

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The Gothic Text: <i>Frankenstein</i> – Mary Shelley</p> <p>Recap: Romanticism, conventions of the novel. Context: the Enlightenment, conventions of the Gothic, epistolary novels. Gothic terms and concepts.</p> <p>Text study: <i>Frankenstein</i></p>	<p>The Gothic Text: <i>Frankenstein</i> – Mary Shelley</p> <p>Continuation of textual study: Volumes 1 and 2</p> <p>Creative writing: gothic settings and atmosphere. Oracy and writing: ethical dilemmas, presentation of women.</p>	<p>Henry V and War Poetry</p> <p>Texts: Shakespeare's Henry V (extracts, speeches and the Chorus), Sassoon, Owen, Pope, Heaney etc.</p> <p>Recapping rhetoric writing methods from Y7.</p> <p>Exploring key poems, poetic form and metre, Shakespearean form and metre, propaganda, patriotism and attitudes towards war.</p>	<p>Henry V and War Poetry</p> <p>Characterisation, futility of war vs patriotic appreciation. Oracy opportunity to discuss media presentation of war and journalistic bias.</p> <p>Exploring key poems, poetic form and metre, Shakespearean form and metre, propaganda, patriotism and attitudes towards war.</p>	<p>Dystopia and Freedom Texts: 1984, Brave New World, dystopian short stories Core text: <i>Fahrenheit 451</i></p> <p>Recapping Greek myths through use of allusions. Recapping dictatorship, totalitarianism.</p> <p>Introducing dystopian conventions, e.g. censorship, surveillance, technology and AI.</p>	<p>Dystopia and Freedom Texts: 1984, Brave New World, dystopian short stories Core text: <i>Fahrenheit 451</i></p> <p>Fahrenheit 451 - characters (including foils), themes and motifs (e.g. fire). Intertextuality and literary allusions: Plato's Allegory of the Cave, The Tower of Babel, The Book of Job, the story of Icarus, 1984 (Big Brother and Doublethink) Descriptive writing: dystopian settings.</p>
Maths	<p>Reasoning with Algebra: Straight Line Graphs, Algebraic Equations and Inequalities Reasoning with 3D Geometry: Properties of 3D shapes, areas and volumes, plans and elevations, nets</p>	<p>Reasoning with Algebra: Algebraic manipulation, testing conjectures Constructing in 2 and 3 Dimensions: Constructing and congruency</p>	<p>Reasoning with Numbers: calculating with fractions, decimals and percentages, rational and irrational numbers, standard form, simple and compound interest, VAT, exchange rates, wages and taxes including calculating take home pay</p>	<p>Reasoning with Geometry: angle problems and conjectures, symmetry, transformations of shapes</p>	<p>Reasoning with Geometry: Pythagoras' Theorem, trigonometry Reasoning with Proportion: Direct and inverse proportion, best buys, ratio problems, graphs of proportion</p>	<p>Reasoning with Proportion: working with rates of change including speed and density, compound units Reasoning with Probability: tree diagrams, expected outcomes, relative frequency Representing Algebra: Quadratic, piece-wise, reciprocal and simultaneous equations graphs, representing inequalities</p>
Science Bi	<p>Health Issues: Introduction to Health & Disease, Cardiovascular Disease, Risk Factors for Health & Disease, Cancer,</p>	<p>Health Issues: Communicable Disease, Viral Disease, Bacterial Diseases , Fighting Disease, Vaccination, Using Drugs to Treat Disease, Evidence & Errors</p>	<p>The nervous system & homeostasis: The nervous system & homeostasis, Reflex arc, Synapses, Thermoregulation experiment, Thermoregulation</p>	<p>The nervous system & homeostasis: Blood glucose regulation, Diabetes, Menstrual cycle, 1.Evidence 2.Errors</p>	<p>Photosynthesis and nutrient cycles: Plant structure, Photosynthesis, Limiting factors, Uses of glucose, Greenhouses</p>	<p>Photosynthesis and nutrient cycles: Carbon cycle, Nitrogen cycle, Role of mineral nutrients in plant growth, Transpiration web-quest, Transpiration review/revision, Hypothesising & Concluding</p>
Science Ch	<p>Reactivity of Metals: Properties of metals Metals in oxygen, Metals in water, Metals in acid , Displacement reactions,</p>	<p>Reactivity of Metals: Exothermic and endothermic reactions, Reversible Reactions, Rates of reaction, Ionic bonding, Evidence and errors</p>	<p>Environmental Chemistry: The Structure of the Earth Tectonic Plates, Changes to the Earth's atmosphere, Global Warming, Working Scientifically Global warming, The Carbon Cycle</p>	<p>Environmental Chemistry: Combustion, Alternative Fuels, Ethanol, Air, Hypothesise & Anomalies</p>	<p>Chemical calculations: Isotopes, Relative formula mass, Converting units, Concentration, Significant figures</p>	<p>Chemical calculations: Standard form, Conservation of mass, The chemical mole, Concentration 2, Chemical calculations, Hypothesising & Concluding</p>
Science Ph	<p>Electricity: Drawing circuits, Electrical current, Voltage, Resistance, Resistance of a wire Investigation, Series circuits, Parallel circuits</p>	<p>Electricity: LDR Investigation, Voltage current graphs for a resistor, Voltage current graphs for a lamp, Evidence and errors</p>	<p>Forces, motion, pressure and moments: Resultant forces, Falling objects, Resultant force and acceleration, Velocity-time graphs, Relative motion, Hooke's law</p>	<p>Forces, motion, pressure and moments: Pressure in solids, Hydraulics (Pressure in liquids), Levers and moments, The principle of moments, Hypothesise and anomalies</p>	<p>Magnets and electromagnets: What is a magnet?, The magnetic field, The Earth's magnetic field, Making an electromagnet, Strength of an electromagnet - Practical</p>	<p>Magnets and electromagnets: The uses of electromagnets, The motor effect, Fleming's Left Hand Rule, Electric motors, Making an electric motor - Practical, Hypothesising and concluding</p>
History	<p>challenges for Britain, Europe and the wider world 1901 to the present day - Titanic – How and why did it happen?</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day - What caused WW1 and how did the conflict affect soldiers?</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day - What caused WW2 and what were the major events?</p>	<p>challenges for Britain, Europe and the wider world 1901 to the present day - What caused WW2 and what were the major events? The Holocaust</p>	<p>Post War - Independence, Technological Changes - challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>study of a significant society or issue in world history and its interconnections with other world developments - USA in the 20th Century – Social and Political history</p>
Geography	<p>How important is Antarctica? Antarctica is a distinct and extreme environment, ideal for exploring Earth systems, climate patterns, and human-environment interaction. It provokes ethical and geopolitical questions: Who owns Antarctica? Should it be protected?</p>	<p>What is the future of our planet? A global-scale environmental crisis - climate change. It allows students to connect scientific understanding of Earth systems with human causes and consequences. This unit deepens students' understanding of feedback loops, values-based decision-making (e.g. adaptation vs mitigation), and inequality of climate impact (linking to diversity and interconnection).</p>	<p>Is our world equal? This unit explores how and why places develop differently, offering an excellent opportunity to challenge assumptions and promote critical thinking. Through comparison of case studies, students encounter spatial diversity, social justice issues, and geographies of hope and constraint.</p>	<p>Why is disease a geographical issue? Builds on themes of development and climate change and examines the geography of health, how environmental and socio-economic conditions shape disease risk, global interconnection in the spread and response to disease. This unit encourages students to ask how geography helps us understand vulnerability and resilience and how should we respond ethically and practically to global health challenges</p>	<p>Global hazards - How can weather be hazardous? How do plate tectonics shape our world? Ties into Key Stage 3 knowledge (e.g., climate/weather basics) and begins the shift to more analytical, evaluative GCSE-level thinking. Core geographical processes and key terminology that underpins future GCSE topics (e.g., climate in ecosystems, natural hazard management). Captures students' interest through dramatic real-world events (e.g., earthquakes, tropical storms).</p>	
RE	<p>Human Rights - Social Justice, censorship, poverty, religious freedom, role of women in religion</p>	<p>Human Rights - exploitation of the poor, poverty, religious extremism</p>	<p>People of Faith: Christianity: the nature of God, trinity, creation stories, the problem of evil</p>	<p>Crime and Punishment - Causes of crime, religious attitudes to crime</p>	<p>Crime and Punishment - Aims and forms of punishment, forgiveness, capital punishment, prison project</p>	<p>Moral Decision Making: the Bible, the Church, Conscience, Situation Ethics, Utilitarianism</p>

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Design Technology	<p>Product -Jewellery Project and Trinket Box driving test</p> <p>Knowledge of materials and manufacturing: Considering other users of the D&T workshops and carrying out a safety survey Introduction to different materials and techniques – cutting and shaping copper, enamelling, glass fusing, using standard components (findings) to complete the products</p> <p>Knowledge of design: Design skills – Looking at trends, Using the work of other designers Tatty Devine, using focus groups for evaluation Corporate identity and packaging of products</p>	<p>Product -Jewellery Project and Trinket Box driving test</p> <p>Knowledge of materials and manufacturing: Considering other users of the D&T workshops and carrying out a safety survey Introduction to different materials and techniques – cutting and shaping copper, enamelling, glass fusing, using standard components (findings) to complete the products</p> <p>Knowledge of design: Design skills – Looking at trends, Using the work of other designers Tatty Devine, using focus groups for evaluation Corporate identity and packaging of products</p>	<p>Textiles -Interior Design Project Knowledge of materials and manufacturing: Refined stencilling complex shapes Own colour mixing Ripped strips techniques Reverse applique Increased independence re machinery Complex embroidery</p> <p>Knowledge of design: Using the work of other artist/designers to inspire their work – ripped strips, applique Comparative shopping Use of virtual design tools Nautical/Botanical themes in interior design</p>	<p>Textiles -Interior Design Project Knowledge of materials and manufacturing: Refined stencilling complex shapes Own colour mixing Ripped strips techniques Reverse applique Increased independence re machinery Complex embroidery</p> <p>Knowledge of design: Using the work of other artist/designers to inspire their work – ripped strips, applique Comparative shopping Use of virtual design tools Nautical/Botanical themes in interior design</p>	<p>Food – Around the World</p> <p>Knowledge of materials and manufacturing: Science of food – gluten and yeast experiments Coagulation Learning about dishes and where they come from in the world Make an increasing complex range of dishes from Chilli Con Carne to Swiss Roll</p> <p>Knowledge of design: Analysis of scientific findings to develop better products. Development of dishes Evaluate using a mixture of sensory analysis and scientific knowledge to create a commentary on a dishes' performance</p>	<p>Food – Around the World</p> <p>Knowledge of materials and manufacturing: Science of food – gluten and yeast experiments Coagulation Learning about dishes and where they come from in the world Make an increasing complex range of dishes from chilli con carne to swiss roll</p> <p>Knowledge of design: Analysis of scientific findings to develop better products. Development of dishes Evaluate using a mixture of sensory analysis and scientific knowledge to create a commentary on a dishes' performance</p>
Art	<p>Natural Forms: Mixed media drawings of natural forms. A series of quick studies to experiment with combinations of media and some more prolonged to allow for refinement of technique. Investigate how have artists responded to the theme of natural forms</p>	<p>Natural Forms: Create a ceramic outcome that is inspired by natural forms. Use coils to create a stable, cylindrical structure. Use a range of tools to create surface detail Use charcoal to create a drawing of the finished ceramic sculpture.</p>	<p>Art & Food: Explore Acrylic Painting Techniques and use colour theory to create a harmonious colour palette. Focus on mixing complementary pairs, using a monochromatic palette and dry brush for layering colours.</p>	<p>Art & Food: GCSE style project that allows students to develop a final piece that builds upon the skills, knowledge and understanding developed during the previous acrylic painting tasks. Photography is used to create reference images to help aid option choices.</p>	<p>Icons: Broadening knowledge of acrylic painting. Use grids for accurate transcriptions. Use Photoshop to create appropriate reference images. Further in-depth critical studies into artists and genres including Pop Art and mass produced works of Art.</p>	<p>Icons: Refine previously covered skills and techniques and produce a final outcome based on the theme of Icons, using self made reference images.</p>
Music	Blues - 12 Bar Blues, Origins of Blues, Scales, Improvising with Blues Scale, Composition of Blues	Blues - Gershwin: Rhapsody in Blue, Christams Service Preparation	Ragtime and Jazz - The entertainer melody, Feel Pulse, Accompaniment styles	Ragtime and Jazz - Dixieland Jazz, Swing Era Big Band /Swing	TBC	TBC
PE	Acquiring knowledge, Decisions, Coaching (analysing & evaluating) - Netball, Hockey & Cross Country.	Acquiring knowledge, Decisions, Coaching (analysing & evaluating) - Volleyball, Badminton & Football/Rugby.	Healthy, active, lifestyle, Skill development, Decisions - Basketball, Fitness, Badminton, Volleyball & Football/Rugby.	Healthy, active, lifestyle, Skill development, Decisions - Netball, Fitness & Basketball.	Acquiring knowledge, Coaching (analysing & evaluating) - Rounders & Athletics.	Acquiring knowledge, Coaching (analysing & evaluating) - Athletics & Cricket.
German	Stimmt 3 - Unit 1 Vorbilder	Stimmt 2 - Unit 2 Musik	Stimmt 3 - Unit 3 Meine Ambitionen Jobs and future plans	Stimmt 3 -Unit 4 Die Kindheit Childhood	Stimmt 3 – Unit 5 Rechte und Pflichten Rights and responsibilities	Start GCSE Course - Module 1 - Die Schule
French	Dynamo 3 rouge, Module 1: Mon monde à moi All about myself Healthy lifestyle	Module 2: Projets d'avenir Jobs and future plans	Module 3: Ma vie en musique Music/Past tenses	Module 4: Le meilleur des mondes Environment	Module 5 : Le monde francophone French speaking world	
Computing	Programming & Development - Sequence, Selection and Iteration tasks. Debugging exercises.	Information Technology - Create 3D animations using the industry-standard software. The basics of modelling, texturing, and animating; outputs will include 3D models, short videos.	Programming & Development - Create a mobile phone app.	Data & Data Representation - Analogue to digital conversion with images and sound.	Networks, Safety & Security - Techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Value of data, social engineering and common cybercrimes.	Computer Systems - Work with physical computers (BBC MicroBit) to develop simple solutions to everyday problems.