

CURRICULUM **BRIEF SUMMARY** OF CONTENT – SPRING HALF TERM 2 2025/26

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>Ambition</b>	<ul style="list-style-type: none"> <li>Physical and mental health</li> <li>Risk and Self Harm</li> <li>Dental Care</li> </ul>	<ul style="list-style-type: none"> <li>Peer Pressure</li> <li>Sexting and the Law</li> <li>Alcohol and Drugs</li> </ul>	<ul style="list-style-type: none"> <li>Money and debt</li> <li>Gambling and credit</li> <li>Bereavement and loss</li> </ul>	<ul style="list-style-type: none"> <li>RE: Religious views on abortion</li> <li>RE: Decision making</li> <li>RE: Euthanasia viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Careers: World of work</li> <li>CV – selling yourself</li> <li>Finding the right job</li> <li>Self worth and success</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Still Life observational drawing exploring a range of media</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Australian Art research studies</li> <li>Simplification of shapes and design</li> <li>Design development for repeat pattern</li> </ul>	<ul style="list-style-type: none"> <li>Exploring artists' techniques</li> <li>Artist Research.</li> <li>Developing final portrait piece</li> </ul>	<ul style="list-style-type: none"> <li>Personal project - observational studies in a range of media.</li> <li>Studies of artists' work.</li> </ul>	<ul style="list-style-type: none"> <li>Exam preparation – observational studies in a range of chosen media.</li> <li>Studies of artists' work.</li> </ul>
<b>Business</b>				<ul style="list-style-type: none"> <li>People and Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Mock Exams Ethics and Globalisation</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Understanding Computers and Networks</li> </ul>	<ul style="list-style-type: none"> <li>Computer Crime</li> <li>Cyber Security</li> <li>Encryption</li> </ul>	<ul style="list-style-type: none"> <li>Interactive multimedia products</li> </ul>	<ul style="list-style-type: none"> <li>Developing Digital Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Developing interactive multimedia products</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>Graphic Designers</li> <li>Marking &amp; cutting wood</li> </ul>	<ul style="list-style-type: none"> <li>Tatty Devine Jewellery project</li> <li>Sustainable design-encouraging wildlife</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability &amp; Modelling</li> <li>Plastics campaign</li> <li>Laser cutting and AI</li> </ul>	<b>GCSE Design and Technology</b>  Unit 6- Designing principles-	<b>GCSE Design and Technology</b> <ul style="list-style-type: none"> <li>Exam practice</li> <li>Making of final prototype</li> <li>Completion of written coursework</li> </ul>

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				<ul style="list-style-type: none"> <li>• Communicatio n of design ideas</li> </ul> <p>Unit 7- Making principles-</p> <ul style="list-style-type: none"> <li>• Selection of materials and components</li> <li>• Tolerances</li> <li>• Material management</li> <li>• Tools, equipment, techniques and finishes</li> <li>• Surface treatments and finishes</li> </ul>	
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Non-Fiction Reading. An introduction to the writers' viewpoint. How writers establish a point of view.</li> <li>• Transactional Writing: an introduction to rhetoric.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction Reading. Identifying the writers' viewpoint and making comparisons between perspectives.</li> <li>• Transactional Writing. Writing for an audience and developing a viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction Reading: Comparing viewpoints across history.</li> <li>• Transactional writing: crafting an argument using rhetoric.</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Paper 2 Section B Writing Skills – non-fiction transactional writing</li> </ul>	<ul style="list-style-type: none"> <li>• Revising GCSE Paper 1 and Paper 2</li> <li>• Other revision focuses to be determined after results of the PPE Mock Exams</li> </ul>
<b>English Literature</b>	<ul style="list-style-type: none"> <li>• Shakespeare – Love in "Romeo &amp; Juliet"</li> </ul>	<ul style="list-style-type: none"> <li>• The Role of Women in Shakespeare's "Much Ado About Nothing"</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy in Shakespeare's "King Lear"</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare: "Macbeth"</li> </ul>	<ul style="list-style-type: none"> <li>• Revising the poetry anthology</li> <li>• Other revision focuses to be</li> </ul>

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	<ul style="list-style-type: none"> <li>An introduction to the Sonnet.</li> </ul>				determined after results of the PPE Mock Exams
<b>Food Studies</b>	<ul style="list-style-type: none"> <li>Continue practice of basic practical skills and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Building on practical skills</li> <li>Adapting recipes</li> </ul>	<ul style="list-style-type: none"> <li>British and international cuisine</li> <li>Labelling laws</li> </ul>	<b>WJEC Hospitality and Catering Unit 1</b> <ul style="list-style-type: none"> <li>1.1.3 - Working conditions in the hospitality &amp; catering industry</li> <li>1.1.4 - Contributing factors to the success of hospitality and catering provision</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>2.2.1 – Factors affecting menu planning</li> <li>2.2.2 – How to plan production</li> </ul>	<b>WJEC Hospitality and Catering</b> <ul style="list-style-type: none"> <li>Practical exam</li> </ul> <b>Unit 2</b> Written Coursework completion <ul style="list-style-type: none"> <li>2.2.1 – Factors affecting menu planning</li> <li>2.2.2 – How to plan production</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Weather &amp; Climate</li> <li>Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>Coasts</li> <li>Population</li> </ul>	<ul style="list-style-type: none"> <li>Development &amp; Globalisation</li> <li>Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Cold Environments</li> <li>Coasts</li> </ul>	<ul style="list-style-type: none"> <li>UK Changing Economy</li> <li>Resource Management</li> </ul>

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					<ul style="list-style-type: none"> <li>Energy</li> </ul>
Health and Social Care				<ul style="list-style-type: none"> <li>Component 1: Human Lifespan Development - assessment period.</li> </ul>	<ul style="list-style-type: none"> <li>Component 3: Health and Wellbeing – exam preparation</li> </ul>
History	<ul style="list-style-type: none"> <li>Life in Medieval villages and towns</li> </ul>	<ul style="list-style-type: none"> <li>The British Empire</li> </ul>	<ul style="list-style-type: none"> <li>The Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>Elizabethan England 1558-1588</li> </ul>	<ul style="list-style-type: none"> <li>The Cold War and Superpower rivalry</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Numerical Representations</li> <li>Formulae and Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous Equations and Powers</li> </ul>	<b>Higher</b> Ratio Proportion  <b>Foundation</b> Ratio Indices Standard form	<b>Higher</b> Iteration Interpreting Graphs  <b>Foundation</b> Sequences Revision
MFL	<u>Y7 (French)</u> <ul style="list-style-type: none"> <li>Weather and seasons</li> <li>Sport and free time</li> <li>Pets</li> </ul>	<u>Y8 (Spanish)</u> <ul style="list-style-type: none"> <li>Food</li> <li>Arranging to go out</li> <li>Clothes</li> </ul>	<u>Y9 (French)</u> <ul style="list-style-type: none"> <li>Music preferences</li> <li>Describing a concert</li> <li>Future plans</li> </ul>	<u>Y10 (Spanish)</u> <ul style="list-style-type: none"> <li>Family and friends</li> <li>Lifestyle choices</li> </ul>	<u>Y11 (French)</u> <ul style="list-style-type: none"> <li>Plans for the summer</li> <li>Hopes and dreams</li> <li>Future jobs and career paths</li> </ul>

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<b>Music</b>	<ul style="list-style-type: none"> <li>Minimalism</li> </ul>	<ul style="list-style-type: none"> <li>Modern Dance Music</li> </ul>	<ul style="list-style-type: none"> <li>World Rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Component 1: Exploring Music Styles – assessment period</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble Performance.</li> <li>Set Brief Composition.</li> <li>Areas of Study 2 – 5 and exam practice.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Girls will be on Gymnastics and Badminton.</li> <li>Boys will be on rugby and handball.</li> </ul>	<ul style="list-style-type: none"> <li>Girls will be on Gymnastics and Badminton.</li> <li>Boys will be on rugby and handball.</li> </ul>	<ul style="list-style-type: none"> <li>Girls will be on Gymnastics and Badminton.</li> <li>Boys will be on rugby and handball.</li> </ul>	<ul style="list-style-type: none"> <li>In OCR Sport, students will be looking at how to apply the principles of fitness.</li> <li>In GCSE PE, pupils will be studying the effects of exercise.</li> <li>Core PE students will be implementing a Healthy Active Lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>In OCR, students will be doing the Sports Injuries component.</li> <li>Core PE will be implementing Healthy Active Lifestyle.</li> </ul>
<b>Performing Arts</b>	<ul style="list-style-type: none"> <li>World of Dahl – creating characters</li> </ul>	<ul style="list-style-type: none"> <li>Silent Movies – devising short movies with physical comedy</li> </ul>	<ul style="list-style-type: none"> <li>Come From Away – devised work</li> </ul>	<ul style="list-style-type: none"> <li>Component 1: Exploring the Performing Arts Industry - Assessment period</li> </ul>	

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<b>RE</b>	<ul style="list-style-type: none"> <li>How do religions commemorate?</li> </ul>	<ul style="list-style-type: none"> <li>Is there a life after death?</li> </ul>	<ul style="list-style-type: none"> <li>Should humans play God?</li> </ul>	<ul style="list-style-type: none"> <li>Theme B: Religion and life (Religious beliefs and scientific views)</li> </ul>	<ul style="list-style-type: none"> <li>Religious studies masterclasses. Exam preparation and skills.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Earth structure and the rock cycle</li> <li>Sound and light</li> </ul>	<ul style="list-style-type: none"> <li>Climate and resources</li> <li>Space</li> </ul>	<ul style="list-style-type: none"> <li>Waves interactions</li> </ul>	<ul style="list-style-type: none"> <li>Biology – bioenergetics</li> <li>Chemistry-chemical changes</li> <li>Physics-radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>Biology-inheritance, variation and evolution</li> <li>Chemistry-using resources</li> <li>Physics – magnetism and electromagnetism</li> </ul>
<b>Travel &amp; Tourism</b>				<ul style="list-style-type: none"> <li>Component 1 – Travel and Tourism Destinations and Organisations</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 – Influences on Global Travel and Tourism</li> </ul>