.</p>

Work Skills



Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Unit 81: Qualities and Transferable Skills for work	Unit 81: Qualities and Transferable Skills for work	Unit 81: Qualities and Transferable Skills for work	Unit 27: Applying for Jobs	Unit 27: Applying for Jobs	Unit 44: Literacy for the Workplace
Knowledge and Skills	<p>1 Recognise own skills and qualities that can be transferred into the workplace:</p> <p>1.1 Explain the term 'transferable skill'</p> <p>1.2 Describe own qualities that are appropriate for a workplace</p> <p>1.3 State the benefits of recognising own skills and qualities, when wanting to progress in work</p>	<p>2 Assess opportunities that can help develop transferable skills and qualities needed for the work place:</p> <p>2.1 Describe how everyday activities can help develop transferable skills and qualities</p> <p>2.2 Describe how employment initiatives can help develop transferable skills and qualities</p>	<p>3 Demonstrate how own transferable skills and qualities can be used when applying for jobs:</p> <p>3.1 Identify the transferable skills and qualities employers need for specific job roles</p> <p>3.2 Describe how own transferable skills and qualities can match the skills and qualities required by employers</p>	<p>1 Know the purpose of a CV and covering letter:</p> <p>1.1 Describe the purpose of a CV when applying for a job</p> <p>1.2 Describe the purpose of a covering letter when applying for a job.</p> <p>2 Know the type of information usually included in a CV and covering letter:</p> <p>2.1 Identify the type of information appropriate to include in a CV</p> <p>2.2 Identify the type of information appropriate to include in a covering letter</p>	<p>3 Know the importance of references in a CV:</p> <p>3.1 Outline the importance of references in a CV</p> <p>3.2 Describe what makes a referee suitable for including in a CV</p> <p>4 Be able to produce a CV and covering letter for a job application</p> <p>4.1 Identify a suitable layout for a CV</p> <p>4.2 Produce a CV appropriate for a job application</p> <p>4.3 Produce a covering letter appropriate for a job application</p>	<p>1 Be able to read and understand a range of work-related text:</p> <p>1.1 Summarise key messages from two work-related policies</p> <p>1.2 Follow written health and safety procedures to demonstrate understanding</p> <p>2 Be able to write structured work-related texts to share information:</p> <p>2.1 Write texts for two different work-related contexts</p> <p>2.2 Demonstrate proof reading of work related texts</p>