

English Curriculum Plan Academic Year 2018-2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p style="text-align: center;"><u>Poems from other cultures</u></p> <p>Lit AP – Poetry Section A Half Caste – “In this poem, Agard explores ideas about identity. Write about the ways in which Agard presents identity in this poem”</p>	<p style="text-align: center;"><u>A Christmas Carol</u></p> <p>Lang AP (Term 2) Extract Analysis Lit AP (Term 3) Exploding extract – <i>“Write about how Scrooge’s character is presented”</i></p>		<p style="text-align: center;"><u>Trash</u></p> <p>Lang AP – Component 2 Writing (Term 4) Lit AP Post 1914 Prose (Term 5) – “How does this extract and the novel as a whole present poverty in behala?”</p>	<p style="text-align: center;"><u>Introduction to Shakespeare</u></p> <p>Lit AP – Extract Analysis “Explore how Shakespeare presents the relationship between Viola and Olivia in this extract.”</p>	
Year 8	<p style="text-align: center;"><u>Treasure Island</u></p> <p>Lit AP Exploding extract <i>“Write about how Long John Silver’s character is presented”</i></p>	<p style="text-align: center;"><u>Treasure Island</u></p> <p>Lang AP Extract Analysis</p>	<p style="text-align: center;"><u>Shakespearean Comedies</u></p> <p>2 Week - A Midsummer Night’s Dream 2 Week - Twelfth Night 2 Week – The Tempest</p> <p>Lit AP – Extract Analysis What does this extract show an audience about Prospero’s character at this point in the play? Refer closely to details from the extract to support your answer.</p>	<p style="text-align: center;"><u>Noughts and Crosses</u></p> <p>Lang AP – Component 2 Writing (Term 4) Lit AP Post 1914 Prose (Term 5) – “How is segregation presented in this extract and in the play as a whole?”</p>	<p style="text-align: center;"><u>Conflict Poetry (Old Spec)</u></p> <p>Lit AP – Poetry Section A Out Of The Blue – “In this poem, Armitage explores the aftermath of a terrorist attack in America. Write about the ways in which Armitage presents ideas of conflict.”</p>	
Year 9	<p style="text-align: center;"><u>The Gothic (Frankenstein Play script)</u></p> <p>Lit AP Exploding extract “Write about how Frankenstein’s monster is presented”</p>	<p style="text-align: center;"><u>(Extracts – Frankenstein, Dracula, J&H)</u></p> <p>Lang AP Extract Analysis</p>	<p style="text-align: center;"><u>Shakespearean Tragedies</u></p> <p>2 Week - R&J 2 Week - Hamlet 2 Week - Macbeth</p> <p>Lit AP – Extract Analysis “What does this extract show an audience about Hamlet’s state of mind at this point in the play?”</p>	<p style="text-align: center;"><u>Of Mice and Men</u></p> <p>Lang AP – Component 2 Writing (Term 4) Lit AP Post 1914 Prose (Term 5) – “How is George and Lennie’s relationship presented in this extract and in the novel as a whole?”</p>	<p style="text-align: center;"><u>Conflict Cluster (Anthology)</u></p> <p>Lit AP – Full Poetry assessment with comparison The Manuhunt – “In this poem, Armitage explores ideas about the impact of war. Write about the ways in which Armitage presents the impact of war in this poem.”</p> <p>AND</p> <p>“Choose one other poem from the anthology in which the poet also writes about the impact of war</p>	

					Compare the presentation of the impact of war in your chosen poem to the impact of war in "The Manhunt"	
Year 10	<u>Lit - Relationship Cluster (Anthology)</u> Lit AP - Anthology question and comparison		<u>Lit - Nature Cluster (Anthology)</u> Lit AP - Anthology question and comparison		<u>Lit - Macbeth</u> Lit AP - Macbeth extract (Term 3) Lit AP - Macbeth Whole Play (Term 4)	
	<u>Lang 1a -</u> AP - Lang 1a		<u>Lang 1b -</u> AP - Lang 1b		<u>Lang - 2a</u> Lang AP - 2a	
					<u>Lang - 2b</u> Lang AP - 2b	
					<u>Lang 1a -</u> AP - ?	
					<u>Lang 1b-</u> Full Lang Mock (Term 6)	
Year 11	<u>Jekyll and Hyde</u> AP - J&H extract			<u>An Inspector Calls</u> AP - AIC extract		
	<u>Lang 2a</u> AP - Paper 2a		<u>Lang 2b</u> AP - Full Language Paper Mock (PIXL?)		<u>Lang 1a -</u> AP - Lang 1a	
					<u>Lang 1b -</u> AP - Full Language Paper Mock (PIXL?)	
					<u>Revision</u>	

Maths Curriculum Plan Academic Year 2018 -2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Analysis and displaying data: Two-way tables and bar charts Averages and range Grouped data More graphs Pie charts Scatter graphs and correlation.</p> <p>Numbers: Factors, Primes and Multiples, Using negative numbers, Multiplying and dividing, Squares and square roots, More powers and roots Calculations.</p> <p style="text-align: center;"><u>Half-term test</u></p>	<p>Equations, functions and formulae: Simplifying algebraic expressions Writing algebraic expressions Using Formulae Writing formulae Bracket and Powers Factoring Expressions.</p> <p>Fractions: Working with fractions Adding and subtracting fractions Fractions, decimals and percentages Multiplying and dividing fractions Working with mixed numbers.</p> <p style="text-align: center;"><u>End of term test</u></p>	<p>Angles and shapes: Angles and parallel lines Triangles Quadrilaterals Polygons.</p> <p>Decimals: Ordering decimals, Rounding decimals, Adding and subtracting decimal, Multiplying decimals, Dividing decimals, Fractions, decimals and percentages. FINANCE: Working with percentages.</p> <p style="text-align: center;"><u>Half-term test</u></p>	<p>Equations: Solving one-step equations Solving two-step equations More complex equations Trial and improvement</p> <p style="text-align: center;"><u>End of term test</u></p>	<p>Multiplicative reasoning: STEM: Metric and imperial units Writing ratios, Sharing ratio into a given ratio, Proportion, Proportional reasoning Using the unitary method.</p> <p>Perimeter, area and volume: Triangles, parallelograms and trapeziums Perimeter and area of compound shapes Properties of 3D solids Surface area Volume STEM: Measures of area and volume.</p> <p style="text-align: center;"><u>Half-term test</u></p>	<p>Sequences and graphs: Sequences The nth term Pattern sequences Coordinates and line segments Graphs</p> <p style="text-align: center;"><u>End of Year Revision.</u></p> <p style="text-align: center;"><u>End of year 1 test</u></p>

<p>Year 8</p>	<p>Factors and powers: Prime factor decomposition Laws of indices, STEM: Powers of 10, Calculating and estimating.</p> <p>Working with powers: Simplifying expressions, More simplifying, Expanding and simplifying, Substituting and solving.</p> <p><u>Half-term test</u></p>	<p>2D shapes and 3D solids: Plans and elevations, Surface area of prisms, Volume of prisms, Circumference of a circle, Area of a circle, Cylinders, Pythagoras' theorem.</p> <p>Real-life graphs: Direct proportion, FINANCE: Interpreting financial graphs, Distance-time graphs, Rates of change, Misleading graphs.</p> <p><u>End of term test</u></p>	<p>Transformations: Reflection and translation Rotation Enlargement More enlargement STEM: Combining transformations 2D shapes and 3D solids</p> <p>Fractions, decimals and percentages: Recurring decimals, Using percentages, Percentage change, FINANCE: Repeated percentage change.</p> <p><u>Half-term test</u></p>	<p>Constructions and loci: Accurate drawings, Constructing shapes, Constructions 1 Constructions 2 Loci.</p> <p><u>End of term test</u></p>	<p>Probability: Comparing probabilities, Mutually exclusive events, Estimating probability, Experimental probability, Probability diagrams, Tree diagrams.</p> <p>Scale drawings and measures: Maps and scales Bearings Scales and ratio Congruent and similar shapes Solving geometry problems</p> <p><u>Half-term test</u></p>	<p>Graphs: Plotting linear graphs The gradient $y = mx + c$ Parallel and perpendicular lines Inverse functions STEM: Non-linear graphs</p> <p><u>End of Year Revision.</u></p> <p><u>End of year Exam</u></p>
<p>Year 9</p>	<p>Number: Calculations, checking and rounding, Indices, roots, reciprocals and hierarchy of operations Factors, multiples, primes, Standard form and surds.</p> <p><u>Half-term test</u></p>	<p>Algebra: Algebra: the basics Setting up, rearranging and solving equation Sequences</p> <p><u>End of term Test</u></p>	<p>Interpreting and representing data: Averages and range Representing and interpreting data Scatter graphs</p> <p>Fractions, ratio and percentages: Fractions Percentages Ratio and proportion</p> <p><u>Half-term test</u></p>	<p>Angles and trigonometry: Polygons, angles and parallel lines Pythagoras' Theorem and trigonometry</p> <p><u>End of term Test</u></p>	<p>Graphs: Graphs: the basics and real-life graphs, Linear graphs and coordinate geometry, Quadratic, cubic and other graphs.</p> <p>Area and volume: Perimeter, area and circles, 3D forms and volume, cylinders, cones and spheres Accuracy and bounds</p>	<p>Transformations and constructions: Transformations Constructions, loci and bearings</p> <p>End of Year Revision:</p> <p><u>End of Year</u></p>

<p>Year 10</p>	<p>Equations and inequalities: Solving quadratic and simultaneous equations Inequalities.</p> <p>Probability: Combined events Mutually exclusive events Experimental probability Independent events and tree diagrams Conditional probability Venn diagrams and set notation</p> <p><u>Half term test</u></p>	<p>Multiplicative reasoning: Growth and decay Compound measures More compound measures Ratio and proportion</p> <p><u>End of term test</u></p>	<p>Similarity and congruence: Congruence Geometric proof and congruence Similarity More similarity Similarity in 3D solids Graph of the sine function Graph of the cosine function The tangent function Transforming trigonometric graphs 1 Transforming trigonometric graphs 2</p> <p>Calculating areas and the sine rule The cosine rule and 2D trigonometric problems Solving problems in 3D</p> <p><u>Half term Test.</u></p>	<p>Further statistics: Collecting data Cumulative frequency Box plots Drawing histograms Interpreting histograms Comparing and describing populations</p> <p><u>End of term test</u></p>	<p>Equations and graphs: Solving simultaneous equations graphically. Representing inequalities graphically, Graphs of quadratic functions, Solving quadratic equations graphically, Graphs of cubic functions.</p> <p>Circle theorems: Circle theorems. Circle geometry.</p> <p><u>Half term Test</u></p>	<p>More algebra: Rearranging formulae Algebraic fractions Simplifying algebraic fractions More algebraic fractions Surd Solving algebraic fraction equations Functions Proof.</p> <p>End of year Revision</p> <p>MOCK Exam</p>
<p>Year 11</p>	<p>Vectors and geometric proof: Vectors and vector notation Vector arithmetic More vector arithmetic Parallel vectors and collinear points Solving geometric problems</p> <p><u>Half term Test</u></p>	<p>Proportion and graphs: Reciprocal and exponential graphs; Gradient and area under graphs, Direct and inverse proportion.</p> <p>Revision, Revision Revision:</p> <p><u>Pixl First PPE /Mock Exams Summer 2018 Paper</u></p>	<p>Pixl Topics from the Summer PPE.</p> <p>Smith proforma.</p> <p>Topics Revisit from Gap analysis</p>	<p>Walking talking Mock, Revision, Revision, Topics from Gap analysis.</p> <p>Pixl Second PPE/Mock</p>	<p>Pixl Topics from the Second mock papers/ PPE.</p> <p>Smith proforma.</p> <p>Topic Revisit from Gap analysis</p> <p>Exams Starts.</p>	

Science Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introduction to science: Laboratory rules Science equipment Using the Bunsen burner Planning an investigation ,to include identifying variables</p> <p>Movement: Levels of organisation The skeleton joints muscles</p> <p>Cells: Observing cells Plant and animal cells Specialised cells Movement of substances Unicellular organisms</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Earth structure: The structure of the earth Sedimentary rocks Igneous and metamorphic rocks The rock cycle Ceramics</p> <p>Universe: The night sky The solar system The earth The moon and changing ideas</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Particle model: The particle model States of matter Melting and freezing Boiling More changes of state Diffusion Gas pressure Inside particles</p> <p>Separating mixtures: Pure substances and mixtures Solutions Solubility Filtration Evaporation and distillation Chromatography</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Interdependence: Food chains and food webs Disruption to food chains and food webs Ecosystems competition</p> <p>Plant reproduction: Flowers and pollination Fertilisation and germination Seed dispersal</p> <p>Energy costs and energy transfer Foods and fuels Energy resources Energy and Power Energy adds up Energy dissipation</p> <p>Potential difference and resistance Potential difference Resistance Series and parallel circuits Current Charging up</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Acids and Alkali: Chemical reactions Acids and Alkalis Indicators and pH Acid strength Neutralisation Making salts</p> <p><u>Metals and non-Metals:</u> More about elements Reactions of metals and non-metals Metals and Acid Metals and oxygen Metals and water Metal displacement reaction</p> <p>Speed and Gravity: Introduction to forces Balanced and unbalanced forces Speed Distance time graph Gravity</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Variation: Variation Continuous and discontinuous variation Adapting to change</p> <p>Human reproduction: Adolescence Reproductive system Fertilisation and implantation Development of a fetus The menstrual cycle</p> <p>Sound and Light: Sound wave and speed Loudness and amplitude Frequency and Pitch The ear and hearing</p> <p>Light: Reflection Refraction The eye and vision</p> <p><u>End of year 7 assessment.</u></p>

<p>Year 8</p>	<p>Breathing : Gas Exchange Breathing Drugs Alcohol Smoking Digestion: Nutrients Food Tests Unhealthy Diet Digestive System Bacteria and Enzymes in Digestion</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Climate Change: Global warming The carbon cycle Climate change Earth Resources: Extracting metals Recycling</p> <p>Elements: Elements Atoms Compounds Chemical formulae Polymers</p> <p>Periodic Table: The periodic table The elements of group 1 The elements of group 7 The elements of group 0</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Interdependence: Aerobic respiration Anaerobic respiration Biotechnology Photosynthesis: Photosynthesis Leaves Investigating photosynthesis Plant minerals</p> <p>Work: Work, energy and machines</p> <p>Heating and cooling: Energy and temperature Energy transfer Radiation and insulation</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Electromagnets</p> <p>Electro magnets Using electromagnets Magnetism: Magnets and magnetic fields</p> <p>Types of reactions: Atoms in chemical reactions Combustion Thermal decomposition Conservation of mass Chemical energy: Exothermic and endo thermic reactions Energy level diagrams Bond energies</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Contact forces and pressure: Friction and Drag Squashing and stretching Turning forces Pressure: Pressure in gasses Pressure in liquids Stress on solids</p> <p>Evolution and inheritance: Natural selection Charles Darwin Extinction Preserving biodiversity Human reproduction: Inheritance DNA Genetics Genetic modification</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Wave effects and wave properties:</p> <p>Sound waves, water waves, and energy Radiation and energy Wave Properties: Modelling waves</p> <p>Enquiry process:</p> <p><u>End of Year Revision.</u></p> <p><u>End of year 8 assessment.</u></p>
<p>Year 9</p>	<p>Cells and organisation Cell division. Atoms, bonding and moles Periodic table. Energy and energy resources.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Cell division Organisation and the digestive system. Structure and bonding Energy transfer by heating. Energy resources.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Organising animals and plants. Structure and bonding Chemical calculations. Electric circuits. Electricity at home</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Communicable diseases. Chemical calculations. Density Molecules and Matter.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Communicable diseases. Electrolysis. Energy changes. Molecules and matter.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Preventing and treating diseases. Communicable diseases. Electrolysis. Energy changes. Radioactivity.</p> <p>End of Year Revision:</p> <p><u>End of Year 9 assessment.</u></p>

<p>Year 10</p>	<p>Photosynthesis. Respiration. Energy changes. Rates and equilibrium. Radioactivity.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Human Nervous System. Hormonal control systems in plants and animals. Rates and equilibrium. Crude oil and fuels. Forces in balance. Motion.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Hormonal control systems in plants and animals. Reproduction. Chemical analysis. The earth's atmosphere. Motion. Forces and motion.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Variation and evolution. Earths' Atmosphere. Earth resources. Forces and pressure. Electromagnetic spectrum.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Genetics and Evolution. Electromagnetic spectrum</p> <p>(The following topics in addition for single Science students) Organisation and ecosystem. Waves properties.</p> <p>Revision of paper 1 topics for end of year Mock.</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Electromagnetism</p> <p>Revision of paper 1 topics Required practical activities for paper 1 topics. End of year Revision</p> <p>MOCK Exam</p>
<p>Year 11</p>	<p>Photosynthesis Respiration Human Nervous System Chemical Analysis Earth Resources Electromagnetism Electromagnetic waves</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Human control systems Hormonal control systems in plants and animals. Variation and Evolution. Adaptations, interdependence, and competition.</p> <p>(The following topics in addition for single Science students) Using our Resources. The Solar system. The life cycle of a star.</p> <p><u>Pixl First PPE /Mock Exams Summer 2018 Paper</u></p>	<p>Genetics and evolution. Organising an ecosystem. Biodiversity and ecosystem.</p> <p>Gap analysis from PPE1</p> <p><u>End of chapter/ AP assessment</u></p>	<p>Walking talking Mock, Revision, Revision, Topics from Gap analysis. Pixl Second PPE/Mock Required practical activities lessons (paper 1 and 2)</p>	<p>Pixl Topics from the Second mock papers/ PPE. Smith proforma. Topic Revisit from Gap analysis Exams Starts.</p>	

Religious Studies Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Who is God? What is meant by God and what is revelation? <u>Assessment</u> AO1: Define the key terms 'omnipotent', 'omniscient' 'omnibenevolent' and 'omnipresent' Explain two passages from the Bible in which God demonstrates these natures AO2: Evaluate whether God is all-powerful and all-loving and make personal judgement</p>	<p>Is Jesus special? Who is Jesus? <u>Assessment</u> AO1: Define the key terms 'Son of David' 'Son of God' and 'Son of Man' Explain the significance of the belief that Jesus lived, suffered and died AO2: Evaluate whether Jesus is the 'Son of Man' and the 'Son of God' and make personal judgement</p>	<p>What does it mean to belong? What is the Kingdom of God? <u>Assessment</u> AO1: Define the key terms 'Cardinal values', 'Common Good', 'Kingdom of God' and 'Kingdom of Heaven' Explain two Bible teachings about the Kingdom of God AO2: Evaluate how Catholic beliefs about the Kingdom of God influences way of life</p>	<p>Is there more to life than meets the eye? What are the signs of Catholic identity? <u>Assessment</u> AO1: Define the key term sacrament Use two Bible passages to explain the symbolism behind baptism today AO2: Evaluate whether taking part in the sacraments is the best way for a Catholic to become closer to God</p>	<p>What are the Hindu signs of identity? How do Hindus express their faith? <u>Assessment</u> AO1: Define the key terms Trimurti Explain two ways in which the sacred thread ceremony influences a Hindu boy's attitude to his life and his family AO2: Evaluate whether worship (puja) in the home is more important than worship in the temple (Mandir)</p>	<p>What are the joys and challenges of life? What are the and challenges of living as people of God <u>Assessment</u> AO1: Define the key term People of God Explain at least two challenges of the early Church AO2: Evaluate the challenges of living as people of God and make personal judgement</p>
Year 8	<p>Creation What do we learn from the creation stories? <u>Assessment</u> AO1: State the difference between Theological truths and Scientific truths Explain two ways in which CAFOD help others AO2: Evaluate whether we can end world poverty and make personal judgement</p>	<p>Is there suffering? How is God revealed through suffering? <u>Assessment</u> AO1: Define the key term 'suffering' Explain two contrasting Christian beliefs about suffering AO2: Evaluate whether there is any point in trying to get rid of suffering and make</p>	<p>Covenants Why do promises matter? What does it mean to be covenant people? <u>Assessment</u> AO1: Define the key term 'covenant' Explain two ways in which the covenant at Sinai influences Christians today AO2: Evaluate whether God</p>	<p>How is Jesus the New Covenant? Why do we celebrate Easter? How do we live as covenant people? <u>Assessment</u> AO1: Define the key terms 'Gethsemane', Pontius Pilate and 'Golgotha' Explain two contrasting beliefs about the Last Supper AO2: Evaluate the meaning</p>	<p>What are the Sikh signs of identity? How do Sikhs express their faith? <u>Assessment</u> AO1: Define the key term 'Guru Granth Sahib' Explain two significances of the Langar in the life of a Sikh AO2: Evaluate whether being part of the</p>	<p>Catholic Social Teachings How do we know what is fair? How do we meet the challenges to live justly? <u>Assessment</u> AO1: Define the key term 'preferential option for the poor' Explain two Christian beliefs about the preferential option for the poor AO2: Evaluate whether there is</p>

		personal judgement	asked too much from Abraham when he asked him to sacrifice his son Isaac and make personal judgement	and significance of Jesus' burial and make personal judgement	Khalsa enrich a Sikh's life and make personal judgement	any point in trying to get rid of poverty and make personal judgement
Year 9	<p>Is all life of value? How do we respect the sanctity of life? <u>Assessment</u> AO1: Define the key term 'sanctity of life' Explain two ways in which a belief in the sanctity of the human life influences Jews today AO2: Evaluate whether people shouldn't interfere with God's plan for each person and make personal judgement</p>	<p>What are the signs of identity for Muslim people? This unit explores Muslim identity and practice in Britain today. <u>Assessment</u> AO1: Define the key term 'Shahadah' Explain two ways in which a belief in the importance of prayer influences Muslims today AO2: Evaluate the challenges of observing Ramadan in the UK than in a Muslim country and make personal judgement</p>	<p>GCSE Religious Studies B AQA Exam Skills Jewish beliefs about the nature of God <u>Assessment</u> AO1: Define the key term 'Creator', 'monotheistic' and 'Shema' Explain two Jewish beliefs about God AO2: Evaluate whether it is more important to understand God as a judge than anything else and make personal judgement</p>	<p>Jewish teachings Moral principles in Judaism <u>Assessment</u> AO: Define the key term 'Torah' Explain two ways the Torah law shows the importance of showing kindness to others AO2: Evaluate whether there is any point in trying to create a peaceful society, because this will be achieved by the Messiah</p>	<p>Jewish practices Worship <u>Assessment</u> AO1: Define the key term 'rabbi' Explain two ways the features in the synagogue's prayer hall are reminders of the Temple in Jerusalem AO2: Evaluate whether Reform services makes it easier for people to understand what is happening than Orthodox</p>	<p>Jewish practices Festivals <u>Assessment</u> AO1: Define the key term 'Pesach' Explain the impact of festival on individual Jews and on the Jewish community AO2: Evaluate whether it is more important to show kindness to others during Rosh Hashanah than at any other time in the year and make personal judgement</p>
Year 10	<p>Catholic Christianity Christianity in Art <u>Assessment</u> AO1: Know the meanings and symbolism behind Michelangelo's creation of Adam Explain two ways in which Christian art shows beliefs about God</p>	<p>Catholic Christianity Incarnation <u>Assessment</u> AO1: Know how belief in <i>imago dei</i> influences Catholic understanding about abortion Explain two ways in which Jesus is the</p>	<p>Catholic Christianity Triune God <u>Assessment</u> AO1: Know the different types of music used in Catholic liturgy Explain two beliefs about the Trinity that can be found in the Nicene Creed</p>	<p>Catholic Christianity Redemption <u>Assessment</u> AO1: Know two features of Catholic churches built before 1965 Explain how salvation is in three stages: past, present and future AO2:</p>	<p>Catholic Christianity Church and the Kingdom of God <u>Assessment</u> AO1: Know why some Catholics like to make the Stations of the Cross Explain two ways the Magnificat shows that</p>	<p>Catholic Christianity Eschatology <u>Assessment</u> AO1: Know the different ways the Paschal candle is used in the church Explain two Christian beliefs about the cosmic reconciliation AO2:</p>

	AO2: Evaluate whether art is a good way of depicting Catholic beliefs about creation	fulfilment of the law AO2: Evaluate how <i>Dei Verbum</i> 4 and <i>Verbum Domino</i> 12 show that Jesus is both fully human and fully God	AO2: Evaluate the authority of the Magisterium and make personal judgement	Evaluate St Irenaeus' and St Anselm thoughts on salvation and make personal judgement	Mary was a perfect disciple AO2: Evaluate the four marks of the Catholic Church and make personal judgement	Evaluate the meanings and symbolism behind Michelangelo's <i>The Last Judgement</i>
Year 11	Theme A Religion, relationships and family <u>Assessment</u> AO1: Know four key terms associated with relationships Use two Bible quotes to explain contrasting beliefs about contraception AO2: Evaluate whether men and women are equal in the Catholic Church and make judgement	Theme C Religion, human rights and social justice <u>Assessment</u> PPE (Mock Exams) Students must answer all four topics of five-part questions. AO1: The first four questions will test knowledge and understanding of beliefs, practices and sources of authority. AO2: The fifth question will test analysis and evaluation of the influence of beliefs.	Revision Creation Incarnation Trinitarian God creation <u>Exam Skills</u> - Assessing knowledge and understanding. AO1: Command words Which one... Give two... Name two... Explain two... AO2: Command words Evaluate this statement	Revision Redemption Church and the Kingdom of God <u>Exam Skills</u> - Assessing knowledge and understanding. AO1: Command words Which one... Give two... Name two... Explain two... AO2: Command words Evaluate this statement	Revision Themes A and C <u>Exam Skills</u> - Assessing knowledge and understanding. AO1: Command words Which one... Give two... Name two... Explain two... AO2: Command words Evaluate this statement	Specification Qualification - GCSE Exam Board - AQA Final Exam - May/June Component 1 - 1hr 45min 50% of GCSE Component 2 – 1hr 45min 50% of GCSE

Geography Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 7	Earth story – My story An investigation of the school grounds and map skills <u>Assessment Point;</u> School grounds fieldwork write up	Amazing Africa An investigation of this continent, especially its Tropical rainforests <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	My country – My area An investigation of the British Isles and UK and local shopping fieldwork. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Glorious Glaciers An investigation of the glacial landscapes. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Raging Rivers An investigation of the water cycle and the physical features of rivers. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Fantastic floods An investigation of the impact of floods on people <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.
Year 8	Cracking coasts An investigation of our changing coastline <u>Assessment Point;</u> Based on skills and content covered during the term.	Dynamic populations An investigation of the worlds changing populations and its impact on the environment. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Wonderful weather and microclimate And introductory investigation into Britain’s weather and the schools microclimate. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Amazing Asia An investigation of climate change and its impact <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Climate change: friend or foe? An investigation of climate change and its impact. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.	Uber Urbanisation An investigation of the worlds growing cities. <u>Assessment Point;</u> Based on skills and content covered during this term and previous terms.
Year 9	Unit 1 - The challenge of Natural hazards. -Natural Hazards -Weather hazards -Tectonic hazards -Climate change <u>Assessment Point;</u> Based on skills and content covered during term 1 and in term 2, term 1 and 2.		Unit 2 -The changing economic world -The development gap <u>Assessment Point;</u> Based on skills and content covered so far.		Unit 1 - The challenge of Natural hazards. Physical landscapes in the UK -UK landscapes -Coastal landscapes <u>Assessment Point;</u> Based on skills and content covered so far.	
Year 10	Unit 1 - Physical landscapes in the UK -Coastal landscapes <u>Assessment Point;</u> Based on skills and content covered so far.	Unit 2 – The Urban world -urban issues and challenges – Rio de Janeiro <u>Assessment Point;</u> Based on skills and content covered	Unit 2 – the challenge of resource management -resource management -Food management <u>Assessment Point;</u>		Unit 2 – urban issues and challenges -Urban change in the UK – Bristol -sustainable urban development Unit 3 – Human: Fieldwork based in Northampton	

			so far.	Based on skills and content covered so far.	<u>Assessment Point;</u> Based on skills and content covered so far.
Year 11	Unit 1 – the living world -Ecosystems -Tropical rainforests -Hot deserts Unit 3 – Physical: <i>Fieldwork based in Hunstanton</i> <u>Assessment Point;</u> Based on skills and content covered so far.	Unit 2 – the changing economic world -the changing UK economy <u>Assessment Point;</u> Based on skills and content covered so far.	Unit 1 – physical landscapes in the UK - River landscapes <u>Assessment Point;</u> Based on skills and content covered so far.	Unit 2 – the changing economic world -Nigeria: a newly emerging economy	

History Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What's History? Baseline Assessment	Norman Conquest Norman Assessment	Religion in Medieval Society Thomas Becket Assessment	Medieval Life Medieval Assessment	Native America India's Native America Assessment	Egyptians Egypt Assessment
Year 8	Tudors Tudor Assessment	Elizabeth Elizabeth Assessment	The Stuarts Civil War Assessment	Industrial Revolution Cholera Assessment	WW1 Causes 20 th Century World Assessment	WW2 WW2 Assessment
Year 9	Slaves and Empire AP - Slaves	1 st World War AP – 1 st World War	Conflict and Tension Treaty of Versailles 1918 – 1939 AP – Treaty of Versailles	Conflict and Tension League of Nations League Exam Question	WW2 Origins Exam – What led to the war?	World War 2 Outbreak Appeasement Exam Question
Year 10	Health and the People Medieval 4 Humours Assessment	Renaissance Medicine and Modern Medicine How Much Progress? Assessment	Nazi Germany Weimar Assessment	Nazi Germany Hitler Interpretation Assessment	Elizabeth Elizabeth and her Government Assessment	Elizabeth Life in Elizabethan Times Assessment
Year 11	Nazi Germany Weimar Assessment	Nazi Germany Hitler Interpretation Assessment	Elizabeth Elizabeth and her Government Assessment	Elizabeth Life in Elizabethan Times Assessment	Revision	

Spanish Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Los medios de comunicación</p> <p>Listening, reading and assessments</p> <p>Skills: Technology in everyday life Type of television programmes Type of films and music</p>	<p>El instituto</p> <p>Listening, reading and writing assessment</p> <p>Skills: Ask and answer questions about school Future plans Talking about teachers Afterschool clubs and school rules</p>	<p>La salud</p> <p>Listening, reading and writing assessment</p> <p>Skills: Name parts of the body Describe different symptoms Healthy and unhealthy foods</p>	<p>Ganarse la vida</p> <p>Listening, reading and writing assessment</p> <p>Skills: Ask and answer questions about how you earn money Talking about jobs Talking about using languages at work Say what you do if you win the lottery</p>	<p>GCSE Start Theme 1: Identity and culture</p> <p>Topics: Me, my family and friends</p> <p>Listening, reading and writing assessment</p> <p>Skills: Family members Describing people Agreement of adjectives</p>	<p>Theme 1: Identity and culture</p> <p>Topics: Technology in everyday life</p> <p>Listening, reading and writing assessment</p> <p>Skills: Present tense of regular verbs Expressions related of adjectives to social media and the use of technology</p>
Year 10	<p>Theme 1: Identity and culture</p> <p>Topics: Free-time activities</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talk about leisure activities Expressions related to sports and hobbies Talk about food</p>	<p>Theme 1: Identity and culture</p> <p>Topics: Customs and festivals</p> <p>Listening, reading and writing assessment</p> <p>Skills: National holidays in Spanish-speaking countries Traditions in Spanish-speaking countries</p>	<p>Theme 2: Local , national, international and global areas of interest</p> <p>Topics: Home, town, neighbourhood and region</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about houses neighbourhood Talking about cities and villages</p>	<p>Theme 2: Local , national, international and global areas of interest</p> <p>Topics: Social issues</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about charities and voluntary work The importance of doing charity work Talking about healthy and unhealthy life styles</p>	<p>Theme 2: Local , national, international and global areas of interest</p> <p>Topics: Global issues</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about the environment Talking about homelessness</p>	<p>Theme 2: Local , national, international and global areas of interest</p> <p>Topics: Travel and tourism</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about holiday accommodation Talking about holiday activities Describing a region</p>
Year	Theme 3: Current and	Theme 3: Current and	Revision	Revision	Revision	-

11	<p>future study and employment</p> <p>Topics: My studies and life in school and college</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about your studies Talking about school rules and uniform Talking about good and bad aspect of school</p>	<p>future study and employment</p> <p>Topics: Education post-16; Jobs, career choices and ambitions</p> <p>Listening, reading and writing assessment</p> <p>Skills: Talking about choices at 18: work and university Talking about the benefits of higher education Looking for and applying for jobs Talking about the ideal job</p>				
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French Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Bonjour la France</p> <p>Reading and Listening assessments</p> <p>Skills: Numbers Introducing yourself School objects</p>	<p>Ma famille</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your family Count up to 100 Talk about appearance, age, character Talking about pets</p>	<p>L'école</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your school subjects Recognise verbs in infinitive Talking about what teachers are like Break and lunchtime activities</p>	<p>Ma maison</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your local area Name European countries Places where people live</p>	<p>Mes passes-temps</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your free time activities Tell the time in French Talk about sports and games What do you like doing in your free time</p>	<p>Dans la ville</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your local area Use adjectives to describe places Invite someone to do something Talking about the weather</p>
Year 8	<p>Bonjour la France</p> <p>Reading and Listening assessments</p> <p>Skills: Numbers Introducing yourself School objects</p>	<p>Ma famille</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your family Count up to 100 Talk about appearance, age, character Talking about pets</p>	<p>L'école</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your school subjects Recognise verbs in infinitive Talking about what teachers are like Break and lunchtime activities</p>	<p>Ma maison</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your local area Name European countries Places where people live</p>	<p>Mes passes-temps</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your free time activities Tell the time in French Talk about sports and games What do you like doing in your free time</p>	<p>Dans la ville</p> <p>Reading and Listening, Writing assessments</p> <p>Skills: Talking about your local area Use adjectives to describe places Invite someone to do something Talking about the weather</p>
Year 9	<p>Theme 1: Identity and culture</p>	<p>Theme 1: Identity and culture</p>	<p>Theme 1: Identity and culture</p>	<p>Theme 1: Identity and culture</p>	<p>Theme 1: Identity and culture</p>	<p>Theme 1: Identity and culture</p>
French	<p>Topics: Me, my family and friends</p> <p>Listening, reading and writing assessment</p>	<p>Topics: Technology in everyday life</p> <p>Listening, reading and writing assessment</p>	<p>Topics: Free-time activities</p> <p>Listening, reading and writing</p>	<p>Topics: Free-time activities</p> <p>Listening, reading and writing</p>	<p>Topics: Customs and festivals</p> <p>Listening, reading and writing</p>	<p>Topics: Customs and festivals</p> <p>Listening, reading and writing</p>

	<p>Skills: Family members Describing people Agreement of adjectives</p>	<p>Skills: Present tense of regular verbs Expressions related to social media and the use of technology</p>	<p>Skills: Passé Composé Talk about leisure activities Expressions related to sports and hobbies</p>	<p>Skills: Opinions and the infinitive Talk about food Expressions related to ordering food and preferences</p>	<p>Skills: Francophone countries National holidays in francophone countries Traditions in francophone countries</p>	<p>Skills: Imperfect tense Festivals in French speaking countries Making use of the national and international context when reading</p>
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IT/Computer Science Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 *	E-Safety, Using Computer, Internet	Inputs/Outputs and Memory: Devices Cycle Data Storage Hardware vs Software	Excel (database intro): Data in tables Sorting/filtering Data types Binary	Graphic Design: Store/Edit Digital content Software packages to manipulate and present data	Algorithms: Defines algorithm Detect errors ie Debugging Construct simple algorithms	Basic Programming (Scratch): Execute, Check and change programs Develop simple programs
Year 8 *	Algorithms: Debugging Constructing algorithms Predicting outputs Iteration and selection	Networking and the internet: Data protection Internet services IP Addresses HTML Passwords	Data Representation: Data types Binary Bit patterns Low-level instructions	Text-based programming: Declaring/organising variables Logical reasoning IF statements and loops	Software and Hardware: Roles Operating systems Uses a range of applications	Using tech safely: Quality of digital content Collect, analyse and evaluate data Digital content for audience
Year 9 Not currently offered *	Systems Architecture: Purpose Components Function and characteristics of CPU	Memory: RAM ROM Virtual flash And Storage: Devices and characteristics	Networks: LAN and WAN Performance Hardware Internet Virtual Networks	Network topologies, protocols and layers: Wifi Ethernet IP Addressing, MAC addressing and protocols	Systems software: Purpose and functionality Operating systems Utility systems software	Security and Ethical legal concerns: Treats Reducing vulnerability Ethical and legal issues Environmental/cultural impact Legislation REVISION OF Paper 1
Year 10	Python programming: Inputs and Outputs Variables String handling Selection Iteration	Arrays Subroutines SQL File Handling	Algorithm: Computational thinking Searching Sorting *	Computational language and translators and facilities of languages *	Data Representation: Units Nos/Binary Characters Images Sound compression *	REVISION OF Paper 2 EOY mock – full paper
Year 11	“	“	Controlled Assessment Programming project Design develop, test and evaluate a program that fits a given scenario		REVISION	

Performing Arts Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Silent Movies Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Evaluation of self and others	Darkwood Manor Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Exploring using strategies Evaluation of self and others	It's not what you say, it's the way you say it. Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Evaluation of self and others	Storytelling Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Evaluation of self and others Understanding of Explored theme or topic	Working with Scripts – Character development Space, Movement, Gesture. Communicating meaning Roles and Characterisation Content Style and Form	Working with Scripts. & Showcase Performance Space, Movement, Gesture. Communicating meaning Roles and Characterisation Content Style and Form Evaluation of self and other
Year 8	Working with Masks – The Basics Communicating meaning Roles and Characterisation Evaluation of self and others Content Style and Form	Trestle Theatre Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Exploring using strategies Evaluation of self and others Content Style and Form	The Party – Devising Understanding of Explored theme or topic Group work Evaluation of self and others Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work	Comedy Communicating meaning Roles and Characterisation Group work Evaluation of self and others	Working with Scripts – Character development Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Exploring using strategies Evaluation of self and others Content Style and Form	Working with Scripts. & Showcase Performance Space, Movement, Gesture. Communicating meaning Roles and Characterisation Group work Exploring using strategies Evaluation of self and others Content Style and Form
Year 9	Base line Skills A1 Development of performance/design and interpretative skills A2 Develop skills and techniques during the rehearsal process C1 Review own development of skills and techniques in/for performance	BTEC PA COMP 2 LA A,B & C Prep Workshops – “Arbeit Macht Frei” A1 Development of performance/design and interpretative skills A2 Develop skills and techniques during the rehearsal process B1 Application of skills and techniques during	BTEC PA COMP 2 A ,B & C MOCK Workshops – “Arbeit Macht Frei” A1 Development of performance/design and interpretative skills A2 Develop skills and techniques during the rehearsal process B1 Application of skills and techniques during	BTEC PA COMP 2 A,B & C Assessed Workshops – Script TBC A1 Development of performance/design and interpretative skills A2 Develop skills and techniques during the rehearsal process B1 Application of skills and techniques during	BTEC PA COMP 1 LA B Workshops & Practitioner Study MOCK– “Macbeth” 1. Original Performance Conditions 2. Characterisation linked to Fastbender Film 3. Workshops linked	BTEC PA COMP 1 LA B CC Coursework. Roles and Responsibilities in the Theatre. Learning aim B: Explore the interrelationships between constituent features of existing performance material

	C2 Review own application of skills and techniques in/for performance	rehearsal B2 Application of skills and techniques in/for performance C1 Review own development of skills and techniques in/for performance C2 Review own application of skills and techniques in/for performance	rehearsal B2 Application of skills and techniques in/for performance C1 Review own development of skills and techniques in/for performance C2 Review own application of skills and techniques in/for performance	rehearsal B2 Application of skills and techniques in/for performance BTEC PA COMP 1 LA A&B Workshops & Practitioner Study prep AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief	to “Splendid” performance Learning aim B: Explore the interrelationships between constituent features of existing performance material	
Year 10	BTEC PA COMP 1 LA B Workshops & Practitioner Study PREP– “Macbeth” Learning aim A: Examine professional practitioners’ performance work	BTEC PA COMP 1 LA B Workshops & Practitioner Study– “Macbeth” Original Performance Conditions Characterisation linked to Fastbender Film Workshops linked to “Splendid” performance Learning aim B: Explore the interrelationships between constituent features of existing performance material	BTEC PA COMP 3 (External assessment) TBC by Pearson in Jan 2019 AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief	BTEC PA COMP 3 (External assessment) TBC by Pearson in Jan 2019 AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief	BTEC PA COMP 1 LA A CC Coursework. Roles and Responsibilities in the Theatre. AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief	
Year 11	BTEC PA COMP 3 (External assessment) MOCK	BTEC PA COMP 3 (External assessment) MOCK	BTEC PA COMP 3 (External assessment)	BTEC PA COMP 3 (External assessment)	NA	NA

	<p>Using Pearson SAMs</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p>Using Pearson SAMs</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p>TBC by Pearson in Jan 2019</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p>TBC by Pearson in Jan 2019</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>		
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Art and Design – Fine Art Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Foundation Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Foundation Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Foundation Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Cubist Still Life Unit Refines skill learnt in unit one and allows students to develop use of different materials and work independently towards the end. Introduced to genre of art and working upon all of the assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Cubist Still Life Unit Refines skill learnt in unit one and allows students to develop use of different materials and work independently towards the end. Introduced to genre of art and working upon all of the assessment objectives.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Cubist Still Life Unit Refines skill learnt in unit one and allows students to develop use of different materials and work independently towards the end. Introduced to genre of art and working upon all of the assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 8	<p>Shoe Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activated allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Shoe Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activated allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Shoe Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activated allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Pattern Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art and working upon all of the assessment objectives</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Pattern Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art and working upon all of the assessment objectives</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Pattern Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art and working upon all of the assessment objectives</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 9	<p>Foundation Unit Focussing on building skills and exploring materials.</p>	<p>Foundation Unit Focussing on building skills and exploring materials.</p>	<p>Still Life Unit Refines skill learnt in unit one and allows students to</p>	<p>Still Life Unit Refines skill learnt in unit one and allows students to</p>	<p>Still Life Unit Refines skill learnt in unit one and allows students to</p>	<p>Revisit Coursework Students re-visit all coursework units. Ensuring</p>

	<p>Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit that covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>develop use to acrylic and gouache paint and work independently towards to end</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>develop use to acrylic and gouache paint and work independently towards to end</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>develop use to acrylic and gouache paint and work independently towards to end</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>they have acted on target setting and completed the full investigation</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 10	<p>Architecture Unit Refines skill learnt in unit one and two and allows students to develop use to different materials and work independently towards the end. Introduces to another genre of art</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Architecture Unit Refines skill learnt in unit one and two and allows students to develop use to different materials and work independently towards the end. Introduces to another genre of art</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with different materials. Introduced to another genre of art</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Revisit Coursework Students re-visit all coursework units. Ensuring they have acted on target setting and completed the full investigation.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 11	<p>Year 11 Mock Exam Unit Starting points given out 2nd Week in September – students allowed 6-8 weeks to prepare. Examination to take place first/second week in NOV</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Year 11 Mock Exam Unit Mock examination is marked and given back to students with individual target setting. Students allowed to refine and improve work. The mock becomes unit five of their coursework</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Year 11 Exam Unit Year 11 Examination paper given out. 6-8 weeks to prepare then 10 hour examination</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Year 11 Exam Unit Year 11 Examination paper given out. 6-8 weeks to prepare then 10 hour examination</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Revisit Coursework Students re-visit all coursework units. Ensuring they have acted on target setting and completed the full investigation.</p> <p>AP – No Assessment Point due to course completed</p>	<p>Students completed course</p> <p>AP – No Assessment Point due to course completed</p>

Photography Curriculum Plan Academic Year 2018 -2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3
Year 8	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3	No lessons at Key Stage 3
Year 9	<p>Foundation Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit at covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Foundation Unit Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable the students to carry out a unit at covers all assessment objectives.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Documentary Unit Refines skill learnt in unit one and allows students to develop use of Photoshop and work independently towards the end.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Documentary Unit Refines skill learnt in unit one and allows students to develop use of Photoshop and work independently towards the end.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Documentary Unit Refines skill learnt in unit one and allows students to develop use of Photoshop and work independently towards the end.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Revisit Coursework Students re-visit all coursework units. Ensuring they have acted on target setting and completed the full investigation.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 10	<p>Alphabet Unit Refines skill learnt in unit one and two and allows students to develop use to Photoshop and work independently towards the end. Introduced to another genre of photography.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Alphabet Unit Refines skill learnt in unit one and two and allows students to develop use to Photoshop and work independently towards the end. Introduced to another genre of photography.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with Photoshop. Introduced to another genre of photography.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with Photoshop. Introduced to another genre of photography.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Portrait Unit Refines skill learnt in previous units and allows students to continue to develop independently towards the end. Additional practice working with Photoshop. Introduced to another genre of photography.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>Revisit Coursework Students re-visit all coursework units. Ensuring they have acted on target setting and completed the full investigation.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>
Year 11	<p>Year 11 Mock Exam Unit Starting points given out 2nd weeks in September – students allowed 6-8</p>	<p>Year 11 Mock Exam Unit Mock examination is marked and given back to students with individual</p>	<p>Year 11 Exam Unit Year 11 Examination paper given out. 6-8 weeks to prepare then 10 hour</p>	<p>Year 11 Exam Unit Year 11 Examination paper given out. 6-8 weeks to prepare then 10 hour</p>	<p>Revisit Coursework Students revisit all coursework units. Ensuring they have acted</p>	<p>Students completed course AP – No Assessment Point due to course completed</p>

	<p>weeks to prepare. Examination to take place first/second week in NOV.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>target setting. Students allowed to refine and improve work. The mock becomes unit five of their coursework.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>examination.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>examination.</p> <p>AP – Assessed on all the Assessment Objectives completed to date</p>	<p>on target setting and completed the full investigation.</p> <p>AP – No Assessment Point due to course completed</p>	
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DT Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Cube and Components	Cube and Components	Cube and Components	Cube and Components	Cube and Components	Cube and Components
Year 8	Maze and Torch	Maze and Torch	Maze and Torch	Maze and Torch	Maze and Torch	Maze and Torch
Year 9	Technical Drawing Superskills	CAD & Modelling Superskills	<u>Superskills Modelling and Cutting</u> <u>Superskills CAD</u>	<u>Superskills Creative Designing</u>	<u>Superskills Planning and Manufacturing</u>	PD: Birdhouse Project GP: Pop Merchandising Project
Year 10	PD Project: Chair GP: Bubble Bath Design Project Theory lessons	PD Project: Chair GP: Bubble Bath Design Project Theory lessons	Mini-Project Skills Booster Theory Lessons	NEA Project Theory Lessons	NEA Project Theory Lessons	NEA Project Theory Lessons
Year 11	NEA Project Theory Lessons	NEA Project Theory Lessons	NEA Project Theory Lessons	NEA Project Theory Lessons		

Food Preparation and Nutrition Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Foundation Unit – Hygiene & Knife Skills Focussing on building core skills in Food Safety, Hygiene, Nutrition and Basic Food Preparation</p> <p>Practical 1 – Apple Crumble HW – Food terminology and practical self-evaluation.</p> <p>AP – No Assessment Point due to limited lessons completed at this point.</p>	<p>Foundation Unit – Oven & Hob Use Continuing to build core skills in Food Safety, Hygiene, Nutrition and Food Preparation</p> <p>Practical 2 – Croque Monsieur / Pizza toast. Practical 3 - Pasta Salad. HW – Fibre and sugar worksheets and practical self-evaluations.</p> <p>AP – Baseline exam based on foundation studies (DEC)</p>	<p>Foundation Unit – Bakes Part 1 Concluding core skills in Food Safety, Hygiene, Nutrition and Food Preparation</p> <p>Practical 4 – Savoury Scones Practical 5 – Healthy Breakfast Muffins. HW – Menu planning worksheets and practical self-evaluations.</p> <p>AP – No Assessment Point due to limited lessons completed at this point.</p>	<p>Foundation Unit – Bakes Part 2 Developing more advanced practical cooking skills and a deeper understanding of nutrition & dietary needs, whilst understanding the functions of ingredients.</p> <p>Practical 6 – Flapjack / gingerbread. Practical 7 – Mini Carrot Cakes. HW – Functions of ingredients (flour, fats, sugar, eggs) and practical self-evaluations.</p> <p>AP – Food Exam based on theoretical knowledge covered to date.</p>	<p>Foundation Unit – Bakes Part 3 Developing more advanced, independent practical cooking skills and a deeper understanding of sustainability and ethics in the food industry.</p> <p>Practical 8 - Pastry Cheese Straws / Pinwheel biscuits Practical 9 - Cookies and cake/cookie decorating BONUS PRACTICAL – End of term charity bake sale. HW – Seasonality and Food Miles and practical self-evaluations.</p> <p>AP – No Assessment Point due to limited lessons completed at this point.</p>	<p>Foundation Unit - Savoury Meals Developing more multi-tasking practical skills in addition to a greater awareness of food provenance and the function of ingredients for both nutrition and food science purposes.</p> <p>Practical 10 – Ratatouille Gratin / Pasta Bake Practical 11 – Savoury Rice Practical 12 – Frittata – effects of heat on proteins mini NEA experiment HW – Food Provenance & food science, mini NEA task and practical self-evaluations.</p> <p>AP – Mini NEA practical and summative food exam.</p>
Year 8	<p>World Foods Project – Introduction Exploring different cuisines from around the world i.e. multi-cultural foods and refines and improving all core practical skills</p> <p>Practical 1 – Risotto / Savoury Rice HW – Food worksheets to reinforce theory lessons, reviewing practical tasks</p>	<p>World Foods Project – Britain's Best (Favourite Foods) Looking at the influences on multi-cultural foods in the UK, in addition to developing new culinary techniques and learning to adapt a recipe and refining all complex practical skills independently</p> <p>Practical 2 – Create-A-</p>	<p>World Foods Project - Staple Foods Looking at Britain's core staple foods in relation to others around the globe, in addition to developing new culinary techniques and learning to adapt a recipe and refining all complex practical skills independently</p> <p>Practical 5 – Bread Rolls</p>	<p>World Foods Project – Meat & meat alternatives Handling & Uses Exploring meat in terms of; hygiene, storage, handling, cuts, science of cooking and nutrition. Adapting recipes. Looking at meat analogues/alternatives for those with specific dietary and ethic needs etc. Mini</p>	<p>World Foods Project – History & Cakes Level 1 Exploring the history and popularity of puddings and cakes around the world. Adapting recipes for different dietary needs and improved nutrition and looking at food provenance and sustainability. Mini NEA – Sugar in cakes</p>	<p>World Foods Project – Ready Meals A comprehensive look at the pros and cons and growth in popularity of processed 'cook-chill' foods and the nutritional values in different cooking methods.</p> <p>Practical 14 – Product Disassembly Task – Ready meals</p>

	<p>with self-evaluation.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Curry Practical 3 – Group Task – PASTA making Practical 4 – Pasta and Sauce HW – Food worksheets to reinforce theory lessons and practical peer and self-evaluations with modifications.</p> <p>AP – Baseline exam based on studies completed at this point (DEC)</p>	<p>Practical 6 – Group Task – Pizza Practical 7 – Potato Gratin / Dauphinoise HW – Food worksheets to reinforce theory lessons and practical self-evaluations with modifications.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>NEA - Gelatinisation Practical 8 – Bolognaise / Mediterranean Ragu Practical 9 – Béchamel Sauce / Cauliflower Cheese Practical10– International mince (own choice – chilli, shepherd's pie etc.) HW – Food worksheets to reinforce theory lessons and practical self-evaluations with modifications & independent research project.</p> <p>AP – Independent practical exam</p>	<p>Practical 11 – Apple Cake Practical 12 – NEA Task Sugar in cakes experiment with Melting Moments Practical13 – Swiss Roll HW – Food worksheets to reinforce theory lessons and practical self-evaluations with modifications & independent research project.</p> <p>AP – No Assessment Point due to limited lessons completed at this point</p>	<p>Practical 15 & 16 – Final task ~ free choice of researched & developed technical, multicultural recipes (2 courses or main & side dish) HW – Food worksheets to reinforce theory lessons and practical self-evaluations with modifications & independent research project.</p> <p>AP – Independent practical exam Results from NEA</p>
Year 9	<p>The 3xS's Practical Project ~ Diet & Nutrition Introduction to the GCSE course. Chefs skills focus: advanced culinary techniques. Students research and develop their own recipes and advance using more technical skills. Practical1 – Soup utilising the different knife cuts Practical 2 – Stir fry Practical 3 – Salad and dressing / own mayonnaise HW – Food worksheets to reinforce theoretical topics – Nutrition Focus.</p> <p>AP – Baseline 60min</p>	<p>Food-on-the-go Project ~ Food Safety and Hygiene Vegetarians, Food Hygiene in industry, Microbes, moulds & Bacteria in food (both useful and Food poisoning bacteria). Standard components. Practical 4 – Samosas/spring rolls & dipping sauce Practical 5 – Stuffed Vegetables Practical 6 – Wraps/ burritos/ fajitas HW – Food worksheets to reinforce theory lessons – Vegetables and Meat, Dietary Needs (Vegetarians) & Food</p>	<p>Mince and More Project ~ Menu Planning Meat handling and other high-risk foods, dietary needs & requirements (including food allergies, food intolerance, and religious and cultural needs). Bread theory. Practical 7 – Burgers & Buns Practical 8 – Chilli con carne or Cumberland Pie Practical 9 – Garlic bread / cheesy doughballs HW – Food worksheets to reinforce theory lessons – Dietary Needs focus. AP – Assessed on all the Assessment Objectives completed to date and a</p>	<p>Multicultural Meals ~ Food Provenance Farming and rearing types, key food logos & labelling, ethics and sustainability in the food industry, animal welfare, organic foods and food miles. Practical 10 – Risotto / Pilaf Practical 11 – Sweet & sour Pork / Biryani Practical 12 – Moussaka / Vegetarian Lasagne / pasta Bake Practical 13 – Chilli con carne HW – Food worksheets to reinforce theory lessons – Food Provenance, ethical</p>	<p>The Cakes 2-ways Project ~ Food Science Investigating the functions of ingredients for cakes and cheesecakes. Nutritional and sensory analysis. Cake theory. Practical 14 – Traybake (lemon drizzle etc) Practical 15 – Cheesecake / trifle (set dessert) Practical 16 – NEA 1 STARCH EXPERIEMENTS <i>Explain what happens when starches are frozen and then defrosted OR Conduct an experiment to find out the effect of other ingredients on the thickness of starch OR</i></p>	<p>The Festival Feast Project ~ NEA2 & Food Choice Developing products for a 'food festival', addressing meal planning in terms of; suitability (through research), food & personal hygiene, safety, nutrition, allergies and costings for the mini NEA 2 Task. Pastry theory. Practical 17 – Flaky Pastry Sausage Roll / Rough Puff Pastry Pie Practical 18 – Tagine / Babootie/ or multi-cultural dish equivalent Practical 19/20 - Own choice final NEA 2 Products HW – Food worksheets to</p>

	'Practise Exam' paper & classwork (50%, 50%)	Hygiene focus. AP – Assessed on all the Assessment Objectives completed to date.	MOCK EXAM PAPER 60min (50%, 50%)	farming & Food Logos focus. AP – Assessed on all the Assessment Objectives completed to date.	<i>Explain what happens when you apply dry heat to starch?</i> HW – Food worksheets to reinforce theory lessons – Research and typing up of NEA 1 assessment. AP – Assessed on all the Assessment Objectives completed to date & NEA 1	reinforce theory lessons – Research and typing up of NEA 2 assessment. AP – Assessed on all the exam papers completed to date (50%), NEA 1 (15%) and NEA 2 (35%). <i>[Mirroring the final CGSE weighting]</i>
Year 10	Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced) & different dietary needs. Introduction -'refresher' period key principles of nutrition and good health/ food science/ food hygiene and safety & dietary needs. NEA Assessment – Investigate ways of preventing enzymic browning in fruit. <i>Practical1a – Own choice savoury dish for Anaemia</i> <i>Practical 1b – Group Task – Iron-rich chocolate energy balls (no nuts*)</i> <i>Practical 2a – Own choice sweet for Coeliac</i> <i>Practical 2b – Group Task – Comparing pineapple upside down cake with gluten free and ordinary self-raising flour.</i> <i>Practical 3 – NEA Experiment Enzymic Browning</i>	Commodity: Milk, cheese and yoghurt & non-dairy alternative In-depth look at dietary needs and nutritional requirements for different age groups. Milk theory (including preservation techniques). NEA 1 Practical Assessments. Making yoghurt and cheese and explaining the food science behind it and investigate its characteristics. NEA 2- 2 course meal ~ for someone with CHD <i>Practical 4 – Own choice savoury dish for a vegetarian (choices provided incl. Pasta bake)</i> <i>Practical 5a – Chocolate mousse for a Diabetic</i> <i>Practical 5b – Group Task – Making yogurt (NEA 1 Pt 1)</i> <i>Practical 6a – Quiche for someone with Osteoporosis</i> <i>Practical 6b – Group Task – Making cheese (paneer)</i>	Commodity: Cereals (including flours, breakfast cereals, bread and pasta) How climate, soil, etc., affects the types of cereals which can grow GM crops – discuss Cereal – as a staple food; impact of crop failure on health of a nation (link to sustainability and world health). Primary a& secondary processing. NEA Assessment - Either: Investigate the best flour for breadmaking. OR <i>*Investigate gluten as a thickening agent in sauces*</i> . <i>Practical 8 - NEA 2 continued = Development (2 main courses chosen, trialled and then 1 finalised/made)</i> <i>Practical 9/10 – NEA 2 Final 2 course meal (Main & pudding split over 2 lessons*)</i> <i>Practical 11 - Bread Side</i>	Commodity: Meat, fish, poultry, eggs Chemical and physical structure of meat, fish, poultry and eggs Denaturation (e.g. uncoiling of protein molecules when making meringues) Coagulation (e.g. setting of egg in cakes) NEA 1 Assessment - Either: Explain the changes that take place within the egg white protein. OR Explain how egg white foaming is affected when other ingredients are added. <i>Practical 14 – Ravioli</i> <i>Practical 15 a/b – Portioning a whole chicken – Chicken noodle soup</i> <i>Practical 16 – Pane technique (scampi / fish cakes / chicken goujons)</i> <i>Practical 17 – Fish pie or fish curry</i> <i>Practical 18 – Beef burgers or meatballs</i> HW – Food worksheets to	Commodity: Butter, oils, margarine, sugar and syrup Energy dense Implications of a diet high in saturated fat Making sensible choices on fat type (unsaturated, etc.) Lower fat alternatives Fat soluble vitamins & the properties /function of fats NEA 1 Assessment - Either: Show the shortening properties of fats when making a shortcrust pastry <i>Practical 19 – Swiss Roll with whipped cream or Victoria sponge cake</i> <i>Practical 20 – Low calorie Chocolate brownies or gingerbread task (pupils to research & trial recipes)</i> <i>Practical 21 – Choux Pastry with caramel sauce</i> <i>Practical 22/23 - Practical Mock NEA 1 ~to investigate the shortening properties of fats when making a shortcrust pastry (NB - four experiments conducted over 2 practical lessons) &</i>	Commodity: Soya, tofu, beans, nuts, seeds NEA Assessment - <i>NB Due to food allergies the NEA 1 Experiment was changed from nuts as a thickener to Investigate gluten as a thickening agent in sauces*</i> NEA 1 Assessment - Investigate the range of meat analogues that could be used as a vegetarian alternative to mince. NEA 2 = Plan a dish suitable for a lacto-ovo vegetarian considering their age (e.g. sporty, active teenage or pregnant adult). <i>Practical 24 – NEA 1 ~Tofu and vegetable stir fry & sweet and sour sauce OR Tofu curry</i> <i>Practical 25- NEA 1 ~ TVP / Quorn practical (own choice)</i> <i>Practical 26 - Falafel and salsa / sauce side (own choice) OR 3 Bean Salad & dressing</i>

	<p>HW – Food worksheets to reinforce theory lessons and recipe research.</p> <p>AP – Assessed on all the Assessment Objectives completed to date 50% (50%) and 1hr Mock Exam Paper (50%).</p>	<p><i>(NEA 1 Pt 2)</i> Practical 7 – Pana cotta/ Crème caramel to make and then adapt* as part of Christmas NEA 2 = 2 course meal (main and pudding) to plan for someone with CHD. HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research and practical findings to type up, evaluate and conclude.</p> <p>AP – Assessed on all the Assessment Objectives completed to date.</p>	<p><i>Dish (own choice), as an accompaniment to NEA 2</i> Practical 12 - Practical Mini NEA to investigate flours used in breadmaking /gluten Practical 13 - Fresh fruit tarts (with crème patisserie) HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research and practical findings to type up, evaluate and conclude.</p> <p>AP – Assessed on all the exam papers completed to date (50%), NEA 1 (15%) and NEA 2 (35%). <i>[Mirroring the final CGSE weighting]</i></p>	<p>reinforce theory lessons, NEA 1 & 2 tasks ~ research and practical findings to type up, evaluate and conclude.</p> <p>AP – Assessed on all the Assessment Objectives completed to date.</p>	<p>Demo to show how butter is made HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research, including recipe research and practical findings to type up, evaluate and conclude.</p> <p>AP – Practise Exam Paper and NEA 1.</p>	<p>Practical 27 - Sunflower and pumpkin seed flapjacks Practical 28 - NEA 2 = Own choice dish suitable for a lacto-ovo vegetarian HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research including recipe research and practical findings to type up, evaluate and conclude.</p> <p>AP – Assessed on the NEA1 (15%), the Food investigation Exam and NEA 2 (35%), the Food Practical / menu planning Exam and the final exam paper completed to date (50%). <i>[Mirroring the final CGSE weighting]</i></p>
Year 11	<p>INTRODUCTION & NEA 1 EXAM Re-cap requirements of the year. Complete Summer tasks (mock NEA 2) and carry out a few planned practical's in the preparation of NEA 2. 2-3 weeks following the September release of NEA 1 it is released to students who begin researching and planning this project. Practical 1a & b – Own choice 2 course menu for Coeliac disease, Anaemia or a lacto-ovo vegetarian Practical 2 – NEA practical</p>	<p>NEA 1 FOOD INVESTIGATION EXAM & MOCK WRITTEN EXAM NEA2 FOOD PRACTICAL EXAM Completion of NEA 1 – Practical Investigation Task including 3 – 4 further investigations into the task, to prove or disprove their hypothesis. They complete a full Mock Exam paper and Have the release of NEA 2 – The 15 page, practical, coursework-based exam project commences based on the released exam</p>	<p>NEA 2 PRACTICAL EXAM REVISION & FEBRUARY MOCK WRITTEN EXAM Task A ~ Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills for a lacto-vegetarian diet for a new restaurant menu; Task B ~ Research prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills and show the best of British Street food at an</p>	<p>REVISION Revision lessons and practise questions and papers in preparation for the final (Written) exam in MAY/JUNE 2018. <i>Some practical task conducted to reinforce learning and for revision (students will not require ingredients)</i> HW – Food worksheets to reinforce theory lessons and revision.</p> <p>AP – Consolidate predicted grade based on first 2</p>	<p>REVISION <i>Revision lessons and practise questions and papers in preparation for the final (Written) exam in MAY/JUNE 2018.</i> <i>Some practical task conducted to reinforce learning and for revision (students will not require ingredients)</i> HW – Food worksheets to reinforce theory lessons and revision.</p> <p>AP – Exam results</p>	N/A

	<p>demonstration/ trial to illustrate good practise (PASTRY-fats) Practical 3-5 – NEA 1 Experiment /investigation 1 Students begin NEA task 1 research and analysis HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research including recipe research and practical findings to type up, evaluate and conclude.</p> <p>AP – Assessed on current progress & independent practical tasks.</p>	<p>briefs (Nov' 18). Students complete all research and development and initial practical trials. Practical 6–8 NEA 1 Practical Experiment /investigations into suitable Fats used in Shortcrust Pastry Practical 9/10 – First development practical's for NEA 2 (HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research including recipe research and practical findings to type up, evaluate and conclude.</p> <p>AP – Mock exam & NEA 1 (50% each)</p>	<p>event of your choice.</p> <p>Once hand in is complete the course follows revision lessons in preparation for the further Mock (Practise) Exam in February. Practical 11-15 – NEA 2 ~ Developing recipes *Final PRACTICAL EXAM = 1/2 DAY DATE off-timetable to complete a three-course meal with side dishes in response to the brief [Deadline Date TBC]</p> <p>HW – Food worksheets to reinforce theory lessons, NEA 1 & 2 tasks ~ research including recipe research and practical findings to type up, evaluate and conclude.</p> <p>AP – NEA 2 & Mock exam (50% each)</p>	<p>completed exam components and the NEA 1, NEA 2 results & both Mock Exams 1 & 2 (25% each exam).</p>		
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Music Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8						
Year 9	Basic Notation Notating rhythms and melodies	Simple Harmony Composing a melody from chords	Techniques of Composition Variation Composition	Performance Skills Solo Performance	Composition to a Brief Advertising jingle	Ensemble work Group Performance
Year 10	Record Labels AP- Research project Deca record label	Music Venues Analysis of different venues	Legal requirements for public performance Written Exam	Careers in the music industry Written Exam	Working to a brief Analysis of musical examples	Developing a composition Creating and developing musical motifs
Year 11	Developing a composition 2 Notated final composition	Promotional material Designing poster, programmer, tickets and merchandise PPE1	Preparing a venue Performance plan	Honing performance skills PPE2 – Final Performance		

PE Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Boys – Baseline testing/Football Girls – Baseline testing/Netball	Boys – Rugby/Basketball Girls – Football/Rugby	Boys – Handball/Gymnastics Girls – Dance/Basketball	Boys – OAA/Hockey Girls – OAA/Gymnastics	Boys – Athletics/Cricket Girls – Hockey/Athletics	Boys – Softball/Tennis Girls – Rounders/Tennis
Year 8	Boys – Football/Rugby Girls – Netball/Football	Boys – Basketball/Handball Girls – Rugby/Dance	Boys – Gymnastics/OAA Girls – Basketball/OAA	Boys – Hockey/Badminton Girls – Gymnastics/Hockey	Boys – Softball/Athletics Girls – Athletics/Badminton	Boys – Rounders/Tennis Girls – Rounders/Tennis
Year 9	Boys – Football/Rugby Girls – Netball/Football	Boys – Basketball/Fitness Girls – Rugby/Dance	Boys – Handball/Badminton Girls – Basketball/OAA	Boys – Gaelic Football/Alternative Sports Girls – Gymnastics/Badminton	Boys – Athletics/Softball Girls – Athletics/Alternative Sports	Boys – Rounders/Tennis Girls – Rounders/Tennis
Year 10	Boys – Football/Rugby Girls – Netball/Rugby	Boys – Basketball/Fitness Girls – Fitness/Dance and Gymnastics	Boys – Handball/Badminton Girls – Basketball/OAA	Boys – Gaelic Football/Alternative Sports Girls – Volleyball/Badminton	Boys – Athletics/Softball Girls – Athletics/Alternative Sports	Boys – Rounders/Tennis Girls – Rounders/Tennis
Year 11	Rotational Sports	Rotational Sports/Private Study	Rotational Sports/Private Study	Rotational Sports/Private Study	N/A	N/A

Child Development Curriculum Plan Academic Year 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8						
Year 9	Family structures in the UK AP: Assessment	Preparation for pregnancy and birth AP: Assessment	Physical Development AP: Assessment	Nutritional Health AP: Assessment	Intellectual, Social and Emotional Development AP: Assessment	Community Support AP: Assessment
Year 10	Expected pattern of development AP: Assessment	Observations AP: Assessment	Transitions AP: Assessment	Early Years Worker Analysis AP: Assessment	Provisions for Children AP: Mock Exam	Key Issues at Placement and Responsibilities AP: Assessment
Year 11	Referring Children to EYW AP: Mock Exam	Learning Styles Exam	CWK	CWK	CWK	End