

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 - Food Truck design Food - Come dine with me Engineering - Design a prototype that makes an everyday task easier for a person with a disability	DT - Food Truck design Food - Healthier and more sustainable Engineering - Design a prototype that makes an everyday task easier for a person with a disability	DT - Food Truck design Food - Festival food and Party packs Engineering - Light project(Cabin mood lighting)

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.</p> <p>-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>Developing skills and techniques</b> Initial skills audit Developing physical, technical and interpretative skills through learning repertoire from professional works.</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>Every body's talking about Jamie</b> Analysis of professional work Costume Lighting Set Aural setting</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' by 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 Imitiaz 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>

<p>Geography</p>	<p>2</p>	<p><b>The Coast</b>  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  Empolyment 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  Polulation distribution  Historical factors  The River Nile  Mount Nyiragingo  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>
<p>Mathematics</p>	<p>4</p>	<p><b>Reasoning with Algebra</b>  - straight line graphs  - forming and solving equations  - testing conjectures  <b>Constructing in 2 and 3 dimensions</b>  - 3 dimensional shapes  - constructions and congruency</p>	<p><b>Reasoning with Number</b>  - Numbers  - Using Percentages  - Maths &amp; Money  <b>Reasoning with Geometry</b>  - Deduction  - Rotation and Translation  - Pythagoras' Theorem</p>	<p><b>Reasoning with Proportion</b>  - Enlargement and Similarity  - Solving Ratio &amp; Proportion Problems  - Rates  <b>Representations</b>  - Probability  - Algebraic Representation</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. The Birth of the Modern Age</b>  The Titanic  Long and Short Term causes to WW1  Recruitment and Trenches  Life in the trenches and weapons  Douglas Haig  War in the air  Cowardice  Women at war  Conscientious Objectors  Empire soldiers  End of war  Wall Street Crash  Nazi Germany  Christmas 1920s-30s</p>	<p><b>2. The Interwar period</b>  Appeasement  Invasion of Poland</p> <p><b>3. World War 2</b>  Winston Churchill  Dunkirk  Battle of Britain  The Blitz  Invasion of the Soviet Union  Pearl Harbour  VE Day  Atomic Weapons and Hiroshima  Women at war  Evacuation  Anti-Semitism in Europe  The Holocaust</p>	<p><b>4. The Cold War</b>  Peace and division  The Truman Doctrine and Marshall Plan  Iron Curtain  NATO/Warsaw Pact  Berlin Blockade  Korean War  Cuban Missile Crisis/Bay of Pigs  Vietnam  Detente/SALT  Spying and Defensive strategies  Arms Race &amp; Space Race  Sports  Gorbachev  Fall of the Berlin Wall  Dissolution of the USSR  United Nations</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, Trampoline, 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?  <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>Energetics &amp; Rates Plants &amp; Photosynthesis Forces in Action</p>	<p>Reactivity Sound Waves B1 Cell biology</p>	B2 Organisation
Spanish	2	<p><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</p>	<p><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</p>	<p><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</p>
Vocational studies	2	<b>Health and social care</b>	<b>Child development</b>	<b>Enterprise and marketing</b>