

| Subject | Term 1  | Term 2   | Term 3   |
|---------|---|--|--|
| English | <p><b>Of Mice and Men, John Steinbecks (English Literature)</b></p> <ul style="list-style-type: none"> <li>● Understanding plot, key themes and characterisation</li> <li>● Language Analysis</li> <li>● Understanding social, historical and political context</li> </ul> <p><b>C19th texts in conjunction C19th texts in conjunction with contemporary authors (English Language)</b></p> <ul style="list-style-type: none"> <li>● Looking at extracts from books written by Malorie Blackman, Maya Angelou. Children of Blood and Bone - Adeyemi</li> <li>● Analysing language and structure</li> <li>● Drawing comparisons between C19th and modern texts.</li> <li>● Evaluating ideas and perspectives presented by different authors</li> </ul> | <p><b>Othello (English Literature)</b></p> <ul style="list-style-type: none"> <li>● Identifying and understanding key conventions of a tragedy</li> <li>● Understanding plot, key themes and characterisation</li> <li>● Drawing connections to other Shakespearean tragedies</li> <li>● Language and structural Analysis</li> <li>● Introducing form.</li> <li>● Understanding how social, historical and political context impacts the plot and meaning of the play</li> </ul> | <p><b>Gothic Stories, Edgar Allen Poe (English Language)</b></p> <ul style="list-style-type: none"> <li>● Conventions of the Gothic</li> <li>● Understanding the interrelationship between language and structure</li> </ul> <p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>● Learning and developing new vocabulary</li> <li>● Extract key information</li> <li>● Solidifying comprehension skills</li> <li>● Imaginative Writing</li> </ul> |
| Maths   | <p>Chapter 1: Factors and Multiples</p> <p>Chapter 2: Approximation and Estimations</p>   | <p>Chapter 6: Equations and Inequalities</p> <p>Chapter 7: Coordinates and Linear Functions</p>  | <p>Chapter 10: Perimeter and Area of Trapezia</p> <p>Chapter 11: Volume and Surface Area of Prisms and Cylinders</p>   |

|         |  |  |  |
|---------|--|--|--|
|         | <p>Chapter 3: Ratio, Rate, Speed</p> <p>Chapter 4: More Percentages</p> <p>Chapter 5: Algebraic Expressions and Formulae</p>   | <p>Chapter 8: Number Patterns</p> <p>Chapter 9: Angles in Polygons</p>   | <p>Chapter 12: Statistical Graphs</p>  |
| Science | <p><b>Reactions</b><br/> Chemical energy<br/> Endothermic &amp; exothermic reactions<br/> Metals and acids<br/> Combustion</p> <p><b>Matter</b><br/> The periodic table<br/> Chemical and physical properties of elements<br/> Atoms, elements and compounds</p> <p><b>Forces</b><br/> Balanced and unbalanced forces<br/> Springs and newtons<br/> Contact and non-contact forces<br/> Liquids and pressure</p> | <p><b>Organisms</b><br/> The lungs, mechanisms of breathing<br/> Gas exchange<br/> Digestive system<br/> Healthy diets<br/> Gut bacteria</p> <p><b>Genes</b><br/> DNA, genes and chromosomes<br/> Natural selection &amp; evolution<br/> Species and extinction<br/> Biodiversity</p> <p><b>Electromagnetism</b><br/> History of electromagnets<br/> Use of magnets<br/> Magnetic fields<br/> Earth's magnetic field</p> | <p><b>Ecosystems &amp; organisms</b><br/> Aerobic and anaerobic respiration<br/> Fermentation<br/> Photosynthesis<br/> Stomata and leaf structure<br/> Factors affecting plant growth</p> <p><b>Energy</b><br/> Levers &amp; work<br/> Input and output forces<br/> Heating and cooling<br/> Conductors and insulators</p> <p><b>Waves</b><br/> Radiation and energy<br/> Microphones and loudspeakers<br/> Types of waves<br/> Comparing light, sound and water waves</p> |
| Spanish | <p><b>Mis vacaciones</b> - my holidays</p> <ul style="list-style-type: none"> <li>• Describing a past holiday</li> <li>• Opinions about holiday</li> <li>• Holidays activities</li> </ul> <p><b>Todo sobre mi vida</b> - All about my life</p>   | <p><b>¡A comer!</b> - Time to eat</p> <ul style="list-style-type: none"> <li>• Talking about food</li> <li>• Meal times</li> <li>• Ordering in a restaurant</li> </ul> <p><b>¿Qué hacemos?</b> - What are we</p>   | <p><b>Operación verano</b> - Summer plans</p> <ul style="list-style-type: none"> <li>• Describing a holiday</li> <li>• Asking for directions</li> <li>• Describing holiday activities</li> </ul> <p><b>Repaso</b> - Revision</p>   |

|                 |   |   |   |
|-----------------|---|---|---|
|                 | <ul style="list-style-type: none"> <li>• Talking about technologies</li> <li>• Music</li> <li>• TV programmes</li> </ul> <p><b>Key Grammar points</b></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Present tense</li> <li>• Comparatives</li> </ul>   | <p>doing?</p> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Arranging to go out and give excuses</li> <li>• Talking about clothes</li> <li>•</li> </ul> <p><b>Key Grammar points</b></p> <ul style="list-style-type: none"> <li>• Opinions</li> <li>• Negatives</li> <li>• Near future tense</li> <li>• Comparatives</li> </ul>     | <ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Extend writing</li> <li>• Review of key grammar</li> </ul> <p><b>Key grammar points</b></p> <ul style="list-style-type: none"> <li>• Revising present tense</li> <li>• Revising past tense</li> <li>• Revising near future</li> </ul>                                      |
| Technology      | <p><b>Alimals (Aluminium Animals) Lamp &amp; Keyring</b></p> <ul style="list-style-type: none"> <li>• Metals theory</li> <li>• Nets</li> <li>• Stock materials and costing</li> </ul> <p><b>Food Preparation and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Gelatinisation (macaroni cheese)</li> <li>• Fermentation (bread rolls)</li> </ul> | <p><b>Organisation Station</b></p> <ul style="list-style-type: none"> <li>• Design specifications</li> <li>• Identifying user needs</li> <li>• Sewing machine skills</li> </ul> <p><b>Food Preparation and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Heat transference (mug carrot cake)</li> <li>• Shortening (mince pies)</li> </ul> | <p><b>Story-Telling Project</b></p> <ul style="list-style-type: none"> <li>• Materials selection</li> <li>• Innovative products</li> <li>• Quality assurance</li> </ul> <p><b>Food Preparation and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Melting method (flapjacks)</li> <li>• Knife skills (fruit creatures)</li> </ul> |
| Performing Arts |   |   |   |
| Art             | <p><b>Nature Trail</b><br/> Artist research: Maria Sibylla Merian<br/> Drawing plants / flowers / leaves from observation<br/> Artist research: William Morris<br/> Drawing birds<br/> Creating patterns<br/> Cutting lino &amp; Printing Lino</p>  | <p><b>Pop Art Tshirt Design</b><br/> Intro: Colour Theory<br/> Research Pop Art<br/> Create a Mood Board<br/> Research:<br/> Lichtenstein and Haring<br/> Copy and recreate their style<br/> Pop Art inspired shoe designs</p>  | <p><b>Gargoyle Pot</b><br/> Gargoyle statues in London<br/> Research a 3D sculpture artist<br/> Design a gargoyle<br/> Basics of working with clay</p>  |

|                |  |  |  |
|----------------|--|--|--|
|                |  | Pop Art Tshirt design  |  |
| PE             | <b>Outwitting an Opponent</b>  | <b>Net Games</b>   | <b>Working Safely and Effectively</b>  |
| Computing      | <b>Programming: Mobile app development</b> <ul style="list-style-type: none"> <li>• Decomposition: break down problems</li> <li>• Design, Implement and customise GUI elements</li> <li>• Events handling: event-driven programming</li> <li>• Using variables</li> <li>• Identify, Debug and fix common coding errors</li> <li>• Object and variables</li> <li>• Establish user needs</li> <li>• Programming: Block vs text</li> <li>• Sequence, Selection, Iteration</li> <li>• Evaluate the success of the programming project</li> </ul> | <b>Developing for the web</b> <ul style="list-style-type: none"> <li>• HTML and structure of web pages</li> <li>• HTML image manipulation</li> <li>• CSS</li> <li>• Search engine and the World Wide Web (page ranking, search technologies )</li> <li>• Impact of search technologies</li> <li>• Hyperlinks and multiple web pages</li> <li>• Issues of safety and security from a technological perspective</li> <li>• Impact of networking technologies and services</li> </ul> | <b>Introduction to Python Programming</b> <ul style="list-style-type: none"> <li>• Computer algorithms and programming</li> <li>• Python programming</li> <li>• Locate and correct common syntax errors</li> <li>• Semantics of assignment statements</li> <li>• Sequence</li> <li>• Selection</li> <li>• Iteration</li> <li>• Use Boolean variables as flags</li> </ul> |
| KS3 Humanities | <b>Slavery and the British Empire</b> <ul style="list-style-type: none"> <li>• Elizabethan: Factors of travel, Roanoke and start of slave trade</li> <li>• The TransAtlantic Slave Trade; middle passage and plantations</li> <li>• Abolition</li> <li>• Convict colonies in USA and Australia</li> <li>• The Raj in India and independence</li> </ul>   | <b>WW1; causes and consequences</b> <ul style="list-style-type: none"> <li>• M.A.I.N. causes</li> <li>• Life in the trenches</li> <li>• Role of women</li> <li>• Aftermath of WW1</li> </ul> <b>Extreme Environments: What makes an environment extreme?</b> <ul style="list-style-type: none"> <li>• Mountains</li> <li>• Cold environments</li> <li>• Hot deserts</li> <li>• People in hot deserts</li> </ul>  | <b>Human Rights; 19th and 20th Century</b> <ul style="list-style-type: none"> <li>• A history of human rights timeline including Magna Carta, Breda and UDHR</li> <li>• A history of human rights timeline including Magna Carta, Breda and UDHR</li> <li>• The role of protest in the UK? Chartists. Suffrage movement, Stonewall and BLM</li> </ul>                    |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | <ul style="list-style-type: none"> <li>● Indian Independence.</li> </ul> <p><b>Global Development and Population</b></p> <ul style="list-style-type: none"> <li>● An introduction to inequality through the trade game.</li> <li>● Development indicators.</li> <li>● Where are the world's developed nations?</li> <li>● Inequalities in health around the world.</li> <li>● Population distribution around the world.</li> </ul>  | <ul style="list-style-type: none"> <li>● Examples of other extremes: salt flats, Danakil Depression, Ocean.</li> <li>● Climate change: what is it and what does it mean for extreme environments?</li> </ul>   | <p><b>Globalisation and Super Powers:</b></p> <ul style="list-style-type: none"> <li>● What are superpowers?</li> <li>● Examples of superpowers: Inc Dubai, India, China</li> <li>● How would you take over the world?</li> <li>● What is globalisation? Cause and Effects</li> <li>● Case study: Clothing - Bangladesh</li> <li>● How did globalisation allow the spread of CV-19?</li> </ul> |
| Religious Studies | <p><b>What is so Radical about Jesus?</b></p> <ul style="list-style-type: none"> <li>● Who was Jesus? How has he been depicted and why?</li> <li>● What does the Bible say about Jesus?</li> <li>● Parables and their impact for modern Christians</li> </ul> <p><b>How do modern Christians use the Bible?</b></p> <ul style="list-style-type: none"> <li>● What are the moral commands in the bible?</li> <li>● How do different Christian faiths interpret the stories in the bible?</li> <li>● How far does 'living biblically' mean being prepared to argue</li> </ul> | <p><b>What does it mean to be a Buddhist today?</b></p> <ul style="list-style-type: none"> <li>● Intro to Buddhism; key beliefs and practices</li> <li>● Buddhist beliefs on Evil and Suffering</li> <li>● Buddhist beliefs on sources of authority</li> <li>● Buddhist beliefs on Life after Death and Reincarnation</li> </ul> | <p><b>What can we learn from religions about deciding right from wrong?</b></p> <ul style="list-style-type: none"> <li>● Comparing religious texts on the theme of temptation</li> <li>● Comparing religious texts on the theme of forgiveness</li> <li>● Inspirational people including Desmond Tutu, MLK</li> <li>● Humanism</li> </ul>  |

|                       |  |  |   |
|-----------------------|--|--|---|
|                       | with those in authority?   |  |   |
| Workshop<br>Wednesday | <p><b>Projects run for every half-term</b><br/><b>Development of essential life skills.</b></p> <p><b>Project 1- Everyone In</b><br/>Diversity &amp; human rights. Builds skills of listening, speaking and teamwork</p> <p><b>Project 2 - Aspiring entrepreneurs</b><br/>Business models and creating a product<br/>Builds skills of teamwork, leadership and creativity.</p> | <p><b>Projects run for every half-term</b><br/><b>Development of essential life skills.</b></p> <p><b>Project 3 - Legal eagles</b><br/>Lawyers &amp; criminal cases<br/>Builds skills of speaking, listening and teamwork</p> <p><b>Project 4 - Building our future</b><br/>Engineering and design<br/>Builds skills of creativity, problem solving and staying positive</p> | <p><b>Projects run for every half-term</b><br/><b>Development of essential life skills.</b></p> <p><b>Project 4 - Climate change</b><br/>Research and the environment<br/>Builds skills of aiming high, speaking and teamwork</p> |