

Subject	Topic Overview		W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
English	Gothic Literature		Planning and create an effective Gothic description.	How to develop character and use figurative language for effect.	How do Gothic writers create an eerie atmosphere? Can I build a narrative to reach a climax?	Plan and write a short Gothic story.	Use an image to write creatively – produce a newspaper article about a spooky event.	Explore key Film concepts by analysing a short film clip from a classic version of Shelley's 'Frankenstein'
Maths	<b>Delta</b>	Delta - Unit 8 is focussing on multiplicative reasoning. Unit 9 focusses on perimeter, area and volume.	D1 Unit 8.1 STEM: Metric and imperial To convert between metric and imperial units and use metric units.  D1 Unit 8.2 Writing ratios To write a ratio in its simplest form and simplify a ratio expressed in fractions or decimals.	D1 Unit 8.3 Sharing in a given ratio To share a quantity in two or more parts in a given ratio.  D1 Unit 8.4 Proportion To understand the relationship between ratio and proportion.	D1 Unit 8.5 Proportional reasoning To solve simple word problems involving ratio and direct and indirect proportion.  D1 Unit 8.6 Using the Unitary method To solve problems involving ratio and proportion using the unitary method, write ratios in the form 1:n and solve best buy problems.	D1 Unit 9.1 Triangles, parallelograms and trapeziums To calculate the area of triangles, parallelograms and trapeziums.	D1 Unit 9.2 Perimeter and area of compound shapes To calculate the area and perimeter of shapes made from rectangles and triangles.	D1 Unit 9.3 Properties of 3D solids To identify nets of different 3D solids and know their properties.
	<b>Theta</b>	Unit 7 is focussing on ratio and proportion.	T1 Unit 7.6 Proportions and percentages To use percentages to	T1 Unit 9.2 Pattern sequences To find patterns and rules in a	T1 Unit 9.4 Extending sequences To describe and continue special	T1 Unit 9.6 Position-to-term rules To generate terms of a sequence using	T1 Unit 10.2 Symmetry To recognise line and rotational symmetry in 2D shapes, identify all the symmetries of 2D	T1 Unit 10.3 Reflection To recognise and carry out reflections in a mirror line, reflect a shape on a coordinate

		Unit 9 focusses on sequences and graphs. Unit 10 focusses on transformations.	describe proportions and to compare simple proportions. To understand and use the relationship between ratio and proportion.  T1 Unit 9.1 Sequences To recognise, describe and continue number sequences. To generate terms of a sequence using a term-to-term rule and find missing terms in a sequence.	sequence, describe how a pattern sequence grows and write and use number sequences to model real life problems.  T1 Unit 9.3 Coordinates To generate and plot coordinates from a rule, solve problems and spot patterns in coordinates and find the mid-point of a line segment.	sequences, use the term-to-term rule to work out more terms in a sequence and recognise arithmetic sequence.  T1 Unit 9.5 Straight-line graphs To recognise, name and plot graphs parallel to the axis and of $y = x$ and $y = -x$ . To plot straight line graphs using a table of values and draw graphs to represent relationships.	the position-to-term rule and use linear expressions to describe the $n$ th term of a simple sequence.  T1 Unit 10.1 Congruency and enlargements To identify congruent shapes, use the language of enlargement, enlarge shapes using given scale factors and work out the scale factor given an object and its image.	shapes and identify reflection symmetry in 3D shapes	grid and describe a reflection on a coordinate grid  T2 Unit 10.4 Rotation Describe and carry out rotations on a coordinate grid
	<b>Pi</b>	Unit 8 is focussing on measuring and shapes. Unit 9 focusses on fractions, decimals and percentages.	P1 Unit 8.1 Shapes: To identify triangles, squares and rectangles and their properties.	P1 Unit 8.3 More symmetry: To solve problems using line symmetry and describe rotational symmetry.	P1 Unit 8.5 Perimeter: To find the perimeter of squares, rectangles and regular polygons. To Calculate the perimeter of	P1 Unit 8.6 Area: To use metric units to measure area and calculate the area of squares and rectangles.	P1 Unit 9.1 Comparing fractions To order fractions and use fractions to describe parts of shapes.  P1 Unit 9.2 Equivalent fractions	P1 Unit 9.3 Calculating with fractions To calculate simple fractions of quantities.  P1 Unit 9.4 Adding and subtracting fractions To add and subtract simple fractions.

			P1 Unit 8.2 Symmetry in shapes: To describe the line symmetry of triangles, quadrilaterals and other shapes.	P1 Unit 8.4 Regular polygons: To identify polygons and understand the line and rotational symmetry of regular polygons.	shapes made from rectangles. To solve problems involving the perimeter of squares and rectangles.		To identify equivalent fractions, simplify fractions by cancelling and change an improper fraction into a mixed number.	
Science	Biology - Ecosystems Chemistry – Acids and Alkalis Physics – Sound	To investigate variation and adaptations and understand graphs relating to variation.	To categorise the effects of an on the environment, and to describe transfers in food chains.	To explain hazards in the lab, and the uses of indicators.	To describe acidity and alkalinity, and what neutralisation is and where it is used in daily life.	To explain how sounds are made and detected.	To understand how sounds are used and how waves can be compared.	
PSHE	My health, My life, my mind	My Health: Intro	My Health: Pos. choices/ risks	My Life: Lifestyle and choice	My Life: Personal growth	My Mind: Mindset	My Mind: Mental health	
History	What role did religion play during the Middle Ages?	What was the role of the Church?	What was the role of monasteries?	What were the Wars of the Cross?	Assessment of learning	What was the Black Death?	What was the impact of Black Death?	
Geography	How has the world become more global?	Globalisation and the factors that have influenced it	Pros and cons of globalisation	Global patters of trade: The rise of the NEEs	Interdependence	Assessment	R.O.A.R	

French	Education and future plans	Recap of 24-hour clock  Daily routine + reflexive verbs	Describing the school canteen  Introduction to basic food and drinks	school uniform + adjectives of colour  school rules + il faut/il ne faut pas/on doit/on ne doit pas	Introduction to basic hobbies and talking about school clubs e.g. club de science etc	Talking about what you do after school – après le collège  Recap of opinions to say what they think about after school activities	Computer poster project on school and future plans
Design and Technology	KS3 Students will cover ALL 5 specialisms across the national curriculum for design and technology.	Principles of health and nutrition Objectives: to understand how to eat healthily, eat well plate Basic skills Assessment: end of unit test/product	The 6R's Objectives: to understand the 6R's and their place in design. Assessment: end of unit test/product evaluation	Designing products for everyday use Objectives: to understand and use graphic skills to design packaging/product Assessment: end of unit test/product evaluation	Basic Movements Objectives: to understand the properties and uses of what are classed as resistant materials Assessment: end of unit test/product evaluation	Introduction to Micro bits Objectives: to develop an understanding of programming using Microbit Assessment: end of unit test/product evaluation	Designing products for everyday use Objectives: to understand and use graphic skills to design packaging/product Assessment: end of unit test/product evaluation
Fine Art (Mr Clifford)	KS3 Sweet project; Create a visual advertisement using own drawings combining graphic design and fine art skills to market a product	<b>Live Drawing Assessment:</b> Students given all the same image of a sweet and draw Live with Mr Clifford	<b>Mark making lesson:</b> Students experiment with different mark making techniques and use these to create a semi-abstract image	<b>Artist research:</b> Students explore a chosen artist that follows the same concept as the project and develops their contextual knowledge	<b>Own Response in artist's style:</b> Using artist given last week to create a pastiche in the same style of the artist	<b>Making the advertisement:</b> Create an advertisement using images created in this project to promote the item you have drawn	<b>Comparative Live Drawing Assessment:</b> Students are given the same image as week 1 and draw Live with Mr Clifford to compare progress
Fine Art (Mr Birch )	Introduction to Art: Understanding the basics	LQ: How will you use the skills you have been developing to	LQ: Can I develop a knowledge of still life by	LQ: Can I create art by experimenting with materials other than paint?	LQ: Can I continue to create art by experimenting with materials other than paint?	LQ: Can I understand what collage is and create collage Art? Students will develop and demonstrate	LQ: Can I develop a knowledge of how to analyse an Artists work?



Drama	Theatre History	What were the influences of Greek theatre?	MEDIEVAL THEATRE What are the features of the medieval mystery plays?	COMMEDIA DELL ARTE What are the features of Commedia Dell Arte?	COMMEDIA DELL ARTE 2 What are the influences of Commedia? Pantomime	ELIZABETHAN What is Renaissance Theatre? Recap Shakespeare	MELODRAMA Recap features of melodrama
Music	Stomp and sing. Exploring Rhythms, body percussion, melody and composition.	To review how rhythms are notated, and how the body can be used as a musical instrument	How can melody and rhythm communicate a language that we don't understand?	To explore singing in two-part harmony	Exploring gumboot dancing	Creating a structured rhythm-focused composition: Exploring repetition and contrast	To understand how to develop rhythmic ideas

Year 8

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English	Private Peaceful		Explore the representation of the character Molly.	Explore representation of war and violence.	Explore the theme of community.	Write a newspaper article about the arrival of the troops in town.	Explore representation of time and corporal punishment.	Explore the thoughts and feelings of the characters, focusing on separation and isolation.
Maths	<b>Delta</b>	Unit 8 focusses on probability. Unit 9 is focussing on scale drawings and measures.	<p>D2 Unit 8.3 Estimating probability To calculate the relative frequency of a value and use it to estimate the probability of an event.</p> <p>D2 Unit 8.4 Experimental probability To estimate probability using data from an experiment and work out the expected results when an experiment is repeated.</p>	<p>D2 Unit 8.5 Probability diagrams To list all possible outcomes of one or two events in a sample space diagram or Venn diagram</p> <p>D2 Unit 8.6 Tree diagrams To use tree diagrams to find probabilities of two or more events.</p>	<p>D2 Unit 9.1 Maps and scales To use scales in maps and plans to work out real life distances and use and interpret maps.</p> <p>D2 Unit 9.2 Bearings To measure and use bearings and draw diagrams to scale using bearings.</p>	<p>D2 Unit 9.3 Scales and ratio To use an interpret scale drawings and draw diagrams to scale.</p> <p>D2 Unit 9.4 Congruent and similar shapes To identify congruent and similar shapes and use congruent to solve problems in triangles and quadrilaterals.</p>	<p>D2 Unit 9.5 Solving geometry problems To use similarity to solve problems in 2D shapes.</p>	<p>D2 Unit 7.1 Accurate Drawings Draw triangles accurately to scale</p> <p>D2 Unit 7.2 Constructing shapes Draw accurate 3D nets of solids</p> <p>D2 Unit 7.3 Constructions 1 Construct perpendicular bisectors</p>

	<b>Theta</b>	Theta - Unit 7 is focussing on lines and angles. Unit 8 focusses on calculating with fractions. Unit 9 is focussing on straight line graphs.	<p>T2 Unit 7.1 Quadrilaterals To classify quadrilaterals by their geometric properties.</p> <p>T2 Unit 7.2 Alternate angles and proof To understand proof that the sum of the angles of a triangle is 180 degrees and a quadrilateral is 360 degrees.</p> <p>T2 Unit 7.3 Geometrical problems To solve geometrical problems using angle properties.</p>	<p>T2 Unit 7.4 Exterior and interior angles To calculate the sum of interior and exterior angles of a polygon. To calculate the interior and exterior angles of a polygon.</p> <p>T2 Unit 7.5 Solving geometric problems To solve problems involving angles by setting up equations. To solve geometrical problems showing reasoning</p>	<p>T2 Unit 8.1 Adding and subtracting fractions To add and subtract fractions with any size denominator. T2 8.2 Multiplying fractions To multiply integers and fractions by a fraction.</p>	<p>T2 Unit 8.3 Fractions, decimals and reciprocals To convert fractions to decimals, write one amount as a fraction of another and find the reciprocal of a number.</p> <p>T2 Unit 8.4 Dividing fractions To divide integers and fractions by a fraction.</p>	<p>T2 Unit 8.5 Calculating with mixed numbers To use the four operations with mixed numbers.</p>	<p>T2 Unit 9.1 Direct proportion on graphs Recognise when values are in direct proportion and plot &amp; read values to solve problems</p> <p>T2 Unit 9.2 Gradients Plot a straight-line graph and work out its gradient</p>
	<b>Pi</b>	Unit 8 is focussing on sequences. Unit 9 is focussing on fractions and percentages	<p>P2 Unit 8.1 Generating Sequences To recognise, describe and continue</p>	<p>P2 Unit 8.3 Special sequences To describe and continue special sequences and</p>	<p>P2 Unit 8.5 Finding the nth term To find the nth term of a simple sequence.</p>	<p>P2 Unit 9.1 Comparing fractions To compare fractions by finding equivalent</p>	<p>P2 Unit 9.3 Adding and subtracting fractions To add and subtract fractions with</p>	<p>P2 Unit 9.5 Calculating percentages To calculate percentages of amounts.</p>

			<p>number sequences and find and use pattern and term-to-term rules.</p> <p>P2 Unit 8.2 Extending sequences To use the term-to-term rule to work out terms in a sequence, recognise an arithmetic sequence and describe sequences arising in real life.</p>	<p>recognise a geometric sequence.</p> <p>P2 Unit 8.4 Position-to-term rules To generate terms of a sequence using the position-to-term rule.</p>		<p>fractions and simplify fractions.</p> <p>P2 Unit 9.2 Fractions of amounts To find fractions of amounts and be able to multiply a fraction by a whole number.</p>	<p>different denominators.</p> <p>P2 Unit 9.4 Fractions and percentages To write a number as a fraction of another number and change between fractions and percentages.</p>	<p>P2 Unit 9.6 STEM: Percentages and proportion To compare proportions using percentages and write one number as a percentage of another.</p>
Science	<p>Biology – Unicellular Organisms Chemistry – Metals and their uses Physics – Energy transfers by heating in the context of homes.</p>	<p>To define multicellular and unicellular organisms, and describe characteristics of fungi and bacteria.</p>	<p>To use information from pie charts, categorise protists, and understand how decomposers work with carbon.</p>	<p>To compare metal properties, understand corrosion and how water affects metal.</p>	<p>To describe how acids affect metals and investigate heating copper carbonate.</p>	<p>To define a temperature change and describe energy transfers.</p>	<p>To Investigate insulation, calculate power and efficiency, and understand how energy is paid for.</p>	

History	Abolition of the Slave Trade	What was life like for slaves living and working on the plantations?	How did Nat Turner resist slavery?	What role did the Underground Railway play in helping to free slaves?	Assessment of learning.	Why was the slave trade abolished?	How significant was Thomas Clarkson in ending the slave trade?
Geography	How is the UK changing?	Patterns & processes of urban change	Counter-urbanisation	Employment structure & change in the UK	Urban sustainability in the UK	Assessment	R.O.A.R
French	La Vie Saine (Healthy Living, Fitness and Health)	LQ: Can you name parts of the body? Using à + the definitive article to point out exactly where	LQ: Can you say where hurts on your body? Touché! Using past tense to say 'Qu'est-ce qui s'est passé?'	LQ: Can you talk to a doctor about your health? Role Play: Chez le docteur	LQ: Are you aware of the dangers of smoking? Learning to discuss plans to stay healthy	LQ: Are you aware of the dangers of drugs and alcohol? Learning how to discuss 'La santé des jeunes'	Reading/listening and writing tasks
Design and Technology	KS3 Students will cover ALL 5 specialisms across the national curriculum for design and technology.	Developing a food repertoire Objectives: to develop both skills and range of healthy foods Assessment: end of unit test/product	Recycling materials to develop new products Objectives: to be able to recycle/reuse products thus reducing waste. Key factors that affect design. Assessment: end of unit test/product evaluation	Developing products and packaging for a given client Objectives: to design a given product for a given client using various techniques to produce product with graphic design Assessment: end of unit test/product evaluation	Developing movement and understanding how things move Objectives: using knowledge and understanding of materials to create movement with levers/cranks/cogs  Assessment: end of unit test/product evaluation	Developing programming through Scratch Objectives: to increase programming skills using scratch. Assessment: end of unit test/product evaluation	Recycling materials to develop new products Objectives: to be able to recycle/reuse products thus reducing waste. Key factors that affect design. Assessment: end of unit test/product evaluation

<p>Fine Art (Mr Clifford)</p>	<p>KS3 Natural form project  Illustration skills to create a greetings card of a flower combining Fine Art and graphic design</p>	<p>Live Drawing Assessment: Students given all the same image of a flower and draw Live with Mr Clifford</p>	<p>Mark making lesson: Students experiment with different mark making techniques and use these to create a semi-abstract image</p>	<p>Artist research: Students explore a chosen artist that follows the same concept as the project and develops their contextual knowledge</p>	<p>Own Response in artists style: Using artist given last week to create a pastiche in the same style of the artist</p>	<p>Making the Card: Create a greetings card with a flower on it (or a valentine day or Mothers day card) using one of the drawings created from the lesson</p>	<p>Comparative Live Drawing Assessment: Students given all the same image as week 1 and draw Live with Mr Clifford to compare progress</p>
<p>Fine Art (Mr Birch)</p>	<p>3D sculpture – Developing fine motor skills.</p>	<p>LQ How will you extend your knowledge of different artists work ? Students will look at the work of Barbara Hepworth and Henry Moore, which will inspire our future work</p>	<p>LQ – How will you extend your knowledge of different artists work?</p>	<p>LQ: How can I use artist’s work to inspire my own designs? Students will create a suitable design for carving by looking at sculptors.</p>	<p>LQ: How can I develop the skill of carving? Students will create a carving from a bar of soap.</p>	<p>LQ: How will I demonstrate my understanding of Assemblage Art ?</p>	<p>LQ: How will I demonstrate my understanding of Land sculpture?</p>
<p>3D Art (Ms Loosemore)</p>	<p>3D sculpture – Developing fine motor skills.</p>	<p>LQ- How will you extend your knowledge of different artists work ? Students will look at the work of Barbara Hepworth and Henry Moore, which will inspire our future work</p>	<p>LQ – How will you extend your knowledge of different artists work?</p>	<p>LQ: How can I use artist’s work to inspire my own designs? Students will create a suitable design for carving by looking at sculptors.</p>	<p>LQ: How can I develop the skill of carving? Students will create a carving from a bar of soap.</p>	<p>LQ: How will I demonstrate my understanding of Assemblage Art ?</p>	<p>LQ: How will I demonstrate my understanding of Land sculpture?</p>

Physical Education	Students are being encouraged to be as active as possible. We are asking students to log all their active minutes to be in with a chance of winning a Fitbit	TCA – Active minutes, students log all their physical activity in the month of February. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit
Drama	Theatre History	GREEK THEATRE 2 What were the influences of Greek theatre?	MEDIEVAL THEATRE What are the features of the medieval mystery plays?	COMMEDIA DELL ARTE What are the features of Commedia Dell Arte? Stock Characters Lazzi	COMMEDIA DELL ARTE 2 What are the influences of Commedia? Pantomime	ELIZABETHAN What is Renaissance Theatre? Recap Shakespeare	MELODRAMA Recap features of melodrama
Music	Exploring the degrees of the scale, dynamics, accompaniment, melody, time signatures and composition.	To be able to compose balanced pentatonic question and answer phrases, understanding the role of the tonic and dominant scale degrees	Understanding how adding dynamics shapes a melody	Creating a simple accompaniment (Part 2)	Exploring how classical music uses pentatonic scales: Performing pentatonic melodies by Bartok and Debussy	Exploring other time signatures and phrase lengths	Composing a longer balanced melody

Year 9

Subject	Topic Overview		W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
English	Language Unit – Tragedies and Triumphs in fiction and non-fiction		Explore and compare the significance of the sinking of the Titanic and the Hillsborough disaster in relation to social class.	What makes an effective speech? Identify and explain the language devices and structural features of some of the world's most iconic speeches.	Explore the significance of 9/11 and the impact this has had on individuals, communities and the world.	Explore and compare the significance of the Great Fire of London and the Grenfell Tower disaster – link to social class.	What is the impact of major natural disasters (earthquakes and tsunamis) on individuals, communities and the world?	Explore and compare the impact of the Spanish Flu and the Covid-19 pandemics on individuals, communities and the world. Explore why some people / communities / countries are more adversely affected than others.
Maths	<b>Delta</b>		<p><b>Options Assembly</b></p> <p>D3 Unit 7.3 Upper and lower bounds Understand the effect of rounding and find upper and lower bounds.</p> <p>D3 Unit 7.4 Calculating with bounds Calculate the lower and upper bounds of area areas, volumes and compound measures.</p>	<p>D3 Unit 7.5 STEM: Accurate measures in real life Use upper and lower bounds to solve complex problems.</p> <p>D3 Unit 8.1 Simultaneous equations Solve a pair of simultaneous equations.</p>	<p>D3 Unit 8.2 Using <math>y = mx + c</math> Rearrange equations of graphs to find the gradient and <math>y</math> intersect and find the equation of the line between two points</p> <p>D3 Unit 8.3 More simultaneous equations Solve more complex simultaneous equations.</p>	<p>D3 Unit 8.4 Graphs and simultaneous equations Solve simultaneous equations by drawing graphs.</p> <p>D3 Unit 8.5 Solving inequalities Solve inequalities by graphing straight lines and solve inequalities that involve quadratic graphs.</p>	<p>GCSE Higher – Unit 1.1 Number problems and reasoning Work out the total number of ways of performing a series of tasks.</p> <p>Unit 1.2 Place value and estimating Estimate an answer and use place value to answer questions.</p> <p>Unit 1.3 HCF and LCM Write a number as the product of its prime factors and find the HCF and LCM of two numbers.</p>	

	<b>Theta</b>		<p>T3 Unit 7.5 STEM: Errors and bounds Find the lower and upper bounds of a measurement and calculate percentage error intervals.</p> <p>T3 Unit 8.1 Nth term of an arithmetic sequences Use the nth term to generate a sequence and find the nth term of a given sequence.</p> <p>T3 Unit 8.2 Non-linear sequences Recognise and continue geometric and quadratic sequences.</p>	<p>T3 Unit 8.3 Graphing rates of change Use distance-time graphs to solve problems and recognise graphs showing constant rates of change.</p> <p>T3 Unit 8.4 Using <math>y = mx+c</math> Draw a graph from its equation without working out points. I can write the equation of a line parallel to another line and compare graph lines using their equations.</p>	<p>T3 Unit 8.5 More straight-line graphs Plot graphs with equations like <math>ax+by=c</math> and rearrange equations of graphs into <math>y=mx+c</math></p> <p>T3 Unit 8.6 More simultaneous equations Solve simultaneous equations by drawing graphs and find the equation of a line through two points.</p>	<p>T3 Unit 8.7 Graphs of Quadratic functions Draw graphs with quadratic equations like <math>y=x^2</math> and interpret graphs of quadratic functions.</p> <p>T3 Unit 8.8 Non-Linear graphs Draw graphs of cubic equations like <math>y=x^3</math> and non-linear graphs</p>	<p>GCSE Higher – Unit 1.1 Number problems and reasoning Work out the total number of ways of performing a series of tasks.</p> <p>Unit 1.2 Place value and estimating Estimate an answer and use place value to answer questions.</p> <p>Unit 1.3 HCF and LCM Write a number as the product of its prime factors and find the HCF and LCM of two numbers.</p>
	<b>Pi</b>	Unit 7 is focussing on multiplicative reasoning. Unit 8 focusses on	<p>P3 Unit 7.1 STEM: Using ratios Share a quantity in a given ratio and simplify</p>	<p>P3 Unit 7.3 Problem-solving with proportions Solve problems using direct and</p>	<p>P3 Unit 8.1 Substituting into formulae Substitute into formulae.</p>	<p>P3 Unit 8.4 Compound shapes Work out the areas and</p>	<p>GCSE Foundation Unit 1.1 Calculations Use priority of operations with positive and negative numbers</p>

		algebraic and geometric formulae. GCSE foundation is focussing on numbers.		ratios with different units.  P3 Unit 7.2 Using proportions Solve problems using ratio and proportion	inverse proportions and use graphs to solve proportion problems.  P3 Unit 7.4 Measures and conversions Convert between metric and imperial measurements and use units of measurement to solve problems.	P3 Unit 8.2 More complex formulae Substitute into more complex formulae and solve equations and construct more complex formulae  P3 Unit 8.3 Formulae in geometry Use inverse operations in formulae and know and use the formula for the area of a triangle.	perimeters of shapes made from rectangles and triangles  P3 Unit 8.5 Circles Work out the circumference and area of a circle.	and simplify calculations by cancelling.  Unit 1.2 Decimal numbers Round to a given number of decimal places and multiply and divide decimal numbers.  Units 1.3 Place Value Round to a given number of significant figures and estimate answers to calculations.
Science	Biology – Health and diseases. Chemistry – Ionic, metallic and covalent bonding. Physics – Light and the electromagnetic spectrum.	To explain non-communicable and cardiovascular diseases.	To describe pathogens and the spreading of pathogens.	To explain ionic bonds, ionic lattices and the properties of ionic compounds.	To understand metallic and covalent bonding.	To define electromagnetic waves and list the parts of the electromagnetic spectrum.	To describe the uses and dangers of different electromagnetic waves.	

History	What were the key turning points of World War II?	Introduction to World War II.	What was the Battle for Britain?	What was Operation Barbarossa?	What was significant about D-Day?	Assessment of learning	Evaluate the impact of World War II.
Geography	Why are the coasts threatened?	Coastal processes	Coastal landforms	Causes & effects of coastal flooding	Coastal management	Assessment	R.O.A.R
French	Travel and Tourism	OPTIONS ASSEMBLY	To recap countries  To understand the verb "to go to/ in" a country	To state where, when, with whom and how long you go on holiday	To learn about different types of holiday accommodation	To learn different means of transport that you can use to go on holidays	To learn about the weather and activities you do on holidays  To learn about the Present Tense endings
Drama	Blood Brothers	Options Assembly	To learn about Act One of the Play and identify comedy features	To learn about Act Two of the play and identify tragedy features	To learn about the social and economical setting of the play	To consider the playwright's aims	To consider the way the playwright invokes emotional reactions in the audience.
Design and Technology	KS3 Students will cover ALL 5 specialisms across the national curriculum for design and technology.	Developing your own menus Objectives: to improve skills allow freedom of choice develop food for specific function/client  Assessment: end of unit test/product	Designing with a conscience Objectives: to design for a specific need or client with the remit of environmental impact  Assessment: end of unit test/product evaluation	Designing, making advertising products to sell Objectives: to run a campaign/small business to produce/market/sell products to given client Assessment: end of unit test/product evaluation	Designing a moving product with a client-based outcome Objectives: to use gained knowledge to develop a moving toy/product with resistant materials with specific	Using programming and electronics to make something move Objectives: to design and make a programmable product using CNC/CAD/CAM to get an end result.	Designing with a conscience Objectives: to design for a specific need or client with the remit of environmental impact  Assessment: end of unit test/product evaluation

		All homework's set on SMHWK and relevant to area covered for each subject			movement/use for given client. Assessment: end of unit test/product evaluation	Assessment: end of unit test/product evaluation	
Film and Media		Background information and viewing (week 1) of Little Miss Sunshine	Finish viewing Little Miss Sunshine. ASSESSMENT - comprehension quiz	Key Scene Analyses (The Dinner Scene, The Opening scene and introduction to Zetenyi & Smart Cinema	Student group analyses of other scenes and SECOND ASSESSMENT on how Smart Cinema is evident in Little Miss Sunshine	ROAR tasks from previous assessment alongside	Prepare for/complete FINAL ASSESSMENT/Extended writing piece on response to Zetenyi's writing on Little Miss Sunshine
Physical Education	Students are being encouraged to be as active as possible. We are asking students to log all their active minutes to be in with a chance of winning a Fitbit	TCA – Active minutes, students log all their physical activity in the month of February. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit	TCA – Active minutes, students log all their physical activity in the month of March. If they complete 10 hours, they get entered into a prize draw for the chance to win a Fitbit
Music	Exploring popular music drum patterns, musical contrast, chord sequences, lyrics and composition.	Performing popular music drum patterns	To explore how popular music drum patterns communicate a style, and understand how and why the band set-up has changed	To be able to identify musical contrast in a song, and understand how a musical group communicates and balances the sound	Understanding chord inversions: Composing a successful 4-chord chord progression	To understand how to add interest and contrast to a chord sequence	To understand how word are set to music, and explore how to compose lyrics in a structure

GCSE Fine Art (Mr Clifford)	KS3: Portrait project  Designing own covid mask with a sustained illustration of the human mouth	Live Drawing Assessment: Students given all the same image of a mouth and draw Live with Mr Clifford	Mark making lesson: Students experiment with different mark making techniques and use these to create a semi-abstract image	Artist research: Students explore a chosen artist that follows the same concept as the project and develops their contextual knowledge	Own Response in artists style: Using artist given last week to create a pastiche in the same style of the artist	Making the Mask: Using a template or a disposable face mask, create a mask with a sustained drawing of a mouth from previous lessons.	Comparative Live Drawing Assessment: Students given all the same image as week 1 and draw Live with Mr Clifford to compare progress
GCSE Photography (Mr Birch)	War and Conflict – Those who cannot remember the past are condemned to repeat it.	LQ How will you develop your understanding of Zentangles? Students will create a text piece of artwork that links to the theme of War and Conflict using Zentangles	LQ: How will you create a powerful piece of Art work using text? Student are to create a text based piece of work based around the war and conflict theme.	LQ: How will you create a mixed media piece of work? Students will become familiar with using more than one type of media on a single outcome.	LQ: How will I develop my understanding of the basics skills in photography.  Students will use photography as a way of understanding composition.	LQ: How will I use my artistic skills to respond to an artist's work ? Students will look at Picasso's Guernica and understand his style.	LQ: How will I use my artistic skills to respond to an artist's work ? Students will create a response to Picasso's Guernica.
GCSE 3D Art (Ms Loosemore)	War and Conflict – Those who cannot remember the past are condemned to repeat it.	LQ How will you develop your understanding of Zentangles? Students will create a text piece of artwork that links to the theme of War	LQ: How will you create a powerful piece of Art work using text? Student are to create a text based piece of work based around the war and conflict theme.	LQ: How will you create a mixed media piece of work? Students will become familiar with using more than one type of media on a single outcome	LQ: How will I develop my understanding of the basics skills in photography.  Students will use photography as a way of	LQ: How will I use my artistic skills to respond to an artist's work ? Students will look at Picasso's Guernica and understand his style.	LQ: How will I use my artistic skills to respond to an artist's work ? Students will create a response to Picasso's Guernica.

		and Conflict using Zentangles			understanding composition.		
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Year 10

Subject	Topic Overview	W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
Computer Science	Computer Science Unit 3 Networks Internet, Cloud services, Protocols and Layers, and transmission media  Unit 1 Systems Architecture recap	Unit 3 Networks Exploring Cloud services and hosting, including transmission media Understand and describe hosting and the Cloud  Explain the advantages and disadvantages of various transmission media	Unit 3 Networks Protocols and Layers Describe the factors that affect network performance  End of unit assessment	Unit 3 Networks Communication protocols Describe the uses of communications protocols including: HTTP HTTPS FTP POP IMAP SMTP TCP/IP	Unit 3 Networks TCP/IP protocol stack Explain the concept of layers in the TCP/IP protocol stack	Unit 1 Systems Architecture Recap  To review the learning for: Unit 1 Systems Architecture CPU	Unit 1 Systems Architecture Recap  To review the learning for: Unit 1 Systems Architecture Memory
English	Shakespeare's Romeo and Juliet	Introduction to Shakespearean Theatre and Elizabethan society. Explore the opening of the play – the prologue.	Introduction to main characters with a focus on representation of men.	Explore representation of women and friendships.	Explore how the love between Romeo and Juliet has developed.	Explore the theme of violence (linking this to gender expectations of the Elizabethan era)	Explore the ending of the play – what is the overriding message or meaning of the play?
Maths	Higher Transformations of 2D shapes and Solving quadratic equations.	8.3 Enlargement 8.4 Transformations and combinations of transformations  Enlarge shapes by fractional and negative scale factors about a centre of enlargement	9.1 Solving quadratic equations 1 9.2 Solving quadratic equations 2  Solve simple & complex quadratic equations by factorising and using quadratic formula	9.3 Completing the square 9.4 Solving simultaneous equations  Solve quadratic equations by completing the square	9.5 More simultaneous equations  Solving linear simultaneous equations	9.6 Solving linear and quadratic simultaneous equations  Solving simultaneous equations involving quadratics	9.7 Solving linear inequalities  Solve inequalities and show the solution on a number line and using set notation

	<p>Foundation Ratio &amp; Proportion</p> <p>Real life graphs</p>	<p>11.1 Writing ratios 11.2 Using ratios 1</p> <p>Understand how to use ratio notation, simplify ratios &amp; solve problems using ratios</p>	<p>11.3 Ratios and measures 11.4 Using ratios 2</p> <p>Divide quantities into parts of a given ratio</p>	<p>11.5 Comparing using ratios 11.6 Using proportion</p> <p>Solve ratio &amp; proportion problems &amp; work out better value for money</p>	<p>11.7 proportion graphs 11.8 Proportion problems</p> <p>Recognise and use direct proportion on a graph Solving word problems involving direct and inverse proportions</p>	<p>9.5 Real life graphs 9.6 Distance time graphs</p> <p>Draw and interpret graphs from real data Use distance time graphs to solve problems</p>	<p>9.7 More real-life graphs</p> <p>Understand when predictions are reliable by drawing and interpreting various real-life graphs</p>
Science (Combined)	<p><b>Biology:</b> Plant structures and their functions. This unit explores photosynthesis, how plant structures are adapted to their functions and how substances are transported through plants.</p> <p><b>Chemistry:</b> Groups in the periodic table. This unit introduces you to alkalis, halogens, displacement reactions and noble gases. Earth and atmospheric science. This unit explores the earths atmosphere and climate change.</p> <p><b>Physics:</b> Electricity. This unit introduces you to electric circuits, current and potential difference, charge and energy, resistance, transferring energy and power.</p>	<p>Biology: CB6 - Plant structures and their functions.</p> <p>Understanding photosynthesis and the factors which affect the rate of photosynthesis.</p>	<p>Biology: CB6 - Plant structures and their functions.</p> <p>Understanding how water and minerals are transported through plants, including the processes and transpiration and translocation.</p>	<p>Chemistry: CC13 - Groups in the periodic table.</p> <p>Understanding the properties and reactions of the alkali metals and the halogens, and properties and uses of the noble gases.</p>	<p>Chemistry: CC17 - Earth and atmospheric science.</p> <p>Understanding the composition of the early atmosphere and how the atmosphere is changing, including climate change.</p>	<p>Physics: CP9 -Electricity.</p> <p>Understanding power, transferring energy by electricity and electrical safety.</p>	<p>Physics: CP10 - Magnetism and the motor effect.</p> <p>Understanding how magnets are used, electromagnetism and how electricity and magnetism combine to produce magnetic forces.</p>

	Magnetism and the motor effect. This unit introduces you to magnets and magnetic fields, electromagnetism and magnetic forces.						
Science (Biology)	Plant structures and their functions. This unit explores photosynthesis, how plant structures are adapted to their functions and how substances are transported through plants.	SB6 - Plant structures and their functions.  The process of photosynthesis, how a leaf is adapted for photosynthesis and why photosynthesis is important for almost all life on Earth.	SB6 - Plant structures and their functions.  The limiting factors of photosynthesis, including light intensity, and how they change the rate of photosynthesis.	SB6 - Plant structures and their functions.  How plant roots use diffusion, osmosis and active transport to transport substances, and how root hair cells are adapted to their functions.	SB6 - Plant structures and their functions.  Factors affecting the rate of transpiration, the translocation of sugar in plants and how the structures of xylem and phloem are adapted to their functions.	SB6 - Plant structures and their functions.  This section looks at how the structure of a leaf is adapted for photosynthesis and gas exchange, how plants adapt and how plants reduce water loss.	SB6 - Plant structures and their functions.  Positives and negatives of phototropism and gravitropism, and how auxins cause tropisms in roots and shoots. How auxins are used by plant growers, the uses of gibberellins and the ripening of fruit once it has been picked.
Science (Chemistry)	Alcohols and carboxylic acids: You will learn about the preparation, properties and reactions of alcohols and carboxylic acids. Qualitative analysis: You will learn about the qualitative tests for cations and anions.	SC 23: Alcohols and carboxylic acids Preparation and properties of ethanol, naming of alcohols and their common reaction.	SC 23: Alcohols and carboxylic acids  Preparation of carboxylic acids, naming of carboxylic acids and their common reactions.	SC 24: Polymers Types of polymers such as addition polymers and condensation polymers.	SC 24: Polymers Properties and uses of polymers, problems with polymers and importance of recycling polymers	SC25 Qualitative analysis How to carry out flame tests and photometry to identify cations. How to identify the cations using precipitation reactions.	SC25 Qualitative analysis How anions are identified using qualitative analysis for ions such as halides, sulphates and carbonates.
Science (Physics)	Static Electricity – You will learn about the causes and uses of static electricity.	Describe how charges cause static electricity, explain the uses and dangers of static electricity.	Explain how electric fields are produced and drawn, describe magnets and magnetic fields.	Explain what makes an electromagnet, describe magnetic forces	Explain the causes and uses of electromagnetic induction, describe with the use of	Understand how transformers work and use an equation to calculate the energy transferred.	Consolidate understanding of static electricity and magnets, Assess and ROAR.

	Magnets - you will learn about magnetic fields and how they are used to produce forces and to change the voltage of electricity supplies.			and the effects they can have.	diagrams, the national grid.		
History	Conflict and Tension between East and West: 1945-72	The Communist revolution in China, 1949.  Describe the events of the Chinese Revolution; Explain the reaction of the West and the USSR; Assess the impact on the Development of the Cold War.	The Korean War 1950-53.  Recall key events; Explain the involvement of the superpowers and China; Assess the impact on the superpower relations.	The Vietnam War.  Identify key events and Developments of Vietnam; Explore the concept of Domino Theory Evaluate the reasons for US Involvement and effects on Superpower relations.	NATO and the Warsaw Pact.  Describe the features of the two military alliances; Explain why they came about; Evaluate the impact they had on the relations between the superpowers	The arms and space race.  Describe key events of the space & arms race; Explain how and why they developed; Evaluate the impact that both had on the relations between superpowers.	The Hungarian Uprising, 1956.  Describe events of the Hungarian Uprising; Explain the reasons for it; Evaluate the most significant reason.
Geography	UK Physical landscapes: Rivers	River valley's and fluvial processes	Coastal landforms: erosion, transportation and deposition (River Tees).	Flood risk, flood hydrographs and management	Flood management in Banbury	Revision & assessment	ROAR
French	Education and future plans	KS3 RECAP - School subjects  Describing school buildings / site	Recap of the 24hr clock	Schools in other countries	School in UK v school in France	School rules  Il faut / il ne faut pas / il est interdit de ...	Si j'étais le directeur, la directrice ...  My ideal school

		A school report – write your own school report	Timings of the school day Saying what you did at school yesterday	Describing a school in more detail	Using on to say what we do as a country e.g. En Angleterre on mange .... Using 3 <sup>rd</sup> person plural les français font ...	School uniform – revision of clothes from Y10	
Engineering	R107: LO1- Be able to generate design proposals using a range of techniques R105: exam LO1. LO2 & LO3 Revision and recap	Initial design free hand sketches: 2D thumb nail sketches using oblique and crating techniques Design cycle: Identify phase; Research, brief, needs and wants, ergonomics and anthropometrics, process planning	Initial design free hand sketches: 3D sketches using crating an isometric techniques Design cycle: Design phase; using and interpreting a specification, engineering drawings, manufacturing plans	Initial design sketches : rendering using colour, shade, tone and texture Design cycle: Optimise phase; prototyping, modelling, physical testing and virtual prototypes, error proofing	Initial design free hand sketches: How and what to annotate and links to the design specification and manufacturers requirements Design cycle: Optimise phase; virtual prototypes, error proofing, manufacturing specifications	Developing design ideas x4: Developing ideas using isometric using rendering techniques and annotation Design cycle: Validate phase: evaluations, reviews, justifications, marketing testing,	Developing design ideas x4: Developing ideas using isometric using rendering techniques and annotation Design cycle: Validate phase: Evaluating the impact on sustainability and the environment
Construction	BTEC Level 1 / 2 Award Construction & the Built Environment  Three Sessions/hours per week	Construction Technology Unit 1  <b>Topic A.1</b>  <b>Sustainability</b>  Preserving resources for future generations and minimising the impact of construction activities on the natural environment.	Construction Technology Unit 1  <b>Topic A.2</b>  <b>Common structural forms for low-rise construction</b>  Traditional cavity wall construction	Construction Technology Unit 1  <b>Topic A.2</b>  <b>Common structural forms for low-rise construction</b>  Cross-wall construction  structural: insulated panels (SIPS)	Construction Technology Unit 1  <b>Topic B.1</b>  <b>Preconstruction work</b>  For the following activities that must be completed before work can begin on site, understand why they are carried out	Construction Technology Unit 1  <b>Topic B.2</b>  <b>Sub-structure groundworks</b>  How sub-structures are constructed safely. For the following, understand what is used, why it is used (including potential hazards)	Construction Technology Unit 1  <b>Topic C.1</b>  <b>Superstructures – walls</b>  For the following, understand what is used, where it is used, why it is used and how it is achieved

				Timber-framed construction			
Hospitality and Catering	To learn about the Hospitality and Catering industry (Unit 1)	To understand the structure and job roles of the Hospitality and Catering industry	To explain the difference between commercial and non-commercial sector	To understand different types of food service system	To describe how kitchen brigade and front of house operate	To understand what personal attributes for working in the Hospitality and Catering industry are	To explain factors that affect success in the Hospitality and Catering industry
Design and Technology	MINI NEA – Design and make a prototype to prepare for their NEA in June,	<p>3.2.1. Selection of Materials or Components</p> <ul style="list-style-type: none"> <li>Materials/component selection</li> </ul> <p>3.2.2 Forces &amp; Stresses</p> <ul style="list-style-type: none"> <li>Forces and stresses</li> <li>Enhancing materials</li> </ul>	<p>3.2.3 Ecological and social footprint</p> <ul style="list-style-type: none"> <li>Ecological and social footprint</li> <li>The six R's</li> <li>Safe working conditions</li> <li>Social issues in the design and manufacture of products</li> </ul>	<p>Papers and Boards</p> <p>3.2.4. Sources and origins</p> <p>3.2.5. Properties and their working properties</p> <ul style="list-style-type: none"> <li>Metals</li> </ul>	<p>Papers and Boards</p> <p>3.2.6 Stock forms, types and sizes, standard components</p> <p>3.1.6. Materials and their working properties</p> <ul style="list-style-type: none"> <li>Timber, natural/manufactured</li> </ul>	<p>Papers and Boards</p> <p>3.2.9. Commercial processes, surface treatments and finishes</p> <p>3.1.6. Materials and their working properties</p> <p>Paper/boards</p> <ul style="list-style-type: none"> <li>Textiles</li> </ul>	<p>Papers and Boards</p> <p>3.2.8. Shaping and forming, scoring, creasing and folding, Quality control</p> <p>3.1.6. Materials and their working properties</p> <ul style="list-style-type: none"> <li>Plastics</li> </ul>
Health and Social Care (Mrs Salmon)	Component 1: Human Lifespan Development	Learning Aim A – working on Learning Aim A – Understand human growth and development across life stages and factors that affect it.	Learning Aim A – Understand human growth and development across life stages and factors that affect it. Main life stages	Learning Aim B: Investigate how individuals deal with life events. Teaching input. Areas of growth development.	Learning Aim B: Investigate how individuals deal with life events. Teaching input. Physical development - types	Learning Aim B: Investigate how individuals deal with life events. Teaching input. Physical development in infancy and early childhood.	Learning Aim B: Investigate how individuals deal with life events. Teaching input. Physical development in adolescence and early adulthood.
Sports Studies	RO53 – Sports Leadership. The students will be learning the qualities of a leader & how	LO1 - Qualities, styles, roles and responsibilities of a sports leader.	LO1 - Qualities, styles, roles and responsibilities of a sports leader.	LO2 - Be able to plan a sports activity session.	LO2 - Be able to plan a sports activity session.	LO2 - Be able to plan a sports activity session.	LO2 - Be able to plan a sports activity session.

	to plan a session						
Music	Unit 1 The Music Industry Unit 7 Music Sequencing	Unions and trade bodies. Soundtrap compositions.	Licencing and copyright. Soundtrap Compositions.	Hire Companies. Soundtrap Compositions.	Contracts. Soundtrap Compositions.	Recording jobs. Soundtrap Compositions.	Live event Jobs. Soundtrap compositions.
Dance	Anthology  Physical and Technical skills for performance  Solo Choreography Task (2019 Exam paper)	To learn and revise the important facts about <b>Artificial Things</b>  To develop physical and technical skills: Rambert Home Studio GCSE Class 5 & Downdog Yoga Class	To learn and revise the important facts about <b>Infra</b>  To develop physical and technical skills: Rambert Home Studio GCSE Class 6 & Downdog Yoga Class	To develop physical and technical skills: Rambert Home Studio GCSE Class 7 & Downdog Yoga Class  Research and explore ideas for the solo choreography task (2019 exam paper)	To develop physical and technical skills: Rambert Home Studio GCSE Class 8 & Downdog Yoga Class  Improvisation & motif development in response to choreography task	To develop physical and technical skills: Rambert Home Studio GCSE Class 9 & Downdog Yoga Class  Dance structure and refine solo choreography	To develop physical and technical skills: Rambert Home Studio GCSE Class 10 & Downdog Yoga Class  Refine choreography. Apply Expressive Skills to prepare for final performance. Performance to be recorded and uploaded to Class notebooks – recordings.
Business Studies	R065 Design a Business Proposal	Task 2: Market Research: Completing market research – Primary	Task 2: Market Research: Completing market research - Secondary	Task 2: Market research: Analysis of the market research findings.	Task 3: Design a product for a business challenge. Looking at creative techniques for the design.	Task 3: Pizza designs – for the business challenge.	Task 3: Pizza designs – choosing one design and applying SWOT and other creatives.
GCSE Fine Art (Mr Clifford)	Fine Art- Natural form exam paper project	<b>Artist investigation:</b> Research a second artist that contrasts the previous artists work to compare using a variety of appropriate materials . Analyse your artists work using subject specific	<b>Pastiche:</b> Create your own pastiche from your own photograph/primary source drawing in the style of the artist . Make sure once	<b>Own responses:</b> Create a range of A4 or A3 outcomes using own images in style of artists you have looked at. Choice of	<b>Own responses:</b> Manipulate your photographs to develop several ideas. Further explore composition, colour and layers. This time edit your photos with	<b>Manipulating outcomes:</b> Complete thumbnail drawings of possible compositions or use photography to do this.  Create a body of drawings from these new compositions in the style	<b>Artist investigation:</b> Research sections of your artists work using a variety of appropriate materials  Analyse your artists work using subject

		<p>language</p> <p>. Create a pastiche (or 2 using different media or images) of your artist's outcomes, using a section of an artist's image</p>	<p>again you explain how this links into your project and what you are going to take from the artist's work and compare to previous artist</p>	<p>media is up to you if you show experimentation (tonal strips) and make links into both your theme and artists work to support your choices.</p> <p>4 minimum but you are free to do as many of these as possible as this collection of outcomes could be what influence your final piece</p>	<p>reference to your artists work.</p> <p>Explore collaging your photos together to make a different composition</p>	<p>of two artists you have looked at already</p>	<p>specific language</p> <p>Create a pastiche of your artist's outcomes, using a section of an artist's image and your own pastiche from your own photograph/primary source drawing.</p>
GCSE Art and Design (Mr Birch) Photography	Photography – Concluding the Everyday Objects project	Refine and Develop 1 LQ: To combine ideas together and refine the quality for a possible final image.	Refine and Develop 2 LQ: To combine ideas together and refine the quality for a possible final image.	Refine and Develop 3 LQ: To combine ideas together and refine the quality for a possible final image.	Refine and Develop 4 LQ: To combine ideas together and refine the quality for a possible final image.	Artist statement and Final piece ideas LQ: To design the best layout for your final images that will link to your intentions	Final piece - Test LQ: To finish and present your final piece to the class.
GCSE 3D Art (Ms Loosemore)	Coursework Project 1 - Insects	To develop evidence for AO2 by using a range of materials to create insect forms	Students will be pursuing a personal line of enquiry and with guidance develop	Students to use their observations and findings to develop and	Students to use their observations and findings to continue their personal response that builds	Students to use their observations and findings to continue their personal response that builds upon the ideas and techniques	Students to use their observations and findings to continue their personal response that builds

			their ideas based on the theme of insects	begin to design a personal response that builds upon the ideas and techniques they have experienced to date	upon the ideas and techniques they have experienced to date	they have experienced to date	upon the ideas and techniques they have experienced to date
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Year 11

Subject	Topic Overview	W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
Computer Science	Computer Systems exam prep	Revision and exam prep: Revision and exam prep: Embedded systems Explain the purpose and give examples of embedded systems	Revision and exam prep: Networks (the Internet) Define the nature of the Internet (WAN) Explain IP addressing and the role of DNS;	Revision and exam prep: Networks: Understand NICs and MAC addressing Explain packet switching	Revision and exam prep: Local Area Networks Describe LANS, WANS and topologies; Describe routers and switches and their role. Understand Ethernet standards and explain virtual networks	Revision and exam prep: Wireless networking Explain the need for Wireless Access Points (hotspots) and explain wireless data transmission: frequency and channels; Encryption	Revision and exam prep: Client-server and peer-to-peer networks Explain the role of computers in client-server and peer-to-peer networks including their advantages and disadvantages. Describe what is meant by: Hosting and The Cloud Explain the advantages and disadvantages of various transmission media
English	Writer's Methods – revising all core Literature texts.	Explore different character types – protagonists, flat and round characters.	Explore how writers communicate with the audience – stage directions and irony.	Explore how and why writers use figurative language – similes, metaphors, personification, symbolism, motifs and semantic fields.	Explore how writers use sensory description and rhetoric for effect.	Explore sound patterning – sibilance, fricatives, plosives.	Explore effective revision and exam techniques.
Maths	Higher	Revision and exam preparation on probability – theoretical & experimental. Using tree diagrams & Venn	Revision and exam preparation on compound interest, growth & decay, solving direct and inverse proportion problems.	Revision and exam preparation on solving problems involving congruence, finding missing angles on similar shapes, use the links between scale	Revision and exam preparation on using and upper and lower bounds in calculations, using trigonometric	Revision and exam preparation on cumulative frequency graphs, box plots, drawing and interpreting histograms.	Revision and exam preparation on using graphs to solve simultaneous equations and inequalities, solve

		diagrams for independent events and to work out conditional probability.		factors for length, area and volume.	graphs to solve problems, using sine and cosine rules to solve trigonometric problems		quadratic equations
	Foundation	Revision and exam preparation on finding averages and range, estimating mean and median of grouped data	Revision and exam preparation on finding the area and perimeter of 2D shapes including compound shapes, surface area of 3D solids, and volume of prisms	Revision and exam preparation on drawing linear graphs, finding gradient of a line, finding the equation of a straight-line graphs and solving problems using real life graphs	Revision and exam preparation on Transformation of 2d shapes	Revision and exam preparation on dividing quantities into parts of a given ratio, solve ratio & proportion problems and solving word problems involving direct and inverse proportions	Revision and exam preparation on using Pythagoras and trigonometry to solve problems
Science (Combined)	This term students will be reviewing topics and completing exam practice from biology paper two, chemistry paper one and physics paper two.	Biology: Revision and exam practice from key concepts, plant structures and their functions and animal coordination, control and homeostasis.	Biology: Revision and exam practice from exchange and transport and ecosystems and material cycles.	Chemistry: Revision and exam practice from atomic structure, the periodic table and bonding.	Chemistry: Revision and exam practice from calculations involving masses, electrolytic processes and reversible reactions.	Physics: Revision and exam practice on electricity.	Physics: Revision and exam practice on magnetism and the motor effect, electromagnetism, the particle model and forces and matter.
Science (Biology)	Paper 2 revision This term students will be reviewing topics and completing exam practice from paper two.	Revision and exam practice from ecosystems and material cycles.	Revision and exam practice from key concepts in biology.	Revision and exam practice from plant structures and their functions.	Revision and exam practice from plant structures and their functions.	Revision and exam practice from animal coordination, control and homeostasis.	Revision and exam practice from animal coordination, control and homeostasis.

Science (Chemistry)	Paper 1 Revision This term students will be reviewing topics and completing exam practice from paper 1.	Revision and exam practice from States of matter separating substances from mixtures,	Revision and exam practice from Atomic structure and periodic table	Revision and exam practice from Ionic bonding covalent bonding, metallic bonding and types of substances	Revision and exam practice from Calculations involving masses and Acids and bases	Revision and exam practice from Electrolysis, extracting metals from ores, equilibria	Revision and exam practice from Transition metals and quantitative analysis
Science (Physics)	Paper 2 Revision This term students will be reviewing topics and completing exam practice from paper 2.	Revision and exam practice from electricity and circuits.	Revision and exam practice from static electricity.	Revision and exam practice from magnetism and the motor effect	Revision and exam practice from electromagnetic induction.	Revision and exam practice from the particle model, and forces and matter.	Revision and exam practice from forces and doing work.
History	Paper 1 Revision (America and Conflict and Tension)  Paper 2 Revision (Elizabeth)	Paper 1 Revision USA: The Boom  C&T: End of WWII	Paper 2 Revision Elizabeth and her court	Paper 1 Revision USA: Social developments in the 1920s  C&T: Iron Curtain and Cold War rivalry	Paper 2 Revision Elizabeth and the difficulties of being a female ruler	Paper 1 Revision USA: A divided society  C&T: Asia	Paper 2 Revision Elizabeth and the poor
Geography	The challenges of Resource management	UK Water & energy	Energy debate, patterns of food insecurity	Impacts of food insecurity, strategies to improve food insecurity	Example: Thanet Earth, Example: Rice-fish farming	Revision/recap	Assessment
French	Social issues where we live	Learn how to name body parts and talk about illnesses  Saying what hurts when at the doctor's	Understanding texts about charities  Saying what charity work you want to do – Je veux lutter /	Saying what charity work you would like to do – Je voudrais lutter / combattre / aider etc	Des problèmes sociaux – Key vocabulary for discussing poverty and homelessness	Les inégalités What is SDF? Talking about what we should do to help SDF (the homeless)	La pauvreté  What should we do about poverty?

			combattre / aider etc				
Engineering	<p>Double lesson</p> <p>Unit 1: bike light design task</p> <p>Single</p> <p>Unit 2: Producing a lamp</p> <p>Single</p> <p>Unit 3: exam</p>	<p>Course work catch up;</p> <p>Completion of 4 design ideas and final design with annotation</p> <p>Coursework catchup: Risk assessments x3 (laser, drill and lathe)</p> <p>Topic: Engineering processes.</p> <p>Joining material-temporary and permanent – soldering and welding</p>	<p>Course work catch up: Final design developments with annotation using the isometric technique</p> <p>Coursework catchup: Risk assessments x3 (laser, drill and lathe)</p> <p>Topic: Engineering processes.</p> <p>Shaping materials-forging</p>	<p>Course work catch up: magnified and exploded diagrams with annotation</p> <p>Coursework catchup: production plan</p> <p>Topic: Engineering processes.</p> <p>Shaping materials- sand casting</p>	<p>Course work catch up: magnified and exploded diagrams with annotation</p> <p>Coursework catchup: gannt chart</p> <p>Topic: Engineering processes.</p> <p>Shaping materials-die casting</p>	<p>Course work catch up: Final design, 3<sup>rd</sup> angle orthographic by or by CAD</p> <p>Coursework catchup: Tools identification</p> <p>Topic: Engineering processes.</p> <p>Shaping materials-injection moulding</p>	<p>Course work catch up: Final design, 3<sup>rd</sup> angle orthographic by hand or by CAD</p> <p>Coursework catchup: Quality control</p> <p>Topic: Engineering processes.</p> <p>Shaping materials-blow and rotational moulding and vacuum forming.</p>
Construction	<p>WJEC Level 1/2 Awards in Constructing the Built Environment</p> <p>Four Sessions/hours per week</p>	<p>Practical construction skills Unit 2</p> <p><b>Topic AC1.2</b></p> <p><b>Sources of information</b></p> <p>To complete written Assignment for practical activities</p>	<p>Practical construction skills Unit 2</p> <p><b>Topics AC2.1, AC2,2, AC2.3, AC2.4</b></p> <p><b>Identify resources required to complete construction tasks</b></p> <p>Resources Tools Equipment PPE Materials based on Characteristics</p>	<p><b>Practical construction skills Unit 2</b></p> <p><b>Topic AC3.1</b></p> <p><b>Apply techniques in completion of construction tasks, write-up Assignment with photographic evidence</b></p> <p><b>Learners should be taught skills related to a minimum of two of the following techniques.</b></p>	<p>Practical construction skills Unit 2</p> <p><b>Topic AC3.1</b></p> <p><b>Apply techniques in completion of construction tasks, write-up Assignment with photographic evidence</b></p>	<p>Practical construction skills Unit 2</p> <p><b>Topic AC3.1</b></p> <p><b>Apply techniques in completion of construction tasks, write-up Assignment with photographic evidence</b></p>	<p><b>Practical construction skills Unit 2</b></p> <p><b>Topic AC3.3</b></p> <p><b>Evaluate quality of construction tasks, write-up Assignment</b></p> <p>Self-evaluation</p> <p>Against specified tolerances</p>

		<p>Specifications Drawings Design Briefs Building regulations</p> <p><b>Plan sequence of work</b></p> <p>To complete written Assignment for practical activities</p> <p>Timescales Sequence Health and Safety</p>	<p>Qualities Sustainability Limitations</p> <p><b>Prepare for construction tasks</b></p> <p>Checking materials for defects Organising materials Measuring materials Marking out materials Cutting materials Setting out materials Dry bond materials Mix mortar materials</p>	<p><b>Skills should relate to refurbishment of a property.</b></p> <p><b>Wood e.g. hang doors on kitchen wooden cabinet, make a frame, attach a skirting-board.</b></p> <p><b>Electrical e.g. lighting, add a new socket</b></p> <p><b>Plumbing e.g. waste and taps to a sink.</b></p> <p><b>Removal and safe disposal of materials ☒ Awareness and application of Health and Safety practices</b></p> <p><b>Topic AC3.2</b></p> <p><b>Apply health and safety practices</b></p> <p><b>Cleanliness and safety of work area</b> <b>Safe working practices</b> <b>Use of correct PPE</b></p>	<p>Learners should be taught skills related to a minimum of two of the following techniques.</p> <p>Skills should relate to refurbishment of a property.</p> <p>Wood e.g. hang doors on kitchen wooden cabinet, make a frame, attach a skirting-board.</p> <p>Electrical e.g. lighting, add a new socket</p> <p>Plumbing e.g. waste and taps to a sink.</p> <p>Removal and safe disposal of materials ☒ Awareness and application of Health and Safety practices</p> <p><b>Topic AC3.2</b></p> <p><b>Apply health and safety practices</b></p> <p>Cleanliness and safety of work area Safe working practices Use of correct PPE</p>	<p>Learners should be taught skills related to a minimum of two of the following techniques.</p> <p>Skills should relate to refurbishment of a property.</p> <p>Wood e.g. hang doors on kitchen wooden cabinet, make a frame, attach a skirting-board.</p> <p>Electrical e.g. lighting, add a new socket</p> <p>Plumbing e.g. waste and taps to a sink.</p> <p>Removal and safe disposal of materials ☒ Awareness and application of Health and Safety practices</p> <p><b>Topic AC3.2</b></p> <p><b>Apply health and safety practices</b></p> <p>Cleanliness and safety of work area Safe working practices Use of correct PPE</p>	<p>Against success criteria</p>
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Hospitality and Catering	To learn about Hospitality and Catering in action (Unit 2)	To explain different nutritional needs	To understand the characteristics of unsatisfactory nutritional intake	To investigate factors to consider when proposing dishes for a menu	To understand how to plan menus that have the least impact on the environment	To explain what the needs of customers are	To plan the production of dishes for a menu
Design and Technology	Objectives  Students continue with their NEA (Design and make) which is worth 50% of their final grade.	Making Principles 3.3.7. Selection of materials and components 3.3.8. Quality control and tolerance 3.3.9. Templates, patterns and jigs	3.3.10. Marking out methods and material management 3.3.11. specialist tools and equipment, specialist techniques and processes	3.2.1. Selection of Materials or Components • Materials/component selection 3.2.2 Forces & Stresses • Forces and stresses • Enhancing materials	3.2.3 Ecological and social footprint • Ecological and social footprint • The six R's • Safe working conditions • Social issues in the design and manufacture of products Papers and Boards	3.2.4. Sources and origins 3.2.5. Properties 3.2.6 Stock forms, types and sizes, standard components	3.2.9. Commercial processes, surface treatments and finishes 3.2.8. Shaping and forming, scoring, creasing and folding, Quality control
Health and Social Care (Ms Sansam)							
Health and Social Care (Mr Effah)							
Sports Studies	RO54 – Sport & Media The students will learn the positive &	LO2 - Understand the positive effects that the	LO2 - Understand the positive effects that the media can have on sport.	LO3 - Negative effects the media has on sport.	LO3 - Negative effects the media has on sport.	LO4 - Understand the relationship between sport and the media	LO4 - Understand the relationship between sport and the media

	negative effects of the media on sport and develop their understanding of the relationship between sport & the media	media can have on sport.					
Music	<b>Independent coursework.</b> Unit 2: Managing a Music Product Unit 5: Introducing Music Performance Unit 7: Introducing Music Sequencing	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece of music for a holiday advert.	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece of music for a holiday advert.	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece of music for a holiday advert.	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece	Unit 2 Managing a Music Product: Students will be working independently on Task 1: Planning and management. Task 2: Promotion. Task 3: Evaluation Unit 5: Introducing Music performance: Students will be working on Task 1: Logbook, rehearsal techniques, independent rehearsal recordings. Unit 7 Introducing Music Sequencing: Students will be working on Task 1: Sequencing and mixing techniques Task 2: Create a sequenced piece of music for a holiday advert.





Year 12

Subject	Topic Overview	W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
Computer Science	Units review with exam questions  Project: Analysis and Design sections	HTML, SQL, JavaScript Exam prep & topic review Project: Analysis section, Research (literature review), Concept design and prototyping	Abstraction Exam questions & topic review  Project: Analysis section, Research (literature review), Concept design and prototyping	Recursion Exam questions & topic review  Project: Analysis section, Research (literature review), Concept design and prototyping	Sub procedures Exam questions & topic review  Analysis section Research (literature review), Summarising research and formulating plan for project	Linked lists and arrays Exam questions & topic review  Analysis section Research (literature review), Summarising research and formulating plan for project	Algorithms Exam questions & topic review  Analysis section Research (literature review), Summarising research and formulating plan for project
English	'The Handmaids Tale' Study of Dystopian Novel for Literature Paper 2      Othello Paper 1	Ch 16-17 – discussion of the ceremony Close analysis of extracts Ch 18 – character study of Luke  Explore Act 5 Scene 1 Complete ROAR task on SBM.	Ch 23 – character study of commander Ch 19 – discussion of tension and build up to birth Ch 20-21 – evaluation of Janine's role and birth of baby Close reading and analysis of Act 5 Scene 2	Janine IBM Ch 22-24 Exploration of Moira and Emily as symbols of hope and faith  National Theatre production of Othello. Close reading and analysis.	Ch 25-29 Exploration of key events Ch 30 – discussion on night chapters  National Theatre production of Othello. Close reading and analysis.	Ch 31-39 Study of the section of the novel on Jezebels, and its effects.  Key characters and quotes.	Ch 40-46 Study of the section of the novel on the salvaging and its effects. Prep for exam question.  Final assessment and feedback.
Maths	Ch 10 Trigonometric identities and equations Ch 12 Differentiation	10.1 Angles in all four quadrants	10.2 Exact values of trigonometric ratios	10.4 Simple trigonometric equations	12.1 Gradients of curves 12.2 Finding the derivative	12.4 Differentiating quadratics 12.5 Differentiating	12.6 Gradients, tangents and normal

			10.3 Trigonometric identities	10.5 Harder trigonometric equations 10.6 Equations and identities	12.3 Differentiating $x^n$	functions with two or more terms	12.7 Increasing and decreasing functions
Biology	Chapter 9: Transport in plants  Chapter 10: Classification and evolution	Chapter 9: The need for transport systems in multicellular plants.  Chapter 10: Classification and the five kingdoms.	Chapter 9: The transport of water into the plant, through the plant and to the air surrounding the leaves.  Chapter 10: Phylogeny	Chapter 9: The mechanism of translocation including the transport of assimilates between sources and sinks.  Chapter 10: Evidence for evolution.	Chapter 9: Adaptations of plants to their availability of water in their environment, including xerophytes and hydrophytes.  Chapter 10: Variation and adaptations.	Chapter 9: Revision and exam practice on chapter 9.  Chapter 10: Changing population characteristics.	Chapter 9: End of chapter assessment and feedback.  Chapter 10: Revision and exam practice.
Chemistry	Chapter 14 Alcohols and Chapter 15 Haloalkanes Chapter 9 Enthalpy Chapter 10 Rates of reaction	Teacher 1: Nomenclature of alcohols, physical properties of alcohols  Teacher 2: Enthalpy cycles and application of Hess's law	Teacher 1: Reactions of alcohols Teacher 2: Calculating enthalpy change using enthalpies of combustion	Teacher 1: Nomenclature and properties of haloalkanes  Teacher 2: Revision, End of chapter assessment and close the gap activity	Teacher 1: Reactions of haloalkanes  Teacher 2: Rates of reaction and calculation of rates	Teacher 1: reaction mechanisms- free radical reactions.  Teacher 2: factors affecting rates of reaction	Teacher 1: Revision and end of topic assessment  Teacher 2 Revision and end of topic assessment
Physics	Waves 2 Quantum Physics	To investigate the Young's double slit experiment, and define stationary waves, stationary waves in air columns and harmonics.	End of chapter test on waves 1 and 2, feedback and closing the gap.	To describe the photon model, and to make calculations using Einstein's photoelectric effect equation.	To define and describe the implications of wave-particle duality.	Revision and exam practice on quantum physics.	End of chapter test on quantum physics, feedback and closing the gap.

Fine Art	Vanitas project	Students will continue to work towards a body of work in their vanitas project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards Vanitas project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks	Students will continue to work towards a body of work in their vanitas project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards Vanitas project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks	Students will continue to work towards a body of work in their vanitas project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards Vanitas project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks
History	British Empire  American Dream: Eisenhower's presidency	British Empire: Impact of Indian Mutiny  American Dream Hungarian Uprising	British Empire Importance of South Africa  American Dream Middle East	British Empire Why the British Empire grew  American Dream Suez Crisis	British Empire Administration of Egypt and India  American Dream End of Korean War and Domino Theory	British Empire International relations  American Dream Vietnam	British Empire Chamberlain's policy  American Dream Economic growth & consumerism
Geography	Physical Coasts	Characteristics of beaches – Features onshore and offshore	High energy coastlines	Low energy coastlines	Ecological succession – Salt marshes	Sand dunes and climax communities	Changes in sea level.
	Human Changing Places	The impact of relationships and connections on people & place	Changing demographic and cultural characteristics	Economic change & social inequality	Assessment	Local place study	Local place study

Film Studies		Watching <i>Boyhood</i> and introduction to Ideologies in Film	Close scene analysis of <i>Boyhood</i> . ASSESMENT on patriarchal power structures in <i>Boyhood</i>	Close scene analysis with focus on individualism vs community. ASSESSMENT ON Ideologies in <i>Boyhood</i> /NCFOM	Watching <i>Trainspotting</i> and introduction to Narrative structure in film	Close scene analysis of <i>Trainspotting</i> and challenge to write their own 'Choose Life' monologue	Preparation for and completion of assessment on narrative structure in <i>Trainspotting</i>
BTEC Level 3 Sport: Unit 1	Skeletal & Muscular System	Learning Aim A Sporting examples of synovial joints	Learning Aim A Responses, adaptations and additional factors of the skeletal system. Skeletal Test	Learning Aim B Types of muscle & major skeletal muscle	Learning Aim B Muscle contraction & fibre types	Learning Aim B Responses, adaptations and additional factors of the muscular system	Learning Aim B Assessment
BTEC Level 3 Sport: Unit 5		C: Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact of sports performance.	C: Assess the strengths and areas for improvement from fitness test results providing feedback for a selected sports performer.	C: Justify the fitness profile for a selected sports performer including identified areas for improvement related to their selected sport.	C: Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.	Coursework Review.	Coursework Review.
Psychology		Memory Recap & Depression	Caregiver-Infant Interactions & OCD	The Role of the Father & The behavioural approach to explaining/treatin g Phobias	Schaffer's stages of attachment & The cognitive approach to explaining depression	Animal Studies of Attachment & The cognitive approach to treating depression.	Explanations of Attachment: Learning theory & Bowlby's theory

Business Studies	<i>Unit 4: Customers and Communication</i>	<i>Completion of P2 – How Knight's Hill manage customer expectations and identify customer needs.</i>	<i>P3: How each functional area contributes to the customer service function</i>	<i>M1 and D1 – Analysing the customer services function and making recommendations for improvements</i>	<i>P4 and P5 Communications – looking at corporate profile, Searching for examples.</i>	<i>Corporate profile – logo's, slogan and ensuring documents are uniform.</i>	<i>Collect evidence of corporate profile from an organisation – examination of these aspects.</i>
Health and Social Care	<b>Unit 14: Psychological Disorders and their diagnostic procedures</b>	Explain how each psychological disorder is diagnosed Evaluate the strengths and weaknesses of each diagnostic procedures Compare different diagnostic procedures	<b>Learning Aim C: Treatment of disorder</b>  Short/ long term treatment Medicinal treatment Operation Care providers	<b>How are physiological disorders treated?</b> Explain the different types of treatment and support available for each of the psychological disorders Evaluate the strengths and weaknesses of each treatment	<b>Impact on Service users</b>  Content lesson: Diagnosis, treatment, P.I.E.S, case study	<b>Coursework Task: Student writes the final coursework section for the first Task</b>  Impact on service Users: Diagnosis Treatment P.I.E.S Differing circumstance	<b>Introduction to Learning Aim D</b> D1 Care methods and strategies
Sociology		Learning to use Observations as a Research Method	Learning how to review 'Official Statistics'	Learning how to review 'Existing Documents'	Independent Student Revision	Review/Debrief and QLA of End of Unit Summative Y12 Soc Assessment	Revision Summary

Year 13

Subject	Topic Overview	W/C 22.02.2021	W/C 01.03.2021	W/C 08.03.2021	W/C 15.03.2021	W/C 22.03.2021	W/C 12.04.2021
Computer Science	<i>Units review and exam prep</i>  <i>Project</i>	HTML, SQL, JavaScript Exam prep & topic review Project: completion of Implementation section	Abstraction  Exam prep & topic review Project: completion of Implementation section	Recursion  Exam prep & topic review Project: completion of Implementation section	Sub procedures  Exam prep & topic review Project: Testing	Linked lists and arrays Exam prep & topic review Project: Testing	Algorithms  Exam prep & topic review  Project: Testing
English	Feminine Gospels Revision – Study of Poetry for Comparison with The Handmaids Tale Literature Paper 2  Revision with EAH	FG Skills Revision = AO5 focus  Unseen poetry – analysis and essay practice.	FG Skills Revision = AO2 focus  Unseen Prose – analysis and essay practice.	FG– IBM exam question  Streetcar Named Desire – AO3 / 4/ 5 focus.	FG Revision – The Diet and Beautiful  Poetry and Gatsby – AO2 and AO5 focus.	FG Revision – The Woman Who Shopped and Work  Poetry and Gatsby – AO2 and AO5 focus.	FG Revision – Sub and The Cord  Othello – analysis and essay practice.
Maths	Pure Maths Chapter 8 – Parametric equations Chapter 11 - Integration	Revision and exam preparation on parametric equations	Revision and exam preparation on parametric equations	Revision and exam preparation on parametric equations	Revision and exam preparation on Integration	Revision and exam preparation on Integration	Revision and exam preparation on Integration
Biology	Chapter 24: Populations and sustainability  Chapter 15: Homeostasis	Chapter 24: The reasons for, and differences between, conservation and preservation.	Chapter 24: How the management of an ecosystem can provide resources in a sustainable way.  Chapter 15: Thermoregulation in	Chapter 24: Ecosystem management: Masai mara  Chapter 15: Excretion,	Chapter 24: Ecosystem management: Terai region of Nepal  Chapter 15: The structure and	Chapter 24: Ecosystem management: Peat bogs  Chapter 15: The kidney and osmoregulation	Chapter 24: Environmentally sensitive ecosystems: Antarctica, Galpogas islands, Snowdonia and the Lake district.

		Chapter 15: The principles of homeostasis	endotherms and ectotherms	homeostasis and the liver	function of the mammalian kidney		Chapter 15: Urine and diagnosis, and kidney failure
Chemistry	Chapter 23, 24 and 29: Revision and exam practice	Chapter 23: Revision and exam practice	Chapter 24: Revision and exam practice	Chapter 23 and 24 assessment and close the gap activity	Chapter 29 revision and exam practice	Chapter 29 revision and exam practice	Chapter 29 assessment and close the gap activity
Physics	Revision and exam practice of paper 1 and 2 topics	Materials – To review f/x graphs, stress, strain and the Young modulus, and stress/strain graphs.	Newton’s laws and momentum – To review, impulses, conservation of momentum and 2D collisions.	Waves 1 – To review diffraction, reflection, refraction, PAG’s from this topic and intensity.	Waves 2 – To review calculations e.g. Critical angle, superposition and interference, and stationary waves.	Quantum physics – To review determining Planck’s constant, and the photoelectric effect.	Students will practice exam questions from Papers 1 and 2.
Fine Art	Independent Projects	Students will continue to work towards a body of work in their chosen project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards a final outcome in their chosen project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks	Students will continue to work towards a body of work in their chosen project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards a final outcome in their chosen project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks	Students will continue to work towards a body of work in their chosen project to develop their portfolio. Students will get a 1 to 1 feedback call where they receive tailored feedback to which they will respond to on One note.	Students will continue to work towards a final outcome in their chosen project. Students use feedback from previous week and document all work and experiments both digitally and physically in sketchbooks

History	Tudors  American Dream	Tudors: Elizabeth: political & economic policy  American Dream: Withdrawal from Vietnam	Tudors: Ireland: Henry VII Ireland: impact of reformation Henry VIII  American Dream: Relations with USSR and China	Tudors: Ireland: rebellions and Elizabeth  American Dream: Middle East Crisis	Tudors: Economic trends & economic policy  American Dream: African Americans	Tudors: Cultural and religious trends Social disorders  American Dream: USA by 1980	Tudors: Personal monarchy  American Dream: Reagan's presidency
French	Recap of topics: Listening, reading, writing, and IRP	Les immigrés en politique : listening and reading comprehensions, summary writing, English to French translation	Manifestations et grèves sont-elles efficaces?: Listening and Reading comprehension, Translation into and from target language.	Leurs causes et conséquences: Listening and Reading comprehensions, summary writing.	La loi El Khomri: Speaking skill, summary writing, Reading comprehension	Speaking skills based on stimulus cards on the Aspects of political life in the French speaking world.	END OF UNIT ASSESSMENT to include AS and A2 topics
Media		Focus on completion of animatic and website with focus on media language, construction of representation and understanding of technological convergence – ASSESSMENT – 2 <sup>nd</sup> submission of both to EIG	Revision on Newspapers construction of representation, use of media language, and genre conventions of newspapers  ASSESSMENT – Q1 & Q2 on two unseen sources	Focus on completion of animatic and website with focus on media language, construction of representation and understanding of technological convergence – 1 to 1 workshops with EIG	Revision on online news and historical & production context of newspapers alongside application of theorists to newspaper content	Revision on Long Form Television Drama – How is the same event represented in two texts, why are some texts more successful globally while others are not as successful and regulation of LFTVD in Europe, the UK, and abroad.	Focus on completion of animatic and website with focus on media language, construction of representation and understanding of technological convergence  ASSESSMENT – 3 <sup>rd</sup> submission of both to EIG

Dance	<p>Component 2: Compulsory study – additional choreographers (Siobhan Davies &amp; Richard Alston)</p> <p>Component 1: Solo Performance and Solo Choreography</p>	<p>Compulsory area of study: Rambert Dance Company (formerly Ballet Rambert) 1966–2002</p> <p>the choreographic approach of Siobhan Davies &amp; Richard Alston: the influences affecting the development of their technique and style, the features of each work: significance of the character, the subject matter, the form of the dance, the Constituent features, the importance of the practitioners’ works in the development of the genre in relation to Rambert Dance Company, genre, context.</p> <p>A03 A04</p>		<p>Solo Performance – Refine ideas using the research gathered for the chosen practitioner; Develop selected movement material; structure and refine. Prepare for the final performance – recording to be uploaded to Teams Class Notebook – Video recordings.</p> <p>*(will be refined further and re-recorded if we are allowed to use the studios)*</p> <p>A01 A02</p>		<p>Solo Choreography – Refine ideas using the research gathered for the solo choreography; Develop selected movement material; structure and refine. Prepare for the final performance – recording to be uploaded to Teams Class Notebook – Video recordings.</p> <p>*(will be refined further and re-recorded if we are allowed to use the studios)*</p> <p>A01 A02</p>	
BTEC Level 3 Sport: Unit 1	Anatomy & Physiology Recap	Learning Aim A Location of major bones, vertebral column and bone growth	Learning Aim A Functions of the skeleton, different bones and different joints	Learning Aim A Sporting examples of synovial joints. Responses, adaptations and additional factors	Learning Aim B Types of muscle and major skeletal muscle	Learning Aim B Contraction and fibre types Responses, adaptations and additional factors	Learning Aim C Structure of respiratory system Mechanics of breathing Lung volumes
BTEC Level 3 Sport: Unit 2		<i>Redirected to work on unit 1 whilst awaiting results</i>	<i>Redirected to work on unit 1 whilst awaiting results</i>	<i>Redirected to work on unit 1 whilst awaiting results</i>	Results Day 17th!	<i>Dependent on outcome of January exam</i>	<i>Dependent on outcome of January exam</i>
Psychology		Schizophrenia & Psychopathology Recap	Biological Explanations for Schizophrenia & Offender Profiling- Top Down Approach	Psychological Explanations for Schizophrenia & Biological Explanations Forensic	<i>Biological Therapies for Schizophrenia &amp; Dealing with offending behaviour</i>	<i>Psychological therapies for Schizophrenia &amp; Dealing with Offending Behaviour</i>	<i>Schizophrenia Recap &amp; Forensic Recap</i>

Business Studies	<i>Unit 4: Customers and Communication</i>	<i>Completion of P2 – How Knight's Hill manage customer expectations and identify customer needs.</i>	<i>P3: How each functional area contributes to the customer service function</i>	<i>M1 and D1 – Analysing the customer services function and making recommendations for improvements</i>	<i>P4 and P5 Communications – looking at corporate profile, Searching for examples.</i>	<i>Corporate profile – logo's, slogan and ensuring documents are uniform.</i>	<i>Collect evidence of corporate profile from an organisation – examination of these aspects.</i>
Sociology		Changing Family Patterns: Couples; Childhood; Diversity; ONS	Theories of the Family; Demography; Social Policy	Review & Practice: 10 mark questions	Review & Practice 'Outline, Apply & Analyse': 20 mark questions	Review & Practice A01, A02 & A03 inc. 'Evaluation': 30 markers	Review how to Outline, Analyse & Evaluate: Media questions
Health and Social care	<i>Unit 5: Meeting Individual Care needs</i>	Teaching of LAB content	Writing up of coursework for LAB	Writing up of coursework for LAB	Teaching of content of LACD	Teaching and writing up of coursework for LACD	Writing up of coursework for LACD until 16th April when the final coursework is to be handed in.