

Subject	Sessions	Autumn Term	Spring Term	Summer Term
Art and Design: Fine Art	2	<b>Formal elements:</b> foundation workshops, line, mark making, observational drawing, effective use of colour	<b>Approaches to drawing:</b> proportion, drawing, observation, composition <b>Experimentation:</b> painting, mixed media	<b>Developing ideas:</b> ideas page, trialling ideas
Art and Design: Graphics	2	<b>Visual elements:</b> foundation workshops, line, space, size, colour, texture	<b>Communicating meaning:</b> effective use of visual language <b>Experimentation:</b> exploring materials and techniques	<b>Developing ideas:</b> ideas page, trialling ideas, visual solutions to given briefs
Arts Award	1 on termly rotation	<b>Arts Award Discovery</b> Part A: Discover - artforms and creative experiences Part B: Find Out - artists and practitioners Part C: Share - log book and presentation	<b>Arts Award Discovery</b> Part A: Discover - artforms and creative experiences Part B: Find Out - artists and practitioners Part C: Share - log book and presentation	<b>Arts Award Discovery</b> Part A: Discover - artforms and creative experiences Part B: Find Out - artists and practitioners Part C: Share - log book and presentation
Design Technology	1 on Termly Rotation	DT - Pen holder/ truck Food - Come dine with me	DT - Pen holder/ truck Food - Healthier and more sustainable	DT - Pen holder/ truck Food - Festival food and Party packs

Drama	2	<p><b>DNA</b> - Thematic strands in text How to create tension through performance Techniques for the rehearsal room A creative vision of DNA including set, sound, lighting and costume.</p> <p><b>Boal and Theatre in Education</b> - Augusto Boal's techniques participate and contribute in forum theatre introduce the concept of image theatre understand the concept of Theatre in Education develop script writing skills within the context of TIE develop an understanding of TIE through characterisation develop our T.I.E in preparation for performance</p>	<p><b>Hamilton</b>-understand the characters and key themes within Hamilton -understand the importance of costume -demonstrate an understanding of the purpose of stage and set -understand how mood and atmosphere is communicated through lighting -demonstrate an ability to analyse live theatre. -explain how technical elements communicate a theme and message to an audience</p> <p><b>Script work</b> - Elements of characterisation Connotations of staging Connotations of set design The importance of rehearsal techniques when preparing for a role Use of voice and physicality in performance How character emotions can be portrayed through proxemics/voice and physicality</p>	<p><b>Shakespeare - Romeo and Juliet</b> (A brief history of Shakespeare and his works Shakespearian insults Thematic strands of love, family, fate Relationships between characters and how they can be portrayed through different physical and technical skills Understand the difference between a monologue and soliloquy What the LM5 and 5KQ are and why they are important to a performer Connotation of colour through costume and lighting</p> <p><b>20th and 21st Century Theatre Practitioners</b> - understand the concept of chair duets. understand Frantic Assembly's techniques. demonstrate our understanding of Frantic Assembly through performance understand how Berkoff uses physicality understand how to retell a story using minimal language. experiment with different choral techniques demonstrate our understanding of Berkoff through performance</p>
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Dance	2	<p><b>Styles</b> History of Contemporary, Street and Jazz Performing with accuracy of style Choreographing in the style Developing material through choreographic devices Physical and interpretive skills</p> <p><b>Choreography</b> Types of stimuli - kinesthetic, visual, auditory and tactile Responding to a stimulus through choreographing using actions, space, dynamics and relationships Developing material with appropriate choreographic devices Selecting and applying relevant music</p>	<p><b>Developing skills and techniques</b> Initial skills audit Developing physical, technical and interpretative skills through learning repertoire from professional works.</p> <p><b>Mathew Bourne</b> Analysis of professional work Costume Lighting Set Aural setting</p>	<p><b>Katie Prince - Into the Hoods</b> Character analysis Motif and motif development Structuring devices</p> <p><b>Responding to a Brief</b> Target audience Purpose Choreography and developing material in response to a brief</p>
English	4	<p><b>Persuasive Writing</b> - writing a speech about your view on animal rights '<b>Animal Farm</b>' by <b>George Orwell</b> - reading for meaning: comparative essay on Napoleon and Snowball</p>	<p><b>'Romeo and Juliet' by William Shakespeare</b> - reading for meaning: study of theme and the relationships in the play</p>	<p><b>Understanding Poetry: 'Emigree' by Carol 'Tissue' by Imtiaz Dharker</b> - reading for meaning: comparative essay on poems - creating a poem about identity</p>
French	2	<p><b>Module 1 - Who Am I?</b> Revising family and describing people Revising places in town and activities Talking about friends and what makes a good friend Talking about family relationships Making arrangements to go out Describing a night out with friends Talking about your life when you were younger Discussing role models</p>	<p><b>Module 2 - Free Time</b> Revising sport and music Revising technology, films and TV Talking about sport Talking about your life online Talking about books and reading Talking about television programmes Talking about actors and films</p>	<p><b>Module 3 - Ordinary Days, Party Days</b> Talking about food and meals Discussing and shopping for clothes Describing your daily life Talking about food for special occasions Using polite language Describing family celebrations Describing festivals and traditions</p>

Geography	2	<p><b>The Coast</b>  What is the rock cycle?  Erosion  Formation of headlands and bays  Sand Dunes  Formation of spits  Management of coastlines</p> <p><b>Energy</b>  Where does energy come from?  What is energy security?  Renewable v Nonrenewable energy  Fracking  Nuclear energy</p>	<p><b>Newly Emerging Economies</b>  HIC. LIC and NEEs  Employment structures</p> <p><b>India (as an NEE)</b>  Globalisation  Impact of urban migration  Megacities  Mumbai (opportunities and challenges)</p> <p><b>Exploring Africa</b>  Physical and Human features  Population distribution  Historical factors  The River Nile  Mount Nyiragongo  Changing economy  Nigeria</p>	<p><b>Natural hazards</b>  Impact on humans  Structure of the earth/continental drift  Earthquakes  Volcanoes  Plate boundaries  Primary and Secondary impacts  PPPM</p> <p><b>Weather hazards</b>  Global atmospheric circulation  Tropical storms  Climate's affects  Typhoon Haiyan  PPPM  Beast from the East</p>
Mathematics	4	<p>Unit 1 - Number  Unit 2 - Algebra</p>	<p>Unit 3 - Graphs, tables and charts  Unit 4 - Fractions and percentages  Unit 5 - Equations, inequalities and sequences</p>	<p>Unit 6 - Angles  Unit 7 - Averages and range  Unit 8 - Perimeter, area and volume 1</p>

Music	Option Group	<p><b>Unit 1 - Unit 4 - Film Music</b> Students will explore the history of film and its development as it coincides with music to become a powerhouse of an industry. Through composition and performance, students will explore the functions and idiosyncracies of film music such as the leitmotif and theme and variation. Through project style composition, students will both compose for film and learn to analyse a soundtrack in line with the Area of study 3 of the Eduqas Specification</p> <p><b>Unit 2 - Texture in Music</b> Students will learn about the history of music and specifically the development of texture from monophonic to more complex polyphony. Gaining an understanding of how we layer music, students will develop compositional skills with a push on greater understanding of texture in music.</p>	<p><b>Unit 3- Forms and Devices</b> Tied to Area of Study 1 of the Eduqas Specification, students will learn a series of forms and devices across the half term, through compositional and performance process, students will also begin to develop understanding of harmonic function and melodic writing.</p> <p><b>Unit 4 - Ensemble music project</b> Tied into extracurricular activities and Component 1 (performance) of the Eduqas specification. Students will learn a series of performance pieces in an ensemble context, both developing their practical skills and learning about new genres within the popular music context. (Area of study 4 - Popular Music)</p>	<p><b>Unit 5 - Jazz Music</b> Students will learn about the jazz style and it's developments through the 20th century - in line with Area of study 2 study the genre's conventions and learn to perform and compose a piece of jazz. Alongside this, students will have the opportunity to explore the cultural developments of jazz across history to best further their understanding of the style.</p> <p><b>Unit 6 - Solo performance Project</b> Tied into extracurricular activities and Component 1 (performance) of the Eduqas specification. Students will learn a series of performance pieces in an ensemble context, both developing their practical skills and learning about new genres within the popular or classical music context. (All areas of study)</p>
Music	1 on rotation	<p><b>Unit 1 - Andrew Lloyd Webber Musicals</b> Students will learn about the Musical Theatre composer Andrew Lloyd Webber and explore his unique mix of classical and rock styles.</p> <p><b>Unit 2 - Hamilton - Musical Compositions</b> Students will partake in a 6 week project of musical compositions. They will pick from a wide range of themes from the musical 'Hamilton.' Using these themes they will create either a song, rap or musical composition.</p>	<p><b>Unit 1 - Andrew Lloyd Webber Musicals</b> Students will learn about the Musical Theatre composer Andrew Lloyd Webber and explore his unique mix of classical and rock styles.</p> <p><b>Unit 2 - Hamilton - Musical Compositions</b> Students will partake in a 6 week project of musical compositions. They will pick from a wide range of themes from the musical 'Hamilton.' Using these themes they will create either a song, rap or musical composition.</p>	<p><b>Unit 1 - Andrew Lloyd Webber Musicals</b> Students will learn about the Musical Theatre composer Andrew Lloyd Webber and explore his unique mix of classical and rock styles.</p> <p><b>Unit 2 - Hamilton - Musical Compositions</b> Students will partake in a 6 week project of musical compositions. They will pick from a wide range of themes from the musical 'Hamilton.' Using these themes they will create either a song, rap or musical composition.</p>

History	2	<p><b>1. First World War</b> - Why did the world go to war in 1914? - 'Lions led by Donkeys.' Is this a fair description of the British army during the First World War?</p> <p><b>2. Rise of the Dictators</b> – 'WWII in Europe grew out of German defeat in WWI.' To what extent do you agree?</p>	<p><b>3. Second World War</b>  - Nazi conquest  - British Home Front  - War in Asia - The Holocaust</p> <p><b>4. American Civil Rights</b>  - The American Civil War - Segregation and Terror  - The Civil Rights Movement  - The Victories of the 1960s  - Unfinished struggle</p>	<p><b>5. The Cold War</b>  - USSR  - Nuclear Weapons  - Berlin Wall  - Cuban missile crisis</p> <p><b>6. The Swinging Sixties</b>  - 'Capital of cool' London  - Art, music, and Fashion  - Standard of living  - Post-war immigration  - Changes to the lives of women</p>
Physical Education	2	<p><b>Developing the application of skills, decision making and physical attributes to competition and performance in:</b>  Football, Netball, Basketball, Handball, Health Related Fitness and Swimming</p>	<p><b>Developing the application of skills, decision making and physical attributes to competition and performance in:</b>  Football, Netball, Trampolining, Health Related Fitness, Water Polo, Swimming, Volleyball and Tchoukball</p>	<p><b>Developing the application of skills, decision making and physical attributes to competition and performance in:</b>  Athletics, Rounders, Cricket and Softball</p>
Religion and Society	1	<p><b>Prejudice and discrimination</b>  The Equalities Act 2010  Why do we need laws to protect equality on the UK?</p> <p><b>Anti bullying Project</b></p> <p><b>Islam</b>  The Qur'an  5 Pillars  Mosque  Ramadan and Eid  Halal and Haram  Hajj  Islam in the UK</p>	<p><b>Drug and Alcohol Education</b>  Managing risks  Drugs and their effects (Alcohol, Cannabis)  Managing influence of/on others</p> <p><b>Stress Management</b></p> <p><b>Career Advice, Information and Guidance</b></p> <p><b>Human Rights</b>  Social Justice  Religious Freedom  Prejudice and discrimination</p>	<p><b>Human Rights</b>  Race and Disability  Causes and responses to poverty</p> <p><b>Relationship and Sex Education</b>  (Information sent to parents)</p> <p><b>UK Politics</b>  Party politics  Elections  Houses of Parliament  Digital participation in democracy  Young people and democracy</p>
Science	3	<p>Plants &amp; Photosynthesis  Forces in Action  Reactivity</p>	<p>Energetics &amp; Rates  Sound Waves</p>	<p>Start GCSE units (AQA combined science trilogy)  B1 Cell biology  B2 Organisation</p>

Spanish	2	<b>Module 1 - My Holidays</b> Discussing holidays and weather Saying what you do in summer Talking about holiday preferences Understanding percentages Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with problems Giving an account of a holiday in the past	<b>Module 2 - My School</b> Giving opinions about school subjects Describing school facilities Describing school uniform and the school day Talking about subjects and teachers Describing your school Comparing then and now Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements	<b>Module 3 - My People</b> Talking about socialising and family Describing people Talking about social networks Making arrangements Talking about reading preferences Describing people and their relationships
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