

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 * (The sequencing of the Portraiture and Surrealism units is flexible, with delivery for both taking place across Terms 2 to 6)	All students know and understand	Students will develop their observational drawing skills by working on a larger scale, exploring proportion, composition and the Formal Elements of Art. Through the study of artists including Deborah Shapiro and Cas Holmes, they will investigate how artists use close-up imagery to create impact, while experimenting with oil pastels, collage and mixed-media techniques to produce detailed, layered and visually engaging outcomes.	Portraiture or Surrealism Etching: Students begin either the Portraiture or Surrealism project. In Portraiture, they explore continuous line drawing, facial proportions, colour theory and the work of artists such as Fred Hatt and Agnes Grochulska. In Surrealism, they investigate the work of relevant surrealist artists, developing ideas through observational drawing, experimentation and mark-making techniques.	Portraiture or Surrealism Etching – Students will either continue working on the Portraiture project, exploring continuous line drawing, facial proportions, colour theory, and the work of artists such as Fred Hatt and Agnes Grochulska, or continue their work in the Surrealism project, investigating surrealist artists and developing ideas through observational drawing and mark-making.	Portraiture or Surrealism Etching – Students will develop their project through the exploration of materials, techniques, and processes. Portraiture students work with acrylic paint and colour theory, while Surrealism students learn dry-point etching and experimental printmaking techniques.	Surrealism Etching or Portraiture – Students continue to develop their knowledge of print-making techniques within the development of their own surrealist print or developing portrait studies informed by colour theory and the work of contemporary artists.	Surrealism Etching or Portraiture – Students refine and complete their final outcomes, exploring advanced techniques in either acrylic painting or etching and experimental printmaking, while reviewing and developing their work independently.

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 * (The sequencing of the Portraiture and Surrealism units is flexible, with delivery for both taking place across Terms 2 to 6)	All students know how to	Students develop their observational drawing skills by working on a larger scale and learning how to accurately record tone, form, texture and detail from direct observation. Through the study of artists such as Georgia O'Keeffe, Deborah Shapiro and Cas Holmes, they explore how scale, composition and mixed-media techniques can transform everyday subjects. Students create an artist research page and experiment with oil pastels, collage and layering to develop creative and personal responses.	Portraiture or Surrealism: Students begin their chosen project by investigating the work of relevant artists and exploring how artists communicate ideas through visual language. In Portraiture, students study artists who use expressive line, proportion and colour to capture character and emotion, applying these approaches in a series of portrait studies. In Surrealism, students explore how artists use imagination, symbolism and unexpected imagery to create meaning, using research, observational drawing and experimentation to develop and refine their own creative ideas.	Portraiture or Surrealism: In the Portraiture project, students learn how artists use expressive line, proportion, and colour to capture character and emotion. They create a series of portrait studies, developing their understanding of facial proportions and the use of coloured line to create form. Students also investigate the work of Agnes Grochulska, producing an artist research page that demonstrates their understanding of her work and influences. Alternatively, students may begin the Surrealism project, exploring the work of Surrealist artists and the ways in which imagination, symbolism, and unexpected imagery can be used to communicate ideas. Through research, observational drawing, and experimentation with mark-making techniques, students develop and refine ideas in preparation for printmaking.	Portraiture or Surrealism: Portraiture students apply their understanding of colour theory through acrylic painting, learning how colour can be used expressively to create mood, form, and visual impact. They evaluate their use of colour and develop the confidence to justify artistic decisions using appropriate vocabulary. Surrealism students explore the materials, techniques, and processes involved in etching and printmaking. They create etching plates using a range of mark-making techniques, experiment with printing methods, and evaluate the effectiveness of their outcomes while refining their technical skills.	Portraiture or Surrealism: Students complete the second major project of the year. Those studying Portraiture explore expressive drawing, facial proportion, and colour theory while investigating the work of contemporary portrait artists. Through practical and written work, they develop their ability to analyse artists and apply their understanding to their own creative outcomes. Students studying Surrealism investigate the ideas and approaches of Surrealist artists, using research and observational drawing to generate imaginative responses. Through experimentation and refinement, they develop personal ideas that form the basis of their printmaking outcomes.	Portraiture or Surrealism: Students bring together the knowledge, skills, and understanding developed throughout their chosen project. Portraiture students create expressive acrylic paintings that demonstrate their understanding of colour theory, proportion, and the work of artists. Surrealism students complete a series of etching and printmaking outcomes, refining techniques and evaluating the success of their work. Across both projects, students are encouraged to review, refine, and justify their creative decisions while developing greater independence as young artists.

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
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 substances 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 substances 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 structure of atoms, the properties of subatomic particles, electronic structure, isotopes, and the differences between elements, compounds and mixtures, including methods used to separate mixtures.	The development of the periodic table, how elements are arranged, and the properties and trends of groups and periods, including Group 1, Group 7 and the noble gases.	How ionic and covalent bonds form, the structures of ionic compounds and simple molecular substances, and how bonding affects their physical properties.	The structure and properties of giant covalent substances and metals, including metallic bonding and the relationship between bonding and material properties.	To understand the reactivity series of metals and how it can be used to predict the outcome of chemical reactions, including displacement reactions and metal extraction. To understand oxidation and reduction in terms of the gain and loss of oxygen.	How acids react with metals, bases and carbonates to produce different products, and how these reactions can be represented using word and symbol equations. To understand the pH scale, neutralisation.
	All students know how to	Calculate numbers of subatomic particles, write electron configurations for the first 20 elements, interpret atomic and mass numbers, and explain and apply suitable methods for separating mixtures, including chromatography.	Use the periodic table to predict the properties and reactivity of elements, explain trends across periods and down groups, and identify the likely behaviour of unfamiliar elements.	Draw dot-and-cross diagrams, explain the formation of ions and covalent molecules, and relate bonding and structure to melting point, boiling point, electrical conductivity and state at room temperature.	Explain the properties of diamond, graphite, graphene and metals using bonding models, and compare different structures to justify their uses.	Investigate the reactivity of metals and use observations to place metals in order of reactivity. Write balanced symbol equations for chemical reactions involving metals, including ionic equations.	Use indicators and pH measurements to identify acidic, alkaline and neutral solutions. Carry out practical methods for preparing soluble salts from acids using appropriate equipment and techniques including evaporation, filtration, crystallisation.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physics	All students know and understand	Energy stores and energy pathways; Law of conservation of energy, Efficiency and rates of energy transfer - power.	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.	Infrared radiation (detection and uses); Absorption and emission of thermal radiation; Application to the planet and Greenhouse gases.	Heat Transfer by conduction; Convection in fluids; Heating and insulating buildings.	Introduction to states of matter; SHC calculations; Heating and cooling graphs.	Calculations of density and the principle of displacement of water to find volume.
	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= $\frac{1}{2}m v^2$).	Debate on clean energy and its advantages and advantages; revise for Microscopic to macroscopic modelling; improve exam techniques.	Evaluate the effects of Greenhouse gases on the planet. Measure heat loss/ gained due to IR radiation and link this to the colour and surface of the container.	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.	Measure density of solids and liquids; Plan and evaluate investigations.

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
Drama	All students know and understand	Staging Types; How Staging is used to reflect artistic intentions; How staging can affect audience perceptions; Stage Directions	Konstantin Stanislavski as a theatre practitioner; His method of using 'Six Fundamental Questions' and Given Circumstances; How Stanislavski's work fits into wider theatre history; The Influence of Stanislavski on other practitioners	Tenants of Physical Theatre as a form of artistic expression; The approach of different physical theatre practitioners; How to create and employ an effective motif throughout a piece; How music, sound and dialogue interplay with movement to communicate meaning to an audience	How different thematic stimuli can be used to create an effective performance	The historical and cultural importance of 'Noughts and Crosses' as a theatre text; Different rehearsal techniques used to explore characterisation and directorial intent	The historical and cultural importance of 'Noughts and Crosses' as a theatre text; Different rehearsal techniques used to explore characterisation and directorial intent
	All students know how to	Identify 4 different staging types; The benefits and challenges of each of the staging types; To identify the 'compass points' of each staging type; Interpret a text through the lens of different staging types to create different artistic effects	How to dissect a text for rehearsal and performance using 'Units'; To employ different textual analysis and rehearsal techniques to help develop an understanding of the play text and how to perform it effectively; Balance their personal interpretation against the wider group; To use the 'Six Fundamental Questions' as a system to analysing and mining text, and to create effective Drama.	Identify when a piece of theatre is Physical Theatre; Use different practitioners' approaches to create physical theatre in their style; To employ multiple practitioner elements to create their own style Physical Theatre work; How to synthesise different performance elements to create a 'blended' physical theatre style performance	Devise from a stimulus effectively under time pressure; Employ physical theatre and other performance skills to realise artistic intentions effectively; To evaluate and analyse their own work and the work of others	Explore a text using a range of rehearsal techniques used specifically at GCSE Drama level; To be discerning in employing rehearsal techniques to further develop an understanding of the text.	Explore a text using a range of rehearsal techniques used specifically at GCSE Drama level; To be discerning in employing rehearsal techniques to further develop an understanding of the text.
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.	The importance of GUIs when writing programs; How hexadecimal numbers are used to represent decimal numbers; How X, Y and Z coordinates to create shapes; What the term 'collision detection' means.
	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.	Create a GUI using Pygame; Create shapes using Pygame.

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
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.

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
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'.	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 carpe diem, Aestheticism, meaning of cultural diaspora. The structure of a comparative essay.	The plot, themes and characters of a contemporary drama; Aspects of Greek Tragedy including harmatia and catharsis; Historical, social, biographical and autobiographical context.	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.	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.	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.	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.	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.	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.

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
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 sustainability issues to consider food waste and its impact on the environment; Issues supporting Fair Trade food products; 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; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice.	Rotation	Food sustainability issues to consider food waste and its impact on the environment; Issues supporting Fair Trade food products; 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; Vegetarian and vegan food choices – reasons, religious diets, food products.	How Japanese culture and cuisine differ from British cuisine; Different types of Japanese food and ingredients; Why the Japanese diet is considered to be very healthy; Research and design skills to modify a sushi recipe; Make and use a marinade on chicken or tofu; How to decide when protein (mince) is cooked safely; use the hob to make a thickened glaze dipping sauce.	Rotation	How Japanese culture and cuisine differ from British cuisine; Different types of Japanese food and ingredients; Why the Japanese diet is considered to be very healthy; Research and design skills to modify a sushi recipe; Make and use a marinade on chicken or tofu; How to decide when protein (mince) is cooked safely; use the hob to make a thickened glaze dipping sauce.
	All students know how to	Further develop kneading skills to make a pita bread dough and a healthy dip; continue to independently and safely use the oven; Develop knife skills, combining of ingredients and knowledge of weighing and measuring accurately and independently, knead and shape pizza dough, prepare fillings and assembly and cook as a pizza; Develop confidence in skills and knowledge cooking raw meat to make a Bolognese sauce; Use the whisking method for a cake and begin to trial presentation ideas in small portions; Make their own soft cream cheese, understanding the food science of the ingredients reacting together.	Rotation	Further develop kneading skills to make a pita bread dough and a healthy dip; continue to independently and safely use the oven; Develop knife skills, combining of ingredients and knowledge of weighing and measuring accurately and independently, knead and shape pizza dough, prepare fillings and assembly and cook as a pizza; Develop confidence in skills and knowledge cooking raw meat to make a Bolognese sauce; Use the whisking method for a cake and begin to trial presentation ideas in small portions; Make their own soft cream cheese, understanding the food science of the ingredients reacting together.	Prepare protein (meat or tofu) safely, using their hands to make a marinade and skewers for cooking in the oven; Weigh and measure accurately and independently to prepare rice for sushi; Independently make and present Sushi and develop the recipe and presentation techniques creatively, Develop confidence handling raw met / tofu to shape into meatballs and use the hob to make a sticky dipping sauce glaze.	Rotation	Prepare protein (meat or tofu) safely, using their hands to make a marinade and skewers for cooking in the oven; Weigh and measure accurately and independently to prepare rice for sushi; Independently make and present Sushi and develop the recipe and presentation techniques creatively, Develop confidence handling raw met / tofu to shape into meatballs and use the hob to make a sticky dipping sauce glaze.

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
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)

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
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.	Why SDG5 (Gender Equality) is the key to making progress towards all other Sustainable Development Goals.	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.	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.

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
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	The long and causes of the First World War, considering the wider context which led to the outbreak of the war.	The short term causes of WW1 and the nature and key features of warfare during WW1, with consideration given to trenches, weaponry. The Battle of the Somme is used as a case study.	Key features of WW1, particularly considering the global experience and impact of Empire, why the Allies won and the legacy of WW1 with a focus on the Treaty of Versailles and League of Nations.	The consequences of WW1, particularly considering how this period of peace led to the rise of dictators and the failed appeasement policy.	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
	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 to what extent an interpretation is convincing.	Engage with historical interpretations, considering to what extent an interpretation is convincing.	Focus on the key historical concept of significance, reaching a judgement as to the most important reason for the Allied victory in 1945.	Identify and explain the ways in which the lives of the Jews and other 'undesirables' were impacted by the rise of the Nazis and how they were persecuted; Explain the escalation of the policies.

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 and understand	Algebraic formulae can be used to represent unknown values and formulae. Data can be described with measures of location (averages) and measures of dispersions (range/spread). The properties of shapes which remain the same when shapes are congruent and similar.	The use of brackets in algebra and transfer the relevant laws of Mathematics to these; 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.	How diagrams can be used to display and interpret statistics. Rules of indices; How large and small numbers can be written in standard index form; Manipulation of algebraic indices;	Formulae for different types of sequences; Algebraic equations are used to calculate unknown values; The link between fractions, decimals and percentages.	Cartesian straight-line graphs can be used to represent the relationship between x and y coordinates; How distance and velocity are represented on a graph.	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; 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. Identify congruent shapes; Identify similar shapes; Calculate missing lengths in similar shapes.	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; 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.	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. 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; Simplify algebraic indices using brackets, multiply and divide;	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.	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; Construct and interpret distance-time and velocity-time graphs.	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.

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	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.

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	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 the ethical issues presented by advances in medical technology, divergent religious responses and the reasons for them.	Details of arguments for and against the existence of God.	Details of arguments for and against the existence of God.	Details of core Christian Beliefs, evidence for them and impact on Christians.	Details of core Christian Beliefs, evidence for them and impact on Christians.
	All students know how to	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 the beliefs and teachings covered and appraise the evidence and arguments involved.	Explain the beliefs and teachings covered and appraise the evidence and arguments involved.	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.
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)