



Saint GREGORY'S
Bath

“In Christ we flourish”

Curriculum Policy

Key Information

Title	Title of Document	
Prepared By	Jo Tidball, Director of Studies	Date 1.11.21
Checked By	Senior Leadership Team	Date 1.12.21
Approved By	Curriculum and Achievement Committee	Date 17.2.22
Version	V01.0	
Document Update	Annually	

Version History

Version	Date	Amendments
V01.0		
V01.1		
V01.2		

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1. Statement of intent and curriculum rationale

At St Gregory's we understand that implementing a broad and balanced curriculum is fundamental to providing students with the education they need to succeed in later life. At our school we aim to inspire students through our curriculum and encourage them to seek the paths they desire for their future careers.

Our Mission

As a Catholic school, our inspiration is Jesus Christ. We therefore promote the dignity and wellbeing of every child and ensure that they flourish with us in a safe, happy and enriching environment. We believe that everyone is gifted and called by God to fulfil some definite service for the greater good of society. We will help our students to discover their vocation in life, to achieve their full potential and to use their gifts for the greater glory of God.

Saint Gregory's curriculum encourages students to develop their talents, deepen their knowledge and become motivated, independent learners within a caring Christian pastoral setting. High expectations and excellent teaching and learning opportunities create an atmosphere that allows students to thrive. We encourage our students to think for themselves, to become creative problem solvers ready to meet the challenges of an ever-changing world.

Our curriculum and wider student experiences have been developed to fully prepare young people to take their place in a global community. We give our students opportunities to develop important employability skills.

The Key Stage 3 curriculum offer is one that inspires and challenges. Students are introduced to a broad and balanced curriculum that will set the foundations for future study and a life-long love of learning. Educational experience extends beyond the classroom; we are committed to providing rich extra-curricular opportunities that extend learning and deepen skills.

At Key Stage 4, students choose from a range of curriculum areas and subjects that allow breadth and balance whilst promoting academic achievement and success. We are committed to providing our students with a choice of option subjects that matches their needs and interests.

At Key Stage 5 we continue to build on the skills and knowledge from Key Stage 4, preparing our students for post-18 careers, higher-level apprenticeships and higher education. We offer a range of A Level courses, from which students can choose the combination which best matches their future aspirations.

Our curriculum aims to:

- Inspire and motivate students.
- Encourage students to achieve to their full potential.
- Help students develop personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life.
- Help students understand the world we live in.
- Provide opportunities for all students to gain cultural capital, both in and out of the classroom
- Help students develop self-esteem, self-worth and self-confidence.

- Meet the different needs of individual students, ensuring they have full access to the curriculum, or that alternative arrangements are in place wherever required.
- Incorporate effective and varying teaching methods to provide diversity in the delivery of the curriculum.
- Fulfil statutory assessment requirements and ensure students are adequately prepared for any assessment.
- Prepare students to make informed choices at the end of KS3, KS4 and KS5.
- Ensure continuity between year groups and phases.

2. Other policies

This policy has been created in accordance with, and will be implemented alongside, the following policies:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Homework Policy
- SEND Policy
- Remote Learning Policy

Each faculty has also written a curriculum intent, implementation and impact document and a one-side faculty development plan. These should be read in conjunction with these policies.

3. Roles and responsibilities

The Headteacher and Director of Studies are responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the school chooses to offer, are organised to reflect the aims and ethos of the school.
- Alongside Heads of Faculties and subject leaders, ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed and how individual needs of students will be met.
- Where appropriate, ensuring the individual needs of students are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and students are adequately informed of progress and attainment.
- Ensuring the Governing Body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular subject leaders and subject teachers, are aware of their responsibilities in relation to this policy.

Heads of Faculty and Subject leaders are responsible for:

- Working alongside the Headteacher to design the curriculum, including how it will be organised, delivered and assessed and how it will cater for students' individual needs.
- Reviewing how their subject area can support, enrich and extend the curriculum.
- Reviewing how their subject area can benefit the aims and objectives of the whole school.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Holding teachers to account for student progress and attainment.
- Ensuring the continuity and progression from year group to year group
- Communicating assessment data to the Headteacher and Governing Body, where required.
- Ensuring suitable Schemes of Work are in place at each key stage, so that the curriculum is sequenced and builds on previous knowledge and skills.
- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are following the schemes of work.
- Keeping up to date with and communicating emerging technologies and changes in their subject areas and organising the deployment of resources.
- Ensuring there is consistency in the delivery of their subject area.
- Organising, providing and monitoring CPD opportunities in their subject area.
- Ensuring common standards are met for recording and assessing student performance.
- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Using data showing prior performance to compare with current progress and to identify underachievement and provide intervention.

Classroom teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of students' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Head of Faculty or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

The SENCo is responsible for:

- Liaising with subject leaders
- Organising and providing training for staff regarding the curriculum for students with SEND.

- Advising staff how best to support students' needs.
- Advising staff on the inclusion of curriculum objectives in students' individual education plans.
- Advising staff on the use of Learning Support Assistants in order to meet students' needs.

(See also the SEND Policy)

4. KS3 curriculum organisation

During KS3, lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

The table below outlines the subjects that are taught during Year 7, 8 and 9.

Year 7	Year 8	Year 9
Religious Education	Religious Education	Religious Education
English	English	English
Maths	Maths	Maths
Biology	Biology	Biology
Chemistry	Chemistry	Chemistry
Physics	Physics	Physics
Geography	Geography	Geography
History	History	History
MFL – 2 from French, German, Mandarin, Spanish or Nurture	MFL – 2 from French, German, Mandarin, Spanish or Nurture	MFL – 2 from French, German, Mandarin, Spanish or Nurture
Art	Art	Art
Computing	Computing	Computing
Food	Food	Food
Design Technology	Design Technology	Drama
Drama	Drama	Dance
Dance	Dance	Music
Music	Music	PE
PE	PE	PSHE
PSHE	PSHE	

The content of each subject taught at Years 7, 8 and 9 can be found in appendices of this policy.

Across all year groups in KS3, the students are taught in tutor groups, except for mathematics in Years 7 to 9, science in Years 8 and 9 and English in Year 9. Mixed ability teaching groups facilitate an inclusive curriculum for all.

5. KS3 curriculum delivery

Throughout KS3 students receive a set number of lessons per subject based on the fortnightly organisation of the curriculum.

Year 9															
RE	English	Maths	Biology	Chemistry	Physics	Geog	History	MFL	PSHE	Drama	Dance	PE	Music	Art	Comp/ Food
5	7	7	2	2	2	3	3	5	1	2	1	4	2	2	2

Year 8															
RE	English	Maths	Biology	Chemistry	Physics	Geog	History	MFL	PSHE	Drama	Dance	PE	Music	Art	Computing
5	6	6	2	2	2	3	3	5	1	2	1	3	2	2	3

Year 7															
RE	English	Maths	Biology	Chemistry	Physics	Geog	History	MFL	PSHE	Drama	Dance	PE	Music	Art	Computing
5	6	6	2	2	2	3	3	5	1	2	1	3	2	2	3

The delivery of the **KS3** curriculum is shown below across Years 7, 8 and 9:

6. KS4 curriculum organisation

During KS4 lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

In KS4 students are taught eight compulsory, core subjects (seven of which are examined), and are able to choose a further three choices from the optional subjects to study at GCSE level.

The table below outlines the subjects that are taught during Years 10 and 11:

Year 10	Year 11
Core subjects	
Religious Education English Language English Literature Maths Biology Chemistry Physics PE	Religious Education English Language English Literature Maths Biology Chemistry Physics PE
Optional subjects	
Art Photography Enterprise and Marketing Computing Drama Dance Music Food technology French German Spanish Mandarin Geography History Child Development PE	Art Photography Enterprise and Marketing Computing Drama Dance Music Food technology French German Spanish Mandarin Geography History Child Development PE

The blocks in which these subjects are taught are designed each year to respond to the number of students selecting each subject and what combinations are required.

Wherever possible, the school will accommodate students' choices, but they will be asked to give five choices and will be guaranteed at least three of them

7. KS4 curriculum delivery

The blocks for Year 10 in 2021 / 2022 are shown here:

Year 10						Options	5 each		
RE	English	Maths	Biology	Chemistry	Physics				
						History	Mandarin	Computing	Computing
5	7	8	4	4	4	PE	Geography	Music	German
						Art	Photography	Geography	Enterprise + Marketing
						Enterprise + Marketing	Dance	Art	Spanish
PE								Child	
CORE						Drama	Food	Development	French
3							History		Food
									Geography
									History

The blocks for Year 11 in 2021 / 2022 are shown here:

Year 11						Options	5 each		
RE	English	Maths	Biology	Chemistry	Physics				
						History	Drama	German	Geography
5	7	8	4	4	4	PE	Music	Drama	History
						Child			
						Development	Computing	Geography	Photography
						Enterprise + Marketing	Dance	Art	Spanish
PE								Enterprise +	
CORE						Mandarin	Food	Marketing	
3								French	

The content of each subject taught at Years 10 and 11 can be found in the appendices of this policy.

In KS4 students are set for maths, English, biology, chemistry and physics.

Please note that the option blocks are subject to change each year in response to demand. Options may not run if the numbers are not viable.

8. Further curriculum information

RSE for KS3 and KS4 is delivered through the RE and PSHE curriculum.

PSHE education is delivered via:

- Drop Down morning/days
- The RE curriculum
- KS3 dedicated fortnightly lessons
- Dedicated assemblies
- Weekly work in tutor time

9. Post-16 curriculum

The New Sixth offers post-16 education for students who want to undertake A-levels. Students choose three subjects. In addition they may support their studies by adding a qualification from the enriched curriculum offer, which includes AS, Further and Core Mathematics or an Extended Project Qualification.

Students must have achieved five GCSE grades of between 9-5 plus the required grade for their chosen, or a similarly related, subject to be eligible for studying at sixth form.

The following subjects are available for students in Years 12 and 13:

English language / literature

English literature

Mathematics

Biology

Chemistry

Physics

Psychology

Art / Photography

Business studies

Economics

Geography

History

Computing

French

Spanish

Music

PE

Drama and theatre studies

Dance

Sociology

The content of each subject taught at Years 12 and 13 can be found in the appendices of this policy.

During sixth form lessons are taught as 60-minute lessons– students may have between 3-5 lessons a day and are provided with ‘study periods’ in between these lessons where they can undertake their own study. The timetable is organised fortnightly.

The delivery of the sixth form curriculum for Year 12 and Year 13 in 2021/2022 is shown below:

Year 12								
Religion + Life	Core Maths Further maths AS maths EPQ	Eng Lang/Lit Bus Studies Biology Physics Sociology	Geography Biology Computing English Lit Psychology Spanish*	Sociology Maths Chemistry PER	PER Psychology	Fine Art / Photography Geography Chemistry Economics History Music PP	Enrichment 2	*Reduced time PP Prior Park
2	5	9	9	9	9	9		

Year 13							*Reduced time PP Prior Park
Religion + Life	Core Maths	Chemistry	History Business Studies	Physics Psychology Sociology	Maths Dance* Geography Photography PP French PP Sociology Spanish	Enrichment 2	
2	EPQ AS maths Further maths 5	Geography Economics English Lit/Lang English Lit History	Biology Chemistry Drama	PE Biology PER			
		9	9	9	9		

Please note that the option blocks are subject to change each year in response to demand. Options may not run if the numbers are not viable.

10. Teaching and learning – see also the Teaching and Learning Policy

- The teaching of the curriculum will ensure that students of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills.
- Students will be taught to describe key characteristics and associated processes in common language throughout curriculum subjects, as well as understand technical terminology and specialist vocabulary.
- Students will undertake independent work and have the opportunity to work in groups and discuss with their peers.
- Teachers use a variety of teaching methods to provide variation and enhance students' understanding.
- Teachers ensure students apply their knowledge and understanding when developing, presenting and reflecting on ideas.
- The school adopts a mastery approach to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure students develop fluent technical proficiency and think deeply about underpinning concepts before moving onto the next topic.
- Skills are taught throughout the curriculum and episodes of learning that allow the students to learn the skill/concept, practise it, apply it and apply the skill/knowledge in a different context to ensure the learning is embedded.

11. Planning

- Teachers will use the learning content identified in the subject's specification as a source for their planning material.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all students engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Short-term planning will be used flexibly to reflect on the objectives of the lesson, the success criteria and the aims of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account students' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with students.
- Wherever possible, curriculum subjects will provide opportunities to establish links with other curriculum areas.

12. Assessment and reporting

- Students sit the following statutory assessments throughout their time at our school: GCSEs, Cambridge National Awards, AS-Level examinations, A-level examinations
- Regular assessments will be undertaken and teachers and students will compare them to their minimum estimated grades.
- Progress reports are sent home between four and six times a year, recording minimum estimated grades, current working grades and attitude to learning.
- Parents are invited to attend parents' evenings with their child's teachers. Parents are also welcome to discuss their child's progress with their teachers at other times.
- Teachers may invite parents for a discussion based on their child's progress and/or results at any point during term times.
- The Headteacher's Report reports students' progress to governors three times a year.
- The progress of students with SEND will be monitored by the SENCo.
- Assessment results are recorded centrally to facilitate effective tracking and intervention, and allow the teachers in subsequent years to see prior performance.

13. Homework (see Homework Policy)

- Homework is given to students and assessed in accordance with the school's Homework Policy.
- Homework will be set in accordance with the homework timetables and will build upon objectives set in lessons.
- The duration of tasks students are set will vary depending on the year group – see homework timetables in appendices.
- The difficulty of homework is set depending on each group's ability. Homework will challenge students however it will not be so difficult that students find it demoralising.
- Homework will take a variety of formats including written work, presentational exercises and project work.
- Parents are encouraged to discuss any errors in their child's homework with their child and support learning in the home environment.
- Feedback from parents about their child's homework is also welcomed by the school.
- Teachers may decide to set extra homework if they feel it would be beneficial.

14. Resources

- Heads of Faculty are responsible for the management and maintenance of resources, as well as for liaising with the school Business Manager in order to purchase further resources.
- Display walls will be utilised and updated in order to enhance learning.
- Equipment and resources will be easily accessible to students during lessons.
- There will be a commitment to providing resources to disadvantaged students to enable them to succeed in that subject.

15. Equal opportunities

- St Gregory's ensures that all students, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.
- Where it is inappropriate for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- The school aims to provide students of all abilities with the opportunity to extend their thinking through extension activities that are age and ability appropriate, e.g. problem solving, discussion exercises, investigative work and research.

16. Monitoring and review

- This policy will be reviewed annually by the Headteacher in conjunction with the Director of Studies.
- Any changes made to this policy will be communicated to all members of staff.
- Curriculum Leaders will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of the students' education.
- All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.
- The scheduled review date for the policy is February 2023.

Year 7 subject content

<u>RE</u>	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>PSHE</u>	<u>Computer Science</u>	<u>Art</u>	<u>Food Technology</u>
<p>Terms 1 & 2 Introduction to RE Who Is God for the people of God? Who is Jesus for the people of God?</p> <p>Terms 3 & 4 What is the Kingdom of God? What are the sacraments of healing? Relationship education</p> <p>Terms 5 & 6 What are the signs of identity for the Jewish people? What are the joys and challenges of living as people of God?</p>	<p>Terms 1 & 2 Contemporary fiction: 'The Breadwinner' Creative writing: Using the classics for inspiration – 'The Odyssey' or 'Oliver Twist'</p> <p>Terms 3 & 4 Modern drama: 'Frankenstein' Speaking and listening: Debates Non-fiction writing: Changing our world and BBC Young Reporters</p> <p>Terms 5 & 6 Contemporary poetry: Exploring different cultures Shakespeare: 'A Midsummer Night's Dream' or 'The Tempest' Creative writing: Poetry and script writing</p>	<p>Unit 1 Number Unit 2 Special Numbers Unit 3 Algebra Unit 4 Decimals and fractions Unit 5 Fractions, decimals and percentages Unit 6 Graphs and Averages Unit 7 Ratio, proportion and measures Unit 8 Sequences and straight line graphs Unit 9 Area and Perimeter Unit 10 Angles and Transformation Unit 12 Probability</p>	<p>Forces: Speed & Gravity Electromagnets: Voltage and Resistance & Current Energy: Energy costs & Energy transfer Waves: Sound & Light Matter: Particle model & Separating mixtures Reactions: Metals and non-metals & Acids and alkalis Earth: Earth structure & Universe Organisms: Movement & Cells Ecosystems: Interdependence & Plant reproduction Genes: Variation & Human reproduction</p>	<ul style="list-style-type: none"> Adapting to Change Conflict & Equality Personal Awareness 	<p>Term 1 Online Safety and School Network (Agreement)</p> <p>Term 2 Computers - Inputs/Outputs and Memory</p> <p>Term 3 and 4 Computational Thinking - Algorithms and Decomposition – Programming (Scratch)</p> <p>Term 5 Game Design Project</p> <p>Term 6 Graphic Design and Copyright - Stop Motion Animation</p>	<p>Topic 1: Line and Texture – including print-making Topic 2: Tone and Colour</p> <p>Terms 3 & 4 Topic 1: Colour continued Topic 2: Clay masks</p> <p>Terms 5 & 6 Topic 1: Fantasy Hybrid Models – this is a longer project as it begins with a design element and end up with freestanding papier-mâché sculptures.</p>	<p>Terms 1,2 &3 Theory: Health and Safety Hygiene Storing food safely Healthy eating; Nutrients and their functions Sensory evaluation Influence on food choices</p> <p>Practical: Health and safety Fruit salad; Knife skills Savoury bites Fruit scones Cheese straws; Vegetable soup; knife skills Pizza Fruit crumble Sausage rolls Bake Off!</p>

<u>Geography</u>	<u>History</u>	<u>Design Technology</u>	<u>PE</u>	<u>Music</u>	<u>Dance</u>	<u>Drama</u>
<p>Seven Worlds, One Planet: Europe and Antarctica.</p> <p>Students study the following topics:</p> <ul style="list-style-type: none"> • Our Island Home and Multiculturalism • Geographical Skills • Water World: Rivers, Flooding, Glaciers and the British Coastline • Our Weather • Cold Environments: Russia and Antarctica 	<p>1066-1603. This period encompasses the Norman invasion, Medieval power struggles, life in the Middle Ages, the Black Death and revolting peasants. We also cover the Tudors, English Reformation and the end of the Tudor dynasty.</p>	<p>Terms 1, 2 & 3 UNESCO Project: Introduction to DT and graphic design and the meaning of design. What is DT? Designers Perspective Two-point perspective in buildings Isometric design Impossible shapes Multilinking shapes Multilinking buildings Plans and elevations Develop IT graphic design skills using “sketch up” for design or “blender” to develop 2D and 3D designs and shapes Final sustainable modelling to produce a 3D cardboard building model. Architects model</p>	<p>Terms 1 & 2: Baseline testing Hockey Netball Rugby Fitness</p> <p>Terms 3 & 4 : Basketball Trampolining Minor Games Table Tennis</p> <p>Terms 5 & 6 Athletics Cricket Rounders Softball Tennis</p>	<ul style="list-style-type: none"> • Exploring the voice and different styles of singing • Keyboards – Learning notation and the elements of music • Ukuleles – Learning to read tab, ensemble playing and accompaniment skills • Renaissance – Piano duets – timing and exploring different eras of music • African Drumming – Exploring music of other cultures and traditions associated with it • ‘Instruments of the Orchestra’ – from their early beginnings to the present day! 	<p>Terms 1 & 2 Topic: Five Basic Dance Actions: An introduction to choreography</p> <p>Terms 3 & 4 Topic: Bollywood: A study of a specific dance genre</p> <p>Terms 5 & 6 Topic: <i>Swansong</i>: A study of a professional dance work</p>	<p>Terms 1 & 2 Mime and Movement – an introduction to the basic elements of physical drama Use of Voice – communicating through words and sounds</p> <p>Terms 3 & 4 Lloyds Leisure facility – Teacher in Role Scheme exploring dilemmas and group decision-making Charlie and the Chocolate Factory – practical exploration of the world of Roald Dahl through script and improvisation</p> <p>Terms 5 & 6 Shakespeare – an introduction through an exploration of his stories Characterisation – an exploration of the generation gap through script and improvisation</p>

<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>Mandarin</u>
Terms 1 & 2 Greetings (hello/goodbye) Saying how you are today Days, months of the year (date) Numbers 0 to 100 Saying how old you are Talking about birthday The Alphabet and how to spell Terms 3 to 4 Talking about brothers and sisters and pets Giving information about family members Using to be and to have with all pronouns Using intensifiers with adjectives Introduce opinions and reasons Develop opinions with A mon avis/ je pense que) ER verbs AIMER/ DETESTER to give opinions about pets/ family members and justify Terms 5 to 6 Talking about subjects at school Expressing opinions Re-use verbs AIMER/ DETESTER/ ETUDIER to strengthen endings of er verbs in present tense Learn time, activities after school using verbs ALLER/ FAIRE (irregular)	Terms 1 & 2 Self: Introductions Numbers Birthdays Ages Classroom equipment Terms 3 & 4 School: Subjects and expressing opinions Clothing Food and drink Introduction to the present tense Terms 5 & 6 Family & Friends: Pets Forming plurals in German Family members Giving descriptions	Terms 1 & 2 – ¡Vamos! Greetings Spanish Pronunciation and Alphabet Numbers 1-31 Days of the Week Months of the Year Birthdays Classroom Instructions Schoolbag items Terms 3 & 4 – En el instituto School Subjects Saying what you do in lessons Talking about teachers Giving opinions and reasons why What you do at break and lunch School food Terms 5 & 6 – Mi Familia Naming family members Saying how old others are, giving their names Numbers 1-100 Pets, and describing pets Plurals and agreements with verbs, nouns and adjectives Using verbs Tener and Ser Describing yourself and others, with hair, eyes, height and personality	Term 1 & 2 Numbers Age Greetings Name Counting up to 99 Learning simple characters Introducing yourself Term 3 & 4 Family members Birthday Pets Hobbies Sports Days of the week Term 5 & 6 School subjects Opinions Telling the time Using plural pronouns Food and drinks

Year 8 subject content

<u>RE</u>	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Computer Science</u>	<u>Art</u>	<u>Food Technology</u>
<p>Terms 1 & 2 What does it mean to be a covenant people? (A study of the Old Testament) How is Jesus the new covenant?</p> <p>Terms 3 & 4 What are the signs of identity for the Sikh People? Relationship Education How does the early Church history guide us?</p> <p>Terms 5 & 6 Joys and challenges of living as the People of God - What is Sacrament of reconciliation. What is right and wrong? What are the signs of Hindu identity?</p>	<p>Terms 1 & 2 Contemporary fiction: 'Refugee Boy' Orwell Youth Prize: Reading and writing in different genres; focus on diversity</p> <p>Terms 3 & 4 Shakespeare: 'Much Ado About Nothing' Creative writing: Gothic fiction</p> <p>Terms 5 & 6 Non-fiction writing: Writing with a viewpoint/opinion/argument 19th Century fiction: Sherlock Holmes 'The Speckled Band' and other short stories</p>	<p>Unit 1 Special Numbers Unit 2 Number and decimal Unit 3 Fractions and percentages Unit 4 Ratio and proportion Unit 5 Algebra Unit 6 Graphs Unit 7 Perimeter, Area and Volume Unit 8 Angles Unit 9 Straight line graphs Unit 10 Inequalities Unit 11 Statistics Unit 12 Transformation</p>	<p>Part 2 – Taught in Year 8 Forces: Contact forces & Pressure Electromagnets: Electromagnets & Magnetism Energy: Work & Heating and cooling Waves: Wave effects & Wave properties Matter: Periodic table & Elements Part 2 – Taught in Year 8 Reactions: Chemical energy & Types of reaction Earth: Climate & Earth resources Organisms: Breathing & Digestion Ecosystems: Respiration & Photosynthesis Genes: Evolution & Inheritance</p>	<p>Term 1 Online Safety – Social Media etc.</p> <p>Term 2 Data Representation – Binary, Hex</p> <p>Term 3 Computers - Software and Hardware</p> <p>Term 4 and 5 Advanced Computational Thinking - Algorithms and Decomposition – Programming (Scratch and Python)</p> <p>Term 6 Game Design Project</p>	<p>Terms 1 & 2 Topic 1: Bugs – pencil drawing, colour work and painting. Topic 2: Bugs – Collagraph print-making</p> <p>Terms 3 & 4 Matryoshka Dolls – students design their own dolls and then make them from clay.</p> <p>Terms 5 & 6 Native American Art – students design their own totem poles and then build them from tubes and papier-mâché.</p>	<p>Terms 1, 2 & 3 Theory: Food spoilage and contamination At Risk people and conditions microorganisms need to grow Adapting ingredients for a healthy option Design and annotate Specific dietary requirements Food science Where does our food come from? Vegetable knife skills (high skills) Extension; preservatives</p> <p>Practical: Shaping rolls Strawberry Roulade Sweet and Sour Fruit Pie Stir Fry Pasta bake Chocolate chip oat cookies Pizza pinwheels with filling Bake off!</p>

<u>Geography</u>	<u>History</u>	<u>Design Technology</u>	<u>PE</u>	<u>Music</u>	<u>PSHE</u>	<u>Dance</u>	<u>Drama</u>
<p>Seven Worlds, One Planet: North America, South America and the Middle East.</p> <p>Students study the following topics:</p> <ul style="list-style-type: none"> • The Living World: Ecosystems and the Tropical Rainforests • Extreme Environments: Hot Deserts • The City in the Desert: Dubai • The Geography of the USA • Our Restless Earth: Hazards 	<p>1603-1900. Within this time period, students will learn about the causes of the English Civil War and how it was fought, the emergence of The British Empire and India, the Industrial Revolution, and slavery and its abolition.</p>	<p>Ugly dolls: Students will further develop their textiles skills to produce an Ugly doll. Ethos <i>“It doesn’t matter what you look like, embrace your flaws and love who you are”</i></p> <p>Follow a DreamWorks design brief and specifications Analyse existing Ugly dolls Working diary of progress Produce a mood board Use research to develop Make their own templates Stitch skills Free Skills Stitch a 3D soft toy Analyse and evaluate final Ugly doll. (WWW EBI) Extension activity: Design a packaging for your Ugly doll.</p>	<p>Terms 1 & 2 Rugby Trampolining Netball Fitness</p> <p>Terms 3 & 4 Hockey Basketball Table Tennis Football Minor Games</p> <p>Terms 5 & 6 Athletics Cricket Rounders Softball Tennis</p>	<ul style="list-style-type: none"> • Blues music – History of the Blues and improvising melodies • Classical Music – traditions of the Classical Era • Impressionism – how to create mood in music • Gamelan and fusions – music from other cultures and learning to fuse two genres together using computer software • Rock Music – learning rock instruments and learning to play as a band 	<ul style="list-style-type: none"> • Impressions • Work & Consumer Choices • Issues 	<p>Terms 1 & 2 Topic: Breakdance: A study of a specific dance genre</p> <p>Terms 3 & 4 Topic: Dancing with Props</p> <p>Terms 5 & 6 Topic: Dance and Science</p>	<p>Terms 1 & 2 Friendship- through exploration of Blood Brothers script Storytelling – a range of stimuli exploring narrative and different theatrical forms</p> <p>Terms 3 & 4 Monster in the Village – Teacher in Role Scheme exploring social change, dilemmas and decisions Mugged – detailed study of approaches to script through Stanislavski- exploration of themes – gang culture and knife crime</p> <p>Terms 5 & 6 Family Life – improvisation work exploring status and tension. Exploration of Stanislavski</p>

<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>Mandarin</u>
<p>Terms 1 & 2 Where do you live : countries areas Places in town Weather using IF and WHEN Revisit verbs to express activities we do in the house and with weather Learn Depuis and present tense</p> <p>Terms 3 & 4 Hobbies Sports, TV, music, cinema Consolidate what we are doing Study near future re-use weather, rooms to express what you are going to do</p> <p>Terms 5 & 6 Re-inforce all activities within the house and around in the past tense as well as present and near future Consolidate to be and to have Study the past tense</p>	<p>Terms 1 & 2 My free time: Sports Hobbies Expressing likes and dislikes Talking about what you do in your free time and when Forming the present tense: singular and the “wir” form of the verb.</p> <p>Terms 3 & 4 Extending structures on hobbies Weather phrases Countries Talking about where you went on holiday, who you went with and where you stayed Talking about what you did on holiday Introduction to the perfect tense</p> <p>Terms 5 & 6 Food and drink and shopping Likes and dislikes Shopping for food and drink and buying food and drink in a restaurant Describing a past trip to a restaurant</p>	<p>Terms 1 & 2 – A La Casa Using the verb Vivir to name the countries and towns where you and others live Naming particular locations within a country and different types of home Naming the rooms of the house, making nouns plural Saying what you do in different rooms of the house Name items of furniture and using prepositions to say where these items are in relation to each other La Semana Santa</p> <p>Terms 3 & 4 – Mis Vacaciones Countries, Saying where you went on holiday, Transport Holiday activities, Weather Giving more details on holidays Giving opinions in the past tense</p> <p>Terms 5 & 6 – La Comida Talking about mealtimes Comparing Spanish and British eating habits Food likes and dislikes, Shopping for food Quantities, Spanish Markets Ordering food in a restaurant Talking about what you eat normally, what you ate yesterday, what you are going to eat tomorrow Tapas Tasting Lesson</p>	<p>Term 1 & 2 Telling the time Using plural pronouns sentence structure with time phrases, Nationality</p> <p>Term 3 & 4 Weather Countries Nationalities and languages Types of places to go on holiday and activities Transport Past tense Adjectives to describe appearance Bedroom furniture Prepositions Colours Clothes</p> <p>Term 5 & 6 Daily routine Places in town Reasons using ‘because’ Future tense My house and comparisons Jobs</p>

Year 9 subject content

<u>RE</u>	<u>English</u>	<u>Maths</u>	<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>	<u>PSHE</u>
<p>Terms 1 & 2 How can life be considered a pilgrimage? What are we called to be? Vocation</p> <p>Terms 3 & 4 What are the signs of Islamic identity? How should I live my life? (relationship education) What are the signs of Buddhist identity? (relationship education)</p> <p>Terms 5 & 6 The Joys and Challenges of Living as the People of God – Contemporary Moral Issues and Introduction to Philosophy.</p> <p>GCSE RE Course – Introduction to Jewish Beliefs.</p>	<p>Terms 1 & 2 Poetry to make you think and feel: Looking at modern issues through poetry Orwell Youth Prize: Reading and writing in different genres; focus on Activism</p> <p>Terms 3 & 4 Contemporary Fiction and Shakespeare: ‘Noughts and Crosses’ and ‘Romeo and Juliet’ Focus on reading and writing skills using both texts</p> <p>Terms 5 & 6 Travel writing Begin GCSEs: ‘An Inspector Calls’</p>	<p>Unit 1 Number and Indices Unit 2 Decimals Unit 3 Algebra Unit 4 Fractions and Decimals Unit 5 Angles Unit 6 Ratio, Proportion and Measures Unit 7 Perimeter, Area and Volume Unit 8 Graphs Unit 9 Algebra and Inequalities Unit 10 Probability Unit 11 Shape Unit 12 Statistics</p>	<p>GCSE Biology Topic 1: Cells and Organisation</p> <p>B1 Cell structure and transport</p> <p>B2 Cell division</p> <p>B3 Organisation and the digestive system</p> <p>B4 Organising animals and plants</p>	<p>GCSE Chemistry Topic 1: Atoms, Bonding and Moles</p> <p>C1 Atomic Structure</p> <p>C2 The Periodic Table</p> <p>C3 Structure and Bonding</p>	<p>GCSE Physics Topic 1: Energy and Energy Resources</p> <p>P1 Conservation and Dissipation of Energy</p> <p>P2 Energy Transfer by Heating</p> <p>P3 Energy Resources</p> <p>Topic 2: Particles at Work</p> <p>P4 Electric Circuits</p>	<ul style="list-style-type: none"> • Body Image • Employability & Money • Safety

<u>Geography</u>	<u>History</u>	<u>Art</u>	<u>Computer Science</u>	<u>Dance</u>	<u>Drama</u>	<u>Music</u>
<p>Seven Worlds, One Planet: Africa, Asia and Australasia.</p> <p>Students study the following topics:</p> <ul style="list-style-type: none"> • Development and the World of Work (India) • Africa: a Continent of Contrasts • Global Issues • Population and China • The Geography of Australia 	<p>The 20th century. Students will focus on the First World War, the Inter-War Years, The Second World War, the Holocaust, aspects of the world post-1945, and how Britain has changed since 1950.</p>	<p>Terms 1 & 2 Pop Art investigated Topic 2: Pop Art 3D relief work begins</p> <p>Terms 3 & 4 Topic 1: Expressionism – students respond to music and learn about Wassily Kandinsky. Topic 2: Expressionism continued - students create animal painting in the style of Franz Marc.</p> <p>Terms 5 & 6 Topic 1: Students learn about the artist Chris Ofili and study his piece ‘No Woman No Cry’. Topic 2: Students make Chris Ofili-style self-portraits.</p>	<p>Term 1 and 4 Online Safety – Looks, Sharing Nudes and Grooming</p> <p>Term 2 and 5 Data Representation – Binary, Hex Spreadsheets/Databases</p> <p>Term 3 and 6 Computing – Ethical, Moral, Environmental and Social Issues of Computer Science</p>	<p>Terms 1 & 2 Topic: Using War as a stimulus for choreography</p> <p>Terms 3 & 4 Topic: Choreographic approaches</p> <p>Terms 5 & 6 Topic: Performing arts project</p>	<p>Terms 1 & 2 Isolation – focussing on scripted performance of Gum and Goo by Howard Brenton The Gate – Improvisation exploring dramatic structure drawing on themes of peer pressure and status</p> <p>Terms 3 & 4 Devising to Stimulus – exploring different theatrical styles and techniques. GCSE style small group work Approaches to practitioner – Brecht and Frantic Assembly</p> <p>Terms 5 & 6 A cross-curricular performance project including Music, Art and Drama</p>	<ul style="list-style-type: none"> • Pop music – building on band work in Y8, playing popular music • ‘Film Music’ – listening, performing and composing music for a given genre of film • Pop music composition – how to write pop songs • Reggae – Learning traditions associated with Reggae and recreating pieces in that style • Performing Arts Project – (two terms – one prep, one individual work)

<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>Mandarin</u>	<u>PE</u>	<u>Food Technology</u>
Term 1 Films / books/ TV Use tenses to discuss past, present and near future plans Talking about future plan using the simple future. Talking in the future about self and others Discuss future career. Term 2 Talking about what you used to do: study the Imperfect Compare with now Develop listening skills Discuss life now, past, and future Term 4 consolidate all tenses Study of film " La rafle" Terms 5 to 6 Talking about parts of the body and where it hurts Discussion at the doctor, healthy living Expressing opinions and justifications about healthy living Discuss in the past, present and future what do you do to be healthy Talking about the dangers of drugs, alcohol and cigarettes/ addictions Focus on Grammar: revision of all tenses in French (present, 2 futures, conditional, imperfect, past perfect, imperative) Gender, adjectives and adverbs Modal verbs Reflexive verbs	Terms 1 & 2 Media: IT: talking about what you do on the computer Music: likes and dislikes. Using extended opinions Film: describing the last film you saw Re-visiting the perfect tense Terms 3 & 4 Education and future plans: Talking about your school subjects and expressing opinions using extended sentences School day: comparing the German school system with the British one Teachers: using the comparative and superlative School rules: modal verbs Careers and future plans Terms 5 & 6 Where I live: types of houses, describing your room, your home town and talking about where you would like to live in the future	Terms 1 & 2 – El tiempo libre Hobbies Saying what you do in your Free Time (recap from Y8 activities in the house) frequency and sequencing Expressing opinions on what you like and don't like to do in your Free Time use of 3 tenses Terms 3 & 4 Parts of the Body, Describing Symptoms, Illness, Healthy and Unhealthy Food Healthy Living Lifestyle changes plans to improve health use of imperfect Terms 5 & 6 – ¡Fiesta! Naming fiestas of Spanish Speaking World Understanding historical and religious traditions behind different fiestas Describing costumes, traditional food and activities linked to different fiestas Explaining how you celebrated/ celebrate/ are going to celebrate different events	Term 1 & 2 Shopping (At the department store, online shopping) Travel Plan and the weather Term 3 & 4 Talk about school subjects Describe school location and facilities Talk about a typical school day/exchange activity/extra-curricular activity/interesting event happened in school Term 5 & 6 Describe sports facilities in your area and what sports you like doing Talking about what extra-curricular activity you are taking part in and why Talking about how you socialise with family, friends and classmates	Terms 1 & 2 Rugby Trampolining Netball Fitness Terms 3 & 4 Hockey Football Basketball Minor Games Table Tennis Terms 5 & 6 Athletics Tennis Rounders Softball Cricket	Terms 1,2 & 3 Theory: Diet and Health; Micronutrient Diet and Health; Macronutrients Function of ingredients Environment impact of food Planning meals for different groups Food science investigation; eggs Extension activity: Feast to save the planet Practical: Lasagne Jam tarts Risotto Cheesecake Cottage Pie Burgers Calzone Victoria sponge cake Bake off!

Year 10 subject content

<u>RE</u>	<u>English</u>	<u>Maths</u>	<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>	<u>Core PE</u>
Eduqas Syllabus B Component 1 – Foundational Catholic Theology. Theme 1 – Origins and Meaning Theme 2 – Good and Evil 1hr 30 minute exam 37.5% of grade	Terms 1 & 2 Component 1 English Language: Reading and writing 19th Century Fiction: ‘A Christmas Carol’ Terms 3 & 4 Spoken Language Presentations and Language work (non-fiction viewpoint writing and creative writing) Shakespeare: ‘Macbeth’ Terms 5 & 6 Poetry Anthology & Unseen Poetry Post 1914 Drama: ‘An Inspector Calls’	Unit 1 Number: Basics Unit 2 Algebra: Basics Unit 3 Geometry and Measure: Angles Unit 4 Statistics: Graphs and Charts Unit 5 Ratio: Fractions and percentages Unit 6 Algebra: Equations and inequalities Unit 7 Geometry and Measure: Trig and Pythagoras / Equations Unit 8 Statistics: Statistics and Averages and Graphs Unit 9 Algebra : Sequences Unit 10 Ratio: Ratio and proportion Unit 11 Geometry and Measure: Perimeter, Area and Volume Unit 12 Geometry and Measure: Transformations	1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atoms, bonding and moles 2. Chemical reactions and energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure	Terms 1 & 2 Rugby Trampolining Netball Fitness Terms 3 & 4 Hockey Football Basketball Minor Games Table Tennis Terms 5 & 6 Athletics Tennis Rounders Softball Cricket

<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>Mandarin Chinese</u>	<u>Computer Science</u>	<u>Geography</u>	<u>History</u>
Identity and culture Me, my family and friends Technology in everyday life Free-time activities Customs and festivals Local, national, international and global areas of interest Home town, neighbourhood and region Social issues	Identity and culture Me, my family and friends Technology in everyday life Free-time activities Customs and festivals Local, national, international and global areas of interest Home town, neighbourhood and region Social issues	Identity and culture Me, my family and friends Technology in everyday life Free-time activities Customs and festivals Local, national, international and global areas of interest Home town, neighbourhood and region Social issues	Term 1 & 2 (Work and Education) - School and Education (Lifestyle) - Relationships and Choices Term 3 & 4 (Leisure) - Free time and the media Free time activities Shopping, money, fashion and trends Advantages and disadvantages of new technology Review and consolidate Term 5 & 6 (Home and Environment) - Home and local area (Leisure) – Holidays Review and consolidate	Paper 1: Computer systems Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns Paper 2: Computational thinking, algorithms and programming) Algorithms, Programming techniques, Producing robust programs, Computational logic Translators and facilities of Languages Data representation	Component 1: <i>Changing Physical and Human Landscapes</i> Theme 1: Landscapes and Physical Processes Theme 2: Rural-urban Links Theme 3: Coastal Hazards and their Management Component 3: <i>Fieldwork Enquiry (Years 10 & 11)</i> Part A: approaches to fieldwork methodology, representation and analysis Part B: how fieldwork enquiry may be used to investigate geography's conceptual frameworks Part C: application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision	Year 10: Understanding the modern world 1B Germany, 1890–1945: Democracy and dictatorship Section B: Wider world depth studies – Conflict and tension between East and West, 1945–1972

<u>Enterprise + Marketing</u>	<u>Music</u>	<u>Drama</u>	<u>Dance</u>	<u>Art</u>	<u>Photography</u>
<p>Enterprise and Marketing concepts Written paper OCR-set and marked 1 hour and 30 minutes – 80 marks The question paper has two parts: Part A – comprising of 16 multiple choice questions Part B – comprising of short answer questions and three extended response questions. Hours spent on unit: 60</p> <p>Design a business proposal The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment. Hours spent on unit: 30</p> <p>Market and pitch a business proposal The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment. Hours spent on unit: 30</p>	<p>Unit 1 – Performing Music Set work 1 exploration Baroque music Composing techniques Set work 2: Queen Using music technology as a musical element. Rock Music Set work 3: Defying Gravity Music for stage How music conveys the meaning of the words. Composition based on musical theatre/ film Set work 4: Star Wars Music to create an atmosphere Use of symphony orchestra Music to accompany action in film Performance – ensemble work introduced. Set work 5: <i>Release Introduction of fusions Celtic music and instruments Music Technology African Music Composition skills run throughout Performance</i></p>	<p>Terms 1 & 2 Exploration of practitioners and theatrical forms and styles Set text – ‘War Horse’ Visit to Live Theatre Performance of ‘Wuthering Heights’</p> <p>Terms 3 & 4 Component One – Devising Exploration of devising techniques and group rehearsals Writing of portfolio & practitioner work: Brecht.</p> <p>Terms 5 & 6 Performance of devised work (recorded for examiner) and Completion of Portfolio (max 999 words)</p> <p>Evaluation to be completed under controlled settings. Preparation on how to write (1 page) notes to support this. Second reading of set text.</p> <p>Script exploration for Component Two</p>	<p>Component 1: Performance +Choreography (60%) Performance Set phrases through a solo performance Duet/trio performance Choreography Solo or group choreography – a solo or a group dance for two to five dancers. Component 2: Dance Appreciation (40%) Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works</p>	<p>Terms 1 - 4 Topic 1: Still Life – students build their key drawing skills further in a wide range of media – teacher-led. This progresses into a personally chosen sub-theme, which students choose and respond to. The project culminates in a mock exam just after Easter. Terms 5 & 6 Students begin the Environment project, covering a range of themes including landscape, fashion and culture, portraits and wildlife art. After a largely teacher-led project start, students choose personal sub-themes and embark on their own personal responses.</p>	<p>Terms 1 & 2 Topic 1: Abstraction Topic 2: Abstraction</p> <p>Terms 3 & 4 Topic 1: Unusual Portraiture Topic 2: Unusual Portraiture</p> <p>Terms 5 & 6 Topic 1: Unusual Portraiture Topic 2: Mock Exam Project</p>

<u>GCSE PE</u>	<u>PSHE</u>	<u>Child Development</u>	<u>Food technology</u>
<p>60% of the course will be assessed via two final theoretical exams taken at the end of year 11 (2 x 1hr 15mins)</p> <p>Paper 1: The human body and movement in physical activity and sport. (Year 10 content)</p> <p>Unit 1. Applied anatomy and physiology</p> <p>Unit 2. Movement analysis</p> <p>Unit 3. Physical training</p> <p>Unit 4. Use of data</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport. (Year 11 content)</p> <p>Unit 5. Sports psychology</p> <p>Unit 6. Socio-cultural influences</p> <p>Unit 7. Health, fitness and wellbeing</p> <p>40% of the course will be from three practical assessments from at least two groups/ways of thinking: -- player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity).</p>	<ul style="list-style-type: none"> • Wellbeing • Living in the Wider World • Living Responsibly 	<p>Unit 1: Health and well-being for child development</p> <p>Written paper OCR-set and marked</p> <p>1 hour and 15 minutes – 80 marks</p> <p>Unit 2: Understand the equipment and nutritional needs of children from birth to five years</p> <p>Centre assessed tasks (Coursework completed in lessons)</p> <p>OCR moderated.</p> <p>Unit 3: Understand the development of a child from birth to five years</p> <p>Centre assessed tasks OCR moderated</p>	<p>Term 1 and 2: Nutrition and Health; Protein, Fats, Carbohydrates, Vitamins and minerals and nutritional needs of different age groups.</p> <p>Term 3: Food Science; Raising agents, protein, fats, Carbohydrates. Practical investigations</p> <p>Food Choices; Factors affecting food choice, influence, labels and marketing</p> <p>Term 4: Food Safety; high-level skills; Food spoilage, contamination, micro-organisms, enzymes</p> <p>Term 5: Food Provenance; Environmental impact and sustainability, food sources, food and the environment</p> <p>Term 6: Practice NEA2; Practice controlled assessment in preparation for yr11. NEA 2 assessment theme cultural meal</p> <p>Summer holiday project: Diet, Nutrition, and Health.</p>

Year 11 subject content

<u>RE</u>	<u>English</u>	<u>Maths</u>	<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>	<u>Core PE</u>
<p>Component 2 – Applied Catholic Theology. Theme 1 – Life and Death Theme 2 – Sin and Forgiveness 1hr 30 minute exam 37.5% of grade</p> <p>Component 3 – Judaism. Theme 1 – Beliefs and Teachings Theme 2 – Practices 1 hour exam 25% of grade</p>	<p>Terms 1 & 2 Literature Paper 2 revision: Post 1914 Drama: ‘An Inspector Calls’ Component 2 English Language: Non-fiction reading and writing</p> <p>Terms 3 & 4 Revision of all papers</p>	<p>Unit 13 Algebra: Linear Graphs Unit 14 Probability: Probability Unit 15 Geometry and Measure: Constructions Unit 16 Ratio: Multiplicative Reasoning Unit 17 Algebra: Functions and Algebra Unit 18 Geometry and Measure: Similarity and Congruence Unit 19 Algebra: Graphs Unit 20 Geometry and Measure: Bounds/ Area & Volume/ Trig Unit 21 Algebra: Further Graphs</p>	<p>5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas</p>	<p>3. Rates, equilibrium and organic chemistry 4. Analysis and the Earth’s resources</p>	<p>5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics</p>	<p>Terms 1 & 2 Options including: Netball Hockey Trampolining Basketball Table Tennis Terms 3 & 4 Football Hockey Basketball Netball Table tennis Term 5 Athletics Tennis Rounders Softball Cricket</p>

<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>Mandarin Chinese</u>	<u>Computer Science</u>	<u>Geography</u>	<u>History</u>
<p>Finish subtopics of</p> <p>Local, national, international and global areas of interest</p> <p>Home town, neighbourhood and region</p> <p>Social issues</p> <p>Global issues</p> <p>Travel and tourism</p> <p>Then study : Current and future study and employment</p> <p>My studies</p> <p>Life at school / college</p> <p>Education post-16</p> <p>Jobs, career choices and ambitions</p> <p>Finally exam revision</p>	<p>Finish subtopics of</p> <p>Local, national, international and global areas of interest</p> <p>Home town, neighbourhood and region</p> <p>Social issues</p> <p>Global issues</p> <p>Travel and tourism</p> <p>Then study : Current and future study and employment</p> <p>My studies</p> <p>Life at school / college</p> <p>Education post-16</p> <p>Jobs, career choices and ambitions</p> <p>Finally exam revision</p>	<p>Finish subtopics of</p> <p>Local, national, international and global areas of interest</p> <p>Home town, neighbourhood and region</p> <p>Social issues</p> <p>Global issues</p> <p>Travel and tourism</p> <p>Then study : Current and future study and employment</p> <p>My studies</p> <p>Life at school / college</p> <p>Education post-16</p> <p>Jobs, career choices and ambitions</p> <p>Finally exam revision</p>	<p>Term 1 & 2</p> <p>September/October</p> <p>(Lifestyle) – Health</p> <p>Healthy and unhealthy lifestyles and their consequences</p> <p>Relationships and Choices</p> <p>Social issues and equality</p> <p>Term 3 & 4</p> <p>(Home and Environment) – Environment</p> <p>(Work and Education) - Current and Future Jobs</p> <p>Revision</p>	<p>Paper 1: Computer systems</p> <p>Systems</p> <p>Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns</p> <p>Paper 2: Computational thinking, algorithms and programming)</p> <p>Algorithms, Programming techniques, Producing robust programs, Computational logic</p> <p>Translators and facilities of Languages</p> <p>Data representation</p>	<p>Component 2:</p> <p><i>Environmental and Development Issues</i></p> <p>Theme 4: Weather, Climate and Ecosystems</p> <p>Theme 5: Development and Resource Issues</p> <p>Theme 6: Social Development Issues</p> <p>Component 3: Fieldwork Enquiry (Years 10 & 11)</p> <p>Part A: approaches to fieldwork methodology, representation and analysis</p> <p>Part B: how fieldwork enquiry may be used to investigate geography's conceptual frameworks</p> <p>Part C: application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision</p>	<p>Year 11: Shaping the nation</p> <p>Section A: Thematic studies – Britain: Health and the people: c1000 to the present day</p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period.</p> <p>Section B: British depth studies including the historic environment – Norman England, c1066–c1100</p> <p>This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising controversies.</p>

<u>Enterprise + Marketing</u>	<u>Music</u>	<u>Drama</u>	<u>Dance</u>	<u>Food technology</u>
<p>Enterprise and Marketing concepts Written paper OCR-set and marked 1 hour and 30 minutes – 80 marks The question paper has two parts: Part A – comprising of 16 multiple choice questions Part B – comprising of short answer questions and three extended response questions. Hours spent on unit: 60</p> <p>Design a business proposal The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment. Hours spent on unit: 30</p> <p>Market and pitch a business proposal The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment. Hours spent on unit: 30</p>	<p>Unit 1 – Performing Music One solo and one ensemble performance. Unit 2 – Composing Music Two compositions, or two arrangements, or One composition and one arrangement. Unit 3 – Listening and Appraising</p>	<p>Terms 1 & 2 Component Two Rehearsals ‘Scripted’ Text selection and Technical design. Component 3: Second Visit to Live Performance ‘Wuthering Heights’ @ BOV and written response Component 3: Examination Technique for Set text: ‘Hard to Swallow’ & Section B support ‘Billy Elliot’ Component 2: Character Development: Exploring Stanislavski to build on character, objective and given circumstances Design Development: Exploring roles in theatre Terms 3 & 4 Component Two Rehearsals for scripted exam (Live/Filmed) Component Three Examination Preparation. Practice Questions and Live Theatre Performance notes Terms 5 & 6 Component Three Practice timed questions for essay questions. Final examination</p>	<p>Component 1: Performance +Choreography (60%) Performance Set phrases through a solo performance Duet/trio performance Choreography Solo or group choreography – a solo or a group dance for two to five dancers. Component 2: Dance Appreciation (40%) Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works</p>	<p>Term 1: NEA 1: Exam board release a choice of three investigation tasks for students to choose one from. Task must not exceed ten A4 pages. <ul style="list-style-type: none"> Students; Choose and analyse task Section A; Research Section B; Investigation Section C; Analysis and evaluation Term 2: NEA 2: Exam board release a choice of three preparation tasks for students to choose from. Task must not exceed twenty A4 pages. <ul style="list-style-type: none"> Students; Choose and analyse the task Section A; Researching the task Section B; Demonstrating technical skills Section C; Planning the final menu Section D; Making the final dishes Section E; Analysis and Evaluation Term 2, 3, 4 and five: NEA2 and revision for the written paper are done in unison. Writing up of section A-E are done in a computer room and the practicals are done in the food room. Revision is done once a fortnight and then every lesson once the controlled assessment is complete. Controlled assessment is completed in March/ April leaving two months for solid revision for the written paper. Written paper revision topics: Section 1: Nutrition and Health Section 2: Food choices Section 3: Food safety Section 4: Food choice Section 5: Food Provenance</p>

<u>GCSE PE</u>	<u>PSHE</u>	<u>Child Development</u>	<u>Art</u>	<u>Photography</u>
<p>Paper 1: The human body and movement in physical activity and sport. (Year 10 content)</p> <p>Unit 1. Applied anatomy and physiology</p> <p>Unit 2. Movement analysis</p> <p>Unit 3. Physical training</p> <p>Unit 4. Use of data</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport. (Year 11 content)</p> <p>Unit 5. Sports psychology</p> <p>Unit 6. Socio-cultural influences</p> <p>Unit 7. Health, fitness and wellbeing</p> <p>60% of the course will be assessed via two final theoretical exams taken at the end of year 11 (2 x 1hr 15mins)</p> <p>40% of the course will be from three practical assessments from at least two groups/ways of thinking:</p> <ul style="list-style-type: none"> - player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity). 	<ul style="list-style-type: none"> • Global Issues, • Revision, Study Skills & Memory 	<p>Unit 1: Health and well-being for child development</p> <p>Written paper OCR-set and marked</p> <p>1 hour and 15 minutes – 80 marks</p> <p>Unit 2: Understand the equipment and nutritional needs of children from birth to five years</p> <p>Centre assessed tasks (Coursework completed in lessons)</p> <p>OCR moderated.</p> <p>Unit 3: Understand the development of a child from birth to five years</p> <p>Centre assessed tasks</p> <p>OCR moderated</p>	<p>Terms 1 & 2</p> <p>Students build up to their mock exam and overall coursework deadline just before Christmas and complete their Environment project.</p> <p>Terms 3 & 4</p> <p>Students begin their exam brief, set by the board and released at the start of January. Their final 2-day exam occurs just before the Easter break when the course comes to its conclusion.</p> <p>Terms 5 & 6</p> <p>Students do silent revision in their Art lesson for their impending GCSE exams.</p>	<p>Terms 1 & 2</p> <p>Topic 1: Mock Exam Project</p> <p>Topic 2: Mock Exam Project</p> <p>Terms 3 & 4</p> <p>Topic 1: Exam</p> <p>Topic 2: Exam</p> <p>Terms 5 & 6</p> <p>Topic 1: Photography has ended</p> <p>Topic 2: Photography has ended</p>

Year 12 and 13 subject content

Philosophy, Ethics and Religion	Mathematics	Further Mathematics (AS)	Core Mathematics	English literature	English Lang/Lit	Economics
<p>A Study of Religion: Option A Christianity – 33.3% 2hr exam</p> <p>Religious Figures and Sacred Texts Religious Concepts and Religious Life Significant Social and Historical Development in Religious Thought Religious Practices that shape Religious Identity</p> <p>Philosophy of Religion – 33.3% 2 hr exam</p> <p>Arguments for the existence of God Challenges to religious Belief Religious Experience Religious Language</p> <p>Religion and ethics – 33.3% 2 hr exam</p> <p>Ethical Thought Deontological Ethics Teleological Ethics Determinism and Free will</p>	<p>Pure Maths</p> <p>Proof Algebra and functions Coordinate geometry in the x-y plane Sequences and Series Trigonometry Exponentials and Logarithms Differentiation Integration Vectors Numerical Methods</p> <p>Statistics</p> <p>Statistical Sampling Data Presentation and Interpretation Probability Statistical distributions Statistical Hypothesis Testing</p> <p>Mechanics</p> <p>Quantities and units in mechanics Kinematics Forces and Newton's Laws Moments</p>	<p>Core Pure</p> <p>Proof Complex Numbers Matrices Further Algebra and Functions Further Calculus Further Vectors</p> <p>(Choose 2)</p> <p>Further Mechanics 1</p> <p>Momentum and impulse, collisions, Center of mass, Work and Energy, Elastic springs and strings.</p> <p>Further Statistics 1</p> <p>Linear Regression, Statistical Distributions discrete and continuous, Correlation, Hypotheses testing, Chi squared tests.</p> <p>Further Decision 1</p> <p>Algorithms and graph Theory, Algorithms on graphs I, Algorithms on graph II, Critical Path Analysis, Linear Programming</p>	<p>Percentages and Interest rates, Collecting and sampling Data, Fermi Estimations, Representing data numerically, Straight line graphs, Normal Distribution, Financial Problems, Repayment and the cost of credit, Correlation and regression, Probability & Estimation</p>	<p>Love through the ages.</p> <p>Study of two texts: one poetry anthology and one prose text, e.g. The Great Gatsby.</p> <p>Study of one Shakespeare play, e.g. Othello.</p> <p>Texts in shared contexts:</p> <p>Choice of two options: Option A: WW1 and its aftermath. Option B: Modern times: literature from 1945 to the present day.</p> <p>C/W – Independent critical study: texts across time. Comparative critical study of two texts, at least one of which must have been written pre-1900 – student choice.</p>	<p>Remembered places – Anthology of texts linked to Paris.</p> <p>Imagined worlds – point of view and genre – study of a novel, e.g. The Handmaid's Tale. Poetic voices –</p> <p>Anthology of poems by Carol Ann Duffy.</p> <p>Writing about society – the role of the individual.</p> <p>Creative writing – based on study of a novel, eg The Great Gatsby or The Kite Runner.</p> <p>Dramatic encounters – conflict in drama, e.g. A Streetcar Named Desire.</p> <p>C/W: Making Connections – Investigation of a chosen theme in two texts – student choice.</p>	<p>Micro:</p> <ol style="list-style-type: none"> 1. Economic methodology and the economic problem 2. Individual economic decision making 3. Price determination in a competitive market 4. Production, costs and revenue 5. Market Structures 6. The labour market 7. The distribution of income and wealth: poverty and inequality 8. Market failure and government intervention in markets <p>Macro:</p> <ol style="list-style-type: none"> 1. Measurement of macroeconomic performance 2. How the macroeconomy works 3. Economic performance 4. Financial markets and monetary policy 5. Fiscal policy and supply-side policies 6. The international economy

Biology	Chemistry	Physics	Psychology	Geography	History
<p>Year 12</p> <ol style="list-style-type: none"> 1. Biological molecules 2. Cells 3. Organisms exchange substances with their environment 4. Genetic information, variation and relationships between organisms <p>Year 13</p> <ol style="list-style-type: none"> 5. Energy transfers in and between organisms 6. Organisms respond to changes in their internal and external environments 7. Genetics, populations, evolution and ecosystems 8. The control of gene expression 	<p>Year 12 and Year 13</p> <p>3.1 Physical chemistry</p> <p>3.2 Inorganic chemistry</p> <p>3.2 Inorganic chemistry</p>	<p>Year 12 and 13</p> <p>Module 1 – Development of practical skills in physics</p> <p>Module 2 – Foundations of physics</p> <p>Year 12:</p> <p>Module 3 – Forces and motion</p> <p>Module 4 – Electrons, waves and photons</p> <p>Year 13:</p> <p>Module 5 – Newtonian world and astrophysics •</p> <p>Module 6 – Particles and medical physics</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Social Influence • Memory • Attachment • Approaches in Psychology • Psychopathology • Research Methods • Biopsychology <p>Year 13</p> <ul style="list-style-type: none"> • Research Methods • Issues and Debates • Relationships • Schizophrenia • Forensic Psychology 	<p><u>Component 1: Physical Geography</u></p> <p>Section A: Water and Carbon Cycles</p> <p>Section B: Coastal Systems and Landscapes</p> <p>Section C: Hazards</p> <p><u>Component 2: Human geography</u></p> <p>Section A: Global systems and global governance</p> <p>Section B: Changing places</p> <p>Section C: Population and the environment</p> <p><u>Component 3: Geography fieldwork investigation (NEA)</u></p> <p>Students complete an individual investigation, which must include data collected in the field. The individual investigation is based on a question or issue defined and developed by the student relating to any part of the specification content.</p>	<p>Component 1: Breadth study Tudor England 1485-1603 (Option 1C)</p> <p><u>Year 13</u></p> <p>Component 2: Depth study American Dream: Reality and Illusion 1945-8</p> <p><u>NEA (Non Exam Assessment)</u></p> <p>Component 3: Historical investigation</p> <p>A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.</p>

Business	Drama and Theatre Studies	Dance	Photography	Art	Computer Science (Programming)
<p>Year 12:</p> <ol style="list-style-type: none"> 1. What is business? 2. Management & Leadership 3. Marketing 4. Operations 5. Finance 6. Human Resources <p>Year 13:</p> <ol style="list-style-type: none"> 7. Analysing the Strategic Position of a business 8. Choosing Strategic Direction 9. How to Pursue Strategies 10. Managing Strategic Change 	<p>YEAR 13</p> <p>Machinal Design and context – Costume and Staging Presentation of Woyzeck Directorial concept in preparation for Component 3. Vesturpoort Version ‘Performance analysis of Woyzeck’ – Component 3 Research Scripted monologues/duologues Stanislavski workshop on approaches to script Practical exploration of Machinal – characterisation Annotating of texts Exploration of Woyzeck question – structuring responses and exemplar material Refresh of practitioner: Brecht. Preparation for Section B Machinal Woyzeck group response example (peer assessment) Tech/Dress/Set/Costume and paperwork</p>	<p>Year 13</p> <p>CHOREOGRAPHY PERFORMANCE Practitioner Solo CRITICAL ANALYSIS Independent Contemporary Dance Scene in Britain 2000 Jasmin Vardimon – Study of two professional works:</p> <p>Compulsory Area of Study: Independent Contemporary Dance Scene in Britain 2000 Practical workshops and theoretical analysis Performance in a Quartet</p>	<p>Y12:</p> <p>Transitional project (People and Places) Component 1 – Personal investigation.</p> <p>Y13:</p> <p>Students complete component 1 and begin Component 2 – the exam. This culminates in a 3-day final exam under controlled conditions.</p>	<p>Y12:</p> <p>Transitional project (People and Places) Component 1 – Personal investigation.</p> <p>Y13:</p> <p>Students complete component 1 and begin Component 2 – the exam. This culminates in a 3-day final exam under controlled conditions.</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Programming Basics • Programming Next Steps • Programming Paradigms • Data Structures (part 1) • Abstraction and Automation • Regular and Context Free Languages (part 1) • Data Structures (part 2) • Algorithms • Intro to NEA project • Project - Analysis & Design, • Project - Development of NEA • Project - Technical Solution <p>Year 13</p> <ul style="list-style-type: none"> • Recaps SLR 1 to 9 • Project - Technical Solution • Regular and Context Free Languages (part 2) • Classification of Algorithms • A model of Computation • Project – Evaluation • Project - HAND IN • Revision

Computer Science (Theory)	Spanish	PE	Sociology
Year 12 and 13 <ul style="list-style-type: none"> • Number Systems and Bases • Binary (Data Compression and Encryption Algorithms) • Coding Text and Graphics • Coding Sound and Music • Communication • Consequences (Ethical, Moral and Cultural Issues) • Hardware and Software • Programming Languages and Translators • Logic Gates and Boolean algebra • Internal Computer Architecture • Input, Output and Storage • Networks and The Internet • Big Data • Aspects of Software Development 	<p>Y12</p> <p>Aspects Of Hispanic Society; Current Trends Traditional and Modern Values Cyberspace Gender Equality Artistic Culture in the Hispanic World The Influence of Our Idols Regional Identity in Spain Cultural Heritage Film Study</p> <p>Y13</p> <p>Multiculturalism in Hispanic Society Immigration Racism Coexistence Aspects of Political Life in the Hispanic World Youth of Today, Citizens of Tomorrow Monarchy and dictatorship Popular Movements Literature Study</p>	<p>Year 12 and 13</p> <p>Paper 1: Factors affecting participation in physical activity and sport Unit 1. Applied anatomy and physiology Unit 2. Skill acquisition Unit 3. Sport and society Paper 2: Factors affecting optimal performance in physical activity and sport Unit 4. Exercise physiology Unit 5. Biomechanical movement Unit 6. Sport psychology Unit 7. Sport and society and the role of technology in physical activity and sport Non-exam assessment: Practical performance in physical activity and sport 30% of the course Students assessed as a performer or coach in the full-sided version of one activity. Plus: written/verbal analysis of performance.</p>	<p>Component 1: Education + Methods</p> <ul style="list-style-type: none"> • What is the role and function of the education system? • How does social class, gender and ethnicity affect your education? • What are you actually learning in school? What is the hidden curriculum? • How has education changed since the 1800s? • How do we conduct research in sociology? • What are the different theories about society and the way we live? • Why are ethics important when collecting data about the public? <p>Component 2: Topics in Sociology</p> <ul style="list-style-type: none"> • What do we mean by culture? How is our culture different to the rest of the world? • How do we learn to be part of society? • How have ideas such as globalisation impacted the way we live? • Why is gap between rich and poor continuing to grow? • How do different groups experience life in the UK? Social class, gender, ethnicity • How can we measure poverty? • Is there a way to reduce poverty? <p>Component 3: Crime + Methods</p> <ul style="list-style-type: none"> • Why do people commit crime? • How do we stop crime? Can we? • How do we measure crime? • How should we punish crime? • What is the purpose of prison? • Are there other ways to punish criminals? • How does the media portray crime?

YEAR 7 HOMEWORK TIMETABLE 2021 - 2022

Teaching Group	WEEK A					WEEK B				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7E	Geography Maths	RE Science	English	Languages 1 Reading	Languages 2 Computing	History Art	Maths Languages 1	English Languages 2	Science Reading	RE DT / Food
7G	Maths Science	History Reading	DT / Food Geography	Languages 1 RE	English Languages 2	Science Computing	Maths Languages 1	Languages 2 Reading	RE Art	English
7O	Maths	RE DT / Food	Science English	Languages 1 History	Languages 2 Reading	Science Art	Maths Languages 1	English Languages 2	RE Computing	Geography Reading
7R	RE Reading	Science Computing	English Languages 1	Maths DT / Food	Languages 2	RE History	Science English	Geography Maths	Languages 2 Art	Languages 1 Reading
7S	History Reading	Science English	RE Languages 1	Maths Computing	Languages 2	Science Art	Geography English	Maths DT / Food	RE Languages 2	Languages 1 Reading
7Y	RE DT / Food	Science Computing	Languages 1 Reading	Geography Maths	English Languages 2	Science Art	RE History	Maths Reading	English Languages 2	Languages 1

- Each homework should be up to 45min in length. Deadlines should be long enough to allow completion of work.

YEAR 8 HOMEWORK TIMETABLE 2021 - 2022

Teaching Group	WEEK A					WEEK B				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8E	Geography Science	Languages 1 History	Maths RE	Languages 2 English	Reading Art	Science DT /Food	Maths Computing	RE	Languages 1 English	Languages 2 Reading
8G	Science RE	Languages 1 DT /Food	Maths English	Languages 2 Art	History Reading	Science RE	Maths English	Geography Computing	Languages 1 Art	Languages 2 Reading
8O	Science History	Languages 1 Reading	Maths English	Languages 2 Art	RE DT /Food	Science Computing	Maths	Geography English	Languages 1 Reading	Languages 2 RE
8R	Languages 1 English	Computing	Maths Languages 2	Geography RE	Science Reading	Maths English	History Languages 2	RE DT /Food	Languages 1 Art	Science Reading
8S	Languages 1 Computing	Geography RE	Maths Languages 2	English Reading	Science DT /Food	Maths Art	Languages 2	History RE	Languages 1 Reading	Science English
8Y	Languages 1 DT /Food	English Computing	Maths Languages 2	RE Art	Science Reading	Maths History	Languages 2 RE	English	Languages 1 Geography	Science Reading

- Each homework should be up to an hour in length. Deadlines should be long enough to allow completion of work.

YEAR 9 HOMEWORK TIMETABLE 2021 - 2022

Teaching Group	WEEK A					WEEK B				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9E	Languages 1	Bio / Chem / Phys Reading	Languages 2 English	Maths RE	History	Languages 1 Languages 2	Geography RE Reading	Bio / Chem / Phys English	Maths Art	Food/Computing Bio / Chem / Phys
9G	Art Languages 1	Bio / Chem / Phys Reading	Languages 2 English	Maths Geography	History RE	Languages 1 Languages 2	Food/Computing Reading	Bio / Chem / Phys English	Maths	RE Bio / Chem / Phys
9O	Languages 1 Food/Computing	Bio / Chem / Phys Reading	Languages 2 English	Maths Geography	RE History	Languages 1 Languages 2	RE Reading	Bio / Chem / Phys English	Maths	Bio / Chem / Phys Art
9R	Maths Art	English	Food/Computing Bio / Chem / Phys	Languages 2 Reading	Languages 1 RE	History Reading	English Bio / Chem / Phys	Maths Geography	Bio / Chem / Phys Languages 1	Languages 2 RE
9S	Maths Reading	English Food/Computing	Art Bio / Chem / Phys	Languages 2	Languages 1 RE	History Reading	English Bio / Chem / Phys	Maths RE	Bio / Chem / Phys Languages 1	Languages 2 Geography
9Y	Maths Reading	English	Art Bio / Chem / Phys	Languages 2	Languages 1 RE	History Food/Computing	English Bio / Chem / Phys	Maths Geography	Bio / Chem / Phys Languages 1	Languages 2 RE

- Each homework should be up to an hour in length. Deadlines should be long enough to allow completion of work.

YEAR 10 HOMEWORK TIMETABLE 2021 – 2022

Week A					Week B				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
A Half of the timetable									
Maths Biology / Chemistry / Physics	Option 2 English	Option 1 Option 4	English	Option 3 Biology / Chemistry / Physics	Option 4 Maths	Option 1	Option 2 Biology / Chemistry / Physics	Maths English	Option 3 German
B Half of the timetable									
English Biology / Chemistry / Physics	Option 2 Maths	Option 1 Option 4	English	Option 3 Biology / Chemistry / Physics	Option 4	Option 1 Maths	Option 2 Biology / Chemistry / Physics	English	Option 3 Maths German

Option1 = any subjects that start 10.1 – Drama, Enterprise and Marketing, History (ATS), GCSE PE, RE (MBA and MBI)

Option 2 = any subjects that start 10.2 – Dance, Food, Geography (PHA), History (KMC), Chinese, Photography, RE (RSP and HRO)

Option 3 = any subjects that start 10.3 – Art, Child Development, Computing (ETA), Geography (MBE and HHB), Music, RE (MBA and HRO)

Option 4 = any subjects that start 10.4 – Computing (AFO), German, Enterprise and Marketing, Food, French, Geography (PHA), History (MLE), RE (SHD), Spanish

All homework should be up to 1½ hrs in duration. Deadlines should be long enough to allow completion of work.

YEAR 11 HOMEWORK TIMETABLE 2021 – 2022

Week A					Week B				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
A Half of the timetable									
Option 1	Option 3	Option 4 Biology / Chemistry / Physics	Option 2 English German	Maths Biology / Chemistry / Physics	English	Option 1 Maths	Option 3 Biology / Chemistry / Physics	Option 2 Option 4	Maths English
B Half of the timetable									
Option 1 English	Option 3 Biology / Chemistry / Physics	Option 4	Option 2 English German	Maths Biology / Chemistry / Physics	Maths	Option 1	Option 3 English	Option 2 Option 4	Maths Biology / Chemistry / Physics

Option1 = any subjects that start 11.1 – Child Development, Enterprise and Marketing, History (ATS), Chinese, GCSE PE, RE (RSP and MBA)

Option 2 = any subjects that start 11.2 – Computing, Dance, Drama, Food, Music, RE (MBI, LST and SHD)

Option 3 = any subjects that start 11.3 – Art, German, Drama, Enterprise and Marketing, French, Geography (HHB), RE (MBA)

Option 4 = any subjects that start 11.4 – Geography (PHA), History (MLE and KMC), Photography, RE (RSP), Spanish

All homework should be up to 1½ hrs in duration. Deadlines should be long enough to allow completion of work.

Common Acronyms:

AfL = Assessment for Learning

CLG = Curriculum Leaders Group

CPD = Continuing Professional Development

DIRT = Directed Improvement and Reflection Time

EBI = Even Better If

EPQ = Extended Project Qualification

NEA = Non Examined Assessment

PLG = Pastoral Leaders Group

PSHE = Personal Social and Health Education

SLT = Senior Leadership Team

SPAG = Spelling, Punctuation and Grammar

WWW = what Went Well