

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
|---|---|--|---|--|--|--|--|
| Art   | All students know and understand  | Assessment objectives and course structure for GCSE Art; various ways to evidence AO3 – Record observations; Skills lessons: Line, Ink and Wash, Photography, Photo editing. | Use line expressively; Record tone and detail using ink and wash; Use a camera to record observations relevant to intentions; Use Photo editing to enhance images; Record and evidence assessment objectives in sketchbook. | Analysis of the work of a chosen artist; Materials, techniques and processes involved in oil painting; Ways to respond to the work of their chosen artist; Development of ideas in response to studied artists; Independently development and presentation of ideas; Recording of observations relevant to intentions.           | PPE Preparation by independently selecting relevant artists and contextual links to develop ideas; Independently experimenting with appropriate materials, techniques and processes; Reviewing and refining ideas and skills as they develop.                                  | PPE Preparation by independently selecting relevant artists and contextual links to develop ideas; Independently experimenting with appropriate materials, techniques and processes; Reviewing and refining ideas and skills as they develop.                                  | Year 10 PPE – Realisation of intentions; Independently experimentation with appropriate materials, techniques and processes; Reviewing and refining of ideas and skills as they develop; Planning and execution of a refined outcome.                      |
|   | All students know how to  | Materials, techniques and processes involved in etching.   | Use mark making to record tone and detail in etching; Experiment with a range of printing techniques and evaluate the success of outcomes.  | Analyse the work of artists using key vocabulary and present in sketchbook; Mix and apply oil paint; Present a meaningful response to their chosen artist; Present ideas clearly in their sketchbooks; Select appropriate materials, techniques and processes to help develop their ideas; Evaluate and refine work as a result. | Research relevant artist and contextual links to develop ideas; Present ideas and insights in sketchbook; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work showing a clear development of ideas and skills. | Research relevant artist and contextual links to develop ideas; Present ideas and insights in sketchbook; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work showing a clear development of ideas and skills. | Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work showing a clear development of ideas and skills; Produce an ambitious and refined outcome that realises the intentions of the project. |

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| Biology   | All students know and understand  | The importance of the components of the cardiovascular and respiratory systems in animals as well as the importance of the leaf and stem in plants. | The key differences between types of named diseases, how the human body defends itself against disease and preventive measure/treatments for communicable diseases. | The differences between types of cancerous growth and the impacts of drugs and exercise on health in the human body.           | The key factors that affect photosynthesis; aerobic and anaerobic respiration in different organisms.   | Key adaptations of organisms within an ecosystem and the importance of their niche within the environment; the importance of the carbon and water cycles in an ecosystem for recycling materials.   | The process of the greenhouse effect and why climate change is becoming an ever increasing issue in terms of ecosystem disruption. |
|   | All students know how to  | Design a method to calculate the rate of transpiration from a plant using a potometer.  | Investigate the effectiveness of a variety of antibiotics on bacterial growth using aseptic techniques.   | Interpret data to determine the significance of a correlation and evaluate whether it confirms the existence of a causal link. | Design an experiment to calculate the rate of photosynthesis in plants; Investigate and estimate the rate of fatigue in muscles during exercise and explain the links to anaerobic respiration. | Perform investigations using quadrats via random sampling and transects to collect data about the effects of biotic and abiotic factors in the environment; Design an investigation to explore how temperature affects the rate of decay of a substance such as milk. | Apply principles of food chains and webs in unfamiliar situations to describe the relationships within an ecosystem.               |

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| Business  | All students know and understand  | Why and how new business ideas come about, the impact of risk and reward on business activity and the role and purpose of business enterprise and entrepreneurship; How a range of factors impact on the success of their start-up business ideas, including forms of ownership and limited liability. | How new and small businesses identify opportunities through understanding customer needs and conducting market research; How businesses use market segmentation to target customers and adapt to the competitive environment; How a range of factors impact on the success of their start-up business ideas, including business location. | How to put a business idea into practice through setting business aims and objectives, calculating and interpreting revenue, costs, profit and cashflow, explaining the importance of cash and sources of finance available; How a range of factors impact on the success of their start-up business ideas, including the marketing mix. | How to put a business idea into practice, the importance of cash and sources of finance available; How a range of factors impact on the success of their start-up business ideas, including the business plan. | A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy; How businesses respond to these influences | All Theme 1 content ahead of EOY assessment; Methods of business growth and their impact, Public Limited Companies and sources of finance for growing and established businesses.       |
|   | All students know how to  | Structure an answer to 1-, 2- and 3-mark questions based on content from section 1.1.  | Structure an answer to 6- mark discuss questions based on content from section 1.1 and 1.2.   | Integrate context into exam style answers; Structure an answer to 6- mark analyse questions based on content from section 1.1-1.3.   | Structure an answer to 9- mark justify questions based on content from section 1.1-1.3; Calculate percentages, percentage change, revenue, costs, profit, cash-flow and break-even.                            | Answer all Section A and B style questions in Paper 1.  | Present their start-up business ideas exploring how a range of factors impact on its success, including forms of ownership, business location, the marketing mix and the business plan. |
| Chemistry   | All students know and understand  | The bonding, structure and reactions of hydrocarbons and their importance to the modern world.   | The Earth's natural resources are transformed into the material world including issues of sustainability.   | Quantitative analysis to determine the formulae of compounds and the equations for reactions.  | How important resources from the Earth are extracted.  | How the rate of chemical reactions can be measured and the factors that affect them.  | How the rate of chemical reactions can be measured and the factors that affect them.  |
|   | All students know how to  | Appreciate the power and limitations of science and consider any ethical issues which may arise.   | Use safely of a range of equipment to purify and/or separate chemical mixtures including evaporation, distillation.   | Interpret observations and other data (presented in verbal, diagrammatic, graphical, symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions.  | Use the appropriate apparatus and techniques to draw, set up and use electrochemical cells for separation and production of elements and compounds.  | Make and record appropriate observations during chemical reactions including the measurement of rates of reaction by a variety of methods such as production of gas and colour change.            | Make and record appropriate observations during chemical reactions including the measurement of rates of reaction by a variety of methods such as production of gas and colour change.  |

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| <b>Drama</b>  | <b>All students know and understand</b>   | The contents of GCSE Drama; The expectations of working methods in GCSE Drama; How to devise with a group in the style of Emma Rice; How to review a performance.   | The content of Component 1; The presentation and content of a C1 portfolio, with detail in part 1; Appropriate devising methods, relevant to chosen practitioner.   | A devised piece for public performance; The content of the later portfolio sessions; The approach a public performance; The shape of an evaluation.   | The elements of the set text; Use of character within the set text; Semiotics and exploration of Theme in Set Text; Audience response in Set Text.   | The dramatisation of text; The creation of a vision (the director's and designer's roles); The playwright's world; Original Performance Conditions; How to address questions in Component 3.   | An introduction to Component 2; The needs of Component 2 and the criteria for success; The reason for artistic intentions.  |
|   | <b>All students know how to</b>   | Apply knowledge and understanding when making, performing and responding to short pieces of drama; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate, develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in devising; Contribute as an individual to a theatrical performance; Adopt safe working practices. | Apply knowledge and understanding when making longer pieces of devised drama; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in de; Contribute as an individual to a theatrical performance; Adopt safe working practices. | Apply knowledge and understanding when making, performing and responding to drama; Explore social, cultural and historical context including the theatrical conventions; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance; Contribute as an individual to a theatrical performance; Reflect on and evaluate their own work and that of others. | Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas' Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance. | Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance. | Apply knowledge and understanding when rehearsing, performing and responding to drama; Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate, develop and communicate ideas; Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. |

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| Computer Science  | All students know and understand  | How computers communicate; The devices that allow computers to communicate; The purpose of a server in a network; Different ways a network can be set up (Client-server, peer-to-peer, topologies etc.).                                | How websites and the internet work; The rules of computer communication; What differentiates the cloud from an internal network; The need for encryption on the internet and why a substitution cipher is not good enough; Different types of malicious software and how to combat them. | Different types of malicious software and how to combat them; The types of attacks that can be carried out via a computer system/through a computer system; The basic programming concepts (Variables, data structures, operators and selection).            | The uses of iteration when programming; What a Trace Table is; Libraries, procedures and functions as subprograms.                     | How to abstract and decompose a problem that lends itself to being solved by a computer; How to plan a program; How to create a program, based on a plan. | How to plan a program; How to create a program, based on a plan; What makes a programming project successful and how to measure the success. |
|   | All students know how to  | Define LAN and WAN; Describe the benefits and drawbacks of a Star/Mesh network; Explain how different types of servers used in a business; Evaluate whether a wireless or wired network would be more advantageous in a given scenario. | Differentiate between internet and a network and explain what makes them similar; Define the protocol stack used to allow computers to communicate; Explain the importance of encryption for certain use cases.  | Define malicious software and the examples of malware; Describe which threat prevention method will help against a given attack; Evaluate which threat is the most likely in a given scenario; Create programs that include the simple programming concepts. | Complete a Trace Table based on a pre-written program; Manipulate data structures and Strings when programming; Write SQL queries.     | Use a brief to create a program.  | Use a brief to create a program; Evaluate their program.   |
| DT  | All students know and understand  | Selection of materials; New materials; Forces and stresses; EMTUD; Environmental and sociological impact.   | New and emerging technologies; Energy generation and storage; Systems approach; Sources and origins; Using and working with materials.   | Mechanical devices; Investigating primary and secondary sources; The work of others; Stock forms; Scales of production; Health and safety.   | Drawing and rendering skills; Client profile; Specification; Design ideas and range of design skills; Modelling skills; Cutting lists. | Developing a design; Iterative design and make process.   | Task analysis; Client profile; Immersion testing; Product analysis; Other relevant research; Brief; Specification.                           |
|   | All students know how to  | Create an occasional table using more complex timber skills and design; Copper bowl, planishing and tin snip cutting, annealing and soldering, piercing and enamelling.   | Dovetail making, mortise and tenon; Laser cutter use with CAD and CAM.   | Carry out a Mini NEA; Complete a task analysis, client profile and moodboard   | Write a specification; Design in a range of skills; Model to size; Create a cutting list; Make the cruet set                           | Practical making for a mini NEA   | Create a portfolio; Analyse and evaluate information   |

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| English   | All students know and understand  | Plot, characters and themes of 'Romeo and Juliet'; Context of Shakespeare's theatre, life, Elizabethan England, Petrarch, gender roles in patriarchal society, Italian Renaissance history; Genre of Tragedy in the theatre; Shakespeare's use of Iambic Pentameter, sonnet form, rhyming couplets and prose; Relevant subject terminology. | The structure of GCSE Language Paper 1 (Explorations in Creative Reading and Writing; How to answer questions 1-4 of section A); Terminology used in connection with writer's craft and English grammar.  | All 15 poems from the AQA Love and Relationships Anthology; Relevant context: social and biographical; The poet's use of language, techniques, form and structure for each poem. | The plot, characters and themes of our nineteenth century text; Relevant context (both social, geographical, historical and biographical); The author's use of language, techniques, form and structure.                                      | The conventions and construction of a good speech; The conventions of effective public speaking; The detail of a complex area of research that they have chosen.  | The conventions and construction of a good speech; The conventions of effective public speaking; The detail of a complex area of research that they have chosen.  |
|   | All students know how to  | Select useful quotes; Analyse the language, form and structure of a play; Write PEAL paragraphs that incorporate analysis of context and language; Answer extract questions that incorporate analysis of an extract and the play as a whole.  | Identify implicit and explicit information; Analyse words and phrases, language features and techniques and sentence forms; Analyse the structure of a prose extract and its impact; Evaluate writer's craft; Write creatively either descriptive or narrative. | Analyse poetry; Compare poems; Embed quotations; Select useful quotations.   | Select useful quotes; Analyse the language, form and structure of a novel; Write PEAL paragraphs that incorporate analysis of context and language; Answer extract questions that incorporate analysis of an extract and the play as a whole. | Research a complex area of study in close detail; Select an effective range of material: both individual stories and key facts; Present a speech before an audience in an entertaining and engaging manner; Ask relevant questions in a formal setting; Respond to questions in a formal setting. | Research a complex area of study in close detail; Select an effective range of material: both individual stories and key facts; Present a speech before an audience in an entertaining and engaging manner; Ask relevant questions in a formal setting; Respond to questions in a formal setting. |

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| Food & Nutrition  | All students know and understand  | Food provenance – categories of fruit and vegetables; The Eatwell guide and healthy eating recommendations; Proteins – sources, functions, deficiency; Fats, carbohydrates, vitamins & minerals – types, sources, functions, deficiency; Water - functions, deficiency. | Recap & revise nutrition and healthy eating guidelines; The science of how fat is used in Shortening; Cereals – processing, functions, science of bread making; Processing of pasta & rice; The science of carbohydrates in cooking; The difference between different types of pastry; Energy requirements of individuals; Development of a bread dough recipe to make Focaccia; Development of a pasta dough recipe – to colour and shape into Ravioli; Development of rough puff pastry recipe to fill and shape; Safe and hygienic practices, including use of the oven. | Food spoilage – definitions, conditions; Positive use of microorganisms; Food hygiene and Safety controls to reduce contamination; Food preservation – methods, benefits, disadvantages; Food packaging – materials, labelling required by law. | The different type of raising agents and the effect of cooking on food (chemical, biological, physical); Eggs and poultry - structure, farming, nutrition, functions in cooking; Butter, oils & syrups – examples and processing; What a Food Science investigation is for NEA 1 assessment – mini practice. | The process of an NEA 1 – Food Science Investigation project; Vegetarian and vegan diets – reasons, foods available, nutritional advice. | Primary and secondary processing of different food commodities -dairy and milk foods, cheese and yoghurt, meat & poultry , Fish; Food provenance – recapping sustainability issues linked with food security, insecurity. |

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| Food & Nutrition  | All students know how to  | Knife skills – higher level, peeling, fruit and vegetable preparation; Use of the hob – multi tasking (dovetailing) two recipes; Make a roux sauce using the hob; Use the whisking method; Develop and modify a recipe; Safe use of the oven. | Demonstrate the rubbing in method and how it is affected by using different fats to make shortcrust pastry; Make choux pastry into profiterole and éclair shapes; Team working. | Answer exam questions (introduction); Research and justify a recipe, develop it & create a suitable time plan to make it; Develop the flavour and shape of a bread roll; Combine recipes for bolognese, roux sauce and fresh pasta to dovetail into a Lasagne (high skills); Whisk egg whites to make meringue kisses; Combine shortcrust pastry, sauce (lemon curd) and meringue to make a Lemon Meringue Pie (high skills). | Self-assess and evaluate their knowledge and practical skills; Combine shortcrust pastry and creaming method to make Bakewell tart (medium skill); Design and make a Quiche (Medium skill); Shape and coating to make Scotch Eggs (Medium Skill); Develop sauce making – Mayonnaise (High skill); Develop kneading, shaping and piping skills for bread dough recipe for Hot Cross buns (high skill). | Complete a practice NEA 1 write up; Complete 2 food science investigation recipes; Complete a medium / high skill recipe and present it; Research a task; Apply food science knowledge; Plan a practical investigation using controls and variables; Record a range of results; Evaluate and analyse results; Conclude and evaluate; Identify which recipes are different skills for NEA2 project. | Complete a PPE style exam paper answering short, medium and long answer questions; Portion a whole chicken or butternut squash (advanced high level knife skills); Plan suitable recipes for 2 chicken breasts – stuffing, coating, frying, baking; Plan suitable marinades to bake thighs, wings, drumsticks; Fillet a round fish; Pan fry fish fillets to achieve crispy skin; Prepare different potato dishes to serve as accompaniments to a main meal recipe, Prepare, coat and crumb fish goujons and serve with mayonnaise (medium / high skill). |

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| French  | All students know and understand  | Vocabulary to describe self, family and friends & relationships; The conjugation and use of present, near future, perfect and imperfect tenses in this context; Use irregular and reflexive verbs in the present tense. | Vocabulary to discuss free time activities (sport, technology, reading, TV/cinema); The use of DEPUIS, the comparative, conjugation and use of imperfect tense, direct object pronouns and superlative.  | Vocabulary to describe daily life and special occasions, including food/drink; The use of modal verbs, the pronoun EN, VENIR DE + infinitive and the use and conjugation of multiple tenses.              | Vocabulary to describe a region, town/village and what there is to see and do; the use of the pronoun Y, negative structures and interrogative adjectives; The use of weather structures in present and future tenses; Vocabulary and grammatical structures to describe community projects using 3 time frames. | Vocabulary to talk about school; Conjugation of IL/ELLE in a range of verbs; Vocabulary to compare FR/UK schools and conjugation of ILS/ELLES in a range of verbs; Vocabulary to discuss school rules using IL FAUT/IL EST INTERDIT DE + infinitive, healthy living and vices, and describe a school exchange in 3 time frames. | Vocabulary to discuss jobs, career choices and work preferences using LE MEILLEUR/LE PIRE and to talk about future plans/hopes/wishes; Recognize the subjunctive; The formation and use of direct object pronouns in the perfect tense.   |
|   | All students know how to  | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).               | Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English. | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.). | Describe and discuss a photo card in 3 time frames; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.  | Hold a 4-5 minute conversation on a range of topics covered recently, using 3 time frames (included in EOY).  | Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English. |

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| Geography   | All students know and understand  | Plate tectonic theory; Physical processes taking place at types of plate margin; Primary and secondary impacts of earthquakes; Two case studies - one LIC and one HIC; the responses, mitigation methods and why people choose to live near such places. | Atmospheric circulation; UK weather hazards including 2022 heatwave and drought; Tropical storm formation and case study.                     | Megacities; urbanization; Lagos - a case study exploring the formation, challenges and opportunities of this megacity.                        | Liverpool - a case study exploring the formation, challenges and opportunities in this HIC urban area; regeneration in Liverpool; sustainable cities. | The foundational basics of fluvial systems including processes and landforms; the ways in which river characteristics change downstream; Case studies are the River Tees and River Thames. | The foundational basics of coastal systems including processes and mass movement/weathering; the ways in which we are able to manage coastal erosion including hard eng. soft eng. and managed retreat; Appropriate case studies. |
|   | All students know how to  | Engage with the AQA examination questions from Paper 1; Apply the PDL structure to present increasingly sophisticated geographical arguments.  | Engage with the AQA examination questions from Paper 1; Apply the PDL structure to present increasingly sophisticated geographical arguments. | Engage with the AQA examination questions from Paper 2; Apply the PDL structure to present increasingly sophisticated geographical arguments. | Engage with the AQA examination questions from Paper 2; Apply the PDL structure to present increasingly sophisticated geographical arguments.         | Engage with the AQA examination questions from Paper 1; Apply the PDL structure to present increasingly sophisticated geographical arguments.  | Engage with the AQA examination questions from Paper 1; Apply the PDL structure to present increasingly sophisticated geographical arguments.   |

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| <b>German</b>   | <b>All students know and understand</b>   | Vocabulary to talk about school; Article declension & adjective endings with the accusative case; The perfect tense to describe primary school; Coordinating & subordinating conjunctions; Modal verbs and in + dative case to describe school rules; The German school system; the negative construction kein; Vocabulary to describe a class trip using the future tense. | Vocabulary to discuss free-time activities (TV/cinema, reading, sport); Accurate word order; Adverbs GERN, LIEBER & AM LIEBSTEN to give opinions; SEIT to say how long you've been doing an activity; Forming plurals; The perfect tense to describe a recent free-time activity; The conditional to describe a sport you'd like to try; German festivals and celebrations. | Vocabulary to describe self, family and friends & relationships; Adjective endings in the nominative and accusative case; Reflexive and separable verbs; Mit + dative; Pronouns in dative case; Future and conditional; Dual-case prepositions (accusative); Modal verbs in the imperfect tense. | Vocabulary to describe a region, town/village and what their is to see and do; Prepositions with the accusative and dative case; Separable and reflexive verbs to describe a daily routine; The conditional to explain how the region/area/town/village could be improved; Vocabulary to discuss food and traditional German meals; The perfect tense; Vocabulary to explain how social problems affect young people; Adjectives with etwas and nichts. | Vocabulary to discuss social media and technology (usage, advantages and disadvantages); Wenn; Advantages and disadvantages of social media and technology; Complex opinions with dass; Vocabulary to describe a holiday (destination, mode of transport and accommodation); Comparatives and superlatives. | Vocabulary to discuss different types of holidays and preferences; Weather conditions using all 3 tenses; The perfect and pluperfect tense to describe a past holiday; The future tense and infinitive constructions using zu to discuss future holiday plans; The imperative to give and understand directions; Vocabulary to buy clothes/souvenirs. |
|   | <b>All students know how to</b>   | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).   | Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.  | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).  | Describe and discuss a photo card in 3 time frames; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.   | Hold a 4-5 minute conversation on a range of topics covered recently, using 3 time frames (included in EOY).  | Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English.   |

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| History   | All students know and understand  | The 'Boom' of America and how society and culture was impacted by the economic growth; The divide in American society considering the Red Scare, Prohibition and growth in racial tension and experiences of immigrants. | The 'Bust' of the American economy and the nations experiences during the Great Depression, Roosevelt's New Deal era and the involvement and impact of WW2 for America.                                     | Post-war American society, considering the growth in consumerism, the American Dream, McCarthyism, racial divisions and the Civil Rights movement, the feminist movement and the 'Great Society'.           | The origins of the Cold War, considering how the Grand Alliance broke down and tension developed between the two superpowers between 1945-49; The development of the Cold War, considering the significance of events in Asia, military rivalries, and the 'Thaw'. | The transformation of the Cold War, with the greater risks created by events in Berlin, Cuba and Czechoslovakia; The easing of tensions with the détente of the 1970s.   | The causes of disease and how this has developed over time; The concept of change and continuity throughout; How treatment of disease has developed over time, considering change and continuity.  |
|   | All students know how to  | Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance.              | Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance. | Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance. | Engage with the AQA examination questions from Paper 1, Section B; Develop analysis of historical sources content and provenance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance.             | Engage with the AQA examination questions from Paper 1, Section B; Develop analysis of historical sources content and provenance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance. | Engage with the AQA examination questions from Paper 2, Section A; Analyse source utility, explain the significance of a historic development, analyse and explain similarities of two different developments and evaluate historical significance of events, reaching a sustained judgement |

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|---|---|---|--|--|--|--|---|
| Maths   | All students know and understand  | Graphs are used to represent relationships between variables; Inequalities represent a range of possible solutions. | Probability is the chance of an event occurring; Shapes can be transformed and different transformations will allow for different properties of the shapes to remain the same. | Quadratic equations can be solved in a variety of ways; Ratio, proportion and rates of change. | Simultaneous equations can be used to calculate two unknown values; Units and measures used in calculations. | Further Trigonometry can be used to calculate missing lengths and angles in any triangle; Recognise similar shapes and congruence. | Further Statistics and how to use them to compare data. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2  | Term 3  | Term 4   | Term 5   | Term 6  |
|---|---|--|---|---|--|--|---|
| Maths   | All students know how to  | <p>Draw linear graphs from a given equation; Find the gradient and y intercept from the equation; Find the gradient and y intercept from the graph and write down the equation of a line from its graph; Sketch a graph given its equation; Understand and recognise parallel lines and find the equation of a line parallel to a given line through a given point; Understand and recognise perpendicular lines and use the fact that their gradients have a product = -1; Find the equation of a line perpendicular to a give line through a given point. Find the equation of a line perpendicular to a give line through a given point; Find the equation of a line through two given points; Find the midpoint of a line segment; Find the length of a line segment; Understand and use a distance time graph to solve problems. That gradient represents speed and use the graph the find the speed of parts of the journey; Understand and use a velocity time graph; Use set notation to give the solution to a linear inequality.</p> | <p>Be able to use the probability scale and equally likely out comes to give the probability for a single event; The sum of all the probabilities for an event adds to 1; List all the possible outcomes for two events and calculate associated probabilities; Complete and use a two-way table to calculate conditional probabilities; Use relative frequency to calculate experimental probability and use to estimate the number of times and outcome will happen; That the more times an experiment is repeated the more reliable the results are; Calculate the number of outcomes from combinations and the number of ways of listing a number of items; Use a frequency tree to record outcomes and calculate probabilities; Identify mutually exclusive outcomes; Calculate the probability for mutually exclusive outcomes using the or rule; Identify independent events and calculate probability using the and rule;</p> | <p>Factorise a quadratic expression where the coefficient of <math>x^2 = 1</math>; Understand that the roots of an equation are the solutions to the equation and the points where the graph crosses the x axis; Solve a quadratic equation by factorising where the coefficient of <math>x^2</math> is 1 by factorising; Factorise a quadratic equation where the coefficient of <math>x^2</math> is greater than 1, often referred to a splitting the middle term; Solve a quadratic equation by factorising where the coefficient of <math>x^2</math> is greater than 1 by factorising; Complete the square for a quadratic expression; Solve a quadratic equation by completing the square; Solve a quadratic equation using the formula; Construct and use a quadratic equation to solve a real life or geometry problem. Be able to use a single multiplier to find percentage increase and decrease; Find an amount after successive percentage changes; Find equivalent single multipliers;</p> | <p>Solve a pair of linear simultaneous equations; Set up and solve a pair of linear simultaneous equations for a wordy or geometric problem; Solve simultaneous equations where one equation is a quadratic; Solve real-life situation simultaneous equations where one equation is a quadratic.</p> | <p>Understand and use Pythagoras' theorem in 2D; Solve problems, including angles of elevation and depression; Use trigonometry ratios in 2D, often referred to as SOHCAHTOA; Solve problems in 3D using Pythagoras' theorem and trigonometric ratios; The exact values of sin, cos, tan for 0, 30, 45, 60, 90; Draw the graph of the sine function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Draw the graph of the cosine function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Use the graph of the tangent function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Solve trig equations, using graphs, to find all solutions in range; Use the sine rule to find missing sides; Use the sine rule to find missing angles; Solve problems using the sine rule, including the ambiguous case for missing angles;</p> | <p>Understand various sampling techniques and create a sample; Take a stratified sample; Use capture and recapture methods for estimating a population size; Create a cumulative frequency table and graph; Use a cumulative frequency graphs to find estimates for the median and interquartile range and range; Solve estimation style problems using a cumulative frequency graph;</p> |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1  | Term 2   | Term 3  | Term 4  | Term 5  | Term 6  |
|---|---|---|--|---|---|---|---|
| Maths   | All students know how to  | <p>That gradient represents acceleration and area under the graph represents distance travelled; Interpret real life linear graphs; Interpret curved graphs e.g. filling bottles etc; Draw a quadratic graph from its equation, using a table of values; Solve a quadratic equation by reading the roots from the graph; Use a graph to solve a given equation by adding a straight line.; Draw a cubic graph given its equation, using a table of values; Recognise the key features of a cubic graph; Solve a cubic equation from the graph; Draw a reciprocal graph given its equation; Draw a circle graph given its equation; Recognise the key features of all the different graphs and match a sketch graph to its equation. Read an inequality from a number and illustrate an inequality on a number line; Include bounded inequalities; Solve a linear inequality and represent the solution on a number line; Solve bounded linear inequality and represent the solution on a number line.</p> | <p>Draw and use a probability tree diagram to calculate probabilities; Draw and use a probability tree diagram to calculate conditional probabilities; Construct a Venn diagram and understand set notation for a Venn diagram; Solve problems involving incomplete Venn diagrams; Use a Venn diagram to calculate probability; Practise exam style questions using tree diagrams and Venn diagrams.</p> | <p>Calculate compound interest and solve problems involving compound interest and depreciation; Understand and use direct proportion to solve simple direct proportion problems. Set up a direct proportion equation and use it; Link to the direct proportion graph; Understand and solve further direct proportion problems; Understand and use inverse proportion to solve problems; Link to the inverse proportion graph; Understand and solve further inverse proportion problems.</p> | <p>Understand and use units of accuracy such as error intervals, upper and lower bounds; Solve problems involving upper and lower bounds for area problems; Compound measures: Use a formal equation to calculate speed; Convert between measures of speed; Use the kinematics formulae to calculate displacement, velocity or acceleration; Use the density formula to solve problems and understand related unit; Use the Pressure formula to solve problems.</p> | <p>Use the cosine rule to find missing sides; Use the cosine rule to find missing angles; Use the sine and cosine rules to solve real life context problems including three figure bearing problems; Calculate the area of a triangle using the <math>\frac{1}{2}ab\sin C</math> formula and solve related problems including the segment of a circle; Use Bounds in Pythagoras and Trigonometry. The conditions for congruence in triangles and show that two triangles are congruent; Prove two shapes are congruent. Solve problems involving congruency; Find missing sides in similar shapes, using scale factor. Solve problems involving similar triangles; Use the links between length, area and volume scale factors to solve similar shape problems; Find the volume of the frustum of a cone or pyramid using similar shape methods; Solve geometric problems on coordinate axes.</p> | <p>Construct and use a box and whisker plot; Compare distributions using box plots and solve associated problems; Draw a histogram for frequency density; Interpret a histogram including completing a grouped frequency table and finding an estimate for the mean; Interpret a histogram including completing a grouped frequency table and finding an estimate for the median and quartiles; Compare two or more distributions using a measure of spread and central tendency.</p> |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2   | Term 3   | Term 4  | Term 5  | Term 6  |
|---|---|--|--|--|---|---|---|
| Music   | All students know and understand  | How music works with images to create intense, exciting and moving films and games including thriller, action, romance and horror.                               | How music works with images to create intense, exciting and moving films and games including comedy, science fiction, historical period, epic and western.       | Key features of the concerto through different time periods including Baroque, Classical and Romantic.   | The conventions of popular music from the 1950s to the present day including structure, instrumentation and style.                  | The conventions of African drumming and music from South America and the Indian subcontinent.                                       | The conventions of music from the Mediterranean and Middle East.  |
|   | All students know how to  | Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice. | Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice. | Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice. | Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre. | Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre. | Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2   | Term 3  | Term 4  | Term 5  | Term 6  |
|---|---|--|--|---|---|---|---|
| Physical Education GCSE   | All students know and understand  | Key terminology associated with the musculoskeletal and cardiorespiratory systems; The skills needed to perform a trampolining routine that meets the assessment criteria. | Key terminology associated with the cardiorespiratory system; The short and long-term effects of exercise on the body systems; The skills needed to perform a trampolining routine that meets the assessment criteria. | The difference between aerobic and anaerobic exercise, and how the body caters for this; The positions and rules of netball; The assessment criteria needed within a game of netball. | Key terminology associated with movement analysis: planes, axes and lever systems; The specific requirements of their own position in netball. The assessment criteria needed within a game of netball. | Key terminology associated with the components of fitness, fitness testing and types of training; The specific requirements of their own position in netball; The assessment criteria needed within a game of netball; The requirements of the coursework element.                                  | Key terminology associated with types of training, injury prevention and seasonal aspects of training; The requirements of the coursework element.                                  |
|   | All students know how to  | Apply knowledge to sporting examples, considering the impact on performance; Demonstrate the skills needed to meet the trampolining criteria.                              | Apply knowledge to sporting examples, considering the impact on performance; Link skills to form a 10 bounce routine.  | Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball.   | Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball and display an awareness of tactical play.                             | Carry out the fitness tests using the correct protocols; Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball and display an awareness of tactical play; Analyse fitness strength and weakness within their main sport. | Apply knowledge to sporting examples, considering the impact on performance; Analyse their skill strength and weakness and design a training programme to bring about improvements. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1  | Term 2   | Term 3   | Term 4   | Term 5  | Term 6  |
|---|---|---|--|--|--|---|---|
| Physical Education Core Tonbridge   | All students know how to  | The rules of Netball and the terminology used when umpiring; The health and safety associated with Trampolining and the skills needed to form a routine; The rules and terminology associated with Hockey; Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance. | The rules and terminology associated with Hockey; Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance; The skills needed to work as a team to successfully overcome a variety of challenges; The rules and terminology used in Rugby; The health and safety associated with Cheerleading and the basic skills required for stunting. | The rules and terminology used in Rugby; The skills needed to work as a team to successfully overcome a variety of challenges; The rules and terminology used in Football; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle. | The rules and terminology used in Football; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; The basic rules and terminology used in Handball; The health and safety associated with Cheerleading and the basic skills required for stunting; | The basic rules and terminology used in Handball; The health and safety associated with Cheerleading and the basic skills required for stunting; The rules, tactics and scoring of Cricket; The basic rules and terminology used in Tennis. | The rules, tactics and scoring of Cricket; The basic rules and terminology used in Tennis; The rules, tactics and scoring of Rounders; The health and safety considerations associated with Athletics events. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2   | Term 3  | Term 4   | Term 5   | Term 6   |
|---|---|--|--|---|--|--|--|
| Physical Education Core Tonbridge   | All students know how to  | <p>Demonstrate a range of skills and tactics in a fully competitive game of Netball; Umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Demonstrate a range of shapes and landings with control and precision; Perform a 10-bounce routine using the skills they have learnt; Develop the Hockey skills they have previously learnt and apply them to a competitive situation; Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman.</p> | <p>Develop the Hockey skills they have previously learnt and apply them to a competitive situation; Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman; Work effectively as part of a team to complete a number of outdoor adventurous activities; Work effectively as part of a team to complete a number of outdoor adventurous activities; Develop the Rugby skills they have previously learnt and apply them to a competitive situation; Perform basic skills within a stunt group and link them to make a short routine.</p> | <p>Develop the Rugby skills they have previously learnt and apply them to a competitive situation; Work effectively as part of a team to complete a number of outdoor adventurous activities; Perform basic skills within a stunt group and link them to make a short routine; Develop the Football skills they have previously learnt and apply them to a competitive situation; Set up and complete a range of training methods to the best of their ability.</p> | <p>Develop the Football skills they have previously learnt and apply them to a competitive situation; Set up and complete a range of training methods to the best of their ability; Transfer their skills from other sports to be used in competitive Handball games; Perform basic skills within a stunt group and link them to make a short routine.</p> | <p>Transfer their skills from other sports to be used in competitive Handball games; Demonstrate a range of shapes and landings with control and precision. Perform a 10-bounce routine using the skills they have learnt; Demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents; Perform basic Tennis skills within non-competitive and competitive situations.</p> | <p>Demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents; Perform basic Tennis skills within non-competitive and competitive situations; Demonstrate a variety of skills and tactics within Rounders and confidently umpire games; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately.</p> |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6  |
|---|---|--|---|---|--|---|---|
| Physical Education Core Sevenoaks   | All students know how to  | The rules of Netball and the terminology used when umpiring; The health and safety associated with Trampolining and the skills needed to form a routine; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; The rules and terminology associated with Hockey; The skills needed to work as a team to successfully overcome a variety of challenges. | The rules and terminology associated with Hockey; The skills needed to work as a team to successfully overcome a variety of challenges; The rules and terminology used in Rugby; The health and safety associated with Cheerleading and the basic skills required for stunting. | The rules and terminology used in Rugby; The health and safety associated with Cheerleading and the basic skills required for stunting; The rules and terminology used in Football; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle. | The rules and terminology used in Football; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; The basic rules and terminology used in Handball; Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance. | The basic rules and terminology used in Handball; Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance; The health and safety considerations associated with Athletics events. | The rules, tactics and scoring of Cricket; The basic rules and terminology used in Tennis; The rules, tactics and scoring of Rounders; The health and safety considerations associated with Athletics events. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2   | Term 3  | Term 4   | Term 5  | Term 6  |
|---|---|--|--|---|--|---|---|
| Physical Education Core Sevenoaks   | All students know how to  | Demonstrate a range of skills and tactics in a fully competitive game of Netball; Umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Demonstrate a range of shapes and landings with control and precision; Perform a 10-bounce routine using the skills they have learnt; Set up and complete a range of training methods to the best of their ability; Develop the Hockey skills they have previously learnt and apply them to a competitive situation; Work effectively as part of a team to complete a number of outdoor adventurous activities. | Develop the Hockey skills they have previously learnt and apply them to a competitive situation; Work effectively as part of a team to complete a number of outdoor adventurous activities; Develop the Rugby skills they have previously learnt and apply them to a competitive situation; Perform basic skills within a stunt group and link them to make a short routine. | Develop the Rugby skills they have previously learnt and apply them to a competitive situation; Perform basic skills within a stunt group and link them to make a short routine; Develop the Football skills they have previously learnt and apply them to a competitive situation; Set up and complete a range of training methods to the best of their ability. | Develop the Football skills they have previously learnt and apply them to a competitive situation; Set up and complete a range of training methods to the best of their ability; Transfer their skills from other sports to be used in competitive Handball games; Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman. | Transfer their skills from other sports to be used in competitive Handball games; Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately. | Demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents; Perform basic Tennis skills within non-competitive and competitive situations; Demonstrate a variety of skills and tactics within Rounders and confidently umpire games; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1  | Term 2  | Term 3   | Term 4   | Term 5  | Term 6  |
|---|---|---|---|--|--|---|---|
| Physics   | All students know and understand  | Development of the model of the atom; Questions on atomic structure; Reasons for instability (Strong vs electrostatic force); Decay chains Half-life theory; Uses in nuclear power stations and medicine; Nuclear Fission and Fusion. | Circuit symbols; Electrical charge and current; Current and voltage in series and parallel circuits; Resistance of a LDR and thermistor.  | I-V Relationships; The National Grid; Mains electricity and power; Electric fields and their effects.              | Introduce Newton's 1 and 3; Resolving forces; Practice vector diagrams; Resolution of forces; Moments, levers and gears. | Introduction of speed (distance / time), vectors & velocity (displacement / time) and acceleration (change in velocity/time); Application $v^2 = u^2 + 2as$ . | Terminal velocity; Factors affecting braking distance; Momentum; Forces and elasticity.       |
|   | All students know how to  | Model half-life using dice; Apply half-life equation to predict decay.  | Demonstrate factors affecting resistance of a wire; Investigate resistance of series and parallel circuits; Solve equations; Solve problems involving series and parallel circuits. | Investigate I-V characteristics of diode, lamp and LDR; Solve equations Required Practical; Improve exam technique | Log Newton's second Law data; Solve equations.   | Analyse motion using light gates with an experiment or demo; Solve equations of motion.   | Investigate Hooke's Law.  |
| Religious Studies   | All students know and understand  | Details of Christian practices and their importance in a Christian's life.  | How Christian churches impact on believers and the world.   | Diverse Christian and non-religious approaches to science and the sanctity of life.                                | Diverse Christian and non-religious approaches and teachings on various life and death ethical issues.                   | Details of core Muslim Beliefs, evidence for them and impact on Muslims.  | Details of core Muslim Beliefs, evidence for them and impact on Muslims.                      |
|   | All students know how to  | Explain and evaluate the significance of Christian practices, including the appraisal of evidence.  | Explain and evaluate the significance of church practices, including the appraisal of evidence.   | Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.                       | Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.                             | Explain and evaluate the significance of Muslim Beliefs, including the appraisal of evidence.   | Explain and evaluate the significance of Muslim Beliefs, including the appraisal of evidence. |

| Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more | Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills) | Term 1   | Term 2   | Term 3  | Term 4  | Term 5   | Term 6  |
|---|---|--|--|---|---|--|---|
| Spanish   | All students know and understand  | Vocabulary to describe holidays, weather, summer activities, accommodation and opinions/preferences.; The present and preterite tenses, polite usted form, creating questions, imperfect tense, and opinion verbs. | Vocabulary to describe school subjects, facilities, uniform, teachers and problems; Use of adjectives, comparative and superlative forms, negative use, comparison with imperfect tense, near future tenses, object pronouns.                      | Vocabulary to describe family, people, friends, social networks, reading preferences; Use of para with infinitives, present continuous tense, connectives, ser and estar, past and present comparison.    | Vocabulary to describe free time activities, TV, films, sports, role models; Using stem changing verbs, soler + infinitive, imperfect tense, synonyms, perfect tense, use of quantifiers.   | Vocabulary to describe different jobs, house chores, work experience, importance of learning languages, job applications, gap years and future plans; use of soler + imperfect, saber and conocer, alternative connectives, indirect object pronouns, conditional and subjunctive with cuando. | Vocabulary to describe culture and tradition, including food, illnesses and injuries, festivals, special celebrations, ordering in a restaurant; Use of reflexives, passive, question words, absolute superlatives, irregular preterites.   |
|   | All students know how to  | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).          | Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English. | Write a 150 word task using 3 time frames and a range of complex language and structures; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.). | Describe and discuss a photo card in 3 time frames; complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English. | Hold a 4-5 minute conversation on a range of topics covered recently, using 3 time frames (included in EOY).   | Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English. |