

# Art



Michaelmas 1	<p><b><u>Typography</u></b></p> <ul style="list-style-type: none"> <li>• Research and identify key typography artists</li> <li>• Develop use of layout and visual space</li> <li>• Develop and refine a final outcome with the starting point of typography</li> </ul>
Michaelmas 2	<p><b><u>Colour Theory</u></b></p> <ul style="list-style-type: none"> <li>• Learn how to use and make colour harmonies</li> <li>• Identify colour harmonies</li> <li>• Develop use of colour in primary observational work</li> </ul>
Lent 1	<p><b><u>Rotational Symmetry</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the art form of Mandala's</li> <li>• Analyze the work of Mandala artists</li> <li>• Complete a series of drawings using different forms of rotational symmetry</li> <li>• Use colour theory to develop and refine own use of pattern and symmetry</li> </ul>
Lent 2	<p><b><u>Observational Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Learn advanced observational drawing techniques</li> <li>• Produce own primary and secondary resources</li> <li>• Complete a drawing using the grid method</li> <li>• Research the artist and biologist Ernst Haeckel and produce an analysis looking at his work</li> <li>• Complete a collection of drawings based on a topic within 'Natural Forms'</li> <li>• Use key terminology, critically and fluently evaluate own work for it's artistic merits.</li> </ul>
Trinity 1	<p><b><u>Developing a Final Outcome</u></b></p> <ul style="list-style-type: none"> <li>• Develop a final outcome using images created in Lent 2 and techniques developed in M2 and L1.</li> <li>• Fluently refine work</li> <li>• Produce a series of media trials to refine techniques</li> <li>• Accurately use rotational symmetry</li> </ul>
Trinity 2	<p><b><u>Printmaking</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the different forms of printmaking.</li> <li>• Intaglio processes: Etching</li> <li>• Planographic processes: Monoprinting, Monoprinting with colloagraph</li> <li>• Relief Processes: Polyboard and lino printing.</li> <li>• Try out a range of printing processes and refine the process of lino-printing</li> <li>• Produce a multi layer print</li> <li>• Develop visual concept from T1 outcome (AO2)</li> <li>• Evaluate the work of William Morris OR Armi Raita</li> </ul>

# Engineering



Michaelmas 1	<u>Design and make activity Jewelry box</u> <ul style="list-style-type: none"> <li>• Marking out and cutting MDF</li> <li>• Finger joints</li> <li>• Adhesives and fillers.</li> <li>• Using the band saw.</li> <li>• Installing hinges</li> <li>• Final finish</li> <li>• Spray painting.</li> <li>• Lase cutting.</li> <li>• Testing</li> </ul>
Michaelmas 2	<u>Properties &amp; Characteristics of Materials 1</u> <ul style="list-style-type: none"> <li>• Properties <ul style="list-style-type: none"> <li>○ Chemical</li> <li>○ Electrical</li> <li>○ Mechanical</li> <li>○ Optical</li> <li>○ Thermal</li> </ul> </li> <li>• Characteristics of Materials <ul style="list-style-type: none"> <li>○ Aestheti</li> <li>○ Environmental</li> </ul> </li> </ul>
Lent 1	<u>Properties &amp; Characteristics of Materials 2</u> <ul style="list-style-type: none"> <li>• Materials <ul style="list-style-type: none"> <li>○ Metals</li> <li>○ Polymers</li> <li>○ Wood</li> <li>○ Ceramics</li> <li>○ Composite</li> </ul> </li> <li>• Safety &amp; Correct Use <ul style="list-style-type: none"> <li>○ Control Measures</li> <li>○ Tools, Equipment &amp; Machines</li> </ul> </li> <li>• Marking Out <ul style="list-style-type: none"> <li>○ Modification</li> <li>○ Joinin</li> </ul> </li> </ul> <p>g Finishing</p>
Lent 2	<u>Reading engineering drawings</u> <ul style="list-style-type: none"> <li>• Drawing conventions <ul style="list-style-type: none"> <li>○ Title Block</li> <li>○ Systems of measurement</li> <li>○ Scale</li> <li>○ Lines</li> <li>○ Tolerance</li> </ul> </li> <li>• 2D Projections - first &amp; third angle</li> <li>• 3D Projections - isometric &amp; 2 point perspective</li> </ul>

Trinity 1	<u>Design and make activity</u> Table lamp <ul style="list-style-type: none"><li>• 2D design</li><li>• 3D modelling</li><li>• Concrete and aggregates</li><li>• Soldering copper piping</li><li>• Flux and solder properties.</li><li>• Heat bending.</li><li>• Electric circuits.</li><li>• Household plug and connections.</li><li>• Switches.</li></ul> Testing and evaluation.
Trinity 2	Preparation for Exam Revision

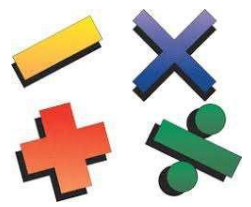
# Food Preparation

# And Nutrition



Michaelmas 1	<p><b>Core skills:</b> Knife skills with vegetable cuts  <b>Skills focus:</b> Cakes <b>Topic:</b>  <b>Food safety Food science:</b> Aeration</p> <ul style="list-style-type: none"> <li>• <b>Competition :</b> Keen young cooks (DSA Teflon)</li> </ul>
Michaelmas 2	<p><b>Core skills:</b> Knife skills with poultry and meat  <b>Skills focus:</b> Pastry  <b>Topic:</b> Food choice , sensory evaluation  <b>Food science:</b> shortening</p> <ul style="list-style-type: none"> <li>• <b>Competition:</b> Trinity Masterchef regional finals (Springboard -Futurechef)</li> </ul>
Lent 1	<p><b>Intermediate skills:</b> Doughs  <b>Skills focus:</b> Pasta  <b>Topic:</b> Food nutrition and health; Eating well; macronutrients; micronutrients  <b>Food science:</b> Gluten formation</p> <ul style="list-style-type: none"> <li>• <b>Competition:</b> A taste of game.</li> </ul>
Lent 2	<p><b>Intermediate skills</b>  <b>Skills focus :</b> Meat &amp; poultry preparation, <b>Projects:</b> Magic with Mince &amp; Cheeky chicken  <b>Topic:</b> Diet and health Nutritional needs for different groups of people</p> <ul style="list-style-type: none"> <li>• <b>Food science:</b> The Maillard reaction and non enzymic browning</li> </ul>
Trinity 1	<p><b>Intermediate skills:</b> Setting mixtures  <b>Skill focus:</b> Using gelatin and eggs</p> <p><b>Topic:</b> Food provenance International cuisine: Festival fun  <b>Food science :</b> protein denaturation and coagulation</p> <ul style="list-style-type: none"> <li>• <b>Competition:</b> Trinity Masterchef heats</li> </ul>
Trinity 2	<p>Intermediate skills: Dough</p> <p><b>Skill focus:</b> Bread</p> <p><b>Topic:</b> Food provenance International cuisine Festival fun  <b>Food science :</b> Caramelisation</p> <p><b>Visits:</b> to Street Food markets</p> <ul style="list-style-type: none"> <li>• <b>Competition:</b> Trinity Masterchef heats.</li> </ul>

# Maths Foundation Tier

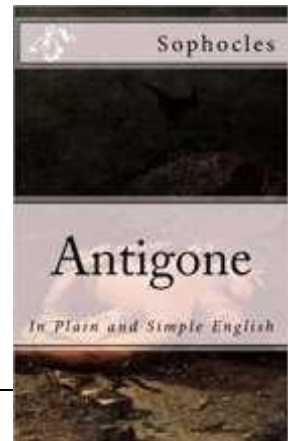


Michaelmas 1	<b>Algebraic Reasoning</b> <ul style="list-style-type: none"><li>• Collecting Like Terms</li><li>• Multiply and Divide terms / expressions</li><li>• Multiply out expressions with brackets such as <math>3(x+2)</math> or <math>5(x-2)</math>.</li><li>• Expand (and simplify) harder expressions such as <math>x(x-5)</math> and <math>3(x+2)-5(2x-1)</math>.</li><li>• Expand (and simplify) quadratic expressions such as <math>(x+4)(x-2)</math>, <math>(2x+y)(3x-2y)</math> and <math>(x+2)^2</math> ( use grid method)</li><li>• Create expressions or formulae to represent worded problems</li><li>• Order of Operations</li><li>• Substituting negative numbers into expressions (and formulae)</li><li>• Substitute positive and negative numbers into algebraic formulae involving powers</li><li>• Using formulae from mathematics and other subjects that require prior simplification of brackets, including those that have negative signs occurring anywhere in the equation, and those with a negative solution</li><li>• Derive a formula from a word problem ( include examples on area, perimeter, angles etc)</li><li>• change the subject of a simple formula (one operation)</li><li>• Change the subject of the formula where new subject appears only once</li><li>• • Change the subject of the formula, including cases where the subject appears twice</li></ul>
Michaelmas 2	<ul style="list-style-type: none"><li>• Understanding equivalent fractions</li><li>• Simplifying a fraction by cancelling all common factors</li><li>• Ordering fractions by rewriting them with a common denominator</li><li>• Adding fractions with the same denominator</li><li>• Multiplying simple fractions</li><li>• Four rules of number applied to any fractions (including Mixed Numbers)</li><li>• Using fractions to solve worded problems from a variety of contexts</li><li>• Understand that 'percentage' means 'number of parts per 100' and use this to compare proportions</li><li>• Change a percentage to a fraction or decimal and vice versa</li><li>• Changing a fraction into a decimal by division</li><li>• Ordering fractions, decimals and percentages</li><li>• Work out a percentage of a given quantity with and without a calculator</li><li>• Finding one quantity as a percentage of another quantity</li><li>• Using percentages in a variety of contexts</li><li>• Find a percentage increase/decrease of an amount</li><li>• Calculate compound interest for two, or more, periods of time</li><li>• Work out reverse percentage problems</li><li>• Using ratio notation, including reduction to its simplest form and its various links to fraction notation</li><li>• Solving word problems about ratio and proportion, including using informal strategies and the unitary method of solution</li><li>• Dividing a quantity in a simple ratio</li><li>• Dividing a quantity in a given ratio including <math>a:b:c</math></li></ul>

Lent 1	<p><b>Symmetry</b></p> <ul style="list-style-type: none"> <li>• Recognise and draw on lines of symmetry.</li> <li>• Draw all lines of symmetry for simple shapes &amp; polygons</li> <li>• Draw the reflection of a shape about a mirror line, on cm grid by counting</li> <li>• Complete shapes with one lines of symmetry</li> <li>• Reflect shapes in either axis using coordinates</li> <li>• Know the order of rotational symmetry for polygons</li> <li>• Complete shapes with rotational symmetry of order 2.</li> <li>• Complete a pattern with rotational symmetry 4.</li> </ul> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>• Recognise acute, obtuse, reflex and right angles.</li> <li>• Estimate angles and measure them accurately.</li> <li>• Use properties of angles at a point, opposite angles at a vertex and angles on a straight line.</li> <li>• Angles facts for triangles (including exterior angles)</li> <li>• Recognising and knowing basic properties of common 2D shapes (including triangles &amp; quadrilaterals)</li> <li>• Properties of special Triangles and Quadrilaterals</li> <li>• Find alternate/corresponding angles within parallel lines</li> <li>• Find co-interior angles within parallel lines</li> <li>• Solve harder problems involving compound shapes involving triangles and parallel lines</li> <li>• Find and use the interior/exterior/sum of interior angles of regular/irregular polygons</li> <li>• Know and use the properties of special quadrilaterals</li> <li>• Identify similar/congruent shapes</li> <li>• Show formally that 2 shapes are congruent/similar</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Metric units</li> <li>• Etimations.</li> <li>• Scales</li> <li>• Compound measure</li> </ul>
Lent 2	<p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>• Plot co-ordinates in all 4 quadrants</li> <li>• Given two points, find the mid-point.</li> <li>• Draw a straight line from a set of co-ordinates</li> <li>• Recognise equations of horizontal and vertical lines</li> <li>• Complete a values table for linear graphs such as <math>y = 2x + 1</math> and draw the graph.</li> <li>• Understand the structure of <math>y = mx + c</math> and be able to answer questions around this.</li> <li>• Understand the links between equations of parallel lines and <math>y = mx + c</math></li> <li>• Solve simultaneous linear equations in the form <math>y = mx + c</math></li> </ul> <p><b>Inequalities</b></p> <ul style="list-style-type: none"> <li>• Pupils display inequalities on a number line</li> <li>• Give possible integer values for a given inequality</li> <li>• To solve inequalities such as <math>4 &gt; 5x - 2</math>.</li> <li>• To solve inequalities with variables on both sides such as <math>3x + 9 &gt; 5x</math>.</li> <li>• Display solutions to inequalities graphically using shaded regions</li> </ul>
Trinity 1	<ul style="list-style-type: none"> <li>• Using decimal notation and recognising that each terminating decimal is a fraction</li> <li>• Writing decimal numbers in order of size</li> <li>• Adding and subtracting mentally numbers with up to two decimal places</li> <li>• Using standard column procedures for addition and subtraction of decimals</li> <li>• Dividing by a decimal</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognising that recurring decimals are exact fractions, and that some exact fractions are recurring decimals</li> <li>• Rounding to a given number of decimal places or significant figures</li> <li>• Estimating answers to problems involving decimals</li> <li>• Rounding to a sensible degree of accuracy</li> <li>• Using BIDMAS to establish a correct Order of Operations with/without a calculator</li> <li>• Calculating with Negative Numbers (with/without a calculator)</li> <li>• Use the terms square, positive square root, negative square root, cube and cube root</li> <li>• Using a calculator to accurately work out values of expressions with squares, cubes, powers and roots</li> <li>• Recall integer squares from <math>2 \times 2</math> to <math>15 \times 15</math> <b>and the corresponding square roots</b></li> <li>• Recall the cubes of 2, 3, 4, 5 and 10 <b>and their corresponding roots</b></li> <li>• Using index notation and index laws</li> <li>• Using Negative and Zero indices</li> <li>• Use index notation to solve problem questions</li> </ul>
Trinity 2	<ul style="list-style-type: none"> <li>• Find the perimeter of a shape by counting sides of squares.</li> <li>• Find the area of a shape by counting squares.</li> <li>• Estimate the area of an irregular shape by counting squares and part squares.</li> <li>• Work out the perimeter</li> <li>• Work out the perimeter of a harder rectangle such as 2.6mm by 5.8mm, with units</li> <li>• Area of a simple rectangle such as 4cm by 6cm, with units.</li> <li>• Work out the area of a harder rectangle such as 2.6mm by 5.8mm, with units.</li> <li>• Find the area of a triangle, parallelogram, kite and trapezium.</li> <li>• Solve reverse perimeter and area problems.</li> <li>• Find the area of compound shapes</li> <li>• Recognise, sketch and name 3D shapes e.g. cuboid, cylinder.</li> <li>• Recognise, sketch and name 3D shapes e.g. prism, pyramid, cone and tetrahedron.</li> <li>• Know properties of 3D shapes</li> <li>• Finding volumes by counting cubes and /or using layers.</li> <li>• Find the number of smaller cubes/cuboids which will fit into a larger cube/cuboid.</li> <li>• Recognise the net of a simple solid.</li> <li>• Recognise the net of a more complex solids</li> <li>• Represent 3D shapes on 2D diagrams, showing plan view, front and side elevations</li> <li>• Find the surface area of cubes, cuboids</li> <li>• Calculate the circumference of circles (using Pi)</li> <li>• Calculate the circumference of semi-circles or quarter circles</li> <li>• Calculate area of circles (using Pi)</li> <li>• Find the volume of simple prisms and cylinders</li> </ul>

# English Literature & Language



Michaelmas 1	<p><b><u>War and Conflict</u></b></p> <ul style="list-style-type: none"> <li>• War poetry: Owen, Sassoon</li> <li>• Rhetoric of war: Lloyd George, Churchill, Lincoln</li> <li>• Short stories: Pierce, London</li> <li>• Literary Journalism</li> <li>• Creative writing</li> </ul>
Michaelmas 2	<p><b><u>War and Conflict</u></b></p> <ul style="list-style-type: none"> <li>• War poetry: Owen, Sassoon</li> <li>• Rhetoric of war: Lloyd George, Churchill, Lincoln</li> <li>• Short stories: Pierce, London</li> <li>• Literary Journalism</li> <li>• Creative writing</li> </ul>
Lent 1	<p><b><u>Romeo and Juliet</u></b></p> <ul style="list-style-type: none"> <li>• First whole Shakespeare play</li> <li>• Sonnets</li> </ul>
Lent 2	<p><b><u>Romeo and Juliet</u></b></p> <ul style="list-style-type: none"> <li>• First whole Shakespeare play</li> <li>• Sonnets</li> </ul>
Trinity 1	<p><b><u>Victorian Gothic</u></b></p> <ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• Short Stories</li> <li>• Socio-historic context</li> <li>• Victorian Poetry</li> </ul>
Trinity 2	<p><b><u>Victorian Gothic</u></b></p> <ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• Short Stories</li> <li>• Socio-historic context</li> <li>• Victorian Poetry</li> </ul>



# RE



Michaelmas 1	<p><b>Christian beliefs:</b></p> <ul style="list-style-type: none"> <li>• What is the nature of God?</li> <li>• Why is God known as loving?</li> <li>• Why is the trinity important?</li> <li>• What do different Christians believe about creation?</li> <li>• What is the incarnation and why is it important?</li> <li>• How is Jesus the word of God?</li> <li>• Why did Jesus die for us?</li> <li>• Why did Jesus resurrect?</li> <li>• Why did Jesus ascend?</li> </ul>
Michaelmas 2	<p>Continue: <b>Christian beliefs:</b></p> <ul style="list-style-type: none"> <li>• Do Christians believe in resurrection?</li> <li>• What do Christians believe about the afterlife and judgment?</li> <li>• What is heaven and hell?</li> <li>• Why do we sin?</li> <li>• How does Jesus save us?</li> </ul>
Lent 1	<p><b>Islamic beliefs:</b></p> <ul style="list-style-type: none"> <li>• What is the nature of God?</li> <li>• The oneness of God – Tawhid</li> <li>• What are angels?</li> <li>• What do Muslims believe about predestination and human freedom?</li> <li>• What do Muslims believe about life after death?</li> <li>• What do Muslims believe about heaven and hell?</li> </ul>
Lent 2	<p>Continue: <b>Islamic beliefs:</b></p> <ul style="list-style-type: none"> <li>• Sunni and Shi'a split – what happened and why</li> <li>• The main beliefs in Sunni Islam</li> <li>• The main beliefs in Shi'a Islam</li> <li>• What is prophethood and why is it important?</li> <li>• What are the holy books?</li> <li>• The Imamate in Shi'a Islam</li> </ul>
Trinity 1	<p><b>Christian practices:</b></p> <ul style="list-style-type: none"> <li>• Worship             <ul style="list-style-type: none"> <li>○ Different forms of prayer</li> <li>○ Prayer and its significance</li> <li>○ The role and meaning of the sacraments</li> <li>○ The role and importance of pilgrimage</li> <li>○ The role and importance of celebrations</li> </ul> </li> <li>• The role of the Church in the local and wider community             <ul style="list-style-type: none"> <li>○ The role of the Church in the local community</li> <li>○ The place of mission, evangelism and Church growth</li> <li>○ The importance of the world wide Church</li> </ul> </li> </ul>
Trinity 2	<p><b>Islamic practices:</b></p> <ul style="list-style-type: none"> <li>• Worship             <ul style="list-style-type: none"> <li>○ The five pillars and the ten obligatory acts</li> <li>○ The Shahadah</li> <li>○ Salah</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>• Duties and Festivals<ul style="list-style-type: none"><li>○ Sawm</li><li>○ Zakah</li><li>○ Hajj</li><li>○ Jihad</li></ul></li></ul> <p>Festival and commemorations</p> |
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# Geography



Michaelmas 1	<p><b>Restless Earth</b></p> <ul style="list-style-type: none"> <li>• 1.Global atmosphere systems</li> <li>• 2.Past climate change.</li> <li>• 3. Evidence for past climate change.</li> <li>• 4. Greenhouse Effect</li> <li>• 5. Enhanced Greenhouse Effect.</li> <li>• 6. Impact of climate change on developing country.</li> <li>• 7. Impact of climate change on an emerging country.</li> </ul>
Michaelmas 2	<ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>1. 1,Theory of tectonics.</li> <li>2. Different types of plate boundaries.</li> <li>3. Comparison of causes, impacts and management of a volcanic eruptions at a developing, emerging and developed country.</li> <li>• Comparison of causes, impacts and management of a earthquakes at developing, emerging and developed country.</li> </ul>
Lent 1	<p style="text-align: center;"><b>Development Dilemmas</b></p> <ul style="list-style-type: none"> <li>• 1.Measuring development.</li> <li>• 2. Development and population.</li> <li>• Global inequality.</li> <li>• Developing case study:- Malawi</li> <li>• How do countries develop.</li> <li>• Development in a globalized world,</li> <li>• 7. India- TNCs, inequality and regional differences, sustainable development.</li> </ul>
Lent 2	<p><b>Development Dilemmas cont.</b></p> <ul style="list-style-type: none"> <li>• Top down development = India.</li> <li>• 2 Bottom-up development- Biogas.</li> <li>• The future of India.</li> </ul> <p><b>Challenges of an urbanizing World.</b></p> <ul style="list-style-type: none"> <li>• Global trends</li> <li>• Processes and changes.</li> <li>• 6.Comparing urban economies.</li> <li>• Changing New York.</li> <li>• Land Use in Cities.</li> <li>• Mumbai a growing city.</li> </ul>
Trinity 1	<p style="text-align: center;"><b>Development Dilemmas Cont.</b></p> <ul style="list-style-type: none"> <li>• Quality of life in Mumbai.</li> <li>• Challenges facing Mumbai</li> <li>• Sustainable Mumbai.</li> <li>• Top Down Approaches.</li> </ul> <p>Paper 2- UK Geographical Issues.</p> <ul style="list-style-type: none"> <li>• The UK's relief and geology.</li> <li>• Geology of the UK.</li> <li>• Physical processes in the UK.</li> <li>• People in the UK.</li> <li>• Rivers:- Introduction.</li> <li>• Long profile of a river.</li> </ul>

Trinity 2

**Rivers**

- Field Investigation = river Darent.
- Write up- most as homework.
- Flooding case study- Sheffield. Somerset
- Climate change and prevention.

**Coasts.**

- UK coastline.
- Coastal landforms.
- Coastal management strategies.
- Case study of rapid erosion.

# History



Michaelmas 1	<p><b>Course content:</b> Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total)</p> <p><b>Medieval England- Crimes, Law enforcement, punishments</b></p> <ul style="list-style-type: none"> <li>• <b>Early Modern England- Crimes, Law enforcement, punishments</b></li> </ul>
Michaelmas 2	<p><b>Course content:</b> Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total)</p> <p><b>Industrial Age- Crimes, Law enforcement, punishments</b></p> <ul style="list-style-type: none"> <li>• <b>20<sup>th</sup> Century- Crimes, Law enforcement, punishments</b></li> </ul>
Lent 1	<p><b>Course content:</b> Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total)</p> <p><b>20<sup>th</sup> Century- Crimes, Law enforcement, punishments</b></p> <ul style="list-style-type: none"> <li>• <b>REVISION OF ALL TOPICS</b></li> </ul>
Lent 2	<p><b>Course content:</b> Paper 1- Historical environment: Whitechapel, c1870-1900: Crime and Policing in the inner city (10% total)</p> <p><b>Whitechapel-Physical Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Whitechapel-Social Environment</b></li> </ul>
Trinity 1	<p><b>Course content:</b> Paper 1- Historical environment: Whitechapel, c1870-1900: Crime and Policing in the inner city (10% total)</p> <p><b>Whitechapel-Organization of policing</b></p> <p><b>Whitechapel-Investigative policing</b></p> <ul style="list-style-type: none"> <li>• <b>REVISION OF PAPER 1</b></li> </ul>
Trinity 2	<p><b>Course content:</b> Paper 2- British Depth Study: Early Elizabethan England, 1558-1588 (20% total)</p> <ul style="list-style-type: none"> <li>• <b>Topic 1: Queen, government and religion (1558-69)</b></li> </ul>

# French



<p>Michaelmas 1</p>	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 1 : Qui suis-je ? (Who am I?)</b>  <b>Unit 1: Quelle est ta personnalité? Tu es comment physiquement ? (What is your personality? What are you like physically?)</b>          Describing what you or someone else is like as a person using present tense          Saying what you used to be like using imperfect past tense          Say what you look like, including hair, eyes and stature using present tense          Saying what you used to look like using imperfect past tense          Adjectival agreement – masculine/feminine/plural  <b>Unit 2: Que'est-ce que tu fais avec tes amis? (What do you do with your friends?)</b>          Saying what you like and dislike doing in your free time using opinion verbs in the present tense + infinitives          Saying what you used to like and dislike doing using opinion verbs in the imperfect past tense + infinitives  <b>Unit 3: Décris ta famille. Est-ce que tu t'entends bien avec ta famille? (Describe your family. Do you get on well with your family?)</b>          Saying who is in your family and who you live with          Saying who you used to live with using imperfect tense          Saying who you do/do not get on with and why using reflexive verbs in the first and third person singular</p>
<p>Michaelmas 2</p>	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 1 : Qui suis-je ? (Who am I?)</b>  <b>Unit 4: Qu'est-ce que tu vas faire ce week-end avec ta famille/tes amis? (What are you going to do this weekend with your family/friends?)</b>          Saying what you are going to do in your free time in the future and with whom using near future tense with "aller" (to go) + infinitive          Future time phrases  <b>Unit 5: Qu'est-ce que tu as fait samedi dernier? Comment c'était? (What did you do last Saturday? How was it?)</b>          Saying what you did recently in your free time using perfect tense with "avoir" and "être"          Saying what you thought of it using imperfect past tense opinion phrases          Past tense time phrases  <b>Unit 6: C'est quoi un bon ami/une bonne amie pour toi ? (What is a good friend, for you?)</b>  <b>Qui est ton modèle ? Pourquoi? (Who is your role model? Why?)</b>          Describing the attributes of a good friend using third person singular          Saying who your role model is and why using conditional, perfect past tense and present tenses</p>
<p>Lent 1</p>	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 2 : Le temps des loisirs (Leisure time)</b>  <b>Unit 1: Qu'est-ce que tu aimes comme sport? (What sports do you like?)</b>          Saying which sports you do and do not do using present tense of "jouer" and "faire"          Saying which sports you like and dislike doing using opinion verbs + infinitive          Saying why you do/do not like certain sports using present tense opinions          Present tense time phrases  <b>Unit 2: Quelle est ton émission préférée? (What is your favourite TV programme?)</b>  <b>Qu'est-ce que tu vas regarder à la télé ce soir? (What are you going to watch on TV this evening?)</b>          Saying what TV programmes you watch using present tense          Saying what TV programmes you like and dislike watching using opinion verbs + infinitive          Saying why you do/do not like certain TV programmes using present tense opinions          Present tense time phrases and adverbs of frequency</p>

	<p>Saying what you are going to watch on TV this evening using near future tense  Future tense time phrases</p> <p><b>Unit 3: Qu'est-ce que tu aimes comme film?</b> <i>(What films do you like?)</i>  Saying what sort of films you like watching using present tense  Saying what sort of films you used to like watching using imperfect past tense  Saying what films you have seen recently using perfect past tense  Saying what you thought of it using imperfect past tense opinions  Past tense time phrases  Saying who your favourite actor is and why</p>
Lent 2	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 2 : Le temps des loisirs</b> <i>(Leisure time)</i>  <b>Unit 4: Que fais-tu quand tu es connecté(e)?</b> <i>(What do you do when you are online?)</i>  Saying what you do online/on your mobile using present tense verbs  Saying when and how often using present tense time phrases and adverbs of frequency  Saying what someone else you know does online using third person singular  Giving your opinion on social media using "il est" + adjective + de + infinitive structures</p> <p><b>Unit 5: Qu'est-ce que tu aimes lire/écouter?</b> <i>(What are you like and what is she like?)</i>  Saying what you used to like reading/listening to when you were younger using imperfect past tense  Saying what you like reading/listening to now and why using present tense</p>
Trinity 1	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 3: Jours ordinaires, jours de fête</b> <i>(Ordinary days, celebration days)</i>  <b>Unit 1 : Qu'est-ce que tu manges le soir?</b> <i>(What do eat in the evening?)</i>  Saying what you usually eat/drink and why using present tense with "manger" <i>(to eat)</i>, "boire" <i>(to drink)</i> and "prendre" <i>(to take)</i>+ "du/de la/des" <i>(some)</i>  Present tense time phrases  Saying what you ate recently using perfect past tense  Saying what it was like using imperfect past tense opinion verbs  Past tense time phrases</p> <p><b>Unit 2: Qu'est-ce que tu portes normalement?</b> <i>(What do you normally wear?)</i>  Saying what you normally wear using present tense  Saying what you are going to wear at the weekend using near future tense  Saying what you wore recently using perfect past tense  Saying why using present tense, future and past tense opinion verbs + adjectives  Saying whether you prefer shopping online or in shops and why</p>
Trinity 2	<p><b>Edexcel GCSE Theme 1: Identity and Culture</b>  <b>Module 3: Jours ordinaires, jours de fête</b> <i>(Ordinary days, celebration days)</i>  <b>Unit 3 : Quelle est ta routine un jour typique?</b> <i>(What is your routine on a typical day?)</i>  Saying what you do on a typical school day using "je dois" <i>(I must)</i> + infinitive  Saying what day of the week you prefer and why using "je peux" <i>(I can)</i>+ infinitive  Using "en" <i>(by/whilst)</i>+ present participle to say what you are doing at the same time</p> <p><b>Unit 4: Quelle est ta fête préférée?</b> <i>(What is your favourite celebration?)</i>  Saying what your favourite festival/celebration is and why  Saying what you are going to do at New Year this year using near future tense  Saying how you celebrated your last birthday using perfect past tense</p>

# Spanish



<p>Michaelmas 1</p>	<p>Viva Edexcel GCSE 9-1 Higher <b>Desconéctate!</b></p> <ol style="list-style-type: none"> <li>1. <b>Revision holidays + weather</b> Grammar adjectival agreement (table) importance of singular and plural (etre and avoir)</li> <li>2. <b>Revision present + Preterit tenses</b> Grammar prepositions (aller present tense)</li> <li>3. <b>Que haces en verano?</b> Present tense Listen to identify pronouns</li> <li>4. <b>Como prefieres pasar las vacaciones?</b> Opinion verbs to refer to people Understanding percentages</li> </ol> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Viva Edexcel Higher Baseline Exam</p>
<p>Michaelmas 2</p>	<p>Viva Edexcel GCSE 9-1 Higher <b>Desconéctate!</b></p> <ol style="list-style-type: none"> <li>1. <b>Destino Barcelona</b> Preterit tense Using different structures to give opinions</li> <li>2. <b>Como era ?</b> Grammar : imperfect tense Dealing with unpredictable vocabulary</li> <li>3. <b>Quisiera reservar...</b> Grammar using verbs with usted Using question to form answers</li> <li>4. <b>Mis vacaciones desastrosas</b> Grammar using three tenses Positive and negative opinions</li> </ol> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) • End of term Exam based on Viva Edexcel mod1</p>
<p>Lent 1</p>	<p>Viva Edexcel GCSE 9-1 Higher <b>Mi vida en el insti</b></p> <ul style="list-style-type: none"> <li>• <b>Revision school subjects + facilities</b> Grammar descriptive structures</li> <li>• <b>Revision school uniform + school day</b> Grammar using adjectives</li> <li>• <b>Que tal los estudios ?</b> Grammar comparative + superlatives Using justification</li> <li>• <b>Mi Nuevo insti!</b> Grammar using negative Comparing now and then</li> </ul> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision)</p>



	<p>HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet)</p> <ul style="list-style-type: none"> <li>• End of term Exam based on Studio Edexcel Higher writing</li> </ul>
Lent 2)	<p>Viva Edexcel GCSE 9-1 Higher <b>Mi vida en el insti</b></p> <ol style="list-style-type: none"> <li>1. <b>Esta prohibido !</b> Grammar phrase followed by an infinitive Tackling harder listening tasks</li> <li>2. <b>Destino Zaragoza !</b> Grammar Near Future tense Asking and answering questions</li> <li>3. <b>Mis club y mis exitos</b> Grammar Object pronouns Saying how long you have been doing something.</li> </ol> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet)</p> <ul style="list-style-type: none"> <li>• End of term Exam based on Studio Edexcel Higher mod 2</li> </ul>
Trinity 1)	<p>Viva Edexcel GCSE 9-1 Higher <b>Mi gente</b></p> <ul style="list-style-type: none"> <li>• <b>Revision socialising + family</b> Grammar key regular verb in present</li> <li>• <b>Revision descriptions</b> Grammar using key irregular verb in present</li> <li>• <b>Mis aplicaciones favoritas</b> Grammar using para + infinitive Referring to others</li> <li>• <b>Que estas haciendo ?</b> Grammar the present continuous tense Improvising dialogues</li> </ul> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet)</p> <ul style="list-style-type: none"> <li>• End of term Exam based on Studio Edexcel writing</li> </ul>
Trinity 2	<p>Viva Edexcel GCSE 9-1 Higher <b>Mi gente</b></p> <ul style="list-style-type: none"> <li>• <b>Leer es un placer</b> Grammar : conjunctions</li> <li>• <b>Retratos !</b> Grammar using 'ser' and 'estar' Understanding more detailed description</li> <li>7. <b>Relaciones</b> Grammar a range of relationship verbs Referring to present and past</li> </ul> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet)</p> <ul style="list-style-type: none"> <li>• End of term Exam based on Studio Edexcel Higher mod 3</li> </ul>

# Core PE



	Boys	Girls
Michaelmas 1	<p>Two groups will choose from the following:</p> <p><b>Basketball</b> Basic rules, passing, shooting and defending.</p> <p><b>Table Tennis</b> Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p><b>Wall Ball</b> Basic rules, serve, forehand and positioning on court.</p> <p><a href="#">Inter-house competition:</a> <b>Basketball</b></p>	<p><b>Tag Rugby</b> Ball handling, passing, scoring, variation games.</p> <p><a href="#">Inter-house competition:</a> <b>Tag Rugby</b></p>
Michaelmas 2	<p>Both groups will take part in:</p> <p><b>Rugby:</b> Ball handling, passing backwards, tag rugby development and introduction to basic contact.</p> <p><a href="#">Inter-house competition:</a> <b>Tag Rugby</b></p>	<p><b>Trampoline</b> Introduction to safety rules, basic shapes: Straight jump, half turn, full turn, tuck, straddle and pike and seat drop. Looking at technique and control and linking skills together.</p> <p><a href="#">Inter-house competition:</a> <b>Trampoline</b></p>
Lent 1	<p>Both groups will take part in:</p> <p><b>Football:</b> Passing technique, shooting technique, defending and tackling, small sided games.</p> <p><a href="#">Inter-house competition:</a> <b>Football</b></p>	<p><b>Netball</b> Chest, shoulder and bounce pass technique, footwork skills, introduction to dodging and variation sports ie. End ball.</p> <p><a href="#">Inter-house competition:</a> <b>Netball</b></p>
Lent 2	<p>Two groups will choose from the following:</p> <p><b>Basketball</b> Basic rules, passing, shooting and defending.</p> <p><b>Table Tennis</b> Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p><b>Wall Ball</b> Basic rules, serve, forehand and positioning on court.</p> <p><a href="#">Inter-house competition:</a> <b>Table Tennis</b></p>	<p><b>Fitness/Orienteering</b> Basic introduction to fitness components, testing. Circuit training and HIIT. Basic team building exercises.</p> <p><a href="#">Inter-house competition:</a> <b>Dodgeball</b></p>

Trinity 1	<p><b>Athletics</b></p> <p>Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay.</p> <p>Field events – shot-put, discus and javelin.</p> <p>Development of technique and opportunity to practice for sports day!</p> <p>No Inter-house competition due to short half term.</p>	<p><b>Athletics</b></p> <p>Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay.</p> <p>Field events – shot-put, discus and javelin.</p> <p>Development of technique and opportunity to practice for sports day!</p> <p>No Inter-house competition due to short half term.</p>
Trinity 2	<p>Choice of the following activities:</p> <p><b>Kwik Cricket</b> Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket.</p> <p><b>Rounders</b> Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring.</p> <p><b>Softball</b> Basic rules, batting catching and variation of rules.</p> <p><b>Tennis</b> Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallys.</p> <p>Inter-house competition Boys: <b>Dodgeball</b></p> <p>Inter-house competition Girls: <b>Rounders</b></p>	<p>Choice of the following activities:</p> <p><b>Kwik Cricket</b> Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket.</p> <p><b>Rounders</b> Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring.</p> <p><b>Softball</b> Basic rules, batting catching and variation of rules.</p> <p><b>Tennis</b> Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallys.</p> <p>Inter-house competition Boys: <b>Dodgeball</b></p> <p>Inter-house competition Girls: <b>Rounders</b></p>

# Combined Science



Michaelmas 1	<p><b><u>Cell Biology</u></b></p> <ul style="list-style-type: none"><li>• The structure and function of plant and animal cells.</li><li>• Microscopes and calculating magnification.</li><li>• Required practical: Preparing onion cell and cheek cell slides.</li><li>• Ultrastructure of cells.</li><li>• Specialised cells.</li><li>• Cell division.</li><li>• Stem cells.</li><li>• Uses and ethical concerns of stem cell research.</li><li>• Aerobic and anaerobic respiration.</li><li>• Growing microorganisms (triple only).</li><li>• Testing new antibiotics (triple only).</li></ul> <p><b><u>Atomic structure</u></b></p> <ul style="list-style-type: none"><li>• Structure of an atom.</li><li>• Development of the model of the atom.</li><li>• Development of the periodic table.</li><li>• Electron diagrams and configuration.</li><li>• Interpreting information on the periodic table.</li><li>• Calculating relative atomic mass.</li><li>• Group 1, Group 7 and Group 8 elements.</li><li>• Transition metals (triple only).</li></ul>
Michaelmas 2	<p><b><u>Structure and Bonding</u></b></p> <ul style="list-style-type: none"><li>• Ionic bonding.</li><li>• Giant ionic lattices.</li><li>• Properties of ionic compounds.</li><li>• Covalent bonding</li><li>• Giant covalent structures.</li><li>• Simple covalent molecules.</li><li>• Properties of Giant covalent structures.</li><li>• Properties of simple covalent molecules.</li><li>• Metallic bonding.</li><li>• Properties of metals in relation to their bonding.</li><li>• Nanoparticles (triple only).</li></ul> <p><b><u>Energy</u></b></p> <ul style="list-style-type: none"><li>• Gravitational potential energy.</li><li>• Kinetic energy.</li></ul>

	<ul style="list-style-type: none"> <li>• Work done and energy transfer.</li> <li>• Power</li> <li>• Specific heat capacity.</li> <li>• Required practical: Investigating specific heat capacity.</li> <li>• Dissipation of energy</li> <li>• Energy efficiency</li> <li>• Required practical: Investigating ways of reducing the unwanted energy transfer in a system (triple only).</li> <li>• Using energy resources.</li> <li>• Global energy supplies.</li> </ul>
Lent 1 (	<p><b><u>Moving and changing materials</u></b></p> <ul style="list-style-type: none"> <li>• Osmosis</li> <li>• Diffusion</li> <li>• Required practical : Investigating the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.</li> <li>• Learning about active transport.</li> <li>• The need for transport systems.</li> <li>• Explaining enzymes.</li> <li>• Required practical: Investigate the effect of pH on the rate of reaction of amylase enzyme.</li> <li>• The digestive system.</li> <li>• Required practical: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins.</li> <li>• Exchange surfaces</li> <li>• Plants minerals.</li> <li>• Circulatory system.</li> <li>• The lungs and gas exchange.</li> <li>• Coronary heart disease.</li> </ul>
Lent 2	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Static electricity (triple only)</li> <li>• Electric fields (triple only)</li> <li>• Electric current.</li> <li>• Series and parallel circuits.</li> <li>• Investigating circuits.</li> <li>• Circuit components.</li> <li>• Required practical: I-V characteristics of a filament lamp, diode and a resistor at constant temperature.</li> <li>• Required practical: Investigating the effect wire length has on total resistance in a circuit.</li> <li>• Control circuits.</li> <li>• Electricity in the home.</li> <li>• Transmitting electricity.</li> <li>• Power and energy transfer.</li> <li>• Calculating power.</li> <li>• Difference between potential difference and current.</li> </ul> <p><b><u>Chemical quantities and calculations</u></b></p> <ul style="list-style-type: none"> <li>• Conservation of mass.</li> <li>• Balancing equations.</li> <li>• Relative formula mass.</li> <li>• Mass changes when gases are in reactions.</li> <li>• Chemical measurements and uncertainty.</li> <li>• Moles</li> <li>•</li> </ul>

Trinity 1	<p><b><u>Chemical quantities and calculations</u></b></p> <ul style="list-style-type: none"> <li>• Moles.</li> <li>• Amounts of substances in equations.</li> <li>• Using moles to balance equations.</li> <li>• Concentrations of solutions.</li> <li>• Atom economy (triple only).</li> <li>• Using concentrations of solutions (triple only).</li> <li>• Amounts of substances in volumes of gases (triple only).</li> </ul> <p><b><u>Photosynthesis</u></b></p> <ul style="list-style-type: none"> <li>• Explaining photosynthesis.</li> <li>• Looking at photosynthesis.</li> <li>• Investigating leaves.</li> <li>• Required practical: Investigate the effect of light intensity on the rate of photosynthesis.</li> <li>• Increasing photosynthesis.</li> <li>• Increasing food production.</li> <li>• Diffusion in living things.</li> <li>• Looking at stomata.</li> <li>• Moving water.</li> <li>• Investigating transpiration.</li> <li>• Moving sugar.</li> <li>• Surface area:volume ratio.</li> </ul>
Trinity 2	<p><b><u>Particle Model of Matter.</u></b></p> <ul style="list-style-type: none"> <li>• Density</li> <li>• Required practical: To investigate the densities of regular and irregular solid objects and liquids.</li> <li>• Particle Model.</li> <li>• Changes of state.</li> <li>• Internal energy.</li> <li>• Specific heat capacity.</li> <li>• Latent heat</li> <li>• Particle motion in gases.</li> <li>• Increasing the pressure of a gas (triple only).</li> </ul>

# Music



	Music GCSE	Music Technology
Michaelmas 1	<p><b><u>Rock Music</u></b> Exploring the development &amp; musical features of Rock Music from 1950-present day.</p> <p>Exploration through theory, history and performance. Introduction to compositional skills on Sibelius (rhythm focused)</p>	<p><b><u>The Digital Audio Workstation</u></b> Exploring the hardware components &amp; software functions of a DAW</p> <p><b><u>Musical Elements</u></b> Exploring tempo, rhythm and time signatures through the creation of drum parts in a DAW.</p>
Michaelmas 2	<p><b><u>AOS2: Vocal Music – Set Work 1 - Killer Queen</u></b></p> <p>Learning the key musical features of Set Work 1 (Killer Queen, Queen).</p> <p>Continue to develop compositional skills on Sibelius (pitch focused) Introduction to Ensemble performances</p>	<p><b><u>The Digital Audio Workstation</u></b> Will use a DAW to re-create pre-existing pieces and create original material.</p> <p><b><u>Musical Elements</u></b> Exploring harmonic devices of basslines and chords through the creation of harmony parts in a DAW.</p>
Lent 1	<p><b><u>Baroque instrumental Music</u></b></p> <p>Exploration of the Baroque period and the vocal and instrumental music of that era. Continue to develop compositional skills on Sibelius (structure, tonality &amp; harmony) Continue with Ensemble performances</p>	<p><b><u>The Digital Audio Workstation</u></b> Utilising advanced software functions to edit sounds and create own music. Includes sampling; synth patches; effects.</p> <p><b><u>Musical Elements</u></b> Exploring melodic devices of scales, form and intervals through the creation of melody parts in a DAW.</p>
Lent 2	<p><b><u>AOS2: Vocal Music – Set Work 2 – Music for a While</u></b></p> <p>Learning the key musical features of Set Work 2 (Music for a While, Purcell).</p> <p>Composing exercises/tasks: Songwriting Introduction to Solo performances</p>	<p><b><u>Musical Style</u></b> Study a variety of popular styles, examining how the technology developed and their key musical elements</p> <p>50s Rock 'n' Roll; 60s Rock, Folk &amp; Soul; 70s Funk</p>
Trinity 1	<p><b><u>AOS1: Instrumental Music 1699-17 – Set Work 3 – Brandenburg Concerto</u></b></p> <p>Learning the key musical features of Set Work 3 (Brandenburg Concerto, Bach)</p> <p>Composing exercises/tasks: Songwriting Development of Solo performances</p>	<p><b><u>Musical Style</u></b> Study a variety of popular styles, examining how the technology developed and their key musical elements.</p> <p>70s Disco &amp; Reggae; 80s Hip-Hop &amp; Electronica; 90s Dance; 00s 21st century pop.</p>

# Computer Science



Michaelmas 1	<ul style="list-style-type: none"><li>• Learn about communications and the internet.</li></ul>
Michaelmas 2	<ul style="list-style-type: none"><li>• Learn about machines and computational modelling</li></ul>
Lent 1	<ul style="list-style-type: none"><li>• Learn about data and data representation.</li></ul>
Lent 2	<ul style="list-style-type: none"><li>• Database programming</li></ul>
Trinity 1	<ul style="list-style-type: none"><li>• Web design and development</li></ul>
Trinity 2	<ul style="list-style-type: none"><li>• Computing and the environment</li></ul>



# Drama



Michaelmas 1	<p><b><u>Introduction to Drama: Basic Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Slapstick and Silent Comedy:</u></b> Acting styles for melodrama and comedy.</li> </ul>
Michaelmas 2	<p><b><u>The Stones: the drama of justice and responsibility</u></b></p> <p><b><u>Component 1: Understanding Drama-</u></b> <i>Section A: Theatre Roles and Terminology.</i></p> <p><b><u>Component 1: Understanding Drama-</u></b> <i>Section C: Live Theatre Production</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Lent 1	<ul style="list-style-type: none"> <li>• <b><u>Component 1: Understanding Drama-</u></b> <i>Section B- Study of a set play: THE CRUCIBLE</i></li> </ul>
Lent 2	<p><b><u>Component 2: Devising Drama</u></b> Brecht and Epic Theatre- <i><b><u>Monster Punch</u></b></i></p>
Trinity 1	<p><b><u>Component 2: Devising Drama</u></b> Frantic Assembly and Physical Theatre</p> <p><b><u>Component 3: Texts in Practice</u></b> Stanislavski and Naturalism:</p> <ul style="list-style-type: none"> <li>• Scenes from <i><b><u>The Wardrobe</u></b></i></li> </ul>
Trinity 2	<p><b><u>Component 3: Texts in Practice</u></b> Stanislavski and Naturalism: Scenes from <i><b><u>The Wardrobe</u></b></i></p>

# OSC Certificate in Sports Studies



Michaelmas 1	Unit 052 - Developing Sports skills <ul style="list-style-type: none"><li>• LO - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual</li></ul>
Michaelmas 2	Unit 052 - Developing Sports skills <ul style="list-style-type: none"><li>• LO - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual.</li></ul>
Lent 1	Unit 052 - Developing Sports skills <ul style="list-style-type: none"><li>• LO - Be able to officiate in a sporting event.</li></ul>
Lent 2	Unit 052 - Developing Sports skills <ul style="list-style-type: none"><li>• LO - Be able to apply practice methods to support improvement in a sporting activity</li></ul>
Trinity 1	Unit 051 – Contemporary issues in sport <ul style="list-style-type: none"><li>• LO – Understand the issues which affect participation in Sport</li></ul>
Trinity 2	Unit 051 – Contemporary issues in sport <ul style="list-style-type: none"><li>• LO – Know about the role of sport in promoting values</li></ul>

# OCR Cambridge National Sports Studies



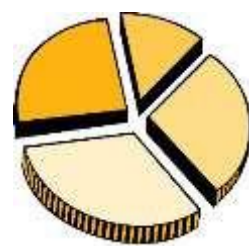
Michaelmas 1	<p><b>RO52 - Developing Sport Skills Learning</b></p> <p><b>Outcome 2 – Team Sports</b></p> <p>Students will be performing in either Netball or Football and developing their skills for an assessment.</p>
Michaelmas 2	<p><b>RO52 - Developing Sport Skills Learning</b></p> <p><b>Outcome 2 – Team Sports</b></p> <p>Students will be performing in either Netball or Football and developing their skills for an assessment.</p> <p><b>Learning Outcome 4 – Evaluation of Performance</b></p> <p>Once LO2 lessons are complete, students will evaluate their performance in either netball or football.</p>
Lent 1	<p><b>RO52 - Developing Sport Skills Learning</b></p> <p><b>Outcome 2 – Individual Sports</b></p> <p>Students will be performing in either Trampoline or Table Tennis and developing their skills for an assessment.</p>
Lent 2	<p><b>RO52 - Developing Sport Skills Learning</b></p> <p><b>Outcome 2 – Individual Sports</b></p> <p>Students will be performing in either Trampoline or Table Tennis and developing their skills for an assessment.</p>
Trinity 1	<p><b>RO52 - Developing Sport Skills Learning</b></p> <p><b>Outcome – 1,2,4</b></p> <ul style="list-style-type: none"> <li>• Complete any outstanding work from previous learning outcomes.</li> </ul>
Trinity 2	<p><b>RO52 - Developing Sport Skills</b></p> <p><b>Learning Outcome 3 – Rules and Regulations.</b></p> <p>Students will take part in rounders, learning the rules of the game. Each student will umpire a game in an assessment for the outcome.</p>

# GCSE PE (AQA)



Michaelmas 1	<p><b>Paper 1 – Physical Training</b></p> <ul style="list-style-type: none"> <li>The relationship between health and fitness and the role that exercise plays in both.</li> <li>The components of fitness, benefits for sport and how fitness is measured and improved.</li> </ul> <p>Single Theory</p> <ul style="list-style-type: none"> <li>Double Practical</li> </ul>
Michaelmas 2	<p><b>Paper 1 – Physical Training</b></p> <ul style="list-style-type: none"> <li>The principles and Types of training and their application to personal exercise/training programmes</li> <li>How to optimise training and prevent injury.</li> <li>Effective use of warm up and cool downs.</li> </ul> <p>Single Theory Double Practical</p>
Lent 1	<p><b>Paper 1 – Applied Physiology and Anatomy</b></p> <ul style="list-style-type: none"> <li>The structure and functions of the musculoskeletal system</li> <li>The structure and functions of the cardio-respiratory system</li> </ul> <p>Double Practical</p> <ul style="list-style-type: none"> <li>Single Theory</li> </ul>
Lent 2	<p><b>Paper 1 – Applied Physiology and Anatomy</b></p> <ul style="list-style-type: none"> <li>Anaerobic and aerobic exercise</li> <li>The short and long term effects</li> </ul> <p>Paper 1 – Movement Analysis</p> <ul style="list-style-type: none"> <li>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</li> </ul> <p>Single Practical Double Theory</p>
Trinity 1	<p><b>Paper 1 - Cardiovascular and Respiratory System and Data Analysis</b></p> <ul style="list-style-type: none"> <li>Planes and axes of movements</li> <li>Demonstrate an understanding of how data are collected – both qualitative and quantitative.</li> <li>Present data (including tables and graphs)</li> <li>Analyse and evaluate data</li> </ul> <p>Single practical Double theory</p>
Trinity 2	<p><b>Paper 1 –REVIEW and exam techniques Full Practical</b></p> <p>Single Theory Double Practical</p>

# Business & Enterprise



Business & Enterprise

Michaelmas 1	<p>Unit One: - Introduction to business enterprise</p> <p>1.1.1 Being an Entrepreneur</p> <p>1.1.2 Entrepreneurial Characteristics and Skills</p> <p>1.2 Business Aims and Objectives</p> <p>1.2.1 Financial Aims and Objectives</p> <p>1.2.2 Non-Financial Aims and Objectives</p> <p>1.3.1 Legal Structures</p>
Michaelmas 2	<p>Unit One: - Introduction to business enterprise</p> <p>1.3.2 Organisational Structures</p> <p>1.3.3 Restructuring</p> <p>1.4 Stakeholder Engagement</p> <p>- Revision for M2 Business exam</p>
Lent 1	<p>Unit One: - Introduction to business enterprise</p> <p>2.1.1 Product Types</p> <p>2.1.2 Product Lifecycle</p> <p>2.1.3 Boston Matrix</p> <p>2.1.4 Place</p> <p>2.1.5 Price</p> <p>2.1.6 Promotion</p>
Lent 2	<p>Unit One: - Introduction to business enterprise</p> <p>2.2 Market Research and Markets</p> <p>3.1.1 Outsourcing</p> <p>3.1.2 Lean Production</p> <p>3.1.3 Maintaining and Improving Quality</p> <p>3.1.4 Production Methods</p>

Trinity 1	Unit One: - Introduction to business enterprise 1.1.1 Being an Entrepreneur 1.1.2 Entrepreneurial Characteristics and Skills 1.2 Business Aims and Objectives 1.2.1 Financial Aims and Objectives 1.2.2 Non-Financial Aims and Objectives 1.3.1 Legal Structures •
Trinity 2	Unit One: - Introduction to business enterprise 1.3.2 Organisational Structures 1.3.3 Restructuring 1.4 Stakeholder Engagement - Revision for M2 Business exam •

# Finance



Michaelmas 1	<ul style="list-style-type: none"> <li>Unit 1 Topic Content: Your personal finances (YPF)</li> </ul>
Michaelmas 2	<ul style="list-style-type: none"> <li>Unit 1 Topic Content: Your personal finances (YPF)</li> </ul>
Lent 1	<ul style="list-style-type: none"> <li>Unit 2 Topic Content: Money management for your generation LiFE award (level 1)</li> </ul>
Lent 2	<ul style="list-style-type: none"> <li>Unit 2 Topic Content: Money management for your generation</li> </ul>
Trinity 1	<ul style="list-style-type: none"> <li>Unit 3 Topic Content: Your future, your career (YFC)</li> </ul>
Trinity 2	<ul style="list-style-type: none"> <li>Unit 3 Topic Content: Your future, your career (YFC)</li> <li>LiFE certificate (level ½)</li> </ul>

# Statistics



Michaelmas 1	<ul style="list-style-type: none"><li>• Planning</li><li>• Types of data</li><li>• Population and sampling</li></ul>
Michaelmas 2	<ul style="list-style-type: none"><li>• Estimation</li><li>• Collecting data</li></ul>
Lent 1	<ul style="list-style-type: none"><li>• Processing, representing and analyzing data</li></ul>
Lent 2	<ul style="list-style-type: none"><li>• Tabulation, diagrams and representation</li></ul>
Trinity 1	<ul style="list-style-type: none"><li>• Measures of central tendency</li></ul>
Trinity 2	<ul style="list-style-type: none"><li>• Measures of dispersion</li><li>• Scatter diagrams and correlation</li></ul>