



Summer Term 2021

# CCHS Community Curriculum



Chelmsford County High School for Girls

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# Introduction

There is rightly much reporting and commentary on ‘learning loss’, ‘education deficit’, etc. as a result of the national experience of lockdown and school closures. Alongside this, there is a developing politicised narrative, which is critical of teachers and the education sector more broadly. This is such a shame, given the care, professionalism, creativity and industry that we have witnessed in our own School, and what we know of so many other schools. The pandemic experience has necessitated actions which have changed so much for young people, in particular; but the story does not have to be one riddled with ‘learning loss’ and ‘education deficit’ – it can be distinguished by other things.

## Idea

We have worked as a community to provide new and novel educational opportunities and activities to further stimulate and inspire our students; and by so doing, we have collectively been proactive, positive and bold, rather than reactive, negative and timid.

## Objective

Linked to our third community project, we choose conceive and live education in its broadest and most liberating terms: *an enlightening experience*.

## Project

We publish here the **CCHS Community Curriculum** (three parts for the three key stages), which has involved all members of the School community, to create an expansive school experience for our students:

- Teachers – provided direction and guidance on content and concepts to address for each key stage.
- Students – developing last year’s Summer Sorority idea, students, who are particularly strong in certain subjects, will be ‘subject sisters’ for students younger than themselves, offering mentorship.
- Parents – provided recorded presentations relating their subject passions at school to their current professions, demonstrating the link between education and careers, e.g. medicine, law, business, journalism, charity, etc.
- Beyond – we have selected inspirational academics and speakers, e.g. websites, TED Talks, etc. to highlight big, bold thinking.

## Acknowledgements

This was conceived and pursued as a community project, and so it was. I am grateful to all the staff, students and parents, who have contributed to this collective effort to provide more opportunities for the wonderful students who grace this exceptional school. I am particularly grateful to Mrs Bates for pulling all of this material together and presenting it so wonderfully for us.

# Art

## Key Stage 3

### Year 7

#### Key topic areas (Content and concepts)

<b>Concept:</b>	Colour Theory
<b>Skills taught:</b>	To understand how and why colour is used in Art. Use of coloured pencils and creating correct consistency and application with watercolour paint.
<b>Concept:</b>	Art History
<b>Skills taught:</b>	Exploring the work of David Hockney through research, transcriptions and stylised work. Encouraged to work independently by choosing own media, use of colour theory and considering composition.
<b>Concept:</b>	Cultural Art -Mexico
<b>Skills taught:</b>	Mexican Day of the Dead – Understand art elements around the celebration. 3D work link to design – use of dough and clay. Painting 3D forms. Developing design ideas for presenting work.
<b>Concept:</b>	Cultural Art -India
<b>Skills taught:</b>	How to create an India henna pattern and design using a single colour.
<b>Concept:</b>	Cultural Art -France
<b>Skills taught:</b>	Art History to understand the work of Matisse and how to use scissors and paper to create a cut-out collage. Recognising simplified form to shape and negative space.
<b>Concept:</b>	Cultural Art -Australia- Aboriginal Art
<b>Skills taught:</b>	Art History to understand the work of Aboriginal artists and how to appreciate culture from the past in the modern world. Working independently to choose media to create a 3D piece.

#### Resources

- <https://www.youtube.com/watch?v=7npdXnRXFkE>

- <https://www.hockney.com/index.php/resources>
- [https://www.amazon.co.uk/David-Hockney-40-Years-QUARANTE/dp/383658249X/ref=sr\\_1\\_2?dchild=1&qid=1619428977&refinements=p\\_27%3ADavid+Hockney&s=books&sr=1-2](https://www.amazon.co.uk/David-Hockney-40-Years-QUARANTE/dp/383658249X/ref=sr_1_2?dchild=1&qid=1619428977&refinements=p_27%3ADavid+Hockney&s=books&sr=1-2)
- <https://www.tate.org.uk/art/art-terms/c/composition>
- <https://www.india-tourism.net/art.htm>
- <https://theculturetrip.com/north-america/mexico/articles/mexicos-10-most-iconic-artists/>
- <https://artsandculture.google.com/theme/matisse-and-his-creative-process/ngKygDxc9tAHKQ?hl=en>

## Year 8

**Concept:** 1 point Perspective

**Skills taught:** To learn what perspective is and to implement this in a drawing.

**Concept:** 2 point Perspective

**Skills taught:** To learn what a 2 point perspective is and to implement this in a

**Concept:** Art History

**Skills taught:** How is perspective used in a variety of artist work. Particularly through the work of Hunderwasser.

**Concept:** Figures

**Skills taught:** To learn how to draw figures accurately and explore a wide variety of mediums in the process.

**Concept:** Art History

**Skills taught:** Gain an understanding of the work by Henry Moore.

## Resources

- <https://www.studentartguide.com/articles/one-point-perspective-drawing>
- <https://www.instructables.com/How-to-Make-a-Two-Point-Perspective-Drawing/>
- <https://hundertwasser.com/en>
- <https://www.thedrawingsource.com/drawing-figures.html>
- <https://www.henry-moore.org/>
- <https://www.henry-moore.org/whats-on/2021/03/31/2021-at-henry-moore-studios-gardens>

## Year 9

**Concept:** Insects

**Skills taught:** To gain knowledge and technical skill of how to use water colour

**Concept:** Insects

**Skills taught:** To gain knowledge and technical skill of how to use fine liner and water

**Concept:** Identity

**Skills taught:** To explore students own identity through imagery.

**Concept:** Identity - Drawing

**Skills taught:** To learn to draw directly from observation using a HB pencil.

**Concept:** Art History

**Skills taught:** Gain an understanding of the work by Frida Khalo. Picasso, Lucia Freud or Egon Shiele. Teesha Morre and Luke Dixon.

### Resources

- <https://www.artistsandillustrators.co.uk/how-to/watercolour/455/a-z-of-watercolour-techniques>
- [https://www.youtube.com/channel/UCNK\\_rjrGDa1STo0rIH\\_0p6A](https://www.youtube.com/channel/UCNK_rjrGDa1STo0rIH_0p6A)
- <https://ruthmillington.co.uk/expressing-identity-through-art/>
- <https://www.studentartguide.com/articles/realistic-observational-drawings>
- <https://artuk.org/discover/artists>
- <https://www.tate.org.uk/whats-on/tate-liverpool/exhibition/life-motion-egon-schiele-francesca-woodman/five-things-know-egon>
- <https://www.tate.org.uk/art/artists/lucian-freud-1120>

### Key Stage 4

## Year 10

**Concept:** Art History

**Skills taught:** Gain an understanding of the work by Bisa Butler, learn to critically and contextually analyse, challenge thought and opinions of others through discussion and written work.

<b>Concept:</b>	Textiles
<b>Skills taught:</b>	To gain knowledge and technical skill of how to use a sewing machine/ hand stitch.
<b>Concept:</b>	Art History
<b>Skills taught:</b>	Gain an understanding of the work by Basquiat, learn to critically and contextually analyse, challenge thought and opinions of others through discussion and written work.
<b>Concept:</b>	Abstract Painting.
<b>Skills taught:</b>	To gain knowledge and technical skill of how to use a sewing machine/ hand stitch. Mixed media and work expressively through process.
<b>Concept:</b>	Art History
<b>Skills taught:</b>	Gain an understanding of the work by Andy Butler and develop pencil work.

### Resources

- <https://www.studentartguide.com/articles/how-to-analyze-an-artwork>
- <https://www.instagram.com/bisabutler/?hl=en>
- <https://www.craftscouncil.org.uk/stories/textile-artist-bisa-butler-stitches-portraits-patchwork>
- <https://guthrie-ghani.co.uk/blog/getting-to-know-your-sewing-machine>
- <https://arthistoryrules.wordpress.com/essays/contextual-anal/>
- <https://www.sothebys.com/en/articles/21-facts-about-jean-michel-basquiat>
- <https://auralcraive.com/en/2019/09/01/jean-michel-basquiat-his-best-works-and-the-meaning-of-his-art/>

### **Year 11**

<b>Concept:</b>	Developed Idea
<b>Skills taught:</b>	To develop an initial idea through a thorough thought process.
<b>Concept:</b>	Material Experimentation
<b>Skills taught:</b>	To explore a wide range of materials to support final realisation.
<b>Concept:</b>	Final Idea
<b>Skills taught:</b>	How to refine ideas into a final realisation.

**Concept:** Final Piece  
**Skills taught:** To refine skill and technical knowledge to create a final piece.

**Concept:** Evaluation  
**Skills taught:** To learn how to evaluation your work to enable students to improve.

### Resources

- <https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1>
- <https://theartofeducation.edu/packs/new-generating-ideas-for-art/>
- <https://www.accessart.org.uk/experimenting-with-mixed-media-techniques-and-exploring-materials-2/>
- <https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/5>

### Key Stage 4

#### Year 12

**Concept:** Animation  
**Skills taught:** To gain knowledge, understanding and technical skill of how to create a moving animation.

**Concept:** Photography  
**Skills taught:** To gain knowledge, understanding and technical skill of how to take high quality photographs and edit them.

**Concept:** Graphics  
**Skills taught:** To gain knowledge, understanding and technical skill of how to create a graphic image/logo design.

**Concept:** Fashion Illustration  
**Skills taught:** To gain knowledge, understanding and technical skill of how to create a fashion illustration.

**Concept:** Textiles  
**Skills taught:** To gain knowledge, understanding and technical skill of how to use a sewing machine / hand stitch.

### Resources

- <https://www.animaker.com/>



- <https://www.creativebloq.com/photography/10-ways-improve-your-photography-21514301>
- <https://www.amazon.co.uk/Creative-Fashion-Illustration-McKenzie-2014-09-25/dp/B019TLQHIY>
- [https://www.worldofbooks.com/en-gb/books/gwen-hedley/drawn-to-stitch/9781906388805?gclid=EAIaIQobChMIxc6i9dub8AIVTLDTCh3IugO1EAQYAyABEgIq\\_\\_D\\_BwE](https://www.worldofbooks.com/en-gb/books/gwen-hedley/drawn-to-stitch/9781906388805?gclid=EAIaIQobChMIxc6i9dub8AIVTLDTCh3IugO1EAQYAyABEgIq__D_BwE)

## Year 13

<b>Concept:</b>	Developed Idea
<b>Skills taught:</b>	To develop an initial idea through a thorough thought process.
<b>Concept:</b>	Material Experimentation
<b>Skills taught:</b>	To explore a wide range of materials to support final realisation.
<b>Concept:</b>	Final Idea
<b>Skills taught:</b>	How to refine ideas into a final realisation.
<b>Concept:</b>	Final Piece
<b>Skills taught:</b>	To refine skill and technical knowledge to create a final piece.
<b>Concept:</b>	Evaluation
<b>Skills taught:</b>	To learn how to evaluation your work to enable students to improve.
<b>Concept:</b>	Final essay draft
<b>Skills taught:</b>	How to refine essay and concepts ton create a final conclusion and present digitally in a visual format.
<b>Concept:</b>	Completed essay with supporting work and visual presentation.
<b>Skills taught:</b>	To refine skill and technical knowledge to create a final outcome.

## Resources

- <https://www.studentartguide.com/articles/a-level-art-coursework-development>
- [www.pinterest.com](https://www.pinterest.com)
- <https://emptyeasel.com/2017/10/23/how-to-make-a-crit-sheet-to-self-evaluate-your-own-artwork/>
- <https://www.artistsandillustrators.co.uk/how-to/art-theory/2301/how-to-evaluate-your-own-art>

# Biology

## Key Stage 3

Key topic	Concepts	Additional development
Reproduction in animals	<ul style="list-style-type: none"> <li>• All living things reproduce and grow.</li> <li>• Growth in animals occurs by cell division.</li> <li>• Life cycles of organisms.</li> <li>• Male and Female reproductive organs.</li> <li>• Sexual reproduction in humans and other organisms.</li> <li>• Growth and development in humans.</li> <li>• The role of diffusion in the movement of material between foetus and mother via the placenta.</li> </ul>	
Reproduction in plants	<ul style="list-style-type: none"> <li>• How plants reproduce by the production of flowers and then seeds that are dispersed away from the parent plant</li> <li>• That pollination, fertilisation and seed dispersal are different processes within the plant.</li> </ul>	
Ecology	<ul style="list-style-type: none"> <li>• What is a food web? Why is it a better model of the ecosystem than a food chain?</li> <li>• Understand that the arrows in a food chain show the energy flow NOT who eats who.</li> <li>• The effect that one organism has on the food web, especially when it is removed – other species declining, prospering or maintaining balance.</li> <li>• Concept that Energy flows through food chains and is lost (as heat) but that matter (elements must be cycled)</li> <li>• The concept of competition between species for resources.</li> <li>• Explain how a small amount of toxin at the bottom of the food chain can have catastrophic effects at the top of the food chain.</li> <li>• The concept of conservation and the impact of humans on the environment.</li> <li>•</li> </ul>	
Variation	<ul style="list-style-type: none"> <li>• The concept of a species as a distinct group of organisms and how classification systems are based on similarities and differences between organisms.</li> <li>• The Gene as the unit of inheritance. Where genes are located and how they are inherited.</li> <li>• The universality of DNA to all organisms and its role as a code.</li> <li>• The concept of using models to explain complex ideas or structures (Crick and Watson's work on DNA)</li> <li>• The idea of Cell division as the mechanism of growth of multicellular organisms</li> </ul>	

	<ul style="list-style-type: none"> <li>• How genes are inherited and how to make predictions of the outcomes of simple genetic crosses using genetic diagrams (Punnett squares)</li> <li>• The importance of variation in the survival of species.</li> <li>• The concept of evolution and its explanation using natural selection.</li> <li>• The importance of time in evolution.</li> <li>• That ideas/ hypotheses take time to become accepted or for old theories to be rejected. That this requires evidence to support them or falsify them. (with regard to Darwin's theory of evolution)</li> <li>• The concept of Biodiversity and its importance for future generations (linking to conservation in ecology topic)</li> <li>• The concept of extinction (and the importance of it)</li> </ul>	
Plants	<ul style="list-style-type: none"> <li>• Idea of grouping living organisms depending on certain characteristics</li> <li>• Division of labour within a whole organism to create plant organs: roots, stems, leaves.</li> <li>• Principles of gas exchange and diffusion.</li> <li>• Relating structure to function in terms of leaf root and stem.</li> <li>• Photosynthesis: Using sunlight energy to make sugars/food. The green parts contain chlorophyll that absorbs light energy to use for Photosynthesis</li> <li>• How sugars can be changed into storage molecules/starch.</li> <li>• The use of Biochemical testing to identify products of photosynthesis (iodine starch test)</li> <li>• The concept of inter and intraspecific competition between plants.</li> </ul>	

#### Key Stage 4

Key topic	Concepts	Additional development
Ecology and Human Impact	<ul style="list-style-type: none"> <li>• Classification of species and naming conventions: K, P,C,O,F,G,S and the binomial system</li> <li>• Identification of the main kingdoms and the 3 domains by their characteristics.</li> <li>• The relationship and interdependence shown between organisms in a food chain (trophic levels).</li> <li>• The concept of energy flow and loss within a food chain. That only the energy in the Biomass of an organism that is stored as growth can be passed to the next trophic levels.</li> <li>• How to graphically represent energy / biomass using ecological pyramids</li> <li>• The concept of decay and factors affecting it</li> <li>• How nutrients are cycled within ecosystems (Carbon cycle and water cycle)</li> </ul>	

	<ul style="list-style-type: none"> <li>• The principle of adaptation for survival in organisms Physical, behavioural and physiological.</li> <li>• The adaptations of organisms for extreme environments (hot/ cold/ dry)</li> <li>• The importance of surface area to volume ratio in terms of heat loss and gain.</li> <li>• How human population growth has impacted on the planet in terms of land use, habitat destruction, pollution.</li> <li>• The impact of Acid rain, the greenhouse effect and global warming, deforestation and peat bog destruction on the environment.</li> <li>• How food supplies need to be managed and developed to be sustainable.</li> </ul>	
Organisation	<ul style="list-style-type: none"> <li>• The principles of organisation: Specialised cells → tissues → organs → organ systems.</li> <li>• The digestive system as an organ system.</li> <li>• Enzymes and the lock and key hypothesis. Their role in digestion Factors affecting their activity.</li> <li>• Gas exchanges and gas exchange structures in animals. link to SA:VOL ratio and diffusion distances in diffusion.</li> <li>• Circulatory systems as mass transport systems in mammals. Heart, Vessels, Blood and exchanges.</li> <li>• Tissues and organs in plants.</li> <li>• Transpiration and the transpiration stream</li> <li>• How to measure water uptake.</li> </ul>	
Control of Infectious diseases	<ul style="list-style-type: none"> <li>• The range of Microorganisms (Virus, Bacterium, Protists, fungi).</li> <li>• Distinguishing between communicable and non-communicable diseases.</li> <li>• How (Virus and bacterial) pathogens cause disease in plants and animal examples.</li> <li>• How human immune system prevents infection (Physical and chemical barriers)</li> <li>• The concept of acquired immunity (White blood cells and antibody production).</li> <li>• The function and importance of vaccines</li> <li>• The use and limitations of antibiotics in treating bacterial infection.</li> <li>• The development and testing of new drugs.</li> </ul>	
Bioenergetics	<ul style="list-style-type: none"> <li>• Cellular aerobic respiration as a chemical reaction.</li> <li>• The uses of energy released by aerobic respiration</li> <li>• Factors affecting rate of respiration and the impact of exercise on the body.</li> <li>• Anaerobic respiration in animals and yeast.</li> <li>• Photosynthesis as a chemical reaction.</li> <li>• The uses of the products of photosynthesis.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Factors affecting the rate of photosynthesis and the concept of limiting factors.</li> <li>• How humans can manipulate photosynthesis in food production.</li> </ul>	
Variation, Genes, Evolution and speciation	<ul style="list-style-type: none"> <li>• The Gene as the unit of inheritance. Where genes are located and how they are inherited.</li> <li>• The universality of DNA to all organisms and its role as a code.</li> <li>• The basics of how the genetic code works and how proteins are produced using it.</li> <li>• The idea of Cell division as the mechanism of growth of multicellular organisms (Mitosis)</li> <li>• The comparison of sexual and asexual reproduction and the benefits and drawbacks of each.</li> <li>• Cloning as a process and the benefits and drawbacks.</li> <li>• Selective breeding and genetic modification as ways to change the phenotypes/ characteristics of organisms.</li> <li>• How genes are inherited and how to make predictions of the outcomes of simple genetic crosses using genetic diagrams (Punnett squares)</li> <li>• Genetic disorders such as cystic fibrosis and polydactyly.</li> <li>• The concept of a species as a distinct group of organisms and how classification systems are based on similarities and differences between organisms.</li> <li>• The importance of variation in the survival of species.</li> <li>• The concept of evolution and its explanation using natural selection.</li> <li>• The importance of time in evolution.</li> <li>• That ideas/ hypotheses take time to become accepted or for old theories to be rejected. That this requires evidence to support them or falsify them. (with regard to Darwin's theory of evolution)</li> <li>• The concept of extinction (and the importance of it)</li> </ul>	

### Key Stage 5

Key topic	Concepts	Additional development
Transport in Animals and plants	<ul style="list-style-type: none"> <li>• The need for exchange surfaces and transport systems in multicellular organisms including plants (The problem of SA:VOL ratio and diffusion distance as it changes with size).</li> <li>• Gas exchange surfaces and their adaptations: Lungs, Gills and insect tracheal systems.</li> <li>• Spirometry and its use in measurements in the lungs.</li> <li>• Types of circulatory systems and their use of mass flow.</li> <li>• The cardiac cycle, its coordination and how to measure it.</li> <li>• Oxyhaemoglobin dissociation curves: Carriage of oxygen by haemoglobin and the impact of CO<sub>2</sub> and O<sub>2</sub> concentration and foetal haemoglobin.</li> <li>• Blood vessels and relating structure to function.</li> <li>• Blood, tissue fluid and lymph fluid.</li> <li>• Water uptake and pathways into the roots.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Transpiration as a process and factors affecting rate.</li> <li>• Translocation in the phloem for organic solutes.</li> </ul>	
The Immune system and disease	<ul style="list-style-type: none"> <li>• Types of pathogens; virus, bacteria, fungi and protists. Outline of their cellular/acellular structures, classifications, nutrition and how they each cause harm to the infected host.</li> <li>• Animal and plant pathogens – types of pathogen that causes a range of diseases, symptoms and transmission modes.</li> <li>• Methods of transmission and an understanding of the factors that affect transmission rates.</li> <li>• Plant defences to include passive/active – physical (calloses) and Chemical.</li> <li>• Primary non-specific defences in humans – skin , mucus membranes, inflammatory response and blood clotting cascade.</li> <li>• Secondary non-specific defences – phagocytosis – including the role of opsonins and macrophages becoming APCs (use of MHC).</li> <li>• Specific immune response – role of T and B cells – Humoral and Cell Mediated immunity – clonal selection and clonal expansion.</li> <li>• Role of B and T memory cells creating immunological memory – compare primary and secondary response to infection.</li> <li>• Types of immunity – passive/active and natural/artificial including the role of vaccinations and how they work.</li> <li>• Overview of medicine sources (penicillin), Pharmacogenetics and antibiotic resistance dilemma and development.</li> <li>•</li> </ul>	
Variation and Evolution	<ul style="list-style-type: none"> <li>• Classification – taxonomic hierarchal system – species definition – binomial name formation.</li> <li>• Linnaean classification system 5 kingdoms of classification – characteristics of each group.</li> <li>• 3 Domain system – development and new findings – RNA analysis.</li> <li>• Phylogeny and evolutionary relationships/trees/common ancestors.</li> <li>• Evolution definitions linking to natural selection.</li> <li>• Evidences for Evolution – fossils/embryology/comparative anatomy and biochemistry.</li> <li>• Causes of variation – genetic and environmental.</li> <li>• Types of variation -continuous and discontinuous – standard deviation calculations.</li> <li>• T-test and Correlation Coefficient.</li> <li>• Adaptation – Anatomical / Physiological and Behavioural – range of examples needed.</li> <li>• Natural Selection – stages / examples – Peppered moth / use stages to apply to novel examples.</li> <li>• Modern examples of natural selection – antibiotic resistant bacteria and insecticide resistance insects.</li> </ul>	
Ecology	<ul style="list-style-type: none"> <li>• Biodiversity – three types: Habitat/ species/ genetic.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Distribution and abundance of species – including Simpsons index.</li> <li>• Measuring biodiversity – species richness / evenness and SDI.</li> <li>• Sampling techniques – sampling plant and animal techniques.</li> <li>• Maintaining biodiversity – human influences.</li> <li>• Four reasons for maintaining biodiversity.</li> <li>• In situ and Ex situ conservation methods, including pros and cons.</li> <li>• International Conservation groups (CITIES / CSS / IUCN and Rio Convention.).</li> <li>• Intraspecific and interspecific competition</li> <li>• Recycling within the ecosystem focussing on the Nitrogen cycle</li> <li>• Energy flow through the ecosystem including NPP and GPP.</li> <li>• Succession.</li> <li>• Population curves linking to abiotic and biotic factors.</li> <li>• Sustainability with known case studies – Masai Mara, Terai region, peat bogs and environmentally sensitive ecosystem.</li> </ul>	
Inheritance and Genetic control.	<ul style="list-style-type: none"> <li>• Variation and its causes.</li> <li>• Mutations and their impact on protein structure.</li> <li>• The control of gene expression in eukaryotes and Prokaryotes.</li> <li>• The development of body plans and the impact of homeobox genes (and associated transcription factors).</li> <li>• Inheritance of characteristics according to Mendelian principles: Monohybrid and dihybrid inheritance.</li> <li>• Multiple alleles, codominance and sex linkage.</li> <li>• Inheritance of Autosomal linked genes.</li> <li>• Epistasis and gene interactions.</li> <li>• Genetic engineering of bacteria</li> <li>• Genetic modification of animals and plants and their potential uses.</li> </ul>	

# Chemistry

## Key Stage 3

Key topic	Concepts	Additional development
Reactions of metals Current Year 8	<ul style="list-style-type: none"> <li>The properties of metals related to their position in the periodic table</li> <li>Reaction of metals with water, steam and acids</li> <li>Reactivity series of metals and use of displacement reactions to determine this</li> <li>The application of the reactivity series to the extraction of metals as exemplified by iron and the blast furnace</li> <li>Understanding the causes of rusting and how it can be prevented.</li> <li>Practical skills will also be developed throughout the topic including opportunities for students to assess risk and continue to improve accuracy, reliability and observational skills</li> <li>Big ideas:</li> <li>Particulate theory → chemical formulae</li> <li>Conservation of mass → balancing equations</li> <li>Conservation of energy → exothermic and endothermic reactions</li> </ul>	
Reactions of acids Year 8 during first lockdown (now Year 9)	<ul style="list-style-type: none"> <li>More detailed understanding of indicators and their reactions with acids and alkalis</li> <li>Reaction of acids, with metal carbonates and with metal oxides with the emphasis on writing word equations and beginning to balance equations i.e. emphasis on the reactions not on making a pure product. (They have reacted acids with metals in topic 8.1 and will do this again as a salt preparation in KS4. The practical has been withdrawn from KS3 due to health and safety considerations: It has always been difficult to do this practical in an hour – to get a sufficiently quick reaction required heating the acid which produced hydrogen too quickly, with increased class sizes it cannot be sufficiently carefully monitored.)</li> <li>Writing balanced equations</li> <li>The efficacy of different antacids</li> <li>The writing of balanced equations, this will be introduced throughout the topic with at least one lesson solely dedicated to it. At this stage the balancing of equations with formulae given is more important than the use of valency (which is an extension for some pupils only).</li> <li>The uses of acids and bases in a real-life situation</li> </ul>	
Materials 2	<ul style="list-style-type: none"> <li>Properties of materials linked to their uses</li> </ul>	



Current year 9 only	<ul style="list-style-type: none"> <li>• Composite materials</li> <li>• Natural vs man-made materials</li> <li>• Testing of materials</li> <li>• Designing of experiments</li> <li>• Polymers</li> <li>• Renewable and non-renewable materials</li> <li>• Iron and steel</li> <li>• Waste materials</li> <li>• Greenhouse gases</li> </ul>	
Hydrocarbons and fuels Year 9 during first lockdown (now Year 10)	<ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional distillation</li> <li>• Alkanes</li> <li>• Cracking (steam and catalytic)</li> <li>• Alkenes</li> <li>• Combustion (complete and incomplete)</li> <li>• Carbon footprint and methods to reduce it</li> <li>• Pollution</li> <li>• Greenhouse effect, global warming and climate change</li> </ul>	

#### Key Stage 4

Key topic	Concepts	Additional development
Organic chemistry Current Year 10 only	<ul style="list-style-type: none"> <li>• Alkenes</li> <li>• Addition polymerisation</li> <li>• Structure, properties and reactions of alcohols.</li> <li>• Oxidation of alcohols to carboxylic acids</li> </ul>	
Further organic chemistry	<ul style="list-style-type: none"> <li>• Structure, properties and reactions of carboxylic acids</li> <li>• Structure of esters</li> <li>• Condensation polymerisation</li> <li>• Natural polymer</li> <li>• Glass, ceramics and composite materials</li> </ul>	
Energetics	<ul style="list-style-type: none"> <li>• Principle of conservation of energy</li> <li>• Exo and endothermic reactions</li> </ul>	

	<ul style="list-style-type: none"> <li>• Experimental determination of energy changes</li> <li>• Energy level diagrams</li> <li>• Bond energies and calculations</li> </ul>	
Reactions of acid Current Year 11 only	<ul style="list-style-type: none"> <li>• pH</li> <li>• acid + metal <math>\rightarrow</math> salt + hydrogen</li> <li>• neutralisation</li> <li>• strong and weak acids</li> <li>• dilute and concentrated acids</li> <li>• preparation of salts from acids and insoluble bases</li> </ul>	
Periodic table Current Year 11 only	<ul style="list-style-type: none"> <li>• Link between the periodic table and electronic structure</li> <li>• Group 1 properties and reactions</li> <li>• Explanation of trend in reactivity in group 1</li> <li>• Properties and reactions of Group 7</li> <li>• Explanation of trend in reactivity in group 7</li> <li>• Displacement reactions</li> <li>• Properties of transition elements</li> </ul>	

### Key Stage 5

#### Year 13 OCR A-level

Key topic	Concepts	Additional development
Acids, bases and buffers	<ul style="list-style-type: none"> <li>• pH and its calculation</li> <li>• <math>K_w</math> and its use in calculations</li> <li>• Strong and weak acids/bases</li> <li>• <math>K_a</math> and calculations</li> <li>• Buffers solutions,</li> </ul>	
Rates of reaction	<ul style="list-style-type: none"> <li>• Collision theory</li> <li>• Rates of reaction</li> <li>• Orders of reaction</li> <li>• Initial rates</li> <li>• Rate equations</li> <li>• Rate constants</li> <li>• Reaction mechanisms</li> <li>• Arrhenius equation</li> </ul>	
Analysis	<ul style="list-style-type: none"> <li>• TLC</li> </ul>	

	<ul style="list-style-type: none"> <li>• GC</li> <li>• NMR (<math>^1\text{H}</math> &amp; <math>^{13}\text{C}</math>)</li> <li>• Mixed analysis (including elemental analysis, MS and IR from Year 1)</li> <li>• Qualitative tests for organic functional groups</li> </ul>	
Transition elements	<ul style="list-style-type: none"> <li>• Properties and definitions of transition elements</li> <li>• Complex ions and their stereochemistry</li> <li>• Drawing 3d structures</li> <li>• Ligand substitution reactions</li> <li>• Medical uses of some complexes</li> <li>• Redox reactions of transition metals</li> </ul>	
Aromatic compounds	<ul style="list-style-type: none"> <li>• Structure of arenes</li> <li>• Reactivity of benzene</li> <li>• Mechanism of electrophilic substitution</li> <li>• Reactions of phenol</li> <li>• *Activating and deactivating groups</li> <li>• *Directing effects</li> </ul>	

#### Year 12 AQA A-level

Key topic	Concepts	Additional development
Equilibria	<ul style="list-style-type: none"> <li>• Reversible reactions</li> <li>• Dynamic equilibrium</li> <li>• Le Chatelier's principle</li> <li>• The Haber process</li> <li>• Equilibrium constant <math>K_c</math></li> <li>• Equilibrium constant <math>K_p</math></li> </ul>	
Alkanes & haloalkanes	<ul style="list-style-type: none"> <li>• Basic concepts of organic chemistry</li> <li>• Nomenclature of organic compounds</li> <li>• Representing the formulae of organic compounds</li> <li>• Alkanes: properties, structural isomerism, reactions, radical substitution, London forces</li> <li>• Halogenoalkanes: properties, reactions, nucleophilic substitution, elimination reactions</li> <li>• CFCs and the halogen radicals, destruction of ozone.</li> </ul>	

# Computer Science

## Key Stage 3

Key topic	Concepts	Additional development
Year 7 Computational Thinking through Code.org	<ul style="list-style-type: none"> <li>• Key computational concepts.</li> <li>• Sequencing, selection, definite and indefinite iteration, functions, variables, sprite behaviour</li> </ul>	Engage in online educational gaming platforms to instil these concepts.
Year 8 Interactive animation and games through Code.org	<ul style="list-style-type: none"> <li>• Learning how to use the software (Game Lab) and working with co-ordinates to position objects on the screen. Basic sequencing and debugging</li> <li>• Using parameters</li> <li>• Variables</li> <li>• Random numbers</li> <li>• Sprites and their properties, movement and animation</li> <li>• Selection, definite and indefinite iteration, functions</li> </ul>	Engage in online educational gaming platforms to instil these concepts.
Year 9 – Python programming skills  Texted-based game	<ul style="list-style-type: none"> <li>• Sequencing - print()</li> <li>• Selection - If...then...else</li> <li>• Iteration - For loops / While loops</li> <li>• Data Structures- Lists</li> <li>• Random module</li> </ul>	Additional exercises to practise what they have learnt through peer support, paired programming. Online Future Learn courses can be taken Using Micro bits in the classroom to develop skills (physical computing)

## Key Stage 4

Key topic	Concepts	Additional development
Year 10 - Programming	<ul style="list-style-type: none"> <li>• Arrays, Reading and writing to files</li> </ul>	Future Learn Python 102 & 103 <a href="#">102 FutureLearn</a> <a href="#">103 FutureLearn</a>
Year 10 - Algorithms	<ul style="list-style-type: none"> <li>• Search &amp; sorting algorithms &amp; trace tables</li> </ul>	Smart revise <a href="#">Log in - Smart Revise</a>
Year 11 - Algorithms	<ul style="list-style-type: none"> <li>• Search &amp; sorting algorithms &amp; Trace tables</li> </ul>	Smart Revise <a href="#">Log in - Smart Revise</a>
Year 11 – Fundamentals of data representation	<ul style="list-style-type: none"> <li>• Binary arithmetic, hexadecimal, Ascii &amp; Unicode, Images, Sound Compression</li> </ul>	Smart Revise <a href="#">Log in - Smart Revise</a>

		Craig n Dave videos Future Learn courses
Year 11 - Revision	<ul style="list-style-type: none"> <li>Binary logic, classification of programming languages, Application &amp; system software, CPU &amp; Fetch execute Cycle</li> </ul>	Smart Revise <a href="#">Log in - Smart Revise</a>

### Key Stage 5

Key topic	Concepts	Additional development
	<ul style="list-style-type: none"> <li></li> </ul>	
Object Oriented Programming	<ul style="list-style-type: none"> <li>Objects, constructors, Instantiation, Inheritance, polymorphism</li> </ul>	Craig n Dave resources Smart revise <a href="#">Log in - Smart Revise</a> Isaac Computing Gameboards & courses <a href="#">Isaac Computer Science</a>
Internal Computer hardware	<ul style="list-style-type: none"> <li>Basic internal components</li> <li>Role of the processor, main memory, buses &amp; i/o controllers</li> </ul>	Craig n Dave resources Smart revise <a href="#">Log in - Smart Revise</a> Isaac Computing Gameboards & courses <a href="#">Isaac Computer Science</a>
Hardware & software	<ul style="list-style-type: none"> <li>Little Man Computer, Hardware devices, role of an operating system, programming language classification, programming language translators.</li> </ul>	Craig n Dave resources Smart revise <a href="#">Log in - Smart Revise</a> Isaac Computing Gameboards & courses <a href="#">Isaac Computer Science</a>

# Drama

## Key Stage 3

Key topic	Concepts	Additional development
Year 7 – Understanding and Developing Drama	<ul style="list-style-type: none"> <li>To be able to identify and define a variety of theatrical skills, including vocal and physical skills.</li> <li>To be able to understand, describe and analyse how the application of different vocal and physical skills communicate meaning to an audience.</li> <li>To be able to identify and define different techniques used to build and develop a piece of Drama. These skills may include: still-images, thought-tracking, level etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use BBC Bitesize to review key subject terms. <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a></li> </ul>
Year 7 – Developing Performance Skills	<ul style="list-style-type: none"> <li>To be able to apply a variety of theatrical skills and techniques to build and perform in a piece of practical Drama.</li> <li>To understand appropriate performance etiquette both on stage, and as an audience member.</li> <li>To be able to evaluate performances, being able to identify both strengths and limitations within a performance, using appropriate Drama terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Review performances on Digital Theatre + and review moments where the actors used appropriate vocal and physical skills to communicate the meaning of their characters. <a href="https://www.digitaltheatre.com/">https://www.digitaltheatre.com/</a></li> <li>Consider performance opportunities outside of lessons.</li> </ul>
Year 8 – Theatrical Genre Development and Understanding	<ul style="list-style-type: none"> <li>Review, research and describe the following Drama genres:               <ul style="list-style-type: none"> <li>Mask and Theatre in Education</li> </ul> </li> <li>Consider the appropriate theatrical skills and techniques that would be appropriate for performing Drama using the two genre's stated above.</li> </ul>	<ul style="list-style-type: none"> <li>Review the work of Tressle Theatre Co. to understand and review the use of masks in Theatre. <a href="https://www.trestle.org.uk">https://www.trestle.org.uk</a></li> <li>Review the work of Theatre in Education by reviewing details on BBC Bitesize and Belgrade Theatre Co. <a href="http://www.belgrade.co.uk">www.belgrade.co.uk</a></li> </ul>
Year 8 – Developing Performance Skills	<ul style="list-style-type: none"> <li>To develop and refine their application of theatrical skills and techniques learnt in Year 7.</li> <li>To develop their ability to evaluate the work of themselves and others, considering moments of strength and weakness within a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Review performances on Digital Theatre + and review moments where the actors used appropriate vocal and physical skills to communicate the meaning of their characters. <a href="https://www.digitaltheatre.com/">https://www.digitaltheatre.com/</a></li> </ul>

	<ul style="list-style-type: none"> <li>Ensuring that subject terminology is consistently used within their evaluative work.</li> </ul>	<ul style="list-style-type: none"> <li>Consider performance opportunities outside of lessons.</li> </ul>
Year 9 – Theatrical Genre Development and Understanding	<ul style="list-style-type: none"> <li>Review, research and describe the following Drama genres:               <ul style="list-style-type: none"> <li>Physical Theatre.</li> </ul> </li> <li>Consider the appropriate theatrical skills and techniques that would be appropriate for performing Drama using the genre stated above.</li> </ul>	<ul style="list-style-type: none"> <li>Research and review the work of Physical Theatre companies online. Research: Frantic Assembly, KneeHigh, DV8 etc.  <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a>  <a href="https://www.kneehigh.co.uk/">https://www.kneehigh.co.uk/</a> </li> <li>Review performances on Digital Theatre Plus that explore a Physical Theatre genre.  <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a> </li> </ul>
Key Stage 3 – General Development Goals	<ul style="list-style-type: none"> <li>The application, development and refinement of performance skills to build characters and engage audiences.</li> <li>To collaborate effectively with peers in order to achieve a common outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Consider performance opportunities outside of lessons.</li> </ul>

#### Key Stage 4

Key topic	Concepts	Additional development
Blood Brothers	<ul style="list-style-type: none"> <li>To be able to effectively interpret and identify the motivation of the key eight characters in Blood Brothers.</li> <li>To be able to explain how different theatrical skills are applied to an extract to communicate clear meaning to an audience. Consider the following:               <ul style="list-style-type: none"> <li>How costume, hair and make-up communicate meaning;</li> <li>How set design communicates meaning;</li> <li>How performance space and character interactions communicate meaning;</li> <li>How performance skills communicate the meaning and understanding of a characters actions.</li> </ul> </li> <li>To be able to demonstrate a clear knowledge and understanding of the play and its context.</li> </ul>	<ul style="list-style-type: none"> <li>Review BBC Bitesize to understand how different theatrical skills can be applied to communicate meaning.  <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a> </li> <li>To use the Drama Department Revision booklet to practice exam skills and techniques. Use the questions within this to test understanding.</li> <li>Use the departmental videos to extend knowledge and understanding of an examination element.</li> </ul>

Live Theatre Appraisal and Evaluation	<ul style="list-style-type: none"> <li>To be able to interpret meaning that is communicated by an actor/s in a Live Theatre performance.</li> <li>To understand how theatrical skills, communicate this meaning.</li> <li>To consider moments within a performance where an actors' use of skills impacted you as an audience member.</li> </ul>	<ul style="list-style-type: none"> <li>Use Digital Theatre Plus to review theatrical work. <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a></li> </ul>
Devising	<ul style="list-style-type: none"> <li>To be able to identify appropriate theatrical techniques that can be used to devise a theatrical performance.</li> <li>To be able to identify appropriate theatrical skills that can be used to communicate the understanding of a character.</li> <li>To be able to apply appropriate theatrical skills and techniques to a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Review the theatrical skills and techniques that you have identified and developed over the course.</li> </ul>
Scripted Exploration and Application	<ul style="list-style-type: none"> <li>To demonstrate a knowledge and understanding of how meaning through a script can be communicated effectively to an audience.</li> <li>To be able to consider and apply different techniques to develop a performance.</li> <li>To be able to consider and apply different theatrical skills to develop the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>Consider opportunities to be involved in extra-curricular opportunities where scripted are used. For example, the whole school production.</li> </ul>

### Key Stage 5

Key topic	Concepts	Additional development
Set Text Exploration: Our Country's Good and A Servant to Two Masters	<ul style="list-style-type: none"> <li>To be able to interpret key character motivations and character understanding with both set texts.</li> <li>To research the social, cultural and historical context of both set texts, considering how these factors inform your ideas of how Drama can be created and interpreted.</li> <li>To consider how different production and theatrical skills are applied to an extract to communicate clear meaning and understanding to an audience. Consider the following:</li> </ul>	<p>A Servant to Two Masters:</p> <ul style="list-style-type: none"> <li>Review the resources and resource booklet given to develop and extended knowledge.</li> <li>Research Commedia Dell'Arte and 16<sup>th</sup> Century Theatre in Europe.</li> </ul> <p>Our Country's Good:</p> <ul style="list-style-type: none"> <li>Review the Study Guide published by Max Stafford Clark exploring the play;</li> <li>Research Epic Theatre and review moments where this is demonstrated in the text.</li> </ul>



	<ul style="list-style-type: none"> <li>○ How costume, hair and make-up communicates the motivation, feelings, characteristics and given circumstances of a character;</li> <li>○ How key elements within a set design communicates meaning to an audience;</li> <li>○ How sound and lighting (specific elements of each) communicate meaning of an extract to an audience;</li> <li>○ How directorial strategies can be employed to communicate appropriate meaning of a scene and characters to an audience;</li> <li>○ How performance skills can be used to communicate character motive, feeling, characteristics and understanding to an audience.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to apply appropriate references for: <ul style="list-style-type: none"> <li>○ Lighting; Sound; Set; Performance; Costume.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Research 18<sup>th</sup> Century Colonisation in Australia; The American War of Independence and the reign of George III of England.</li> </ul>
Practitioner Exploration and Application	<ul style="list-style-type: none"> <li>• To review and understand the key concepts/techniques aligned with the following theatrical methodologies: <ul style="list-style-type: none"> <li>○ Epic Theatre by Bertolt Brecht</li> <li>○ Physical Theatre by Frantic Assembly</li> <li>○ Naturalism by Konstantin Stanislavsky</li> <li>○ Total Theatre by Steven Berkoff</li> <li>○ Theatre of Cruelty by Antonin Atraud</li> </ul> </li> <li>• To be able to apply these theatrical concepts and techniques to a performance which effectively realises the aims of a selected practitioner.</li> <li>• To be able to explain and justify how appropriate concepts and techniques have been used to communicate <b>appropriate</b> meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Research the stated methodologies and clearly state techniques that are associated with said methods.</li> </ul>

Live Evaluation Appraisal	Theatre and	<ul style="list-style-type: none"> <li>• To be able to interpret meaning that is communicated by an actor/s in a Live Theatre performance.</li> <li>• To understand how theatrical skills, communicate this meaning.</li> <li>• To consider moments within a performance where an actors' use of skills impacted you as an audience member.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Digital Theatre Plus to review theatrical work. <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a></li> </ul>
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# Economics

## Key Stage 5 Year 12

Key topic	Concepts	Additional development
Intro to micro	The economics problem and opportunity cost	Topical updates
The role of markets	<ul style="list-style-type: none"> <li>Demand and supply and elasticities</li> </ul>	Interactions
Market Failure	<ul style="list-style-type: none"> <li>Government intervention: Subsidies, taxation and externalities</li> </ul>	Trends in data
		<ul style="list-style-type: none"> <li>Econdal-You Tube-revision videos</li> <li><a href="#">tutor2u   The Exam Performance Specialists</a></li> <li><a href="#">Economics Online</a></li> </ul>
Key topic	Concepts	Additional development
Intro to macro theory	<ul style="list-style-type: none"> <li>AD/AS analysis</li> </ul>	Macro stats overtime and between countries
Policy objectives	<ul style="list-style-type: none"> <li>Growth, inflation, employment and policy tools</li> </ul>	
Trade	<ul style="list-style-type: none"> <li>International trade, development, exchange rates and Balance of Payments</li> </ul>	
		<ul style="list-style-type: none"> <li>Econdal-You Tube-revision videos</li> <li><a href="#">tutor2u   The Exam Performance Specialists</a></li> <li><a href="#">Economics Online</a></li> </ul>

## Key Stage 5 Year 13

Key topic	Concepts	Additional development
Business objectives	<ul style="list-style-type: none"> <li>Costs, revenues and profits</li> </ul>	
Market Structure	<ul style="list-style-type: none"> <li>Perfect competition, monopoly, monop comp, oligopoly contestability</li> </ul>	Relevance to the real world
The labour market	<ul style="list-style-type: none"> <li>Monopsony and Trade unions and income distribution</li> </ul>	Widen application of theory
		<ul style="list-style-type: none"> <li>Econdal-You Tube-revision videos</li> <li><a href="#">tutor2u   The Exam Performance Specialists</a></li> <li><a href="#">Economics Online</a></li> </ul>

Key topic	Concepts	Additional development
Macro trade-offs	<ul style="list-style-type: none"> <li>Keynesian and Monetarism Phillips curve, policy conflicts</li> </ul>	Widen application of theory
Globalisation and Trade	<ul style="list-style-type: none"> <li>Protectionism and integration</li> </ul>	
The Financial Sector	<ul style="list-style-type: none"> <li>Money and central banks. Financial regulation</li> </ul>	
		<ul style="list-style-type: none"> <li>Econdal-You Tube-revision videos</li> <li><a href="#">tutor2u   The Exam Performance Specialists</a></li> <li><a href="#">Economics Online</a></li> </ul>

# English

## Key Stage 3

Key topic	Concepts	Additional development
Year 7 - Suspense fiction	<ul style="list-style-type: none"> <li>Aspects of authors' craft - form, structure and language - prose fiction</li> <li>Using quotations</li> <li>Using PPE paragraph structure</li> <li>Using learning to synthesise text creation (assessment task)</li> <li>Literary heritage - <i>Frankenstein</i>, <i>Dracula</i>, Edgar Allen Poe, Mervyn Peake, etc.</li> <li><b>Leads to: Language Paper 1; Literature novel study</b></li> </ul>	<ul style="list-style-type: none"> <li>Horror film trailers using mobile apps and other editing programmes</li> <li>Cultural heritage including film and TV</li> </ul>
Year 7 - Lady of Shalott	<ul style="list-style-type: none"> <li>Aspects of authors' craft - form, structure and language - poetry</li> <li>Ballad form, rhyme, rhythm, metre</li> <li>Imagery, metaphor, symbolism</li> <li>Essay writing study</li> <li>Literary heritage - Victorian poetry, Tennyson, poet laureate position</li> <li><b>Leads to: Literature poetry study</b></li> </ul>	<ul style="list-style-type: none"> <li>Designing Lady of Shalott cover art/illustration</li> <li>Own poetry writing</li> </ul>
Year 7 - Media and newspapers	<ul style="list-style-type: none"> <li>Different news forms and formats, associated demographics, target audiences</li> <li>Aspects of authors' craft - form, structure and language - prose nonfiction</li> <li>Paratextual elements - layout, images, headings, etc.</li> <li>SMSC rich - use of current news articles</li> <li><b>Leads to: Language Paper 2</b></li> </ul>	<ul style="list-style-type: none"> <li>Exploring TV and online news</li> <li>Exploring newspaper texts from history <a href="https://www.britishnewspaperarchive.co.uk/">https://www.britishnewspaperarchive.co.uk/</a></li> <li>'Fake news' and online awareness - echo chambers etc.</li> <li></li> </ul>
Year 7 - Shakespeare monologues	<ul style="list-style-type: none"> <li>Introduction to Shakespeare study</li> <li>Form, structure and language</li> <li>Verse form and metre incl. iambic pentameter</li> <li>Historical context</li> <li>Literary heritage - <i>Macbeth</i>, <i>King Lear</i>, <i>As You Like It</i>, <i>Julius Caesar</i> etc.</li> <li>Script learning and performance task (assessment) - speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Extension tasks include exploring additional Shakespeare texts to find monologue material <a href="https://www.thecompleteworksofshakespeare.com/">https://www.thecompleteworksofshakespeare.com/</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Leads to: Literature Shakespeare study; Spoken Language Endorsement</b></li> </ul>	
Year 7 – novel study: <i>Noughts &amp; Crosses/ Animal Farm/Boy in the Striped Pyjamas</i>	<ul style="list-style-type: none"> <li>• Aspects of form, structure and language – prose fiction</li> <li>• Relation of fiction to contextual events and concepts</li> <li>• Literary heritage</li> <li>• Essay writing development</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Art/illustration/model making tasks</li> </ul>

### Key Stage 3

Key topic	Concepts	Additional development
Year 8 – ‘Many Voices’	<ul style="list-style-type: none"> <li>• Exploring cultural identity through poetry</li> <li>• SMSC – colonial aspects of curriculum</li> <li>• GCSE level poetry</li> <li>• Aspects of authors’ craft</li> <li>• Dialect</li> <li>• <b>Leads to: Literature Poetry Anthology/Unseen Poetry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing exploring individual cultural identity</li> </ul>
Year 8 - Chaucer	<ul style="list-style-type: none"> <li>• Development of English language over time</li> <li>• Bloom’s Taxonomy and Bloom’s Paragraph structure</li> <li>• Literary heritage – <i>The Canterbury Tales</i></li> <li>• Aspects of form, structure and language – iambic tetrameter</li> <li>• Applying historical context</li> <li>• <b>Leads to: Literature Poetry Anthology</b></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> </ul>
Year 8 – Detective fiction	<ul style="list-style-type: none"> <li>• Features of structure, narrative voice and narrative form</li> <li>• Features of genre</li> <li>• Applying Bloom’s Taxonomy paragraphs and analytical essay structuring</li> <li>• Literary heritage – Sherlock Holmes</li> <li>• <b>Leads to: Language Paper 1, Novel study</b></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Wider reading</li> <li>• Cultural heritage – film and TV detective fiction</li> </ul>

Year 8 – <i>Macbeth</i>	<ul style="list-style-type: none"> <li>• Dramatic structure, dramatic irony</li> <li>• Applying historical context to analytical writing</li> <li>• Developing use of Bloom’s Taxonomy</li> <li>• Historical context – Shakespeare, James I</li> <li>• SMSC</li> <li>• Literary heritage</li> <li>• Achieve AQA GCSE AO Literacy</li> <li>• <b>Leads to: Literature Shakespeare</b></li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic performance and oracy</li> <li>• Set design and staging</li> </ul>
Year 8 – Travel Writing	<ul style="list-style-type: none"> <li>• Aspects of nonfiction writing – persuasive devices – ICAFOREST techniques</li> <li>• Structuring texts</li> <li>• Use of humour</li> <li>• SMSC – cultural identity</li> <li>• Reflects on Rhineland trip</li> <li>• <b>Leads to: Language Paper 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading</li> <li>• Travel TV and documentaries</li> </ul>
Year 8 – Climate change	<ul style="list-style-type: none"> <li>• SMSC – current climate change content</li> <li>• Persuasive devices and ICAFOREST techniques</li> <li>• <b>Leads to: Language Paper 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in local, national and global issues</li> <li>• Town hall debate – debating and oracy</li> <li>• Research skills</li> </ul>

### Key Stage 3

Key topic	Concepts	Additional development
Year 9 – Writing from paintings	<ul style="list-style-type: none"> <li>• Creative writing techniques</li> <li>• SMSC</li> <li>• Cultural heritage - art</li> <li>• Analysing paintings</li> <li>• Symbolism, imagery, colour</li> <li>• Structuring texts</li> <li>• Historical contexts</li> <li>• Creative expression</li> <li>• <b>Leads to: Language Paper 1 Question 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Exploring music</li> <li>• Drama writing and performance</li> </ul>

Year 9 – Talking Heads	<ul style="list-style-type: none"> <li>Literary heritage</li> <li>Analysing features of prose drama</li> <li>Monologue form</li> <li>Subtlety and understatement through devices</li> <li>Relating texts to social issues and contexts</li> <li>Creative writing</li> <li>Performance – oracy</li> <li><b>Leads to: Language Paper 1, Literature Modern Drama, Spoken Language Endorsement</b></li> </ul>	<ul style="list-style-type: none"> <li>Cultural heritage – cross comparing original series with modern series</li> </ul>
Year 9 – novel <i>Of Mice and Men</i> or <i>The Lord of the Flies</i> .	<ul style="list-style-type: none"> <li>Aspects of authorial craft – form, language and structure</li> <li>Aspects of the novel form</li> <li>Analysing texts within their cultural, political, social and historical contexts</li> <li>Developing use of Bloom’s Taxonomy paragraphs</li> <li>Developing essay writing structure and style</li> <li>Developing GCSE style answers</li> <li>Literary heritage</li> <li>SMSC</li> <li><b>Leads to: Language Paper 1, Literature Modern Drama, Novel</b></li> </ul>	<ul style="list-style-type: none"> <li>Wider reading</li> </ul>
Year 9 – Shakespeare: <i>The Merchant of Venice</i> or <i>Much Ado about Nothing</i>	<ul style="list-style-type: none"> <li>Aspects of authors’ craft – form, structure, language</li> <li>Verse form, metre</li> <li>Application of historical contexts – attitudes towards women, Elizabethan society, courtly love, attitudes towards marriage, attitudes towards Jews</li> <li>Development of essay writing techniques</li> <li>Drama and performance</li> <li><b>Leads to: Literature, Shakespeare</b></li> </ul>	<ul style="list-style-type: none"> <li>Using Digital Theatre Plus to watch different versions of the plays <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a></li> </ul>
Year 9 – AQA GCSE Language Paper 1	<ul style="list-style-type: none"> <li>Introducing the format, structure, timings and mark scheme of Language Paper 1</li> <li>Aspects of prose fiction</li> <li>Develop understanding of mark scheme and assessment objective</li> <li>Develop use of Bloom’s Taxonomy in relation to assessment objective</li> <li>Language analysis</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading</li> </ul>



	<ul style="list-style-type: none"> <li>• Structure analysis</li> <li>• Evaluative analysis</li> <li>• Creative writing</li> <li>• Literary heritage (<i>Rebecca, Brighton Rock, etc.</i>)</li> </ul>	
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## Key Stage 4

Key topic	Concepts	Additional development
<i>An Inspector Calls</i>	<ul style="list-style-type: none"> <li>• Aspects of authors' craft</li> <li>• Characterisation, symbolism, character development</li> <li>• Staging, lighting, props, set design</li> <li>• Relating texts to historical, social, political contexts, including the political spectrum, socialism vs. capitalism, first wave feminism and women's rights, social mobility, general strike, unionisation, first and second world wars etc.</li> <li>• Developing Bloom's Taxonomy and GCSE essay style</li> <li>• Understanding Lit marks scheme and AOs</li> </ul>	<a href="https://www.bbc.co.uk/programmes/p02z80kq">https://www.bbc.co.uk/programmes/p02z80kq</a>
Language Paper 1	<ul style="list-style-type: none"> <li>• Format, structure, timings and mark scheme of Language Paper 1</li> <li>• Aspects of prose fiction</li> <li>• Develop understanding of mark scheme and assessment objective</li> <li>• Develop use of Bloom's Taxonomy in relation to assessment objective</li> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Evaluative analysis</li> <li>• Creative writing</li> <li>• Literary heritage (Ray Bradbury etc.)</li> <li>• Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural heritage</li> <li>• Wider reading</li> </ul>
AQA Poetry Anthology – Love & Relationships	<ul style="list-style-type: none"> <li>• Aspects of poetry including form, structure, metre, lineation, genre, devices</li> <li>• Development of poetry over time</li> <li>• Romanticism and its impact on culture</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Group presentations</li> <li>• Independent research</li> <li>• Wider reading</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding format of question and AOs</li> <li>• Comparative essay style</li> </ul>	
<i>Romeo &amp; Juliet</i>	<ul style="list-style-type: none"> <li>• Aspects of authors' craft – form, structure, language</li> <li>• Verse form, metre</li> <li>• Application of historical contexts – attitudes towards women, Elizabethan society, courtly love, attitudes towards marriage, attitudes towards Jews</li> <li>• Development of essay writing techniques</li> <li>• Drama and performance</li> <li>• Developing extract-to-whole essay strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural heritage film interpretations incl. Luhrmann and Zefferelli versions</li> <li>• Visiting productions/workshop</li> </ul>

Key topic	Concepts	Additional development
AQA GCSE English Language Paper 2	<ul style="list-style-type: none"> <li>• Features of nonfiction and transactional writing – ICAFOREST techniques – persuasive devices</li> <li>• Different media forms including news, magazine, letter, speech, debate</li> <li>• Speech writing (Spoken Language Endorsement)</li> <li>• SMSC - current issues</li> <li>• Language and structure analysis</li> <li>• Viewpoint and perspective</li> <li>• Comparing texts</li> <li>• Understanding format, structure, assessment objectives and mark schemes applicable to Paper 2</li> <li>• Developing exam strategy</li> </ul>	
<i>Frankenstein</i>	<ul style="list-style-type: none"> <li>• Aspects of authors' craft – form, structure, language</li> <li>• Application of historical contexts – Darwinism, scientific revolution, enlightenment, Rousseau</li> <li>• Features of Romanticism</li> <li>• Mary Shelley biographical contexts</li> <li>• Text structure including frame narrative</li> <li>• Aspects of genre – Romantic, gothic, science fiction, horror</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading</li> <li>• Cultural heritage (film versions etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• Literary heritage</li> <li>• Developing extract-to-whole essay strategy</li> </ul>	
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## Key Stage 5

Key topic	Concepts	Additional development
<i>Jane Eyre</i>	<ul style="list-style-type: none"> <li>• Aspects of authors' craft</li> <li>• Characterisation, symbolism, character development</li> <li>• Relating texts to historical, social, political contexts, including early feminist theory, gothic genre, women writers, Romanticism, Byronic hero etc.</li> <li>• Understanding of AQA A-level AOs 4 and 5</li> <li>• Literary contexts – bildungsroman, other 19<sup>th</sup> Century novels on theme of 'love through ages'</li> <li>• Brontes biographical contexts</li> <li>• Introduction to critical reading including use of JStor, citing references etc.</li> <li>• Literary heritage</li> <li>• Comparing <i>Jane Eyre</i> to poetry texts</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading</li> <li>• Textual interpretation</li> <li>• Lecture series</li> </ul>
AQA Poetry Anthology – Love Through the Ages including unseen poetry	<ul style="list-style-type: none"> <li>• Literary history and development 1500-1900</li> <li>• Aspects of form, structure, language</li> <li>• Comparing texts</li> <li>• Comparing attitudes and contexts across time</li> <li>• Comparing texts to <i>Jane Eyre</i></li> </ul>	<ul style="list-style-type: none"> <li>• Cultural heritage</li> <li>• Wider reading</li> </ul>
<i>Othello</i>	<ul style="list-style-type: none"> <li>• Aspects of form, structure and language – theatre texts</li> <li>• Historical contexts – Shakespeare biographical contexts, textual transmission, modes of composition, textual editing, 17<sup>th</sup>-Century Italy</li> <li>• Critical perspectives – postcolonial theory, Bradley/Leavis Moor, Harold Bloom</li> <li>• Staging and production history</li> </ul>	<ul style="list-style-type: none"> <li>• Production viewing – National Theatre, Digital Theatre Plus, Kenneth Branagh  <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a>  <a href="https://www.nationaltheatre.org.uk/">https://www.nationaltheatre.org.uk/</a></li> <li>• Wider reading</li> </ul>

	<ul style="list-style-type: none"> <li>• Aspects of genre incl. <i>Othello</i> as comedy</li> <li>• Attitudes towards women</li> <li>• Links to <i>Romeo &amp; Juliet</i>, <i>Much Ado About Nothing</i>, <i>King Lear</i>, <i>Macbeth</i>, <i>Hamlet</i>, <i>Measure for Measure</i></li> <li>• Dramatic performance and oracy</li> </ul>	
NEA unit	<ul style="list-style-type: none"> <li>• Independent research incl. primary and secondary sourcing and reading</li> <li>• Application of historical contexts – attitudes towards women, Elizabethan society, courtly love, attitudes towards marriage, attitudes towards Jews</li> <li>• Development of essay writing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Literary heritage</li> <li>• Developing university-style independent study</li> </ul>
<i>The Handmaid's Tale</i>	<ul style="list-style-type: none"> <li>• Aspects of novel form including narrative form</li> <li>• 20<sup>th</sup> Century social, political and historical contexts including various waves of feminism, women's liberation movement, USSR, Nazism, Chinese one child policy, etc.</li> <li>• Modernism, postmodernism</li> <li>• Structuralism, poststructuralism, semiotics</li> <li>• Russian formalism</li> <li>• Literary contexts – dystopian fiction, spec fic, sci fi</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading</li> <li>• Cultural heritage (film versions etc)</li> </ul>
<i>Feminine Gospels</i> and <i>Streetcar</i> incl. unseen prose	<ul style="list-style-type: none"> <li>• Comparing 20<sup>th</sup> Century texts</li> <li>• Aspects of dramatic and poetic form</li> <li>• 20<sup>th</sup> Century contexts including attitudes towards women, feminist theory, female experience</li> <li>• Critical perspectives incl. feminist theory</li> <li>• Literary heritage and literary contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading</li> <li>• Cultural heritage (film versions etc)</li> </ul>

# French

## Key Stage 3

Key topic	Concepts	Additional development
Year 7	<ul style="list-style-type: none"> <li>Revise key concepts: ER verbs. 4 key irregulars: etre/avoir/aller/faire. Go through grammar notes.</li> </ul>	Practise Memrise vocabulary lists <a href="#">Memrise</a>
Year 8	<ul style="list-style-type: none"> <li>Revise all grammar notes seen this year. Key concepts: formation of the perfect tense. Modal verbs.</li> </ul>	Go through all vocab sets on Memrise or Quizlet. <a href="#">Memrise</a> <a href="#">Learning tools &amp; flashcards, for free   Quizlet</a>
Year 9	<ul style="list-style-type: none"> <li>ER/IR/RE regular verb formation. Imperfect and proper future tense including irregular stems.</li> </ul>	Go through all vocab sets on Memrise or Quizlet. <a href="#">Memrise</a> <a href="#">Learning tools &amp; flashcards, for free   Quizlet</a>  Complete REVISION BOOKLET which is issued to all Year 9 students opting for GCSE French.
All KS3	<ul style="list-style-type: none"> <li>Ensure all remote learning assignments have been completed.</li> </ul>	Work set on Teams during remote learning period.
All KS3	<ul style="list-style-type: none"> <li>Cultural enrichment and language practice.</li> </ul>	<a href="#">Learn French with French Children's Stories - The French Experiment</a> Bonjour magazines offered as a subscription to Year 9.   the_great_french_language_challenge.pdf  Current affairs/ news and videos in French <a href="#">Actualités - Mary Glasgow Magazines (maryglasgowplus.com)</a>  <a href="#">KS3 French - BBC Bitesize</a>

		<p>There is additional vocabulary practice and verb tense practice on Linguascope.</p> <p><a href="#">Linguascope   The World's Number 1 Interactive Language Learning Platform for Schools</a></p> <p>Login: cchs4mfl Password: lscope4mfl</p>
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### Key Stage 4

Key topic	Concepts	Additional development
	<ul style="list-style-type: none"> <li>Speaking practice</li> </ul>	Review all oral question preparation and make sure you are familiar with the content. Practise speaking aloud using correct pronunciation, perhaps recording yourself and then listening back to identify areas of improvement.
	<ul style="list-style-type: none"> <li>Y11 having opted to do A level French have all got substantial transition work to complete as well as a listening and reading booklet with answers at the end.</li> </ul>	Watch French films and search relevant articles online connected to the Edexcel Specification.
	<ul style="list-style-type: none"> <li>Listening Skills and cultural enrichment</li> </ul>	<p>Spotify playlist for French songs – research and translate song lyrics</p> <p><a href="https://open.spotify.com/playlist/1F2xPKnRVR6T3rCkZPGsVn?si=SiiuYyzYSOanzU7Xxfw22w">https://open.spotify.com/playlist/1F2xPKnRVR6T3rCkZPGsVn?si=SiiuYyzYSOanzU7Xxfw22w</a></p> <p>Watch French films on TV and Netflix</p>
	<ul style="list-style-type: none"> <li>Vocabulary building and learning</li> <li>Grammar consolidation and practice</li> </ul>	Review all Memrise sets to consolidate vocabulary. <a href="#">Memrise</a> <a href="#">GCSE French - BBC Bitesize</a>
	<ul style="list-style-type: none"> <li>Ensure all remote learning assignments have been completed.</li> </ul>	Work set on Teams during remote learning period.

### Key Stage 5

Key topic	Concepts	Additional development
	<ul style="list-style-type: none"> <li>Review key grammar points</li> </ul>	Memrise, grammar workbook <a href="#">Memrise</a>

	<ul style="list-style-type: none"> <li>Listening Skills</li> </ul>	<p>Spotify playlist for French songs – research and translate song lyrics  <a href="https://open.spotify.com/playlist/1F2xPKnRVR6T3rCkZPGsVn?si=SiiuYyzYSOanzU7Xxfw22w">https://open.spotify.com/playlist/1F2xPKnRVR6T3rCkZPGsVn?si=SiiuYyzYSOanzU7Xxfw22w</a>  <a href="#">News in Slow French - French Podcast</a>            Watch French films on TV and Netflix</p>
	<ul style="list-style-type: none"> <li>Independent Research Project</li> </ul>	<p>Students have been introduced to the idea of the IRP with examples from previous years and may wish to get ahead by starting to identify an area for research and collecting initial articles.</p>
	<ul style="list-style-type: none"> <li>Ensure all remote learning assignments have been completed.</li> </ul>	<p>Work set on Teams during remote learning period.</p>
Literature	<ul style="list-style-type: none"> <li>Read 'un sac de billes'</li> </ul>	<p>Research as much as possible about the book online and read articles.</p>
	<ul style="list-style-type: none"> <li>Cultural enrichment and language practice.</li> </ul>	<p>Weekly newsletter emailed to students and website to consult for current affairs and news stories in French '1jour1actu' <a href="http://1jour1actu.com">1jour1actu.com</a> - <a href="#">L'actualité à hauteur d'enfants !</a></p>

# Geography

## Key Stage 3

Key topic	Concepts	Additional development
Map skills	<ul style="list-style-type: none"> <li>OS maps – grid references, calculating scale and distance.</li> </ul>	Additional practice to develop greater confidence and competence.
	<ul style="list-style-type: none"> <li>Atlas skills – use of choropleth maps and maps of difference scales.</li> </ul>	Greater use of a physical Atlas to explore places and spaces.
Physical processes	<ul style="list-style-type: none"> <li>River processes and rock formation</li> </ul>	
Human processes	<ul style="list-style-type: none"> <li>Development inequalities and conflict</li> </ul>	Further discussion to explore complex ideas.
Extended writing skills	<ul style="list-style-type: none"> <li>Use of the point-evidence-explain-link technique.</li> </ul>	Additional practice to develop greater confidence and competence.

## Key Stage 4

Key topic	Concepts	Additional development
Urban Issues and Challenges	<ul style="list-style-type: none"> <li>Importance of Rio / Cardiff (locally, nationally, globally)</li> </ul>	Revisit how to use key information about each city to explain its importance at different scales.
	<ul style="list-style-type: none"> <li>Urban Solutions</li> </ul>	Revisit the concept of sustainability and how regeneration is improving HIC and NEE cities.
Changing Economic World	<ul style="list-style-type: none"> <li>Nigeria case study (Case study of a LIC / NEE)</li> </ul>	Revisit the challenges faced environmentally and socially, including exam question practice.
	<ul style="list-style-type: none"> <li>UK case study</li> </ul>	Revisit inequalities in the UK and the ways in which these are being addressed (i.e. investments). Include exam question practice.
Hazards	<ul style="list-style-type: none"> <li>Hazards, risk and vulnerability and the physical and human processes that create natural hazards.</li> </ul>	Revisit processes leading to earthquake / tropical storm creation and the human factors that turn the natural processes into hazards.

## Key Stage 5

Key topic	Concepts	Additional development
Representation of Place	<ul style="list-style-type: none"> <li>Critically assessing first and second space perspectives (the use of quantitative and qualitative sources to represent place)</li> </ul>	20 mark exam question practice needed in relation to this topic.




Timed question practice	<ul style="list-style-type: none"> <li>• Opportunities for responding to exam questions – especially 6- and 9-mark questions – under strict timed conditions.</li> </ul>	This will be useful for both Year 12 and Year 13 students and should be conducted across both the physical and human topics.
Linking the curriculum	<ul style="list-style-type: none"> <li>• Making synoptic links between different parts of the human and/or physical topics to develop greater holistic thinking.</li> </ul>	This will be beneficial for both Year 12 and Year 13 students – the more complex, holistic thinking is what marks out a critical geographical thinker from everyone else.
Key terminology recap and application	<ul style="list-style-type: none"> <li>• Especially for Physical Geography topics e.g. Hazards (Year 13) / Coastal Systems and Landscapes (Year 12)</li> </ul>	Application of specialist terminology allows explicit demonstration of knowledge and understanding, so is important to revisit.

# German

## Key Stage 3

Key topic	Concepts	Additional development
Year 7 - Hallo, Meine Familie	<ul style="list-style-type: none"> <li>Genders, accusative case (Ich habe einen Hund), forming plurals, forms of haben and sein</li> </ul>	<p>For grammar practice, students can refer to BBC Bitesize KS3  <a href="#">Grammar - KS3 German - BBC Bitesize</a></p> <p>All resources used during remote teaching remain on MS Teams. Any incomplete assignments (unticked under Assignments/Returned) can be submitted at any time.</p> <p>Students are issued with a KS3 Grammar booklet at the start of yr7 with all KS3 grammar topics covered.</p> <p>Each topic area has a pack of vocabulary and resources.</p> <p>Students can access Quizlet for vocabulary practice.  <a href="#">Learning tools &amp; flashcards, for free   Quizlet</a></p> <p>There is additional vocabulary practice and verb tense practice on Linguascope.  <a href="#">Linguascope   The World's Number 1 Interactive Language Learning Platform for Schools</a>            Login: cchs4mfl Password: lscope4mfl</p> <p>Klar and Gut websites give vocabulary and grammar practice.  <a href="#">Klar! Keep Learning And Revising. German Language Activities.</a>  <a href="#">Register / Login - Gut! - Language Skills</a></p>
Year 7 - Schule	<ul style="list-style-type: none"> <li>, weil + verb to the end, telling the time, daily routine with reflexive and separable verbs, word order - verb 2nd</li> </ul>	
Year 7 - Freizeit + Das Wetter	<ul style="list-style-type: none"> <li>present tense of weak and strong verbs, expressing preference with gern, ,wenn clauses</li> </ul>	
Year 7 - Mein Haus	<ul style="list-style-type: none"> <li>dative case with prepositions</li> </ul>	
Year 7 - Das Perfekt	<ul style="list-style-type: none"> <li>past tense with haben and sein</li> </ul>	
Year 7 - Stadt	<ul style="list-style-type: none"> <li>es gibt + accs, man kann + infinitive, zum/zur</li> </ul>	
Year 8 - Meine Routine	<ul style="list-style-type: none"> <li>revision of daily routine with reflexive and separable verbs - present and imperfect tense</li> </ul>	
Year 8 - Ferien	<ul style="list-style-type: none"> <li>Time manner place, future tense, revise present and past tenses, modal verbs in present and past tenses</li> </ul>	
Year 8 - Wohnort + Umwelt	<ul style="list-style-type: none"> <li>Comparatives and superlatives, um...zu, ,obwohl</li> </ul>	
Year 8 - Essen	<ul style="list-style-type: none"> <li>Revision of expressing preference</li> </ul>	
Year 9 - Gesundheit	<ul style="list-style-type: none"> <li>Reflexive verb + direct object, revision of past, present and future tenses, modal verb + infinitive</li> </ul>	
Year 9 - Zukunft	<ul style="list-style-type: none"> <li>Revision of future tense, conditional tense, subordinating conjunctions ,wenn and ,als, modal verbs in present and imperfect tense</li> </ul>	
Year 9 - Kleidung	<ul style="list-style-type: none"> <li>Accusative case, adjective endings</li> </ul>	
Year 9 - Party	<ul style="list-style-type: none"> <li>Revision of past and future tenses, pluperfect with ,nachdem and ,bevor, ,dass</li> </ul>	
Year 9 - Fundbüro	<ul style="list-style-type: none"> <li>Revise adjective endings, prepositions with dative and accusative</li> </ul>	
Year 9 - Märchen	<ul style="list-style-type: none"> <li>Imperfect tense of weak and strong verbs</li> </ul>	

		<p>Enrichment and Extension Activities</p>  <p>German Enrichment and Extension Activities</p> <p><a href="#">German Fairy Tales - YouTube</a></p> <p><a href="#">The Voyage Kids - UK German Connection</a></p>
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### Key Stage 4

Key topic	Concepts	Additional development
Year 10 - Schule	<ul style="list-style-type: none"> <li>Present, Perfect, Imperfect and Future tenses, gern/lieber/am liebsten, perfect tense of separable verbs, conjunctions - co-ordinating and subordinating, question words, modal verbs, adjective endings</li> </ul>	<p>For grammar practice, students can refer to BBC Bitesize KS4 grammar sections.  <a href="#">Grammar - GCSE German Revision - BBC Bitesize</a></p> <p>Students in KS4 have additional grammar resources in their textbooks and grammar workbooks.</p> <p>All resources used during remote teaching remain on MS Teams. Any incomplete assignments (unticked under Assignments/Returned) can be submitted at any time.</p> <p>KS4 have booklets distributed at start of course covering syllabus, topic areas, exam format, key grammar areas covered in each topic.</p> <p>Each topic area has a pack of vocabulary and resources.</p> <p>Students can access Quizlet for vocabulary practice.</p>
Year 10 - Freizeit	<ul style="list-style-type: none"> <li>Cases - nom and accs, adverbs and intensifiers, expressing preference, conditional, tenses</li> </ul>	
Year 10 - Menschliche Beziehungen	<ul style="list-style-type: none"> <li>Adjective endings, possessive adjectives, dative with mit, pronouns, modal verbs in the imperfect, imperfect tense</li> </ul>	
Year 10 - Willkommen bei mir	<ul style="list-style-type: none"> <li>Irregular verbs in present tense, reflexive and separable verbs, prepositions with dative and accusative</li> </ul>	
Year 10 - Technology	<ul style="list-style-type: none"> <li>, wenn, opinions with , dass, passive tense</li> </ul>	
Year 10 - Events and Festivals	<ul style="list-style-type: none"> <li>Past tense and opinions in past tense</li> </ul>	
Year 10 - Ich liebe Wien (Travel)	<ul style="list-style-type: none"> <li>Comparatives and superlatives, forms of dieser, prepositions taking dative, conditional, adjective endings, dative pronouns</li> </ul>	
Year 11 - Holiday	<ul style="list-style-type: none"> <li>Using in, nach and an, future tense, prepositions with genitive case, pluperfect, infinitive constructions with zu, wenn</li> </ul>	
Year 11 - Local area	<ul style="list-style-type: none"> <li>, wo, es gibt + accusative, modals and conditional, passive, adjective endings, comparatives and superlatives</li> </ul>	
Year 11 - Future aspirations	<ul style="list-style-type: none"> <li>Masculine and feminine nouns for job roles, sequencers, word order with ,weil and ,denn, all tenses including future and conditional, modals in present and imperfect tenses, um...zu, ,damit</li> </ul>	

Year 11 – International and global dimension (environment, global issues, more festivals and events)	<ul style="list-style-type: none"> <li>forming questions, prepositions with accusative, comparatives and superlatives, subordinate clauses with ,wenn, passive</li> </ul>	<a href="#">Learning tools &amp; flashcards, for free   Quizlet</a> There is additional vocabulary practice and verb tense practice on Linguascope. <a href="#">Linguascope   The World's Number 1 Interactive Language Learning Platform for Schools</a>  Klar and Gut websites also give vocabulary and grammar practice. <a href="#">Klar! Keep Learning And Revising. German Language Activities.</a> <a href="#">Register / Login - Gut! - Language Skills</a>  <a href="#">Goethe-Institut</a>
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### Key Stage 5

Key topic	Concepts	Additional development
Year 12 – Medien, Musik	<ul style="list-style-type: none"> <li>Present, future, imperfect and perfect tense, word order, subject pronouns, genders and plurals, asking questions, coordinating and subordinating conjunctions, prepositions and prepositional adverbs</li> </ul>	Padlets available for some teaching topics  Students in KS5 have additional grammar resources in their textbooks and grammar workbooks.  All resources used during remote teaching remain on MS Teams. Any incomplete assignments (unticked under Assignments/Returned) can be submitted at any time.  KS5 have booklets distributed at start of course covering syllabus, topic areas, exam format, key grammar areas covered in each topic.
Year 12 – Natur und Umwelt, Bildung	<ul style="list-style-type: none"> <li>Genders and plurals, modal verbs in present and imperfect, cases, definite and indefinite determiners, possessive pronouns, conditional, prepositions</li> </ul>	
Year 12 – Feste und Traditionen, Die Welt der Arbeit	<ul style="list-style-type: none"> <li>Separable and inseparable verbs, pluperfect tense, subjunctive II and conditional, imperfect tense, passive with werden – present and imperfect</li> </ul>	
Year 12 – Andorra	<ul style="list-style-type: none"> <li>Subjunctive in reported speech, passive tense</li> </ul>	
Year 13 – Die Wiedervereinigung	<ul style="list-style-type: none"> <li>Reflexive pronouns and verbs, modal verbs in present and imperfect tense, separable and inseparable prefixes, verbs taking the dative, infinitive constructions with zu and lassen, reflexive pronouns and reflexive verbs, future perfect, adverbs, conjunctions, complex sentence structures, future perfect, subjunctive in the past tense, conditional perfect and pluperfect subjunctive</li> </ul>	

Year 13 - Immigration	<ul style="list-style-type: none"> <li>Verbs with nominative, relative pronouns, genitive, perfect tense and infinitive clauses, prepositional adverbs, indirect speech, passive</li> </ul>	<p>Klar and Gut websites give vocabulary and grammar practice.</p> <p><a href="#">Klar! Keep Learning And Revising. German Language Activities.</a></p> <p><a href="#">Register / Login - Gut! - Language Skills</a></p>
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# History

## Key Stage 3

Key topic	Concepts	Additional development
Year 7 - Normans	<ul style="list-style-type: none"> <li>Life in 1060s</li> <li>Battle of Hastings</li> <li>Norman conquest – Domesday book, castles, Harrying of the North</li> <li>Understanding causation in history</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">Normans - KS3 History - BBC Bitesize</a></li> <li><a href="#">1066 and the Norman Conquest   English Heritage (english-heritage.org.uk)</a></li> <li><a href="#">Domesday Book : Britain's finest treasure   The National Archives</a></li> </ul>
Year 7 – Medieval Life	<ul style="list-style-type: none"> <li>Farming and villages 1300-1400</li> <li>Understanding similarities and differences in history</li> <li>Black Death</li> <li>Agricultural revolution</li> <li>Using sources in history</li> <li>Practising public speaking and debating</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">A summary of everyday life in the Middle Ages - Everyday life in the Middle Ages - KS3 History Revision - BBC Bitesize</a></li> <li><a href="#">A summary of the Black Death - The Black Death - KS3 History Revision - BBC Bitesize</a></li> <li>Museum of London – “War, Plague and Fire” gallery</li> </ul>
Year 7 – Church and religion	<ul style="list-style-type: none"> <li>Importance of the medieval Church</li> <li>Murder of Thomas Becket</li> <li>European Reformation</li> <li>Henry VIII’s religious changes</li> <li>Mary I’s reputation</li> <li>Elizabeth I’s reign</li> <li>Guy Fawkes</li> <li>Understanding change and continuity in history</li> <li>Using criteria to assess significance</li> <li>Understanding interpretations in history</li> <li>Using sources in history</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">Why was Thomas Becket important to Henry II? - Thomas Becket and Henry II - KS3 History Revision - BBC Bitesize</a></li> <li><a href="#">A summary of the Reformation - The Reformation - KS3 History Revision - BBC Bitesize</a></li> <li><a href="#">Henry VIII - KS3 History - BBC Bitesize</a></li> <li><a href="#">Elizabeth I - KS3 History - BBC Bitesize</a></li> <li><a href="#">The Gunpowder Plot - KS3 History - BBC Bitesize</a></li> </ul>

		<ul style="list-style-type: none"> <li>British Museum – Thomas Becket exhibition</li> <li>National Portrait Gallery – Tudor gallery</li> <li>Historical sites linked to the Tudors – e.g. Hampton Court Palace, Kentwell Hall, Audley End, Layer Marney Tower, Globe Theatre</li> </ul>
Year 7 – African and Arab history	<ul style="list-style-type: none"> <li>Key events in African history</li> <li>How Arab culture impacted Europe</li> <li>Crusades</li> <li>Research and presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">A summary of the Islamic world in the Middle Ages - The Islamic world in the Middle Ages - KS3 History Revision - BBC Bitesize</a></li> <li><a href="#">How did the Crusades begin? - The Crusades - KS3 History Revision - BBC Bitesize</a></li> <li>British Museum – African and Arab galleries</li> </ul>
Year 7 – Women	<ul style="list-style-type: none"> <li>Eleanor of Aquitaine</li> <li>Changing role of women 1300 – 1800</li> <li>Witches 1500-1700</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">BBC - History - Eleanor of Aquitaine</a></li> <li><a href="#">Eleanor of Aquitaine   English Heritage (english-heritage.org.uk)</a></li> <li><a href="#">The history of witches in Britain (historic-uk.com)</a></li> </ul>
Year 7 – Demographic history	<ul style="list-style-type: none"> <li>Population growth in history</li> <li>Medical advances in history</li> <li>Understanding significance</li> <li>Using statistics in history</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> <li><a href="#">Medieval and Renaissance medicine - KS3 History - BBC Bitesize</a></li> <li><a href="#">A History of the Population of England (localhistories.org)</a></li> </ul>
Year 8 – Medieval politics	<ul style="list-style-type: none"> <li>King John</li> <li>Magna Carta</li> <li>Peasants Revolt</li> <li>Historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Any class PowerPoints or assignments on Teams</li> </ul>

	<ul style="list-style-type: none"> <li>• Causation and significance in history</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">A summary of King John and Magna Carta - King John and Magna Carta - KS3 History Revision - BBC Bitesize</a></li> <li>• <a href="#">Magna Carta - The British Library (bl.uk)</a></li> <li>• <a href="#">A summary of the Peasants' Revolt - The Peasants' Revolt - KS3 History Revision - BBC Bitesize</a></li> </ul>
Year 8 – English Civil War and Interregnum	<ul style="list-style-type: none"> <li>• Causes of the Civil War</li> <li>• Impact of the Civil War</li> <li>• Oliver Cromwell</li> <li>• Essay writing</li> <li>• Causation in history</li> <li>• Assessing legacies of historical figures</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">The Civil War - Charles I, Civil War and the Restoration - KS3 History Revision - BBC Bitesize</a></li> <li>• <a href="#">The English Civil War (spartacus-educational.com)</a></li> </ul>
Year 8 – Creation of the modern Britain	<ul style="list-style-type: none"> <li>• Glorious Revolution</li> <li>• Union with Scotland</li> <li>• Jacobite Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">What was the Glorious Revolution?   National Trust</a></li> </ul>
Year 8 – French revolution	<ul style="list-style-type: none"> <li>• Causes of the revolution</li> <li>• Events of the revolution</li> <li>• Impact of the revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">The French Revolution (18th century) - KS3 History - BBC Bitesize</a></li> <li>• <a href="#">French Revolution - The National Archives</a></li> </ul>
Year 8 – Industrial revolution	<ul style="list-style-type: none"> <li>• Inventions</li> <li>• Transport</li> <li>• Mines and mills</li> <li>• Different types of evidence in history</li> <li>• Urbanisation</li> <li>• Role of empire</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">The Industrial Revolution - KS3 History - BBC Bitesize</a></li> <li>• <a href="#">The Industrial Revolution - The British Library (bl.uk)</a></li> <li>• Science Museum</li> </ul>
Year 8 – Transatlantic slave trade	<ul style="list-style-type: none"> <li>• Middle Passage journey</li> <li>• Plantations</li> <li>• Reasons for abolition</li> <li>• Modern slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">Slavery and its abolition - KS3 History - BBC Bitesize</a></li> </ul>



	<ul style="list-style-type: none"> <li>• Significance in history</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">History of Slavery - Black History Month 2021</a></li> <li>• <a href="#">Slavery and the British transatlantic slave trade - The National Archives</a></li> </ul>
Year 8 – Growth of democracy	<ul style="list-style-type: none"> <li>• Simon de Montfort</li> <li>• 19<sup>th</sup> century parliamentary reform</li> <li>• Great Reform Act</li> <li>• Chartism</li> <li>• Votes for women</li> <li>• Victorians</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">Votes for Women - Historic UK (historic-uk.com)</a></li> <li>• <a href="#">Votes for Women - The British Library (bl.uk)</a></li> <li>• <a href="#">Women and the vote - UK Parliament</a></li> </ul>
Year 9 - WWI	<ul style="list-style-type: none"> <li>• Causes of WWI</li> <li>• Trench warfare</li> <li>• Battles</li> <li>• Impact</li> <li>• Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">World War One - KS3 History - BBC Bitesize</a></li> <li>• Imperial War Museum</li> </ul>
Year 9 - India	<ul style="list-style-type: none"> <li>• Impact of colonisation</li> <li>• Impact of WWI and WWII</li> <li>• Indian independence movement and key individuals</li> <li>• Causes of decolonisation</li> <li>• Partition</li> <li>• Causation in history</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize</a></li> </ul>
Year 9 - WWII	<ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Key battles and events</li> <li>• Why the Allies won the war</li> <li>• Atomic bomb</li> <li>• Debating</li> <li>• Turning points in history</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">World War Two - KS3 History - BBC Bitesize</a></li> <li>• Imperial War Museum</li> </ul>
Year 9 - Holocaust	<ul style="list-style-type: none"> <li>• Anti Semitism</li> <li>• Experiences of persecution</li> <li>• Independent research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize</a></li> <li>• Imperial War Museum – Holocaust exhibition</li> </ul>

Year 9 - Decolonisation	<ul style="list-style-type: none"> <li>• Impact of colonisation</li> <li>• Reasons for decolonisation</li> <li>• Lasting impact of colonisation</li> <li>• Using oral and visual sources in history</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize</a></li> <li>• British Museum – Benin Bronzes</li> </ul>
Year 9 – Black Civil Rights	<ul style="list-style-type: none"> <li>• Key changes in the USA</li> <li>• Martin Luther King and Malcolm X</li> <li>• British black rights</li> <li>• Identifying turning points in history</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• <a href="#">A summary of the Civil Rights Movement in America - The Civil Rights Movement in America - KS3 History Revision - BBC Bitesize</a></li> <li>• Black and British – D. Olusoga (Teenage edition)</li> </ul>
Year 9 - Terrorism	<ul style="list-style-type: none"> <li>• Cold War overview</li> <li>• Northern Ireland overview</li> <li>• Modern terrorism overview</li> <li>• Role of the United Nations</li> </ul>	<ul style="list-style-type: none"> <li>• Any class powerpoints or assignments on Teams</li> <li>• <a href="#">Northern Ireland - KS3 History - BBC Bitesize</a></li> <li>• Imperial War Museum</li> </ul>

#### Key Stage 4

Key topic	Concepts	Additional development
Year 10 – Conflict and Tension	<ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• League of Nations in the 1920s</li> <li>• League of Nations in the 1930s</li> <li>• Hitler’s Foreign Policy</li> <li>• Appeasement</li> <li>• Causes of WWII</li> <li>• Essay skills</li> <li>• Source skills</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• Textbook</li> <li>• AudioPi podcasts</li> <li>• <a href="#">Appeasement and the Road to War - National 5 History Revision - BBC Bitesize</a></li> </ul>
Year 10 – Germany	<ul style="list-style-type: none"> <li>• Kaiser Wilhelm</li> <li>• WWI</li> <li>• Weimar Germany</li> <li>• Rise of the Nazi Party</li> <li>• Nazi Government</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• Textbook</li> <li>• AudioPi podcasts</li> </ul>

	<ul style="list-style-type: none"> <li>• WWII</li> <li>• Essay skills</li> <li>• Interpretation skills</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Germany - GCSE History Revision - AQA - BBC Bitesize</a></li> </ul>
Year 10 - Elizabeth	<ul style="list-style-type: none"> <li>• Problems in her early reign</li> <li>• Court and parliament</li> <li>• Theatre</li> <li>• Poverty</li> <li>• Exploration</li> <li>• Religious problems</li> <li>• Mary Queen of Scots</li> <li>• Conflict with Spain</li> <li>• Essay skills</li> <li>• Interpretation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Any class powerpoints on Teams</li> <li>• Textbook</li> <li>• AudioPi podcasts</li> <li>• <a href="#">Elizabeth I - GCSE History Revision - AQA - BBC Bitesize</a></li> <li>• Globe Theatre</li> </ul>

### Key Stage 5

Key topic	Concepts	Additional development
Year 12 - French Revolution	<ul style="list-style-type: none"> <li>• Louis XVI's absolute monarchy</li> <li>• Estates General</li> <li>• 1789 revolution</li> <li>• Constitutional Monarchy</li> <li>• Terror</li> <li>• Thermidorian reaction</li> <li>• Source skills</li> <li>• Essay skills</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• Textbook</li> <li>• AudioPi podcasts</li> </ul>
Year 12 - British Empire	<ul style="list-style-type: none"> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> <li>• Textbook</li> </ul>
Year 12 - NEA	<ul style="list-style-type: none"> <li>• American Black Civil Rights</li> <li>• Independent research</li> <li>• Sources and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Any class PowerPoints or assignments on Teams</li> </ul>

# Latin

## Key Stage 3

Key topic	Concepts	Additional development
Noun cases	<ul style="list-style-type: none"> <li>Recognition and understanding of cases                             <ul style="list-style-type: none"> <li>Y8 (Nominative, Accusative, Genitive, Ablative in 1<sup>st</sup> – 3<sup>rd</sup> Declension)</li> <li>Y9 (plus Dative and 4<sup>th</sup> &amp; 5<sup>th</sup> Declension)</li> </ul> </li> </ul>	
Verb tenses	<ul style="list-style-type: none"> <li>Recognition and understanding of tenses                             <ul style="list-style-type: none"> <li>Y8 (Present, Imperfect &amp; Perfect)</li> <li>Y9 (plus Future &amp; Pluperfect)</li> </ul> </li> </ul>	
Vocabulary acquisition	<ul style="list-style-type: none"> <li>Chapter by chapter testing in Y8</li> <li>Weekly testing of key vocabulary in Y9</li> <li>Quizlet lists available for both year groups (<a href="#">Y8</a>)(<a href="#">Y9</a>)</li> </ul>	
Roman House (Year 8)	<ul style="list-style-type: none"> <li>Research of role, function, decoration etc., of a Roman <i>domus</i>, plus general Roman way of life</li> </ul>	Ted Ed episodes such as <a href="#">on Girls in Rome</a> , <a href="#">Spartacus &amp; slavery</a> , <a href="#">teenage life</a>
Mythology (Year 8)	<ul style="list-style-type: none"> <li>Exploration of Greco-Roman myths, through adaptations of Ovid's <i>Metamorphoses</i></li> </ul>	Lots of Ted Ed episodes (e.g. <a href="#">Hercules</a> , <a href="#">Prometheus</a> , <a href="#">Amazons</a> , <a href="#">Argonauts</a> , <a href="#">Golden Fleece</a> , <a href="#">Cupid &amp; Psyche</a> , <a href="#">Daedalus &amp; Icarus</a> , <a href="#">The Minotaur</a> ) A scientific exploration of <a href="#">Homer's Odyssey</a>
City of Rome (Year 9)	<ul style="list-style-type: none"> <li>Exploration of key sites within Rome, their role, function, religious significance etc.                             <ul style="list-style-type: none"> <li>Colosseum</li> <li>Circus Maximus</li> <li>Pantheon</li> <li>Baths of Caracalla</li> <li>Theatre of Marcellus</li> <li>Forum Romanum</li> </ul> </li> </ul>	Relevant episodes of <a href="#">When In Rome</a> podcast Ted Ed on <a href="#">Colosseum</a> Ted Ed on <a href="#">Roman Doctor</a>
Pompeii & Vesuvius (Year 9)	<ul style="list-style-type: none"> <li>Study of Pliny The Younger's letters to Tacitus regarding the eruption of Mount Vesuvius                             <ul style="list-style-type: none"> <li>Introduction to Literary analysis in Latin</li> <li>Exploration of the simultaneous destruction/preservation of Pompeii/Herculaneum</li> </ul> </li> </ul>	Relevant episodes of <a href="#">When In Rome</a> podcast YA novel 'The Secrets of Vesuvius' by Caroline Lawrence

	<ul style="list-style-type: none"> <li>○ Reflection on value of both archaeological and literary evidence</li> <li>● Creative response piece in any medium to this project.</li> </ul>	
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### Key Stage 4

Key topic	Concepts	Additional development
Developing Language knowledge	<ul style="list-style-type: none"> <li>● Passive verbs &amp; Deponents</li> <li>● Participles</li> <li>● Infinitives</li> <li>● Imperfect &amp; Pluperfect subjunctive and their uses               <ul style="list-style-type: none"> <li>○ <i>Cum</i> clause</li> <li>○ Indirect command</li> <li>○ Indirect question</li> <li>○ Result clause</li> <li>○ Fear clause</li> <li>○ Purpose clause</li> </ul> </li> </ul>	
Vocabulary acquisition	<ul style="list-style-type: none"> <li>● Assimilating GCSE vocabulary list (Lists created on <a href="#">Quizlet</a>)</li> </ul>	
Literature study (Current Year 10 into Year 11)	<ul style="list-style-type: none"> <li>● A Snake's Passion Stirs Poison (Virgil <i>Aeneid</i> VII.341-372)</li> <li>● Medea's Impassioned Plea To Jason (Ovid <i>Heroides</i> XII.160-213)</li> <li>● Catullus Struggles With Love (Catullus <i>LXXVI</i>)</li> <li>● A governor travels to his province (Pliny <i>Letters</i> X.15-17)</li> <li>● A Difficult Landing (Caesar <i>Gallic War</i> IV.23-26)</li> <li>● Hannibal Crosses The Alps (Livy <i>History of Rome</i> XXI.35-38)</li> </ul>	<p>Ted Ed on the <a href="#">Aeneid</a></p> <p>Ted Ed on <a href="#">Jason</a> will give background to his meeting Medea, or a <a href="#">more focused one</a> on their relationship</p> <p>Ted Ed on <a href="#">Roman Soldier</a> may give background to military context</p>
Literature study (Current Year 9 progressing to Year 10)	<ul style="list-style-type: none"> <li>● Echo &amp; Narcissus (Ovid <i>Metamorphoses</i> III.356-510)</li> <li>● How Many Kisses (Catullus <i>VII</i>)</li> <li>● Conflicting Emotions (Catullus <i>LXXXV</i>)</li> <li>● Love Will Not Let The Poet Sleep (Petronius <i>fragment</i>)</li> <li>● Bravery &amp; Strategy in Battle (Caesar <i>Gallic War</i> V.44-48)</li> <li>● Inspiration for the Fight (Tacitus <i>Annals</i> XIV.35-37)</li> <li>● Marital Conflict (Cicero <i>Ad Atticum</i> 1.5.2, 5.1.3-4)</li> </ul>	

## Key Stage 5

Key topic	Concepts	Additional development
Developing Language knowledge	<ul style="list-style-type: none"> <li>• Greater case awareness</li> <li>• Future Perfect Tense</li> <li>• Present &amp; Perfect Subjunctive &amp; Further subjunctive uses</li> <li>• Gerunds &amp; Gerundives</li> <li>• Conditionals</li> <li>• <i>quominus</i> &amp; <i>quin</i></li> </ul>	
Literature Study (Current Year 12 into Year 13)	<ul style="list-style-type: none"> <li>• Cicero <i>Philippic II</i> 44-50; 78-92 [Y12]</li> <li>• Virgil, <i>Aeneid XI</i> 1-224 [Y12]</li> <li>• Apuleius <i>Metamorphoses IV.28-V.24</i> [Y13]</li> <li>• Ovid, <i>Amores II.1, 2, 4, 6, 9, 10, 11, 12, 15, 17, 18</i> [Y13]</li> </ul>	Ted Ed on <a href="#">Caesar's assassination</a> as context for <i>Philippic 2</i> Ted Ed on <a href="#">Cupid &amp; Psyche</a> to introduce Apuleius
Literature Study (Current Year 11 progressing to Year 12)	<ul style="list-style-type: none"> <li>• Tacitus <i>Annals IV, 1-4,, 7-12, 39-41</i> [Y12]</li> <li>• Virgil <i>Aeneid XII</i> 1-106, 614-727 [Y12]</li> </ul>	

# Mathematics

## Key Stage 3

Key topic	Concepts	Additional development
Algebra	<ul style="list-style-type: none"> <li>Solving equations, including multi step problems.</li> <li>Expanding brackets</li> <li>Factorising brackets (single)</li> <li>Inequalities</li> </ul>	Find resources from MyMaths Books/Online <a href="#">MyMaths</a> <a href="#">Kerboodle</a> Dr Frost additional material <a href="#">DrFrostMaths.com</a>
Number	<ul style="list-style-type: none"> <li>Percentages, increasing and decreasing</li> <li>Ratio and proportion</li> <li>Indices</li> <li>Fractions, adding/subtracting, multiplying/dividing.</li> </ul>	Find resources from MyMaths Books/Online <a href="#">MyMaths</a> <a href="#">Kerboodle</a> Dr Frost additional material <a href="#">DrFrostMaths.com</a>
Data	<ul style="list-style-type: none"> <li>Averages, mean, median and mode</li> <li>Basic frequency Diagrams, Frequency Polygons, Bar charts etc.</li> </ul>	Find resources from MyMaths Books/Online <a href="#">MyMaths</a> <a href="#">Kerboodle</a> Dr Frost additional material <a href="#">DrFrostMaths.com</a>

## Key Stage 4

Key topic	Concepts	Additional development
Surds	<ul style="list-style-type: none"> <li>Be able to simplify a surd</li> <li>Be able to multiply/divide and add/subtract surds. (year 10)</li> <li>Be able to expand brackets involving surds (year 10)</li> <li>Be able to rationalise, including difference of two squares. (year 10)</li> </ul>	Dr Frost additional material <a href="#">DrFrostMaths.com</a> MathsWatch <a href="#">MathsWatch</a> Pearson online textbook <a href="#">Pearson Sign In</a>

Circle Theorems	<ul style="list-style-type: none"> <li>• Know and understand all 8 circle theorems (Year 10)</li> <li>• Proofs of circle theorems (Year 10)</li> </ul>	Dr Frost additional material <a href="http://DrFrostMaths.com">DrFrostMaths.com</a> Online videos for Proofs. MathsWatch <a href="http://MathsWatch">MathsWatch</a> Pearson online textbook <a href="http://Pearson Sign In">Pearson Sign In</a>
Trigonometry	<ul style="list-style-type: none"> <li>• Solve simple trig and Pythagoras problems in 2D</li> <li>• Solve 3D trig and Pythagoras (year 10)</li> <li>• Be able to sketch the graphs of <math>\sin x</math>, <math>\cos x</math> and <math>\tan x</math> (year 10)</li> <li>• Be able to use a graph to find an alternative angle/solution. (year 10)</li> </ul>	Dr Frost additional material <a href="http://DrFrostMaths.com">DrFrostMaths.com</a> MathsWatch <a href="http://MathsWatch">MathsWatch</a> Pearson online textbook <a href="http://Pearson Sign In">Pearson Sign In</a>
Indices	<ul style="list-style-type: none"> <li>• Understand all the rules of indices, such as multiplying (adding powers)</li> <li>• Understand and use negative/fractional powers.</li> </ul>	Dr Frost additional material <a href="http://DrFrostMaths.com">DrFrostMaths.com</a> MathsWatch <a href="http://MathsWatch">MathsWatch</a> Pearson online textbook <a href="http://Pearson Sign In">Pearson Sign In</a>
Straight line graphs	<ul style="list-style-type: none"> <li>• Understand and use <math>y=mx+c</math></li> <li>• Understand and find parallel, perpendicular equations</li> <li>• Be able to find a gradient from a graph, of from between two points.</li> </ul>	Dr Frost additional material <a href="http://DrFrostMaths.com">DrFrostMaths.com</a> MathsWatch <a href="http://MathsWatch">MathsWatch</a> Pearson online textbook <a href="http://Pearson Sign In">Pearson Sign In</a>



## Key Stage 5

Key topic	Concepts	Additional development
Logs and Exponentials	<ul style="list-style-type: none"> <li>Solving equations involving exponentials (including hidden quadratics)</li> <li>Solving equations involving logarithms</li> <li>Exponential growth and decay</li> </ul>	Dr Frost additional material <a href="https://www.dr-frost-maths.com">DrFrostMaths.com</a> Physics and maths tutor (past exam Questions) <a href="#">Physics &amp; Maths Tutor</a> Pearson online textbooks <a href="#">Pearson Sign In</a>
Integration	<ul style="list-style-type: none"> <li>Areas under curves, including negative areas.</li> <li>Area between two curves</li> </ul>	Dr Frost additional material <a href="https://www.dr-frost-maths.com">DrFrostMaths.com</a> Physics and maths tutor (past exam Questions) <a href="#">Physics &amp; Maths Tutor</a> Pearson online textbooks <a href="#">Pearson Sign In</a>
Trigonometry	<ul style="list-style-type: none"> <li>Solving Trigonometric Equations</li> <li>Proving trigonometric identities</li> </ul>	Dr Frost additional material <a href="https://www.dr-frost-maths.com">DrFrostMaths.com</a> Physics and maths tutor (past exam Questions) <a href="#">Physics &amp; Maths Tutor</a> Pearson online textbooks <a href="#">Pearson Sign In</a>
Differentiation	<ul style="list-style-type: none"> <li>Modelling questions</li> <li>Finding stationary points, increasing/ decreasing functions.</li> </ul>	Dr Frost additional material <a href="https://www.dr-frost-maths.com">DrFrostMaths.com</a> Physics and maths tutor (past exam Questions) <a href="#">Physics &amp; Maths Tutor</a> Pearson online textbooks <a href="#">Pearson Sign In</a>
	<ul style="list-style-type: none"> <li></li> </ul>	

# Music

## Key Stage 3

### Years 7, 8, & 9

#### Key topic areas

**Concept:** Music Theory

**Skills taught:** Differentiated but key areas were staff notation, intervals, chord recognition, ABRSM graded specimen papers used.

**Concept:** Composition

**Skills taught:** Explore concepts of House music. Use online digital audio workstation software to create an original composition.

**Concept:** Listening and appraising

**Skills taught:** House music - using DR SMITH Acronym recognise key musical features

**Concept:** Music Technology

**Skills taught:** Learn key features of music technology and how it influences a variety of musical styles and cultures in today's world

#### **Key concept in need of recovery: PERFORMING!**

This area has significantly suffered. Some students will have continued to have received instrumental lessons, but the majority of students have not had any opportunity to perform either as soloist let alone in an ensemble which is a fundamental part of our usual schemes of work.

#### Recourses

- <https://gb.abrsm.org/en/our-exams/online-theory/exam-preparation-resources/>
- <https://iconcollective.edu/the-history-of-house-music/>
- <https://www.ism.org/blog/whats-the-latest-in-music-technology>

## Key Stage 4

### Year 10

**Concept:** Aural dictation

**Skills taught:** To develop through practice questions, their aural skills in notating melodies as they hear them

**Concept:** Composition

**Skills taught:** To develop their individual free choice brief composition.

**Concept:** Listening and appraising

**Skills taught:** Western Classical Tradition - Baroque. Understanding and recognising key musical features of the Baroque genre

**Concept:** Badinerie – JS Bach (set work)

**Skills taught:** To understand the key musical features aurally as well as studying the score.

#### **Key concept in need of recovery: PERFORMING!**

This area has significantly suffered. Some students will have continued to have received instrumental lessons, but the majority of students have not had any opportunity to perform either as soloist let alone in an ensemble which is a fundamental part of our usual schemes of work.

#### **Resources**

- <https://www.mmcourses.co.uk/p/aural-dictation-course>
- <https://www.bbc.co.uk/bitesize/guides/zqb4gdm/revision/1>
- <https://www.youtube.com/watch?v=gyMtlvOcojU>

### Year 11

**Concept:** Aural dictation

**Skills taught:** To develop through practice questions, their aural skills in notating melodies as they hear them

**Concept:** Listening and appraising

**Skills taught:** Popular Music - To develop understanding of key features from popular music and be able to put comment on practice questions

**Concept:** Listening and appraising

**Skills taught:** Western Classical Tradition – To develop understanding of key features from the Western Classical Tradition

**Concept:** Listening and appraising

**Skills taught:** Film Music - To develop understanding of key features from film music and be able to put comment on practice questions

### Resources

- <https://www.mmcourses.co.uk/p/aural-dictation-course>
- <https://www.cmuse.org/characteristics-of-pop-music/>
- <https://www.bbc.co.uk/bitesize/topics/zkxrt39>

## Key Stage 5

### Year 12

**Concept:** Development of the Symphony Orchestra

**Skills taught:** Chronological study of the symphonies of key composers of the classical period

**Concept:** 20<sup>th</sup> Century music

**Skills taught:** Study of the set work by Debussy through aural appreciation & score analysis.

**Concept:** Composition (free choice)

**Skills taught:** Independent development of the individual free choice brief composition.

**Concept:** Jazz Music

**Skills taught:** Key concepts of music from the bebop era covering key composers and performers. This has been done through aural appreciation. Practice exam style questions also given.

### **Key concept in need of recovery: PERFORMING!**

This area has significantly suffered. Some students will have continued to have received instrumental lessons, but the majority of students have not had any opportunity to perform either as soloist let alone in an ensemble which is a fundamental part of our usual schemes of work

### Resources

- <https://alevelmusic.com/resources/development-of-the-symphony/>
- <https://www.icancompose.com/6-places-to-find-music-composition-resources/>

### Year 13

**Concept:** Development of the Symphony Orchestra

**Skills taught:** Chronological study of the symphonies of key composers of the romantic period

**Concept:** 20<sup>th</sup> Century music

**Skills taught:** Study of the set work by Poulenc through aural appreciation & score analysis.

**Concept:** Composition (free choice)

**Skills taught:** Independent development of the individual free choice brief composition.

**Concept:** Jazz Music

**Skills taught:** Key concepts of music from approx. 1900-1905 covering key composers and performers. This has been done through aural appreciation. Practice exam style questions also given.

**Concept:** Aural dictation

**Skills taught:** To develop through practice questions, their aural skills in notating melodies as they hear them and recognising key harmonic features.

### Recourses

- <https://theconversation.com/explainer-the-history-of-jazz-51729>

# Physics

## Key Stage 3

Key topic	Concepts	Additional development
Light (Spring 1- 2021) current Year 7	<ul style="list-style-type: none"> <li>• Luminous and non-luminous objects</li> <li>• Shadows and Eclipses</li> <li>• Reflection and refraction</li> <li>• The structure and function of the human eye</li> <li>• Coloured light and the effect of filters.</li> </ul>	
Sound (Spring and Summer 2020) Current Year 8	<ul style="list-style-type: none"> <li>• Nature of sound waves</li> <li>• Speed of sound and comparison with the speed of light</li> <li>• Relating pitch and loudness to frequency and amplitude of a waveform.</li> <li>• The structure and function of the human ear.</li> <li>• Effect of loud sounds on hearing Range of human hearing.</li> <li>• Analysing sound waves</li> <li>• Ultrasound</li> <li>• Echoes and SONAR</li> </ul>	
<b>Current electricity</b> (Autumn 2-2020 and Spring 1-2021) (current Year 8)	<ul style="list-style-type: none"> <li>• resistance is measured in ohms</li> <li>• differences in resistance between conducting and insulating components (quantitative).</li> <li>• Heating effect of current</li> </ul>	
Magnetism (Summer 2020 & Spring 1- 2021) (current Year 8 & 9)	<ul style="list-style-type: none"> <li>• Magnetic field</li> <li>• Magnets and magnetic materials</li> <li>• Use of simple domain theory to explain magnetism and magnetic phenomena such as magnetic saturation</li> <li>• The use of the Earth's magnetic field for navigation</li> <li>• Magnetic fields around current carrying conductors.</li> <li>• Electromagnets and their uses</li> <li>• The difference between temporary and permanent magnetism</li> <li>• Applications of electromagnets</li> </ul>	

Space (Summer 2020&Spring 1-2021) Current Year 9&10)	<ul style="list-style-type: none"> <li>• Objects that can be observed in the night sky</li> <li>• Structure of the Universe</li> <li>• Measuring large distances in astronomy</li> <li>• Calculating orbital speed</li> <li>• Birth of a star</li> <li>• Lifecycle of a star</li> </ul>	

#### Key Stage 4

Key topic	Concepts	Additional development
Energy (Spring 1 2021) Current Year 10	<ul style="list-style-type: none"> <li>• Energy stores and pathways</li> <li>• Changes in energy</li> <li>• Power</li> <li>• Conservation and dissipation of energy</li> <li>• Efficiency</li> <li>• National and global energy resources</li> </ul>	
Atomic Structure (spring 2- 2020) Current Year 11	<ul style="list-style-type: none"> <li>• The structure of an atom</li> <li>• Mass number, atomic number and isotopes</li> <li>• The development of the model of the atom</li> <li>• Radioactive decay and nuclear radiation</li> <li>• Nuclear equations</li> <li>• Half-lives and the random nature of radioactive decay</li> <li>• Radioactive contamination</li> <li>• Background radiation</li> <li>• Different half-lives of radioactive isotopes</li> <li>• Uses of nuclear radiation</li> <li>• Nuclear fission and fusion</li> </ul>	
Waves (Summer 2020) Current Year 11	<ul style="list-style-type: none"> <li>• Transverse and Longitudinal waves</li> <li>• Properties of waves</li> <li>• Reflection of waves</li> <li>• Sound waves</li> <li>• Waves for detection and exploration</li> <li>• Types of electromagnetic waves#</li> <li>• Properties of electromagnetic waves</li> </ul>	

	<ul style="list-style-type: none"> <li>• uses and applications of electromagnetic waves</li> </ul>	
Space (Spring 1- 2021)	<ul style="list-style-type: none"> <li>• Orbital motion, natural and artificial satellites</li> <li>• Lifecycle of stars</li> <li>• Evidence to support the Big Bang theory</li> <li>• Dark matter and dark energy</li> </ul>	

### Key Stage 5

Key topic	Concepts	Additional development
Forces in action (spring 1-2021)	<ul style="list-style-type: none"> <li>• Motion with non-uniform acceleration</li> <li>• Work, energy and power</li> <li>• Newton's laws of motion</li> </ul>	
Electrical circuits (spring 1- 2021)	<ul style="list-style-type: none"> <li>• Charge and current</li> <li>• Mean drift velocity</li> <li>• Emf and pd</li> <li>• Resistance and resistivity</li> <li>• Power</li> </ul>	
Waves (spring 1- 2021)	<ul style="list-style-type: none"> <li>• Wave motion</li> <li>• Electromagnetic waves</li> <li>• Superposition</li> <li>• Stationary waves</li> </ul>	
Circular motion and Gravitational fields (summer -2020)	<ul style="list-style-type: none"> <li>• Kinematics of circular motion</li> <li>• Centripetal force</li> <li>• Point and spherical masses</li> <li>• Newton's law of gravitation</li> </ul>	
Nuclear and Particle Physics (spring 1- 2021)	<ul style="list-style-type: none"> <li>• The nuclear atom</li> <li>• Fundamental particles</li> <li>• Radioactivity</li> <li>• Nuclear fission and fusion</li> </ul>	
Medical imaging (summer -2020)	<ul style="list-style-type: none"> <li>• Using X rays</li> <li>• Diagnostic methods in medicine</li> <li>• Using ultrasound</li> </ul>	
Thermal Physics (spring 1- 2021)	<ul style="list-style-type: none"> <li>• Kinetic theory of gases</li> <li>• Pressure in terms of Newtonian theory</li> </ul>	



	<ul style="list-style-type: none"> <li>• Ideal gas equation</li> <li>• General characteristics of the Maxwell- Boltzmann distribution</li> <li>• Internal energy of an ideal gas</li> </ul>	
Magnetic fields (spring 1- 2021)	<ul style="list-style-type: none"> <li>• Magnetic fields</li> <li>• Motion of charged particles</li> </ul>	

# PE

## Key Stage 3

### Year 7

**Concept:** Creativity – using choreographic devices

**Content:** Choreographing and performing dance routines - video games & social media influences

**Concept:** Introduction into Athletics – Video and task card

**Content:** Sprint start and hurdles techniques

**Concept:** Healthie Selfie Chart (though sometimes of view/fitness results), Activity statements & Challenge Point Chart

**Content:** Introduction to new activities not taught in school or family orientated - sharing of ideas and recommendations

**Concept:** Short term effects of exercise

**Content:** Before, during and after looking how heart and breathing rate differs and why.

**Concept:** Motivation

**Content:** Understanding the difference between extrinsic & intrinsic, and why people take part in sport

**Concept:** Muscles & Movement

**Content:** Understanding which muscles cause movement in the body to allow exercise

**Concept:** Components of Fitness

**Content:** Understanding how the different components can be tested & the difference between health related & skill-related fitness components

### Year 8

**Concept:** Creativity – using choreographic devices

**Content:** Choreographing and performing dance routines - video games & social media influences

**Concept:** Introduction into Athletics – Video and task card

**Content:** Sprint start and hurdles techniques

**Concept:** Healthie Selfie Chart (though sometimes of view/fitness results), Activity statements & Challenge Point Chart  
**Content:** Introduction to new activities not taught in school or family orientated - sharing of ideas and recommendations

**Concept:** Short term effects of exercise  
**Content:** Before, during and after looking how heart and breathing rate differs and why.

**Concept:** Muscles & Movement  
**Content:** Understanding which muscles cause movement in the body to allow exercise

**Concept:** Motivation  
**Content:** Understanding the difference between extrinsic & intrinsic, and why people take part in sport

**Concept:** Classification of skills  
**Content:** Understanding how skills are classified and what that means when trying to learn the different skills.

**Concept:** Components of Fitness  
**Content:** Understanding how the different components can be tested & the difference between health related & skill-related fitness components.

## Year 9

**Concept:** Creativity – using choreographic devices  
**Content:** Choreographing and performing dance routines - social media influences

**Concept:** Healthie Selfie Chart (though sometimes of view/fitness results), Activity statements & Challenge Point Chart  
**Content:** Introduction to new activities not taught in school or family orientated - sharing of ideas and recommendations

**Concept:** Short term effects of exercise  
**Content:** Before, during and after looking how heart and breathing rates differs and why.

**Concept:** Muscles & Movement  
**Content:** Understanding which muscles cause movement in the body to allow exercise

**Concept:** Motivation

**Content:** Understanding the difference between extrinsic & intrinsic, and why people take part in sport

**Concept:** Classification of skills

**Content:** Understanding how skills are classified and what that means when trying to learn the different skills.

**Concept:** Components of Fitness

**Content:** Understanding how the different components can be tested & the difference between health related & skill-related fitness components

#### **Key Stage 4 - Core**

##### **Year 10**

**Concept:** Creativity – using choreographic devices

**Content:** Choreographing and performing dance routines - social media influences

**Concept:** Healthie Selfie & Activity statements (though sometimes of view/fitness results)

**Content:** Introduction to new activities not taught in school or family orientated - sharing of ideas and recommendations

**Concept:** Motivation

**Content:** Understanding the difference between extrinsic & intrinsic, and why people take part in sport

**Concept:** Muscles & Movement

**Content:** Understanding which muscles cause movement in the body to allow exercise

**Concept:** Classification of skills

**Content:** Understanding how skills are classified and what that means when trying to learn the different skills.

**Concept:** Components of Fitness

**Content:** Understanding how the different components can be tested & the difference between health related & skill-related fitness components

##### **Year 11**

**Concept:** Creativity – using choreographic devices

**Content:** Choreographing and performing dance routines - social media influences

**Concept:** Healthie Selfie & Activity statements (though sometimes of view/fitness results)

**Content:** Introduction to new activities not taught in school or family orientated - sharing of ideas and recommendations

#### Key Stage 4 - GCSE

##### Year 10

**Concept:** Skeletal System

**Content:** How the skeletal system allows movement so sport can be played – types of movement. Functions of skeleton for sport. Classification of bones & joints; Vertebral column sections.

**Concept:** Muscular System

**Content:** How the musculo-skeletal work together to allow movement and participation in sport.

Location & Classification of muscles (voluntary, involuntary & cardiac) & muscle fibres (type I, type IIa & type IIx); Strong fibrous roles (ligaments & tendons); Antagonistic pairs.

**Concept:** Cardiovascular System

**Content:** What the cardiovascular system does and its importance to sport & exercise – Main components; Vascular shunting; Functions of blood

**Concept:** Respiratory System

**Content:** How the cardio-respiratory system works together & the importance of both systems to allow athletes to partake & compete in sport. Oxygen debt

**Concept:** Anaerobic & aerobic exercise

**Content:** Differences between the two types. Energy equations - How body uses glucose & oxygen to release energy & how fats & carbohydrates give energy for different sorts of sport.

##### Year 11

**Concept:** Socio-cultural influences

**Content:** Engagement patterns of different social groups in physical activity (Gender, socio-economic, ethnicity, disability and influence of others)

**Concept:** Socio-cultural influences

**Content:** Commercialisation of physical activity & sport (Relationship between sponsorship, media and sport)

**Concept:** Socio-cultural influences

**Content:** Ethical & socio-cultural issues in physical activity & sport (sportsmanship vs gamesmanship)

**Concept:** Physical, emotional & social health, fitness & well-being

**Content:** Benefits of increased fitness on our physical health; effects of physical activity on emotional health & social health; Impact of fitness on well-being; Lifestyle choices; Consequences of a sedentary lifestyle; Optimum weight

**Concept:** Performance-enhancing drugs (PEDs)

**Content:** Types of PEDs – advantages & disadvantages and why people take them. Blood doping process

**Concept:** Interpreting data

**Content:** Trends in physical health issues; Participation rates etc.

### **Key Stage 5 - Core**

#### **Year 12 &13**

**Concept:** Leading a healthy lifestyle

**Content:** Continued guidance to aid students' understanding of how to lead a healthy physical active lifestyle. - How to stay active; importance of physical activity on mental health; ideas of new activities etc.

# Religious Studies

## Key Stage 3

Key topic	Concepts	Additional development
<b>Year 7</b>		
Topic 1: Religious Belief	<ul style="list-style-type: none"> <li>How religious belief differs from factual knowledge</li> <li>What religious belief means to different people</li> <li>How religious belief impacts the way a person lives their life</li> <li>The six main world faiths</li> <li>Beliefs in one God vs belief in many gods</li> </ul>	Make use of the following website where you can further explore the six main world faiths: <a href="#">KS3 Religious Studies - BBC Bitesize</a>
Topic 2: Holy Books	<ul style="list-style-type: none"> <li>What are holy books? How do they differ from other books?</li> <li>How do holy books influence religious believers</li> <li>What moral teachings do we find in holy books</li> <li>Design your own holy book group project</li> </ul>	Make use of the following website where you can find out more information about each holy book: <a href="#">KS3 Religious Studies - BBC Bitesize</a>
<b>Year 8</b>		
Topic 1: Miracles	<ul style="list-style-type: none"> <li>What is a miracle</li> <li>How miracles differ from coincidence and chance</li> <li>What other explanations could there be for miracles</li> <li>The case study of St Bernadette and John Pierre-Bely</li> <li>Do miracles really exist?</li> </ul>	Make use of the following website where you can explore in more depth about the miracles of Jesus: <a href="#">What is a miracle? - Jesus the miracle worker - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</a>
Topic 2: Study of Islam	<ul style="list-style-type: none"> <li>A short history of Islam</li> <li>Islam in the UK today</li> <li>The story of the prophet Muhammad</li> <li>Key beliefs in Islam</li> <li>Dispelling myths/misconceptions about Islam</li> <li>Group project exploring Islam</li> </ul>	Make use of the following website where you can explore in more depth about the beliefs, teachings, practices, festivals and ethics of Islam: <a href="#">BBC - Religion: Islam</a>
<b>Year 9</b>		
Topic 1: Medical Ethics	<ul style="list-style-type: none"> <li>The sanctity of life</li> <li>What are medical ethics</li> <li>The abortion debate incl. religious &amp; non-religious views</li> <li>The designer baby debate incl. religious &amp; non-religious views</li> <li>The organ donation debate incl. religious &amp; non-religious views</li> </ul>	Make use of the following website where you can explore in more depth various religious responses to important medical dilemmas: <a href="#">BBC Religion &amp; Ethics - BBC Religion &amp; Ethics</a>

	<ul style="list-style-type: none"> <li>• The euthanasia debate incl. religious &amp; non-religious views</li> </ul>	
Topic 2: New Religious Movements	<ul style="list-style-type: none"> <li>• What is a new religious movement</li> <li>• Cults and sects</li> <li>• A study of Humanism</li> <li>• A study of the Amish</li> <li>• A study of Scientology</li> </ul>	

#### Key Stage 4

Key topic	Concepts	Additional development
Paper 1: The Study of Religion (Part 1)		
Topic 1: Buddhist Beliefs	<ul style="list-style-type: none"> <li>• Birth of Buddha and life of luxury</li> <li>• The Four Sights</li> <li>• The Buddhas Ascetic life</li> <li>• The Buddha's enlightenment</li> <li>• The Dhamma</li> <li>• Dependent Arising</li> <li>• The Three Marks of Existence</li> <li>• The Four Noble Truths</li> <li>• Theravada and Mahayana Buddhism</li> <li>• The Arhat and Bodhisattva</li> <li>• Pure Land Buddhism</li> </ul>	<p>To develop a confident grasp of different interpretations of key beliefs across Mahayana and Theravada traditions.</p> <p>The following websites can be used to explore content in more detail:  <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a>  <a href="#">BBC - Religion: Buddhism</a></p>
Topic 2: Buddhist Practices	<ul style="list-style-type: none"> <li>• Places of worship and how to worship</li> <li>• Samatha and Vipassana Meditation</li> <li>• Visualisation</li> <li>• Death and mourning</li> <li>• Wesak and Parinirvana Day</li> <li>• Kamma and rebirth</li> <li>• Karuna</li> <li>• Metta</li> <li>• The Five Moral Precepts</li> <li>• The Six Perfections</li> </ul>	<p>To develop a confident grasp of different ways in which key Buddhist practices are carried out in different countries.</p> <p>The following websites can be used to explore content in more detail:  <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a>  <a href="#">BBC - Religion: Buddhism</a></p>
Paper 1: The Study of Religion (Part 2)		



Topic 1: Christian Beliefs	<ul style="list-style-type: none"> <li>• Nature of God</li> <li>• God as omnipotent, loving, just</li> <li>• The Trinity</li> <li>• Creation</li> <li>• The Incarnation</li> <li>• The Crucifixion</li> <li>• Resurrection and Ascension</li> <li>• Resurrection and life after death</li> <li>• Afterlife and judgement</li> <li>• Heaven and Hell</li> <li>• Sin and Salvation</li> </ul>	<p>To develop a confident grasp of different interpretations of key beliefs across Catholic, Protestant and Orthodox denominations.</p> <p>The following websites can be used to explore content in more detail:  <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a>  <a href="#">BBC - Religion: Christianity</a></p>
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#### Key Stage 5

Key topic	Concepts	Additional development
Paper 1: Philosophy		
Ancient Greek Influences	<p><b>Plato's philosophy of:</b></p> <ul style="list-style-type: none"> <li>- Reality</li> <li>- The Forms</li> <li>- The Cave</li> </ul> <p><b>Aristotle's philosophy of:</b></p> <ul style="list-style-type: none"> <li>- Reality</li> <li>- The Four Causes</li> <li>- The Prime Mover</li> </ul>	<p>The following websites have a huge amount of additional wider reading available (and can be used for all three examination papers):</p> <p><a href="#">Stanford Encyclopedia of Philosophy</a></p> <p><a href="#">I Think Therefore I Teach - Tips for A level students. Lesson ramblings for teachers (helpful ideas too!)</a></p>
Soul, Mind and Body	<ul style="list-style-type: none"> <li>• The Philosophical language of soul/mind/body in Plato and Aristotle</li> <li>• The metaphysics of consciousness, including: <ul style="list-style-type: none"> <li>- Dualism</li> <li>- Materialism</li> </ul> </li> </ul>	
Arguments from Observation	<ul style="list-style-type: none"> <li>• The Teleological Argument</li> <li>• The Cosmological Argument</li> </ul>	
Arguments from Reason	<ul style="list-style-type: none"> <li>• The Ontological Argument</li> </ul>	
Religious Experience	<p><b>The nature and influence of religious experience, including:</b></p> <ul style="list-style-type: none"> <li>- Mystical experience</li> <li>- Conversion experience</li> </ul> <p><b>Different ways in which religious experiences can be understood.</b></p>	
Problem of Evil	<ul style="list-style-type: none"> <li>• The concepts of evil and suffering – including its different presentations</li> </ul>	

	<ul style="list-style-type: none"> <li>Theodicies that propose some justification or reason for divine action or inaction in the face of evil</li> </ul>	
Paper 2: Ethics		
Natural Law	<ul style="list-style-type: none"> <li>Aquinas's Natural Law, including: <ul style="list-style-type: none"> <li>The Telos</li> <li>The Four Tiers of Law</li> <li>The Precepts</li> </ul> </li> </ul>	<p>The following websites have a huge amount of additional wider reading available (and can be used for all three examination papers):</p> <p><a href="#">Stanford Encyclopedia of Philosophy</a></p> <p><a href="#">I Think Therefore I Teach – Tips for A level students. Lesson ramblings for teachers (helpful ideas too!)</a></p>

# Psychology

## Key Stage 5

Key topic	Concepts	Additional development
<b>Year 12</b> Paper 1: Social Influence	<ul style="list-style-type: none"> <li>Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</li> <li>Conformity to social roles as investigated by Zimbardo.</li> <li>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.</li> <li>Explanations of resistance to social influence, including social support and locus of control.</li> <li>Minority influence including reference to consistency, commitment and flexibility.</li> <li>The role of social influence processes in social change.</li> </ul>	
<b>Year 12</b> Paper 2: Psychological approaches	<ul style="list-style-type: none"> <li>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</li> <li>The basic assumptions of the following approaches:               <ul style="list-style-type: none"> <li>Learning approaches:                   <ul style="list-style-type: none"> <li>The behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research;</li> <li>Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.</li> <li>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</li> </ul> </li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</li> <li>○ The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</li> <li>○ Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</li> <li>○ Comparison of approaches</li> </ul>	
<b>Year 13</b> Paper 3: Aggression	<ul style="list-style-type: none"> <li>• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</li> <li>• The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.</li> <li>• Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</li> <li>• Institutional aggression in the context of prisons: dispositional and situational explanations.</li> <li>• Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming</li> </ul>	
Revision of Paper 1	<ul style="list-style-type: none"> <li>• Social Influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Psychopathology</li> </ul> <p><i>See specification for further detail.</i></p>	

# Spanish

## Key Stage 4 **ACCELERATED COURSE**

Key topic	Concepts	Additional development
Basic vocabulary related to personal information <b>Year 10</b>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> Numbers, months, family members, personality and physical descriptions, nationalities and countries</li> <li><b>Grammar:</b> present tense of regular verbs in the three groups (-ar, -er, -ir), reflexive verbs in the present tense, comparative and superlative structures, key irregular verbs in the present (ser, estar, tener), adjectival agreements</li> </ul>	<p>Students can access online revision sites such as Quizlet, Linguascope, BBCBitesize and Teachvid.</p> <p><a href="#">GCSE Spanish - Edexcel - BBC Bitesize</a>  <a href="#">Q&amp;A: GCSE Spanish: High frequency vocabulary - Numbers 0 - 100: Edexcel: GCSE (9-1)   Quizlet</a>  <a href="#">Linguascope   The World's Number 1 Interactive Language Learning Platform for Schools</a>  <a href="#">Q&amp;A: GCSE Spanish: High frequency vocabulary - Important verbs 1: Edexcel: GCSE (9-1)   Quizlet</a>  <a href="#">Q&amp;A: GCSE Spanish: High frequency vocabulary - Time expressions 1: Edexcel: GCSE (9-1)   Quizlet</a></p>
School topic <b>Year 10</b>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> school topic related vocabulary, telling the time, days of the week, clothes and uniform, opinions and justifications, wide range of adjectives, school rules and facilities. Time expressions. Extracurricular clubs.</li> <li><b>Grammar:</b> backward verbs like <i>gustar</i>, <i>interesar</i> and <i>encantar</i>. Revision of comparative and superlative structures including irregular forms. Modal verbs + infinitive (<i>se debe</i>, <i>no se puede</i>...). Near future tense. Preterite form of regular verbs</li> </ul>	<p>Students have resources in their vocabulary booklets for each topic as well as grammar and translation workbooks. They also have classroom resources for each topic.</p> <p>Lesson resources used during remote learning are also available in MS Teams, as well as assignments.</p>
Town and region topic <b>Year 10</b>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> places in town, adjectives, giving directions</li> <li><b>Grammar:</b> verb structures such as “hay” and “se puede + infinitives”, use of quantifiers, verb “estar” for location. Negative forms “ni..ni.” and “tampoco”</li> </ul>	<p>Students have GCSE student booklets with information about the course: syllabus, topics and themes, assessments including information about the oral exam.</p> <p><a href="https://www.teachvid.com/resource/b8ySUujGB8JL9IZEv24s?v=multi-choice">https://www.teachvid.com/resource/b8ySUujGB8JL9IZEv24s?v=multi-choice</a>  <a href="https://quizlet.com/class/16480280/">https://quizlet.com/class/16480280/</a>  <a href="#">TeachVid - Resource: GCSE Spanish: El Medioambiente</a></p>
Daily and cultural life <b>Year 10</b>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> routines, time and frequency expressions, household chores, opinions, hobbies, internet, TV programmes and films, weather.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Grammar:</b> stem changing verbs in the present such as “preferir, jugar, querer”, using “soler” + infinitive. Direct object pronouns. Reflexive verbs and pronouns. Using “if” and “when” clauses.</li> </ul>	
Work topic <b>Year 10</b>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> jobs and professions, places of work, work experience, talking about the past</li> <li>• <b>Grammar:</b> imperfect and preterite tenses of both regular and irregular verbs, opinions in the past.</li> </ul>	
Holidays topics <b>Year 10</b>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> holiday activities in all tenses, holiday accommodation types and descriptions, account of a past holiday, illnesses and injuries, transactional language, question words.</li> <li>• <b>Grammar:</b> preterite, imperfect, simple future and conditional. Complex structures with subjunctive, using verb “doler”. Introduction to perfect tense including irregular forms.</li> </ul>	
<b>Year 11</b> Knowledge retrieval of content studied in year 10	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> topics studied in previous year plus further development to include unusual language, idioms and complex language. Global issues, languages beyond the classroom, environment, festivals.</li> <li>• <b>Grammar:</b> grammatical items studied in year 10, indirect and direct object pronouns, personal “a”, expressions followed by infinitive structures, using “tan/tanto” and similar adjectives. Pluperfect tense and subjunctive mode.</li> </ul>	

### Key Stage 5

Key topic	Concepts	Additional development
<b>Year 12</b> Social evolution of Spanish family: Changes	<ul style="list-style-type: none"> <li>• Topic based vocabulary</li> <li>• Present tense, including regular, irregular, stem changing verbs and verbs with orthographical change. Apocopation of adjectives. Reflexive</li> </ul>	Students can access the websites below to practise a wide range of skills such as vocabulary, translation, grammar, listening, etc as well as

in family structure, world of work and the impact of tourism in Spain	verbs. Preterite and imperfect tenses. Object pronouns. Conditional tense including irregular verbs.	explore further cultural texts from authentic sources. <a href="#">Ejercicios de gramática (ver-taal.com)</a> <a href="#">A level Spanish edexcel Flashcards and Study Sets</a> <a href="#">Quizlet</a> <a href="#">Dynamic Learning - Login (dynamic-learning.co.uk)</a>
<b>Year 12</b> Literary text: La Casa De Bernarda Alba	<ul style="list-style-type: none"> <li>Themes, characters, literary techniques. Essay writing techniques (evidence and analysis)</li> </ul>	<p>Additionally, students have the A level student booklet that was handed at the start of the course which contains information on the syllabus, themes, exam skills and assessments.</p> <p>Students have a vocabulary activities booklet which is topic based and well as a grammar booklet which is grammar point based. They also have a self-valuation grammar content sheet with all the grammatical structures that are studied in the course. This is to support the purchased A level Edexcel grammar workbook.</p> <p>Students have a wide range of resources in MS Teams including lessons and classroom resources, as well as marked work and assignments.</p> <p>For the literary aspect of the course, students have a wide range of study booklets for both La Casa de Bernarda Alba and Bodas de Sangre: These include, information on themes, characters and literary techniques as well as marked sample essays.</p>
<b>Year 12</b> Culture in the Spanish speaking world: music, media, traditions and festivals	<ul style="list-style-type: none"> <li>Topic based vocabulary</li> <li>Future tense including irregular verbs, backward verbs, infinitive and gerund uses, present tense of subjunctive mode, imperatives (formal and informal), relative pronouns, negative constructions, por/para and other verb+prep+ inf constructions.</li> </ul>	
<b>Year 12</b> Spanish civil war and the rise of Franco	<ul style="list-style-type: none"> <li>Topic based vocabulary</li> <li>Conditional tense, perfect tense and various tenses of the subjunctive (present, imperfect)</li> </ul>	
<b>Year 13</b> Franco's dictatorship and transition to democracy	<ul style="list-style-type: none"> <li>Topic based vocabulary</li> <li>Passive voice and how to avoid it, compound tenses, impersonal verbs, subjunctive</li> </ul>	
<b>Year 13</b> Literary text: Bodas de Sangre	<ul style="list-style-type: none"> <li>Themes, characters, literary techniques. Essay writing techniques (evidence and analysis)</li> </ul>	
<b>Year 13</b> Multiculturalism and immigration in Spain: positive impact of immigration, challenges of integration and public reactions to immigration	<ul style="list-style-type: none"> <li>Topic based vocabulary</li> <li>Object pronouns, passive/active voice, radical changes in verbs, expressions of time and subjunctive tenses.</li> </ul>	

## Parent subject passions at school to their current professions

One thing that I would advise any student is do not choose to study subjects that you don't really like. I attended CCHS from 1981 to 1988, five years of which I was a dedicated student of Latin, firstly through O-level then onto A-level. I was frequently asked what exactly the point of my doing this was and lost count of the number of times I was told it was a dead language and all I could do with it career-wise was become a Latin teacher!

I adored Latin and studied it purely for enjoyment. My career focus was in fact French which I intended to study at university. These plans had to change when I didn't get the French grade I needed to start at my chosen university, and I was forced to take a gap year to rearrange a university place elsewhere. I ended up, in fact, studying English Literature at degree level. My college offered me an Erasmus exchange with Italy which sounded fantastic. My chums and I followed a basic course of Italian then off we went.

The Erasmus exchange was excellent in many respects, including the opportunity to learn Italian. What I found was my Latin foundations proved to be of significant help. After completing university, I went back to Italy and worked there for four years. Again, I found that my Latin was consistent in helping my fluency in Italian. This fluency has enabled me over the years to be able to offer Italian to secondary schools where I have worked as (primarily) an English teacher. In fact, it got to the stage where I was actually conducting all the GCSE, AS and A2-Level oral exams by myself as well as teaching these courses. The 'useless' study of Latin has, in fact, empowered my learning and in turn led to some very inspiring and enjoyable career moments for me. Sometimes we fail to see the potential doors some subjects may open to us. Never limit your thinking!

Mrs M Taylor



## Student 'Subject Sisters'

Developing last year's 'Summer Sorority' idea, students, who are particularly strong in certain subjects, will be invited to be 'subject sisters' for students younger than themselves, offering mentorship.

Subject Leaders and Year Leaders will speak to students about this in school.

