

Art



<p>Michaelmas 1</p>	<p><u>Observational Drawing</u></p> <ul style="list-style-type: none"> • Using tone and shade, and identifying different types of use for tone and shade. • Drawing from primary observation • Using a range of techniques to draw an accurate simple object from real life • Analysing and evaluating progress using key terminology <p><u>Understanding Colour and Pattern through N'debele Artwork</u></p> <ul style="list-style-type: none"> • Research and understand the work of N'debele artists • Understanding how culture and art interlink • Developing colour theory through colour mixing and colour wheel • Developing and refining a final outcome based on research and development work using colour, pattern and N'debele aesthetic. <p>Evaluating and annotating work.</p>
<p>Michaelmas 2</p>	<p>Rotation</p>
<p>Lent 1</p>	<p>Rotation</p>
<p>Lent 2</p>	<p><u>Using Perspective</u></p> <ul style="list-style-type: none"> • Use one point perspective and develop using vanishing lines and vanishing points • Understand the range of methods that can be used to draw perspective • Apply understanding to developing an image • Use key terminology to evaluate and annotate work as it progresses <p><u>Landscape</u></p> <ul style="list-style-type: none"> • Identify and evaluate the work of Claude Monet and David Hockney. • Apply the skills of colour theory and perspective to developing a landscape painting • Produce a final outcome that showcases skills developed Evaluate own outcome fluently using key terminology.
<p>Trinity 1</p>	<p>Rotation</p>
<p>Trinity 2</p>	<p>Rotation</p>

Design & Technology



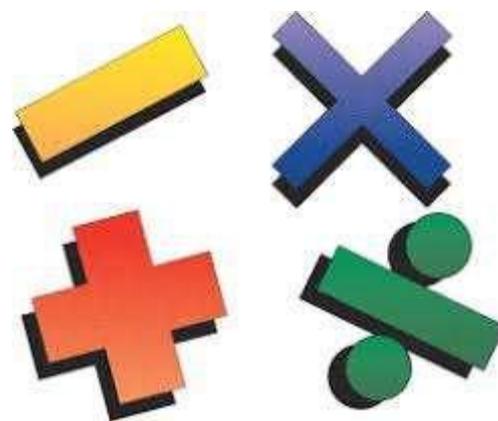
<p>Michaelmas 1</p>	<p>Amazing mazes</p> <ul style="list-style-type: none"> • Design and make activity. • Writing a project brief. • Marking out and cutting timber. • Using 2D Design. Laser cutting. • Using power tools. • Health and Safety. • Scales of production. • Gantt Charts. • Adhesives. • Painting and decoration. • Testing and evaluation.
<p>Michaelmas 2</p>	<p>Rotation</p>
<p>Lent 1</p>	<p>Rotation</p>
<p>Lent 2</p>	<p>Triangular Structures</p> <ul style="list-style-type: none"> • Design and make activity. • Assembling roller coaster towers. • Triangulation systems. • Bridge building. • Tensile, compressive, torsional and Shear forces. • Two cylinder hydraulic systems. • Testing and evaluation.
<p>Trinity 1</p>	<p>Rotation</p>
<p>Trinity 2</p>	<p>Rotation</p>

Food



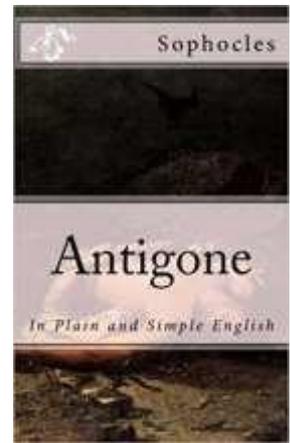
<p>Michaelmas 1</p>	<p>Introduction to Food (R1)</p> <ul style="list-style-type: none"> • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit & vegetables • Breakfast and eating well •
<p>Michaelmas 2</p>	<p>Introduction to Food (R1)</p> <ul style="list-style-type: none"> • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit and vegetables • Breakfast and eating well •
<p>Lent 1</p>	<p>R Introduction to Food (R1)</p> <ul style="list-style-type: none"> • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit and vegetables • Breakfast and eating well
<p>Lent 2</p>	<p>Eating well (R2)</p> <ul style="list-style-type: none"> • The eat well guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat.... • Meal appeal with vitamins
<p>Trinity 1</p>	<p>Eating well (R2)</p> <ul style="list-style-type: none"> • The eat well guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat.... • Meal appeal with vitamins
<p>Trinity 2</p>	<p>Eating well (R2)</p> <ul style="list-style-type: none"> • The eat well guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat.... • Meal appeal with vitamins

Maths



<p>Michaelmas 1</p>	<p>Numbers and the number System</p> <ul style="list-style-type: none"> Primes, factors, multiples and sequences <p>Counting and comparing</p> <ul style="list-style-type: none"> Ordering integers, decimals, fraction and mixed numbers. <p>Visualizing and Constructing</p> <ul style="list-style-type: none"> Identifying symmetry, constructing triangles using protractors and compass
<p>Michaelmas 2</p>	<p>Investigating Properties of Shape</p> <ul style="list-style-type: none"> Recognize and use properties of 2D and 3D shapes <p>Algebraic Proficiency</p> <ul style="list-style-type: none"> Use and understand algebraic notation: simplify, substitute, factorize. <p>Patterns and Sequences</p> <ul style="list-style-type: none"> Recognize and use simple arithmetic progressions
<p>Lent 1</p>	<p>Exploring Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> Calculations with fractions and percentages Conversions between fractions decimals and percentages <p>Proportional Reasoning</p> <ul style="list-style-type: none"> Understand, use and recognize proportions Simplify and share amounts by a given ratio
<p>Lent 2</p>	<p>Checking and Approximations</p> <ul style="list-style-type: none"> Round numbers to a specified number of places and significant figures Use significant figures to estimate calculations <p>Calculations</p> <ul style="list-style-type: none"> Formal methods of multiplying and dividing integers and decimals. Order of operations
<p>Trinity 1</p>	<p>Solving Equations and Inequalities</p> <ul style="list-style-type: none"> Solving one, two and three step inequalities. Solve equations with brackets <p>Calculating Space</p> <ul style="list-style-type: none"> calculate area, surface area, volume and perimeter of simple 2D and 3D Shapes
<p>Trinity 2</p>	<p>Data and Probability</p> <ul style="list-style-type: none"> calculate averages draw and interpret simple statistical diagrams understand and use simple probability

English



Michaelmas 1	<u>Poetry From Other Cultures</u> <ul style="list-style-type: none">• Learning to Embed and sentence level analysis• Poetic Techniques• Afro-Caribbean Poetry and socio-historical context.
Michaelmas 2	<u>Shakespearean Rhetoric</u> <ul style="list-style-type: none">• 3 Appeals of rhetoric• Rhetorical techniques• Shakespearean speeches• Shakespearean context and history• Analysis
Lent 1	<u>Animal Farm</u>
Lent 2	<u>Greek Myths</u>
Trinity 1	<u>Antigone</u>
Trinity 2	<u>The Crucible</u>

RE



Michaelmas 1	<u>Christianity</u> <u>The Bible Old Testament</u> Themes include: <ul style="list-style-type: none">• What is the Bible? How do you use it? Why study the Old Testament?• What is the relationship between the Abrahamic faiths? Does everyone have a sacred text?• How was the world made? What do different people believe?• What is the fall and why did it happen?• What were the ongoing problems of sin?• Who was Moses and why was he important?
Michaelmas 2	<u>Christianity</u> <u>The Bible New Testament</u> Themes include: <ul style="list-style-type: none">• What is the New Testament? How does it differ from the Old Testament?• Who was Jesus?• How is the New Testament used today?• Jesus did Jesus teach?<ul style="list-style-type: none">◦ Parables◦ Miracles• How did Jesus change the commandments and why?• Explore how the Bible influences Christians how to live in relationship with other Christians.
Lent 1	<u>Christianity</u> <u>Evil and Suffering</u> Themes include: <ul style="list-style-type: none">• What is pain and suffering?• What is the difference between moral and natural evil?• Why do we suffer? Origins of Christian suffering• The problem of evil: The omnipresent and omniscient• The problem of evil: The omnipotent and benevolent God• What are the Christian responses to pain and suffering• The sufferings of Jesus• What do Christians believe about free will? Is suffering the price humans pay for free will?• What did Epicureas/Irenaeus say about evil and suffering?
Lent 2	<u>Judaism</u> Themes include: Visit to Catford Synagogue? <ul style="list-style-type: none">• What do Jews believe?• Where do Jews learn about their faith?• How do Jews express /demonstrate their faith, beliefs and spirituality?• Ethics and relationships in Judaism.• Jewish attitudes to rights and responsibilities.• 6. Jewish beliefs about religion and sciences.

Trinity 1	<u>Sikhism and Hinduism Themes</u> include: Trip to Lewisham Gurdwara <ul style="list-style-type: none">• What do Sikhs believe?• Where do Sikhs learn about their faith?• What are the five Ks?• What do Hindus believe?• Where do Hindus learn about their faith?• 6. Who was Mahatma Gandhi and what values did he demonstrate?
Trinity 2	<u>Christianity Ethics – Moral Principles Themes</u> include: <ul style="list-style-type: none">• What do Christians believe about God and forgiveness?• What do Christians believe about love?• How do Christians live out the message of love?• What does TRUE forgiveness mean for Christians?<ul style="list-style-type: none">a. Look at Jimmy Mizen's family,b. Neville Lawrence,c. What "faith gets shaken stories"

Geography



Michaelmas 1	South America : Brazil and Rainforest <ul style="list-style-type: none"> • 1.Relief of Brazil • 2. Population distribution. • 3. Structure of the TRF. • 4. Goods and services of the TRF • 5. Animal adaptations. • 6. Indigenous tribes of the TRF. • 7. Direct threats to the TRF • 8. Indirect threats to the TRF. • 9. Management of the rainforest- ecotourism.
Michaelmas 2	Asia Key Theme:- Tectonics China and Japan <ul style="list-style-type: none"> • 1.Relief of Brazil • 2. Population distribution • 3. Theory of plate tectonics. • 4. Cross section of the earth and different plate boundaries. • 5. Mt Ontake volcanic eruption 2014- features, impacts and management. • 6. Sischuan 2012 earthquake- features, impacts and management. • 7. Japan 2011 Tohoku earthquake and tsunami
Lent 1	N. America Key Theme:- USA and Rivers- Mighty Mississippi. <ul style="list-style-type: none"> • 1.Relief of USA • 2. Population distribution • 3. Long profile of a river. • 4. Erosional and transportation processes. • 5. Physical causes of flooding. • 6. Human causes of flooding. • 7. Flooding case study- impacts and management
Lent 2	Africa. West Africa – Development Dilemmas <ul style="list-style-type: none"> • 1.Relief of Nigeria • 2. Population distribution. • 3. Growth of a megacity (Lagos). • 4. The winners and losers of Lagos. • 5. Rural poverty. • 6. Small scale development projects. • 7. Large scale development projects.
Trinity 1	Europe - Impact of the Ice Age on the UK. <ul style="list-style-type: none"> • 1.Relief of the UK • 2. Population of the UK. • 3. Geological timescales. • 4.Geological cycle and geology of the UK. • 3.Glaciaded landscapes of the UK. • 5. Impacts of physical landscape on human activities in the UK
Trinity 2	Asia/Europe Russia and Energy <ul style="list-style-type: none"> • 1.Relief of Russia • 2.Population of the UK • 3.Biomes of Russia • 4. Soils and the nutrient cycle. • 5. Russia as a superpower. • 6. Energy exploitation. • 7. Future of Russia.

History



<p>Michaelmas 1</p>	<p><u>Pre 1066, the emergence of Norman rule and Norman England</u> Skill: causation Assessment: How did William win the Battle of Hastings? Key Terms: Invasion and settlement before 1066: Celts, Romans, Anglo-Saxons, Vikings Edward and contenders to the throne The Battle of Stamford Bridge The Battle of Hastings Motte and Bailey Castles Domesday Book The Feudal System The Harrying of the North</p>
<p>Michaelmas 2</p>	<p><u>Medieval Church</u> Skill: Significance Assessment: How significant was the Medieval Church? Key Terms: Church hierarchy Doom paintings Indulgences and Pilgrimages Monks and Nuns Thomas Beckett and Henry II</p>
<p>Lent 1</p>	<p><u>Medieval Society</u> Skill: Change and Continuity Assessment: How did Medieval Society Change? Key Terms: King John and the Magna Carta Richard II and Peasants Revolt Black Death Health Hospitals Surgeons</p>
<p>Lent 2</p>	<p><u>Religion and Tudor England</u> Skill: Causation and Interpretation Assessment: Why did Henry break with the Catholic Church? How effectively did Mary and Elizabeth deal with the religious problem? Key Terms: Henry VIII Excommunication Dissolution of Monasteries Edward VI Crime and punishment Mary I persecutions Elizabeth's Middle Way Spanish Armada</p>
<p>Trinity 1</p>	<p><u>Stuarts and Civil War</u> Skill: Significance Local History Depth Study Greenwich Assessment: What was the impact of the English Civil War? Key Terms: James VI Gunpowder Plot The English Civil War Charles I Cromwell's Rule Charles II and restoration of monarchy</p>

Trinity 2

The British Empire

Skill: Interpretation

Assessment: How should the British Empire be remembered?

Key Terms:

Creation of the Empire Growth of Empire Case study 1: Australia Case Study

2: India Case Study 3: Africa

Decline of the Empire

French



Michaelmas 1	<p>Bienvenue en français! (<i>Welcome to French !</i>)</p> <p>Unit 1 : Est-ce que je peux m’asseoir s’il vous plaît ? (<i>Can I sit down please?</i>) Requesting permission to sit down Giving a reason using “je suis” (<i>I am</i>) + adjectives</p> <p>Unit 2: Comment ça va? (<i>How are you?</i>) Saying how you are and why Revision of “je suis” (<i>I am</i>) + adjectives Use of “c’est” (<i>it is</i>) + adjectives/nouns</p> <p>Unit 3: Comment t’appelles-tu? (<i>What is your name?</i>) Saying what your name is Saying what other people call you (using third person verbs)</p>
Michaelmas 2	<p>Bienvenue en français! (<i>Welcome to French !</i>)</p> <p>Unit 4: Comment t’appelles-tu et quel âge as-tu? (<i>What is your name and how old are you?</i>) Revision of saying what your name is Saying how old you are using numbers 1-20</p> <p>Unit 5: Quel âge vas-tu avoir? (<i>How old are you going to be?</i>) Revision of saying how old you are Saying how old you are going to be at a future point using near future tense + time phrases</p> <p>Unit 6: Quelle est la date de ton anniversaire ? (<i>What is the date of your birthday?</i>) Saying when your birthday is Saying what star sign you are</p>
Lent 1	<p>Tu es comment? (<i>What are you like?</i>)</p> <p>Unit 1: Tu es comment? (<i>What are you like?</i>) Saying what you used to be like before/at primary school using imperfect past tense + adjectives Saying what you are like now using present tense + adjectives</p> <p>Unit 2: Comment sont tes yeux et tes cheveux? (<i>What are your eyes and hair like?</i>) Describing your own eyes and hair using first person of “avoir” (<i>to have</i>) Describing someone else’s eyes and hair using third person singular of “avoir” (<i>to have</i>)</p> <p>Unit 3: Quel est ton caractère? (<i>What is your character/personality?</i>) Saying what you are like as a person using “je suis” (<i>I am</i>) + adjectives Saying what others think you are like using third person singular and plural verb forms</p>

<p>Lent 2</p>	<p>Tu es comment? (<i>What are you like?</i>)</p> <p>Unit 4: Tu es comment et elle est comment ? (<i>What are you like and what is she like?</i>) Revision of saying what you are like using “je suis” (<i>I am</i>) + adjectives Saying what someone else is like using third person singular + adjectives</p> <p>Unit 5: Comment étais-tu? (<i>What were you like?</i>) Using the imperfect past tense and present tense to say what you used to be like versus what you are like now Using comparatives (“plus”/”moins” (<i>more/less</i>))</p> <p>Unit 6: Bien que je sois... (<i>Although I am...</i>) Using “bien que” + subjunctive mood + adjectives to say what you are like</p>
<p>Trinity 1</p>	<p>Qu'est-ce que tu aimes? (<i>What do you like?</i>)</p> <p>Unit 1 : Qu'est-ce que tu aimais? (<i>What did you used to like?</i>) Using imperfect past tense to say what you used to like versus what you like now</p> <p>Unit 2: Est-ce que tu aimes la musique? (<i>Do you like music?</i>) Talking about your musical preferences using first person present opinion verbs Talking about how often you listen to music Talking about your favourite artist/group</p> <p>Unit 3: Est-ce que tu es sportif/sportive? (<i>Are you sporty?</i>) Saying whether you are sporty Saying what sports you do Giving an opinion about sports</p>
<p>Trinity 2</p>	<p>Qu'est-ce que tu aimes? (<i>What do you like?</i>)</p> <p>Unit 4 : Que fais-tu sur ton portable? (<i>What do you do on your mobile?</i>) Saying what you like and dislike doing on your phone using opinion verb + infinitive Saying what you think of it/giving a reason</p> <p>Unit 5: Est-ce que tu préfères aller au cinéma ou regarder la télé? (<i>Do you prefer to go to the cinema or watch TV?</i>) Saying whether you prefer cinema or TV and why Using comparatives – “plus”/”moins” (<i>more/less</i>) Using modal verb + infinitive Saying what sort of film you are going to watch using near future tense</p>

Spanish



<p>Michaelmas 1</p>	<p>Viva! 1 Módulo 1 : <u>Mi vida</u> <u>GCSE</u> theme: <u>Identity and culture</u> Aim: Student would be able to Introduce themselves in Spanish, by talking about their personality, age, their family and pets. Grammar: Adjectives</p> <ul style="list-style-type: none">• ¿Cómo te llamas?• ¿Qué tipo de persona eres?• ¿Tienes hermanos?• ¿Cuándo es tu cumpleaños?• ¿Tienes mascotas?• Cómo soy...
<p>Michaelmas 2</p>	<p>¡Viva! 1 Módulo 2 : <u>Mi tiempo</u> <u>libre GCSE</u> theme: <u>Identity and culture</u> Aim: Student would be able to speak about what do they do in their spare time, including the weather vocabulary. Grammar: Regular verbs ar verbs) And Irregular verbs hacer and do.</p> <ul style="list-style-type: none">• ¿Qué te gusta hacer?• ¿Cantas karaoke?• ¿Qué haces cuando llueve?• ¿Qué deporte haces?• ¿Eres fanático?• ¿Qué haces en tu tiempo libre?
<p>Lent 1</p>	<p><u>Viva! 1 Módulo 3 :</u> <u>Mi</u> <u>instituto</u> <u>GCSE</u> theme : <u>Current and future study and employment</u> Aim: Student would be able to speak about their school by giving opinions and reasons and the use negative sentences. Grammar: Regular verbs ar-er-ir verbs Adjectives to talk about others. Use plural definitive and Indefinite articles.</p> <ul style="list-style-type: none">• ¿Qué estudias?• ¿Te gustan las ciencias?• ¿Qué hay en tu insti?• Durante el recreo• ¿Te gusta tu instituto?

Lent 2	<p>Viva! 1 Módulo 4 : <u>Mi familia y mis amigos GCSE theme :</u> <u>Identity and culture</u> Aim: Student would be able to describe their family physically and their character and they should be able to describe how they get along with their family members. Grammar: Irregular verbs <i>tener, ser, estar and ir.</i> Possessive Adjectives to talk about my/your family/home. Use of adjectives with nous agreements.</p> <ul style="list-style-type: none"> • ¿Cuántas personas hay en tu familia? • ¿De qué color tienes los ojos? • ¿Cómo es? • El carnaval en familia
Trinity 1	<p>Viva! 1 Módulo 4 : <u>Extra Lessons:</u> <u>Mi familia y mis amigos GCSE theme :</u> <u>Identity and culture</u> Aim: Student would be able to describe where they live, how their home is and what activities they do at home. Grammar: Irregular verbs <i>tener, ser, estar and ir.</i> Possessive Adjectives to talk about my/your family/home. Use of adjectives with nous agreements.</p> <ul style="list-style-type: none"> • ¿Cómo es tu casa o tu piso? • Las habitaciones • En mi dormitorio • Que haces en tu casa/dormitorio
Trinity 2	<p>¡Viva! 1 Módulo 5 : <u>Mi ciudad GCSE theme :</u> <u>Local, national, international and global areas of interest.</u> Aim: Student would be able to describe where they live. Tell the time. Order food in a restaurant. Saying what they are going to do at the weekend. Grammar: Learning how to use the future tense. Ir (Simple future & Near Future voy a) Use of stem-changing verbs. Indefinite articles many.</p> <ul style="list-style-type: none"> • ¿Qué hay en tu ciudad? • ¿Qué haces en la ciudad? • En la cafetería • ¿Qué vas a hacer? • ¿Te gusta tu ciudad?

PE



	Boys	Girls
Michaelmas 1	<p>Two groups will choose from the following:</p> <p>Basketball Basic rules, passing, shooting and defending.</p> <p>Table Tennis Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court.</p> <p>Inter-house competition: Basketball</p>	<p>Tag Rugby Ball handling, passing, scoring, variation games.</p> <p>Inter-house competition: Tag Rugby</p>
Michaelmas 2	<p>Both groups will take part in:</p> <p>Rugby: Ball handling, passing backwards, tag rugby development and introduction to basic contact.</p> <p>Inter-house competition: Tag Rugby</p>	<p>Trampoline Introduction to safety rules, basic shapes: Straight jump, half turn, full turn, tuck, straddle and pike and seat drop. Looking at technique and control and linking skills together.</p> <p>Inter-house competition: Trampoline</p>
Lent 1	<p>Both groups will take part in:</p> <p>Football: Passing technique, shooting technique, defending and tackling, small sided games.</p> <p>Inter-house competition: Football</p>	<p>Netball Chest, shoulder and bounce pass technique, footwork skills, introduction to dodging and variation sports ie. End ball.</p> <p>Inter-house competition: Netball</p>
Lent 2	<p>Two groups will choose from the following:</p> <p>Basketball Basic rules, passing, shooting and defending.</p> <p>Table Tennis Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court.</p> <p>Inter-house competition: Table Tennis</p>	<p>Fitness/Orienteering Basic introduction to fitness components, testing. Circuit training and HIIT. Basic team building exercises.</p> <p>Inter-house competition: Dodgeball</p>

<p>Trinity 1</p>	<p>Athletics Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay. Field events – shot-put, discus and javelin.</p>	<p>Athletics Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay. Field events – shot-put, discus and javelin.</p>
	<p>Development of technique and opportunity to practice for sports day! No Inter-house competition due to short half term.</p>	<p>Development of technique and opportunity to practice for sports day! No Inter-house competition due to short half term.</p>
<p>Trinity 2</p>	<p>Choice of the following activities:</p> <p>Kwik Cricket Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket.</p> <p>Rounders Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring.</p> <p>Softball Basic rules, batting catching and variation of rules.</p> <p>Tennis Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallies. Inter-house competition Boys:</p> <p>Dodgeball Inter-house competition Girls:</p> <p>Rounders</p>	<p>Choice of the following activities:</p> <p>Kwik Cricket Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket.</p> <p>Rounders Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring.</p> <p>Softball Basic rules, batting catching and variation of rules.</p> <p>Tennis Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallies. Inter-house competition Boys:</p> <p>Dodgeball Inter-house competition Girls:</p> <p>Rounders</p>

Science



<p>Michaelmas 1</p>	<p><u>Introduction to Science</u></p> <ul style="list-style-type: none"> • Lab safety • Using Bunsen Burners • Hazard symbols <p><u>Cells</u></p> <ul style="list-style-type: none"> • Animal vs Plant cells • Using Microscopes • Drawing cells • Specialised cells <p><u>Atoms and Elements</u></p> <ul style="list-style-type: none"> • Drawing and labelling an atom. • Recognizing elements and their symbols • Recognizing and naming compounds
<p>Michaelmas 2</p>	<p><u>Energy and Heat transfer</u></p> <ul style="list-style-type: none"> • Naming different types of energy stores and transfers. • The difference between heat and temperature. • Convection and conduction <p><u>Levels of organization</u></p> <ul style="list-style-type: none"> • Describe the levels of organisation in living organisms. • The structure and function of the digestive system • The structure and function of the skeletal system. <p><u>Acids and Alkalis</u></p> <ul style="list-style-type: none"> • Name some acids and alkalis and describe their properties. • Measuring acidity and alkalinity. • Neutralisation and its application.
<p>Lent 1</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> • How light behaves with translucent, Opaque and transparent objects. • Seeing colour by reflection, absorption and transmission of light. • Dispersion of light and filters. <p><u>Reproduction</u></p> <ul style="list-style-type: none"> • The male and female reproductive systems. • Sexual intercourse and fertilization. • Implantation and pregnancy. • Adolescence and the menstrual cycle. <p><u>Physical and chemical reaction</u></p> <ul style="list-style-type: none"> • Particle model of matter. • Signs of a chemical reaction and heating/cooling curves • Signs of a chemical reaction and simple word equations
<p>Lent 2</p>	<p><u>Sound and Hearing</u></p> <ul style="list-style-type: none"> • Defining sound. • The speed of sound in relation to the particle model of matter. • Interpreting oscilloscope traces. • The structure and function of the inner and outer ear. <p><u>The environment</u></p> <ul style="list-style-type: none"> • What makes a good habitat? • Food chains, food webs and bioaccumulation. • Pyramids of numbers and biomass. • Predator-prey relationships.

<p>Trinity 1</p>	<p><u>The periodic table</u></p> <ul style="list-style-type: none"> • Dmitri Mendeleev and the development of the periodic table. • Working out the numbers of protons neutrons and electrons in each element. • Patterns in group and periods in the periodic table. <p><u>Forces</u></p> <ul style="list-style-type: none"> • Naming and identifying different forces acting on different objects. • Drawing free-body diagrams to show the interaction of forces. • Measuring forces. Calculating the resultant forces acting on objects.
<p>Trinity 2</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • The structure and function of the main organs in a plant. • Roots: Their structure and function. • Stem: Structure and function. • Flower: Structure and function. • Pollination and germination. <p><u>Space</u></p> <ul style="list-style-type: none"> • Our solar system and the sun. • Moons, eclipses and satellites. • Orbits, seasons and the earths tilt. <p><u>Conservation project</u></p> <ul style="list-style-type: none"> • Biodiversity. • Methods of measuring biodiversity. • Conservation. • Conservation poster project.

Music & Drama



	Music	Drama
Michaelmas 1	<p><u>Rhythm, Improvising & Composing</u></p> <p>Learning to read rhythms then composing own rhythmic pieces using Table/Chair drumming. Grade 1 snare piece</p>	<p><u>Introduction to Drama : Basic Skills</u></p> <p>Still Images Thought tracking Showing status Mime/Gesture Role Play</p>
Michaelmas 2	<p><u>Instrumental Skills</u></p> <p>Introduction to Instrumental skills (mixed classes of either Strings, Brass or Woodwind). Learning basic pitch & rhythm through whole- class lessons.</p>	<p><u>Spears Sports: Applying Skills</u></p> <p>Whole class roleplay Forms of staging Roles in TV Broadcast News Creating imaginary environments</p>
Lent 1	<p><u>Instrumental Skills</u></p> <p>Continuing work on instrumental skills in whole class ensemble tuition style. Composing good melodies on instruments.</p>	<p><u>Physical Theatre One:</u></p> <p>Trust and sequencing Touch Hands Relays Basic Lifts Narration and Physical Theatre</p>
Lent 2	<p><u>Whole Class Orchestra</u></p> <p>Using Instrumental skills learnt to learn 1-2 pieces as a class in multiple parts, developing ensemble skills, which can be combined to form a YR7 Orchestra. Writing about Music, Instruments of the Orchestra.</p>	<p><u>The Way West:</u></p> <p>Whole class role play Whole class immersion Movement to music Mini Monologues</p>
Trinity 1	<p><u>Tonalities</u></p> <p>Learning about intervals and scales: chromatic, major & minor. Performing pieces that contrast in tonality. Looking at mood/character through programme music.</p>	<p><u>Introduction to Stanislavski</u></p> <p>Given Circumstances Magic If Imagination Objectives</p>
Trinity 2	<p><u>Tonalities & Structure</u></p> <p>Composing pieces that contrast in tonality within more complex musical structures (Binary, Ternary, Rondo Forms) Using Music Writing Software – Sibelius</p>	<p><u>Introduction to Brecht</u></p> <p>Breaking the fourth wall Style of acting Multi roling Political messaging</p>

Computer Science



Michaelmas 1	<ul style="list-style-type: none"> • Understand what is meant by Esafety and how to be safe and responsible while using different technologies. • The impact of the internet and being connected to our wellbeing. • Explore different forms of bullying that affect young people
Michaelmas 2	<ul style="list-style-type: none"> • Describe the function of the hardware components of a computer system (CPU, main memory, secondary storage) and how they work together. • Explain why computers use binary to represent data and program instructions. • Convert between binary and denary
Lent 1	<ul style="list-style-type: none"> • Describe what an algorithm is and explain what algorithms are used for. • Express algorithms as flowcharts and written description. • Introduction to programming in Python.
Lent 2	<ul style="list-style-type: none"> • Explain the difference between algorithms and programs. • Code an algorithm in a high-level programming language. • Describe the characteristics of data types and select appropriate data types for variables. • Use sequence, selection and iteration in programs.
Trinity 1	<ul style="list-style-type: none"> • Explain how computers encode characters using ASCII. • Learn how bitmap images are represented in binary. • Learn how sound is represented in binary. • Describe the limitations of binary representation of data when constrained by number of available bits. • Calculate the file sizes of stored data.
Trinity 2	<ul style="list-style-type: none"> • Learn HTML and CSS. • Develop a basic website with at 3 web pages