|           | YEAR 7  | YEAR 8   | YEAR 9  | YEAR 10  | YEAR 11  |
|-----------|---|--|---|--|--|
| Ambition  | <ul> <li>Identity and friendship.</li> <li>What a healthy relationship looks like.</li> <li>Cyberbullying and the law.</li> </ul> | <ul> <li>Race and inclusivity.</li> <li>Who key changemakers are in society and why they are important.</li> <li>What diversities are in society.</li> </ul> | <ul> <li>Gang culture.</li> <li>The risks of getting involved in a gang.</li> <li>The dangers of exploitation.</li> </ul> | <ul> <li>Sexual health and relationships.</li> <li>What pornography is and the laws around this.</li> <li>Different types of contraceptives and their importance.</li> </ul> | <ul> <li>What is intimacy?</li> <li>What safe sex looks like.</li> <li>What is grooming?</li> <li>How to act responsibly with a sexual partner.</li> </ul> |
| Art       | Skills-based:     pencil theory,     tone and mark     making.  | Skills-based development for Natural Forms: tone; continuous line; cross-hatching; pointillism   | Facial features     using a range of     media:     pencil; biro; water     colour; oil pastel                            | AO3 –     Observational recording from primary sources in a wide range of media.   | AO2 –     Experimenting     with materials     and developing     designs for the     final portfolio     piece.   |
| Business  |   |  |   | <ul><li>Business Activity</li><li>Marketing</li></ul>  | <ul> <li>Finance         Ethics and         Environmental         issues     </li> </ul>   |
| Computing | <ul> <li>Online Safety</li> <li>Digital Literacy –</li> <li>MS Office</li> <li>themes included</li> </ul>                         | <ul><li>Computational thinking</li><li>Legislation</li></ul>   | Text based     Programming  | <ul> <li>Creating Digital<br/>Graphics and<br/>Photoshop Skills</li> </ul>   | <ul> <li>Interactive         Multimedia         Products         Controlled         Assessment     </li> </ul>   |

| DT                 | <ul><li>Graphic     Designers</li><li>Saw challenge</li></ul>   | <ul> <li>Tatty Devine         Jewellery project</li> <li>Sustainable         design-         encouraging         wildlife</li> </ul> | <ul> <li>Sustainability &amp; Modelling</li> <li>AI-         Developing products using the laser cutter     </li> </ul> | <ul> <li>Materials</li> <li>New and Emerging Technologies</li> <li>Core technical Principles</li> </ul> | <ul> <li>Materials</li> <li>Section C and D of the GCSE Design and Technology Coursework</li> <li>Prep for the Autumn PPEs</li> </ul> |
|--------------------|---|--|---|---|---|
| English Language   | <ul> <li>Narrative<br/>and<br/>descriptive<br/>writing.</li> </ul>  | <ul> <li>Narrative<br/>and<br/>descriptive<br/>writing.</li> </ul>   | <ul> <li>Narrative<br/>and<br/>descriptive<br/>writing.</li> </ul>  | <ul> <li>Language paper</li> <li>1 reading</li> <li>section.</li> </ul>                                 | <ul> <li>Re-teach     Language paper     1.</li> <li>Re-teach     Language Paper     2</li> </ul>                                     |
| English Literature | <ul> <li>'Ghost         Boys' by         Jewell         Parker         Rhodes:         Prose         Study</li> </ul> | <ul> <li>'Long Way<br/>Down' by Jason<br/>Reynolds:<br/>Prose Study</li> </ul>   | 'Animal Farm' by<br>George Orwell:<br>Prose Study   | <ul><li>Unseen poetry</li><li>Poetry Anthology Super 7</li></ul>  | <ul> <li>Revision of all<br/>GCSE texts for<br/>PPEs in<br/>January.</li> </ul>   |
| Food Studies       | Basic skills and Nutrition  | <ul> <li>Building on basic<br/>skills</li> <li>The danger zone<br/>and food related<br/>illnesses</li> </ul>                         | Concession     food and     adapting     recipes     considering     special dietary     needs                          |   |   |
| Geography          | UK     Settlements &     Economy  | Russia &     Glaciers  | The Middle     East   | <ul> <li>Ecosystems &amp; Biomes</li> <li>Tropical Rainforests</li> </ul>                               | <ul> <li>UK Urban Change</li> <li>Urban Sustainability</li> <li>Development Gap</li> </ul>  |

| Health & Social<br>Care |  |   |                     | Physical,     Intellectual,     Emotional and     Social     Development     through the life     stages (Comp 1) | Health and     Social Care     Services     and Values     (Comp 2)   |
|-------------------------|--|---|---------------------|---|---|
| History                 | The Norman<br>Conquest   | The French Revolution                           | The Inter War Years | Crime and     Punishment  | Life in Nazi     Germany  |
| Hospitality             |  |   |                     | <ul> <li>Course work<br/>structure</li> <li>Practical skills</li> <li>Unit 1 exam</li> </ul>                      | <ul> <li>2.1.1.         Coursework. The importance of nutrition     </li> <li>The impact of cooking on nutrition</li> </ul> |
| MFL                     | Y7 (French)  • Free time likes and dislikes  • School subjects  • School uniform | Y8 (Spanish)  • Mobile technology  • Music & TV | Y9 (French)         | Y10 (Spanish)  Past holidays Travel plans   | Y11 (French)  • Lifestyle choices • Holidays & travel   |

| PE               | Girls will be on gymnastics and netball Boys will be on rugby and football | <ul> <li>Girls will be on netball and football.</li> <li>Boys will be on basketball and football.</li> </ul> | <ul> <li>Girls will be on rugby and netball.</li> <li>Boys will be on volleyball and football.</li> </ul> | <ul> <li>In OCR Sport, students will be learning about nutrition.</li> <li>In GCSE PE, students will be learning about muscles.</li> <li>Core PE students will be implementing a Healthy Active Lifestyle</li> </ul> | <ul> <li>In OCR,<br/>students will<br/>be learning<br/>about the<br/>principles of<br/>training.</li> <li>Core PE will<br/>be<br/>implementin<br/>g Healthy<br/>Active<br/>Lifestyle</li> </ul> |
|------------------|--|--|---|--|---|
| Performing Arts  | Core skills     developed     though     workshops                         | <ul> <li>Staging script<br/>work</li> <li>Directing as a<br/>team</li> </ul>                                 | Developing<br>characters and<br>relationships in<br>script (extract from<br>Blood Brothers)               | <ul> <li>Introduction to<br/>BTEC</li> <li>The Creative<br/>Process<br/>(component 1)</li> </ul>   |   |
| Travel & Tourism |  |  |   | Travel and     Tourism     Destinations and     Organisations     (Component 1)  | Customer     Needs in     Travel and     Tourism     (Compone     nt 2)   |
| Maths            | Introduction<br>to Algebra<br>Measurement                                  | <ul><li>Inequalities</li><li>Transformations</li></ul>   | • Constructions, Congruence and Pythagoras  | Higher Numerical Powers Manipulating Expressions  Foundation Fractions Percentages   | Higher Probability Statistics  Foundation Data Constructions, Loci, Transformations and vectors   |

| Music   | <ul> <li>Developing the language of music</li> <li>Chinese Music</li> </ul> | <ul><li>Elements of Music</li><li>Variations</li></ul>     | Styles:     Reggae     music  | <ul><li>Introduction to<br/>BTEC</li><li>Exploring styles</li></ul>  | <ul><li>Exam practice: terminology</li><li>Compositions</li></ul>   |
|---------|---|--|---|--|---|
| RE      | What do the different world religions believe?                              | Is it our world?   | How does religion influence people in today's world?  | Christian practices  | Religion, crime and punishment.   |
| Science | Introduction to physics     Christmas science                               | Sound and light     Christmas     science     reproduction | <ul> <li>Types of reaction</li> <li>Energy- heating and cooling</li> <li>Prep for assessments in January</li> </ul> | <ul> <li>Infection and response (biology)</li> <li>Bonding (chemistry)</li> <li>Electricity (physics)</li> </ul> | <ul> <li>Inheritance         (biology)</li> <li>Chemistry of         the         atmosphere/         using         resources</li> <li>Waves and         magnetism         (physics)</li> <li>Preparation         and reteach         for mock         exams (all         paper 1         content only)</li> </ul> |