

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
<p>Art *(all students study the 3 themes on a rotational basis)</p>	<p>All students know and understand</p>	<p>Colour Portraits: 9K, 9I, 9J The properties of the formal elements. Line, shape, form, colour, tone, and texture; The basic operations of a SLR camera; Basic photo editing techniques; Different drawing techniques Correct proportions of the face; The use of colour theory to create form; Key vocabulary required to analyse work.</p> <p>Close Ups: 9TA, 9TB, 9TC, 9TF Materials, techniques, and processes involved in tonal drawing; Self and peer assess to review and refine outcomes; Key vocabulary required to analyse work; Techniques and processes involved in using oil pastels.</p> <p>Surrealism Etching: 9TD, 9TE, 9TG Relevant Surrealist artists and key figures in the movement; Key vocabulary required to analyse work; Various mark-making techniques.</p>	<p>Colour Portraits: 9K, 9I, 9J The materials, techniques and processes involved in acrylic painting; Key vocabulary to analyse how various portrait artists use colour theory; Self and peer assess to review and refine outcomes.</p> <p>Close Ups: 9TA, 9TB, 9TC, 9TF Key vocabulary required to analyse work; Materials, techniques, and processes involved in collage.</p> <p>Surrealism Etching: 9TD, 9TE, 9TG The materials, techniques and processes involved in etching; Various experimental printing techniques.</p>	<p>Colour Portraits: 9TA, 9TB, 9TC, 9TF The properties of the formal elements. Line, shape, form, colour, tone, and texture; The basic operations of a SLR camera; Basic photo editing techniques; Different drawing techniques Correct proportions of the face; The use of colour theory to create form; Key vocabulary required to analyse work.</p> <p>Close Ups: 9TD, 9TE, 9TG Materials, techniques, and processes involved in tonal drawing; Self and peer assess to review and refine outcomes; Key vocabulary required to analyse work; Techniques and processes involved in using oil pastels.</p> <p>Surrealism Etching: 9K, 9I, 9J Relevant Surrealist artists and key figures in the movement; Key vocabulary required to analyse work; Various mark-making techniques.</p>	<p>Colour Portraits: 9TA, 9TB, 9TC, 9TF The materials, techniques and processes involved in acrylic painting; Key vocabulary to analyse how various portrait artists use colour theory; Self and peer assess to review and refine outcomes.</p> <p>Close Ups: 9TD, 9TE, 9TG Key vocabulary required to analyse work; Materials, techniques, and processes involved in collage.</p> <p>Surrealism Etching: 9K, 9I, 9J The materials, techniques and processes involved in etching; Various experimental printing techniques.</p>	<p>Colour Portraits: 9TD, 9TE, 9TG The properties of the formal elements. Line, shape, form, colour, tone, and texture; The basic operations of a SLR camera; Basic photo editing techniques; Different drawing techniques Correct proportions of the face; The use of colour theory to create form; Key vocabulary required to analyse work.</p> <p>Close Ups: 9TD, 9TE, 9TG Materials, techniques, and processes involved in tonal drawing; Self and peer assess to review and refine outcomes; Key vocabulary required to analyse work; Techniques and processes involved in using oil pastels.</p> <p>Surrealism Etching: 9TA, 9TB, 9TC, 9TF Relevant Surrealist artists and key figures in the movement; Key vocabulary required to analyse work; Various mark-making techniques.</p>	<p>Colour Portraits: 9TD, 9TE, 9TG The materials, techniques and processes involved in acrylic painting; Key vocabulary to analyse how various portrait artists use colour theory; Self and peer assess to review and refine outcomes.</p> <p>Close Ups: 9K, 9I, 9J Key vocabulary required to analyse work; Materials, techniques, and processes involved in collage.</p> <p>Surrealism Etching: 9TA, 9TB, 9TC, 9TF The materials, techniques and processes involved in etching; Various experimental printing techniques.</p>

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Art *(all students study the 3 themes on a rotational basis)	All students know how to	<p>Colour Portraits: Use an SLR camera to take close-up portraits; Use Serif to enhance their photographs using basic editing techniques; Accurately draw a portrait observing good proportion; Demonstrate appropriate selection and use of drawing pencils to show tone, texture, and form; Use expressive line to create a series of portraits; Use coloured line to create contour lines and tones to create the form; Use self and peer-assessment tools to review and refine outcomes; Produce a research page on Agnes Grochulska using key art vocabulary.</p>	<p>Colour Portraits: Use colour theory to paint an expressive portrait; Evaluate use of colour and justify choices within self and peer-assessment opportunities.</p>	<p>Colour Portraits: Use an SLR camera to take close-up portraits; Use Serif to enhance their photographs using basic editing techniques; Accurately draw a portrait observing good proportion; Demonstrate appropriate selection and use of drawing pencils to show tone, texture, and form; Use expressive line to create a series of portraits; Use coloured line to create contour lines and tones to create the form; Use self and peer-assessment tools to review and refine outcomes; Produce a research page on Agnes Grochulska using key art vocabulary.</p>	<p>Colour Portraits Use colour theory to paint an expressive portrait; Evaluate use of colour and justify choices within self and peer-assessment opportunities.</p>	<p>Demonstrate appropriate selection and use of drawing pencils to show tone, texture, and form; Use expressive line to create a series of portraits; Use coloured line to create contour lines and tones to create the form; Use self and peer-assessment tools to review and refine outcomes; Produce a research page on Agnes Grochulska using key art vocabulary.</p>	<p>Colour Portraits Use colour theory to paint an expressive portrait; Evaluate use of colour and justify choices within self and peer-assessment opportunities.</p>

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Art *(all students study the 3 themes on a rotational basis)	All students know how to	<p>Close Ups: Use charcoal and white chalk to record tone, form, and details, working on a larger scale; Produce a research page about the artist Georgia O’Keeffe using key vocabulary; Use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O’Keeffe; Use self and peer-assessment tools to review and refine outcomes. Surrealism Etching: Produce a research page on key figures and artists of the Surrealist movement using key vocabulary; Experiment with different ideas for a surrealist-inspired creature and refine their outcomes; Use of appropriate mark-making to record tone and detail; Use self and peer-assessment tools to review and refine outcomes.</p>	<p>Close Ups: Use key vocabulary to analyse the work of Deborah Shapiro; Use collage to create tone, form, and texture; Present a refined outcome in response to studied artists. Surrealism Etching Produce an etching plate upon acetate using mark-making to record texture, tone, and other interesting details; Produce a series of experimental prints exploring Chine Collé, coloured inks, and other printing techniques; Present and evaluate the success of etching prints.</p>	<p>Close Ups: Use charcoal and white chalk to record tone, form, and details, working on a larger scale; Produce a research page about the artist Georgia O’Keeffe using key vocabulary; Use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O’Keeffe; Use self and peer-assessment tools to review and refine outcomes. Surrealism Etching Produce a research page on key figures and artists of the Surrealist movement using key vocabulary; Experiment with different ideas for a surrealist-inspired creature and refine their outcomes; Use of appropriate mark-making to record tone and detail; Use self and peer-assessment tools to review and refine outcomes.</p>	<p>Close Ups Use key vocabulary to analyse the work of Deborah Shapiro; Use collage to create tone, form, and texture; Present a refined outcome in response to studied artists. Surrealism Etching Produce an etching plate using mark making to record tone and detail; Produce a series of experimental prints; Present and evaluate the success of etching prints</p>	<p>Close Ups Use charcoal and white chalk to record tone, form, and details, working on a larger scale; Produce a research page about the artist Georgia O’Keeffe using key vocabulary; use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O’Keeffe; Use self and peer-assessment tools to review and refine outcomes. Surrealism Etching Produce a research page on key figures and artists of the Surrealist movement using key vocabulary; Experiment with different ideas for a surrealist-inspired creature and refine their outcomes; Use of appropriate mark-making to record tone and detail; Use self and peer-assessment tools to review and refine outcomes.</p>	<p>Close Ups Use key vocabulary to analyse the work of Deborah Shapiro; Use collage to create tone, form, and texture; Present a refined outcome in response to studied artists. Surrealism Etching Produce an etching plate using mark making to record tone and detail; Produce a series of experimental prints; Present and evaluate the success of etching prints.</p>

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Biology	All students know and understand	The key features of both eukaryotic and prokaryotic cells and how a wide variety of plant and animal cells are adapted to perform different functions within multicellular organisms.	The difference between the processes of diffusion, active transport and osmosis as well as their importance in living organisms.	The key components of the digestive system and the importance of enzymes within the digestive system.	The key components of the digestive system and the importance of enzymes within the digestive system.	Transport systems in mammals, including the components of blood, blood vessels, circulatory system, breathing and gas exchange.	The tissues and organs in a plant and the transport systems in plants.
	All students know how to	Measure and calculate the magnification of cells and use a microscope to make accurate observations and annotated diagrams of cellular structures.	Perform an experiment to determine and calculate the isotonic potential in a cellular tissue such as potatoes.	Investigate the effects of pH and temperature on the rate of digestion of compounds by enzymes and how to identify a variety of food stances in solutions.	Investigate the effects of pH and temperature on the rate of digestion of compounds by enzymes and how to identify a variety of food stances in solutions.	Identify the different parts of the heart and explain how they are involved in the double circulatory system and how this relates to coronary heart disease.	Use a potometer to measure the rate of transpiration.
Chemistry	All students know and understand	The atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.	The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.	The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.	Chemical changes and the application of this knowledge in a context of a wide range of different materials and processes.	The physical and chemical properties of materials.	The physical and chemical properties of materials.
	All students know how to	Understand how scientific methods and theories develop over time.	Appreciate the power and limitations of science and consider any ethical issues which may arise.	Use of a range of equipment to purify and/or separate chemical mixtures including evaporation, filtration, crystallisation.	Use of a range of equipment to purify and/or separate chemical mixtures including evaporation, filtration, crystallisation.	Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.

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Physics	All students know and understand	Energy stores and energy pathways; Law of conservation of energy	Effects of friction; Energy efficiency in appliances; Rates of energy transfer-power	Heat Transfer by conduction; Convection in fluids; Heating and insulating buildings	Infrared radiation (detection and uses); Absorption and emission of thermal radiation; Specific heat capacity (SHC) and applications	Non-renewables (Coal, oil, gas); Renewables (Solar, geothermal, Hydroelectric, wave, tidal, wind); Energy demands (pump storage, base load); Energy and environment (CCS systems, climate change); National and global energy resources	Introduction & states of matter; SLH calculations; Heating and cooling graphs; Pressure in gases with volume; Pressure in gases with temperature
	All students know how to	Investigate energy transfers in mechanical and electrical systems; do mathematical analysis, modelling and approximation; use energy equations (Work done = force x distance; GPE= mgh; Elastic potential energy= $\frac{1}{2}k e^2$; Kinetic energy= $\frac{1}{2}m v^2$)	Investigate factors that affect friction; solve problems on efficiency	Investigate thermal insulation, graphing and evaluation, safety; use SI units, standard form, calculations on Work and Power	Work out SHC of a metal; solve equations, graphing and evaluation	Debate on clean energy and its advantages and disadvantages; revise for Microscopic to macroscopic modelling; improve exam techniques	Measure density of solids and liquids; demonstrate Gas law; solve equations using density

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Drama	All students know and understand	Drama terminology linked to stage direction, staging types and proxemics; the impact of text and exploration of content to inspire a plotline; the use of stimuli to create original drama.	The conventions of Jukebox Musicals; the elements which ensure the musical's contemporary popularity; the process and essential roles behind the creation of this genre.	The use of an alternate reality in Drama; the rationale behind 'Noughts & Crosses'; some of the techniques applied by Brecht; the Brechtian style of Epic Theatre.	Further exploration of Brecht's work and theatrical significance; drama techniques such as the use of placards, narration and breaking the fourth wall.	The conventions of devising in response to a chosen stimulus; the importance of the rehearsal process; the role of the director; workshare expectations and outcomes; drama terminology for sensitive, constructive feedback.	Further exploration of conventions and techniques used by a practitioner and/or genre; effective uses of physical theatre and movement skills alongside vocal manipulation.
	All students know how to	Use the stage space effectively; adapt staging type; set movement with audience sightlines in mind; explore characterisations and relationships through proxemics.	Create a performance through the lyrics and concepts provided by popular music; provide ensemble/chorus scenes and movement; combine song, dance and acting; Offer constructive criticism in the rehearsal process and final performance.	Use sections of a play to explore characterisation and sub-text; use script text to identify specific themes and social messages/challenges; apply some Brechtian techniques to encourage an audience to think rather than feel.	Perform short scripted extracts using voice and movement; use gestus to represent a character or archetype, rather than 'becoming' a character; begin to use semiotics; convey a message to an audience using Brechtian techniques.	Create an effective play with a clear concept and intent; create and sustain characterisation throughout a performance; use an existing script to generate ideas; use improvisation to generate practical responses to a theme.	Perform with attention to varied stage positioning, sustained characterisation and clear intent; experiment with transferrable skills in preparation for KS4 through group planning, researching and devising.
Computer Science	All students know and understand	How computer science is relevant in; medicine, environmental sciences and law; Computer Science related legislation.	That most programmers do not write their code from scratch, they take what exists and alter it for their own use; What is meant by the term subroutine and how they are helpful in reducing the lines of code they write and the number of errors a programmer may make.	The different logic gates (NOT, OR and AND); That computers are made up of millions of switches [transistors]; That computers use logic gates to add binary numbers together.	That computers can be used for automation; That websites use Chatbots for support questions as it makes people feel they are talking to someone and why that is important; That IF ... IN allows you to loop through a list/array.	How leading questions can skew the analysis of data; The importance of sample size; The importance of creating a suitable visualisation of the data you wish to analyse as this makes it easier for people to interpret.	Decision making processes for different software tools. (I.e. Using desktop publishing software to create a poster.) Strategies for improving productivity.
	All students know how to	Apply 'computational thinking', outside of computer science; Evaluate current computing related legislation and discuss whether they feel it is adequate or not.	Alter code so that it suits your project; Create a 'Cows and Bulls' game using Python.	Complete/write a Truth Table from a logic circuit; Interpret a truth table; Use the logic.ly software to create simulations of basic logic gates; Create a design using LED lights and Logic Gates.	Use selection and iteration to automate a booking system.	Design a questionnaire; Analyse and interpret data; Use software tools to achieve this analysis; Depending on whether the data is discrete or continuous, select a relevant graph/visualisation depending.	Produce digital artefacts. How to decide the appropriate software tool for the job.

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DT* (students study on rotation with F&N)	All students know and understand	The four cold forming processes of metal; The four joining processes of metal and to timber; Client needs; Sequence; Finishes of Steel; Evaluation	Rotation	The four cold forming processes of metal; The four joining processes of metal and to timber; Client needs; Sequence; Finishes of Steel; Evaluation	Mood board applications; Geometricization; Shape, form, texture, size, ratio, aesthetics; Brand name and presentation of work for portfolios.	Rotation	Mood board applications; Geometricization; Shape, form, texture, size, ratio, aesthetics; Brand name and presentation of work for portfolios.
	All students know how to	Write a specification; Draw accurate diagrams; Client interview; Model and design; Calculate length; Measure and cut metal accurately; Form metal; Braze (Tonbridge) Pop rivet (Sevenoaks); Paint metal; Attach to Ply	Rotation	Write a specification; Draw accurate diagrams; Client interview; Model and design; Calculate length; Measure and cut metal accurately; Form metal; Braze (Tonbridge) Pop rivet (Sevenoaks); Paint metal; Attach to Ply	Break down forms and then use combination to design; Sketch and use photo copies to negate errors; Use spirit markers; Use pencil rendering; Convert to isometric; Mount up a design board	Rotation	Break down forms and then use combination to design; Sketch and use photo copies to negate errors; Use spirit markers; Use pencil rendering; Convert to isometric; Mount up a design board

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English	All students know and understand	The plot, themes and characters of a complex prose novel; Relevant historical context, including life in Victorian Britain and the life of Charles Dickens; Cultural stereotypes and the dangers therein. Plot, characters, themes, different interpretations. Use of motifs, symbols and imagery to shape meaning. Career focus on reading and writing-based careers arising from texts; the text is 'A Christmas Carol'.	What makes powerful descriptive and narrative writing. They will study a range of successful published exemplars from 20th and 21st century prose and analyse writer's craft. They will learn the drafting process and how to assess their own and others' work. They will incorporate literary techniques for effect and make good judgement calls on the content of their own and others' work.	The plot, themes and characters of a contemporary drama; Aspects of Greek Tragedy including <i>harmartia</i> and <i>catharsis</i> ; Historical, social, biographical and autobiographical context.	Conventions and literary heritage of different poetic genres from past to present linked by theme and ideas. The form of different types of poetry. Literary context including Romanticism, concept of <i>carpe diem</i> , Aestheticism, meaning of cultural diaspora. The structure of a comparative essay.	Form of a Shakespearean drama; conventions of Shakespearean comedy; exploration of key themes and character and how this is shaped through drama and dramatic structure. Career focus: theatre, law, writing plays. Track themes and characters.	Evaluation of powerful speeches, showing awareness of the writer's skill and how writers engage an audience through emotive and other techniques. Apostrophes, sentence types, punctuation of all kinds and speech writing. Oracy focus: delivering a powerful speech; debating important topics and sharing ideas constructively.
	All students know how to	Discuss sensitive issues surrounding aspects of class, gender and other forms of prejudice. Use semi colons. Identify and write compound sentences. Analyse prose and use apostrophes correctly.	How to structure a creative writing prose piece. How to vary sentence structures and sentence openings. How to write simple, complex and compound sentences. How to vary point of view.	To analyse Drama including relevant context, language and dramatic effects. To consolidate understanding of compound sentences. To write in detail about characters and themes showing awareness of dramatic techniques and sensitive understanding of the material.	To annotate poetry in depth. To identify poetic techniques and to explore their impact. To identify poetic forms and to explore their effect. To explore the impact of comparative and superlative adjectives and to spell them correctly. To debate, question and discuss sensitive topics in pairs, small groups and as a whole class.	Read Shakespeare aloud; perform Shakespearean drama with understanding and feeling. Identify dramatic techniques and evaluate their effectiveness. Reflect on context and its impact and evaluate relevance of Shakespeare's themes and ideas in today's society. Construct a critical essay.	Create a powerful speech and deliver it with conviction. All students will study other speeches and create their own in line with GCSE criteria.

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Food & Nutrition* (students study on rotation with DT; the first 2 rotations last 8 weeks each; the last 2 rotations last 11 weeks each; there is therefore an overlap within terms)	All students know and understand	Food issues to consider food waste and its impact on the environment; Micronutrient (vitamin and mineral) functions in the body; Different types and cuts of meat used in recipes; How to store and prepare food hygienically; Different ways to sensory test and record results of food; How milk is processed into cheese; Awareness of issues supporting Fair Trade food products; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice	Food issues to consider food waste and its impact on the environment; Micronutrient (vitamin and mineral) functions in the body; Different types and cuts of meat used in recipes; How to store and prepare food hygienically; Different ways to sensory test and record results of food; How milk is processed into cheese; Awareness of issues supporting Fair Trade food products; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice	Food issues to consider food waste and its impact on the environment; Micronutrient (vitamin and mineral) functions in the body; Different types and cuts of meat used in recipes; How to store and prepare food hygienically; Different ways to sensory test and record results of food; How milk is processed into cheese; Awareness of issues supporting Fair Trade food products; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice	How Japanese culture and cuisine differ from British cuisine; Identify different types of Japanese food and ingredients; Understand why the Japanese diet is consider to be very healthy; Research and design skills to modify a sushi recipe; How to decide when protein (chicken) and red meat is cooked safely.	How Japanese culture and cuisine differ from British cuisine; Identify different types of Japanese food and ingredients; Understand why the Japanese diet is consider to be very healthy; Research and design skills to modify a sushi recipe; How to decide when protein (chicken) and red meat is cooked safely.	How Japanese culture and cuisine differ from British cuisine; Identify different types of Japanese food and ingredients; Understand why the Japanese diet is consider to be very healthy; Research and design skills to modify a sushi recipe; How to decide when protein (chicken) and red meat is cooked safely.
	All students know how to	Develop kneading and shaping to create pita bread; Safe use of the oven; Develop knife skills, combining of ingredients and use of the hob and cooking raw meat to make a Chilli con carne; Use the electric whisk to create mini layer cakes; Develop knife skills for fruit for garnish presentation; Make their own Cream cheese understanding the food science of the ingredients reacting together.	Develop kneading and shaping to create pita bread; Safe use of the oven; Develop knife skills, combining of ingredients and use of the hob and cooking raw meat to make a Chilli con carne; Use the electric whisk to create mini layer cakes; Develop knife skills for fruit for garnish presentation; Make their own Cream cheese understanding the food science of the ingredients reacting together.	Develop kneading and shaping to create pita bread; Safe use of the oven; Develop knife skills, combining of ingredients and use of the hob and cooking raw meat to make a Chilli con carne; Use the electric whisk to create mini layer cakes; Develop knife skills for fruit for garnish presentation; Make their own Cream cheese understanding the food science of the ingredients reacting together.	Develop the safe preparation of chicken; Create a marinade for use on chicken or tofu; Explore cooking protein on a kebab.; Use the oven safely; Independently make and present Sushi, using a trial practical to evaluate and show progression; Develop knife skills for vegetables for garnish presentation; Practise shaping mince into meatballs; Create a reduction glaze sauce on the hob.	Develop the safe preparation of chicken; Create a marinade for use on chicken or tofu; Explore cooking protein on a kebab.; Use the oven safely; Independently make and present Sushi, using a trial practical to evaluate and show progression; Develop knife skills for vegetables for garnish presentation; Practise shaping mince into meatballs; Create a reduction glaze sauce on the hob.	Develop the safe preparation of chicken; Create a marinade for use on chicken or tofu; Explore cooking protein on a kebab.; Use the oven safely; Independently make and present Sushi, using a trial practical to evaluate and show progression; Develop knife skills for vegetables for garnish presentation; Practise shaping mince into meatballs; Create a reduction glaze sauce on the hob.

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French	All students know and understand	Vocabulary to talk about likes and dislikes, after school clubs, descriptions of friends, birthday celebrations and clothing; The formation and use of AIMER + noun/infinitive; The formation and use of verbs in the present tense including reflexive verbs; The formation and use of the perfect tense and the near future tense.	Vocabulary to talk about earning pocket money, future plans, giving a description of the future and describing and discussing an inventor; The formation and use of modal verbs and the near future tense; The formation of questions.	Vocabulary to talk about musical tastes, to describe what you used to be like, to compare primary and secondary schools & how things have changed, to describe and discuss the life of a refugee; The use of direct object pronouns; The formation and use of the imperfect tense and comparative; The use of the imperfect and present tenses together; The formation of questions in different tenses.	Vocabulary to talk about food, eating habits, animals and the natural world, plastic and the environment, what you would like to do to help; The formation and use of a range of negatives; The superlative and the conditional tense; The use of two time frames together.	Vocabulary to talk about travel plans, sites and monuments, what you like and dislike doing, future plans, a past trip around the world, French-speakers you'd like to meet, different francophone countries; The formation and/or use of articles, adjectives, infinitive structures, present/near future/simple future/perfect/ imperfect tenses, questions in a range of tenses.	Vocabulary to talk about travel plans, sites and monuments, what you like and dislike doing, future plans, a past trip around the world, French-speakers you'd like to meet, different francophone countries; The formation and/or use of articles, adjectives, infinitive structures, present/near future/simple future/ perfect/ imperfect tenses, questions in a range of tenses.
	All students know how to	Translate short, familiar sentences from English to French and French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken French sentences and transcribe them with good levels of accuracy Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves. Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences from English to French. Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy. Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences using a range of vocabulary and grammar points from English-French and French-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken French sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)

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Geography	All students know and understand	Students will understand the range of features that give nation-states power on the global stage including: demographic, economic and natural resources. Students will then apply this theory to China.	That geographical 'knowledge' is deeply contested and that colonial legacies still exist to this day; introduction to the idea of 'place' and how this is a contested term; the way that we conceptualise the world is bound up in geopolitics; representations of Africa and how they can be problematic; the idea of neo-colonialism.	Why being a feminist geographer is important to accurately understand the world around them.	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 different types of ecosystem on the planet; a sense of how human interactions impact on a nearby UK ecosystem and also on tropical rainforests; whether economic development needs to be at the expense of the natural world.	The different types of ecosystem on the planet; a sense of how human interactions impact on a hot deserts; whether economic development needs to be at the expense of the natural world.
	All students know how to	Introduce the Point Develop Link structure.	Make synoptic links across content.	Make synoptic links across content.	Introduced to GCSE-style questions. Apply the idea of chronology into the formation of geographical landscapes.	Introduced to GCSE-style questions. Discuss the extent to which human and nature interact in a variety of ecosystems.	Introduced to GCSE-style questions. Discuss the extent to which human and nature interact in a variety of ecosystems.

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German	All students know and understand	Vocabulary to talk about role models in the present tense; to talk about experiences using the perfect tense; to describe body parts using the imperative; to talk about overcoming misfortune using the perfect tense; to explain how a role model inspires you using the future tense; to understand a person's achievements.	Vocabulary to discuss types of music using subject and direct object pronoun; to talk about playing or singing in a band using sein; to discuss different bands and using comparatives; to describe a music festival using the perfect tense; to ask and answer questions spontaneously; to understand formal and informal register.	Vocabulary to discuss ambitions using the conditional; to give reasons for doing jobs using um zu; to discuss future plans using accurate word order; the prepositions in and auf with the accusative and dative cases.	Vocabulary to talk about childhood; to discuss childhood activities using the imperfect of modal verbs; to compare primary and secondary school; to talk about Grimms' fairy tales.	Vocabulary to talk about age limits; to discuss what is most important to us; to compare life now and in the past; to discuss how we can make a difference using the construction um zu; to describe small changes that make a big difference.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences from English to German and German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, spoken German sentences and transcribe them with good levels of accuracy Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves.	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences using a range of vocabulary and grammar points from English-German and German-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken German sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)

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
History	All students know and understand	Both the long and short term causes of the First World War, considering the wider context which led to the outbreak of the war.	The nature and key features of warfare during WW1, with consideration given to trenches, weaponry and medicine; The Battle of the Somme as a case study.	The consequences of WW1, considering the Treaty of Versailles, the League of Nations and Appeasement; How this period of peace led to the rise of dictators.	The nature and key features of warfare during WW2, with consideration given to both the home front and front line.	How the Holocaust could have happened, with reference to the broader context of Jewish persecution prior to the twentieth century, the causes behind the rise of the Nazi Party in Germany and how their policies towards Jewish citizens developed over time, with special attention paid to the choices of individuals who experienced this history as victims, witnesses, collaborators, rescuers, and perpetrators	The nature and key features of warfare during the Vietnam war, with consideration on how and why American became involved in Vietnam, key moments of conflict as well as its legacy.
	All students know how to	Focus on the key historical concepts of causation and significance, reaching a judgement as to the most significant cause of WW1.	Use the case study of the Battle of the Somme to evaluate and reach a judgment about the nature of WW1 warfare.	Engage with historical interpretations considering precise evidence to either challenge or sustain the views that they express.	Compare the significance of different historical events with confidence. All judgements are fully supported by evidence.	Construct a coherent analysis of the impact of key events during the Holocaust, with reference to key causes, events and consequences for those individuals who experienced persecution.	Make comparisons between WW1 and WW2, considering the extent to which warfare has changed throughout the 20th century.

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Maths	All students know and understand	Algebraic formulae can be used to represent unknown values and formulae; Cartesian straight-line graphs can be used to represent the relationship between x and y coordinates; The properties of shapes which remain the same when shapes are congruent and similar.	Why numbers are irrational and surds; Angle rules in shapes and parallel lines; The properties of right angles triangles and the link to Pythagoras Theorem and Trigonometry.	The use of brackets in algebra and transfer the relevant laws of Mathematics to these; Data can be described with measures of location (averages) and measures of dispersions (range/spread).	Rules of indices; How large and small numbers can be written in standard index form; How diagrams can be used to display and interpret statistics.	Formulae for different types of sequences; Algebraic equations are used to calculate unknown values; The link between fractions, decimals and percentages.	Manipulation of algebraic indices; Area is the space inside a 2D shape and volume the space inside a 3D shape.
	All students know how to	Substitute numbers into expressions and formulae; Rearrange formulae; Plot graphs from an equation; Calculate the midpoint of a line segment; Calculate the length of a line segment; Understand and use $y=mx+c$ and link it to the gradient and y-intercept; Calculate the equation of a line; Calculate the equations of parallel lines; Calculate the equations of perpendicular lines; Identify congruent shapes; Identify similar shapes; Calculate missing lengths in similar shapes.	Simplify surds; Perform calculations with surds including multiplication, division, addition and subtraction; Use surds in brackets; Rationalise the denominator of a surd; Calculate missing angles in shapes and on parallel lines; Calculate missing lengths on a right-angled triangle using Pythagoras' Theorem; Calculate missing lengths and angles on a right-angled triangle using trigonometry; Solve real life practical questions involving Pythagoras and Trigonometry. Calculate and interpret Inter-Quartile Range. Calculate reverse means.	Expand single and double brackets and collect like terms; Factorise single brackets; Factorise quadratics where the coefficient of x^2 is one; Recognise the standard solutions for the difference of two squares; Calculate averages and range from discrete data; Decide which average is best to use for each set of data; Calculate averages and range from a frequency table; Calculate an estimate for the mean from a grouped frequency table; Calculate the modal class and median group from a grouped frequency table.	Calculate with the rules of indices; Write numbers in and out of standard index form; Use zero, negative and fractional indices; Calculate with numbers in standard index form; Construct and interpret stem and leaf diagrams; Calculate the mean, mode, median and interquartile range; Compare two distributions using a back to back stem and leaf diagram; Draw and interpret frequency polygons; Draw time series graphs.	Find the nth term of a linear sequence; Use the nth term of a geometric sequence; Find the nth term of a quadratic sequence; Use recurrence relationships to generate term to term rules; Solve linear equations, including those with fractions; Solve problems involving algebraic equations; Change recurring decimals to fractions; Solve problems involving ratio; Calculate percentage profit and loss; Use single multipliers to find a percentage of a quantity; Calculate simple interest.	Simplify algebraic indices using brackets, multiply and divide; Calculate the area and circumference of a circle; Calculate the perimeter and area of part circles; Calculate the surface area and volume of prisms; Calculate the surface area and volume of spheres and hemispheres; Calculate the surface area and volume of pyramids and cones; Solve problems involving 3D shapes, including working in reverse.

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Music	All students know and understand	The fundamentals of song writing	The fundamentals of song writing with examples from a range of musical styles and genres	The features of Western Classical Music from the Baroque to the Romantic period, including time periods and prominent composers.	The features of Indian Classical music and their wider context	The features of Punjab music and their wider context	Features of film music, including the work of John Williams & Hans Zimmer
	All students know how to	Compose a basic melody and chords for popular music	Compose for popular music, using a variety of melodic, harmonic and structural devices.	Listen and recognise features of Baroque, Classical and Romantic music, including specific instruments, the development of the orchestra and key features, such as ornamentation and dynamics.	Listen to and recognise features of Indian Classical music	Listen to and recognise features of Punjab music	Compose music for a film music genre of their choosing.

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Physical Education	All students know and understand	Advanced skills and choreographic devices within the style of Fosse and application to a group Dance routine; The basic concepts involved in GCSE PE theory to stretch and challenge their theory knowledge; A range of training methods that can be used to improve fitness.	The basic rules of Badminton for singles and doubles. The basic concepts involved in GCSE PE theory to stretch and challenge their theory knowledge; Advanced skills and tactics that can be used in a Netball match to outwit their opponent.	Advanced skills and tactics that can be used in a Netball match to outwit their opponent; The skills needed to work effectively as a team to solve a range of problems; The health and safety associated with Trampolining and the basic skills used.	The health and safety associated with Trampolining and the basic skills used; The basic rules of Rugby; The advanced rules and tactics of Rounders and apply their skills to competitive situations.	The advanced rules and tactics of Rounders and apply their skills to competitive situations. The health and safety considerations associated with Athletics events.	The health and safety considerations associated with Athletics events; The rules and tactics of Cricket and apply their skills to competitive situations.
	All students know how to	Perform a range of movement skills which they will use to develop a group routine in the style of Fosse; Apply basic theory knowledge to a range of sporting examples; Set up and complete a range of training methods to the best of their ability.	Demonstrate a range of basic skills in Badminton; Apply basic theory knowledge to a range of sporting examples; Apply the skills they have learnt to their specific position within a competitive game of Netball.	Apply the skills they have learnt to their specific position within a competitive game of Netball; Work together in order to complete a variety of outdoor adventurous activities; Demonstrate basic shapes and landings with control and precision.	Demonstrate basic shapes and landings with control and precision. Demonstrate basic Rugby skills and apply them to competitive situations; Develop the skills they have learnt previously and apply team tactics to the game of Rounders.	Develop the skills they have learnt previously and apply team tactics to the game of Rounders; Demonstrate basic shapes and landings with control and precision; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately.	Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately; Develop the skills they have learnt previously and apply team tactics to the game of Cricket.

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
Religious Education	All students know and understand	Details of the ethical issues presented by advances in medical technology, divergent religious responses and the reasons for them.	Details of core Christian Beliefs, evidence for them and impact on Christians	Details of core Christian Beliefs, evidence for them and impact on Christians	Details of core Muslim Beliefs, evidence for them and impact on Muslims	Details of core Muslim Beliefs about Risalah, evidence for them and impact of them.	Details of core Muslim Beliefs about judgement and the afterlife, evidence for them, interpretations of them and impact of them
	All students know how to	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.	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 beliefs and teachings covered, including the appraisal of evidence.
Spanish	All students know and understand	Vocabulary to describe things you like, your weekly routine, films, birthdays and celebrities;Using three tenses, the near future, present tense regular and irregular forms.	Vocabulary to describe job routines, house chores and future plans;Using the simple future tense, use of three tenses and adjective agreement.	Vocabulary to describe diet, lifestyle, daily routine, keeping fit and ailments/illnesses;Using the se impersonal forms, reflexive verbs, direct object pronouns.	Vocabulary to discuss children's rights, fair trade, recycling, changes in town; Using the imperfect tenses, conditional tense, point of view opinion phrases and stem changing verbs.	Vocabulary to be able to meet and greet, do a treasure hunt, buy souvenirs and describe activities you will do in the future; Using the simple future, comparatives and superlatives and expressions with tener.	Vocabulary to describe culture and traditions in Hispanic countries, including festivals, monuments, food, art and celebrations; Using numbers, a range of tenses and opinion verbs
	All students know how to	Translate short, familiar sentences from English to Spanish and Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves. Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences using a range of vocabulary and grammar points from English-Spanish and Spanish-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)