

TERM	Autumn 1 4 th September – 20 th October	Autumn 2 30 th October – 2 st December	Spring 1 8 th January – 9 th February	Spring 2 19 th February – 28 th March	Summer 1 15 th April – 24 th May	Summer 2 3 rd June 24 th July
Primary Curriculum Theme	CHANGES	LIGHT & DARK	TO INFINITY AND BEYOND	LIVING AND GROWING	JOURNEYS	MAKING AN IMPACT
Events	15 - 17/9 Rosh Hashanah 29/9 - 6/10 Sukkot OCT - Black History Month 10/10 – World Mental Health Awareness Day	5/11 - Bonfire Night 10/11 - World Science Day 11/11 - Armistice Day 12/11 - Diwali 13/11-17/11 Anti-Bullying Week 3/12 - 24/12 - Advent 3/12 - International Day of Persons with Disability 7/12 - 15/12 - Hannukah 10/12 – Human Rights Day	4/1 – World Braille Day 27/1 - Holocaust Memorial Day 10/02- Chinese New Year FEBRUARY - LGBT History Month 05/02 – 11/02 Children’s Mental Health Week	7/3 - World Book Day 8/3-17/3 Science Week 8/3 - International Women’s Day 21/3 - World Poetry Day 21/3 - International Day for the Elimination of Racial Discrimination 24/3 - 25/3 - Holi Festival TBC - Eid al -Fitr	23/4 - Shakespeare's Birthday 1/5 - Deaf Awareness Week 17/5 - Numeracy Day	JUNE - Gypsy Roma Traveller History Month JUNE - Pride Month 20/6 - World Refugee Day 22/6 - Windrush Day
CAREERS	https://cchs.org.uk/images/CAREERS/Career%20Plan.pdf		https://cchs.org.uk/images/CAREERS/Career%20Plan.pdf		https://cchs.org.uk/images/CAREERS/Career%20Plan.pdf	

English						
KS3	Reading Seminal Texts: <ul style="list-style-type: none"> • Characterisation • Context • Language • Structure and form • Discursive/analytical writing Transactional writing Creative writing Spoken Word Presentation		(Spring 1) Poetry: Love & Conflict <ul style="list-style-type: none"> • Conflict (<i>Half Caste, Hitcher, The Man He Killed</i>) • Love (<i>Sonnet 130, On My First Son</i>) (Spring 2) Transactional writing Creative writing		Reading Shakespeare: <ul style="list-style-type: none"> • Characterisation • Context • Language • Structure and form • Discursive/analytical writing 	
KS4 English Language GCSE AQA	Explorations in Creative Writing Paper 1 (Section A): Question 1-4: <ul style="list-style-type: none"> • Q1. Identify explicit information / Identify explicit ideas • Q2. Comment on, explain analyse language • Q3. Comment on, explain analyse structure • Q4. Evaluate texts critically 	Explorations in Creative Writing Paper 1 (Section B): Question 5: Descriptive or narrative writing <ul style="list-style-type: none"> • Communicate clearly • Organise information • Use a range of vocab and sentences • Accurate spelling and punctuation 	Writers' viewpoints & perspectives Paper 2 (Section A): Question 1-4: <ul style="list-style-type: none"> • Q1. Identify and interpret explicit and implicit information and ideas / Select and synthesise evidence from different texts • Q2. Identify and interpret explicit and implicit information and ideas / Select and synthesise evidence from different texts • Q3. Explain, comment on, analyse how writers use language and structure to achieve effects and 	Writers' viewpoints & perspectives Paper 2 (Section B): Question 5: Writing to present a viewpoint <p>Content:</p> <ul style="list-style-type: none"> • Communication is convincing and compelling. • Tone, style and register are assuredly matched to purpose and audience. • Extensive and ambitious vocabulary with sustained crafting of linguistic devices. <p>Organisation:</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features. • Writing is compelling, incorporating a range of convincing and complex ideas. 	Non-examination Assessment: Spoken Language <ul style="list-style-type: none"> • presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches • responding to spoken language: listening to and responding appropriately to any questions and feedback • spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. 	Revision

			<p>influence readers, using relevant subject terminology to support their views.</p> <ul style="list-style-type: none"> • Q4. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 	<ul style="list-style-type: none"> • Fluently linked paragraphs with seamlessly integrated discourse markers. 		
<p>KS4</p> <p>English Literature GCSE</p> <p>AQA</p> <p>Year 1</p>	<p>A Christmas Carol</p> <p>Paper 1 (Section B):</p> <p>Students will be required to write in detail about an extract from the novel and then to write about the novel (as a whole).</p> <p>Mod</p>	<p>An Inspector Calls</p> <p>Paper 2 (Section A):</p> <p>Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p>	<p>Power & Conflict Poetry</p> <p>Paper 2 (Section B):</p> <p>students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Paper 2 (Section C):</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>			

<p>KS4</p> <p>English Literature GCSE</p> <p>AQA</p> <p>Year 2</p>	<p>Macbeth</p> <p>Paper 1 (Section A):</p> <p>Students will answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p>		<p>A Christmas Carol</p> <p><i>Revision</i></p> <p>Paper 1 (Section B):</p> <p>Students will be required to write in detail about an extract from the novel and then to write about the novel (as a whole).</p>	<p>An Inspector Calls</p> <p><i>Revision</i></p> <p>Paper 2 (Section A):</p> <p>Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p>	<p>Power & Conflict Poetry</p> <p><i>Revision</i></p> <p>Paper 2 (Section B):</p> <p>students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Paper 2 (Section C):</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>Revision</p> <p>Terminal Examinations</p>
<p>A LEVEL</p> <p>English Literature</p> <p>AQA</p> <p>AS</p>	<p>Bridging unit – development of skills from GCSE to A-level</p> <p>Paper 2: ‘WW1 and its aftermath’ OR ‘Modern times: Literature from 1945 to the present day’</p> <p>Introduction to the time period</p> <p>Section B: unseen prose</p>	<p>Paper 2: ‘WW1 and its aftermath’ OR ‘Modern times: Literature from 1945 to the present day’</p> <ul style="list-style-type: none"> • Prose Study 	<p>Paper 2: ‘WW1 and its aftermath’ OR ‘Modern times: Literature from 1945 to the present day’</p> <ul style="list-style-type: none"> • Drama study 	<p>Paper 2: ‘WW1 and its aftermath’ OR ‘Modern times: Literature from 1945 to the present day’</p> <ul style="list-style-type: none"> • Poetry study 	<p>Paper 2: ‘WW1 and its aftermath’ OR ‘Modern times: Literature from 1945 to the present day’</p> <p>Revision and essay writing focus</p> <ul style="list-style-type: none"> • Unseen prose • Single text • Comparison of two texts. 	<p>NEA Study</p> <p>Text 1</p> <p>Appropriate secondary sources</p> <p>Text 2</p> <p>Appropriate secondary sources</p>

<p>A LEVEL</p> <p>English Literature</p> <p>AQA</p> <p>A2</p>	<p>Paper 1: 'Love through the ages'</p> <ul style="list-style-type: none"> • Introduction to the theme • Section B: unseen poetry. <p>Paper 1: 'Love through the ages'</p> <p>Introduction to the theme</p> <p>Section B: unseen poetry.</p>	<p>Paper 1: 'Love through the ages'</p> <ul style="list-style-type: none"> • Section A: Shakespeare 	<p>Paper 1: 'Love through the ages'</p> <p>Section C: Prose text</p>	<p>Paper 1: 'Love through the ages'</p> <p>Section C: Poetry anthology</p>	<p>Revision:</p> <p>Paper 1, Love through the ages</p> <p>Paper 2, Texts in shared contexts</p> <p>Terminal Examinations</p>	<p>Terminal Examinations</p>
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Maths						
KS3	Numbers and the number system 2.1 Place value, ordering and rounding 2.2 Integers, powers and roots 2.3 Fractions, decimals, percentages, ratio and proportion 2.4 Number operations	Algebra 3.1 Equations, formulae, expressions and identities 3.2 Sequences, functions and graphs	Geometry and Measures 4.1 Geometrical reasoning 4.2 Transformations and coordinates 4.3 Construction and loci 4.4 Measures and mensuration	Statistics 5.1 Specifying a problem, planning and collecting data 5.2 Processing and representing data 5.3 Interpreting and discussing results	Statistics 5.4 Probability Numbers and the number system 2.5 Mental calculation methods 2.8 Checking results	Mathematical processes and applications 1.1 Representing 1.2 Analysing – use mathematical reasoning 1.3 Analysing – use appropriate mathematical procedures 1.4 Interpreting and evaluating 1.5 Communicating and reflecting
KS4 MATHS GCSE Year 1	Calculations Shapes and solids 2D representations of 3D shapes Properties of whole numbers	Introduction to algebra Powers and roots Rounding, estimation and accuracy Test and review	Mensuration Perimeter Area Further algebra	Surds Equations Functions and sequences Formulae Test and review	Volume and surface area Percentages Ratio Probability basics	Construction and loci Vectors Straight-line graphs Graphs of functions and equations Test and review
KS4 MATHS GCSE Year 2	Angles Circles Probability - combined events Standard form	Similarity Congruence Pythagoras' theorem Trigonometry Test and review	Growth and decay Proportion Algebraic inequalities	Sampling and representing data Data analysis Test and review	Interpretation of graphs Transformations Transforming curves	Revision, test and review GCSE's

<p>A LEVEL</p> <p>Pearson Edexcel AS</p> <p>AS Content Mathematics</p>	<p>Pure Mathematics</p> <p>1] Algebra and functions</p> <p>Statistics</p> <p>1] Statistical sampling 2] Data presentation and interpretation</p> <p>Mechanics</p> <p>1] Quantities and units in mechanics 2] Kinematics 1</p>	<p>Pure Mathematics</p> <p>1] Coordinate geometry in the (x, y) plane 2] Further algebra</p> <p>Statistics</p> <p>1] Data presentation and interpretation</p> <p>Mechanics</p> <p>1] Kinematics 1</p>	<p>Pure Mathematics</p> <p>1] Trigonometry 2] Vectors (2D)</p> <p>Statistics</p> <p>1] Probability 2] Statistical distributions</p> <p>Mechanics</p> <p>1] Forces and Newton's laws</p>	<p>Pure Mathematics</p> <p>1] Differentiation 2] Integration</p> <p>Statistics</p> <p>1] Statistical hypothesis testing</p> <p>Mechanics</p> <p>1] Forces and Newton's laws</p>	<p>Pure Mathematics</p> <p>1] Exponentials and logarithms</p> <p>Statistics</p> <p>1] Statistical hypothesis testing</p> <p>Mechanics</p> <p>1] Kinematics 2</p>	<p>Revision</p> <p>Formal examination</p> <p>Pure Mathematics</p> <p>1] Proof 2] Algebraic and partial fractions</p>
<p>A LEVEL</p> <p>Pearson Edexcel A2</p> <p>A2 Content Mathematics</p>	<p>Pure Mathematics</p> <p>1] Functions and modelling 2] Series and sequences 3] The binomial theorem</p> <p>Statistics</p> <p>1] Regression and correlation</p> <p>Mechanics</p> <p>1] Moments</p>	<p>Pure Mathematics</p> <p>1] Trigonometry 2] Parametric equations</p> <p>Statistics</p> <p>1] Probability</p> <p>Mechanics</p> <p>1] Forces at an angle</p>	<p>Pure Mathematics</p> <p>1] Differentiation 2] Numerical methods</p> <p>Statistics</p> <p>1] The Normal distribution</p> <p>Mechanics</p> <p>1] Applications of kinematics</p>	<p>Pure Mathematics</p> <p>1] Integration</p> <p>Statistics</p> <p>1] The Normal distribution</p> <p>Mechanics</p> <p>1] Applications of forces</p>	<p>Pure Mathematics</p> <p>1] Integration</p> <p>Statistics</p> <p>1] The Normal distribution</p> <p>Mechanics</p> <p>1] Applications of forces</p>	<p>Revision</p> <p>Formal examination</p>

Science						
KS3 AQA Syllabus	Changes Reactions 1 – Metals and Non-metals Reactions 2 – Acids and alkalis Reactions 3 – Chemical Energy Reactions 4 – Types of Reaction Genes 1 - Variation Genes 2 – Human Reproduction Genes 3 - Evolution Genes 4 - Inheritance	Light and Dark Waves 1 - Sound Waves 2 - Light Waves 3 – Wave Effects Waves 4 – Properties Electromagnets 1 – Voltage and resistance Electromagnets 2 - Current Electromagnets 3 - Electromagnets Electromagnets 4 – Magnetism	To Infinity and Beyond Matter 1 – Particle Model Matter 2 – Separating Mixtures Matter 3 – Periodic Table Matter 4 – Elements Earth 1 - Structure Earth 2 - Universe Earth 3 - Climate Earth 4 – Resources	Living and Growing Organisms 1 - Movement Organisms 2 - Cells Organisms 3 - Breathing Organisms 4 - Digestion	Journeys Forces 1 – Speed Forces 2 – Gravity Forces 3 – Contact Forces Forces 4 – Pressure	Making an Impact Ecosystems 1 - Interdependence Ecosystems 2 - Photosynthesis Ecosystems 3 - Reproduction Ecosystems 4 - Respiration Energy 1 – Energy Costs Energy 2 – Energy Transfer Energy 3 – Work Energy 4 – Heating and Cooling
KS4 Combined Science GCSE BIOLOGY YEAR 1 AQA Specification	Assessment 4.1 Cell Biology	4.1 Cell Biology (first 3 weeks) 4.2 Organisation	4.2 Organisation	4.3 Infection and Response	4.4 Bioenergetics	4.4 Bioenergetics (first 2 weeks) Begin 4.5 Homeostasis and Response
KS4 Combined Science GCSE BIOLOGY YEAR 2 AQA Specification	4.5 Homeostasis and Response	4.6 Inheritance, Variation and Evolution	4.7 Ecology	4.7 Ecology Exam Revision	Exams	Exams

KS4 Combined Science GCSE CHEMISTRY YEAR 1 AQA Specification	Atomic Structure and the Periodic table	Bonding, structure, and the properties of matter	Quantitative chemistry	Chemical changes	Energy changes	Year 10 Tests Study skills Data analysis and scientific enquiry
KS4 Combined Science GCSE CHEMISTRY YEAR 2 AQA Specification	The rate and extent of chemical change	Organic chemistry	Chemistry of the atmosphere	Using resources	Reviewing all topics covered.	Exams
KS4 Combined Science GCSE PHYSICS YEAR 1 AQA Specification	Assessment Energy	Electricity	Electricity cont. Particle model of matter	Particle model of matter cont.	Atomic structure	Forces Year 10 Tests
KS4 Combined Science GCSE PHYSICS YEAR 2 AQA Specification	Forces	Waves	Waves	Magnetism and Electromagnetism	Exam revision	Exam revision

Computing						
KS3 Year 1	1. Clear messaging in digital media	2. Networks from semaphores to the Internet	3. Programming essentials in Scratch – part I	4. Modelling data using spreadsheets	5. Programming essentials in Scratch – part II	6. Using media – Gaining support for a cause
Year 2	1. Media - Vector graphics	2. Layers of computing systems	3. Developing for the Web	4. Representations – from clay to silicon	5. Mobile app development	6. Introduction to Python programming
Year 3	1. Python programming with sequences of data	2. Media – Animations	3. Data science	4. Representations – going audiovisual	5. Introduction of cybersecurity	6. Applying programming skills with physical computing
KS4 GCSE Year 1	1. Programming part 1 - Sequence 2. Computer systems (1)	3. Programming part 2 - Selection 2. Computer systems (2)	4. Programming part 3 - Iteration 5. Programming part 4 - Subroutines	6. Algorithms part 1 - The essentials	7. Programming part 5 - Strings and lists 8. Data representations (1)	8. Data representations (2) 9. Algorithms part 2 - Searching and sorting
KS4 GCSE Year 2	10. Programming part 6 - Dictionaries and data files (1) 11. Impacts of technology	10. Programming part 6 - Dictionaries and data files (2) 12. Computer networks	10. Programming part 6 - Dictionaries and data files (3) 13. Network security	14. Databases and SQL	15. HTML 16. Object-oriented programming	
KS4 Non GCSE	Online safety	IT and the world of work	Spreadsheets	https://idea.org.uk/		
A LEVEL AS	3.1 Fundamentals of programming 3.4 Theory of computation	3.2 Fundamentals of data structures 3.3 Systematic approach to problem solving	3.5 Fundamentals of data representation	3.6 Fundamentals of computer systems	3.7 Fundamentals of computer organisation and architecture	3.9 Fundamentals of communication and networking 3.8 Consequences of uses of computing
A LEVEL A2	4.1 Fundamentals of programming 4.2 Fundamentals of data structures	4.3 Fundamentals of algorithms 4.4 Theory of computation 4.5 Fundamentals of data representation	4.6 Fundamentals of computer systems 4.7 Fundamentals of computer organisation and architecture	4.8 Consequences of uses of computing 4.9 Fundamentals of communication and networking	4.10 Fundamentals of databases 4.11 Big Data 4.12 Fundamentals of functional programming	4.13 Systematic approach to problem solving 4.14 Non-exam assessment - the computing practical project (Throughout year)

History						
<p>KS3</p> <p>Programme of Study</p> <p>https://www.teachhistory.co.uk/ks3</p>	<p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066:</p> <ul style="list-style-type: none"> - the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present e.g (the power of monarchs, 1066 to 1601, Womens suffrage) OR - a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles OR -a study in depth into a significant turning point: for example, the Neolithic Revolution 	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>In addition to studying the Holocaust, this could include:</p> <ul style="list-style-type: none"> -the First World War and the Peace Settlement OR - the inter-war years: the Great Depression and the rise of dictators OR - the Second World War and the wartime leadership of Winston Churchill OR -the creation of the Welfare State 	<p>The development of Church, state and society in Medieval Britain 1066-1509:</p> <ul style="list-style-type: none"> -the Norman Conquest OR - Christendom, the importance of religion and the Crusades OR - society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature OR -the Black Death and its social and economic impact OR -the Peasants' Revolt 	<p>The development of Church, state and society in Britain 1509-1745:</p> <ul style="list-style-type: none"> -Renaissance and Reformation in Europe OR -the English Reformation and Counter Reformation (Henry VIII to Mary I) OR - the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) OR - the first colony in America and first contact with India OR - society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and Literature 	<p>Ideas, political power, industry and empire: Britain, 1745-1901:</p> <ul style="list-style-type: none"> -Britain as the first industrial nation – the impact on society OR -the development of the British Empire with a depth study (for example, of India) OR -Ireland and Home Rule OR - Darwin's 'On The Origin of Species' <p>AND</p> <p>A local history study: a depth study linked to one of the British areas of study listed above</p> <ul style="list-style-type: none"> OR a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066) OR a study of an aspect or site in local history dating from a period before 1066 	<p>At least one study of a significant society or issue in world history and its interconnections with other world developments: for example, Mughal India 1526-1857</p> <p>OR</p> <p>China's Qing dynasty 1644-1911; Changing Russian empires</p> <p>OR</p> <p>c.1800-1989; USA in the 20th Century</p>

<p>KS4</p> <p>GCSE</p> <p>Year 1</p> <p>AQA Specification</p> <p>http://www.teachhistory.co.uk/</p>	<p>Paper 2: Shaping the nation</p> <p>Section A: Thematic studies</p> <p><u>2A Britain: Health and the people: c1000 to the present day</u></p>	<p>Paper 2: Shaping the nation</p> <p>Section A: To be continued</p> <p>Schemes of work are available here</p> <p>AQA Schemes of Work</p>	<p>Paper 2: Shaping the nation</p> <p>Section A: To be continued until mid January</p> <p>Paper 2: Shaping the nation</p> <p>Section B: British depth studies including the historic environment:</p> <p><u>BA Norman England, c1066–c1100</u></p>	<p>Paper 2: Shaping the nation</p> <p>Section B: To be continued</p> <p>Schemes of work are available here</p> <p>AQA Schemes of Work</p>	<p>Paper 2: Shaping the nation</p> <p>Section B: To be continued</p>	<p>Paper 1: Understanding the modern world</p> <p>Section A: Period studies</p> <p><u>1B Germany, 1890–1945: Democracy and dictatorship</u></p>
<p>KS4</p> <p>GCSE</p> <p>Year 2</p>	<p>Paper 1: Understanding the modern world</p> <p>Section A: Period studies- To be Continued</p> <p>Schemes of work are available here:</p> <p>AQA Schemes of Work</p>	<p>Paper 1: Understanding the modern world</p> <p>Section B: Wider world depth studies</p> <p><u>Conflict and tension between East and West, 1945–1972</u></p>	<p>Paper 1: Understanding the modern world</p> <p>Section B: Period studies- To be Continued</p> <p>Schemes of work are available here:</p> <p>AQA Schemes of Work</p>	<p>Finish any remaining topics</p> <p>Revision:</p> <p>Revise two year content.</p> <p>AQA Assessment Resources</p>	<p>Revision:</p> <p>Revise two year content.</p>	<p>Exams</p>

Geography						
<p>KS3</p> <p>Programme of Study</p> <p>www.teachitgeography.co.uk</p>	<p>Map skills:</p> <ul style="list-style-type: none"> -OS maps -Map symbols -Grid coordinates -Scale - Geographical Information Systems (GIS) - Fieldwork enquiry <p>Urban/ Rural development</p> <ul style="list-style-type: none"> - Population - settlement - Features of urban/rural areas - Economic activity (primary, secondary, tertiary, quaternary) - Migration (push/pull factors) 	<p>River and Coastal Environments</p> <ul style="list-style-type: none"> - The water cycle -River environments: -Erosion, transportation and deposition (rocks, weathering and soils) - Features of a river - Coastal environments: - Coastal landforms (caused by erosion and deposition) - River and Coastal flooding - Flood control -Glaciation <p>A study of a country/region: Russia</p>	<p>Weather and Hazards</p> <ul style="list-style-type: none"> -Weather and climate -Weather hazards - Tectonic processes - Monitoring /predicting for hazards - Preparing for hazards 	<p>Climate change and resources</p> <ul style="list-style-type: none"> - Climate change from ice age to present. - What are resources? - Renewable and non renewable resources <p>Country profiles:</p> <p>A study of a country/region in Africa</p>	<p>Through country profiles:</p> <p>Ecosystems</p> <ul style="list-style-type: none"> - Biomes: -Tropical Rainforests -Deserts -Polar -Oceans - Adaptation - Pollution <p>Country profiles:</p> <p>A study of a country/region in Asia</p>	<p>Global Development</p> <ul style="list-style-type: none"> - Development indicators/ Measuring Development -Contrasts in Development: HIC'S, LIC's, Emerging -Factors affecting development -Globalisation - Aid - Sustainable development <p>A study of a country/region: Middle East</p>

<p>KS4</p> <p>GCSE</p> <p>Year 1</p> <p>OCR Geography B Specification</p>	<p><u>Our Natural World: Global Hazards</u></p> <ul style="list-style-type: none"> - Hazardous Weather - Plate Tectonics <p>Global Hazards Overview</p>	<p><u>Our Natural World: Changing Climate</u></p> <p>-Is climate change natural?</p> <p>Changing Climate Overview</p>	<p><u>Our Natural World: Distinctive Landscapes</u></p> <ul style="list-style-type: none"> -Physical landscapes -Coastal and River landscapes <p>Distinctive Landscapes Overview</p> <p>Distinctive Landscapes Delivery Guide</p>	<p><u>Our Natural World: Sustaining Ecosystems</u></p> <ul style="list-style-type: none"> - Importance of Natural Ecosystems - Tropical Rain Forests - Polar environments <p>Sustaining Ecosystems Overview</p>	<p><u>Fieldwork and Geographical Exploration:</u></p> <p>Mock Geographical Exploration and Decision Making Skills</p> <p>Mock Paper</p>	<p><u>Fieldwork and Geographical Exploration:</u></p> <p>Fieldwork</p> <p>Field studies council</p>
<p>KS4</p> <p>GCSE</p> <p>Year 2</p> <p>OCR Geography B Specification</p>	<p><u>People and Society: Urban Futures</u></p> <ul style="list-style-type: none"> - Why do more than half of the world's population live in urban areas - What are the challenges and opportunities for cities today? <p>Urban Futures Overview</p>	<p><u>People and Society: Dynamic Development</u></p> <ul style="list-style-type: none"> - Why are some countries richer than others? - Are LIDC's likely to stay poor? <p>Dynamic Development Overview</p> <p>Dynamic Development Delivery Guide</p>	<p><u>People and Society: UK in the 21st Century</u></p> <ul style="list-style-type: none"> - How is the UK changing in the 21st Century? <p>What is the global significance of the UK?</p> <p>People of the UK Overview</p> <p>(this link comes from spec A but was recommended by OCR until they have released more material- this can used to help support teaching 'UK in the 21st Century' alongside textbooks)</p>	<p><u>People and Society: Resource Reliance</u></p> <ul style="list-style-type: none"> -Will we run out of natural resources? - Will there be enough food for everyone in 2050? <p>Resource Reliance Overview</p>	<p><u>Revision:</u></p> <p>Revise two year content.</p> <p>Sample Assessment Materials Taster Booklet</p> <p>Sample Assessment Material</p>	<p>Exams</p>

RE						
KS3 Year 7	Religious Festivals - Introduction to religious festivals - Why do we have religious festivals - What do religious festivals have in common - Ramadan and Eid	Religious Festivals - Lent and Ash Wednesday - Wesak (Buddhism) - Ganesh Chartuthi (Hinduism) - Hannukah Assessment	Christianity - Introduction to Christianity - Christian Denominations - The Trinity - Ten Commandments - Easter - Who was Jesus	Christianity - Advent - Nativity - Stewardship - Assessment World Religions Belief and Philosophy - World Religions introduction - Tradition belief and fact	World Religions Belief and Philosophy - Belief in God - Religious Pilgramiges - Places of Worship - Religious leaders - Beliefs causing conflict Assessment	Sikhi - Guru Nanak - 5ks - Golden Temple - Sikhs in Britain - Diwali - Assessment Trip
KS3 Year 8	Islam - Introduction to Islam - The Quran - Five Pillars of Islam - Hajj - Islam and Dress - Islam, Judaism and Christianity Assessment	Judaism - Introduction to Judaism - The Torah - Abraham and Isaac - Jerusalem - Israel and Palestine Assessment	Hinduism and Buddhism - Introduction to Hinduism - Hindu Holy Texts - Polytheism - What do Buddhists believe - Buddhist Holy Texts Assessment	Religion Peace and Conflict - Peace and Conflict in Islam - Peace and Conflict in Christianity - Crusades - Anti Semitism - Religious leaders and conflict Assessment	Religion and Philosophy - God and the Devil - Suffering - Plato's Cave - Beyond our dimensions - Ethics 1 - Ethics 2 Assessment	Religion and the Afterlife - Life after Death - What is the Soul - Heaven and Hell - Islam, Christianity and Death - Reincarnation Assessment
KS3 Year 9	Types of Christianity - The Bible - Catholicism - Protestantism - Jehovah's Witnesses - Mormonism	Types of Christianity - The Amish - Orthodox Christianity - Assessment Alternative Religions - Atheism - Humanism - Conspiracy Theory and Illuminati	Alternative Religions - Scientology - Paganism - Sunni, Shi'ite and alternative Islam's - Rastafarianism Assessment	Religion and Human Rights - Religion and Animal Rights - Religion and Freedom of Expression - Religion, Immigration and Social Cohesion - Religion and Gender - Religion and Social Justice Assessment	Religion, Science and Ethics - The Death Penalty - Christian and Islamic beliefs about Death - Religion and Euthanasia - Abortion - Genetic Engineering - Religious Objections to Medical Procedures - Religion and IVF	Religion, Science and Ethics - Stem Cell Research - Drugs and Ethics - Vaccinations, Morality and Public Health - Religion and Science - Assessment Trip

<p>KS4</p> <p>WJEC EDUQAS GCSE (9-1) Religious Studies Route A</p> <p>Year 1</p>	<p>Christianity: Beliefs and Teachings</p> <ul style="list-style-type: none"> - Nature of God - Creation - Jesus Christ - Answering 5 Marker - Answering 8 marker <p>Eduqas Schemes od Learning</p>	<p>Christianity: Beliefs and Teachings</p> <ul style="list-style-type: none"> - Salvation - The Afterlife <p>Christianity: Practices</p> <ul style="list-style-type: none"> - Forms of Worship <p>Sacraments</p>	<p>Christianity: Practices</p> <ul style="list-style-type: none"> - Pilgrimage and celebrations - Christianity in Britain - The Church in the local community - The worldwide Church 	<p>Islam: Beliefs and Teachings</p> <ul style="list-style-type: none"> - Nature of Allah - Risalah (Prophet hood) - Malaikah (Angels) - Akhirah (afterlife) - Foundations of faith <p>Eduqas Scheme of Learning - Islam</p>	<p>Islam Practices</p> <ul style="list-style-type: none"> - The Five Pillars of Sunni Islam: Practices in Britain and elsewhere - Ten Obligatory acts of Shi'a Islam Practices in Britain and elsewhere - Jihad <p>Festivals and commemorations Practices in Britain and elsewhere</p>	<p>Theme 1 : Issues of Relationships all of the below from a Christian and Islamic perspective</p> <ul style="list-style-type: none"> - Relationships - Sexual Relationships - Issues of equality: gender prejudice and discrimination <p>Eduqas Schemes od Learning</p>
<p>KS4</p> <p>WJEC EDUQAS GCSE (9-1) Religious Studies Route A</p> <p>Year 2</p>	<p>Theme 2: Issues of Life and Death all of the below from a Christian perspective and a non-religious perspective</p> <ul style="list-style-type: none"> - The world - The origin and value of human life <p>Beliefs about death and the afterlife</p>	<p>Theme 3: Issues of Good and Evil all of the below from a Christian and Islamic perspective</p> <ul style="list-style-type: none"> - Crime and punishment - Forgiveness <p>Good, evil and suffering</p>	<p>Theme 4: Issues of Human Rights all of the below from a Christian and Islamic perspective</p> <ul style="list-style-type: none"> - Human rights and social Justice - Prejudice and discrimination <p>Issues of wealth and poverty</p>	<p>Revision</p>	<p>Revision</p>	<p>Trips</p>

PSHE/RSE/Citizenship						
<p>KS3</p> <p>Year 7</p> <p>Resources</p> <p>We also have a drop box please let me know if you would like me to allocate you access</p> <p>Each half term will also include an event day</p>	<p>Health and Wellbeing</p> <p>What do we mean by a healthy lifestyle? Health introduction.</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – Food labels and health hazards.</p> <p>Healthy Living – exercise and keeping active.</p> <p>Not eating healthily - what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and passive smoking</p>	<p>Health and Wellbeing</p> <p>Puberty – what happens, when and why.</p> <p>Periods – what happens, when and why.</p> <p>FGM – what is this and why is it so dangerous?</p> <p>Introduction to mental health issues – depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>Living in the Wider World</p> <p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan?</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p>	<p>Living in the Wider World</p> <p>What are the different types of financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus.</p> <p>How can we be resilient and face challenges?</p>	<p>Relationships (RSE)</p> <p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don't always get along.</p> <p>Love and relationships – falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p>	<p>Relationships (RSE)</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does it challenge our values?</p>

<p>KS3</p> <p>Year 8</p> <p>Resources</p> <p>We also have a drop box please let me know if you would like me to allocate you access</p> <p>Each half term will also include an event day</p>	<p>Health and Wellbeing</p> <p>Personal development and target setting – how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p>	<p>Health and Wellbeing</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important?</p> <p>Cancer Awareness</p>	<p>Living in the Wider World</p> <p>Internet Safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing?</p> <p>Careers + development focus - how can we develop our communication skills?</p> <p>Careers + development focus - how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p>	<p>Living in the Wider World</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance - What are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p> <p>LGBT+ focus: Homophobia</p>	<p>Relationships (RSE)</p> <p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>Body image and the media part 1 with a focus on boys</p>	<p>Relationships (RSE)</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p>
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<p>KS3</p> <p>Year 9</p> <p>Resources</p> <p>We also have a drop box please let me know if you would like me to allocate you access</p> <p>Each half term will also include an event day</p>	<p>Health and Wellbeing</p> <p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth Mindset to succeed and achieve?</p> <p>How can I develop interpersonal skills to help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and consequences can this have?</p>	<p>Health and Wellbeing</p> <p>What are the short and long-term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p> <p>Responsible health choices – blood donation, stem cells, vaccinations</p>	<p>Living in the Wider World</p> <p>How does knife crime impact on our communities, why do teens get involved and what are the consequences?</p> <p>How does the law deal with young offenders?</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability Skills – preparing for and applying to the world of work and careers</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be 'enterprising' and what is an 'enterprising personality'?</p>	<p>Living in the Wider World</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions.</p> <p>What rights do we have as shoppers and consumers?</p> <p>How can I stay financially savvy and avoid debt?</p> <p>What can we learn from successful business people and entrepreneurs.</p> <p>Should we send aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p>	<p>Relationships (RSE)</p> <p>Who are the LGBT+ community and what would they like us to know?</p> <p>Why are British communities so diverse?</p> <p>Immigration and diversity focus.</p> <p>What are domestic violence and abusive relationships?</p> <p>Healthy and unhealthy relationships.</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p>	<p>Relationships (RSE)</p> <p>Body image and the media 2 – focus on girls</p> <p>Body image and the media 3 – does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British values and the religion and culture of our choice?</p> <p>What is peer-pressure – why is it so powerful and how can we overcome this?</p>
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				How do charities like UNICEF help across the world?		
<p>KS3</p> <p>Year 10</p> <p>Resources</p> <p>We also have a drop box please let me know if you would like me to allocate you access</p> <p>Each half term will also include an event day</p>	<p>Health and Wellbeing</p> <p>How can we manage our time effectively to help us succeed?</p> <p>Study Skills – the power of mind and memory.</p> <p>Can tattoos and piercings be dangerous?</p> <p>Why do some people commit suicide?</p> <p>How can we manage grief and bereavement?</p> <p>How can we manage social anxiety?</p>	<p>Health and Wellbeing</p> <p>What are hate crimes and why do these still happen?</p> <p>What is binge drinking, what are the risks and why do people still do it?</p> <p>Social Media and Self-Esteem</p> <p>Internet Safety – the dangers of excessive screen time</p> <p>Why do some people become homeless and why is homelessness on the increase?</p> <p>How can we take steps to live more sustainably? (carbon footprint)</p>	<p>Living in the Wider World</p> <p>What is Fake News and why do we need critical thinking skills?</p> <p>What is anti-social behaviour and how does this affect communities?</p> <p>How can we successfully prepare for work experience?</p> <p>What rights and responsibilities do we have in the workplace?</p> <p>What is money laundering and why are some students taken in by this crime?</p> <p>What are employers looking for in CVs?</p> <p>British Values – how does the criminal justice system work?</p>	<p>Living in the Wider World</p> <p>What is overt and covert racism and why are people still prejudiced?</p> <p>Why do some religious people become terrorists?</p> <p>Why pursue a careers in the STEM industries?</p> <p>How do we choose a career that suits our personality, ambition and qualifications?</p> <p>Crime, gangs and County Lines</p>	<p>Relationships (RSE)</p> <p>Same sex relationships (LGBT+)</p> <p>What are forced and arranged marriages and what do we need to know?</p> <p>Gender and Trans Identity LGBT+</p> <p>How can we manage conflict successfully?</p> <p>Why do sexism, gender prejudice and stereotypes still exist?</p>	<p>Relationships (RSE)</p> <p>What is community cohesion and why is this important? (British Values)</p> <p>Revenge Porn – what is this and how can we prevent ourselves from being victims?</p> <p>Do we have healthy or unhealthy relationships with our role models?</p> <p>Harassment and stalking – what are these things and what does the law say about it?</p> <p>Parenting, the different types and styles and looking after a child.</p>

<p>KS3</p> <p>Year 11</p> <p>Resources</p> <p>We also have a drop box please let me know if you would like me to allocate you access</p> <p>Each half term will also include an event day</p>	<p>Health and Wellbeing</p> <p>Why is PSHE so important?</p> <p>Risk Taking</p> <p>Gambling and Online Gaming</p> <p>Perseverance and Procrastination</p> <p>Privilege – How does this affect us all?</p> <p>Why do we need sleep and how does sleep deprivation affect us</p> <p>First Aid - CPR</p>	<p>Health and Wellbeing</p> <p>Why is our digital footprint important?</p> <p>How can we celebrate diversity and our identities?</p> <p>What is body positivity and is why is this controversial? (Obesity issues)</p> <p>Personal Safety in the Wider World</p> <p>Fertility and reproductive health issues</p>	<p>Living in the Wider World</p> <p>GCSE Revision and Study Skills</p> <p>Applying to College and University</p> <p>Independent Living</p> <p>Internet Safety – the Dark Web</p> <p>How is plastic pollution destroying our environment?</p> <p>How can we protect animal rights and aid sustainability?</p> <p>How can trade unions protect our rights at work?</p>	<p>Living in the Wider World</p> <p>What is cyber-crime?</p> <p>How can we successfully prepare for a job interview?</p> <p>Globalisation – how does this affect us?</p> <p>What is multiculturalism?</p> <p>What is right-wing extremism?</p> <p>Why is Health and Safety at work so important?</p>	<p>Relationships (RSE)</p> <p>How can we make ourselves and other people feel more positive and why is happiness important?</p> <p>Bullying – Body Shaming</p> <p>Relationship Break Ups</p> <p>What is ‘Good Sex’?</p> <p>Why is it essential we know about consent, rape and sexual abuse?</p> <p>Relationship types and sexuality</p> <p>What is Chem Sex and what do we mean when we talk about safe sex?</p>	<p>Relationships (RSE)</p> <p>Trips</p>
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Design and Technology

KS3

Textiles

Early KS3
 - Mainly Designing:
 Learning to look
 - Mainly Making:
 Understanding fibres
 and fabrics
 - Technology in
 Society:
 The wider use of
 textiles in society

Systems and Control

Mid KS3
 - Mainly Designing:
 Electronic musical toy
 -- Mainly Making:
 Moody lights
 - Design and Make:
 Smart board game
 - Technology in
 Society: Music players

Food

Early KS3
 Mainly Designing:
 - Catering for needs
 Mainly Making:
 Practical skills building
 - Design and Make:
 Design for health
 - Technology in
 Society:
 Future food

Product Design

Mid KS3
 - Mainly Designing:
 Analyse that
 - Mainly Making:
 Salad Servers
 - Design and Make:
 Lanterns
 - Technology in
 Society:
 Floating Garden
 Challenge

Systems and Control

Early KS3
 - Mainly Designing:
 On the level
 - Mainly Making: Dusk,
 lights on
 - Design and Make:
 Touch torch
 - Technology in
 Society:
 Mobile phone

Textiles

Late KS3
 - Mainly Designing:
 Para-triathlete design
 challenge
 -Design and Make:
 Festival headgear
 - Technology in
 Society:
 Wearable technology

Product Design

Early KS3
 - Mainly Designing:
 Core Skills
 - Mainly Making:
 Signs
 - Design and Make:
 Jewellery Design
 - Technology in
 Society:
 Eco Design

Food

Late KS3
 - Mainly Designing:
 Standards for food
 - Mainly Making:
 Chilled ready meals
 - Design and Make:
 Event food
 - Technology in
 Society:
 Hydroponics – working
 water

Textiles

Mid KS3
 - Mainly Designing:
 Dual purpose textiles
 - Design and Make:
 Textile entrepreneurs
 - Technology in
 Society:
 The true cost of textile
 technology

Systems and Control

Late KS3
 - Mainly Designing:
 Activity toy
 - Mainly Making:
 Rescue me
 - Design and Make:
 Animatronic creature
 - Technology in
 Society: Knight Rider -
 computerised cars

Food

Mid KS3
 - Mainly Designing:
 Multicultural meals for
 mates
 - Mainly Making:
 Protein foods
 - Design and Make:
 Design and make your
 school lunch
 -Technology in Society:
 The appliance of
 science

Product Design

Late KS3
 - Mainly Designing:
 Advanced Modelling
 - Mainly Making:
 Does It Connect
 - Design and Make:
 Learning to learn
 - Technology in
 Society:
 Evolution and the
 Future

Art						
KS3	Identity & Self Expression Observational drawing, Artist research, Collage, Mixed media, Photography, Masks,	Portraiture Observational drawing, Artist research, Face mapping. Profiles, Silhouettes, Line, Tone, Shade,	Pattern & Textiles Observational drawing, Artist research, Paper weaving, Weaving, Printing, batik,	Investigating Materials Observational drawing, Artist research, Sculpture, Mixed media, Abstract art, Skills & Techniques,	Buildings & Architecture Observational drawing, Artist research, Model making, Cityscapes, Public Art & Design.	Nature Observational drawing, Artist research, Natural forms, Landscapes & Seascapes, Composition,
PE						
KS3 and KS4 PE will look very different on each of the sites at the hospital school The curriculum map shows the areas that should be covered across the academic year but opportunities and circumstance may mean that they do not occur in this order	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Opportunities: horse riding swimming Sports inspirations: World Cup Football (Womens) Rugby World Cup (Mens)	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group Opportunities: Forest School wall climbing horse riding swimming Sports inspirations: Strictly Come Dancing	Perform dances using advanced dance techniques within a range of dance styles and forms Opportunities: horse riding swimming dance workshops Sports inspirations	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group Opportunities: horse riding swimming Sports inspirations	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Opportunities: horse riding swimming Sports inspirations: UEFA Euro 2024 (mens)	Take part in competitive sports and activities outside school through community links or sports clubs Opportunities: horse riding swimming Local Authority Cycle scheme Sports Days Sports inspirations: UEFA Euro 2024 (mens) Olympics and Paralympics - Paris

Music						
KS3	<p>Exploring Jazz Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>	<p>The Blues Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>	<p>Folk music of Europe Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>	<p>Popular music Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>	<p>Reggae and Ska Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>	<p>Composing Individual project work. Skill based instrumental and singing. Violin lessons with MiSST www.misst.org.uk Group project work with City London Sinfonia.</p>

Psychology						
KS4 GCSE PSYCHOLOGY YEAR 1 Specification	Research Methods <ul style="list-style-type: none"> - Hypothesis and variables - Extraneous variables - Types of experiment - Experimental designs - Sampling methods - Ethics - 	Research Methods <ul style="list-style-type: none"> - Interviews and Questionnaire - Observations - Correlations - Case studies - Reliability and validity - Types of data - Descriptive statistics - Interpretation and display of quantitative data - Computation 	Memory <ul style="list-style-type: none"> -Processes of memory - Structures of memory - Memory as an active process - Factors affecting the accuracy of memory 	Perception <ul style="list-style-type: none"> - Sensation and Perception - Visual cues and constancies - Visual illusions - Theories of perception – Gibson and Gregory - Factors affecting perception 	Development <ul style="list-style-type: none"> - Early brain development - Piagets theory - Effects of learning on development 	Social Influence <ul style="list-style-type: none"> - Conformity - Obedience - Prosocial behaviour - Crowd and collective behaviour
KS4 GCSE PSYCHOLOGY YEAR 2 Specification	Language, thought and communication <ul style="list-style-type: none"> - Piagets theory - Sapir wharf hypothesis - Human and animal communication - Non verbal communication 	Brain and Neuropsychology <ul style="list-style-type: none"> -Structure and function of the nervous system -Neuron structure and function -Structure and function of the brain - An introduction to neuropsychology 	Psychological Problems <ul style="list-style-type: none"> - Depression - Types and diagnosing - Biological theories - Psychological explanation - Antidepressant medication - CBT - Wiles study 	Psychological Problems <ul style="list-style-type: none"> - Addiction - Characteristics and diagnosing addiction - Biological explanation - Psychological explanation - Aversion therapy - Self management 	Revision	Trips/Research Methods

Modern Foreign Languages

Where and when, appropriate opportunities will be available for pupils to participate in cultural activities and outings that support their understanding and learning of MFL. We will be creative in our endeavours to ensure that pupils in a hospital setting can access this in a manner that best suits their learning and medical needs at this time.

Key Knowledge and skills that we want to build on in learners moving from KS2 to KS3.

Students typically have learnt a language (languages) at primary school, as per the NC at KS2. The language(s) they have been taught and to what extent varies greatly.

Some students have had discrete language lessons, including reading and writing longer sentences, others have learnt and understood simple vocab in short bursts. Most students have had some exposure to French.

<p>KS3</p> <p>Year 7</p> <p>Green = new grammar/ language feature input,</p> <p>orange = re-covering a grammar/ language feature in a new topic</p>	<p>Languages and me!</p> <p>Classroom communication (pencil case items and nouns)</p> <p>Being a Language detective (cognates)</p> <p>Alphabet and phonics</p> <p>Describing myself - numbers, age, birthdays and months inc. Colour</p> <p>I have + negative, il y a/il n’y a pas de/ hay/no hay, adjectival agreement, avoir and tener, articles and intro. possessives – my, your, his, her)</p> <p>Recognise and learn a variety of words related to these topics.</p> <p>Know and practise how to pronounce words using phonics.</p> <p>Cognates are words from different languages that have similar spellings, pronunciations, and meanings. For example, the word “accident” in English is very similar to the word “accidente” in Spanish</p>	<p>My world</p> <p>Describing myself – appearance and personality. Family, friends (describing others), pets, school (subjects, time and uniform).</p> <p>Avoir/tener, , adjectival agreement, être/ser, opinion phrases, infinitives and 3 types, intensifiers, opinions and reasons, me gusta(n)), comparisons and superlatives (ext.), er/ar regular present tense with porter and llevar and subject pronouns).</p> <p>Recognise and learn a variety of words related to these topics.</p> <p>Know and practise how to pronounce words using phonics.</p>	<p>My Health</p> <p>Food (prices and quantities to revise numbers up to 100), healthy living, body and illness (optional), sports/hobbies, weather.</p> <p>Regular present tense, opinion phrases, opinions and reasons, intensifiers, comparisions, du/de la/des, à /au/ à la , opinions + infinitive, quand and si clauses (ext.), time phrases, jouer and faire/jugar and hacer as irregulars.</p> <p>Recognise and learn a variety of words related to these topics.</p> <p>Know and practise how to pronounce words using phonics.</p>	<p>My Plans</p> <p>The immediate future ie. Tomorrow, next week (aller or ir as irregulars and linking to infinitives). Revision of year 7 and re-teaching</p> <p>Infinitives, opinion phrases, opinions and reasons, intensifiers, revising physical descriptions through film. à /au/ à la, Immediate future aller and ir.</p> <p>Recognise and learn a variety of words related to these topics.</p> <p>Know and practise how to pronounce words using phonics.</p>
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<p>KS3</p> <p>Year 8</p> <p>Green = new grammar/ language feature input,</p> <p>orange = re-covering a grammar/ language feature in a new topic</p>	<p>My Home</p> <p>Revision of year 7 (key verbs) Look at writing from the end of year 7 and gauge what students need. House and home (furniture and prepositions) and local area (advantages and disadvantages).</p> <p>On (ne) peut (pas) / (no) se puede, more complex phrases with infinitives (eg. J'ai l'intention de..., je voudrais), prepositions with furniture. à /au/ à la, il y a/il n'y a pas de</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>	<p>My world</p> <p>Describing myself – appearance and personality. Family, friends (describing others), pets, school (subjects, time and uniform).</p> <p>Avoir/tener, , adjectival agreement, être/ser, opinion phrases, infinitives and 3 types, intensifiers, opinions and reasons, me gusta(n)), comparisons and superlatives (ext.), er/ar regular present tense with porter and llevar and subject pronouns).</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>	<p>Describing technology and entertainment: types of technology, pros and cons of technology, film and TV types, the future of technology.</p> <p>The good/bad thing is that.....</p> <p>Describing a film plot Perfect tense 2 - verbs in the he/she/it/they form.</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>	<p>Describing the environment: environmental problems and causes, how you can help the environment, the future of the planet.</p> <p>Environmental problems faced in French and Spanish speaking countries. Perfect tense 3 - verbs in all form</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>
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<p>KS3</p> <p>Year 9</p> <p>Green = new grammar/ language feature input,</p> <p>orange = re-covering a grammar/ language feature in a new topic.</p> <p>The past, the present and the future went into a café.....it was tense!</p>	<p>My Travel</p> <p>Revision from Year 8 Key Verbs.</p> <p>Describing your holidays: countries, holiday activities, transport, accommodation, activities, weather making a booking, future and ideal holidays. Set preterite (simple past tense) phrases - I went, I did Reflexive verbs 1 - in the I form Set imperfect phrases 2: there was / it had / it was</p> <p>Describing a desert island / exotic holiday destinations.</p> <p>Perfect tense 1 - verbs in the I form If clauses 2: hypothetical if clauses Reflexive verbs 2 - in the he/she/it/they form Reflexive verbs 3 - in all forms.</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>	<p>Describing technology and entertainment: types of technology, pros and cons of technology, film and TV types, the future of technology.</p> <p>The good/bad thing is that.....</p> <p>Describing a film plot Perfect tense 2 - verbs in the he/she/it/they form.</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>	<p>Describing the environment: environmental problems and causes, how you can help the environment, the future of the planet.</p> <p>Environmental problems faced in French and Spanish speaking countries. Perfect tense 3 - verbs in all form</p> <p>Recognise and learn a variety of words related to these topics. Know and practise how to pronounce words using phonics.</p>
<p>KS4</p>	<p>As present we do not offer a GCSE MFL course as part of our curriculum offer for our sole registered pupils at Bayswater site. For any dual registered pupil admitted to the hospital sites undertaking a GCSE in any MFL we will undertake to support their learning and continuity of access in the following ways:</p> <ul style="list-style-type: none"> • from within our own CCHS staff expertise • facilitate as much engagement as possible with their home school to enable continuity of access • Explore the possibility of support from Bright Futures https://www.brightfuturesuk.org/ 		

Drama

The subject content for GCSE Drama is divided into three components:

1. [Understanding drama](#)
2. [Devising drama](#)
3. [Texts in practice](#)

<p>KS4</p> <p>GCSE Year 10 Specification</p>	<p>Component 1 - Section A. Introduction to drama and performance skills</p> <ul style="list-style-type: none"> • This unit will focus on familiarising students with the key explorative strategies that they will be using at GCSE, and introducing ideas on the different mediums and elements that they should try to include in their work. • Students will develop their understanding of how the strategies, mediums and elements can be used to aid the devising process and will begin to keep records of their work as early preparation for their assessed component 2 work, later in the course. • Students will learn the language of drama and the theatre and identify key features found in the theatre. 	<p>Component 2 - Introduction to design & devising</p> <ul style="list-style-type: none"> • Students will be introduced to a range of stimuli and will select one piece to centre an extended piece of Drama upon. • They will be introduced to the devising log and explore how to use this to aid with the devising process and decide whether to approach this unit as a performer or designer. • Students will continue to create and develop their devised pieces. They will receive feedback from peers and teacher to realise areas of strength and areas that need developing. • Students will create drama from a variety of stimulus material, keep written records of the devising process to aid the development of ideas, and reflect on and evaluate their own work and that of others, both verbally and through written tasks. 	<p>Component 1 - Section B Read set text</p> <ul style="list-style-type: none"> • Begin exploring the plot, structure, context and key characters of the set text through a mixture of performance based and written tasks. • Development of performance skills with a focus on vocal skills, proxemics, facial expressions and body language. • Apply knowledge and understanding when making, performing and responding to drama. • Set text exam questions: Section B exam style • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. • Understand and implement theatre and drama terminology in written work. 	<p>Component 3 - Texts in Practice</p> <ul style="list-style-type: none"> • They will be introduced to the component 3 text and decide whether to contribute as a performer or designer. They will be taught techniques to help them remember their lines. • Additionally, they will apply knowledge and understanding when responding to drama. • Apply knowledge and understanding when making, performing and responding to drama. • Develop a range of theatrical skills and apply them to create performance. • Use both play texts and own devised work to create confident performances. • Implement a variety of explorative strategies, mediums and elements in performance work. 	<p>Component 1 – Section C Live Theatre Production</p> <ul style="list-style-type: none"> • Students will watch a live performance and discuss, plan and write an evaluative response to the production as an early piece of exam preparation 	<p>Component 2 Devising, research & development. Students continue to develop their group devised piece.</p> <ul style="list-style-type: none"> • Students will continue to create and develop their devised pieces. They will receive feedback from peers and teacher to realise areas of strength and areas that need developing. • They will create drama from a variety of stimulus material, keep written records of the devising process to aid the development of ideas, and reflect on and evaluate their own work and that of others, both verbally and through written tasks.
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<p>KS4</p> <p>GCSE Year 11 Specification</p>	<p>Component 2 – Rehearsals and devising logs</p> <ul style="list-style-type: none"> • Create drama from a variety of stimulus material. • Keep written records of the devising process to aid the development of ideas. • Develop a range of theatrical skills and apply them to create performance. • Reflect on and evaluate their own work and that of others, both verbally and through written tasks. • Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work. 	<p>Component 2 – Recorded performance and devising logs</p> <ul style="list-style-type: none"> • Create drama from a variety of stimulus material. • Keep written records of the devising process to aid the development of ideas. • Develop a range of theatrical skills and apply them to create performance. • Reflect on and evaluate their own work and that of others, both verbally and through written tasks. • Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work. 	<p>Component 3 – Research and rehearsal</p> <ul style="list-style-type: none"> • Continued development of the two selected scenes from their play either as a performer or designer. • Apply knowledge and understanding when making, performing and responding to drama. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills and apply them to create performance. • Use both play texts and own devised work to create confident performances. Implement a variety of explorative strategies, mediums and elements in performance work. 	<p>Component 3 – Rehearsals and visiting examiner</p> <ul style="list-style-type: none"> • External assessment by visiting AQA examiner of component 3: Texts in Performance. (20%). 	<p>Component 1 Revision</p> <ul style="list-style-type: none"> • Apply knowledge and understanding when making, performing and responding to drama. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. • Understand and implement theatre and drama terminology in written work. 	<p>Component 1 – Summer examination</p> <ul style="list-style-type: none"> • Component 1 examination: Understanding drama.
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