

**Academic Curriculum Overview**

**2023-24**

**Vision**

Our curriculum, like everything at Bedford Free School, is guided by our values of respect, honesty and high expectations. This means we hold dear the belief that every single child and young person at our school is capable of achieving something great. By providing a rigorous, academic curriculum that is rich in carefully sequenced knowledge, our goal is to enable pupils to take their place in the community of educated citizens.

**Respect** is embodied in our curriculum through the high value we place on subjects and our teachers as experts in their subject areas. We want our pupils to have access to the best that has been thought and said, and with this in mind our teachers think carefully about what to teach and how best to teach it. We want pupils’ future options to be wide, so we do not narrow the curriculum. Instead, we ensure pupils are exposed to a wide body of knowledge through our Key Stage Three curriculum over years 7, 8 and 9.  We are not just concerned with preparing pupils for GCSE success: we also think carefully about those pupils whose formal study of a subject will come to an end in Year 9, and prioritise the knowledge that create well-rounded, well-educated individuals.

**Honesty** is demonstrated through our evidence-informed approach to planning and teaching. We believe pupils are more likely to remember all they have learned if the delivery of that knowledge has been carefully sequenced and planned. We work hard to ensure our curriculum is coherent, with learning building over time, which enables pupils to attach new knowledge to old in a manner that is efficient and sustainable. This means our pupils make good progress through our curriculum and are well prepared for their next level of study.

**High Expectations** are evident through the rigorous academic focus of our curriculum. At GCSE level, the vast majority are entered for, and perform very well in, EBacc subjects. By ensuring broad coverage of academic subjects, we ensure all pupils of Bedford Free School are not only prepared for GCSE but for life afterwards, including sixth form study and a great university for those who wish to pursue such a goal.

We deliver a broad and balanced curriculum at BFS. Our extended school day allows us to ensure that all pupils have mastered the basics, and hence we give extra time to English and mathematics.

All pupils study the following lessons in Years 7-9\* per week:

Maths, English, science, Spanish, PE, religious education, history, geography, art and design, music, drama, computing. Most pupils go on to take French as well. In music, all pupils learn how to play at least one musical instrument and there are opportunities to play in the school orchestra or sing in the choir. (\*Art, Drama, Music, Computing are preferences subject in Y9).

In Key Stage 4, all pupils continue to study a broad and balanced academic curriculum to GCSE, but are able to opt into additional subjects. All pupils study maths, English literature and English language, Spanish or French, biology, chemistry, physics, PE, history or geography, and two other options. We enter pupils for rigorous GCSE examinations at the end of year 11 and support this with independent careers advice for all.

Pupils in years 7 to 10 read every day during DEAR (Drop Everything and Read). The texts have been carefully selected and are named at the end of the English section of each year group in the overview below.

We work very hard on the content of our curriculum in each subject across all of their five years at BFS to ensure that pupils gain the necessary knowledge to play a full part in shaping the world as young adults.

An overview of the curriculum for all subjects across all year groups can be found below:

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| **SUBJECT** | | **ART** | **COMPUTING** | **DRAMA** | **ENGLISH** | **FRENCH** | **GEOGRAPHY** | **HISTORY** | **MATHS** | **Music** | **PE (CORE)** | **RE** | **SCIENCE** | **SPANISH** |
| **YEAR**  **7** | **AUTUMN 1** | **DRAWING**  **Formal Elements / Still life.**  Artist studied: Range of artists/ important examples.  Working from observation –exploring & investigating the formal elements with a range of drawing media. Drawing compositions of geometric solids. | File Organisation  The First Computers  Online Safety  System Architecture  Using Applications  Turtle Graphics | Intro to drama | **Gramma**r**:**  Understanding parts of speech and parts of the sentence.  Writing accurate sentences.    (**Expressive Writing and Corrective Reading**– A Direct Instruction program for a selected group of students who need to improve their reading and writing.) | n/a | Mapping the World | The Dawn of Civilisation and the Greco-Persian Wars | Factors, Multiples, Primes  Multiplicative Reasoning and Direct Proportion  Area | Rhythm  Key note values, division of beats into bars, use of rests    Practical  Recognising and playing different rhythmic patterns, timing and coordination    Music for All  Snare drum introduction, coordinating R and L hand movement | Boys – Football  Girls - Football | Judaism | 7C1  Laboratory induction  Safe practical work  Methods of separation | Basics – numbers, alphabet, birthdays, adjective agreement |
| **AUTUMN 2** | **DRAWING**  **Formal Elements / Still life.**  Artist studied: Range of artists/ important examples.  Working from observation –exploring & investigating the formal elements with a range of drawing media. Drawing compositions of geometric solids. | Computational Thinking  Flowcharts  Programming Constructs  Variables | Script studies of: The Crowstarver | **Creative and Non-fiction Writing:**  Non-Fiction text types: letter, speech, article. Understanding format, audience and purpose, vocabulary focus. | n/a | How to think like a geographer. | The Roman Republic | Basic Fractions (DI)  Similar Shapes  Rounding | Pitch  Treble clef notation, intervals, recognising ascending and descending patterns    Practical  Recognising and singing different ascending and descending phrases and intervals    Music for All  Developing Snare drum technique, double strokes | Girls – Football  Boys – Rugby  Both - Cross Country | Judaism | 7B1  Body systems  Cells, tissues and organs  Use of microscopes | School likes, dislikes, opinions, justification |
| **SPRING 1** | **COLOUR**  **Still life**  Artist studied: Van Gogh.  Working from the artist – Oil pastel copy of 'Vase with 15 sunflowers' 1888 | Datatypes  Basic Operations  Input  Output | Script studies of: The Crowstarver | **Tales from Ancient Greece**  Greek Mythology | n/a | How to read a map. | The Early Church | Measuring Turn  Diagram notation  Angles facts  Triangles | Notation and Intervals  Tones and semitones in music, the major scale, combining pitch and rhythm notation    Practical  Learn whole class piece for singing – John Lennon, Imagine | Boys – Basketball  Girls – Badminton  Both – Handball, Badminton & Table tennis | Christianity | 7P1  Energy and fuel  Forces | Where I live  - verbs and prepositions |
| **SPRING 2** | **COLOUR**  **Still life**  Artist studied: Fauvism  Working from observation-  Mixed media (paint & oil pastels) still life composition in a Fauvist style | Literals and Variables  Concatenation  Input  Programming Challenges | Greek Theatre | **A Midsummer Night’s Dream**  Shakespearean language, syntax and rhetoric.  Shakespeare by Heart – all students learn a short speech off by heart- competition. | n/a | How to read a map | Anglo-Saxon England | Operations with Fractions (DI) | Notation and Intervals  Tones and semitones in music, the major scale, combining pitch and rhythm notation    Practical  Use singing piece to perform on tuned percussion.  Using l/r co-ordination from snare drumming and combining with pitch and rhythm notation | Boys – Badminton  Girls – Basketball  Both – Handball, Badminton & Table tennis | Christianity | 7C2  Atoms, elements and compounds  Acids, Alkalis and Neutralisation | Free time – focus on verb conjugation |
| **SUMMER 1** | **PRINTING**  **Still life**  Artist studied: Edward Bawden.  Working from observation- Collage & monoprint still life composition made from similar objects – vases, seed heads, mugs etc. | Binary  Text representation  Image Representation  Webpages  Website Design | Greek Theatre | **Ghost Stories and the Gothic**  A range of stories. | n/a | An introduction to global biomes | The Norman Conquest | Directed Number  Order of Operation | Composition – retrieval of Rhythm, Pitch and Notation to create own pieces of music    Grade 1 practical exam consolidation  Practise pieces ready for a performance of snare drum pieces | Boys – Cricket/Athletics  Girls – Rounders Athletics | Biblical Literacy (Old Testament) | 7B2  Health, diet and digestion | My city – buildings and description |
|  | **SUMMER 2** | **PRINTING**  **Still life**  Artist studied: Edward Bawden  Working from the artist – Oil pastel & press print Van Gogh & Bawden inspired flower | Practice Assessment  Assessment  Review of Assessment  Conditions and If statements  Programming Challenges | Devising and performing based on a stimulus | Revision  Public Speaking    ……………………………..      DEAR Books for Year 7  ***A Wrinkle in Time*** – Madeleine L’Engle  ***Haroun and the Sea of Stories*** – Salman Rushdie  ***Girl of Ink and Stars***  ***When Hitler Stole Pink Rabbit***  ***Bridge to Terabithia***  ***Windrush Child*** – Benjamin Zephaniah  **Boy** – Roald Dahl | n/a | An introduction to global biomes | The thirteenth century: Magna Carta and the origins of parliament | Algebra  Perimeter | Computer music – using software to create pieces of HipHop/ Grime music    Grade 1 practical exam  Performance of snare drum pieces or singing piece – pupil’s choice | Boys – Softball/ athletics  Girls – Cricket/ athletics | Biblical Literacy (Old Testament) | 7P2  Electricity, currents and circuits  Space | Revision of all topics |

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| **SUBJECT** | | **ART** | **COMPUTING** | **DRAMA** | **ENGLISH** | **FRENCH** | **GEOGRAPHY** | **HISTORY** | **MATHS** | **Music** | **PE (CORE)** | **RE** | **SCIENCE** | **SPANISH** |
| **YEAR**  **8** | **AUTUMN 1** | **DRAWING**  **Portraiture**  Artist studied: Da Vinci.  Working from observation – self portrait drawing | Why computers use binary  ASCII  Transistors  Logic Gates  Primary Storage  Secondary Storage | Commedia Dell Arte looking at stock characters and basic core performance techniques | **Descriptive Writing**  structuring sentences for impact and choosing the most appropriate words for meaning | School (giving opinions of school subjects and justifying them with positives and negatives) | Population | The Reformation | FDP equivalence  Powers  Expanding single brackets | **African Music**  Retrieval of rhythm notation and introduction of syncopation | Boys – Football  Girls - Netball | Islam | 7P2  Electricity and space | Holidays – past tense and future tense |
| **AUTUMN 2** | **DRAWING**  **Portraiture**  Artist studied: Da Vinci.  Working from the artist - copying ‘Study for Virgin of the rocks’ | Instruction Cycle  Spreadsheet PC  Spreadsheet CPU Performance  Search algorithms | Melodrama and exaggerated non-naturalistic performance | **Old English to Early Modern English**  Examininglinguistic contexts and poetry analysis | School (justifying positive and negative opinions of teachers) | Population | The Stuarts | Sequences  Linear Graphs  Compound Area  Currency/unit conversions.  Recipes | **Blues and Improvisation**    Introducing bass clef notation and blues scales    *Use of keyboard and basic hand positions* | Girls – Football  Boys – Rugby | Islam | 8C1  Introduction to the periodic table  Metals |
| **SPRING 1** | **COLOUR**  **Portraiture**  Artist studied: A range of modern portrait masters including Gauguin, Khalo, Warhol & Basquiat  Working from observation & the artists - Pop inspired collage with realistically painted details, oil pastel graffitied symbolism & digital overlay. | Datatypes, variables and basic operations  Selection  If elif statements  Nested if statements | Script work looking at The Exam by Andy Hamilton | **World Poetry**   Reading for meaning,  analysing and annotating unseen poetry, knowledge of poetic terms and features | Self and Family (Age, Personality Adjectives, Physical Appearance, Family Members) | Development | The British Empire | Solving Linear Equations  Factorising Single Brackets | **Folk and Fusion**  Retrieval of scales and introducing modes.  Consolidation of treble clef and bass clef notation | Boys – Basketball  Girls - Badminton  Both – Handball , Badminton & Table tennis, netball | Buddhism | 8B1  Cells, classification and biodiversity  Ecology  DNA  Variation and natural selection  Food chains | Going Out to Different Places in Town e.g. Hotel, Train Station, Shopping, Restaurants and Cafes |
| **SPRING 2** | **COLOUR**  **Portraiture**  Artist studied: A range of modern portrait masters including Gauguin, Khalo, Warhol & Basquiat.  Working from observation & the artists - Pop inspired collage with realistically painted details, oil pastel graffitied symbolism & digital overlay. | Conditions and If statements  Programming Challenges  If elif statements  Programming Challenges  Nested if statements  Programming Challenge | Script work looking at The Exam by Andy Hamilton | **Romeo and Juliet**  Shakespearean language, syntax, and rhetoric. Public speaking. | Self and Family (describing relationships with others) | Development | The American Revolution | Volume  Percentages. | **Theme and Variation**  Continuing retrieval of pitch and rhythm notation. Use of scales and arpeggios.  Major and Minor tonality | Boys – Badminton  Girls - Basketball    Both – Handball , Badminton & Table tennis, netball | Buddhism | 8P1  Light, reflection and refraction  Sound  Working Scientifically unit |
| **SUMMER 1** | **SCULPTURE**  **Portraiture**  Artist studied: Emin & Quinn  Working from observation & the artist – Paper mache self-portrait life mask relief sculpture | Data calculations  Image representation  Webpages  Website design  Javascript | Devising | **Victorian Literature –**  **Jekyll and Hyde**  Victorian context and language, analytic writing | Free Time Activities (Present, Perfect and Future Tenses using JE and NOUS) | Rivers and Coasts | The French Revolution | Rounding (sf) and Estimation  Ratio (sharing)  Circumference | **Computer music** – creating music using software programme in a modern style | Boys – Cricket/Athletics  Girls – Rounders Athletics | Hinduism | 8C2  Exothermic and endothermic reactions  Fire and fuel  Climate change  Plastics, pollution and recycling | Food and Drink – likes and dislikes  Revision of all topics |
| **SUMMER 2** | **SCULPTURE**  **Portraiture**  Artist studied: Emin & Quinn.  Working from observation & the artist – Paper mache self-portrait life mask relief sculpture | Practice Assessment  Assessment  Review of Assessment  Lists  Programming Challenges | Theatre practitioner work – Steven Berkoff (physical theatre) | Revision for end of year exam    Oratory & Rhetoric: Speeches    ………………………………..    Year 8 DEAR    ***The Giver*** – Louis Lowry  **The Outsiders** – S.E. Hinton  **We Are All Made of Molecules** – Susan Nielsen  **Silverfin** – Charlie Higson  **The Universe vs Alex Woods** – Gavin Extence  **The Adventures of Sherlock Holmes** – Arthur Conan Doyle | Free Time Activities (Present, Perfect and Future Tenses using JE and NOUS) | Urbanisation | Nineteenth-century British and European politics | Quadrilaterals  Data collection/display  Pie charts  Measures of spread and central tendencies | Grade 1 theory paper | Boys – Softball  Girls - Cricket | Hinduism | 8B2  Enzymes  Pathogens and Disease  Medicines  8P2  Magnets and magnetic fields  Electricity  Forces and motion |

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| **YEAR**  **9** | **AUTUMN 1** | **DRAWING**  **Art History**  Artists studied: Jan Van Eyck  Working from the artist & observation– Tonal pencil drapery study in the style of ‘The Madonna of chancellor Rolin’ | Computer Architecture  Instructions, Data and Memory Addresses  The LMC and Assembly Language  The Little Man Computer - Branching  The Little Man Computer - Challenges  The Little Man Computer - Labels  Coding Instructions  Components of the CPU | Theatre Practitioners: Steven Berkoff and physical theatre | **Discursive Writing:** Structuring sentences for impact, choosing the most appropriate word for meaning, examining writer’s methods – language and | Healthy and Unhealthy Living (Present, Imperfect and Conditional Tenses using JE and NOUS) | Globalisation | The First World War | Introduction to probability | **Film Music**    ***Dictation*** *– rhythms (crotchets, quavers, minims, rests)*    ***Appraising –*** *Exam question focus on DYNAMICS and PITCH* | Boys – Football  Girls - Netball | Philosophy of Religion | Review of prior learning 8B2  8P2  Magnetism, electric circuits, forces and motion | Free Time in Three Tenses |
| **AUTUMN 2** | **DRAWING**  **Art History**  Artists studied: Michelangelo  Working from observation – drawing from ‘Crouching Boy’ | Databases  Structured Query Language (SQL)  Database Applications  Sort Algorithms | Theatre Practitioners: Boal (theatre of the oppressed) | **The Romantics** Georgian – early Victorian social and historical context; knowledge of Romantic poetry and themes | Healthy and Unhealthy Living (Present, Imperfect and Conditional Tenses using JE and NOUS) | Globalisation | The Russian Revolution | FDP  Fractions  Percentages  Proportion | **British Pop Music and Rock Music**    ***Dictation*** *– rhythms (as above, plus dotted rhythms and semiquavers)*    ***Appraising –*** *Exam question focus on TEXTURE* | Girls – Football  Boys – Rugby | Philosophy of Religion | SB1-Key concepts in Biology  SC1/2 – States of matter and methods of separation |
| **SPRING 1** | **COLOUR**  **Art History**  Artist Studied: Velázquez.  Working from the artist – acrylic paint section of drapery from Velazquez’s ‘Pope Innocent X’ | Selection  If elif statements  Nested If statements  Lists  For loops  Loops with lists  Nested for loops  While loops | Theatre evaluation on the production Hamilton | **Animal Farm**  George Orwell | Daily Routine (Reflexive Present, Perfect and Future Tenses using JE and NOUS) | Natural Hazards | The inter-war years | Index Laws  Standard Form  Expanding & Factorising | **Minimalism**    ***Dictation*** *– pitches (changing between 5 different conjunct notes)*    ***Appraising –*** *Exam question focus on TEMPO and RHYTHM* | Boys – Basketball  Girls - Badminton    Both – Handball , Badminton & Table tennis, netball | Biblical Literacy (New Testament) | SB2-Cells and Control | Lifestyle and  Healthy Living – diet, sport |
| **SPRING 2** | **COLOUR**  **Art History**  Artist Studied: Turner  Working from the artist – Watercolour landscape in the style of Turner’s ‘Reichenbach falls’ | Lists  For loops  Challenges  For loops with lists  Challenges  Nested for loops  Challenges  While loops  Challenges | Theatre practitioner work – Stanislavski (naturalism) | **Jacobean Shakespeare/ The King and The Playwright** Understanding of Jacobean context and themes; analytical writing | Daily Routine (Reflexive Present, Perfect and Future Tenses using JE and NOUS) | Natural Hazards | The Second World War and the Holocaust | Linear Equations  Linear Inequalities  Sequences  Area & Perimeter | **Ground Bass & Baroque Music**    ***Dictation*** *– pitches (notes within the octave with small leaps between 3rd and 5th)*    ***Appraising –*** *Exam question focus on MELODY* | Boys – Badminton  Girls - Basketball    Both – Handball , Badminton & Table tennis, netball | Biblical Literacy (New Testament) | CC3/4– Atomic structure and the Periodic table |
| **SUMMER 1** | **SCULPTURE & PAINTING**  **Art History**  Artist studied: Moore  working from the artist – copying a reclining nude as a relief cast | Image representation  Image file size  Sound representation  Sound file size  Webpages  Website design  Javascript  Web forms | Script work DNA | **19th Century Literature** Extracts from Victorian Literature; 19th Century social and historical context | Future plans and jobs in the near future, simple future and conditional. | Weather and Climate | The Cold War | Pythagoras  Regular Polygons  Parallel lines  Circles | **Computer Music**  Composition Skills (developing in preparation for GCSE)    ***Dictation*** *– pitches and rhythms (as above)*    ***Appraising –*** *Exam question focus on HARMONY* | Boys – Cricket/Athletics  Girls – Rounders Athletics | Sikhism | SP2-Forces and motion  EOYT revision | Future Plans – jobs and aspirations (future tense) |
|  | **SUMMER 2** | **SCULPTURE & PAINTING**  **Art History**  Artist studied: Grayson Perry  Working from observation & the artist– Creating a ceramic vase responding to personal life event | Practice Assessment  Assessment  Review of Assessment  While loops  Challenges  2D Lists  Challenges | Devising using a stimulus | Exam Revision  Oratory & Rhetoric: speeches  ……………………………  Year 9 DEAR texts:  ***Noughts and Crosses*** – Malorie Blackman  ***The Chrysalids*** – John Windham  ***Chinese Cinderella*** – Adeline Yen Mah  **Going Solo** – Roald Dahl  **To Kill a Mockingbird** – Harper Lee  **Lord of the Flies** – William Golding | Future plans and jobs in the near future, simple future and conditional. | Climate change | The American Civil Rights movement | Volume & surface area.  Basic vectors | **Appraising**  Use of DART SMITH elements to analyse pieces of music – developing skills for GCSE curriculum.    ***Dictation*** *– pitches and rhythms (as above)*    ***Appraising –*** *Exam question focus on all of the above* | Boys – Softball  Girls – Cricket  Both - OAA | Sikhism | EOYT Review  SB3-Genetics | Revision of all topics |

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| **SUBJECT** | | **ART** | **COMPUTING** | **DRAMA** | **ENGLISH** | **FRENCH** | **GEOGRAPHY** | **HISTORY** | **MATHS FOUNDATION AND HIGHER (H)** | **Music** | **PE (CORE)** | **PE (GCSE)** | **RE** | **SCIENCE** | **SCIENCE TRIPLE** | **SPANISH** |
| **YEAR**  **10** | **AUTUMN 1** | **Portfolio unit 1 – Formal elements:**  Exploration of formal elements using cast still life objects. Line, tone, form, texture & mark making, pattern and colour theory.  Contextual studies: Bauhaus & Bawden.  Approaches: Developing ideas using drawing techniques, mould making & casting, print making, manipulation of materials. Develop sketchbook practise. Experimental explorative approach. | Computer systems including embedded systems  Registers of the CPU  Procedures and functions  Bubble vs Insertion sort  Algorithmic Efficiency  Merge sort  CPU Cache  DIV/MOD  Virtual memory  CPU Performance  Primary storage review  Structure diagrams  Trinket introduction  2D Lists, 1D lists review  Secondary storage review  (Programming Project) | Theatre practitioner: Brecht  One lesson a week for component 3 (Interpreting theatre) | **Language Paper 1: Explorations in Creative Reading and Writing**  Section A: Reading of one literature fiction text  Section B: Writing - descriptive or narrative writing | Theme 1 – Identity & Culture – Unit 1 – Me, My Family & My Friends | The Challenge of Natural Hazards | OCR A Power and Democracy | Linear graphs  Linear simultaneous equations  Expanding and factorising | Elements of Music  (Transition Module from KS3 – KS4) | Boys – Cricket  Girls - Rounders | Health Fitness and Well-being  Skeletal system | Christianity: Beliefs and Teachings | SP2-Forces and Motion  CP3- Conservation of energy  CB3 Genetics | SP2- Forces and Motion  SP3- Conservation of energy  SB3 Genetics | Theme 1 – Identity & Culture – Unit 1 – Me, My Family & My Friends |
| **AUTUMN 2** | **Portfolio unit 1 – Formal elements:**  Exploration of formal elements using cast still life objects. Focusing on line, tone, form, texture & mark making, pattern and colour theory.  Contextual studies: Bauhaus & Bawden. Learning how to visually study, understand and analyse works of art.  Approaches: Developing ideas using drawing techniques, mould making & casting, print making, manipulation of materials. Develop sketchbook practise. Experimental explorative approach. | File handling  Global variables  Random numbers  Ethical considerations  Environmental considerations  Cultural issues  Binary addition  Programming Project  Hexadecimal  Flowcharts  Packet switching  LANs and WANs  Network hardware  Mid-term assessment  Pygames Christmas tree  (Programming Project) | Theatre genre: theatre in education  One lesson a week for component 3 (Interpreting theatre) | **Literature Paper 1** Macbeth | Theme 1 – Identity & Culture – Unit 2 – Technology in Everyday Life | The Challenge of Natural Hazards  Urban Issues and Challenges | OCR A Power and Democracy | Non-linear Graphs  Formulae  Compound measures | Set Work 1 – Purcell (Baroque Music)  Solo Performance | Girls – Rugby Skills  Boys – Football  Both - Cross Country | Muscular system  Cardiovascular system | Christianity: Practices | Chemistry review  CC5/6/7 – Ionic Bonding, Covalent Bonding, Types of Substances  CP4- Waves  Mid-year revision and exam technique | Chemistry review  SC5/6/7 – Ionic Bonding, Covalent Bonding, Types of Substances  SP4- Waves  Mid-year revision and exam technique | Theme 1 – Identity & Culture – Unit 2 – Technology in Everyday Life |
| **SPRING 1** | **Portfolio unit 2 – Townscapes:**  Exploration of townscapes, architecture and decorative elements of buildings using line, tone, form and colour.  Contextual studies: Ian Murphy, Delauny and Cezanne.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists. Focus on colour work. | Application protocols  Protocol layers  Binary search (Python)  ASCII  Uinicode  Images - pixel resolution/colour depth  Sound representation  (Programming Project) | Component 2 mock – performing from a text  One lesson a week for component 3 (Interpreting theatre) | **Literature Paper 2**  *An Inspector Calls* | Theme 1 – Identity & Culture – Unit 3 – Free Time Activities & Food and Drink | Urban Issues and Challenges | OCR A The Reformation | Probability  Ratio  Proportion  Index laws (H) | Set Work 2 – Star Wars (Film Music)  Composition 1 | Boys – Basketball  Girls - Badminton | Respiratory system  Methods of training | Religion, Peace and Justice | CB5- Health, disease and the development of medicines  CP5-Light and the electromagnetic spectrum | SB5- Health, disease and the development of medicines  SP5-Light and the electromagnetic spectrum | Theme 1 – Identity & Culture – Unit 3 – Free Time Activities & Food and Drink |
| **SPRING 2** | **Portfolio unit 2 – Townscapes:**  Exploration of townscapes, architecture and decorative elements of buildings using line, tone, form and colour.  Contextual studies: Ian Murphy, Delauny and Cezanne.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists. Focus on colour work. | Test plans  Data compression  Internet and Roles of Computers  Domain Name System  Revision  Mid-term assessment  Errors and error catching  (Programming Project) | Component 2 mock – performing from a text  One lesson a week for component 3 (Interpreting theatre) | **Literature Paper 2**  **Poetry** - *Power and Conflict* and **Unseen poetry** | Theme 1 – Identity & Culture – Unit 3 – Free Time Activities & Food and Drink | Rivers & Coasts | OCR A The Reformation | Index laws (F)  Percentages – growth/decay  Trigonometry (H) | Music Theory / Unfamiliar Listening (Film Music)  Composition 1 | Boys – Badminton  Girls - Basketball | Principles of training  Fitness testing | Religion, Peace and Justice | CB4 – Natural selection and genetic modification  CC13-15-Groups in the Periodic Table, Rates of Reaction, Heat Energy Changes in Chemical Reactions. | SB4 – Natural selection and genetic modification  SC17/18/19 – Groups in the Periodic Table, Rates of Reaction, Heat Energy Changes in Chemical Reactions.  SC8 – Acids and Alkalis | Theme 1 – Identity & Culture – Unit 3 – Free Time Activities & Food and Drink |

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| **SUBJECT** | | **ART** | **COMPUTING** | **DT** | **DRAMA** | **ENGLISH** | **FRENCH** | **GEOGRAPHY** | **HISTORY** | **MATHS**  **FOUNDATION AND HIGHER (H)** | **Music** | **PE (CORE)** | **PE (GCSE)** | **RE** | **SCIENCE** | **SCIENCE TRIPLE** | **SPANISH** |
| **Year**  **10** | **SUMMER 1** | **Portfolio unit 3 – Natural Forms:**  Sustained exploration of Natural Forms; plants & natural objects etc. using line, tone, form and colour.  Contextual studies: Ellsworth Kelly, Mark Powell, Elizabeth Blackadder. Visit to CUBG.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists. Focus on observational studies & visual research. | Malware  System Security  Encryption  Defragmentation  Protocols review  String manipulation | Consolidation and Mock NEA | Component 1 – Devising theatre  One lesson a week for component 3 (Interpreting theatre) | **Language Paper 2: Writers' Viewpoints and Perspectives**  **Section A**: Reading  One non-fiction text and one literary non-fiction text  **Section B**: Writing: writing to present a viewpoint | Theme 2 – Identity & Culture – Unit 4 – Customs & Festivals | Rivers & Coasts | OCR A Castles | Types of data  Representing data  Analysing data  Upper and lower bounds | Set Work 3 – Esperanza Spalding (Fusion / Bossa Nova)  Composition 1 | Boys – Cricket/Athletics  Girls – Rounders Athletics | PEP | Relationships and Families | CC8- Acids and Alkalis  CB6-Plant structures and their functions  Revision and exam technique | Complete SC8  SB6- Plant structures and their functions  SP7-Astronomy | Theme 2 – Identity & Culture – Unit 4 – Customs & Festivals |
| **SUMMER 2** | **Portfolio unit 3 – Natural Forms:**  Initial exploration of topic.  Contextual studies: Ellsworth Kelly, Mark Powell, Elizabeth Blackadder.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists. Focus on observational studies & visual research. | Operating systems  Defensive design  Mocks  Sub programs  2D Lists | Consolidation and Mock NEA | Component 1 – Devising theatre  One lesson a week for component 3 (Interpreting theatre) | Mock Exams Prep  **Spoken Language** endorsement. Speeches are recorded  ……………………..  Year 10 DEAR Texts:  ***I am Malala*** – Malala Yousafzai  ***The Hitchhikers’ Guide to the Galaxy*** – Douglas Adams  ***Life of Pi*** – Yann Martel  ***The Book Thief*** – Marcus Zusak  ***Of Mice and Men*** – John Steinbeck | Theme 2 – Local, National, International & Global Areas of Interest – Unit 5 – Home, Town, Neighbourhood & Region | The Changing Economic World | OCR A Castles/ Revision | Volume  Surface area  Surds (H) | Set Work 4 – Defying Gravity (Musical Theatre)  Composition 1  Ensemble 1  Set Work 5 – Afro Celt Sound System (Fusion / World Music)  Ensemble 1 | Boys – Tennis/Softball  Girls - Cricket | PEP  Drugs | Relationships and Families | Exam review  Core practical skills and mop up  CP6 - Radioactivity | Exam review  Core practical skills and mop up  SP6 - Radioactivity | Theme 2 – Local, National, International & Global Areas of Interest – Unit 5 – Home, Town, Neighbourhood & Region |

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| **SUBJECT** | | **ART** | **COMPUTING** | **DT** | **DRAMA** | **ENGLISH** | **FRENCH** | **GEOGRAPHY** | **HISTORY** | **MATHS**  **FOUNDATION** | **MATHS HIGHER** | **Music** | **PE (CORE)** | **PE (GCSE)** | **RE** | **SCIENCE** | **SCIENCE TRIPLE** | **SPANISH** |
| **YEAR**  **1**  **1**  **YEAR**  **11** | **AUTUMN 1** | **Portfolio unit 3 – Natural Forms:**  Contextual studies: As appropriate. Learning how to visually study, understand and analyse works of art.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists.  Development & creation of personal summative “final piece” | Digitising sound  RLE Compression  Dictionary Compression  Threats to networks  Operating systems  System Utilities  Programming challenges  DIV/MOD  Ethics  Functions  Legal issues  Licences  Revision | Consolidation, exam practice and NEA | C1 – devising theatre (C3 runs alongside) | Complete remaining poems from **Poetry Anthology**  Begin reading for Literature Paper 2 **– *A Christmas Carol*** | Theme 2 – Local, National, International & Global Areas of Interest – Unit 6 - Social Issues  Theme 2 – Local, National, International & Global Areas of Interest – Unit 7 -Global Issues | The Changing Economic World | OCR A International Relations | Linear Graphs  Sequences  Equations & Inequalities  Quadratics | Quadratic equations & inequalities  Simultaneous Equations  Functions | Set Work 6 – Killer Queen (Rock Music)  Composition 2 | Boys – Cricket  Girls - Rounders | Factors affecting participation  Levers, planes and axes | Islam: Beliefs and Teachings | Summer work review  Biology Key concepts review  CB9 – Ecosystems and Material Cycles Including Paxton Pits field trip  CB7 – Animal Coordination, Control and Homeostasis | Summer work review  Biology Key concepts review  CB9 – Ecosystems and Material Cycles Including Paxton Pits field trip  SB7 – Animal Coordination, Control and Homeostasis | Theme 2 – Local, National, International & Global Areas of Interest – Unit 6 - Social Issues  Theme 2 – Local, National, International & Global Areas of Interest – Unit 7 -Global Issues |
| **AUTUMN 2** | **Portfolio unit 3 – Natural Forms:**  Contextual studies: As appropriate. Learning how to visually study, understand and analyse works of art.  Approaches: Developing ideas using mixed media, acrylic painting techniques, manipulation of materials and ideas in the style of the studied artists.  Development & creation of personal summative “final piece” | Revision  Mocks  Review of Mocks  Environmental considerations  Privacy issues  Cultural issues  IDEs  Translators  Maintainability  Robust design  SQL Injection  Exam technique (past paper questions) | Consolidation, exam practice and NEA | C2 – Scripted performances (C3 runs alongside) | **A Christmas Carol**  Language Paper 1 Revision in preparation for mocks | Theme 2 – Local, National, International & Global Areas of Interest – Unit 8 – Travel & Tourism  Theme 3 – Current and Future Study and Employment – Units 9 & 10 – My Studies and Life at School and College | (In 2020 only, fieldwork cannot take place.)  Rivers | OCR A International Relations | Angles  Pythagoras  Trigonometry | Iteration  Bearings & Loci  Circle Theorems  Further Trigonometry | Set Work 7 – Beethoven (Romantic Music) | Girls – Rugby Skills  Boys – Football  Both - Cross Country | Socio cultural influences  Injuries | Islam: Practices | CB8 – Exchange and Transport in Animals  CC8 review  CC10/11/12 – Electrolytic Processes, Obtaining and Using Metals, Reversible Reactions and Equilibrium | SB8 – Exchange and Transport in Animals  CC8 Review  SC10-13 – Electrolysis processes, reversible reactions and obtaining useful materials | Theme 2 – Local, National, International & Global Areas of Interest – Unit 8 – Travel & Tourism  Theme 3 – Current and Future Study and Employment – Units 9 & 10 – My Studies and Life at School and College |
| **SPRING 1** | **Exam Unit:**  Developing own working practises & ideas, investigating topic | Exam technique (past paper questions)  Consolidation, revision and reteach based on Assessment for Learning data.  Preparation for Mocks | Consolidation, exam practice and NEA | C2 – Scripted performances (C3 runs alongside) | Lit and Language Paper 2 revision | Theme 3 – Current and Future Study and Employment – Units 11 & 12 - Education Post 16, Jobs, Career Choices & Ambitions | The Living World | OCR A Germany 1925-55 | Transformations  Scale Drawing  Bearings and Loci | Transformations  Vectors  Similarity & congruence | Recap of Baroque Music  Set Work 8 – Brandenburg 5 (Baroque) | Boys – Basketball  Girls - Badminton | Practical preparation  Exam preparation | Philosophy of Religion: God | CP7/8 – Energy and forces doing work and their effects.  CP12-13- Particle model, Forces and Matter | SC14/15/16- Quantitative Analysis, Dynamic Equilibrium, Calculations Involving Gasses  SP7 – Astronomy  SP8-9 – energy, forces doing work and their effects. | Theme 3 – Current and Future Study and Employment – Units 11 & 12 - Education Post 16, Jobs, Career Choices & Ambitions |
| **SPRING 2** | **Exam Unit:**  Developing own working practises & ideas, investigating topic | Mocks  Review of Mocks  Consolidation, revision and reteach based on Assessment for Learning data. | Consolidation, exam practice and NEA | C3 – Interpreting theatre (written exam) | Revision | Revision and Exam Practice | Challenge of Resource Management | OCR A Germany 1925-55 | FDP  Ratio & proportion  Standard Form | Gradients and rates of change  Area under graphs  Graphing linear inequalities  Non-linear sequences | Revision of all set works  Dictation  Unfamiliar listening  Performance – Solo and Ensemble | Boys – Badminton  Girls - Basketball | Revision & exam (practical and theory) | Dialogues between religions | Core practical workshops  CC16/17 – Fuels, Earth, Atmospheric Science  CP10-11- Magnetism and the Motor Effect, Electro-Magnetic Induction, | Core practical workshops  SP12/13 – Magnetism and the Motor Effect, Electro-Magnetic Induction  SP14-15-Particle model, Forces and Matter  SC22-24-Hydrocarbon, Alcohols and Carboxylic acids/Polymers | Revision and Exam Practice |
| **SUMMER 1** | **Exam Unit:**  Development & creation of personal summative “final piece” | Consolidation, revision and reteach based on Assessment for Learning data. | Exam practice | C3 – Interpreting theatre (written exam) | Revision | Revision and Exam Practice | Revision & Exam Prep. | OCR A Revision | Revision | Proof  Algebraic Fractions  Revision | Revision of all set works  Dictation  Unfamiliar listening | Team sports | Revision & exam (practical and theory) | N/A | Revision and exams | SC25/26 – Qualitative Analysis: Tests for ions, Bulk and Surface Properties of Matter Including  Nanoparticles | Revision and Exam Practice |
|  | SUMMER 2 | Revision and exams | Revision and exams | Revision and exams | Revision and exams | Revision and exams | Revision and exams | Revision and exams | Revision and exams | *Please note that the year 11 curriculum for maths is subject to change depending on what teachers identify as the highest priority need for their class. This will be based on assessing what the class currently know and how best to help them make progress.* | | Revision and exams | Team sports | Revision & exam (practical and theory) | Revision and exams | Revision and exams | Revision and exams | Revision and exams |