

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.	Interprete 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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Drama	All students know and understand	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.
	All students know how to	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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The process of an NEA 1 – Food Science Investigation project; Vegetarian and vegan diets – reasons, foods available, nutritional advice.</p>	<p>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.</p>

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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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German	All students know and understand	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.
	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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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.

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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 $x^2 = 1$; 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 x^2 is 1 by factorising; Factorise a quadratic equation where the coefficient of x^2 is greater than 1, often referred to a splitting the middle term; Solve a quadratic equation by factorising where the coefficient of x^2 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 $\frac{1}{2}ab\sin C$ 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>

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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.

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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.

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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.