

| 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                                                                                                                                                                                                                                                             |
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| Art                                                                                                           | All students know and understand                                                                                        | Review PPE marksheet and understand the assessment objective; Set appropriate targets for development; Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop.                                                                       | PPE Prep: Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop. Realise intentions - Year 11 PPE<br>Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Plan and execute a refined outcome.                                                        | Examination project: Research and develop initial ideas; Use of key vocabulary; Various ways to Record observations to develop and present initial ideas. | Examination project: Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Research skills.                                                              | Examination project – 10-hour exam. Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Plan and execute a refined outcome.                                                         |
|                                                                                                               | All students know how to                                                                                                | Manage their time effectively; Independently assess areas of development; Review and refine ideas and skills to the highest level; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills. | Manage their time effectively; Independently assess areas of development; Review and refine ideas and skills to the highest level; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills; Plan and execute an ambitious and refined outcome that realises the intentions of the project. | Research and present initial ideas; Record observation relevant to intentions.                                                                            | Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills; Research relevant artist and present personal responses. | Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills; Produce an ambitious and refined outcome that realises the intentions of the project. |

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| Biology                                                                                                       | All students know and understand                                                                                        | The structure of the nervous system and its importance in regulating the systems of the body.                                          | Negative feedback loops, the actions of hormones on a variety of systems within the body including water control, the menstrual cycle and glucose regulation. | The importance of DNA in controlling the production of proteins in cells and the sexual reproduction process of meiosis with the asexual process of mitosis. | The process of natural selection and how this process can lead to the development of new species in the environment. | Revision |
|                                                                                                               | All students know how to                                                                                                | Investigate the effects of repetition on reaction times and evaluate the validity of the method used including suggested improvements. | Apply understanding of osmosis, active transport and diffusion to explain how dialysis machines filter the blood in kidney disease patients.                  | Use Punnett squares to determine the genetic inheritance profiles of individuals using unseen information provided in examination questions.                 | Use information to evaluate a variety of theories on evolution including those of Darwin, Lamarck and Wallis.        | Revision |

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| <b>Business</b><br>*Please note that some Year 11 classes have different numbers of lessons with each teacher and therefore some groups may cover content in a different order. | All students know and understand                                                                                        | Methods of business growth including internal and external growth; The PLC business structure including stock market flotation as a source of finance for a growing business; A range of sources of business finance; How and why business aims and objectives change as businesses evolve; The impact of globalisation on businesses including barriers to international trade and how businesses trade internationally; The impact of ethical and environmental considerations on businesses; The importance of the 4Ps for growing businesses, particularly Product and Price. | The importance of the 4Ps for growing businesses, particularly Promotion and Place; How each element of the marketing mix can influence other element; The purpose of business operations; A number of production processes and the impact for a business of using each of these processes; The impact of technology on production; How businesses manage stock and the role of procurement and logistics; The concept of quality and its importance for business; The sales process and the importance to businesses of providing good customer service. | Quantitative business data to support, what informs and justifies business decisions; The use and the limitations of financial information. | A number of different organisational structures and when each are appropriate; The importance of effective communication within a business; Different ways of working including full-time, part-time and remote working; Different job roles and responsibilities within businesses; How businesses recruit people; How and why businesses train and develop employees; The importance of motivation in the workplace; How businesses motivate employees including financial and non-financial methods. | The full course content for Edexcel GCSE Business.                      |
|                                                                                                                                                                                 | All students know how to                                                                                                | Use and interpret quantitative business data to support, inform and justify business decisions; Use and the limitations of financial information. Structure an answer to a 12-mark question.                                                                                                                                                                                                                                                                                                                                                                                      | Interpret a bar-gate stock graph; Revise material from Theme 1 and 2.1 and 2.2 using an active approach to revision. Manage timing in an exam situation i.e. answering questions worth 90 marks in 105 minutes.                                                                                                                                                                                                                                                                                                                                           | Calculate gross profit, net profit, gross profit margin, net profit margin and average rate of return;                                      | Structure an answer to a 3, 6, 9 and 12-mark question, based on context from throughout the course.                                                                                                                                                                                                                                                                                                                                                                                                     | Use a range of revision techniques to embed and recall their knowledge. |

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| Chemistry                                                                                                     | All students know and understand                                                                                        | How some reactions are reversible and can reach a equilibrium in a closed system. To understand how changes in temperature, pressure and concentration can affect the position of equilibrium and how these principles are applied in industrial processes such as the Haber process for the manufacture of ammonia.                                                                           | How chemical analysis can be used to identify substances and assess their purity. To understand the differences between formulations, pure substances and mixtures. To understand how titrations can be used to determine the concentration of acidic and alkaline solutions and the importance of accurate analytical methods in science and industry.                                                               | The properties, uses and reactions of alcohols and carboxylic acids, including their reaction to form esters. To understand how alkenes can be used to produce polymers by addition polymerisation, and polyesters can be produced from condensation polymerisation, and the advantages and disadvantages of synthetic polymers.                     | Revision | Revision |
|                                                                                                               | All students know how to                                                                                                | Interpret chemical equations for reversible reactions and explain the meaning of equilibrium. Predict and explain the effect of changing temperature, pressure and concentration on the position of equilibrium. Apply equilibrium principles to the Haber process and evaluate the compromises used in industry to maximise yield while maintaining an economically viable rate of production | Carry out and interpret chromatographic techniques to separate and identify substances. Use flame tests and other chemical tests to identify specific ions and gases. Carry out an acid-alkali titration using appropriate apparatus and techniques to determine the concentration of a solution. Record observations accurately, process experimental data and use calculations to determine unknown concentrations. | Interpret and use molecular, displayed and structural formulae for alcohols, carboxylic acids, esters and polymers. Identify the products formed in reactions involving alcohols, carboxylic acids and alkenes. Explain how addition polymerisation occurs and draw simple repeating units of polymers from the monomers from which they are formed. | Revision | Revision |

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| Drama                                                                                                         | All students know and understand                                                                                        | The content of Component 1 in detail; The presentation and content of a C1 portfolio, with detail in part 1 using the year 10 exemplar; Appropriate devising methods, relevant to chosen practitioner, with reference to year 10 mock                                                                                                                                                                 | The preparation of a devised piece for public performance, based on responses from year 10 mock work; The content of the later portfolio sessions, using exemplar from year 10; The approach to a public performance, based on year 10 feedback; Evaluation, based on year 10 feedback.                                                                                                                                                                                                                                                                       | Revision of Semiotics and exploration of Theme in Set Text; Revision of Audience response in Set Text; How to revisit theatre reviews; Introduction to Component 2; The requirements of Component 2 and the criteria for success, building on initial year 10 work; How to complete artistic intentions.                                                                                                                                                                                                                              | The elements of the set text; Use of character within the set text; Semiotics and exploration of Theme in Set Text; Audience response in Set Text.                                                                                                                                                                                                                                                     | Revision of the elements of the set text; Revision of Use of character within the set text; Revision of Semiotics and exploration of Theme in Set Text; Revision of Audience response in Set Text; Revision of theatre reviews.                                                                                                                                                                        |
|                                                                                                               | All students know how to                                                                                                | Apply knowledge and understanding when making longer pieces of devised drama; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in detail; Contribute as an individual to a theatrical performance; Adopt safe working practices. | Apply knowledge and understanding when making, performing and responding to drama; Explore social, cultural and historical context including the theatrical conventions; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance; Contribute as an individual to a theatrical performance; Reflect on and evaluate their own work and that of others. | Apply knowledge and understanding when rehearsing, performing and responding to drama; Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate, develop and communicate ideas; Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. | Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance. | Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance. |

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| Computer Science                                                                                              | All students know and understand                                                                                        | The Fetch-Execute cycle; What components that you can find in a CPU; The units of measurements used for processing and how they can be used to evaluate performance; The need to virtual memory.                                                                                                    | Binary and its role in a computer system; How bitmap images are created using binary numbers; How binary is used to produce sound on a computer system.                                                                                              | What is meant by Computational Thinking; Why pseudocode is a useful tool; How computers search and sort; What the shapes within a Flowchart mean; The differences between OCR Reference Language and Python.                                       | How computers sort; The functions of an Operating System; Different examples of Utility Software; How logic gates are used by the CPU.                                                                                  | The key concepts of defensive design, robustness, maintainability and testing in relation to programming; Why testing is important when writing programs. |
|                                                                                                               | All students know how to                                                                                                | Describe how the Von Neumann Architecture works; Evaluate/compare the performance of a CPU; Define what an embedded system is, with examples; Define what the terms primary and secondary storage means, giving examples; Evaluate which storage method is most appropriate for any given scenario. | Convert Binary, Decimal and Hexadecimal numbers; Add, subtract, multiply or divide binary numbers; Compare bitmap and vector images; Define metadata; How the impact of technology affects Legal, Moral, Ethical, Environmental and Cultural Issues. | Evaluate the efficiency of searching and sorting algorithm for a given scenario; Define the key terms relating to computational thinking, abstraction and decomposition; be able to read a flowchart; be able to read OCR Reference Language code. | Evaluate the efficiency of sorting algorithm for a given scenario; Define what an Operating Systems is, referencing what it does; Create a truth table based on a logic circuit.                                        | Demonstrate how a programmer may be successful in reducing user and programmer error; Be able to adequately test a program.                               |
| DT                                                                                                            | All students know and understand                                                                                        | Design ideas and techniques; Analysis and conclusion; CAD Development; Modelling; Testing of materials.                                                                                                                                                                                             | Manufacturing specification; Orthographic; Manufacturing techniques.                                                                                                                                                                                 | Manufacturing techniques.                                                                                                                                                                                                                          | Testing of prototypes; Evaluation of prototypes; Social moral environmental and cultural impact of products; All section 1 theory content.                                                                              | All section 2 theory content; All section 3 theory content.                                                                                               |
|                                                                                                               | All students know how to                                                                                                | Design 10 creative and innovative designs; Analyse client feedback to create a plan of how to make the product; Develop using google SketchUp; Model ideas to test out issues; Test materials and processes to see what will be right for final idea.                                               | Create a manufacturing specification; Draw a final working drawing in 3rd angle orthographic projection; Start making final prototype.                                                                                                               | Make final prototype; Create a diary.                                                                                                                                                                                                              | Test against the specification; Test against the manufacturing specification; Evaluate client feedback of design; Redesign based on evaluation; Evaluate the social moral environmental and cultural impact of product. | Answer exam questions.                                                                                                                                    |

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| English                                                                                                       | All students know and understand                                                                                        | The structure of Language paper 2: Writers' viewpoints and perspectives; How to answer questions 1-4 of section A; How to compare and contrast texts; Contextual differences between nineteenth century and contemporary texts; The form of non-fiction texts, including articles, letters, speeches and reviews; Rhetorical devices, using DAFOREST techniques. | The plot, characters and themes of 'Lord of the Flies'; Relevant context (social, biographical (William Golding), historical and geographical); Golding's writer's craft in the composition of this novel. | The format of all four exams for English Language (papers 1 and 2) and Literature (papers 1 and 2); The content required for each paper; Important quotations for each of the Literature texts; The Assessment Objectives for each question. | Revision | Revision |
|                                                                                                               | All students know how to                                                                                                | Compare and contrast two texts; Analyse non-fiction texts; Identify links between texts; Identify writers' perspectives; Compose an effective and powerful speech, letter, article, review including rhetorical devices.                                                                                                                                         | Write an analytical essay that incorporates the relevant Assessment Objectives; Plan and craft an essay in response to questions on both character and theme.                                              | Answer each question on both the Language and Literature exam papers; Incorporate information required by the relevant Assessment Objectives; Respond to feedback in order to hone skills.                                                   | Revision | Revision |

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| Food & Nutrition                                                                                              | All students know and understand                                                                                        | Completing the GCSE NEA 1 – Food Science Investigation project, task released by EDUQAS exam board 1st September; Recap different creative ways to present and garnish food to a high level                                                                                                                                                                                                            | Completing the GCSE NEA 2 – Food Preparation Assessment, task released by EDUQAS exam board 1st November; Different ways to revise key knowledge for PPE.                                                                               | Continue with NEA2 project by choosing key skilled recipes for NEA2 project.                                                                                                                                   | How to complete written evaluation of the Food preparation task; Different ways to revise key knowledge.                   | Revision for all topics for the Eduqas GCSE specification |
|                                                                                                               | All students know how to                                                                                                | Complete the NEA 1 write up; including at least 2 food science investigation recipes; Research a task; Apply food science knowledge; Plan a practical investigation using controls and variables; Record a range of results; Evaluate and analyse results; Make independent conclusions and evaluations. Depending on timetabling the Tunnocks teacake challenge is completed for presentation skills. | Analyse a task; Research using primary and secondary sources; Complete a medium / high skill recipe trials; Complete time plans for recipes; Write up sensory and self-evaluation of recipes trialled; Complete exam question practice. | Continue with NEA2 project - Create a dovetailed time plan to combine recipes; Justify choices of final recipes; Complete a 3-hour cooking assessment; Evaluate practical assessment to complete NEA2 project. | Summarise findings; Evaluate and modify recipes; Complete final evaluation of NEA2 project; Revise for written assessment. | Answer a range of question styles                         |

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| French                                                                                                        | All students know and understand                                                                                        | Vocabulary to talk about geography and the climate, environmental problems, protecting the environment, new technologies, Using comparatives and superlatives, passive voice, NOUS-form imperative, EN + present participle, ETRE EN TRAIN DE/ VENIR DE + infinitive.                                                                                                                        | Vocabulary to talk about describing your town/village, understand directions, shopping for clothes, ideal home, visiting another town/city. Using Y, A/ DE + definite article, possession, SI clauses, questions in different tenses.                                                                    | Vocabulary to talk about future plans, reality TV and influencers, future careers and jobs. Using three tenses to express the future, APRES AVOIR + past participle, perfect tense with ETRE, infinitives as nouns, verbs + A/DE. | Vocabulary to talk about future plans, reality TV and influencers, future careers and jobs. Using three tenses to express the future, APRES AVOIR + past participle, perfect tense with ETRE, infinitives as nouns, verbs + A/DE. | Revision; public speaking exams |
|                                                                                                               | All students know how to                                                                                                | 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 an extended paragraph using a range of complex grammar and sophisticated vocabulary. Translate short, familiar sentences into French using a range of content covered so far. | Read short sentences of familiar language aloud with good levels of accuracy in pronunciation. Understand a range of familiar vocabulary in written passages, infer meaning and complete comprehension tasks. Translate short sentences using familiar vocabulary and structures from French to English. | PPEs                                                                                                                                                                                                                              | Revision and speaking public exam preparation.                                                                                                                                                                                    | Revision of all skills          |

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| Geography                                                                                                     | All students know and understand                                                                                        | How river characteristics change downstream; conduction of a Geographical explanation; What is international development and how we can allieviate poverty. | The changing nature of the UK economy including, but not limited to, deindustrialisation, post moderisation, the service economy and globalisation. | Each of the three resource challenges facing the UK including water, food and energy. | The different challenges of global water supply. Case studies to be explored in water transfer schemes and sustainable management systems in India; The unseen section of the Paper 3 as released by AQA. | The unseen section of the Paper 3 as released by AQA. |
|                                                                                                               | All students know how to                                                                                                | Use the geographical enquiry process and fieldwork methods.                                                                                                 | Make decisions and continue to develop their assess question reasoning.                                                                             | Make decisions and will continue to develop their assess question reasoning.          | Make decisions and will continue to develop their assess question reasoning.                                                                                                                              | Revision of all skills                                |

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| German                                                                                                        | All students know and understand                                                                                        | Vocabulary to discuss different holiday destinations, types of holidays and the weather; asking and answering questions using interrogative and demonstrative adjectives; prepositions with the genitive case; the perfect tense to describe a past holiday and a problem on holiday; the future tense, conditional and imperfect subjunctive to discuss future and ideal holidays.          | Vocabulary to discuss issues facing young people today; using verbs followed by specific prepositions in both questions and answers; discuss how environmental issues are being addressed as well as personal and international responsibilities and actions; revising using the modal verb wollen and three different time frames in speaking; using the conditional of sollen; using man to avoid the passive. | Vocabulary to discuss plans for after exams, future jobs, gap years and hopes for the future; revising verbs and constructions with zu; using reflexive verbs; revising the conditional and imperfect subjunctive; using werden in different tenses; revising subordinating conjunctions; using adjectives as nouns. | Revision dependent on PPE results.             | Revision; public speaking exams                |
|                                                                                                               | All students know how to                                                                                                | 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 an extended paragraph using a range of complex grammar and sophisticated vocabulary. Translate short, familiar sentences into German using a range of content covered so far. | Translate short sentences using familiar vocabulary and structures from German to English and vice versa.                                                                                                                                                                                                                                                                                                        | PPE results.                                                                                                                                                                                                                                                                                                         | Revision and speaking public exam preparation. | Revision and speaking public exam preparation. |

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| History                                                                                                       | All students know and understand                                                                                        | How public health and prevention methods have developed over time, considering change and continuity; The development of modern medicine and public health, considering challenges facing medicine today.                                                                                     | Elizabeth's Court and relationship with Parliament, the difficulties of a female ruler and succession and the Essex rebellion.                                                                                                                                             | The threats to home, considering the religious problems in England and how Elizabeth tries to resolve them; Mary, Queen of Scots, and the threat she poses to Elizabeth; The historic environment.                                                                      | The 'Golden Age' and life in Elizabethan England, considering aspects such as poverty, gentry, theatre and exploration; The threats from abroad, considering England's relationship with Spain and the Armada.                                  | Revision |
|                                                                                                               | All students know how to                                                                                                | Engage with the AQA examination questions from Paper 2, Section A; Analyse source utility, explain the significance of a historic development, analyse and explain similarities of two different developments and evaluate historical significance of events, reaching a sustained judgement. | Engage with the AQA examination questions from Paper 2, Section B; Develop analysis and evaluation of a historical interpretation, evaluate significance of a historical event or period and understanding and analyse cause and consequence in a chronological narrative. | Engage with the AQA examination questions from Paper 2, Section B; Develop analysis and evaluation of a historical interpretation, evaluate significance of a historical event or period and understand and analyse cause and consequence in a chronological narrative. | Engage with the AQA examination questions from Paper 2, Section B; Engage with the specific historic environment, writing an extended essay to reach a sustained judgement in relation to second order concepts (change/causation/consequence). | Revision |

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| Maths                                                                                                         | All students know and understand                                                                                        | Further Statistics and how to use them to compare data. How different shaped graphs are formed and their relevant equations; How to use graphs to solve algebraic problems; How inequalities can be represented on graphs;                                                                                                                                                                                                                                                                 | That straight lines associated with circles can have many angle and length properties (Circle Theorems); The relevant GCSE circle theorems and their names. Rules that can be applied within algebraic expressions and equations; What surds are and how they are represented and manipulated; How algebra can be written and manipulated using functions; That general rules can be proven using algebra; | Comparing two or more values can be done with ratios. The use of vector notation to describe journeys. | How exponential graphs are formed; What the gradient and area of a graph represents practically; The ideas and methods used for accurate constructions; Various loci definitions. How variables can be connected proportionally and inversely proportionally; How graphs can be transformed using functions. | Revision |
|                                                                                                               | All students know how to                                                                                                | Create a cumulative frequency table and graph; Use a cumulative frequency graphs to find estimates for the median and interquartile range and range; Solve estimation style problems using a cumulative frequency graph; Construct and use a box and whisker plot; Compare distributions using box plots and solve associated problems; Draw a histogram for frequency density; Interpret a histogram including completing a grouped frequency table and finding an estimate for the mean; | Recognise and use the standard circle theorems to find missing angles. Prove the circle theorems from first principles. Change the subject of a formula; Simplify, add, subtract, multiply and divide algebraic fractions;                                                                                                                                                                                 | Share in a ratio and solve ratio problems. Use, apply and calculate with column vectors;               | Solve direct proportion problems; Solve inverse proportion problems; Construct and describe graph transformations; Sketch trigonometric curves, transform them and solve problems. Plot, recognise and use exponential curves to solve problems; Calculate the gradient of a curve by drawing a tangent;     | Revision |

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| Maths                                                                                                         | All students know how to                                                                                                | Interpret a histogram including completing a grouped frequency table and finding an estimate for the median and quartiles; Compare two or more distributions using a measure of spread and central tendency and use them to compare data. Solve simultaneous equations, one linear and one quadratic. Solve quadratics with factorising, completing the square and the formula. Draw and recognise quadratic and cubic graphs. Expand triple brackets. Solve simultaneous equations graphically. Plot and use circle graphs. Form and solve iteration problems. Draw inequalities on a graph and shade regions. Write inequalities given a graph. | Solve equations with algebraic fractions; Manipulate and calculate with surds, including rationalising the denominator; Use function notation, calculate composite and inverse functions; Form an algebraic proof; | Calculate vector magnitudes; Use vector arithmetic; Prove vectors are parallel or collinear. | Calculate the gradient of a curve by drawing a tangent; Calculate the area under a curve by breaking into trapeziums; Interpret values practically; Use compasses to: Construct accurate shapes and angles; Construct line bisectors; Construct angle bisectors; Construct perpendicular lines between a point and a line; Use these skills to solve loci problems through accurate scale drawings. | Revision |  |

| 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                                                                                                       |
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| Music                                                                                                         | All students know and understand                                                                                        | Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.                                                                                                                                                                                     | Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.                                                                                                                                                                                     | Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.                                                                          | Key features of each Area of Study, including instrumentation, style and musical devices and exam technique. | Key features of each Area of Study, including instrumentation, style and musical devices and exam technique. |
|                                                                                                               | All students know how to                                                                                                | Perform as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre. | Perform as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre. | Perform a solo and as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice. | Write about music with clarity and sophistication.                                                           | Write about music with clarity and sophistication.                                                           |

| 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                                                                                                                                                                                                                  |
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| Physical Education GCSE                                                                                       | All students know and understand                                                                                        | A range of Psychology theories and their impact on sporting performance; The skills needed to perform a trampolining routine that meets the assessment criteria; The requirements of the coursework element.                                                                                                                    | Key terminology associated with the socio-cultural factors that affect participation in sport; How to demonstrate the assessment criteria needed within a game of Netball; The requirements of the coursework element.                                                                                                                                                                                     | The idea of commercialisation and the relationship between sport, sponsorship and the media. The positive and negative impacts of technology in sport;                                                                                               | The positive and negative impacts of technology in sport; The different prohibited substances and methods used by performers in sport; The positive and negative behaviours of spectators at events.                                                                                                  | How exercise can suit the varying needs of individuals and the consequences of a sedentary lifestyle; How energy is gained from food and the components of a balanced diet; A variety of revision strategies.           |
|                                                                                                               | All students know how to                                                                                                | Apply their knowledge to sporting examples, considering the impact on performance; Perform skills to the highest possible standard and link them to perform a 10-bounce routine for assessment; Analyse their skill strength and weakness within their main sport and suggest a psychological theory to improve their weakness. | Apply their knowledge to sporting examples, considering the impact on performance; Interpret participation data and explain the likely cause of it, based on their knowledge of socio-cultural factors; Apply their skills to a fully competitive game of Netball and display an awareness of tactical play ready for assessment; Evaluate the use of a psychology theory to improve their skill weakness. | Interpret participation data and explain the likely cause of it, based on their knowledge of socio-cultural factors; Apply their knowledge to sporting examples, considering the impact on the performer, sport, spectators, sponsors and officials. | Apply their knowledge to sporting examples, considering the impact on the performer, sport, spectators, sponsors and officials; Apply their knowledge to sporting examples, considering the impact on performance; Apply their knowledge to sporting examples, considering the impact on performance. | Link their knowledge of exercise, physical activity and sport to fitness, health and well-being; Apply their knowledge to sporting examples, considering the impact on performance; Revise effectively for their exams. |

| 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                                                                                                                                                                                                     |
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| Physical Education Core                                                                                       | All students know and understand                                                                                        | The benefits of regular physical activity and a range of fitness activities that are available to them outside of school so they can continue to be active after leaving school; The health and safety associated with Trampolining and the advanced skills needed to form a routine. The rules of Netball and the terminology used when umpiring; The health and safety associated with Cheerleading and the basic skills required for stunting; | The rules required within a range of team games; The basic rules and terminology used in Badminton; The rules required to play a range of alternate sports; The contribution that exercise to music can make to a healthy, active lifestyle.                                                      | The rules required within a range of alternate sports; The contribution that exercise to music can make to a healthy, active lifestyle; The rules required to play a range of alternate sports; The rules of Netball and the terminology used when umpiring. | The rules required within a range of alternate sports; The rules of Netball and the terminology used when umpiring; The rules and scoring of Tennis; The health and safety associated with Yoga and how to fully engage in a session.                                                                                                                                                                                                                                                     | The rules, tactics and scoring of Rounders; The importance of physical activity in maintaining mental well-being in the buildup to exams.                                                                  |
|                                                                                                               | All students know how to                                                                                                | Take part in a range of fitness activities to the best of their ability; Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Perform basic skills within a stunt group and link them to make a short routine.                                                                                   | Adapt their skills and perform to their best in a variety of team games; Perform basic Badminton skills within non-competitive and competitive situations; Take part in exercise to music sessions; Adapt their skills and perform to the best of their ability in a variety of alternate sports. | Take part in exercise to music sessions; Adapt their skills and perform to the best of their ability in a variety of alternate sports.                                                                                                                       | Adapt their skills and perform to the best of their ability in a variety of alternate sports; Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Demonstrate a variety of skills and tactics within Tennis and umpire games; Engage in exercise sessions to help relieve stress and improve mental well-being in the buildup to exams. | Demonstrate a variety of skills and tactics within Rounders and confidently umpire games; Play a variety of sports for fun, to relieve stress and improve their mental well-being in the buildup to exams. |

| 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                                                                                                    |
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| Physics                                                                                                       | All students know and understand                                                                                        | Introduction to oscillations using pendulum; Seismic Waves (P and S); EM spectrum Uses and Applications; Properties of EM waves; Waves in air, solids and liquids. | Reflection and refraction of light; Colour (visible spectrum and using filters); Convex and concave lenses.                                                             | Uniform magnetic fields; Permanent and induced magnets; Electromagnetic induction (Flemings left and right-hand laws); The motor effect; Step up and step down transformers. | Formation of a solar system; Life cycle of stars; Satellites and orbits; Beginning and expanding universe (big bang and CMBR); Doppler effect and red shift. | Revision                                                                                                  |
|                                                                                                               | All students know how to                                                                                                | Measure frequency, wavelength and speed of waves; measure black body radiation; solve equations Required Practical; improve exam techniques.                       | Measure reflection and refraction; solve equations revision; improve exam technique; draw ray diagrams to show how images are formed.                                   | Investigate magnetic fields of a bar magnet; build motors and use transformers; solve equations.                                                                             | Use models; solve equations; answer longer six marker questions.                                                                                             | Revision                                                                                                  |
| Religious Studies                                                                                             | All students know and understand                                                                                        | Diverse Muslim and non-religious approaches to justice, crime and punishment.                                                                                      | Diverse Christian and non-religious approaches to issues around the sanctity of life, beliefs about life after death and the relationship between religion and science. | Diverse Muslim and non-religious approaches to peace and issues surrounding conflict.                                                                                        | The approach to the exam and gain marks for their knowledge and how to utilise revision techniques in RE.                                                    | The approach to the exam and gain marks for their knowledge and how to utilise revision techniques in RE. |
|                                                                                                               | 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 and evaluate the beliefs and teachings covered, including the appraisal of evidence.                                                                                 | Put their knowledge and skills into practice across a full exam paper.                                                                                       | Put their knowledge and skills into practice across a full exam paper.                                    |

| 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                                         |
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| Spanish                                                                                                       | All students know and understand                                                                                        | Vocabulary to talk about cities, describing how a city or town has changes, describing shopping preferences, giving preferences about where you live, talking about your area. Grammar: using the perfect tense, prepositions of place for directions, demonstrative adjectives, comparing now with the past using the imperfect tense, revising direct object pronouns, using the present subjunctive with cuando, revising comparisons, using a variety of verb tenses, finding different ways to describe future plans. | Vocabulary to talk about how one can help in their local community, talking about climate change and what can be done to help the environment, giving opinions and offering solutions. Grammar: Using falta, hace falta, vale la pena, basta; using and avoiding the passive and the imperfect continuous tense, practising negatives; using the present subjunctive to give opinions; using (no) sebería + infinitive; understanding multiple tenses. | Vocabulary to talk about future plans, future careers and jobs, the importance of learning languages, changes in the world of work, the impact of artificial intelligence. Grammar: Using seguir/continuar + present participle, possessive pronouns, prepositiions followed by the infinitive; understanding the suffix -dad, -idad; using modal verbs; using different verb forms; using para que + present subjunctive                                                                                                                   | Vocabulary to talk about future plans, future careers and jobs, the importance of learning languages, changes in the world of work, the impact of artificial intelligence. Grammar: Using seguir/continuar + present participle, possessive pronouns, prepositiions followed by the infinitive; understanding the suffix -dad, -idad; using modal verbs; using different verb forms; using para que + present subjunctive | Revision; public speaking exams                |
|                                                                                                               | All students know how to                                                                                                | 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 an extended paragraph using a range of complex grammar and sophisticated vocabulary. Translate short, familiar sentences into Spanish using a range of content covered so far.                                                                                                                             | Read short sentences of familiar language aloud with good levels of accuracy in pronunciation. Understand a range of familiar vocabulary in written passages, infer meaning and complete comprehension tasks. Translate short sentences using familiar vocabulary and structures from Spanish to English.                                                                                                                                              | Respond to a role play task on a familiar topic and describe and discuss a photo card in 3 time frames; Hold a 5-7 minute discussion on a range of familiar topics in 3 time frames, giving and explaining opinions and developing answers; Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English. | PPEs                                                                                                                                                                                                                                                                                                                                                                                                                      | Revision and speaking public exam preparation. |