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*Food and Nutrition / Textile Technology*
# Art & Design

## Autumn Term

**Topics:**
- Interdisciplinary Project based on: Natural forms or similar theme

**Key Information:**
- Starting from observation to develop into print-making, photographic and ceramic techniques
- Ceramic tiles to be displayed as a group piece

## Spring Term

**Topics:**
- Cross-Curricular Design Brief project

**Key Information:**
- Cross-curricular brief set in conjunction with another department e.g. History / Science / Religious Philosophy, to produce artefacts, images or posters for a museum-style display in that department

## Summer Term

**Topics:**
- Exam Project released after Easter
- Life Drawing

**Key Information:**
- Exam brief will be designed to recap on skills explored throughout that year, including drawing, painting and printmaking
- Opportunity to work standing up / outside and experience life drawing the human figure
# Biology

## Autumn Term

**Topics:**
- Food Glorious Food!

**Key Information:**
- Diet
- Food Tests
- Diet and Diabetes
- The digestive system
- Chemical digesters – Enzymes

## Spring Term

**Topics:**
- Healthy Body
- Microbiology

**Key Information:**
- Aerobic Respiration
- Blood and Circulation
- Anaerobic Respiration
- Lung volumes
- Investigating breathing
- Fish and gas exchange
- The hidden world
- Microbe structure

## Summer Term

**Topics:**
- Ecology and Evolution

**Key Information:**
- Microbes in action – yeast
- Microbes and disease
- Body’s defence against disease
- Medicines in the fight against disease
- Classification
- Populations and sampling
- Environmental factors
- Adaptations
- Food chains and webs
- Pyramids
- Biological control
# Chemistry

## Autumn Term

**Topics:**
- In the Drink – Mixtures

**Key Information:**
- Making solutions
- Solubility
- Liquid mixtures
- Chromatography
- Distillation of coke
- Distillation
- Separation of salt and sand
- Air
- Separating mixtures circus

## Spring Term

**Topics:**
- Materials and recycling

**Key Information:**
- Elements
- Metals and non-metals
- Compounds
- Burning magnesium
- Valency
- Making iron sulfide
- Compounds and mixtures
- Thermal decomposition

## Summer Term

**Topics:**
- What a waste

**Key Information:**
- Latent heat
- Sublimation
- Types of reaction
- Making an alloy
- Electroplating
- Rusting
# Computer Science

## Autumn Term: Website development

**Topics:**
- Knowledge of good web page design techniques
- In depth understanding of the functions of web design software
- The ability to produce a website showing good design technique, using a range of multi-media assets

**Key Information:**
- Understanding design techniques and putting them into practice in their website
- Planning out a website
- The production of web pages using appropriate software:
  - Use of backgrounds, use of tables to format page, importing multi-media assets (banners, buttons, flash movies etc) into pages, creating links between pages
- Testing and evaluating a website and responding to feedback

## Spring/Summer Term: Coding and Computational Thinking Part Two

**Topics:**
- To understand how to perform selections.
- To understand loops and iteration.
- To understand the concept of validation.

**Key Information:**
- This is a fundamental programming module where pupils will learn the core essentials for their future programming – namely the ability to select and iterate.
- Note 8A will do this module in the spring, 8Alpha in the summer

## Spring/Summer Term: Robotics and Control Part Two

**Topics:**
- Inputting data from sensors
- Controlling motors.
- Building LEGO robots
- Writing programs to control robots

**Key Information:**
- This is a very practical module where pupils will learn how to build and control robots.
- Note 8A will do this module in the summer, 8Alpha in the spring
### Drama

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Key Information:</strong></td>
</tr>
</tbody>
</table>
| • ‘Holes’ by Louis Sachar | • Role play  
| | • Total theatre  
| | • Sound tracking  
| | • Hot seating  
| | • Role on the wall |

<table>
<thead>
<tr>
<th>Spring Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Key Information:</strong></td>
</tr>
</tbody>
</table>
| • ‘Holes’ by Louis Sachar | • Characterisation  
| | • Sculpting the character  
| | • Communal voice  
| | • Placing ‘texts’ within the drama  
| | • Proxemics  
| | • Narration  
| | • Maintaining a role |

<table>
<thead>
<tr>
<th>Summer Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Key Information:</strong></td>
</tr>
</tbody>
</table>
| • ‘Holes’ by Louis Sachar | • Consolidation of skills  
| | • Thought tracking  
| | • Symbolism  
| | • Forum theatre  
| | • Marking the moment  
| | • Crosscutting |
# English

## Autumn Term

**Topics:**
- Study of a novel or play with inclusion of 19th century fiction such as Dickens
- Poetry, short stories and extracts to be integrated under a common genre such as the Gothic
- Language skills

**Key Information:**
- Students will begin with an exploration into biography and autobiography, focusing on extending their creative writing abilities while getting to know each other
- Technical skills such as spelling/spelling rules, punctuation and parts of speech will continue throughout the year

## Spring Term

**Topics:**
- A novel or play
- Spellings
- Language, grammar and punctuation

**Key Information:**
- Throughout the year, students will continue to build their repertoire of grammatical knowledge
- Study of a chosen novel or play will include a post-1900 work and texts from other cultures. It will also incorporate a variety of writing types

## Summer Term

**Topics:**
- A play or extracts from plays by Shakespeare
- Speaking and listening
- Ongoing language work

**Key Information:**
- The emphasis will be on speaking and performing Shakespearean language
- Study will generally be based around a theme, such as comedy
### Autumn Term

**Topics:**
- New technology
- Sports & activities
- Where you live & directions
- Where you go at the weekend
- Invitations
- Saying what you can do in town

**Key Information:**
- Computers & mobiles, er verbs
- Use of jouer à
- Use of the verb faire, ils & elles
- Using aimer + the infinitive
- Using vouloir + the infinitive
- Using pouvoir + the infinitive

### Spring Term

**Topics:**
- Talking about holidays
- Getting ready to go out
- Buying drinks & snacks
- Talking about holiday plans
- Saying what you would like to do
- TV programmes & films
- Reading
- The internet
- What you did last night

**Key Information:**
- Use of nous
- Reflexive verbs
- High numbers
- The near future tense
- Je voudrais + infinitive
- Revision of the present tense
- Aller & faire
- Introduction to the perfect tense

### Summer Term

**Topics:**
- Paris
- Understanding info about tourist attractions
- Saying where you went & how
- Interviewing a suspect
- Revision for summer examination
- Project about Paris

**Key Information:**
- Sites of Paris, regular perfect tense
- Opinions in the perfect tense
- Perfect of être
- Questions in the perfect tense
- Revision list & lessons
## Geography

### Autumn Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
</table>
| Industry | • Classification of industry  
          • Industrial systems  
          • Change in industry through time, illustrated by UK textile industry  
          • Location of High-tech industry in UK  
          • Role of TNCs  
          • Industry in a developing country  
          • Importance of ‘Appropriate Technology’ |

### Spring Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
</table>
| Tectonics and geology | • Structure of the earth  
                        • Movement of tectonic plates  
                        • Different plate boundaries  
                        • Earthquakes; causes, recording, impacts, engineering safer buildings  
                        • Volcanoes; different types and associated hazards but also benefits  
                        • Classification of different rock types; formation, characteristics, uses |

### Summer Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
</table>
| Folding and faulting  
Weathering  
Coastal processes and landforms  
Coastal fieldwork exercise | • Tectonic processes cause distortion of existing rock strata  
                            • Weathering processes and impacts  
                            • Coastal erosion, transportation, deposition  
                            • Coastal engineering  
                            • Impact of tourism on the coastline |
# History

## Autumn Term

**Topics:**
- Images of an Age, 1500-1750

**Key Information:**
- Considering how portraits were used by the powerful
- Developing skills of analysis and evaluation through interpreting symbols and artistic devices and by placing artworks in their historical context

## Spring Term

**Topics:**
- Industrial Changes: action and reaction, 1750-1900

**Key Information:**
- Studying changes in industrial growth and development
- Identifying the social impact of economic and demographic change, including the rise of protest movements

## Summer Term

**Topics:**
- The French Revolution

**Key Information:**
- Comprehending the idea of revolutionary change
- Understanding the long and short-term causes of revolution in France
- Exploring the nature and impact of the Revolution’s reforms
# Latin

## Autumn Term

**Topics:**
- Houses
- Slaves
- Town of Pompeii
- The Theatre
- Food
- Gladiators

**Key Information:**
- Nominative case
- Accusative case
- Present tense
- Imperfect tense
- Perfect tense
- 1st person singular
- 2nd person singular
- 3rd person singular and plural

## Spring Term

**Topics:**
- Baths
- Schools
- Eruption of Vesuvius
- (project on Pompeii and Vesuvius)

**Key Information:**
- Dative case
- 1st person plural
- 2nd person plural
- Comparative adjectives
- Superlative adjectives
- Direct questions

## Summer Term

**Topics:**
- Roman Britain

**Key Information:**
- Infinitive
- Agreement of adjectives
- Relative clauses
# Mathematics

## Autumn Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Factors</td>
<td>• Mode, median, mean, range for discrete un-</td>
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<tr>
<td>• Pythagoras’ Theorem</td>
<td>grouped frequency</td>
</tr>
<tr>
<td>• Rounding and estimating</td>
<td>• Brackets</td>
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<tr>
<td>• Data Analysis</td>
<td></td>
</tr>
<tr>
<td>• Nets and surface area</td>
<td></td>
</tr>
<tr>
<td>• Ratio and proportion</td>
<td></td>
</tr>
<tr>
<td>• Algebra</td>
<td></td>
</tr>
</tbody>
</table>

## Spring Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arithmetic</td>
<td>• Fractions and percentages</td>
</tr>
<tr>
<td>• Probability</td>
<td>• Two events</td>
</tr>
<tr>
<td>• Angles, bearings and maps</td>
<td>• Changing the subject</td>
</tr>
<tr>
<td>• Formulae</td>
<td></td>
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</tbody>
</table>

## Summer Term

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Circles</td>
<td>• Circumference and area, volume of a cylinder</td>
</tr>
<tr>
<td>• Straight line graphs</td>
<td></td>
</tr>
</tbody>
</table>
# Music

## Autumn Term

**Topics:**
- Blues  
  Improvisation and performance
- Waltz and March  
  Exploring programme music through performance and listening

**Key Information:**
- Spirituals
- 12 bar blues
- Blues scales
- Improvisation
- Walking bass
- Comping
- Transcribing melody
- Notation
- Accompaniments
- Development of musical ideas
- Sibelius

## Spring Term

**Topics:**
- Variations  
  Developing musical ideas
- Reggae  
  Music of the Caribbean

**Key Information:**
- Varying melodies
- Ground bass
- Major and minor
- Sequences
- Ornamentations
- Sibelius
- Grooves
- 7th chords major and minor
- Improvisation
- Ensemble work
- Improvisation
- Singing – three part harmony

## Summer Term

**Topics:**
- Indian Classical Tradition  
  Exploring Raga
- Keyboard Skills 2  
  Performance and listening

**Key Information:**
- Indian Raga and structure
- Instruments
- Tala
- Drone
- Scale and mood
- Improvisation
- Garageband
- Composition
- 7th and 9th chords
- Compound time
- Latin American grooves
- Ledger line notations
- Class concert
## Physical Education

### Autumn Term

**Topics:**
- Tutor group lessons will consist of:
  - Fitness
  - Dance
  - Basketball
- Year group lessons will consist of:
  - Netball
  - Hockey
  - Football
  - Tennis

**Key Information:**
- Sports are taught in blocks of 6-8 weeks

### Spring Term

**Topics:**
- Tutor group lessons will consist of:
  - Tag Rugby
  - Volleyball
- Year group lessons will consist of:
  - Swimming
  - Hockey
  - Football
  - Tennis

**Key Information:**
- Year group lessons are taught in ability groups and the groups change activities at the end of their block

### Summer Term

**Topics:**
- Tutor group lessons will consist of:
  - Athletics
  - Rounders
- Year group lessons will consist of:
  - Athletics
  - Rounders

**Key Information:**
- The summer term is very short in length and athletics takes a long time to teach individual events to a high standard, hence its inclusion in both lessons. From the two lessons one will be rounders and one will be athletics to give the pupils variety in the week
## Physics

### Autumn Term

**Topics:**
- Light and Sound

**Key Information:**
- Travelling light
- Speed of light
- Cameras and eyes
- Mirrors
- Light and lenses
- Total Internal reflection
- Sound
- Pitch, vibrations and frequency
- Speed and sound

### Spring Term

**Topics:**
- Energy

**Key Information:**
- Heat energy and temperature
- Conduction
- Convection
- Changing state
- Radiation

### Summer Term

**Topics:**
- Electricity and Magnetism

**Key Information:**
- Electromagnets
- Circuits
- Magnets
- Magnetic fields
## Religious Philosophy

### Autumn Term

**Topics:**
- Religious Philosophy
- Spiritual Dimension
- Famous religious Lives

**Key Information:**
- Worldviews. Life after Death. Purpose. Service
- Job Selection. Poverty and wealth. Sacred. Holy
- Food. Clothing. Behaviour
- Dreams. Religious experience. Visions & Voices
- Near Death experience & RPL
- Mahatma Gandhi, Martin Luther King, William Wilberforce, John Wesley, Elizabeth Fry, Mother Theresa, Dame Cicely Saunders

### Spring Term

**Topics:**
- Islam

**Key Information:**
- Life of Muhammad (pbuh)
- The Qur’an
- The Mosque
- The 5 Pillars of Islam
- The Hajj
- Ramadam, Id-ul-Fitr & Id-ul-Adha

### Summer Term

**Topics:**
- Christianity

**Key Information:**
- Church buildings: Font, Altar, Chancel, Lectern, Pulpit, Pews, Statues and icons
- Christian worship: Sacraments, Eucharist, mass, Holy Communion, Liturgy, Missal
## Autumn Term

### Topics:
- Family and pets
- Appearance and character
- Describing where you live
- House and home
- Activities at home
- Describing your bedroom
- Daily routine
- Telling the time

### Key Information:
- Using tener
- Making colours agree with nouns
- Using ser and tener
- European countries
- Adding extra details
- Using stem changing verbs
- Prepositions
- Reflexive verbs

## Spring Term

### Topics:
- Free time
- Talking about sports
- What you like to do
- Saying what you are going to do
- Describing your town
- Directions
- Making and responding to invitations
- The weather
- Saying what you do in town

### Key Information:
- Using salir and hacer
- Using ir
- Practising pronunciation
- Using me gusta and infinitive
- Using ir and infinitive
- Making comparisons
- Using querer
- Using quando as a connective
- Using two tenses together

## Summer Term

### Topics:
- Revision of activities and me gusta
- Describing friends
- Nationalities and places in town
- TV programmes and films
- Inviting someone out
- Excuses and problems
- Describing past holidays
- Giving a presentation about holidays
- Revision for summer exam
- Film Valentin

### Key Information:
- Using more connectives
- Writing an extended text
- Using the near future and present
- Making comparisons
- Adding expression to spoken Spanish
- Using poder and querer
- Phrases with infinitives
- Using the preterite of ser and ir
- Using the preterite and present
## Textile Technology

### Term Rotation

<table>
<thead>
<tr>
<th>Topics</th>
<th>Key Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Working safely</td>
<td>- Revision</td>
</tr>
<tr>
<td>- Designing for a client</td>
<td>- Needs of the user, fitness for purpose</td>
</tr>
<tr>
<td>- Batik, Tie-dye and Transfer Printing</td>
<td>- Experimenting with traditional and modern decorative techniques in Textile Design including using design software</td>
</tr>
<tr>
<td>- Design ideas</td>
<td>- Students will need support to purchase or recycle their choice of fabrics, embellishments and cushion pad. They will need to select cotton for dyeing and polyester for printing</td>
</tr>
<tr>
<td>- Making a pattern</td>
<td>- Use of ICT</td>
</tr>
<tr>
<td>- Cushion cover - plan, organise and make.</td>
<td>- Product specification</td>
</tr>
<tr>
<td>- Use of CAD-CAM, computer aided design and manufacture.</td>
<td>- Production record of iterative design and making process</td>
</tr>
<tr>
<td>- Market research and product evaluation.</td>
<td></td>
</tr>
<tr>
<td>- Evaluation – design and quality</td>
<td></td>
</tr>
</tbody>
</table>
## Food & Nutrition

### Autumn or Spring Term Rotation

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Key Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing cooking skills to make a range of meals for the family</td>
<td>• Cooking healthy meals for the whole family, adapting these to suit individual needs</td>
</tr>
<tr>
<td>• Bacterial contamination</td>
<td>• Types of bacteria, the conditions they need in which to survive and how to prevent the growth of bacteria</td>
</tr>
<tr>
<td>• Food science</td>
<td>• Changes that occur in food during cooking including introduction to gelatinisation, coagulation and shortening.</td>
</tr>
<tr>
<td>• The Eatwell plate and other models of healthy diets</td>
<td>• Heat transfer and cooking methods.</td>
</tr>
<tr>
<td>• Food provenance and moral food choices</td>
<td>• Understanding the Eatwell guide and the Government guidelines for healthy eating as well as being to evaluate much of the conflicting dietary advice available.</td>
</tr>
<tr>
<td></td>
<td>• Where does food come from? Develop an understanding of food miles and the advantages / disadvantages of global food production.</td>
</tr>
<tr>
<td></td>
<td>• Developing an awareness of ethical food choices—local food, and egg production.</td>
</tr>
</tbody>
</table>