

Curriculum Plan 2017-18

Subject:	Maths <i>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas & skills. Pupils should develop and consolidate connections across mathematical ideas. They should build on learning from Key Stages 2 & 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems in KS4 and future life. They should also apply their mathematical knowledge wherever relevant in other subjects and in financial context.</i> (DfE 2013)				
Leader:	S Evans				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Basic Numeracy <i>According to the Programme of Study for KS2 "By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly".</i> (DfE 2013)	Minimum Expectation: Students are confident at the 2, 3,4 ,5 & 10 Times Tables Use short division and convert remainder into fraction or decimal when dividing by 3, 4 or 5	Minimum Expectation: Students are confident at the 6 ,8 & 9 Times Tables Use short division and convert remainder into fraction or decimal when dividing by 6, 8 or 9	Minimum Expectation: Students are confident at the 7 ,11 & 12 Times Tables Use short division and convert remainder into fraction or decimal when dividing by 7, 11 or 12	Minimum Expectation: Be competent at 1 to 12 Times Tables Be able to count up in 13's to 15's Be able to divide a 3 digit number by 13,14 & 15	Minimum Expectation: Be completely fluent at 1 to 12 Times Tables Be able to count up in 13's up to 20's Be able to divide a 3 digit number(including decimals) by a 2 digit number (up to 20)
Developing Fluency	Consolidate their numerical and mathematical capability from key stage 2 and extend their	Select and use appropriate calculation strategies to solve increasingly complex problems. Develop algebraic and graphical	Consolidate their numerical and mathematical capability from key stage 3 and extend their	Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving	Move freely between different numerical, algebraic, graphical and diagrammatic representations. Use

	<p>understanding of the number system and place value to include decimals, fractions, powers and roots. Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. Students construct and interpret appropriate tables, charts and diagrams for categorical data and vertical line charts for ungrouped and grouped numerical data. They compare and interpret observed distributions of a single variable through appropriate measures of central tendency and spread, and through graphical representations involving discrete, continuous and grouped data.</p>	<p>fluency, including understanding linear and simple quadratic functions. Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics. Students interpret appropriate tables for categorical and numerical data. They describe simple mathematical relationships between two variables, in observational and experimental contexts, and illustrate these using scatter graphs.</p>	<p>understanding of the number system and algebraic simplification and manipulation. Students calculate statistics and select those most appropriate to the problem.</p>	<p>multiples of π {and surds}, use of standard form and application and interpretation of limits of accuracy. Students construct, interpret and know the appropriate use of diagrams for grouped discrete data and continuous data. They interpret and construct line graphs and tables for time series data. Students use and interpret scatter graphs of bivariate data and recognise that correlation does not indicate causation. They interpret, compare and analyse the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency and spread and through appropriate graphical representation, such as box plots. Students recognise when to use</p>	<p>mathematical language and properties precisely. Students apply statistics to describe a population. They draw on lines of best fit and make predictions from scatter graphs. They interpolate and extrapolate apparent trends based on scatter graphs, whilst knowing the dangers of doing so.</p>
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				measures of central tendency and they calculate statistics for sets of discrete and continuous data. Students understand the difference between a sample and a population and are able to infer properties of populations and distributions from a sample, whilst knowing the limitations of sampling.	
Problem Solving	Can solve emerging problems by applying their mathematics to a variety of routine problems.	Can solve simple problems by applying their mathematics to a variety of routine problems. Beginning to discuss the steps needed for non-routine problems.	Can solve problems by applying their mathematics to a variety of routine, and some non-routine, problems. Can break problems down into simpler steps.	Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems. Perseverance is developed in seeking solutions.	Begin to model situations mathematically and express the results using a range of formal mathematical representations and select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems; interpret their solution in the context of the given problem.
Mathematical Reasoning	Can consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the	Can extend and formalise their knowledge from KS2/end of year 7 by starting to use mathematical language and properties in their	Can begin to reason logically and extend their use of mathematical language and properties in their reasoning.	Can interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. Can explore what can and	Can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument,

	number system; make connections between number relationships, and their algebraic and graphical representations.	reasoning. Begin to reason deductively in geometry, number and algebra, including using geometrical constructions.		cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.	justification or proof using mathematical language.
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Subject:	English				
Leader:	A Wright				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Reading	Accelerated Reader is used to embed the good reading habits from primary school into the secondary school curriculum. We use Accelerated Reader to track reading habits as well as reading ages; this allows us to target support to students when they need it most.				
	A range of age appropriate novels used to develop an understanding of writer's craft; opportunities to respond creatively, including narrative writing				
	Poetry: understanding how structure and form create meaning.	Shakespeare Taster: building a contextual understanding analysing prose and verse and examining a range of sonnets. Opportunities for creative writing. Poetry from other cultures: analysing language and structure. Opportunities to write poetry and creatively based on poetry.	Shakespeare play: understanding Shakespeare's language, characterisation and themes Poetry and perspectives: analysing and comparing how poets present ideas. Extended analysis of the writer's craft.	A Christmas Carol An Inspector Calls An anthology of poetry around the theme of Power and Conflict	Shakespeare text: Macbeth or Romeo and Juliet A collection of unseen poetry
Writing	Transactional writing: writing for a purpose, including letters and guides.	Transactional writing: writing for a purpose including articles and speeches.	Transactional writing: writing for a purpose including reports and reviews.	English Language skills: 20 th century fiction Narrative Writing	English Language skills: 19 th century non-fiction 21 st century non-fiction Transactional writing

Subject:	Science				
Leader:	S Robinson				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Thinking Scientifically	<p>Use scientific ideas when describing simple processes or phenomena</p> <p>Use simple models to describe scientific ideas</p> <p>Identify scientific evidence that is being used to support or refute ideas or arguments</p>	<p>Use abstract ideas or models or more than one step when describing processes or phenomena</p> <p>Explain processes or phenomena, suggest solutions to problems or answer questions by drawing on abstract ideas or models</p> <p>Recognise scientific questions that do not yet have definitive answers</p> <p>Identify the use of evidence and creative thinking by scientists in the development of scientific ideas</p>	<p>Use abstract ideas or models or multiple factors when explaining processes or phenomena</p> <p>Identify the strengths and weaknesses of particular models</p> <p>Describe some scientific evidence that supports or refutes particular ideas or arguments, including those in development</p> <p>Explain how new scientific evidence is discussed and interpreted by the scientific community and how this may lead to changes in scientific ideas</p>	<p>Make explicit connections between abstract ideas and/or models in explaining processes or phenomena</p> <p>Employ a systematic approach in deciding the relative importance of a number of scientific factors when explaining processes or phenomena</p> <p>Explain how different pieces of evidence support accepted scientific ideas or contribute to questions that science cannot fully answer</p> <p>Explain the processes by which ideas and evidence are accepted or rejected by the scientific community</p>	<p>Describe or explain processes or phenomena, logically and in detail, making use of abstract ideas and models from different areas of science</p> <p>Select and justify an appropriate approach to evaluating the relative importance of a number of different factors in explanations or arguments</p> <p>Analyse the development of scientific theories through the emergence of new, accepted ideas and evidence</p>
Understanding the applications and implications of science	<p>Describe some simple positive and negative consequences of scientific and technological developments</p> <p>Recognise applications of specific scientific ideas</p> <p>Identify aspects of science used within particular jobs</p>	<p>Describe different viewpoints a range of people may have about scientific or technological developments</p> <p>Indicate how scientific or technological developments may affect different groups of people</p>	<p>Describe how different decisions on the uses of scientific and technological developments may be made in different economic, social or cultural contexts</p> <p>Explain how societies are</p>	<p>Suggest ways in which scientific and technological developments may be influenced</p> <p>Explain how scientific discoveries can change worldviews</p> <p>Suggest economic,</p>	<p>Describe ways in which the values of a society influence the nature of the science developed in that society or period of history</p> <p>Evaluate the effects of scientific or technological developments on society as a whole</p>

	or roles	in different ways Identify ethical or moral issues linked to scientific or technological Developments Link applications of science or technology to their underpinning scientific ideas	affected by particular scientific applications or ideas Describe how particular scientific or technological developments have provided evidence to help scientists pose and answer further questions Describe how aspects of science are applied in particular jobs or roles	ethical/moral, social or cultural arguments for and against scientific or technological developments Explain how creative thinking in science and technology generates ideas for future research and development	Explain the unintended consequences that may arise from scientific and technological developments Make balanced judgements about particular scientific or technological developments by evaluating the economic, ethical/ moral, social or cultural implications
Communicating and collaborating in science	Select appropriate ways of presenting scientific data Use appropriate scientific forms of language to communicate scientific ideas, processes or phenomena Use scientific and mathematical conventions when communicating information or ideas	Distinguish between opinion and scientific evidence in contexts related to science, and use evidence rather than opinion to support or challenge scientific arguments Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables Use appropriate scientific and mathematical conventions and terminology to communicate abstract ideas	Identify lack of balance in the presentation of information or evidence Choose forms to communicate qualitative or quantitative data appropriate to the data and the purpose of the communication Distinguish between data and information from primary sources, secondary sources and simulations, and present them in the most appropriate form	Explain how information or evidence from various sources may be manipulated in order to influence interpretation Effectively represent abstract ideas using appropriate symbols, flow diagrams and different kinds of graphs in presenting explanations and arguments Explain how scientists with different specialisms and skills have contributed to particular scientific or technological developments	Critically evaluate information and evidence from various sources, explaining limitations, misrepresentation or lack of balance Present robust and well structured explanations, arguments or counter arguments in a variety of ways Suggest the specialisms and skills that would be needed to solve particular scientific problems or to generate particular new scientific or technological developments

		Suggest how collaborative approaches to specific experiments or investigations may improve the evidence collected			
Using investigative approaches	Decide when it is appropriate to carry out fair tests in investigations Select appropriate equipment or information sources to address specific questions or ideas under investigation Make sets of observations or measurements, identifying the ranges and intervals used Identify possible risks to themselves and others	Recognise significant variables in investigations, selecting the most suitable to investigate Explain why particular pieces of equipment or information sources are appropriate for the questions or ideas under investigation Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals Make, and act on, suggestions to control obvious risks to themselves and others	Apply scientific knowledge and understanding in the planning of investigations, identifying significant variables and recognising which are independent and which are dependent Justify their choices of data collection method and proposed number of observations and measurements Collect data choosing appropriate ranges, numbers and values for measurements and observations Independently recognise a range of familiar risks and take action to control them	Formulate questions or ideas that can be investigated by synthesising information from a range of sources Identify key variables in complex contexts, explaining why some cannot readily be controlled and planning appropriate approaches to investigations to take account of this Explain how to take account of sources of error in order to collect reliable data Recognise the need for risk assessments and consult, and act on, appropriate sources of information	Justify their choice of strategies for investigating different kinds of scientific questions, using scientific knowledge and understanding Choose and justify data collection methods that minimise error, and produce precise and reliable data Adapt their approaches to practical work to control risk by consulting appropriate resources and expert advice
Working critically with evidence	Identify patterns in data presented in various formats, including line graphs Draw straightforward conclusions from data presented in various formats	Interpret data in a variety of formats, recognising obvious inconsistencies Provide straightforward explanations for differences in repeated observations or measurements	Suggest reasons based on scientific knowledge and understanding for any limitations or inconsistencies in evidence collected Select and manipulate data and information and	Explain how data can be interpreted in different ways and how unexpected outcomes could be significant Identify quantitative relationships between variables, using them to	Propose scientific explanations for unexpected observations or measurements, making allowances for anomalies Process data, including using multi-step calculations and

	<p>identify scientific evidence they have used in drawing conclusions</p> <p>Suggest improvements to their working methods, giving reasons</p>	<p>Draw valid conclusions that utilise more than one piece of supporting evidence, including numerical data and line graphs</p> <p>Evaluate the effectiveness of their working methods, making practical suggestions for improving them</p>	<p>use them to contribute to conclusions</p> <p>Draw conclusions that are consistent with the evidence they have collected and explain them using scientific knowledge and understanding</p> <p>Make valid comments on the quality of their data</p>	<p>inform conclusions and make further predictions</p> <p>Assess the strength of evidence, deciding whether it is sufficient to support a conclusion</p> <p>Explain ways of modifying working methods to improve reliability</p>	<p>compound measures, to identify complex relationships between variables</p> <p>Critically interpret, evaluate and synthesise conflicting evidence</p> <p>Suggest and justify improvements to experimental procedures using detailed scientific knowledge and understanding and suggest</p>
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Subject:	Geography				
Leader:	S Chapman				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Demonstrate knowledge of locations, places, processes, environments and different scales.	UK Pakistan Earthquake Tewkesbury floods	Asia including China, India and the Middle East through superpowers topic	Africa focusing on Ghana in living in a poor country	UK through landscapes. Located examples of Hurricanes, drought and ecosystems.	UK challenges and city studies of Norwich, Birmingham and Mexico and India and Pakistan
Demonstrate geographical understanding of: <ul style="list-style-type: none"> - concepts and how they are used in relation to places, environments and processes; - the inter-relationships between places, environments and processes. 	River processes and tectonic landscapes and geological timescale. Economic activity within the UK and as a result of settlement. Inequality of water supplies.	Coastal processes including weathering. Weather and climate including climate change.	Glacial processes and geological timescale. Ocean processes and influence on climate change. International development.	In depth of understanding of geology of the UK; coastal landscapes and processes; river landscapes and processes; weather hazards, processes and climate change; ecosystems, biodiversity and management.	In depth of understanding of urban processes and urban landscapes; global development and resource management.
Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	Interpretation of data through infiltration fieldwork. Interpretation of a variety of types of maps e.g. choropleth and use of the OS map.	Interpretation of data through superpowers project and climate and ecosystems data.	Interpretation of data through oceans, and development and population information ranging from the census to the HDI.	Interpretation of climate graphs, photos, and hazard data, isoline maps, geological maps and transects, aerial; photos and sketches of all types, census and demographic	Interpretation of maps and data and application to unfamiliar situations.

				data, different types of maps, GIS maps, different types of charts and graphs.	
Select, adapt and use a variety of skills and techniques to investigate questions and issues and to make judgments.	Infiltration project collects and analyses data to draw conclusions.	Coastal project collecting and analysing data to draw conclusions.	Using secondary research on water management project to make judgements on locations on wells.	Use a variety of map, graphical, research, numerical and statistical skills and techniques in located fieldwork locations.	Use a variety of map, graphical, research, numerical and statistical skills and techniques e.g. measures of central tendency, percentages and bi-vitiate data to answers questions on an unfamiliar situation.

Subject:	History				
Leader:	S Robinson				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrates some knowledge of features and characteristics of the period.	Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them.	Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them.	Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them.	Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them.
Explain and analyse historical events and periods studied using second-order historical concepts.	Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question.	Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question.	Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question.	Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question.	Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question.
Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.	Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s)	Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s)	Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to	Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of

		in relation to the issue in the question	in relation to the issue in the question	the issue in the question	the source(s) in relation to the issue in the question
Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.	Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question.	Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question.	Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question.	Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question

Subject:	Languages				
Leader:	H Radday				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Listening and responding	Identify complex opinions as well as main points in longer texts.	Main points and most details. 2 tenses. Use grammar in familiar settings.	Gist in unfamiliar context. <i>Range</i> of tenses. Recognise attitude and emotions.	Establish <i>detailed</i> understanding. Work with <i>at least</i> 3 tenses.	Gist, detail and opinions. Tenses and <i>moods</i> . Evaluate and draw conclusions.
Speaking	Short conversations and/or presentations. Moving beyond likes and dislikes.	Long exchanges (5+); developed opinions. 2 tenses and higher-level conjunctions.	Long conversations with complex opinions. Use grammar to build own phrases.	<i>Fluently</i> convey opinions with justifications. 3 tenses at least.	Convey information; Narrate. Express thoughts and views in at least 4 tenses and moods.
Reading and responding	Identify likes/dislikes and 2 tenses. Gist and detail.	Understand 2 tenses and complex, justified opinions.	Gist in unknown context. Recognise complex structures.	<i>Detailed</i> understanding within at least 3 tenses.	Gist, detail and opinions. Tenses and moods. Evaluate and draw conclusions.
Writing	Short paragraph beyond like/dislike. Some higher-level conjunctions.	Long paragraphs with developed opinion and 2 tenses.	Detailed paragraphs expressing opinion. Use grammar in new contexts.	Convey opinions <i>with reasons</i> . Switch between descriptive and narrative.	Various contexts. Convey meaning, facts, ideas and opinions.
Cultural awareness	Popular stories, songs and books	Show understanding of texts (altered if appropriate).	Understand <i>unaltered</i> texts.	Literary texts, short stories.	Literary texts, short stories, letters.

Subject:	ART				
Leader:	H Tooze				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Develop	Record from experience and imagination. Develop and select ideas. Collect visual and other information to help develop ideas.		Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.		
Explore	Investigate qualities of materials and processes. Develop control of tools and techniques. Design and make images and artefacts.		Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.		
Record	Analyse Visual and tactile qualities Write about materials and processes, artists, craftspeople and designers in Western Europe and the wider world.		Recorded ideas, observations and insights relevant to their intentions in visual and /or other forms.		
Present	Discuss and review different ideas and methods. Adapt, respond and develop their own work.		Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements		

Subject:	Drama				
Leader:	V Proctor				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Contribute to the quality of writing	Circus unit - Introduction to drama—focus group work and technical elements such as freeze frame, sound scape.	Lost Child—Unit asks students to engage in creative process of developing their own story.	Genre focus- Theatre in Education – students develop the skills necessary to plan, devise and create their own performance suitable for a target audience – Mock for component 1 – Students will focus on the practical skills but also the write up of the process and the evaluation.	Steven Berkoff unit – Metamorphosis Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a devised performance using exam board selected stimulus.	Examined - Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a devised performance using exam board selected stimulus.
Opportunity to explore and develop	Victorians—devised unit	Advertising—Students create their own commercial break— students must demonstrate practical ability to change and differentiate quickly.	Bang Out of Order – Johnny Carrington – An introduction to physical theatre and stage fighting whilst looking at the script – students will have to rehearse, and learn script to perform for two extracts. Mock of component 2.	Curious Incident of the Dog in the Night time – physical theatre as a genre Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a scripted performance using exam board selected stimulus.	Supporting evidence from component 1 completed –
Appreciate and develop understanding and meaning within the written work	Greek Theatre: Where it all began – staging types, choral staging—Antigone.	Comedy and Character— Creating stereotyped characters and developing a structure piece.	Too Much Punch for Judy – Mark Wheeler Students will look at Mark Wheeler’s style and content as preparation for the set text from component 3. This will be an opportunity for	Stanislavski unit – Conflict Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a devised performance using exam board selected stimulus.	Examined component 2 – 2 extracts performed to an external examiner

			students to perform 2 scripted extracts as component 2 but also complete a review of the filmed performance – component 3.		
Communication skills	George’s Marvellous Medicine—Working with a group—devising a piece with a variety of scenes and characters.	Much Ado about Nothing—Modern adaptations of a Shakespeare text	Blood Brothers – Willy Russell - Mock component 2	Component 3 – Set text Hard to Swallow initial teaching and preparation	Examined component 2 – 2 extracts performed to an external examiner
Confidence	Let Him Have It— Develop new techniques such as split stage & try to create empathy on stage and manipulate their audience	Borley Rectory— Scheme which is flexible and relies on group planning for an audience response.	Introduction to devising – Spoils of War – Practitioner focus component 1 – Unit looks initially at World War 2 and Anne Frank –	Component 3 – Set text Hard to Swallow initial teaching and preparation Review of live broadcasts for section B of component 3 –	Component 3 – Set text Hard to Swallow revision and preparation
Social skills	The Terrible Fate of Humpty Dumpty—Using script to create performances.	Soap Operas— Group work within a genre to develop naturalistic performance pieces –	Bertolt Brecht unit – family Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a devised performance using exam board selected stimulus	Component 2 mock – Noughts and Crosses Performance of two extracts	Component 3 – Set text Hard to Swallow revision and preparation

Subject:	Health and Social Care				
Leader:	L Barnham				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Communication	N/A	N/A	<p>Unit R022: Communicating and working with individuals in health, social care and early years settings</p> <p>Understand how to communicate effectively</p> <p>Understand the personal qualities that contribute to effective care</p> <p>-Be able to communicate effectively within a health, social care and early years setting</p> <p>unit R022</p>	<p>Unit R028: Understanding the development and protection of young children in an early years Setting</p> <p>Students will design(communicate) a safe environment for an early years setting considering design features</p> <p>Unit R023: Understanding body systems and disorders</p> <p>Students will communicate/demonstrate confidence and competency measuring body rates.</p>	<p>Unit R021: Essential values of care for use with individuals in care settings</p> <p>Using communication to support individuals to maintain their rights</p>
Information and Communication Technology	N/A	N/A	<p>Unit R022: Communicating and working with individuals in health, social care and early years settings</p> <p>Understand the personal qualities that contribute to effective care (power point presentation),</p>	<p>Unit R023: Understanding body systems and disorders</p> <p>Students will develop their ICT skills on publisher</p>	<p>Unit R021: Essential values of care for use with individuals in care settings</p> <p>Students will apply k & u of Legislation 'The Data Protection Act'/confidentiality regarding ICT in exam questions</p>

			barriers (Fact Sheets)		
Working with Others	N/A	N/A	<p>Unit R022: Communicating and working with individuals in health, social care and early years settings</p> <p>L03: Be able to communicate effectively within a health, social care and early years setting</p> <p>Students will carry out role play situations in a group and in a one to one situation.</p> <p>The importance of building relationships</p>	<p>Unit R028: Understanding the development and protection of young children in an early years Setting</p> <p>Students will carry out activities with 0-5 year old to assess development</p> <p>PILES</p> <p>Unit R023: Understanding body systems and disorders</p> <p>students will work with others to measure body rates</p>	<p>Unit R021: Essential values of care for use with individuals in care settings</p> <p>Students will gain and develop k & U of the importance of 'working with others' within the Health, social & early years settings (colleagues, other outside professionals, clients & the service users families).</p>
Improving Own Learning and Performance	N/A	N/A	<p>Unit R022: Communicating and working with individuals in health, social care and early years settings</p>	<p>Unit R028: Understanding the development and protection of young children in an early years Setting</p> <p>Unit R023: Understanding body systems and disorders</p>	<p>Unit R021: Essential values of care for use with individuals in care settings</p>

Subject:	ICT				
Leader:	S Fairweather				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
<p>CS <i>computer science, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology</i></p>	<p>Use computational abstractions</p> <p>Model state of real world problems</p> <p>Use a programming language to solve computational problems</p> <p>Understand simple Boolean logic</p> <p>Understand how numbers can be represented in binary</p> <p>Understand the hardware components that make up computer systems</p> <p>Understand how text can be represented digitally in the form of binary digits</p> <p>Understand how pictures can be represented digitally in the form of binary digits</p> <p>Evaluate computational abstractions</p> <p>Model state of physical systems</p> <p>Model behaviour of real world problems</p> <p>Understand several key algorithms that reflect computational thinking</p> <p>Use at least one additional programming language (that must be textual) to solve real world problems</p> <p>Make use of appropriate data structures</p> <p>Design modular programs that use procedures or functions</p> <p>Understand uses of Boolean logic in programming</p> <p>Be able to carry out simple operations on binary numbers</p> <p>Understand the software components that make up computer systems</p> <p>Understand how instructions are stored by computer systems</p> <p>Understand how text can be manipulated digitally in the form of binary digits</p>				<p>Develop their capability, creativity and knowledge in computer science, digital media and information technology</p>

	<p>Understand how sounds can be represented digitally in the form of binary digits</p> <p>Understand how pictures can be manipulated digitally in the form of binary digits</p> <p>Design computational abstractions</p> <p>Model behaviour of physical systems</p> <p>Use logical reasoning to compare the utility of alternative algorithms for the same problem</p> <p>Develop modular programs that use procedures or functions</p> <p>Understand uses of Boolean logic in circuits</p> <p>Understand how computer systems components communicate with one another</p> <p>Understand how computer systems communicate with other systems</p> <p>Understand how instructions are executed by computer systems</p> <p>Understand how sounds can be manipulated digitally in the form of binary digits</p>	
<p>IT <i>information technology create programs, systems and a range of content.</i></p>	<p>Undertake creative projects with challenging goals</p> <p>Use multiple applications</p> <p>[Work with] applications across a range of devices</p> <p>Collect data</p> <p>Combine multiple applications to achieve challenging goals</p> <p>Analyse data</p> <p>Meet the needs of known users</p> <p>Create digital artefacts for a given audience</p> <p>Select multiple applications to achieve challenging goal</p>	<p>Develop and apply their analytic, problem-solving, design, and computational thinking skills</p>
<p>DL <i>digitally literate – able to use, and express themselves and develop their ideas through, information</i></p>	<p>Understand a range of ways to use technology respectfully</p> <p>Recognise inappropriate content</p> <p>Recognise inappropriate contact</p>	<p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns</p>

<i>and communication technology – at a level suitable for the future workplace and as active participants in a digital world</i>	Recognise inappropriate conduct Know how to report concerns Reuse digital artefacts for a given audience Attend to usability of digital artefacts Revise digital artefacts for a given audience Attend to trustworthiness of digital artefacts Protect online identity Protect privacy	
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Subject:	Music				
Leader:	M Sexton				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
<p>KNOWLEDGE:</p> <p>Musical elements. Music notation. Placing music in context</p>	<p>Understanding of the elements of music and their meanings. Able to follow notations including graphic scores and treble clef melody with note names. Some understanding of the context for creation and performance of music, including intention, purpose, time and place.</p>	<p>Confident knowledge and application of musical elements and their definitions. A basic knowledge and application of musical notation including treble clef pitch and rhythmic note values. A basic knowledge of musical context; referring to intention, purpose, time or place.</p>	<p>Musical elements and their definitions are applied securely to music in a range of genres. Knowledge and application of musical notation including treble and bass clef pitch and rhythmic note values including dotted notes and –tuplets. Knowledge of musical context; referring to intention, purpose, time, place or audience.</p>	<p>A good knowledge and application of musical elements and their definitions. A good knowledge and application of musical notation including treble and bass clef pitch and rhythmic note values. A developed knowledge of musical context; referring to intention, purpose, time, place or audience.</p>	<p>A thorough and consistent knowledge and application of musical elements and their definitions. A secure knowledge and application of musical notation including treble and bass clef pitch and rhythmic note values. A sophisticated knowledge of musical context; referring to intention, purpose, time, place or audience.</p>
<p>PERFORMING:</p> <p>Playing or singing with accuracy. Improvising around a given source.</p>	<p>Generally accurate performance using voice or instruments. An attempt to improvise, though may lack awareness of or relevance to the source.</p>	<p>Usually accurate performance of both pitch and rhythm, but with errors which may not interrupt the flow or intention of the music. Occasional stylistic features are evident. A developing use of improvising techniques using a given source. Some basic use of technology, realising some aspects of the music.</p>	<p>Mostly accurate performance of both pitch and rhythm, with few errors. Performing with some sense of style and awareness of interpretation. Confident improvisation on a given source, with occasional misjudgements. Accurate realisation through technology, secure in pitch and rhythm.</p>	<p>Accurate performance of both pitch and rhythm, errors are inconsequential to the fluency of the music. A developing sense of style using appropriate instrumental or vocal techniques. Secure and stylish improvisation on a given source. Detailed realisation through technology, some musical elements are used to create an</p>	<p>Very accurate performance of both pitch and rhythm. Performing with a highly developed sense of style and sophisticated interpretation. Sophisticated improvisation on a given source. Sophisticated realisation, using technology to create an expressive outcome.</p>

				increasingly expressive outcome.	
<p>COMPOSING:</p> <p>Responding to a brief, developing musical ideas using appropriate conventions. Exploring musical structures and resources.</p>	<p>Some basic development of musical ideas, perhaps misinterpreting some aspects of the brief. Some appropriate musical conventions are used. Some awareness of sections within the structure. Some basic exploitation of resources.</p>	<p>Musical ideas are developed in a manner appropriate to the brief. Increasing use of appropriate musical conventions. Conventional structures are used confidently, appropriate resources are selected and used idiomatically.</p>	<p>Brief is responded to appropriately, with some development of musical ideas. Some typical conventions of the genre will be used. Structural devices are used in a limited and formulaic manner, timbres appropriate to the genre may be selected.</p>	<p>Confident response to the brief, with consistent development of musical ideas. Confident use of most typical conventions within the genre. Confident use of structural devices, and exploiting resources to good effect.</p>	<p>Sophisticated response to the brief, showing maturity, variety and some originality in development of ideas. Thorough use of appropriate musical conventions within the genre. Sophisticated use of structural devices, with a clear sense of proportion. Excellent exploitation of the resources.</p>
<p>LISTENING and APPRAISING:</p> <p>Analysing and evaluating familiar or unfamiliar music. Using genre specific terminology. Dictating basic rhythm and pitch.</p>	<p>Some response using musical terminology. Developing awareness and understanding of genre specific terminology. Able to echo more extended and complex rhythm and pitch patterns, able to follow notations including graphic scores.</p>	<p>Musical terminology used with some errors. Genre specific terminology often applied appropriately. Able to dictate simple rhythm or pitch.</p>			

Subject:	RE				
Leader:	E Fysh				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Demonstrate knowledge and understanding of religions and beliefs	Identify and describe different religious belief and practices	Explain how religious expression can be applied in different ways	Assess the impact of religious beliefs and practices on believers and communities	Explain how religious practices are performed in different ways within the same religion.	Analyse the meaning behind religious practices, linking them to beliefs.
Apply knowledge and understanding of wisdom and authority from scripture and/or sacred texts	Understand what key sources of wisdom and authority are by using examples.	Demonstrate knowledge and understanding of sacred writing and scripture by using key teachings to support ideas and beliefs.	Use key teachings from scripture/sacred writings to support a religious belief and practice	Apply knowledge and understanding of religious authority to support belief	Effectively apply teachings and beliefs from scripture/sacred writings to explain and support religious belief and practice
Make comparisons - similarities and differences within and/or between religions and beliefs	Identify and understand key similarities and differences between religions and beliefs	Explain and use examples to demonstrate similarities and differences	Compare different religious practices and give at least two examples	Evaluate what makes the practices of one denomination/group within a religion different to another.	Analyse which beliefs are unique to a particular denomination/group within a religion and why
Explain the influence of religion on individuals, communities and societies	Explain why people take part in practices.	Explain how religious belief influences a person's life/actions/behaviour	Evaluate the impact of religious expression on believers and communities	Assess the impact of religious beliefs and practices on believers and communities	Analyse the meaning behind religious belief and their impact on social/ethical issues
	Identify and describe different religious belief and practices	Explain how religious expression can be applied in different ways	Assess the impact of religious beliefs and practices on believers and communities	Explain how religious practices are performed in different ways within the same religion.	

Subject:	PE				
Leader:	E Hernandez (Acting)				
Skills:	Yr7:	Yr8:	Yr9:	Yr10:	Yr11:
Develop a range of tactics and strategies to overcome opponents	Teacher Lead Command style with set tasks and outcomes.	Introduction of student leadership (e.g.warm ups). Command and guided discovery	Leadership and an increased focus on practice and reciprocal style teaching	Leadership and an increased focus on practice and reciprocal style teaching	Game based. Leadership encouraged. Sharing ideas, tactics and strategies.
Develop techniques and improve performance in competitive sports	Teacher Lead Command style with set tasks and outcomes.	Introduction of student leadership (e.g.warm ups). Command and guided discovery	Focus on practice and rules	Greater focus on rules and regulation. Individual and teamwork.	Develop the ability to analyse their performance and demonstrate improvement to achieve their PB
Develop social skills by taking part in competitive sports and activities outside of school- through clubs and community links	Teacher promotion of clubs and fixtures. Self and Teacher assessment.	Teacher promotion of clubs and fixtures. Self, Peer and Teacher assessment.	Develop the ability to analyse their performance and demonstrate improvement to achieve their PB	Develop the ability to analyse their performance and demonstrate improvement to achieve their PB	Teacher promotion of clubs and fixtures. Extra curriculum time table to be up-to-date with a range of sports and activities where possible.
Perform dance using a range of dance styles and techniques.	Teacher lead using dance skills which include: cheerleading and the New Zealand/ Smithdon Haka	Structured group dances which include more student input. Encourage creatively and use of imagination.	Introduction of student leadership (create your own motifs). Increased level of creativity in dance routines.	Increased level of leadership in group and solo work.	Teacher promotion of dance style exercises such as zumba, step aerobics and aerobics. Using music to exercise and motivate.
Develop OAA which present intellectual and physical challenges	Command style with focus on teamwork and leadership.	Guided discovery and leadership	Convergent discovery and leadership	Leaner designed and initiated	Game based. Leadership. Sharing ideas, tactics and strategies.