Morecambe Bay Academy

Curriculum Overview 2025 – 2026

Contents

Curriculum Intent

We provide an ambitious curriculum with a strong academic core. Our curriculum is underpinned by our school values of belong, believe and achieve and the best that has been thought, said and done. Reading and literature are at the heart of the curriculum and pupils receive a rich cultural experience. Pupils hone their leadership skills through a range of activities including the Duke of Edinburgh Award and many sporting clubs and activities. Our ambition is for Modern Foreign Languages to continue to grow and become a subject of choice for all pupils.

Curriculum leaders have carefully considered the sequencing of component knowledge and the composite understanding this creates. There are ambitious end points that have been identified in each subject. Our curriculum is equally ambitious for all pupils including those who are disadvantaged and those with special educational needs and/or disabilities.

For further information regarding our curriculum, please contact our Deputy Headteacher for Quality of Education, Mr Korab, akorab@morecambebayacademy.co.uk

Curriculum Allocation Time

50 periods per fortnight

<table>
<tr><th colspan="3">Key Stage 3</th><th colspan="2">Key Stage 4</th><th colspan="2">Key Stage 5</th></tr>
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<tr>
<td colspan="3" rowspan="2">8 English
1 Reading
8 Maths
8 Science
2 Computing
4 French
3 Geography
3 History
2 Art
2 Life
2 Music
4 PE
3 Technology</td>
<td>4 English Language
5 English Literature
8 Maths
1 Life
10 Science
2 Core PE</td>
<td>4 English Language
5 English Literature
9 Maths
1 Life
9 Science
2 Core PE</td>
<td colspan="2" rowspan="2">8 lessons for each of 3 options:

• Art
• Biology
• Business Studies
• Chemistry
• Computer Science
• Criminology
• English Language
• English Literature
• French
• Geography
• Health & Social Care
• History
• Maths
• Photography
• Physics
• Psychology
• Sociology
• Sport

Life and enrichment are delivered once a week</td>
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<tr>
<td colspan="2">5 lessons for each of 4 options of which at least one must be chosen from:
• French
• Geography
• History

Other options:
• Art
• Business Studies
• Ceramics
• Computer Science
• Dance (BTEC)
• Enterprise (BTEC)
• Health & Social Care (BTEC)
• iMedia
• Music
• PE
• Product Design
• Sport (BTEC)
• Textiles
• Triple Science</td>
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Year 7 Curriculum

	Autumn Term	Spring Term	Summer Term
English	**Autumn 1 - Fantasy Fiction: Coraline** **<u>What knowledge is being developed?</u>** • Conventions of the fantasy and horror/ gothic genres (including setting, characters, themes and conventional plots) • Key vocabulary related to the genre • Character types – protagonist and antagonist • Subject terminology to identify language (adjective, verb, noun, adverb, imagery, simile, metaphor) • The concept of a quotation from a novel • Foreshadowing and tension • The purpose of an epigraph	**Spring 1 - Modern Drama: Our Day Out** **<u>What knowledge is being developed?</u>** • Students will learn the context of 1970s Britain and the life of a child from a working-class family. • Students will have knowledge of the main factors leading to poverty in the 1970s and understand key causes of poverty in the United Kingdom in 2020-21. • Students will learn how playwrights create characters to evoke a response in the reader. • Students will learn the key ideas within the text • Students will know how to apply the conventions of a playscript to their own writing.	**Summer 1 - Non- Fiction: Roald Dahl: Boy** **<u>What skills are being developed?</u>** • Students will be able to read and write about an autobiography. • Understanding the term 'autobiography', its structure and purpose • Using organisational devices to structure text • Students will explore the difference between non–fiction and fiction texts. • Students will be able to explore a range of terminology. • Exploration of autobiographical writing techniques • To understand context through Roald Dahl's childhood perspective.

	• The plot of a full-length novel and its key characters, settings and themes. • Conventional characters from the fantasy genre • The success criteria for describing a character **Autumn 2 - Fiction Across Time and Cultures: Boy in Striped Pajamas** **<u>What knowledge is being developed?</u>** • *Key terms – language analysis, semantic field, juxtaposition, foreboding, Show, Don't Tell.* • Students will learn the context of WWII, including what occurred during The Holocaust and how it has shaped our society today. • Students will learn how authors create characters to evoke a response in the reader. • Students will learn the key ideas within the text and	• Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks. • Students will learn how to employ increasingly ambitious vocabulary precisely and creatively. **Spring 2 - The world of Shakespeare – Heroes and Villains** **<u>What knowledge is being developed?</u>** • Students will be able to identify some contextual details from different time periods and understand their relevance to the different extracts • Students learn the key ideas raised through the text and how Shakespeare uses the characters to express these ideas. • Students will learn how to organise their thoughts for	• Key features of a non-fiction text. **Summer 2 - Poetry across time – Form and Convention** **<u>What knowledge is being developed?</u>** • Understanding of key terminology related to poetry • Understanding of different forms and conventions of poetry. • Understanding of how poets use poetry to express perspectives and emotions. • Understanding how poetic techniques are used and how they shape meaning and their effect in poetry. • Understanding of how poetry is created.

	be able to consider this in other circumstances. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks. • Students will learn how to employ increasingly ambitious vocabulary precisely and creatively.	clarity, both for writing and oracy tasks. • Students will learn how to employ vocabulary precisely and creatively.	
Maths	**Algebraic Thinking** Sequences Understand and use algebraic notation Equality and equivalence **Place Value and Proportion** Place value and ordering integers and decimals Fraction, decimal and percentage equivalence	**Applications of Number** Solving problems with addition & subtraction Solving problems with multiplication & division Fractions & percentages of amounts **Directed Number** Operations and equations with directed number **Fractional Thinking** Addition and subtraction of fractions	**Lines and Angles** Constructing, measuring and using geometric notation Developing geometric reasoning **Reasoning with Number** Developing number sense Sets and probability Prime numbers and proof

Science	**Particles** – this topic explains the properties of matter, focusing on how particles are arranged and how this arrangement affects states of matter and changes of state. Students will learn to represent substances using particle diagrams and relate these diagrams to properties like diffusion and air pressure. **Cells, Tissues & Organs** - students learn that multicellular organisms are organised from cells to tissues, then to organs, and finally to organ systems. Cells are the basic building blocks, and similar cells are grouped into tissues. Tissues with similar functions combine to form organs, and groups of organs work together within organ systems. **Forces** - covers the understanding of how forces act to produce movement and how different forces interact. This includes exploring contact forces like friction and air resistance, as well as non-contact forces such as magnetism.	**Reproduction and Variation** - this topic explores how living things reproduce and the differences (variation) within and between species. Students learn about the importance of variation for survival and adaptation. **Energy** – During this topic students learn about conduction, convection, and insulation as methods of energy transfer, specifically focusing on heat transfer. They will understand that conduction involves the transfer of heat through direct contact between particles; convection relies on the movement of fluids (liquids or gases), and insulation involves materials that slow down heat transfer. They will then explore the differences between renewable and non-renewable energy sources, their advantages and disadvantages, and how they are used to generate electricity. Students will learn about different types of energy resources like fossil fuels, biofuels, nuclear, wind, solar, hydroelectric, and geothermal, and how they impact the environment.	**Chemical Reactions** - students learn about chemical reactions, specifically focusing on acids, alkalis, and neutralization reactions. They will understand the pH scale, how acids and alkalis react to form salts and water, and how to name the resulting salts. The topic also covers the reactions of metals with acids to produce salts and hydrogen gas. **Plants and Photosynthesis** – students gain an understanding the process of photosynthesis, its importance for life on Earth, and how plants utilise the products of this process. Students learn about the reactants (water and carbon dioxide) and products (oxygen and glucose) of photosynthesis. They also explore the structure of leaves and how they are adapted for photosynthesis.

Art	**Insects** Exploring the colour theory and learning how to mix colours, applying this knowledge throughout the project. Primary, Secondary, Tertiary Colours Complementary and Harmonious Colours and where these sit on the Colour Wheel, applying this knowledge to the theme of Insects.	**Insects continued for HT3** Students will be working on large scale oil pastel drawings applying the colour theory knowledge and learning a range of mark making techniques. **Food and Drink starts HT4** Project based around the theme of food and drink looking at a variety of artists who are inspired by food and drink. Students will be developing painting and mark making techniques applying the skills they have learnt in project 1. Students will explore a variety of printmaking and sculpture techniques to further explore an in-depth project for the theme 'Food and Drink'.	**Food and Drink continued.** Exploration of different painting, drawing and sculptural techniques linked to the theme of **food and drink**.
Computing	**Using Computers** Pupils are introduced to the routines of a computing classroom and using the computers in a lesson. Students will learn how we log	**Programming concepts** Pupils will use blocks in scratch to learn about the concepts of Sequence, selection and Iteration. This unit will provide an insight to	**HTML** Pupils will be introduced to HTML code to create web pages. The pupils will explore the use of different tags to

	on and follow routines in a computing classroom. Students learn about the software and how we use computers. **What's inside a Computer?** Pupils are introduced to the main components of a computer system. Pupils will learn about the components and the effect they have on performance. Pupils will be introduced to binary numbers.	different concepts of programming. **Programming in Scratch** Based on the knowledge and understanding of Programming concepts. Pupils will apply their knowledge and understanding of Scratch programming to be able to create their own scratch game.	create Web Pages to promote the local area. **Interactive Product** Pupils will learn how to create an interactive presentation. Pupils will be introduced to computational thinking to solve a problem. Pupils will create a solution to present to different types of audience.
French	**Accès Studio units** • You will be able to introduce yourself. • You will be able to describe what equipment you have for school. • You will learn to say what pets you have and their colour. **Studio 1, Module 1 C'est perso** • You will learn to share your likes and dislikes.	**Studio 1, Module 2 Mon collège** • You will learn to discuss the school subjects you like and dislike as well as being able to say why. • You will able to describe your school day using days, times and opinions. • You will discover the differences between a school day in France and a typical day at your school.	**Studio 1, Module 3 Mes passetemps** • You will learn to talk about the sports and hobbies you do and when you do them. • You will be able to say which activity you would do in certain types of weather. • You will be able to talk about how you use modern technology and how often. **Studio 1, Module 4 Ma zone**

	• You will be able to describe yourself and others in detail.		• You can say where you go at the weekend. • You will describe your town and what is there.
Geography	**Welcome to Geography** • Key terms, e.g. Human, Physical, Environmental • Geographical patterns & processes, factors affecting people & places in the UK **Map Skills** • 4 & 6 figure grid references • Height on land, distance & scale	**Tourism in the UK** • Rural tourism options • Urban Tourism options • Issues tourism causes • Glaciation **Weather Hazards** • Hurricanes • Storms • Wildfires • Strom Desmond	**Africa** • Wealth distribution • Human & Physical features • Tribes • Eco-tourism **Local Fieldwork** • Questionnaires • Environmental quality survey • Photo analysis
History	**What is History?** We begin studying in Year 7 by introducing the historical skills of knowledge, analysis, using sources, analysing interpretations and making judgements **Roman and Anglo-Saxon England**	**Medieval England** How the Normans changed England, the Anarchy, Thomas Becket, the Crusades, Magna Carta, Black Death, revolting peasants, Agincourt and the Wars of the Roses. **Tudor England**	**Tudor England** Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I. How the power of the church and monarchs shaped the world. **Crown & Parliament** The Gunpowder Plot, witches and the battle for power

	Why did the Romans come to Britain? What did they change and why did they leave? Why did the Anglo-Saxons come to England and how much did they change it?	Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I. How the power of the church and monarchs shaped the world.	between the crown and the state. The creation of the UK.
Life	**Health & wellbeing and British Values** • Understanding change • British Values • Healthy Lifestyles • Dangers of Drugs, Alcohol and Tobacco • Emotional and Physical changes in puberty • Menstruation • FGM and the law **Relationships** • British Values-Prejudice and Discrimination • Healthy Friendships-Bullying and Banter • Managing trolling-Cyber Bullying and online safety • Extremism and Radicalization • Healthy Relationships • Family Units and Marriage	**Living in the wider world** • Aspirations and Resilience • Improving self esteem • Setting Goals • Gender Stereotypes • Money Management - Loans and Savings • Budgeting money • Making Ethical Financial Decisions **The Church and God** • What makes a church? • What are the features of a church? • Baptism-Infant and Believers • Commemorating important Events • Cause and Effect-Was the Universe caused? • How did the Universe begin?	**Jesus and the Bible** • Christian Creation Story • Christian Stewardship • How Christian organizations look after the created world • Who was Jesus and what was his worldlike? • The good Samaritan and outcasts • Was Jesus a Rebel? **An Introduction to Hinduism** • The Origins of Hinduism • What is Brahman? • What is the Trimurti? • Proud to be British? • Why do Hindus worship many Gods? • The story of the Ramayana

Music	**Introduction to Keyboard and Ukulele** How to read note values and how to keep time. Perform, sing, clap in time. Rhythm games How to play and sing melodies in tune and in time. Perform/sing individually and as a group. Assess/evaluate own performance	**Instrument sounds and families** How to identify instrument sounds and families, play a traditional western piece of music. Learn about the music and instruments of China. Improvise using a pentatonic scale, compose a piece of music using a structure.	**Learn how to create a piece of music using ICT.** Using the computers, create a piece of music using samples and loops. Learn about the Music of Argentina and Africa. Performance of LH accompaniment. Perform Polyrhythms.
PE	• The basic skills and techniques of a range of sports and activities (attacking, defensive, possession, performing) • Introduction to PE theory. • 3 stages of a warm-up • Strategies/tactics/compositional ideas and understanding of the activity • Key terminology • Rules/regulations / health and safety of the activity • What makes a good sportsman • How exercise can help produce a healthy lifestyle		
Technology	Technology is delivered on a carousel; students spend 18 hours in one subject area before moving to the next. **Food** – principles of good food hygiene and safety. These will be applied through practical lessons that aim to develop a range of basic food preparation and cooking skills. - healthy eating and the importance of eating breakfast.		

	- Ethical food production - Fairtrade **Textiles** – whilst making an Art Deco themed cushion, students will develop a range of basic skills including transfer printing and how to use a sewing machine. They will develop an understanding of fibres and fabrics. **Product Design** – whilst making a Desk tidy, students will develop a range of basic making skills to include accurate measuring and marking out, cutting, drilling and finishing. They will begin to develop an understanding of timber as a material area.

Year 8 Curriculum

	Autumn Term	Spring Term	Summer Term
English	**Fiction Over Time and Cultures: Of Mice and Men – John Steinbeck** **<u>What knowledge is being developed?</u>** • Students will learn the context of 1930s America and the life of an itinerant worker. They will examine The Great Depression; The Dust Bowl; role of women; American Dream and racism and analyse how it influences the novella. • Students will learn how authors create characters to evoke a response in the reader. • Students will learn the key ideas within the text such as powerlessness, loneliness, prejudice and inequality and be able to consider this in other circumstances.	**Love, Lies and Loyalty: Romeo and Juliet – William Shakespeare** **<u>What knowledge is being developed?</u>** • Students will learn the key parts of play and the context of the early reception. • Students will be able to identify some contextual details from different time periods and understand their relevance to the text. • Students learn the key ideas raised through the text and how Shakespeare uses the characters to express these ideas. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks.	**Voices Without Borders. Speeches of Power and Protest – Non-Fiction** **<u>What skills are being developed?</u>** **<u>Reading skills:</u>** • Analysing a writer's viewpoint and perspective • Learners will be able to identify and interpret explicit and implicit information and ideas in a speech. • They will be able to explain, comment on and analyse how writers use language to achieve effects and influence readers and audiences, using relevant subject terminology to support their views.

	• Students will learn how texts change over time and context. • Students will learn the conventions and terminology of a novel including cyclical structure and foreshadowing. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks. • Students will learn how to employ increasingly ambitious vocabulary precisely and creatively. • Students will learn the conventions of different non-fiction genres: letters, speeches and articles. **19th Century Texts** • Introduce 19th Century fiction – preparing to study GCSE English Literature texts and for English Language Paper 1. • Develop key reading skills (skimming, scanning and close reading)	• Students will learn how to employ vocabulary precisely and creatively. **The Giver – Lois Lowry** **<u>What knowledge will be taught and developed?</u>** • Students begin exploring the genre of science fiction. • Students are introduced to the concepts of utopia and dystopia. They practice the skill of stating their opinion in writing. • Students will learn to write non–fiction transactional writing in response to theme, events and characterisation within the novel. • Students are tested in their knowledge of vocabulary, terminology, and writing skills. • Demonstrate understanding of explicit meanings in texts	**<u>Writing Skills:</u>** • Learners will be able to communicate clearly, adapting tone, style and register for a specific form, purpose and audience. • They will be able to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Learners will be able to write in the form of a formal speech, adapting tone and style for an audience of politicians. • Learners will be able to use a range of vocabulary and sophisticated devices, including examples of rhetoric to effectively to express a point of view. Learners will be able to write in paragraphs using the full range of punctuation for effect.

	• Develop writing skills by exposing students to more complex texts
	• Exposing the class to a range of 19th Century fiction and build their confidence to analyse language and structure
	• to understand family relationships in 19thcentury literature
	• to understand aspects of the social and historical context of the 19th century
	• to understand the use of orphans and vulnerable children as a literary device.
	• Life of Victorian children/crime/social expectations
	• The use of language and how it demonstrates ideas
	• Contextual factors presented in a novel
	• Reviewing/developing SPAG writing skills
		• Understand implied meaning or ideas that are not directly stated
		• Understand how writers create effects with language and structure.
		• Understand the writer's purpose and influence in context
		• Use quotations to support your interpretations
		  ○ Students will learn and explore Dystopian Fiction.
		  ○ Revise concept of persuasive writing for their transactional writing tasks.
		  ○ Pupils will read the novel and be able to comment on characters, setting and plot.
			• learners will able to use a range of sentence types for effect.
			• Students will be able to express themselves in standard formal English.
			• In the written form use a range of vocabulary moving towards secure grammatical form. (HPA should aim for secure grammatical form and increasingly ambitious vocabulary).
			• Students will be able to plan, draft and redraft work to improve their own writing
			
			Poetry – Voices of the displaced
			
			<u>What knowledge is being developed?</u>
			
			• Understanding of key terminology related to poetry
			• Understanding of how poets use poetry to

			express perspectives and emotions. • Understanding how poetic techniques are used and how they shape meaning and their effect in poetry. • Understanding of how poetry is created.
Maths	**Proportional Reasoning** Ration and scale Multiplicative change Multiplying and dividing fractions **Representations** Working in the Cartesian plane Representing data Tables & probability	**Algebraic techniques** Brackets, equations and inequalities Sequences Indices **Developing Number** Fractions and percentages Standard index form Number sense	**Developing Geometry** Angles in parallel lines and polygons Area and trapezia and circles Line symmetry and reflection **Reasoning with Data** The data handling cycle Measures of location

Science	**Light & Sound** - focuses on developing foundational knowledge of wave properties and their interactions with matter. Students will learn about the similarities and differences between light and sound waves, how light travels through different materials, and how we see colors. They will also explore reflection and the law of reflection. **The Periodic Table** - focuses on how elements are organised and how their properties relate to their position. Students learn about the arrangement of elements in periods (rows) and groups (columns), understanding that elements in the same group share similar chemical properties. They also explore the differences between metals and non-metals, and the organisation of the table by increasing atomic number. **Digestion & Nutrition** - focuses on understanding the human digestive system, the importance of a balanced diet, and how food is broken down and absorbed. Students learn about the different types of nutrients, how they are	**Earth & Materials** - This area focuses on understanding the composition and properties of materials, and how these relate to the Earth's structure and processes. Pupils learn about the different types of rocks and minerals, the rock cycle, and the structure of the Earth. They also explore the properties of materials, including their physical and chemical characteristics, and how these properties affect their uses. **Space** - students learn about the composition and features of our solar system, including the Sun, planets, moons, asteroids, and comets. They also explore the concepts of stars, galaxies, and the vast distances within the universe, often using light-years as a unit of measurement. Matter - The curriculum focuses on using the particle model to explain the behavior of solids, liquids, and gases, including concepts like diffusion and the random movement of particles known as Brownian motion. Students also learn about pressure in gases and how it relates to particle movement and collisions.	**Forces and Motion** - covers fundamental concepts in physics, focusing on how forces affect the motion and shape of objects. Students will learn about different types of forces, including contact and non-contact forces, and how to measure and calculate the effects of forces. The curriculum also explores the relationship between forces, mass, weight, and motion, as well as concepts like friction and air resistance. Revision – end of year exams.

	used by the body, and the consequences of dietary imbalances.		
Art	**Portraiture** Projects based around the theme of Portraiture and the figure, looking at different artists inspired by portraits, self -portraits and the figure throughout their career. Exploring Abstraction playing with proportion. Students will explore and understand the work of Pablo Picasso and Karolina Romanska. They will create 2D and 3D responses.	**Portraiture HT3** Continuation of **portraiture** project up until half term. Students will be working on designing and making clay masks. **Identity HT4** Pupils will build on knowledge gained from the portraiture project and explore the theme of identity looking at objects. Students will explore symbolism and look to the Dutch vanitas painters and a range of contemporary artists like Lisa Milroy and Audrey Flack as inspiration. Students will go on to explore composition and experiment with combining different media materials and techniques to produce a personal outcome.	**Identity** continued Students will learn How to create and print a poly block print. How to create a successful reduction print. Printing onto different surfaces Develop and work into prints Written Annotation Analysis of own and artist's work Titles Interesting engaging titles

Computing	**Using Computers** Pupils will learn about using computers safely and effective. Pupils will learn about using email and the web securely. Pupils will learn methods to judge the reliability of websites. Pupils will consider how copyright can apply to computing projects. **Computational thinking** Pupils will solve problems using computational thinking. Pupils will learn about Abstraction, decomposition, pattern recognition and algorithms. Pupils will be given problems to solve using Bebras.	**Introduction to Python** Pupils will be introduced to text-based programming using Python. Python will be used to solve problems and introduce theory behind programming. Pupils will be problems to solve and create programs to give us answers. **Microbit Python** Pupils will develop their knowledge and understanding of Python to create programs using a Microbit Computer. Pupils will have problems to solve that will use Python. Pupils will create programs that enable the Microbit Computers to communicate.	**Databases** Students are introduced to methods of storing and manipulating data with the use of databases. Students will be able to query data and output information. Pupils will create a solution to present to different types of audience. **STEM project** Students will complete a STEM themed project to combine web searching skills and presentation skills to launch a space rover to Mars. They will be a variety of web skills and problem-solving skills to present to an audience.
French	**Studio 1, Module 5** **3, 2, 1, partez!** • You will be able to talk about what you usually do on holiday and where you go.	**Studio 2 rouge, Module 2** **Paris, je t'adore!** • You will learn how to describe holidays you have been on. • You will be able give your opinions of your holidays.	**Studio 2 rouge, Module 3** **Mon identité** • You will learn to talk about the personality of you and your family.

	• You will be able to explain your daily routine. • You will be able to discuss future plans. **Studio 2 rouge, Module 1 T'es branché?** • You will learn to say what your TV and film preferences are. • You will learn to explain your reading preferences. • You will be able to explain what you do, and have done recently, using technology.	• You will discover information about some of the popular tourist sites in Paris.	• You will be able to talk about how you get on with your family. • You will be able to describe your musical and clothing preferences • You will be able to talk about future plans and compare with things you have
Geography	**Development** • Shanty towns • Literacy rate • HDI • Life expectancy **Globalisation** • TNC • Industrialisation • Interdependence • Food miles	**Ecosystems** • Rainforest • Antarctica • Hot Desert • Deforestation • Plant adaptations **Coasts** • Erosion, transport & deposition • Management • Hard, soft, hold the line	**Plastic Pollution** • Climate crisis • Reduce, reuse, recycle • Garbage gyres

History	**Revolution in France** The fall of an 'ancient regime', the birth of a Republic and then Napoleon. **The Black Peoples of America** The slave trade, the life of a slave, resistance, abolition and Civil Rights.	**The Black Peoples of America** The slave trade, the life of a slave, resistance, abolition and Civil Rights. **Industrial Revolution** Changes in the countryside, towns and cities. What changed for the nation and the individuals who lived through it?	**The British Empire** The first settlement in America, piracy, trade, India's independence and Britain's role in the world since 1945. **Health and Disease** The study of a significant theme in world history that has impacted our lives so much in recent years.
Life	**Relationships and British Values** • British Values • Religious discrimination • Grooming and social media • Sexting and the law • Sexual consent and the law • LGBTQAI+ rights • Contraception **Living in the wider world** • Equality and human rights • Disability and the media • Stereotypes and the media	**Health and wellbeing** • Personal safety and first aid • Road safety • Peer influence and alcohol • Keeping good mental health • Body image pressures • Positive body image • Coping with changes and loss **Buddhism** • Siddhartha Gautama • The Eightfold Path • The Four Noble Truths • Dharma and Buddha's parables	**Hinduism** • The Sangha • Santana dharma and Brahman • Beliefs about life after death • The caste system • The festival of Holi • Pandurang Athavale and his influence **Islam** • Beliefs about Allah • Muhammad's life • The Qur'an • The night of power

	• The value of money • Income tax and national insurance • Financial risk-taking • Public taxes and spending	• Beliefs about life after death	• Sami Yusuf's message behind his music • Muslim Fashion and dress codes
Music	**Developing Performance Work** **Rock and Roll** Developing core musical skills and developing performance work. Recap core musical skills such as rhythm, tempo, dynamics as well as singing. Solo and ensemble skills developed through more challenging keyboard work in year 8. **Baroque Music** Looking at the development of music through time. Focus on Ground Bass (Pachelbel) and developing composition around a bass line. Link to Rock 'n' Roll walking bass.	**Gaming Music.** Identifying the changing role of musician films and games. Identify job opportunities in the film and gaming industry. Performance and composition task. Learn the origins of Rap Music and the cultural influences of Rap on popular music. Look at lyrics, look at rhyming, look at how social aspects influenced the styles. Write lyrics and compose.	**Blues and the cultural influences of Blues on popular music.** Look at lyrics. Learn how to improvise, learn how to develop a chord sequence. Write lyrics and compose. How to play as an ensemble and develop their performance skills. Look at different performing pieces and will play a variety of different instruments in ensembles.

PE	• The core skills / tactics and some advanced skills / tactics for a range of activities. • The core terminology. • Core rules, regulations and health and safety of activities • Reasons for the stages of a warm-up • Recap Pe theory • What is good sportsmanship and leadership. • Health and fitness – linking effects on the body's systems.
Technology	Technology is delivered on a carousel; students spend 18 hours in one subject area before moving to the next. **Food** - Functions, food sources and effects of excess and deficiency of Macronutrients: Proteins, Carbohydrates and Fats. Practical skills will be developed to include more complex dishes, and an element of food presentation will be introduced. Students will develop an understanding of how to reduce food waste and global food supply **Textiles** – Whilst making a soft toy, students will be designing to meet a specification for a client, developing designs to include electronic features. Sustainability will be covered by looking at product lifecycles and the impact at different stages. Students will build confidence threading the machine and basic straight stitching building to greater independence of sewing skills, including using zig zag to applique and sewing curves, basic hand embroidery skills will be introduced **Product Design** - Students will comprehend the importance of meeting a design brief, they will produce product analysis as research and produce clear specification points. Students will further develop their knowledge of manufactured timber and its properties, will use the method of vacuum forming to create an element of the product, and begin to develop an awareness of thermosetting and thermoforming plastics. Students will explore flow charts and complete practical and theory about Electronics- including 2 different joining methods: terminal blocks and soldering and adhere to and have a solid awareness of Health and Safety. Students will learn how to effectively evaluate projects and include design modifications identified and justified.

Year 9 Curriculum

	Autumn Term	Spring Term	Summer Term
English	**Responsibility and Reckoning - Gothic Fiction** **<u>What knowledge is being developed?</u>** • How to effectively understand and analyse a short story which you have not seen before. This will include finding information quickly, commenting on the effects created by a writer and evaluating viewpoints • Knowledge of the effects of writers' methods and how meaning is created across selected texts. • Understanding of the need for Standard English in formal and informal contexts effectively, including classroom discussion.	**Fiction across time and Cultures - Short Stories 20th Century Fiction** **<u>What knowledge is being developed?</u>** • How to effectively understand and analyse a short story which you have not seen before. This will include finding information quickly, commenting on the effects created by a writer and evaluating viewpoints • Knowledge of the effects of writers' methods and how meaning is created across selected texts. • Understanding of the need for Standard English in formal and informal contexts effectively, including classroom discussion.	**My Place in the World** **<u>What knowledge is being developed?</u>** • Students will be able to understand how writing changes over time: both in form and subject matter. • Students will learn how writers use to evoke a response in the reader. • Students will learn the key ideas within the text and be able to consider this in other circumstances. • Students will learn how texts contextual events, both of production and reception affects the way texts are received. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks.

	The Crucible – Arthur Miller **<u>What knowledge is being developed?</u>** • Students will learn the whole play and the political, historical and social context of both production and reception. • Students will learn how the theme of witchcraft also links to our local context- Pendle witches • Students will be able to identify some contextual details from different time periods and understand their relevance to the text. • Students learn the key ideas and issues raised through the text and how Miller uses the characters to express these ideas. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks. • Students will learn how to employ vocabulary precisely and creatively.	• Understanding the importance of deploying an increasingly ambitious range of vocabulary and grammatical functions in their own extended writing. **Richard III – William Shakespeare** **<u>What knowledge is being developed?</u>** • Students will learn the key parts of play and the context of the early reception. • Students will learn how historical characters can be biased constructs: Richard presented by Shakespeare was not the Richard known in our locality, (links to Penrith castle: noble figure). • Students will be able to identify some contextual details from different time periods and understand their relevance to the text.	• Students will learn how to employ increasingly ambitious vocabulary precisely and creatively. **Relationships Poetry** **<u>What knowledge is being developed?</u>** • Students will learn methods for approaching unseen poetry effectively • Students will learn how to scan a text and select relevant textual detail to use as evidence as a starting point for analysis. • Students will be able to identify and comment on the effects of writers' methods and how meaning is created within an unseen text. • Students will learn to make a range of relevant comments within a given time limit. • Students will continue to expand their understanding

		• Students learn the key ideas raised through the text and how Shakespeare uses the characters to express these ideas. • Students will learn how to organise their thoughts for clarity, both for writing and oracy tasks. • Students will learn how to employ vocabulary precisely and creatively.	of key linguistic terminology and the importance of applying it to a text to evaluate effect.
Maths	**Reasoning with Algebra** Straight line graphs Forming and solving equations Testing conjectures **Constructing in 2 and 3 dimensions** Three-dimensional shapes Constructions and congruency	**Reasoning with Number** Numbers Using percentages Maths and money **Reasoning with Geometry** Deduction Rotation and translation Pythagoras' theorem	**Reasoning with Proportion** Enlargement and similarity Solving ratio & proportion problems Rates **Representations and Revision** Probability Algebraic representation

Science	**Metals & Reactivity** This topic introduces students to the concept of reactivity of metals and how they interact with various substances. Students learn about reactions with acids, oxygen, and water, and the development of the reactivity series. **Magnetism** The magnetism curriculum focuses on understanding the fundamental principles of magnetism, including magnetic fields, forces, and the properties of magnets and magnetic materials. Students learn about magnetic poles, attraction and repulsion, and how to investigate magnetic fields using tools like iron filings or compasses. They also explore the concept of electromagnetism, where electric currents create magnetic fields. **Rate of Reaction** The topic of rates of reaction focuses on how quickly chemical reactions occur. Students learn that factors like temperature, concentration, and surface area can affect reaction rates. They will also be introduced to the concept of collision theory, which explains how these factors influence the frequency and energy of collisions between reactant particles,	**Biological systems** In this topic, biological systems of respiration and the skeleton are key topics within the national curriculum. Students learn about the structure and function of the respiratory system, including breathing and gas exchange, as well as the structure and functions of the skeletal system, including bones, joints, and muscles. **Cell Biology** This covers the fundamental structure and function of cells, including their components and how they interact. It also explores cell transport mechanisms and the importance of cell differentiation in multicellular organisms. **Atomic Structure** Students will learn about atoms, elements, compounds, and the structure of the atom, including protons, neutrons, and electrons, and their arrangement. The topic also covers the development of the periodic table and the properties of elements based on their position within it.	**Particle Model of Matter** This topic explores how the behavior of matter (solids, liquids, and gases) can be explained by considering the movement and arrangement of tiny particles. This model helps us understand concepts like density, changes of state, and the behavior of gases. **Revision – End of year assessment** **Re-teach fundamental concepts and practical skills**

	affecting whether a reaction happens.		
Art	**Location** Pupils will learn how to create Art work from the theme Our Location, using the drawing trip to the promenade as a starting point, students will explore a range of different skills using drawing for purpose to create clay outcomes. Students will respond to the landscape and environment of Morecambe in the first half of this project, they will then go on to explore the Architecture of Morecambe and look at regeneration in the area through the use of street Art, looking at the murals by Deco Public and the illegal street Art around Morecambe.	**Location HT3** Pupils will continue to create Art work from the theme Our Location, using the same starting points, developing into various final pieces, exploring a range of 2d materials techniques and artists. Pupils will gain knowledge of art work based on the local area and how art work is used for rejuvenation. Street art will be discussed and what's legal and illegal. Students will understand how the space and land around us can be used to inspire artwork and artists. Students will learn a basic timeline of architectural styles and how the Architecture of Morecambe has evolved over time, also looking into plans for the future and the Eden Project North. **Birds HT4** Students will understand the work of Mark Powell and create a series of drawings in	**Birds** Students will understand the work of Mark Powell and create a series of drawings in different materials to explore the theme of 'Birds'. Students will revisit prior knowledge of mark making, tone and detail through drawing whilst being introduced to new techniques and processes. Students will analyse and understand the work of artists such as Abby Diamond and Pete Cromer exploring both painting and collage. To conclude, students will build upon 3D skills and create a 3D outcome for the theme of 'Birds'.

		different materials to explore the theme of 'Birds'. Students will revisit prior knowledge of mark making, tone and detail through drawing whilst being introduced to new techniques and processes.	
Computing	**Networks** Pupils will learn about the use of the school network. They will start by looking at Local Area networks to secure key concepts and then expand to the Internet and the World Wide Web. Students also look at threats to a network. **Data Representation** Pupils will learn how data is represented in a computer. Pupils will learn about binary and how binary can be used to generate images and sound on a computer.	**Programming in Python** This unit provides the final opportunity for pupils to embed their programming skills with Python, building on their year 8 work, with a mini project that will allow students to develop some new skills, while independently showcasing skills we have built previously. Students will be expected to show design skills, using algorithms, practical skills in developing a program to solve a problem and show that they can test and evaluate a program against its given purpose	**Coding a website** This unit builds on the Computer Networks unit by teaching students how to create a webpage. Students learn to code in HTML to create their own web pages, as well as CSS and JavaScript, to apply style and interaction. **Cyber Security** Students will finish the year learning some planning methods and Photoshop skills. Students will be introduced to online dangers that focus on social manipulation. Pupils will be given a selection of scenarios to pick and present to two different types of audience.

French	**Studio 2 rouge, Module 4** **Chez moi, chez toi** • You will be able to talk about future plans and compare with things you have done. • You will learn how to describe where you live. • You will learn to talk about food preferences. **Studio 2 rouge, Module 5** **Quel talent?!** You will be able to discuss your talents and what you have to do to improve.	**AQA French Unit 1** **Me, my family and friends** • You will develop your ability to talk about relationships with family and friends. • You will discover how to express whether you would like to get married.	**AQA French Unit 2** **Technology in everyday life** You will develop your ability to explain how, why and how often you use technology. **AQA French Unit 3** **Free-time activities** • You will develop your ability to describe how you spend your free time. • You will add detail to explanations about food preferences. • You will explain what your sporting passions are.
Geography	**Tectonics – Volcanoes** • Super Volcanoes • Plate Boundaries • Magma • Wegener	**Rivers** • River features • River processes • Flooding • River management	**Urban & Rural Change** • Greenbelt • Urban renewal • Sustainable community • Rural depopulation

	Tectonics – Earthquakes • Pressure • Richter scale • Earthquake proof buildings • Tsunami	**Glaciation** • What is a glacier • How they shape the landscape • Human Impacts	
History	**World War One** Causes, recruitment, propaganda, key battles, the home front and peace. **Nazi Germany & the Holocaust** The rise of Hitler, life in Nazi Germany, prejudice, discrimination and genocide.	**Nazi Germany & the Holocaust** The rise of Hitler, life in Nazi Germany, prejudice, discrimination and genocide. **World War II** Causes, warfare, key battles, the home front and the atomic bomb.	**The Franchise** Democracy today, the Chartists, Victorian Britain and the question of equality. **USA in the 20th Century** Civil Rights: Prejudice, discrimination and segregation in the south. Peaceful protest, a changing society, violent protest, and key individuals.
Life	**Relationships and Safety** • Domestic Conflict • Running Away from home • Diversity and Tolerance • Stereotyping • Abuse and Healthy/unhealthy relationships • Modern Slavery and Human Trafficking • Child Sexual Exploitation	**Citizenship and Law** • British values - rule of law, democracy and individual liberty • Role of the Police • Role of the courts • Civil and criminal law • Employability and careers • Curriculum vitae writing	**Christianity and Islam - Beliefs and Practices** • Food Banks/Role of the Church • The churches response to World Poverty and Charity work (charity presentations 2 weeks) • Tawhid (The Oneness of Allah) • Life of Muhammad

	• Pornography and the dangers **Health and Well Being** • Peer pressure • Knife crime • Lifestyle choices and their effect on physical and mental health • Illegal drug use and the consequences • Potential risks of alcohol use • Addiction and vaping	**Christianity - Beliefs and Practices** • The Holy Trinity • The Christian Creation story and interpretations • Incarnation/Crucifixion • Resurrection • Different Types of Worship • Pilgrimage (Lourdes and Iona)	• Difference Between Sunni and Shia Islam **Islam Beliefs and Practices** • The 5 Pillars of Islam • Salah and Zakah (Prayer and Charitable giving) • Sawm (Fasting during Ramadan) • Hajj (Pilgrimage) • Jihad
Music	**Reggae** Skank, riff, major, minor chords, bass lines, hook, instrumentation, cultural links Performance and song analysis **Film** -Compositional devices, Film genres, leitmotif, storyboards, creating a composition (Hans Zimmer) Mixcraft, using ICT. -Animation/Wallace and Gromit -Differences in regional music	**British Pop Music** Evolution of British Pop Music. Song analysis, development of the Beatles music overtime, links to Oasis, Queen, Bass lines. **Indian Classical Music** Improvisation, compositional devices, drone, call and response, raga, scales.	**Indian Classical Music** Improvisation, compositional devices, drone, call and response, raga, scales **Wagner- Great Composer** Programme Music/Leitmotif **Hooks and Riffs** Hooks, riffs, texture, structure, lead sheets, notation, primary and secondary chords. 'What is Love', 'Mr Brightside', 'Praise You'

PE	• Advanced skills and techniques in a range of activities. • Strategies/tactics/compositional ideas and how to apply them • How to improve performance • Terminology and be effective in chosen role / position. • Short and long term effects of exercise on the body's systems. • Nutrition • Rules/regulations /health and safety / how reduce the chance of injury • Analysis and methods to improve performance
Technology	Technology is delivered on a carousel; students spend 18 hours in one subject area before moving to the next. **Food** – students will be introduced to HACCP as a food safety protocol as well as developing an understanding of how food can cause ill health. This includes allergies and intolerances and adapting recipes to meet special dietary requirements. Students will be introduced to more complex preparation skills including Julienne, lamination when pastry making, and the whisking method for making cakes. Students will know how to cost and portion a recipe. **Textiles -** Students will design and make a Tote bag in the style of Victoria Villisana – this will develop students' knowledge and understanding of influences and how these are used in design. Students will develop printing techniques and hand embroidery skills further. More complex seam construction and finish will be included and a knowledge of the 6R's of sustainability will be introduced alongside planning of making and product analysis. **Product Design** -Research of a designer (Yinka Ilori) and cultural art (Nigerian) and deepen students' knowledge and understanding of influences and how they are used in design. Students will accurately and skillfully design using the designer as inspiration. You will continue to advance your practical skills- using manufactured board. Students will explore mechanisms (pivot) joining methods (bolt and wing nut). Students will develop an understanding of finishes- using Vinyl decals for decorations.

Year 10 Curriculum

	Autumn Term	Spring Term	Summer Term
English Language	**Language Component Two: 19th and 21st Century Non Fiction Reading and Transactional Writing** *Section A (30%)* – Reading Understanding of two extracts of high-quality non-fiction writing, one from the 19th century, the other from the 21st century. *Section B (30%)* – Exploring how to construct transactional/persuasive writing tasks	**Language Component One: 20th Century Literature Reading and Creative Prose Writing** *Section A (20%)* – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century *Section B (20%)* – Prose Writing One creative writing task selected from a choice of four titles	**Component Three: Spoken Language Assessment** One presentation/speech, including responses to questions and feedback **Language Component Two: Transactional Writing** *Section B (30%)* – Exploring how to construct transactional/persuasive writing tasks
English Literature	**A Christmas Carol by Charles Dickens** • Critical Interpretation: To develop students' ability to read and interpret texts critically and imaginatively, selecting relevant details to support their personal understanding.	**Macbeth by William Shakespeare** • Knowledge & Understanding: To build a strong understanding of Macbeth's plot, key characters (like Macbeth and Lady Macbeth), and central themes, such as ambition, power, and guilt.	**The Woman in Black by Susan Hill** • Critical Reading and Understanding: To comprehend the plot, character motivations, and key events, distinguishing between what is stated explicitly and what is implied. • Theme Exploration: To identify and analyse the prominent themes of isolation, loneliness, fear, and the

	• Language, Structure, and Form: To explain how Charles Dickens's use of language, the novel's structure, and its form contribute to the presentation of its themes and ideas. • Contextual Understanding: To help students understand how the social, cultural, and historical context of the 19th century influenced the text and its enduring significance. • Thematic Exploration: To explore the major themes in the novella, such as redemption, social injustice, the impact of poverty, family, and the contrast between greed and generosity. • Character Development: To analyse the character development of Ebenezer Scrooge and others, tracking his transformation from avarice to benevolence.	• Analytical Skills: To teach students how to closely analyse Shakespeare's use of language (including imagery and soliloquies), dramatic techniques, and structural elements within the play. • Critical Thinking: To foster the ability to critically evaluate the play, make reasoned judgments about the text, and form independent ideas about its meaning. • Written Expression: To develop students' capacity to write accurately, coherently, and analytically about their reading of Macbeth, using appropriate grammatical terminology and standard English. • Contextual Awareness: To understand how literary works are influenced by their contexts and to make connections between Macbeth and other texts.	influence of the past, as well as other themes like the supernatural and revenge. • Textual Analysis: To examine how Susan Hill uses literary techniques such as setting, characterisation, atmosphere, and a layered narrative structure to create meaning and effect. • Contextual Understanding: To understand the relationship between the text and the contexts in which it was written and received, considering spiritual, moral, and social aspects. • Analytical Writing: To develop the ability to support a point of view with evidence from the text, using appropriate subject-specific terminology. • Argumentation: To support a viewpoint and build an argument that is conceptualised and well-structured, showing a clear understanding of the novel's ideas.

	• Literary Appreciation: To foster an appreciation for the "power of the English literary heritage" and the skill with which Dickens crafts his story. • Analytical Writing: To enable students to write accurately, effectively, and analytically, using appropriate literary and linguistic terminology to discuss their reading.		
Maths	**Algebra** Algebraic manipulation Equations, inequalities and formulae Quadratic expressions and equations **Number** Percentages **Ration, proportion and rates of change** Ratio and scale	**Number** Non-calculator methods **Algebra** Straight line graphs **Probability** Probability **Number** Rounding and estimation **Geometry and measures**	**Geometry and measures** Angles **Statistics** Graphs and diagrams **Geometry and measures** Vectors **Number** Factors and powers **Geometry and measures**

	Number Work with fractions	Perimeter, area and volume **Statistics** Interpret and represent data **Algebra** Non-linear graphs	Pythagoras' theorem and trigonometry **Algebra** Simultaneous equations
Biology	**B2 Organisartion** This topic focuses on how living organisms are structured, from the smallest cells to complex organ systems. The topic covers the hierarchical organisation of life, where cells form tissues, tissues form organs, and organs work together in organ systems to carry out specific functions within a living organism. **B3 Infection and Response** This topic explores how pathogens cause disease and how the body defends itself. It covers various aspects, including the different types of pathogens (bacteria, viruses, fungi, and protists), the spread of communicable diseases, and the body's	**B4 – Bioenergetics** This covers the processes of photosynthesis and respiration, and how energy is transferred and transformed within living organisms. It explores how plants use photosynthesis to make food, releasing oxygen, which is then used in aerobic respiration by both plants and animals to release energy. The topic also covers anaerobic respiration and the concept of limiting factors in photosynthesis. **B5 Homeostasis** This topic focuses on the body's mechanisms for maintaining a stable internal environment, essential for optimal cell and enzyme function. Homeostasis regulates factors like body temperature, blood glucose levels, and water levels. It involves receptor cells detecting changes, coordination centers processing this	**B5 Homeostasis** This topic focuses on the body's mechanisms for maintaining a stable internal environment, essential for optimal cell and enzyme function. Homeostasis regulates factors like body temperature, blood glucose levels, and water levels. It involves receptor cells detecting changes, coordination centers processing this information, and effectors (muscles or glands) bringing about responses to restore balance. This process is crucial for survival and is achieved through both nervous and hormonal control systems. **Re-visit B1 – Cell Biology** This covers the fundamental structure and function of cells, including their components and how they interact. It also explores cell transport mechanisms and the importance of cell differentiation in multicellular organisms.

	defense mechanisms like the immune system and vaccination. The topic also delves into the development of drugs to fight disease and the importance of hygiene and other preventative measures.	information, and effectors (muscles or glands) bringing about responses to restore balance. This process is crucial for survival and is achieved through both nervous and hormonal control systems. **Revision** **Students will re-cap fundamental concepts taught this year.** **Students will also be given lots of exam practice ahead of mock examinations within school, part of this will include a pre-seen mock.**	
Chemistry	**C2 Bonding and Structure** This topic focuses on how the type of chemical bonding between atoms determines the structure and properties of substances. Key areas include ionic, covalent, and metallic bonding, along with the structures they form (simple molecules, giant covalent structures like diamond and graphite, and giant ionic lattices). Understanding these concepts explains why materials have the properties they do, such as hardness, melting point, and conductivity.	**C4 Chemical changes** This covers various reactions and processes, including the reactivity of metals, acids and alkalis, neutralisation, and electrolysis. Students will learn about the reactivity series, how to extract metals from ores, and how to write balanced chemical equations for reactions. They will also explore the concepts of oxidation and reduction, and how they relate to chemical changes. **C5 Energy changes** This covers the concepts of exothermic and endothermic reactions, including how to identify them, their energy profiles, and	**C5 Energy changes** This covers the concepts of exothermic and endothermic reactions, including how to identify them, their energy profiles, and everyday examples. It also explores the use of cells and batteries, including hydrogen fuel cells, to generate electricity from chemical reactions. **Re-visit C1 Atomic Structure** Students will learn about atoms, elements, compounds, and the structure of the atom, including protons, neutrons, and electrons, and their arrangement. The topic also covers the development of the periodic table and the properties of elements based on their position within it.

	C3 Quantitative Chemistry This topic focuses on using amounts of substances in relation to masses, volumes of gases, and concentrations of solutions. It also covers yield and atom economy of chemical reactions. This section of the chemistry curriculum is crucial for understanding chemical calculations and the practical application of chemistry. **C4 Chemical changes** This covers various reactions and processes, including the reactivity of metals, acids and alkalis, neutralisation, and electrolysis. Students will learn about the reactivity series, how to extract metals from ores, and how to write balanced chemical equations for reactions. They will also explore the concepts of oxidation and reduction, and how they relate to chemical changes.	everyday examples. It also explores the use of cells and batteries, including hydrogen fuel cells, to generate electricity from chemical reactions. **C9 -**Chemistry of the Atmosphere This focuses on the Earth's atmosphere, its evolution, and the impact of human activities. It covers the composition of the atmosphere, the greenhouse effect, and common atmospheric pollutants. Additionally, the topic delves into crude oil, hydrocarbons, and fuels. **Revision** **Students will re-cap fundamental concepts taught this year.** **Students will also be given lots of exam practice ahead of mock examinations within school, part of this will include a pre-seen mock.**	
Physics	**P1 Energy** This topic covers the fundamental concepts of energy stores, transfers, and the conservation of energy. Students learn about different types of energy stores (e.g.,	**P3 – Particle Model of Matter** Students will learn to explain the behavior of solids, liquids, and gases using the concept of tiny particles in constant motion. It covers how particles are arranged, move, and interact, and how this affects	**P4 – Atomic structure and Radioactivity** This covers the fundamental building blocks of matter and the phenomenon of radioactive decay. It delves into the structure of atoms, including protons, neutrons, and electrons, and explores how these particles interact to form isotopes and ions. The topic also examines

	kinetic, potential, thermal, chemical) and how energy can be transferred between these stores through various processes. The topic also explores the concept of energy dissipation, where energy is transferred to the surroundings, often as heat. **P2 Electricity** This covers fundamental concepts of electrical circuits and mains electricity, including direct and alternating current, energy transfer, and safety features of household circuits. Students will learn about the roles of live, neutral, and earth wires, as well as the dangers associated with electricity.	properties like density and how materials change state. **P4 – Atomic structure and radioactivity** This covers the fundamental building blocks of matter and the phenomenon of radioactive decay. It delves into the structure of atoms, including protons, neutrons, and electrons, and explores how these particles interact to form isotopes and ions. The topic also examines radioactive decay, its types (alpha, beta, and gamma), and the concept of half-life. Additionally, it addresses the uses and dangers of radiation, emphasizing the importance of safety precautions when working with radioactive material. **Revision** **Students will re-cap fundamental concepts taught this year.** **Students will also be given lots of exam practice ahead of mock examinations within school, part of this will include a pre-seen mock.**	radioactive decay, its types (alpha, beta, and gamma), and the concept of half-life. Additionally, it addresses the uses and dangers of radiation, emphasizing the importance of safety precautions when working with radioactive materials. **P7- Magnetism** This focuses on the properties of magnets and magnetic fields, including permanent and induced magnetism, and the interaction between magnets and electric currents. Key concepts include magnetic field lines, attraction and repulsion, and the magnetic effects of electric currents.
Science (Combined)	**Biology** **B2 Organisartion** This topic focuses on how living organisms are structured, from the smallest cells to complex organ	**Biology** **B3 – Continued** **B4 – Bioenergetics** This covers the processes of	**Biology** **B7 – Ecology** This topic focuses on the interactions between living organisms and their environment. This includes studying how organisms depend on

	systems. The topic covers the hierarchical organisation of life, where cells form tissues, tissues form organs, and organs work together in organ systems to carry out specific functions within a living organism. **B3 Infection and Response** explores how pathogens cause disease and how the body defends itself. It covers various aspects, including the different types of pathogens (bacteria, viruses, fungi, and protists), the spread of communicable diseases, and the body's defense mechanisms like the immune system and vaccination. The topic also delves into the development of drugs to fight disease and the importance of hygiene and other preventative measures. **Chemistry** **C2 Bonding and Structure** This topic focuses on how the type of chemical bonding between atoms determines the structure and properties of substances. Key areas include ionic, covalent, and	photosynthesis and respiration, and how energy is transferred and transformed within living organisms. It explores how plants use photosynthesis to make food, releasing oxygen, which is then used in aerobic respiration by both plants and animals to release energy. The topic also covers anaerobic respiration and the concept of limiting factors in photosynthesis. **Chemistry** **C4 Chemical changes** This covers various reactions and processes, including the reactivity of metals, acids and alkalis, neutralisation, and electrolysis. Students will learn about the reactivity series, how to extract metals from ores, and how to write balanced chemical equations for reactions. They will also explore the concepts of oxidation and reduction, and how they relate to chemical changes. **C5 Energy changes** This covers the concepts of exothermic and endothermic reactions, including how to identify them, their energy profiles, and everyday examples. It also explores the use of cells and batteries,	each other (interdependence), the factors that affect where organisms live (abundance and distribution), and the cycling of materials within ecosystems. **Chemistry** **C9 – Chemistry of the Atmosphere** This focuses on the Earth's atmosphere, its evolution, and the impact of human activities. It covers the composition of the atmosphere, the greenhouse effect, and common atmospheric pollutants. Additionally, the topic delves into crude oil, hydrocarbons, and fuels. **Physics** **P7- Magnetism** This focuses on the properties of magnets and magnetic fields, including permanent and induced magnetism, and the interaction between magnets and electric currents. Key concepts include magnetic field lines, attraction and repulsion, and the magnetic effects of electric currents. **Re-teach – based off mock examination.**

	metallic bonding, along with the structures they form (simple molecules, giant covalent structures like diamond and graphite, and giant ionic lattices). Understanding these concepts explains why materials have the properties they do, such as hardness, melting point, and conductivity. **C3 Quantitative Chemistry** This topic focuses on using amounts of substances in relation to masses, volumes of gases, and concentrations of solutions. It also covers yield and atom economy of chemical reactions. This section of the chemistry curriculum is crucial for understanding chemical calculations and the practical application of chemistry. **Physics** **P1 Energy** This topic covers the fundamental concepts of energy stores, transfers, and the conservation of energy. Students learn about different types of energy stores (e.g.,	including hydrogen fuel cells, to generate electricity from chemical reactions. **Revision** **Students will re-cap fundamental concepts taught this year.** **Students will also be given lots of exam practice ahead of mock examinations within school, part of this will include a pre-seen mock.**	

	kinetic, potential, thermal, chemical) and how energy can be transferred between these stores through various processes. The topic also explores the concept of energy dissipation, where energy is transferred to the surroundings, often as heat. **P2 Electricity** This covers fundamental concepts of electrical circuits and mains electricity, including direct and alternating current, energy transfer, and safety features of household circuits. Students will learn about the roles of live, neutral, and earth wires, as well as the dangers associated with electricity.		
Core PE	• Knowledge and physical capacity to take part in a range of activities and sports • Continue to develop, skills, tactics and knowledge of a range of sports from KS3 • How to improve performances • A range of roles / positions within sports • Life skills, Sportsmanship and leadership qualities. • Healthy lifestyles and their importance. • Rules/regulations /health and safety / how reduce the chance of injury		

Art	**Cultures** This project will span the whole year. Students will be led through a range of teacher led skills based workshops exploring the theme of Cultures. These workshops will be focusing on building knowledge, skills and understanding about how to meet the AQA Assessment Objectives.	**Cultures** **Skills to be covered:** · to develop ideas through purposeful investigations. · to demonstrate critical understanding of sources. · to refine ideas. · to select and experiment with appropriate media, materials, techniques and processes. · to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. · to present a personal and meaningful response and realise intentions. · to demonstrate understanding of visual language.	**Cultures HT5** Students projects will become more personal as they start to develop their own responses to the project. **Personal Project HT6** This project will start by looking at and selecting just one theme from a selection of 7. Students will develop a personal project completing the final piece for this project using their Mock Exam time. Students will be learning about artists, crafts people and designers from a range of cultures, times and countries in order to develop their own work and ideas.
Business Studies	**Enterprise and entrepreneurship.** **Spotting a Business Opportunity.** Dynamic nature of business, Risk and reward, the role of business enterprise, business revenue and costs, customer needs, market research	**Putting the idea into practice** Business aims and objectives, break even, business location, marketing mix **Making the business effective and external influences** Cash and cash flow, the marketing mix, technology and business	**Understanding external influences** Business plans, Business legislation, Business stakeholders, the economy and business **Growing the business** Business growth, business and globalisation, changes in business aims and objectives

	Putting the idea into practice Market segmentation, the competitive environment, the options for start-up and small businesses, sources of finance		
Ceramics	**Beside the Seaside** This project will span the whole year. Students will be led through a range of teacher led skills based workshops exploring the theme of Beside the Seaside. These workshops will be focusing on building knowledge, skills and understanding about how to meet the AQA Assessment Objectives. Students will learn basic ceramics techniques and build up their knowledge, skills and understanding throughout the project.	**Beside the seaside** **Skills to be covered:** · to develop ideas through purposeful investigations. · to demonstrate critical understanding of sources. · to refine ideas. · to select and experiment with appropriate media, materials, techniques and processes. · to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. · to present a personal and meaningful response and realise intentions. · to demonstrate understanding of visual language.	**Beside the seaside HT5** Students projects will become more personal as they start to develop their own responses to the project. Outcomes will be completed in the Year 10 Summer Mocks. **Personal Project HT6** This project will start by looking at and selecting just one theme from a selection of 3. Students will develop a personal project completing the final piece for this project using their Mock Exam time. Students will be learning about artists, crafts people and designers from a range of cultures, times and countries in order to develop their own work and ideas.

Computer Science	**Programming fundamentals** The use of variables, constants, operators, inputs, outputs and assignments, the three basic programming constructs used to control the flow of a program, the common arithmetic operators, the common Boolean operators AND, OR and NOT, the use of data types **Programming techniques** Basic string manipulation, basic file handling operations, the use of records to store data, the use of SQL to search for data ¨ The use of arrays when solving problems, including both 1D and 2D arrays, how to use sub programs to produce structured code, random number generation	**Algorithms and programming languages** Principles of computational thinking, Identify the inputs, processes, and outputs for a problem, structure diagrams, create, interpret, correct, complete, and refine algorithms, trace table. Searching and sorting algorithms, different levels of programming language, the purpose of translators, the characteristics of a compiler and an interpreter, Common tools and facilities available in an Integrated Development Environment (IDE) **Boolean Logic** Simple logic diagrams, truth tables, combining Boolean operators, applying logical operators in truth tables to solve problems	**Producing Robust programs** Defensive design considerations, input validation, maintainability, the purpose of testing, types of testing, identify syntax and logic errors, selecting and using, refining algorithms **Ethical, legal, cultural and environmental impact** Impacts of digital technology on wider society including: ethical issues, legal issues, cultural issues, environmental issues, privacy issues, legislation relevant to Computer Science

Dance (BTEC)	**Introduction to Dance** · Safety · Warmups and cooldowns · How to create motifs using various methods · Developing motifs using RADS and choreographic devices Evaluation of own work Students will explore dance and its varying techniques to develop their knowledge of the subject area. They will learn about choreographic processes and develop their knowledge of dance terminology. **Introduction to exploring the Performing Arts** Students will learn about the professional choreographers performance material, influences, creative outcomes and purpose for three professional works in Dance.	**Examine in detail one professional practitioners' work** Students will in detail for one professional work continue to develop their knowledge of production features, purpose, creative intentions and influences whilst also examining the roles, responsibilities and skills of practitioners, developing knowledge and understanding of how they contribute to performance. They will then produce a project sharing their understanding, to submit for their PSA 1.	**PSA 1 Completion, Workshops and Creative task around PSA 3** Complete PSA 1 project and submit. Workshops to develop understanding of different dance performance skills and techniques to prepare for PSA 2, for example facial expressions, Jazz, Musical theatre, contemporary dance. Students will be given the brief from the previous year for PSA 3 choreography and asked to explore and complete a choreography task over a few weeks to develop their creative and choreographic skills.

Enterprise (BTEC)	**Understand how and why enterprises and entrepreneurs are successful** Aims, size, ownership, activities of micro enterprises, skills and characteristics needed to run an enterprise **Understand customer needs and competitor behaviour through market research. Understand how the outcomes of situational analyses may affect enterprises** Market research, customer needs, competitor behaviour, situational analysis, SWOT, PEST **Component 1 assessment preparation and completion** Activities of a business Skills of an entrepreneur Market research	**Component 2: Choose an idea and produce a plan for a microenterprise idea** Potential ideas, micro enterprise activities, skills audit, market research **Business planning** Business plan, activities, aims, target market, marketing mix, financial validity, Risk assessment.	**Component 2 PSA preparation and completion** Micro-enterprise ideas Final justification Business plan Business pitch Evaluation of plan and pitch **Component 3: Marketing and financial documents in a business** Segmentation, Product, price, promotion, place, 4Ps, trust, reputation and loyalty, financial documents, payment methods

	Component 1 PSA preparation and completion Market research SWOT PEST		
French	**AQA French GCSE Higher (2024) Unit 1 Identity and relationships with others** • Personality descriptions • Your future plans • Different types of families • Friends and friendship **AQA French GCSE Higher (2024) Unit 2 Healthy Living and Lifestyle** • Health problems and addictions • Healthy choices • Recent activities • The challenges of a healthy lifestyle	**AQA French GCSE Higher (2024) Unit 3 Education and work** • Studies post-16 • Your dream school • Jobs in the creative industries • Work experience **AQA French GCSE Higher (2024) Unit 4 Free-time activities** • Leisure activities in the past • TV, cinema and music • Leisure activities around the world • Extreme sports	**AQA French GCSE Higher (2024) Unit 5 Customs, festivals and celebrations** • Describing popular customs in the past • Past and future festivals • Planning a trip to a festival **AQA French GCSE Higher (2024) Unit 6 Celebrity culture** • Tips on becoming famous • How and why people might become famous • Pros and cons of being famous • French-speaking celebrities

Geography	**Changing patterns of Retailing & Leisure** • Retail zones • High street • Honeypot **Urban & Rural processes & change in the UK** • Wealth & Poverty • Rural Communities • Sustainable communities • Greenbelt	**Global Cities & Development Issues** • Global cities • Sydney & Mumbai • Globalisation • LIC/NIC/HIC • Urbanisation **Coastal processes & management** • Waves, LSD, headland & Bays • Hard & soft management	**River Processes & Management** • Stores, flows • Flooding • Erosion, transport & deposition **Fieldwork** • Salford Quays • Morecambe Promenade
History	**The USA 1954-75** Civil Rights: Prejudice, discrimination and segregation in the south. Peaceful protest, a changing society, violent protest, and key individuals. **The origins of the Cold War, 1941-58** Origins of the Cold War and the development and	**The end of the Cold War, 1970-1991** Attempts to reduce tension between East and West in the Cold War. Flashpoints and the collapse of Soviet control of Eastern Europe. **US involvement in the Vietnam War, 1954-75** Reasons for the US conflict in Vietnam and the escalation of the conflict under President	**Anglo-Saxon & Norman England** Anglo-Saxon society, how the Normans conquered England and established control of the nation. **William I in power, 1066 -1087** How William I established control. Causes and outcome of Anglo-Saxon resistance 1068-71 and the revolt of the Earls 1075. The legacy of resistance to 1087.

	intensification of the Cold War. **Cold War Crises, 1958-70** The intensification of tension in the Cold War and the crises of the Cold War and their impact.	Johnson. The nature of the conflict in Vietnam and changes under President Nixon 1968-73	
Health & Social Care (BTEC)	**Component 1** **A1 Human growth and development across life stages** Students will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. **A2 Factors affecting growth and development** Students will explore the different factors that can affect an individual's growth and development.	**Component 1** **B1&2 Understand how individuals deal with life events** Students will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development. **Component 1 PSA preparation and completion** PIES growth and development through the life stages Impact of life events on PIES growth and development	**Component 2:** **Learning outcome A** Understand the different types of health and social care services available to patients with different needs **Learning outcome B** Understand the skills, attributes and values required of health and social care staff to give good care to all patients

	Different factors will impact on different aspects of growth and development		
Hospitality & Catering	**The environment in which hospitality and catering providers operate** • describe the structure of the hospitality and catering industry - commercial and non-commercial, residential, non-residential • types of food service and residential services • analyse job requirements within the hospitality and catering industry • describe working conditions of different job roles across the hospitality and catering industry **How hospitality and catering provision operates** • describe the operation of the kitchen	Mock Unit two – students will attempt to complete a mock under times conditions- they will complete two practical dishes as part of this. Dishes must show a range of skills and meet the nutritional needs of chosen groups **Food Safety in Hospitality and Catering** • food related causes of ill health • food safety legislation • role of the environmental health officer. • HACCP **Explain how hospitality and catering provision meet customer requirements** Linking this content to types of establishment introduced last term.	**Factors that affect the success of hospitality and catering providers** Students will be able to explain how the following factors influence the success to H&C providers • Costs, profit • Economy, environment • Technology • Emerging cooking techniques and trends • Customer demographic/lifestyle and expectations • Customer service • Competition • Political factors • Media **How hospitality and catering provision meets health and safety requirements** • Health and Safety at Work Act • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health Regulations (COSHH) • Manual Handling Operations Regulations

	• describe the operation of front of house Development of practical skills through a range of dishes.		• Personal Protective Equipment at Work Regulations (PPER)
iMedia (BTEC)	**Visual identity** Produce design concepts for a visual identity based on a client brief **Photoshop Skills** Use a range of tools in Photoshop to create an effective image	**Creating a visual identity** Create an image that meets the need of a client **Media industry sectors and jobs** Learn about iMedia in the real world. What jobs and sectors use the skills and understanding from this course.	**Client requirements and factors influencing design** Learn about the need for a client brief. Learn how to interpret a client brief **Planning documentation** Learn about a range of methods used for pre-production planning
Life	**Health and wellbeing and British Values** • Hate Crime • Anxiety • Suicide and Mental Ill Health **Relationships** • Healthy relationships • Managing break-ups	**Living in the wider world** • Managing different types of debt and avoiding bad debt • Issues with alcohol addiction and gambling • Antisocial behaviour issues **RE - Thematic Unit**	**RE - Thematic Unit** Medical Ethics • Euthanasia • Abortion • Animal Experimentation **RE - Thematic Unit** Peace and Conflict • Weapons of Mass Destruction • Just War Theory

	• Family types • Managing grief and bereavement	Crime and Punishment • Causes of Crime • Aims of Punishment (including the efficacy of prisons) • The Death Penalty	• Summary Assessment
Music GCSE	**Area of Study 1: Musical Forms and Devices** Through listening to and/or playing examples of Western Classical Tradition (1650-1910) Learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices. **Set Work: Badinerie by J.S Bach**	**Area of Study 4: Popular Music** Learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion You will study: Instrumental and synthesised sound is used Original music may be modified Vocal sounds are used Instruments and voices combined Sound is computer generated and amplified Software and samplers utilised **Set Work: Africa: Toto**	**Area of Study: Film Music** Learners will develop an understanding of film music including the use of timbre, tone, colour and dynamics for effect. Leitmotifs and thematic transformation The impact of an audience Music technology to enhance sonority Minimalistic techniques that are used in films
PE	Musculo-skeletal system Cardio-respiratory system	Anaerobic/Aerobic energy systems Short/Long term effects of exercise	Movement analysis Physical training Sports Psychology

Product Design	**Technical Principles - Design and technology and our world.** The impact of new and emerging Technologies and how the evaluation of these informs design. To include environmental issues and ethics How energy is generated and stored, and which are appropriate to make products.	Design movements or Airbus, Apple, James Dyson, Phillippe Starck or Matthew Williamson Smart materials, composites and technical textiles Developments in modern and smart materials, composite materials and technical textiles Electronic systems and programmable components How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs. Programmable components The use of programmable components to embed functionality into products in order to enhance and customise their operation The function of mechanical devices How mechanical devices can produce different sorts of movement to change the direction of forces.	**Natural and manufactured timbers. Thermoforming and Thermosetting polymers** The sources, origins and physical properties. Material selection based on economic and environmental factors. Stock forms, types and sizes. Alternative processes to manufacture in different scales of production. Specialist techniques and processes that can be used to shape, fabricate, construct and assemble a high-quality prototype. A variety of surface treatments for both aesthetic and functional reasons. Thermoforming and Thermosetting polymers Perfume Project- Styrofoam modelling and NEA module introduction AO1 Analysing contexts and identifying design briefs

Sport (BTEC)	Components of fitness Principles of training	Organising and planning a fitness programme Evaluate own performance	Nutrients Dietary requirements
Travel & Tourism	**Component 1: Travel and tourism destinations Learning Aim A** Aims, size, ownership, activities of travel and tourism organisations, accommodation, transport, visitor attractions, tour operators, travel agents, ancillary services, technology **Component 1: Travel and tourism destinations Learning Aim B** Visitor destinations, cities, coastal, countryside, heritage, climate, purpose-built, natural, domestic, inbound, outbound, visitor type, transport	**Component 1 assessment preparation and completion** Demonstrate an understanding of the UK travel and tourism industry **Component 1 PSA preparation and completion** Explore popular visitor destinations	**Component 2: Customer Needs in Travel and Tourism Learning Aim A** Market research, qualitative, quantitative, customer needs and preferences, trends, segments, customer satisfaction **Component 2: Customer Needs in Travel and Tourism Learning Aim B** Products, services, facilities, leisure, corporate, specialist, VFR, day trips, Travel plan, costs, excursions, customer needs and preferences.

Year 11 Curriculum

	Autumn Term	Spring Term	Summer Term
English Language	**Revision of Language Component One:** • Reading Skills: To enable students to read a wide range of texts with deep understanding, identify key ideas and themes, and use evidence from texts to support their interpretations. • Writing Skills: To teach students to write effectively and coherently, using Standard English and a broad **v**ocabulary, while also developing their creative and narrative writing skills. • Language Awareness: To develop an understanding of how language works, including the patterns, structures, and conventions of written and spoken language. • Analytical Skills: To cultivate critical thinking and analytical skills, enabling students to explore and understand the	**Revision of Language Component Two:** • Critical Reading and Comprehension: Students are expected to read a range of non-fiction texts with fluency and understanding, identifying themes, ideas, and information. • Analytical Skills: The component requires students to analyse texts critically, understand how writers use **l**anguage and structure to achieve specific effects, and interpret information and compare texts. • Effective Writing: Learners will practice writing coherently and effectively, adapting tone, style, and register for different purposes, audiences, and contexts. • Grammar, Punctuation, and Vocabulary: A strong emphasis is placed on using grammar and punctuation accurately,	**Personalised revision for the external exams**

	use of language in various contexts, including multi-modal forms.	along with a wide and appropriate vocabulary, and correct spelling.	
English Literature	**Poetry Anthology:** • Develop Critical Reading Skills: Students will learn to read poems critically and evaluatively, engaging deeply with the texts. • Promote Wide Reading and Appreciation: The unit encourages students to read widely, appreciate the depth of the literary heritage, and understand the power of literature. • Enhance Analytical Skills: Learners will develop the ability to analyse how writers use language, structure, and form to convey their messages and express ideas. • Understand Literary Context: Students will explore the relationships between the poems and the contexts in which they were written, including cultural	**Unseen Poetry:** • Analytical Skills: Students will develop the ability to analyse unseen 20th and 21st-century poems, identifying key themes and ideas. • Technical Analysis: Students will learn to evaluate how poets use language, structure, and form to create meaning and effects in their work. • Comparative Skills: The unit requires learners to compare two unseen poems on a similar theme, making connections between them. • Critical Thinking: Learners are encouraged to think critically about the texts and develop their own interpretations. • Textual Support: Students must support their analysis and comparison with relevant quotations and references from the poems.	**Revision for external examination**

	perspectives and societal influences. • Master Literary Terminology: The unit aims to ensure students can accurately use and apply a range of literary concepts and terminology. • Develop Effective Written Expression: Students will practice writing accurately, analytically, and coherently in Standard English, using appropriate quotations from the texts. • Make Connections Across Texts: A key goal is to enable students to make meaningful connections across their reading of different poems.		
Maths	**Graphs** Gradients & lines Non-linear graphs Using graphs **Algebra** Expanding & factorising	**Reasoning** Multiplicative Geometric Algebraic **Revision & Communication** Transforming & constructing	**Revision for external exams**

	Changing the subject Functions	Listing & describing Show that...	
Biology	**Biology** **B5 Homeostasis** This topic focuses on the body's mechanisms for maintaining a stable internal environment, essential for optimal cell and enzyme function. Homeostasis regulates factors like body temperature, blood glucose levels, and water levels. It involves receptor cells detecting changes, coordination centers processing this information, and effectors (muscles or glands) bringing about responses to restore balance. This process is crucial for survival and is achieved through both nervous and hormonal control systems.	**Biology** **B6 – Inheritance, Variation & Evolution** This covers how genetic information is passed from parents to offspring, leading to variation within populations, and how this can lead to evolutionary change. It explores the roles of DNA, genes, and chromosomes in heredity, and the processes of sexual and asexual reproduction. The topic also examines how environmental factors can influence the observable characteristics of organisms (phenotype).	**Revision for external exams**
Chemistry	**C9 – Chemistry of the Atmosphere** This focuses on the Earth's atmosphere, its evolution, and the impact of human activities. It covers the composition of the atmosphere, the greenhouse effect, and common atmospheric pollutants. Additionally, the topic delves into crude oil, hydrocarbons, and fuels.	**C10 – Using resources** focusing on how humans utilise the Earth's resources and the importance of sustainable development. It explores the difference between finite and renewable resources, methods of resource extraction and processing, and strategies for reducing resource consumption and waste.	**Revision for external exams**

	C7 – Organic Chemistry This topic covers the structure, properties, and reactions of various organic molecules, including hydrocarbons, alkenes, and alcohols. A key aspect is understanding how crude oil is a source of these compounds and how it's processed using fractional distillation and cracking. **C8 – Chemical Analysis** This topic focuses on identifying, separating, and quantifying substances. Key topics include purity and formulations, chromatography, and tests for different ions. Students will learn about both simple chemical tests and instrumental methods for analysis.		
Physics	**P5 – Forces** This covers the fundamental concepts of forces, their interactions, and how they affect motion and energy. Key topics include scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, and moments, levers, and gears (for separate science). This unit also explores Newton's Laws of Motion and the concepts of momentum and pressure in fluids.	**P6 – Waves** This topic covers the properties of waves, types of waves (transverse and longitudinal), and electromagnetic waves. Key topics include wave characteristics (amplitude, wavelength, frequency, period, and wave speed), reflection and refraction, and the electromagnetic spectrum. Practical applications of electromagnetic waves are also explored.	**Revision for external exams**

Science (Combined)	**Biology** **B5 Homeostasis** This topic focuses on the body's mechanisms for maintaining a stable internal environment, essential for optimal cell and enzyme function. Homeostasis regulates factors like body temperature, blood glucose levels, and water levels. It involves receptor cells detecting changes, coordination centers processing this information, and effectors (muscles or glands) bringing about responses to restore balance. This process is crucial for survival and is achieved through both nervous and hormonal control systems. **Chemistry** **C10 – Using resources** This topic focuses on how humans utilise the Earth's resources and the importance of sustainable development. It explores the difference between finite and renewable resources, methods of resource extraction and processing, and strategies for reducing resource consumption and waste. **Physics** **P5 – Forces** This covers the fundamental concepts of forces, their	**Chemistry** **C6 – Rate of Reactions** This topic focuses on the rate and extent of chemical change. This topic explores how quickly reactions occur (rate) and how far they progress (extent), including factors that influence these aspects and the concept of equilibrium. **C7 – Organic Chemistry** This topic covers the structure, properties, and reactions of various organic molecules, including hydrocarbons, alkenes, and alcohols. A key aspect is understanding how crude oil is a source of these compounds and how it's processed using fractional distillation and cracking. **C8 – Chemical Analysis** This topic focuses on identifying, separating, and quantifying substances. Key topics include purity and formulations, chromatography, and tests for different ions. Students will learn about both simple chemical tests and instrumental methods for analysis. **Physics** **P6 – Waves** This topic covers the properties of waves, types of waves (transverse	**Revision for external exams**

	interactions, and how they affect motion and energy. Key topics include scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, and moments, levers, and gears (for separate science). This unit also explores Newton's Laws of Motion and the concepts of momentum and pressure in fluids.	and longitudinal), and electromagnetic waves. Key topics include wave characteristics (amplitude, wavelength, frequency, period, and wave speed), reflection and refraction, and the electromagnetic spectrum. Practical applications of electromagnetic waves are also explored.	
Core PE	• Knowledge and physical capacity to take part in activities and sports outside school and later life • Continue to develop, skills, tactics and knowledge of a range of sports • A range of roles / positions within sports • Life skills, Sportsmanship and leadership qualities. • Healthy lifestyles and their importance. • Health and safety and ways to minimise risk.		
Art	**Personal Project** This project will continue from the Summer Term. Students will develop a personal project completing the final piece for this project using their Mock Exam time. Students will be learning about artists, crafts people and designers from a range of cultures, times and countries in	**Externally Set Assignment** Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. Students select one from seven possible starting points on the	**Externally Set Assignment** Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.

	order to develop their own work and ideas Outcomes for this project will be completed in the Autumn Mocks.	paper. Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.	10 hours of Supervised time to complete final pieces.
Business Studies	**Making marketing decisions** Ethics and the environment, product, price, promotion, place **Making operational decisions** Business operations, working with suppliers, managing quality, the sales process	**Making Human resource decisions** Organisational structures, effective recruitment, effective training and development, motivation **Making financial decisions** Gross profit, net profit, average rate of return, quantitative business data	**Revision for external exams**
Ceramics	**Personal Project** This project will continue from the Summer Term. Students will develop a personal project completing the final piece for this project using their Mock Exam time. Students will be learning about artists, crafts people and designers from a range of cultures, times and countries in order to develop their own work and ideas.	**Externally Set Assignment** Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. Students select one from seven possible starting points on the	**Externally Set Assignment** Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.

	Outcomes for this project will be completed in the Autumn Mocks.	paper. Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.	10 hours of Supervised time to complete final pieces.
Computer Science	**Systems and architecture** **Memory and Storage** The purpose, function and common components of CPU, Von Neumann architecture. The need for primary storage ¨ The difference between RAM and ROM and their purpose, the need for secondary storage, common types of storage, the advantages and disadvantages of different storage devices and storage media relating to these characteristics, The units of data storage conversion into a binary format, Data capacity and calculation of data capacity requirements The units of data storage, binary shifts. **Networks and topologies** Types of network factors that affect the performance of	**Network security** Forms of attack, common prevention methods **Systems software** The purpose and functionality of operating system, the purpose and functionality of utility software	**Revision for external exams**

	networks, the different roles of computers in a client-server and a peer-to peer network, the hardware needed to connect stand-alone computers into a Local Area Network, the Internet as a worldwide collection of computer networks, star and Mesh network topologies Modes of connection, Encryption, IP addressing and MAC addressing Standards/common protocols.		
Dance (BTEC)	**PSA 2 - Developing Skills and Techniques in the Performing Arts** • Develop skills and techniques during the rehearsal process • Apply skills and techniques in rehearsal and performance • Review own development and performance Using one professional dance, students will work towards recreating the dance by developing their skills and	**PSA 3 – Responding to a brief.** Developing ideas in response to the brief; working effectively as a member of the group. Practical exploration and development of ideas; working effectively as a member of the group. Selecting and demonstrating skills and techniques; taking part in the rehearsal process, including individual preparation and group rehearsals.	**PSA 3 Submission** **Workshop Final Performance** Demonstrating the effective use of performance skills and techniques in a workshop performance; demonstrating and sustaining skills in performance. **Ideas/Skills Log Written Task**

	techniques in rehearsal practice, recall and repeat, reproduce the repertoire, warm up and cool down, work with others, develop professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development. They will then apply the skills and techniques during the performance of the dance they have learnt in the final filming. To conclude, they will develop skills and develop an evaluation of their performance.		Students reflect on how they contributed to initial ideas and exploring activities; how they contributed to the development process; their skills and techniques. **Evaluation Log Written Task** Students reflect on their contribution to the workshop performance outcome, including the effectiveness of their response to the brief, individual strengths and areas for improvement, and the overall impact of the work of the group.
Enterprise (BTEC)	**Business planning** Business plan, activities, aims, target market, marketing mix, financial validity, Risk assessment. **Component 2 PSA preparation and completion** Micro-enterprise ideas Final justification	**Component 3: Marketing and financial documents in a business** Income statements, profitability ratios sources of finance. **Financial management** Balance sheets, liquidity Cash flow Budgets, break even	**Revision for external exams**

	Business plan Business pitch Evaluation of plan and pitch		
French	**AQA French GCSE Higher (2024) Unit 7 Travel and tourism, including places of interest** • Places where we used to live • A gap year abroad • Holiday stories • Descriptions of a city **AQA French GCSE Higher (2024) Unit 8 Media and technology** • Evolution and uses of the internet • The influences of the digital world • Technology use in the past, present and future • Discussing risks and staying safe online	**AQA French GCSE Higher (2024) Unit 9 The environment and where people live** • A positive impact on the planet • The local environment • Describing your town • Comparing real and ideal homes	**Revision for external exams**
Geography	**Weather & Climate Change** • Weather Systems • Drought, cyclones	**Ecosystems & Ecosystems Under Threat** • Biomes/cycles	**Revision for external exams**

	• Global Warming • UK air masses **Water Supply & demand** • Biomes • Nutrient Cycles • Hot semi-arid grassland • Urban Ecosystems	• Haman threats • Overfishing • Deforestation • Ecotourism	
History	**US involvement in the Vietnam War, 1954-75** Reasons for the US conflict in Vietnam and the escalation of the conflict under President Johnson. The nature of the conflict in Vietnam and changes under President Nixon 1968-73 **Crime and punishment in Medieval England, 1000-1500** The nature and changing definitions of criminal activity in this period. The nature of law enforcement and punishment	**Crime and punishment in early modern England, 1000-1500** The nature and changing definitions of criminal activity in this period. The nature of law enforcement and punishment. **Crime and punishment 1700-present day** The nature and changing definitions of criminal activity in this period. The nature of law enforcement and punishment.	**The historic environment: Whitechapel c1870-c1900** Crime, policing and the inner city in Whitechapel. **Revision for external exams**

Health & Social Care (BTEC)	**Component 2 PSA preparation and completion** Task 1: How health care services work together to meet the needs of an individual Task 2: How social care services meet the needs of an individual Task 3: Barriers an individual could face when accessing services in health or social care Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles	**Component 3** **A Factors that affect health and wellbeing** **B Interpreting health indicators** Students will explore how factors can affect an individual's health and wellbeing positively or negatively. Students will then explore how physiological indicators are used to measure health. **C1 Person-centred approach** **C2 Recommendations and actions to improve health and wellbeing** Students will explore the use of the person-centred approach in health and social care settings Students will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this	**Revision for external exams**

Hospitality & Catering	**Nutrients and their functions** Macro nutrients: Protein, carbohydrate and fats Micronutrients: vitamins and minerals **Nutrition at different life stages** focus on target groups from Controlled Assessment tasks set by the exam board. **Cooking Techniques and their impact on the nutrition content of food.** **Controlled Assessment begins** Cooking Techniques and their impact on the nutrition content of food. Recap – Factors that influence menu planning from last year.	**Controlled assessment continues** **PRACTICAL EXAM WILL TAKE PLACE**	**Revision for external exams**

iMedia (BTEC)	**Creating assets for a final product** Technical skills to create characters for use as components within comics Tools within digital character creation (graphics editing/modelling) software drawing tools colour tools arrangement tools **Creating and testing the product** Use technical skills to create a comic book strip based on a client brief	**Improving and reviewing the product** Technical testing of a product and a review that included suggestions for further development **Research methods and media codes** Learn about research methods in media Learn about the media codes used to convey meaning	**Legal issues and Distribution** Learn about the legal issues that affect media Learn how media can be distributed to the audience **Revision for external exams**
Life	**Life – PSHE** • Mob mentality • Consent and rape • Sex education • Self-Examinations (breasts and testicles) • Fertility/STI's and reproductive health	**Life – PSHE** • Stress and Resilience • CPR • Work and Enterprise Skills • Preparing for Adult Life • Summary Assessment **RE –Thematic Unit** • Human Sexuality	**Revision for external exams**

		• Human Rights and Social Justice • Racial Discrimination	
Music	**Area of Study 4: Popular Music** Learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion You will study: Instrumental and synthesised sound is used Original music may be modified Vocal sounds are used Instruments and voices combined Sound is computer generated and amplified Software and samplers utilised	**Area of study 2: Music for Ensemble** Develop and understand sonority and texture, including instrumental and vocal groupings. Chamber Music, Musical Theatre, Jazz and Blues, vocal ensembles, jazz/blues trio, rhythm section, string quartet, basso continuo, sonatas.	**Revision for external exams**.
PE	NEA completion	Social and cultural Health, fitness and wellbeing	**Revision for external exams**
Product Design	**NEA Completion**	**NEA Completion**	**Revision for external exams**
Sport (BTEC)	-Nutritional plan for sport -Nutritional behaviours for improved performance	-Assessment / moderation -Reducing the risk of sports injuries and dealing with common medical conditions	**Revision for external exams**
Textiles	**NEA completion**	**NEA Completion**	**Revision for external exams**

Year 12 Curriculum

	Autumn Term	Spring Term	Summer Term
English Language	**Paper 1: Language, the individual and society** **Paper 2: Language diversity and change** • Textual Variations • methods of language analysis • how identity is constructed • how audiences are addressed and positioned • the functions of the texts • the structure and organisation of the texts • how representations are produced • Language Gender • Language and Region	**Paper 1: Language, the individual and society** **Paper 2: Language diversity and change** • Language and Occupation • Language and Social Groups • Child Language Development - Spoken • Introduction to NEA • NEA – Original Writing	**Paper 1: Language, the individual and society** • NEA – Language Investigation • Child Language Acquisition – Spoken
Maths	**Pure:** • Algebraic Expressions • Quadratics • Equations and Inequalities • Graphs and Transformations • Straight Line Graphs • Circles	**Pure:** • Trigonometric Identities and equations • Vectors • Differentiation **Applied:** • Probability	**Pure:** • Integration • Exponentials and Logarithms **Applied:** • Forces and Motion

	• Algebraic Methods • The Binomial Expansion • Trigonometric Ratios **Applied:** • Data Collection • Measures of location and spread • Representations of data • Correlation	• Statistical Distributions • Hypothesis Testing • Modelling in mechanics • Constant Acceleration •	• Variable Acceleration
Biology	**Module 1 Foundations in Biology** • Microscopy • Magnification • Eukaryote cell structure • Ultrastructure of plant cells • Prokaryote Cells • Biological molecules • Nucleotides and Nucleic acids • Cell division • Water, Carbohydrates, Lipids and Proteins Various practical assessments will be completed during this term.	**Module 1 Foundations in Biology** • Biological membranes • Enzymes **Module 3 – Exchange and transport** • Transport in Plants • Exchange surfaces and breathing • Transport in animals **Module 4 – Biodiversity, evolution and disease** • Biodiversity • Communicable disease • Various practical assessments will be completed during this term.	**Module 4 – Biodiversity, evolution and disease** • Classification and evolution **Module 6 – Genetics, Evolution and diseases evolution** • Ecosystems • Patterns of inheritance and variation • Populations and sustainability Various practical assessments will be completed during this term.
Chemistry	**Module 2 – Foundations in Chemistry** • Atomic structure and isotopes • Relative mass • The mole	**Module 3 –Periodic Table and Energy** • The Periodic Table • Ionisation energies	**Module 1 – Development of practical skills in Chemistry** • Reaction rates • Dynamic equilibrium Le Chatalier' Principle

	• Determination of formulae • Moles and Volumes • Reacting quantities • Formulae and equations • Electron structure • Acids and redox • Ionic bonding and structure • Covalent bonding • Shapes of molecules and ions • Acids, bases and neutralisation • Acid-base titrations • Redox • Electronegativity and polarity • Intermolecular forces • Hydrogen bonding	• Periodic trends in bonding and structure • Group 2 • The Halogens • Qualitative analysis • Enthalpy changes • Hess' Law and enthalpies cycles **Module 4 Core ORganic Chemistry** • Organic Chemistry • Nomenclature of organic compounds • Representing formulae of organic compounds • Isomerism • Introduction to reaction mechanisms • Alkanes • Alkenes • Stereoisomerism • Alcohols • Haloalkanes	• Spectrometry **Module 5 – Physical Chemistry and transition elements.** • Rates equations • Concentrations – rates **Module 6 – Organic Chemistry and analysis** • Equilibrium
Fine Art	**Introductory Project** Students in year 12 will start the A level course with an introductory project which runs from September until February half term. Students will be introduced to a variety of experiences that explore a	**Introductory Project** continued Students will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. Students will explore the use of drawing for different purposes,	**The Personal Investigation** The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: • clarifying the focus of the investigation

	range of fine art media, processes and techniques. Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. Students will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They will be made aware of the importance of process as well as product.	using a variety of methods and media on a variety of scales. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. Students will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They will be made aware of the importance of process as well as product. **The Personal Investigation** Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	• demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements.

Business Studies	**Entrepreneurs and leaders** The role and motives of entrepreneurs, objectives, forms of business and business choices, liability, the market, market research, market positioning **Markets, marketing mix and strategy** Demand, supply, markets, price elasticity, income elasticity, product/service design, branding and promotion, pricing strategies, distribution, marketing strategy	**Managing people and financing the business** Approaches to staffing, recruitment, selection, training, organisational design, Motivation, leadership, Human resource ratios, staff turnover, productivity, absenteeism, internal and external finance **Financial planning and managing finance** Business planning, Sales forecasting, sales, revenue and costs, break-even, budgets, financial statements, profit, liquidity, business failure	**Resource management** Production, productivity, efficiency, capacity utilisation, stock control, quality management **External influences and theories of corporate strategy** Inflation, exchange rates, interest rates, tax, economy, legislation, competitive environment, Ansoff, Porters matrix, distinct capabilities, SWOT, PEST
Computer Science	**Paper 1** **Programming fundamentals** Data types, programming concepts, arithmetic operations, rational operations, Boolean operations, constant and variables, string handling, random number generation **Programming Paradigms** OOP	**Paper 1** **Data Structures** Single and multi-dimensional arrays, fields, records and files, queues, stacks, graphs, trees, hash tables, dictionaries and vectors **Fundamentals of Algorithms**	**Non-Exam NEA** Project research and analysis Project design and implementation

		Simple logic diagrams, truth tables, combining Boolean operators, applying logical operators in truth tables to solve problems	
Criminology	**Unit 1 Changing Awareness of Crime** We begin studying in Year 12 by introducing the Criminological skills of analysis, interpretation and application using case studies and theory to understand issues surrounding reporting of crime. **Unit 2 Criminological Theories** Continuing with the same unit we look at how campaigns are used to elicit change and how to plan a campaign for change. We start Unit 2 to understand the social construction of criminality.	**Unit 2 Criminological Theories** We will study a number Biological, Sociological and Individualistic theories of criminality. Continuing with the theories of criminality we evaluate the same theories to look at their effectiveness and their application. Finally we look at how theories, social changes and campaigns affect policy. Revision for the year 12 exam.	**Unit 2 Exam** **Case studies for Unit 3 – Crime Scene to Courtroom – Year 13 Work** We focus on completing revision of Unit 2 content and exam practice. Unit 3- Case studies and roles within the Criminal Justice System. We assess the usefulness of investigative techniques in criminal investigations using real case studies. We conclude the year by explaining how evidence is processed.
Geography	**Component 1** **Section A:** **Changing Landscapes** The study of coastal landscapes developed by the interaction of winds, waves and currents and the sediment supply from terrestrial and offshore sources.	**Component 2** **Section A:** **Global Systems** Water & Carbon Cycles The study of the physical processes which control the cycling of both water & carbon	**NEA: Independent Investigation** One written independent investigation, based on the collection of both field data and secondary information.

	Section B: **Changing Places** The study of places and their dynamic characteristics. Different places have distinct characteristics due to their natural features and the landscapes that people have created.	between land, oceans and the atmosphere. **Section B:** **Global Governance: Change & Challenges** Processes and patterns of global migration The study of the processes and patterns of global migration, a global flow which has historically had a major impact on most countries	
Health & Social Care	**Unit 6: safe environments in health and social care** In this unit, students will learn about your local health and social care services that provide care and support for service users across the life stages. Then will explore the legal duty of care and the importance of national legislation, regulations, policies and procedures in maintaining the safety and wellbeing of individuals within health and social care settings (3 pieces of C/W will be completed)	**Unit 1: Human Lifespan and Development** **LAA -** A: Human growth and development through the life stages **LAB:** Factors affecting human growth and development across each life stage	**LAC**: Health and social care promotion, prevention and treatment at different life stages Revision Exam June 2026
History	**Unit 1F The impact of industrialization on Britain, c.1783-1812**	**Unit 1F The impact of industrialization on Britain, 1812-1832**	**Unit 1F The impact of industrialization on Britain, c.1783-1832**

	Looking at the impact of the industrial revolution on the politics, economy and society of Britain. You will focus on pressure for change between 1783 and 1812. **Unit 2J The origins of the American Civil War, c1845-54** The social, economic and political characteristics of the North and South, c1845. The attempts to maintain the union c.1845-1854 and attempts at political compromise.	The impact of the industrial revolution on Britain focusing on government and a changing society, 1812-1832. **Unit 2J The origins of the American Civil War, c1845-61** The attempts to maintain the union c.1845-1854 and attempts at political compromise. The outbreak of Civil War, focusing on the destabilization of relations between the North and South.	The impact of the industrial revolution on Britain focusing on government and a changing society, 1812-1832. **NEA** NEA begins on a subject of choice, using sources and extracts. This is completed outside of lessons.
Photography	**Abstract Photography** Students in year 12 will start the A level course with an introductory project which runs from September until February half term. Students will be introduced to a variety of experiences that explore a range of Camera Techniques, Compositional Ideas and Digital and Physical Manipulation.	**Abstract Photography** Students will use sketchbooks to underpin their work. Students will use digital techniques to produce images. Students will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the	**The Personal Investigation** The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources

	Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This will be integral to the investigating and making processes. Students' responses to these examples will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.	importance of process as well as product. **The Personal Investigation** Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	• substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements.
Psychology	**An introduction to psychological approaches, memory and research methods** Students will learn the basic assumptions of the various psychological approaches and evaluate each one. They will learn about how the memory works and have an introduction to methods that are used for psychological research	**Attachment and Research Methods** We will study attachment Which examines the formation of attachments, animal studies of attachment, the cross-cultural differences in attachment, and the influence of early attachment on later adult relationships. Students will	**Biopsychology** The biopsychology topic examines: the nervous system; endocrine system, fight-or-flight; localisation of function; plasticity and functional recovery; ways of studying the brain; biological rhythms and endogenous pacemakers and exogenous zeitgebers.

	Social Influence and Research Methods We begin studying Social influence which is the process by which an individual's attitudes, beliefs or behaviour are modified by the presence or action of others. Students will continue to investigate methods that are used for psychological research	continue to study research methods used in psychology **Clinical Psychology & Mental Health and Research Methods** Clinical Psychology and Mental Health is the scientific study of mental/psychological disorders. The Clinical Psychology and Mental Health Topic considers different explanations for various psychological disorders (e.g. depression, phobias and obsessive compulsive disorder), including biological, psychological and social explanations	**Research Methods** Research Methods are the different tools/methods psychologists used to conduct psychological research, analyse data and draw conclusions.
Sociology	**What is Socialisation?** Introduction to Sociology. You will look at the impact of socialisation on our culture and how agents of socialisation shape our identity and values. **Families and Households – Theory**	**Families and Households – Power and Relationships** How has family life changed over time and have these changes been for the better or worse? How have recent changes in social demographics impacted family life?	**Theories of education** How social theory relates to the education system. Each theory offers a different view of how well or poorly the education system functions, who are the winners, who gets left behind, and why. **Sociological Research**

	What do the views of the key social theories view family life differ? How has family life evolved in the last 100 years and why? Is this evolution good for society and individuals?	**Intro to Education – Factors impacting attainment in the education system** Why do we educate children? How has the education system changed over time and what are the factors that impact the attainment of pupils in relation to social class, gender and ethnicity.	How sociologists gather, interpret and present research.
Sport	Body's systems and effects of physical activity Sports organisation and development	Physical activity for specific groups Working safety in sport	**Revision for external exams**

Year 13 Curriculum

	Autumn Term	Spring Term	Summer Term
English Language	**Paper 1: Language, the individual and society** **Paper 2: Language diversity and change** • Child Language Development written • NEA 2 – Investigation • Language Change	**Paper 2: Language diversity and change** • Language Diversity – Global Englishes • Revision for external examinations	**Revision for external exams**
Maths	Pure: • Algebraic Methods • Binomial Expansion • Numerical Methods • Functions and Graphs • Series and Sequences • Vectors • Radians Applied: • Regression, Correlation and hypothesis testing • Conditional Probability • The Normal Distribution	Pure: • Trigonometric Identities • Trigonometric Modelling • Parametrics • Differentiation Applied: • Moments • Forces and Friction • Projectiles • Applications of Forces	Pure: • Integration Applied: • Further Kinematics
Biology	**Module 6 – Genetics, evolution and ecosystems** • Genetics of living systems • Patterns of inheritance	**Module 5 – Communication, Homeostasis and energy** • Photosynthesis • Respiration	**Revision for external exams**

	• Manipulating Genomes • Cloning and biotechnology • Ecosystems Various Practical assessments will take place this term.	• Plant Hormones • Homeostasis • Hormonal communication • Neuronal Communication • Homeostasis Overview	
Chemistry	**Module 5 – Physical Chemistry and transition elements.** • Rates continued • Formation and shape of complex ions • Stereoisomerism • Redox and qualitative analysis / reactions • Electrode potentials / Predictions **Module 6 – Organic Chemistry and analysis** • Equilibrium • Bronsted-Lowry acids and bases / pH scale • Acid dissociation constant Ka • Free Energy • PH scale and strong acids / weak acids • Buffer solutions • Neutralisation	**Module 5 – Physical Chemistry and transition elements.** • Carbonyl compounds • Identifying aldehydes and ketones • Carboxylic acids /Carboxylic acid derivatives • Synthetic routes • NMR • Chromatography **Module 6 – Organic Chemistry and analysis** • Introducing benzene • Electrophilic substitution reactions of benzene • Chemistry of phenol • Directing groups • Amines / Amino acids / Chirality • Condensation polymers	**Revision for external exams**
Physics	**Module 5 - Newtonian World and Astrophysics** • Astrophysics and cosmology **Module 6 Particles and Medical Physics**	**Module 6 Particles and Medical Physics** • Electric Fields • Magnetic Fields	**Revision for external exams**

	• Capacitors • Electric Fields Various Practical assessments will take place this term.	• Nuclear and particle physics • Medical imaging Various Practical assessments will take place this term.	
Fine Art	**The Personal Investigation** The personal investigation runs through until the end of January, the final outcome will be completed in the January mock exam time. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation Must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	**The Personal Investigation** Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation Must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. **The Externally Set Assignment** This project starts from the 1st of February. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination	**The Externally Set Assignment** Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

		papers on 1 February, or as soon as possible after that date.	
Business Studies	**External influences, business growth and investment appraisal** PEST, Porters five forces, objectives of growth, problems with growth, mergers, takeovers, organic growth, reasons to stay small, Payback, average rate of return (ARR) **Decision-making techniques, influences on business decisions, Assessing competitiveness** Net present value (NPV), decision trees, critical path analysis, corporate influences, corporate culture, Shareholders, stakeholders, business ethics, Gearing, Return on capital employed (ROCE)	**Managing change, Globalisation, Global markets and expansion** Causes and effects of change, key factors in change, scenario planning, growing economies, international trade, factors contributing to increased globalisation, protectionism, trading blocs, Conditions of prompt trade, Assessment of a country as a market, Assessment of a country as a production location **Global marketing and global industries and companies (MNCs)** Marketing, niche markets, cultural/social factors, impact of MNCs, Ethics, controlling MNCS	**Revision for external exams**

Computer Science	**Paper 2** **Fundamentals of Data representation** Numbers, number bases, units of information, binary number system, information coding systems **Fundamentals of computer systems** Representing images, sound and other data Hardware and software, classification of programming languages, types of program translator	**Paper 2** **Fundamentals of computer organisation and architecture** Logic gates, Internal hardware components of a computer **Fundamentals of computer organisation and architecture** the stored program concept, Structure and role of the processor and its components, external hardware devices	**Paper 2** **Consequences of uses of computing** Individual (moral), social (ethical), legal and cultural issues and opportunities **Revision for external exams**
Criminology	**Unit 3** **Crime Scene to Courtroom** We examine the rights of individuals in criminal investigations followed by understanding the processes for prosecution of suspects. **Unit 4** **Crime and Punishment**	**Unit 4 Crime and Punishment** We describe models of criminal justice and the role of punishment in a criminal justice system. Students sit the Unit 3 controlled assessment this half term. We explain the role and contribution of agencies in achieving social control. We finish the course examining	**Unit 4 Crime and Punishment** In class revision to prepare for final exam.

	To complete Unit 3 we review criminal cases by examining information for validity and drawing conclusions from information. Unit 4 we examine the criminal justice system in England and Wales.	limitations and evaluating the effectiveness of agencies in achieving social control.	
Geography	**Component 2** **Section B:** **Global Governance: Change & Challenges** Governance of the Erath's oceans The study of global flows that cross oceans include container shipping, oil tankers, broadband networks and illegal movements of people and goods. The oceans also function as a global common for waste. **Component 3** **Section A** Tectonic Hazards The study of the structure of the Earth and the processes	**Component 3** **Section B:** Ecosystems It has been argued that human well-being depends on the services provided by ecosystems. This unit studies the processes that maintain or change ecosystems and the interactions between the component parts at a range of spatial and temporal scales. Weather & Climate This unit considers the global perspective on how the world's atmospheric systems	**Revision for external exams** In class practice on exam technique for Component 2 and 3 essays

	operative within the asthenosphere and lithosphere.	lead to a variety of distinctive climate types. Energy Challenges and Dilemmas This unit covers the classification and distribution of energy and resources and the physical factors determining their supply. It considers the opportunities to supply green energy at affordable costs.	
Health & Social Care	**Unit 2 AO1/AO2** This section will help you to understand what it is like to work in the health and social care sector. When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out this unit will help you understand these responsibilities.	**Unit 14 LAA/LAB** We all get sick in our lifetime so this unit explores types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for patients who may have these disorders	**Unit 14 LAD** To make a good recovery all patients need a good treatment plan in this section pupils will Develop a treatment plan for a patient with one of their physiological disorders **Revision for external exams**

	Unit 2 AO3/AO4 As well as understanding your job role in the Health and Social Care sector it is important that you understand the specific needs of the patients that you may work with	**Unit 14 LAC** Once patients have been diagnosed with their disorders, they will need treatment to improve their health. In this section students will examine treatment and support for patients who have these disorders	
History	**Unit 1F The age of reform Britain, 1832-1846** Political change and social reform between 1832 and 1846. Focusing on the Whig and Tory governments at this time. **Unit 2J Civil War and Reconstruction, 1861-77** The war and its events, focusing on the strengths and weaknesses of the Unionists and Confederates.	**Unit 1F The age of reform Britain, 1846-1885** The economy, society and politics focusing on 1846 - 1885. **Unit 2J Civil War and Reconstruction, 1861-77** Early reconstruction, 1865-1867 Radical reconstruction 1867-1877.	**Revision for external exams**

Photography	**The Personal Investigation** The personal investigation runs through until the end of January, the final outcome will be completed in the January mock exam time. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation Must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	**The Personal Investigation** Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation Must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. **The Externally Set Assignment** This project starts from the 1st of February. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.	**The Externally Set Assignment** Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Psychology	**Issues and Debates** The issues and debates in psychology consider some of the important arguments in relation to conducting research and explaining behaviour. The key issues and debates include gender and culture in psychology; free will and determinism; the nature-nurture debates; idiographic and nomothetic approaches and ethical issues and social sensitivity. **Relationships** Relationships is a topic in psychology which examines evolutionary explanations for partner preference, the factors that affect the initiation, maintenance and breakdown of romantic relationships, virtual relationships and parasocial relationships.	**Eating Behaviour** The eating behaviour topic examines behaviours related to eating. This includes normal behaviours (e.g. explanations for food preferences, neural and hormonal mechanisms involved in controlling eating) or abnormal behaviours (e.g. eating disorders, such as anorexia nervosa and obesity). **Forensic Psychology** Forensic psychology is a branch of psychology that applies psychological theories and principles to different stages of the criminal justice system, including understanding causes of crime (biological and psychological) and deciding on ways to deal with offenders.	**Revision for external exams**
Sociology	**Crime – Definitions, patterns and measuring of crime** How do we define crime and how have these definitions changed	**Inequality in areas of social life** Examining and gathering evidence of social inequality in	**Revision for external exams**

	over time? Who offends the most and why? How is crime measured and can we trust the statistics? **Theories of Crime and Deviance** How do the different social theories view crime and deviance?	different areas of life, according to Class, Age, Gender and Ethnicity. **Theories of social inequality** The study of a significant theme in world history that has impacted our lives so much in recent years.	
Sport	Sports coaching Sports psychology	External moderation Practical skills in sport	Moderation