

CURRICULUM **BRIEF SUMMARY** OF CONTENT – SPRING HALF TERM 1 2025/26

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>Ambition</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Sleep routines</li> <li>• Impact of puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of contraception</li> <li>• Homophobic behaviour</li> <li>• Boundaries and healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Building self-esteem</li> <li>• Eating disorders</li> <li>• Setting goals</li> </ul>	<ul style="list-style-type: none"> <li>• Reputation and employability</li> <li>• Online reputation</li> <li>• Employable qualities</li> <li>• Cybercrime - ethical views on criminals</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and alcohol</li> <li>• County lines</li> <li>• Domestic abuse</li> <li>• Religious views on drugs and alcohol</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Pencil theory – tone and mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Observational studies from natural forms using a range of 2D media.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing facial features using a range of 2D media.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording observations in a wide range of media (AO3).</li> <li>• Studies from own photos (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ideas and test pieces for final piece. (A01;AO4)</li> <li>• Complete final piece and hand in all coursework before the Christmas deadline.</li> </ul>
<b>Business</b>				<ul style="list-style-type: none"> <li>• Role of Marketing and market research</li> <li>• Market segmentation and the marketing mix</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical and environmental considerations</li> <li>• The economic climate</li> <li>• 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 and Cyber Security</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Multimedia Products with Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics Controlled Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics Controlled Assessment</li> </ul>

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<b>DT</b>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Pattern</li> <li>• Timbers</li> </ul>	<ul style="list-style-type: none"> <li>• Polymers</li> <li>• Mechanisms</li> <li>• Design for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Biomimicry</li> <li>• Modelling</li> <li>• Environmental issues and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• New and Emerging Technologies</li> <li>• Core technical Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling and realising ideas</li> <li>• Section D and E of the GCSE Design and Technology Coursework</li> </ul>
			<ul style="list-style-type: none"> <li>• AI and new technologies</li> </ul>		<ul style="list-style-type: none"> <li>• Prep for the Spring PPEs</li> </ul>
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Non-fiction: An introduction to the writer's viewpoint.</li> <li>• An introduction to Transactional writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction: Beginning to compare the writers' viewpoints.</li> <li>• Transactional Writing: crafting a response.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction: Comparing viewpoints from across the centuries. (Bridging module to GCSE)</li> <li>• Transactional writing to convince an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Language Paper 2 reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision for PPE2:</li> <li>• Language P2 (reading and writing)</li> </ul>
<b>English Literature</b>	<ul style="list-style-type: none"> <li>• Shakespeare: Romeo and Juliet</li> <li>• Family relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare: Much Ado About Nothing</li> <li>• The presentation of gender roles in the late 1500s.</li> <li>• How attitudes towards gender have changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare: King Lear</li> <li>• The theme of Deceit</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare: Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>• Revision for PPE2:</li> <li>• Literature P1 (Macbeth and A Christmas Carol)</li> <li>• Unseen poetry</li> </ul>

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<b>Food Studies</b>	<ul style="list-style-type: none"> <li>Basic practical skills and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Building on practical skills</li> <li>The danger zone and food related illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Concession food and adapting recipes considering special dietary needs</li> </ul>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>Weather &amp; Climate</li> </ul>	<ul style="list-style-type: none"> <li>Coasts</li> </ul>	<ul style="list-style-type: none"> <li>Middle East</li> <li>Globalisation &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Tropical Rainforests</li> <li>Cold Environments</li> </ul>	<ul style="list-style-type: none"> <li>Development Gap</li> <li>Nigeria (NEE)</li> <li>UK Post-Industrial Economy</li> </ul>
<b>Health &amp; Social Care</b>				<ul style="list-style-type: none"> <li>Component 1: Factors, life events and support.</li> </ul>	<ul style="list-style-type: none"> <li>Component 3: – Health and Wellbeing (exam)</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Power in Medieval England</li> </ul>	<ul style="list-style-type: none"> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>The Second World War</li> </ul>	<ul style="list-style-type: none"> <li>Whitechapel</li> <li>Early Elizabethan England</li> </ul>	<ul style="list-style-type: none"> <li>The Cold War</li> </ul>
<b>Hospitality</b>				<ul style="list-style-type: none"> <li>Practical practice</li> <li>Unit 1 exam topics</li> </ul>	<ul style="list-style-type: none"> <li>2.2.1 - The factors which affect choice of dishes.</li> <li>2.2.2 - Plan to produce two dishes.</li> <li>Unit 1 exam revision for PPE2</li> </ul>
<b>MFL</b>	French	Spanish	French	Spanish	French

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	<ul style="list-style-type: none"> <li>• Weather and seasons</li> <li>• Sport, leisure and free time</li> <li>• Sports in French speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Food and mealtimes</li> <li>• Ordering meals</li> <li>• Planning a party</li> <li>• Arranging to go out</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend routine</li> <li>• Friends and friendship</li> <li>• Celebrities and role models</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising and family</li> <li>• Describing people</li> <li>• Celebrities</li> <li>• Relationships</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Describing where we live</li> <li>• Directions</li> <li>• Clothes' shopping</li> <li>• Ideal home</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Outdoor adventurous activities.</li> <li>• Health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor adventurous activities.</li> <li>• Health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor adventurous activities.</li> <li>• Health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• In GCSE PE students will be looking at how to apply the principles of fitness.</li> <li>• In OCR Sport, students will be doing the Sports Injuries component.</li> <li>• Core PE students will be implementing a Healthy Active Lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• In OCR Sport, pupils will be studying the principles of training.</li> <li>• Core PE will be implementing Healthy Active Lifestyle.</li> </ul>

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Performing Arts	<ul style="list-style-type: none"> <li>Story telling: "Gates of Roshomon"</li> </ul>	<ul style="list-style-type: none"> <li>Silent Movies: Mime and Slapstick</li> </ul>	<ul style="list-style-type: none"> <li>Devising from real life stories from Newfoundland resulting from 9/11</li> </ul>	<ul style="list-style-type: none"> <li>Component 1: the creative process; the analysis of professional productions</li> </ul>	
Travel & Tourism				<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 (exam)</li> </ul>
Maths	<p>Measurements</p> <ul style="list-style-type: none"> <li>Measure and Units</li> <li>Properties of 2D Shapes</li> <li>Basic Angle Facts</li> </ul> <p><b>Numerical Representation</b></p> <ul style="list-style-type: none"> <li>Decimals</li> <li>Fractions</li> <li>Percentages</li> <li>Index Notation</li> <li>HCF and LCM</li> <li>Converting FDP</li> </ul> <p><b>Needs removing- Formulae and Sequences</b></p> <ul style="list-style-type: none"> <li>Substitution</li> <li>Formulae</li> </ul> <p>Sequences</p>	<p><b>Add in</b></p> <p><b>Graphs</b></p> <p><b>Estimation</b></p> <p><b>Rates of Change</b></p> <ul style="list-style-type: none"> <li>Compound Units</li> <li>Ratios to Functions</li> <li>Direct and inverse proportion</li> </ul> <p>-Needs Removing</p> <p>Statistics</p> <p>Construct and Interpret</p> <p>Graphs</p> <p>Averages and Range</p>	<p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>Percentage change</li> </ul> <p><b>Simultaneous Equations and Powers</b></p> <ul style="list-style-type: none"> <li>Graphical Simultaneous Equations</li> <li>Powers</li> </ul>	<p><b>Higher</b></p> <p>Solving Equations and Inequalities</p> <p><b>Foundation</b></p> <p>Manipulating Expressions</p> <p>Solving Equations and Inequalities</p>	<p><b>Higher</b></p> <p>Constructions</p> <p>Loci</p> <p>Vectors</p> <p>Circles and angles</p> <p><b>Foundation</b></p> <p><b>Pythagoras' Theorem</b></p> <p>Trigonometry</p> <p>Circle Properties</p> <p>Angle Properties</p>

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<b>Music</b>	<ul style="list-style-type: none"> <li>• Ukulele</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Dance Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music in Advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Component 1: Exploring the music industry</li> <li>• Styles &amp; techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble Performance</li> <li>• Set Brief Composition</li> <li>• Area of Study 2: The Concerto Through Time</li> <li>• Area of Study 3: Rhythms of the World</li> <li>• Area of Study 4: Film &amp; Game Music</li> <li>• Area of Study 5: Conventions of Pop</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• What do religions commemorate?</li> </ul>	<ul style="list-style-type: none"> <li>• Is death the end?</li> </ul>	<ul style="list-style-type: none"> <li>• Should humans play God?</li> </ul>	<ul style="list-style-type: none"> <li>• Christian practices</li> </ul>	<ul style="list-style-type: none"> <li>• Religion, peace and conflict</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Cells and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Climate and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical energy</li> <li>• waves</li> </ul>	<ul style="list-style-type: none"> <li>• Physics- particle model of matter</li> <li>• Chemistry- quantitative chemistry</li> <li>• Biology – organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Physics- Waves/ magnetism</li> <li>• Chemistry- chemistry of the atmosphere/ using resources</li> <li>• Biology- genetics</li> </ul>