

**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 OrganisationThe First ComputersOnline SafetySystem ArchitectureUsing ApplicationsTurtle 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, PrimesMultiplicative Reasoning and Direct ProportionArea | 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 – FootballGirls - Football |  Judaism | 7C1Laboratory inductionSafe practical workMethods 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 ThinkingFlowchartsProgramming ConstructsVariables | 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 ShapesRounding | 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 – FootballBoys – RugbyBoth - Cross Country   |  Judaism | 7B1Body systemsCells, tissues and organsUse 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 | DatatypesBasic OperationsInputOutput | Script studies of: The Crowstarver  | **Tales from Ancient Greece**Greek Mythology  | n/a  | How to read a map. | The Early Church  | Measuring TurnDiagram notationAngles factsTriangles | 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 – BasketballGirls – BadmintonBoth – Handball, Badminton & Table tennis  |  Christianity | 7P1Energy and fuelForces  | Where I live  - verbs and prepositions  |
| **SPRING 2** | **COLOUR****Still life**Artist studied: FauvismWorking from observation-Mixed media (paint & oil pastels) still life composition in a Fauvist style | Literals and VariablesConcatenationInputProgramming 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 – BadmintonGirls – BasketballBoth – Handball, Badminton & Table tennis    |  Christianity |  7C2Atoms, elements and compoundsAcids, 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.  | BinaryText representationImage RepresentationWebpagesWebsite Design  | Greek Theatre  | **Ghost Stories and the Gothic** A range of stories.    | n/a  | An introduction to global biomes | The Norman Conquest | Directed NumberOrder 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/AthleticsGirls – Rounders Athletics  |  Biblical Literacy (Old Testament) | 7B2Health, diet and digestion  | My city – buildings and description  |
|  | **SUMMER 2** | **PRINTING****Still life**Artist studied: Edward BawdenWorking from the artist – Oil pastel & press print Van Gogh & Bawden inspired flower | Practice AssessmentAssessmentReview of AssessmentConditions and If statementsProgramming 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 | AlgebraPerimeter | 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) | 7P2Electricity, currents and circuitsSpace  | 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 binaryASCIITransistorsLogic GatesPrimary StorageSecondary 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 equivalencePowersExpanding single brackets | **African Music** Retrieval of rhythm notation and introduction of syncopation    | Boys – FootballGirls - 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 CycleSpreadsheet PCSpreadsheet CPU PerformanceSearch 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 | SequencesLinear GraphsCompound AreaCurrency/unit conversions.Recipes | **Blues and Improvisation**  Introducing bass clef notation and blues scales   *Use of keyboard and basic hand positions*  |  Girls – FootballBoys – Rugby |  Islam | 8C1Introduction to the periodic tableMetals |
| **SPRING 1** | **COLOUR****Portraiture**Artist studied: A range of modern portrait masters including Gauguin, Khalo, Warhol & BasquiatWorking from observation & the artists - Pop inspired collage with realistically painted details, oil pastel graffitied symbolism & digital overlay. | Datatypes, variables and basic operationsSelectionIf elif statementsNested 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 EquationsFactorising Single Brackets | **Folk and Fusion** Retrieval of scales and introducing modes. Consolidation of treble clef and bass clef notation  |  Boys – BasketballGirls - BadmintonBoth – Handball , Badminton & Table tennis, netball |  Buddhism | 8B1Cells, classification and biodiversityEcologyDNAVariation and natural selectionFood 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 statementsProgramming ChallengesIf elif statementsProgramming ChallengesNested if statementsProgramming 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 | VolumePercentages. | **Theme and Variation**  Continuing retrieval of pitch and rhythm notation. Use of scales and arpeggios. Major and Minor tonality  |  Boys – BadmintonGirls - Basketball Both – Handball , Badminton & Table tennis, netball |  Buddhism | 8P1Light, reflection and refractionSoundWorking Scientifically unit |
| **SUMMER 1** | **SCULPTURE** **Portraiture**Artist studied: Emin & QuinnWorking from observation & the artist – Paper mache self-portrait life mask relief sculpture | Data calculationsImage representationWebpagesWebsite designJavascript  | 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 EstimationRatio (sharing)Circumference | **Computer music** – creating music using software programme in a modern style  |  Boys – Cricket/AthleticsGirls – Rounders Athletics  |  Hinduism | 8C2Exothermic and endothermic reactionsFire and fuelClimate changePlastics, pollution and recycling  | Food and Drink – likes and dislikesRevision 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 AssessmentAssessmentReview of AssessmentListsProgramming 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 | QuadrilateralsData collection/displayPie chartsMeasures of spread and central tendencies | Grade 1 theory paper  | Boys – SoftballGirls - Cricket  |  Hinduism | 8B2EnzymesPathogens and DiseaseMedicines8P2Magnets and magnetic fieldsElectricityForces and motion  |

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| **YEAR****9** | **AUTUMN 1** | **DRAWING****Art History**Artists studied: Jan Van EyckWorking from the artist & observation– Tonal pencil drapery study in the style of ‘The Madonna of chancellor Rolin’ | Computer ArchitectureInstructions, Data and Memory AddressesThe LMC and Assembly LanguageThe Little Man Computer - BranchingThe Little Man Computer - ChallengesThe Little Man Computer - LabelsCoding InstructionsComponents 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 – FootballGirls - Netball |  Philosophy of Religion | Review of prior learning 8B28P2Magnetism, electric circuits, forces and motion | Free Time in Three Tenses |
| **AUTUMN 2** | **DRAWING****Art History**Artists studied: MichelangeloWorking from observation – drawing from ‘Crouching Boy’ | DatabasesStructured Query Language (SQL)Database ApplicationsSort 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 | FDPFractionsPercentagesProportion | **British Pop Music and Rock Music**  ***Dictation*** *– rhythms (as above, plus dotted rhythms and semiquavers)*  ***Appraising –*** *Exam question focus on TEXTURE*   |  Girls – FootballBoys – Rugby  |  Philosophy of Religion | SB1-Key concepts in BiologySC1/2 – 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’  | SelectionIf elif statementsNested If statementsListsFor loopsLoops with listsNested for loopsWhile 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 LawsStandard FormExpanding & Factorising | **Minimalism**  ***Dictation*** *– pitches (changing between 5 different conjunct notes)*  ***Appraising –*** *Exam question focus on TEMPO and RHYTHM*   |  Boys – BasketballGirls - 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: TurnerWorking from the artist – Watercolour landscape in the style of Turner’s ‘Reichenbach falls’ | ListsFor loopsChallengesFor loops with listsChallengesNested for loopsChallengesWhile loopsChallenges | 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 EquationsLinear InequalitiesSequencesArea & 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 – BadmintonGirls - 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: Mooreworking from the artist – copying a reclining nude as a relief cast | Image representationImage file sizeSound representationSound file sizeWebpagesWebsite designJavascriptWeb 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 | PythagorasRegular PolygonsParallel linesCircles | **Computer Music** Composition Skills (developing in preparation for GCSE)  ***Dictation*** *– pitches and rhythms (as above)*  ***Appraising –*** *Exam question focus on HARMONY*   |  Boys – Cricket/AthleticsGirls – Rounders Athletics  |  Sikhism | SP2-Forces and motionEOYT revision | Future Plans – jobs and aspirations (future tense)  |
|  | **SUMMER 2** | **SCULPTURE & PAINTING****Art History**Artist studied: Grayson PerryWorking from observation & the artist– Creating a ceramic vase responding to personal life event | Practice AssessmentAssessmentReview of AssessmentWhile loopsChallenges2D ListsChallenges | Devising using a stimulus | Exam RevisionOratory & 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 – SoftballGirls – CricketBoth - OAA  | Sikhism | EOYT ReviewSB3-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 systemsRegisters of the CPUProcedures and functionsBubble vs Insertion sortAlgorithmic EfficiencyMerge sortCPU CacheDIV/MODVirtual memoryCPU PerformancePrimary storage reviewStructure diagramsTrinket introduction2D Lists, 1D lists reviewSecondary 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 textSection 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 equationsExpanding and factorising | Elements of Music(Transition Module from KS3 – KS4) | Boys – CricketGirls - Rounders  |  Health Fitness and Well-beingSkeletal system |  Christianity: Beliefs and Teachings | SP2-Forces and MotionCP3- Conservation of energyCB3 Genetics | SP2- Forces and MotionSP3- Conservation of energySB3 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 handlingGlobal variablesRandom numbersEthical considerationsEnvironmental considerationsCultural issuesBinary additionProgramming ProjectHexadecimalFlowchartsPacket switchingLANs and WANsNetwork hardwareMid-term assessmentPygames 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 HazardsUrban Issues and Challenges |  OCR A Power and Democracy | Non-linear GraphsFormulaeCompound measures | Set Work 1 – Purcell (Baroque Music)Solo Performance |  Girls – Rugby SkillsBoys – FootballBoth - Cross Country   |  Muscular systemCardiovascular system | Christianity: Practices | Chemistry reviewCC5/6/7 – Ionic Bonding, Covalent Bonding, Types of SubstancesCP4- WavesMid-year revision and exam technique | Chemistry reviewSC5/6/7 – Ionic Bonding, Covalent Bonding, Types of SubstancesSP4- WavesMid-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 protocolsProtocol layersBinary search (Python)ASCIIUinicodeImages - pixel resolution/colour depthSound representation(Programming Project) | Component 2 mock – performing from a textOne 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 | ProbabilityRatioProportionIndex laws (H) | Set Work 2 – Star Wars (Film Music)Composition 1 |  Boys – BasketballGirls - Badminton |  Respiratory systemMethods of training |  Religion, Peace and Justice | CB5- Health, disease and the development of medicinesCP5-Light and the electromagnetic spectrum | SB5- Health, disease and the development of medicinesSP5-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 plansData compressionInternet and Roles of ComputersDomain Name SystemRevisionMid-term assessmentErrors and error catching(Programming Project) | Component 2 mock – performing from a textOne 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/decayTrigonometry (H) | Music Theory / Unfamiliar Listening (Film Music)Composition 1 |  Boys – BadmintonGirls - Basketball |  Principles of trainingFitness testing |  Religion, Peace and Justice | CB4 – Natural selection and genetic modificationCC13-15-Groups in the Periodic Table, Rates of Reaction, Heat Energy Changes in Chemical Reactions. | SB4 – Natural selection and genetic modificationSC17/18/19 – 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.  | MalwareSystem SecurityEncryptionDefragmentationProtocols reviewString manipulation |  Consolidation and Mock NEA | Component 1 – Devising theatreOne lesson a week for component 3 (Interpreting theatre) | **Language Paper 2: Writers' Viewpoints and Perspectives****Section A**: ReadingOne 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 dataRepresenting dataAnalysing dataUpper and lower bounds | Set Work 3 – Esperanza Spalding (Fusion / Bossa Nova)Composition 1 |  Boys – Cricket/AthleticsGirls – Rounders Athletics |  PEP |  Relationships and Families | CC8- Acids and AlkalisCB6-Plant structures and their functionsRevision and exam technique | Complete SC8SB6- Plant structures and their functionsSP7-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 systemsDefensive designMocksSub programs2D Lists |  Consolidation and Mock NEA | Component 1 – Devising theatreOne 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 | VolumeSurface areaSurds (H) | Set Work 4 – Defying Gravity (Musical Theatre) Composition 1Ensemble 1Set Work 5 – Afro Celt Sound System (Fusion / World Music)Ensemble 1 |  Boys – Tennis/SoftballGirls - Cricket |  PEPDrugs |  Relationships and Families | Exam reviewCore practical skills and mop up CP6 - Radioactivity | Exam reviewCore 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 soundRLE CompressionDictionary CompressionThreats to networksOperating systemsSystem UtilitiesProgramming challengesDIV/MODEthicsFunctionsLegal issuesLicencesRevision |  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 IssuesTheme 2 – Local, National, International & Global Areas of Interest – Unit 7 -Global Issues |  The Changing Economic World |  OCR A International Relations | Linear GraphsSequencesEquations & InequalitiesQuadratics | Quadratic equations & inequalitiesSimultaneous EquationsFunctions | Set Work 6 – Killer Queen (Rock Music)Composition 2 |  Boys – CricketGirls - Rounders  |  Factors affecting participationLevers, planes and axes |  Islam: Beliefs and Teachings | Summer work reviewBiology Key concepts reviewCB9 – Ecosystems and Material Cycles Including Paxton Pits field tripCB7 – Animal Coordination, Control and Homeostasis | Summer work reviewBiology Key concepts reviewCB9 – Ecosystems and Material Cycles Including Paxton Pits field tripSB7 – Animal Coordination, Control and Homeostasis | Theme 2 – Local, National, International & Global Areas of Interest – Unit 6 - Social IssuesTheme 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” |  RevisionMocksReview of MocksEnvironmental considerationsPrivacy issuesCultural issuesIDEsTranslatorsMaintainabilityRobust designSQL InjectionExam 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 & TourismTheme 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 | AnglesPythagorasTrigonometry | IterationBearings & LociCircle TheoremsFurther Trigonometry | Set Work 7 – Beethoven (Romantic Music) |  Girls – Rugby SkillsBoys – FootballBoth - Cross Country   |  Socio cultural influencesInjuries |  Islam: Practices | CB8 – Exchange and Transport in AnimalsCC8 reviewCC10/11/12 – Electrolytic Processes, Obtaining and Using Metals, Reversible Reactions and Equilibrium | SB8 – Exchange and Transport in AnimalsCC8 ReviewSC10-13 – Electrolysis processes, reversible reactions and obtaining useful materials | Theme 2 – Local, National, International & Global Areas of Interest – Unit 8 – Travel & TourismTheme 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 | TransformationsScale DrawingBearings and Loci | TransformationsVectorsSimilarity & congruence | Recap of Baroque Music Set Work 8 – Brandenburg 5 (Baroque) |  Boys – BasketballGirls - Badminton |  Practical preparationExam 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 GassesSP7 – AstronomySP8-9 – 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 | MocksReview of MocksConsolidation, 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 | FDPRatio & proportionStandard Form | Gradients and rates of changeArea under graphsGraphing linear inequalitiesNon-linear sequences | Revision of all set worksDictation Unfamiliar listeningPerformance – Solo and Ensemble  |  Boys – BadmintonGirls - Basketball |  Revision & exam (practical and theory) |  Dialogues between religions | Core practical workshopsCC16/17 – Fuels, Earth, Atmospheric ScienceCP10-11- Magnetism and the Motor Effect, Electro-Magnetic Induction, | Core practical workshopsSP12/13 – Magnetism and the Motor Effect, Electro-Magnetic InductionSP14-15-Particle model, Forces and MatterSC22-24-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 | ProofAlgebraic FractionsRevision | Revision of all set worksDictation 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 IncludingNanoparticles | 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 |