	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Shakespeare – Much Ado About Nothing** Recap: Shakespeare's life, work and theatre. Shakespeare's comedy: comedic elements, conventions and themes. Full scene-by-scene study of *Much Ado About Nothing* .	**Shakespeare – Much Ado About Nothing** Continuation of *Much Ado About Nothing* . Opportunities fro drama and working with scripts. Character studies: Benedick, Beatrice. Scene staging and direction for comedic effect. Discussion/debate: do we forgive Claudio. Key theme: patriarchal attitudes and the presentation of women.	**Introduction to the Novel** The history of the novel form. Historical context and the emergence of the novel. Extracts from early novels: Robinson Crusoe, Gullivers Travels. Conventions of the novel and verisimilitude. Dickensian characterisation. Descriptive/creative writing. Context: John Steinbeck's *Of Mice and Men* Full text study: *Of Mice and Men*	**Introduction to the Novel** Continuation of *Of Mice and Men.* Steinbeck's style. Characterisation. Themes and issues: Presentation of women Race The American Dream Curley's wife (in the text and on the stage). Essay: presentation of Curley's wife.	**The Romantic Imagination** What is Romanticism? Comparison with neoclassicism. Who are the 'Big Six' of English Romanticism? Study of Wordsworth, Coleridge, Blake... Exploring key poems, poetic forms and metre, Romantic concerns and sensibilities.	**The Romantic Imagination** Who are the 'Big Six' of English Romanticism? Study of Byron, Shelley and Keats. The enduring influence of the Romantics. Exploring key poems, poetic forms and metre, Romantic concerns and sensibilities. Memorise a Romantic poem.
Maths	**Proportional Reasoning**: Ratio and Scale, Multiplicative Change, Multiplying and Dividing Fractions	**Representations**: Working in the Cartesian Plane, Working in the Cartesian Plane, Tables and Probability, Representing Data (bivariate)	**Algebraic Techniques**: Brackets, Equations and Inequalities, Sequences, Indices	**Developing number**: Fraction and Percentages, Standard Index Form, Number Sense	**Developing Geometry**: Angles in Parallel Lines and Polygons, Area of trapezia and Circles, Line Symmetry and Reflection	**Reasoning with Data**: The Handling Data Cycle, Measure of Location **Finance Project:** Careers, salary - gross and net, needs vs wants, car finance and running costs, housing costs incl mortgage vs renting, insurance, budgeting
Science Bi	**Digestion and Absorption**: The digestive system, Physical digestion, Chemical digestion, Chemical digestion and industrial processes, Enzyme action	**Digestion and Absorption**: Organs of the digestive system, Absorption, 1. Planning investigations 2. Analysing investigations	**Respiration**: Aerobic Respiration, Anaerobic Respiration & Fermentation, Effects of Exercise, Heart Structure Blood vessels,	**Respiration**: Structure of the Human Gas Exchange System, Ventilation, Alveoli & Gas Exchange, Effects of Smoking, Lung Disease (Data Analysis), Graphs & Anomalies	**Variation**: Variation, Continuous and discontinuous variation, Inheritance, Chromosomes, genes and DNA, DNA model, Mitosis & Meiosis	**Variation**: Adapting to change, Natural selection, Natural selection investigation, Selective breeding, Asexual reproduction, Planning and analysing investigations
Science Ch	**Atoms, Elements and Compounds**: Elements and Compounds, Naming Compounds, The Atom, Electronic Configuration	**Atoms, Elements and Compounds**: Relative Formula Mass, Percentage by Mass, Scientific Investigation (density), Halogens / alkali metals	**Composite Materials**: Limestone , Thermal decomposition of calcium carbonate, The limestone cycle, Mortar and Concrete,	**Composite Materials**: Rocks and metal Extraction of metals, Corrosion, Metals and their uses Extracting metals, Recycling Metals, Transitions metals, Graphs and anomalies	**Organic Resources**: Crude Oil, Fractional Distillation, Name alkanes, Combustion, Combustion Investigation	**Organic Resources**: Fire safety and incomplete combustion, Alternative fuels and pollution, Carbon Emissions, Planning and Analysing Investigations
Science Ph	**Sound**: Waves, What makes a sound?, Pitch and volume, The wave equation, Structure of the ear	**Sound**: Different mediums The speed of sound - Practical, Reducing noise, Ultrasound The uses of ultrasound, Planning and analysing observations	**Heating and Cooling**: Heat energy and temperature, Radiation, The penguin experiment, Conduction, Convection, The Thermos flask	**Heating and Cooling**: Internal energy Specific Heat Capacity, Changing state, Evaporation, Graphs and anomalies	**Light**: Seeing Things Light Waves, Reflection, Mirrors and Ray Diagrams, Refraction, Lenses	**Light**: Total Internal Reflection, Dispersion, Seeing Colour, The Eye, Planning and Analysing Investigations

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History	**the development of Church, state and society in Britain 1509-1745** - How did society and state change and develop under the Tudors? 1485-1603 BV = Democracy	**the development of Church, state and society in Britain 1509-1745** - How did society and state change and develop under the Tudors? 1485-1603 BV = Democracy	**the development of Church, state and society in Britain 1509-1745** - Why did Civil War happen? BV = Democracy	**the development of Church, state and society in Britain 1509-1745** - The Effects of Civil War and the Unification of the Kingdom 1650-1745 BV = Democracy	**ideas, political power, industry and empire: Britain, 1745-1901** - What was the shared experience of the Atlantic Slave Trade? BV = Democracy	**ideas, political power, industry and empire: Britain, 1745-1901** - Political and Social Reforms - How did Britain's democracy develop? BV = Democracy
Geography	**Why are rivers important?** This unit reintroduces physical geography with focus on the water cycle, fluvial processes, and system thinking. Infiltration fieldwork develops geographical practice, data collection, and interpretation skills.	**Why does the largest country not have the largest population?** Focus on Russia - It develops spatial thinking and builds on population geography from Year 7 by adding nuance around physical geography constraints, development, and human systems. Encourages students to think critically about assumptions, fostering interpretation and place complexity	**How does the economy connect us?** This unit moves toward global interdependence and economic geography, key components of geographical application. It introduces flows of goods, labour, money, and information, and supports ethical enquiry into development, inequality, and sustainability. It also strongly promotes relational thinking — how distant places and people are interconnected.	**How is China changing?** A national case study to explore rapid urbanisation, economic growth, and environmental challenges. Builds on Unit 3's global economic links while developing thinking on change over time. China offers opportunities for debate, contrasting perspectives, and deepening understanding of spatial diversity and urban/environmental interactions.	**What are the opportunities and challenges in Africa?** A continent-wide perspective that helps address stereotypes and promotes decolonising geography. This unit allows exploration of natural resources, urbanisation, development, and conflict in diverse contexts. Encourages students to think critically about representation, development narratives, and the importance of multiple voices.	**How do we measure the weather?** Builds practical understanding of the atmosphere and weather systems. Like Unit 1, this provides hands-on enquiry, reinforcing data collection and interpretation skills. The microclimate focus links physical processes with human modification of environments, promoting application of geographical practice and systems thinking.
RE	**Sacred Earth:** Creation stories, stewardship, animal ethics, and environmental issues	**People of Faith: Islam**: Nature of God, Life of the Prophets, Mosque, Sources of Authority	**People of Faith: Islam:** Five Pillars, Muslim festivals **People of Faith: Judaism:** Prophets	**People of Faith: Judaism:** commandments, holy books, the synagogue	**People of Faith: Judaism:** Food laws, Jewish festivals, rites of passage	**Religion in Britain:** what does it mean to be religious in the UK? Census data, denominational differences, humanism, contributions to society, local faith groups

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Design Technology	**Product- Be Seen Project and Headphone holder driving test** Knowledge of materials and manufacturing: Using risk assessment tables Advanced Hegner saw and sander skills developed while mould making Introduction to electronics, learning soldering Sublimating and forming thermoplastics Simple electronic components and their functions How the circuit is powered and controlled. Knowledge of design: Design skills – designing from the inside out, advanced pattern design. Identifying customer needs and wants through product analysis and customer profiling. Design criteria, testing the light with the user. Designing their own testing strategy. Receiving and acting on user feedback.	**Product- Be Seen Project and Headphone holder driving test** Knowledge of materials and manufacturing: Using risk assessment tables Advanced Hegner saw and sander skills developed while mould making Introduction to electronics, learning soldering Sublimating and forming thermoplastics Simple electronic components and their functions How the circuit is powered and controlled. Knowledge of design: Design skills – designing from the inside out, advanced pattern design. Identifying customer needs and wants through product analysis and customer profiling. Design criteria, testing the light with the user. Designing their own testing strategy. Receiving and acting on user feedback.	**Textiles-Tote Bag** Knowledge of materials and manufacturing: More complex construction techniques Precision construction and decorative techniques More advance decorative techniques More adventurous designs encouraged Bagging out pockets Linings Knowledge of design: Client profiling Reusing bags therefore reducing plastic waste Using a country for a theme – other cultures – mood boards	**Textiles-Tote Bag** Knowledge of materials and manufacturing: More complex construction techniques Precision construction and decorative techniques More advance decorative techniques More adventurous designs encouraged Bagging out pockets Linings Knowledge of design: Client profiling Reusing bags therefore reducing plastic waste Using a country for a theme – other cultures – mood boards	**Food- Nutrition for Life** Knowledge of materials and manufacturing: Develop a greater knowledge of a wider range of specific nutrients and where they can be found in food. Gelatinisation Increase knowledge of cooking methods – rubbing in Make an increasing complex range of dishes Investigate the role of different sugars in the sensory analysis of a simple cake recipe What is a staple foods Safe storage of food Knowledge of design: Draw and label ideas for products Evaluate using star profiles and a greater range of sensory descriptors	**Food- Nutrition for Life** Knowledge of materials and manufacturing: Develop a greater knowledge of a wider range of specific nutrients and where they can be found in food. Gelatinisation Increase knowledge of cooking methods – rubbing in Make an increasing complex range of dishes Investigate the role of different sugars in the sensory analysis of a simple cake recipe What is a staple foods Safe storage of food Knowledge of design: Draw and label ideas for products Evaluate using star profiles and a greater range of sensory descriptors
Art	**Animals in Art:** learn how to use a grid system to accurately draw the basic shapes of animals, helping them break down complex forms into manageable sections. Experiment with oil pastel to create a range of marks and surface textures	**Animals in Art:** Investigate how animals have been represented in art across different cultures and historical periods. Explore the symbolic and cultural meanings behind animal depictions in various artworks. Create a final piece that incorporates a minimum of 3 animals with clear opportunities for students to differentiate and explore their own creative intentions.	**The World Around Me:** Explore the definition of architecture and the work of prominent architects including Antoni Gaudi Create textured grounds and draw on them in the style of Ian Murphy.	**The World Around Me:** Begin to develop a personal response to the theme, The World Around Me. Link to GCSE Photography's Structures project and how artists can manipulate structures and transform them into works of art. Create a final piece that uses the local area as inspiration.	**Fragments:** Investigate and discuss Abstract Art by discussing various works of Art. Look at the work of Kandinsky and create work in response to music. Create a series of drawings of complex shapes using just line. Students build upon their experiences from drawing tasks in Year 7	**Fragments:** Investigate and discuss Cubism and its visual style. Explore how compositions work and how different artists have employed different compositional techniques. Students will incorporate their own ideas and creative choices into the composition of their Abstract piece

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Music	**World Music** - Pentatonic scale Traditional Chinese instruments Textures & Structures Composition in Ternary or Rondo form Appraisal (listening with understanding) Music from India & West Africa	**World Music** - Pentatonic scale Traditional Chinese instruments Textures & Structures Composition in Ternary or Rondo form Appraisal (listening with understanding) Music from India & West Africa	**Classical Music** - Mozart, Haydn & Beethoven Fur Elise performance Classical Genres inc string quartet, concerto, symphony Theme & variations composition	**Classical Music** - Mozart, Haydn & Beethoven Fur Elise performance Classical Genres inc string quartet, concerto, symphony Theme & variations composition	**Guitar** - Riffs Chords Chord progressions Performance	**Guitar** - Riffs Chords Chord progressions Performance
PE	**Healthy Active Lifestyle, Skill development & Decisions**. - Hockey & Football.	**Healthy Active Lifestyle, Skill development & Decisions**. - Fitness & Netball.	**Decisions & Coaching (analysing & evaluating**) - Dance & Badminton.	**Decisions & Coaching (analysing & evaluating**) - Netball & Gymnastics.	**Acquiring knowledge, Skill development**. - Athletics & Rounders.	**Acquiring knowledge, Skill development**. - Athletics, Rounders, Cricket.
German	Stimmt 2, Unit 1: Ich liebe Ferien **Holidays**	Stimmt , Unit 2, Bist du ein Medienfan? - **Media**	Unit 3 Bleib gesund! - **Healthy living**	Unit 4: Klassenreisen machen Spaß! **Going on a school trip**	Unit 5: Wir gehen aus Discussing **dates and outings**	Unit 5: Wir gehen aus Discussing dates and outingsGrammar Focus
French	Dynamo 2 rouge, Module 1: Vive les vacances! **Holidays**	Module 2: J'adore les fêtes **Celebrations**	Module 3: A loisir **Hobbies/free time**	Module 4: Le monde est petit **Where you live**	Module 5: Le sport en direct **Sports**	Module 5: Le sport en direct **Sports**
Computing	**Communication and Networks -** HTML | Will the internet slow down as it grows bigger and gets older?	**Hardware and Processing -** Memory & Storage | How can we build the fastest computer in the world?**;** **Data and Data Representation** - SQL | How can we keep our digital lives organised? **Communication and Networks -** Search Engines and Filtering the Web	**Data and Data Representation** - Data Representation | Text, Images & Sounds	**Communication & Networks** - Web Design CSS | How can we control the style of an entire website in one click?	**Algorithms** - Algorithms; **Programming and Development** - Scratch - Guess My Number Game | Python - Dice Game	**Information Technology** - Moral, Legal & Environmental | Networks IoT