

# CURRICULUM BREAKDOWN

	Y7	Y8	Y9	Y10	Y11
<b>ENGLISH (AQA; 8700 and 8702)</b>	<ul style="list-style-type: none"> <li>19<sup>th</sup> Century Short Story: structuring analysis and describing an event.</li> <li>Parent Child Relationship Poetry: writing analytical paragraphs and writing a story.</li> <li>21<sup>st</sup> Century Novel: exploring the characterisation of strong females and writing a story focusing on a moment.</li> <li>Revision.</li> <li>Non-Fiction: environment. Writing for a viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>20<sup>th</sup> Century Novel: exploring the characterisation of strong females and describing a natural scene.</li> <li>19<sup>th</sup> Century Short Story: analysing word choice in detail and writing a story.</li> <li>Identity Poetry: developing analytical writing and persuasive writing</li> <li>Revision.</li> <li>Non-Fiction: persuasive writing.</li> </ul>	<ul style="list-style-type: none"> <li>Power and Conflict Poetry: making connections within poetry to develop analytical writing and describing a tense scene.</li> <li>20<sup>th</sup> Century Drama: Exploring characterisation in drama and writing an essay.</li> <li>Revision.</li> <li>Spoken Language – formal, individual presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Fiction Study: transferring analytical skills to unseen texts and narrative writing.</li> <li>19<sup>th</sup> Century Novel: thematic and characterisation study through language.</li> <li>Power and Conflict Poetry: thematic study of power and writing literary essays.</li> <li>Shakespeare: understanding the plot.</li> </ul>	<ul style="list-style-type: none"> <li>Shakespeare: thematic and characterisation study through language.</li> <li>Non-Fiction Study: making connections and comparisons across unseen texts and writing about a viewpoint.</li> <li>Literature Revision</li> <li>Language Revision</li> </ul>
<b>MATHS (EDEXCEL; 1MA1)</b>	<ul style="list-style-type: none"> <li>Place value and decimals</li> <li>Mental and written methods</li> <li>Introduction to Algebra</li> <li>Fractions Decimals and Percentages.</li> <li>Sequences</li> <li>2D Geometry</li> <li>Units and measures</li> <li>Transformation of shapes</li> <li>Ratio and proportion</li> <li>Representing data</li> <li>Constructions</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Sequences and graphs</li> <li>Percentages.</li> <li>Algebraic manipulation</li> <li>Working with 2d shapes</li> <li>Pythagoras.</li> <li>Working with 3d shapes</li> <li>Solving equations</li> <li>Bounds and bearings</li> <li>Probability</li> <li>Representing data</li> <li>Simultaneous equations</li> <li>Ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li>Calculations with number</li> <li>Algebraic expressions</li> <li>Angles and polygons</li> <li>Collecting data</li> <li>Fractions and decimals</li> <li>Formulae and functions</li> <li>Working with 2D shapes</li> <li>Probability</li> <li>Measures and accuracy</li> <li>Equations and inequalities</li> <li>Circles and construction</li> <li>Quadratic Equations</li> </ul>	<ul style="list-style-type: none"> <li>Factors, powers and roots</li> <li>Properties of quadratic graphs</li> <li>Working in 3D</li> <li>Transformation of functions</li> <li>Indices, surds and standard form</li> <li>Further graph work – gradients</li> <li>Pythagoras and trigonometry</li> <li>Probability and combined events.</li> <li>Sequences</li> <li>Units and proportionality</li> <li>Gradient and Area under graphs.</li> <li>Vectors</li> </ul>	<ul style="list-style-type: none"> <li>Revision of number basics</li> <li>Revision of algebra basics</li> <li>Revision of geometry basics.</li> <li>Revision of proportion basics.</li> <li>Revision of statistics</li> <li>Revision of probability</li> <li>Surds, standard form and bounds.</li> <li>Graph work</li> <li>Further geometry.</li> <li>Proportional reasoning</li> <li>Exam revision</li> </ul>
<b>SCIENCE (EDEXCEL; 1SC0, 1BI0, 1CH0, 1PH0)</b>	<ul style="list-style-type: none"> <li>Cells</li> <li>Reproduction</li> <li>Body Systems</li> <li>Particles</li> <li>Elements, atoms and Compounds</li> <li>Reactions</li> <li>Acids and Alkalis</li> <li>Forces</li> <li>Sound</li> <li>Light</li> <li>Space</li> </ul>	<ul style="list-style-type: none"> <li>Health and Lifestyle</li> <li>Ecosystem Processes</li> <li>Adaptation and Inheritance</li> <li>The Periodic Table</li> <li>Separation Techniques</li> <li>Metals and Acids</li> <li>Electricity and Magnetism</li> <li>Energy</li> <li>Motion and Pressure</li> </ul>	<ul style="list-style-type: none"> <li>Key Concepts in Biology</li> <li>Cells and Control</li> <li>Genetics and Natural Selection</li> <li>Health, Disease and Medicine</li> <li>States of Matter</li> <li>Separating Techniques</li> <li>Atomic Structure and Periodic Table</li> <li>Bonding</li> <li>Acids and Alkalis</li> <li>Forces and Motion</li> <li>Waves and Energy</li> <li>EM Spectrum and Radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>Plant Structures and Functions</li> <li>Animal Coordination</li> <li>Exchange and Transport</li> <li>Ecosystem and Materials</li> <li>Calculations Involving Masses</li> <li>Chemical Reactions</li> <li>Fuels and the Earth</li> <li>Forces and Energy</li> <li>Electricity and Circuits</li> <li>Magnetism</li> <li>The Particle Model</li> </ul>	<ul style="list-style-type: none"> <li>Cells</li> <li>Organisms and Energy</li> <li>Common Systems</li> <li>Atomic Structure and Periodic Table</li> <li>Different Compounds</li> <li>Separation Techniques</li> <li>Chemical Reactions</li> <li>Quantitative Chemistry</li> <li>Static and Current Electricity</li> <li>Motions and Forces</li> <li>Momentum and Energy</li> <li>Radioactivity</li> </ul>
<b>HEALTH &amp; SOCIAL CARE BTEC (Edexcel)</b>				<ul style="list-style-type: none"> <li>Human Lifespan Development</li> <li>Emotional, Physical and Intellectual growth</li> <li>Health and Social Care Services and Values</li> <li>Care Values within the Sector</li> <li>Health and Wellbeing</li> <li>Wellbeing improvement plan for an individual</li> </ul>	
<b>HISTORY (AQA; 8145)</b>	<ul style="list-style-type: none"> <li>The Tollund Man</li> <li>The Vikings</li> <li>The Norman Conquest</li> </ul>	<ul style="list-style-type: none"> <li>The Slave Trade</li> <li>World War 1</li> <li>World War 2</li> <li>The Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Kaiser Wilhelm II's rule</li> <li>Growth of democracy</li> <li>Impact of WW1</li> </ul>	<ul style="list-style-type: none"> <li>Viking Invasion</li> <li>Hundred Years' War</li> <li>The Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth's Court and Parliament</li> <li>Life in Elizabethan times</li> </ul>



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	<ul style="list-style-type: none"> <li>The Tudors</li> <li>The English Civil War</li> <li>The French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>The Industrial Revolution</li> <li>Who shot JFK?</li> </ul>	<ul style="list-style-type: none"> <li>Weimar Germany</li> <li>Germany and the Depression</li> <li>Life in Nazi Germany</li> <li>Origins of the Cold War</li> <li>Development of the Cold War</li> <li>Transformation of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Colonisation in North America</li> <li>India under British control</li> <li>Impact of the World Wars</li> <li>Legacy of Empire</li> <li>Britain's relationship with Europe</li> </ul>	<ul style="list-style-type: none"> <li>Troubles at home and abroad</li> <li>Historic environment of Elizabethan England</li> </ul>
<b>GEOGRAPHY (AQA; 8035)</b>	<ul style="list-style-type: none"> <li>Physical and Human landscapes of the UK (coasts and urban)</li> <li>The living world (Tropical rainforest and deserts)</li> <li>Urban issues and challenges (urban change)</li> <li>Geographical enquiry (impact of migration in Blackburn)</li> </ul>	<ul style="list-style-type: none"> <li>The development gap (measures, effects and solutions to inequality in the world)</li> <li>Tectonic hazards (volcanoes and earthquakes)</li> <li>Weather hazards (hurricanes and flooding)</li> <li>Decision making exercise on water management and geographical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Section C: The Living World</li> <li>Ecosystems, Tropical rainforests and Hot deserts</li> <li>Section A: Urban Issues and Challenges</li> <li>Population, Urban growth in LICs and NEEs</li> <li>Urban change in the UK and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Section B: The changing Economic World</li> <li>Economic development and quality of life</li> <li>Reducing the global development gap.</li> <li>Effects of development on LICs and NEEs and effects of economic growth on employment/region patterns/growth</li> <li>Section A: Natural hazards, Tectonic hazards, Tropical storms, Extreme weather in the UK and Climate Change</li> <li>Section C: The challenge of resource management</li> <li>Resource management and water</li> </ul>	<ul style="list-style-type: none"> <li>Section B: Physical Landscapes in the UK</li> <li>UK Physical Landscapes, Coastal Landscapes in the UK and River landscapes in the UK</li> <li>Geographical applications: Field work (Physical )</li> <li>Pre- release document for issues and evaluation</li> <li>Revision and exam practice</li> </ul>
<b>CITIZENSHIP (AQA; 8100)</b>	<ul style="list-style-type: none"> <li>School Shura</li> <li>Campaigning/ Voting</li> <li>Rights and responsibilities</li> <li>Young people and the law-children's rights</li> <li>Making the right choices</li> <li>Criminal justice system</li> <li>A diverse Britain</li> <li>British Values</li> <li>Community Cohesion</li> <li>Internet safety</li> <li>Cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>School council and leadership</li> <li>Democracy</li> <li>Parliament</li> <li>Active Citizens</li> <li>Relationships</li> <li>Why we have laws</li> <li>Racism, Prejudice and discrimination</li> <li>British Values P2</li> <li>Learning pathways</li> <li>Careers guidance</li> <li>E-safety, netiquettes</li> </ul>	<ul style="list-style-type: none"> <li>Political power in the UK</li> <li>Local and devolved government</li> <li>Bringing about political change</li> <li>Laws in contemporary society</li> <li>Rights and responsibility within the legal system</li> <li>Laws protecting the citizen and dealing with criminals</li> <li>Universal human Rights citizenship action</li> <li>Advocacy of a key organisation</li> </ul>	<ul style="list-style-type: none"> <li>Political power in the UK</li> <li>Local and devolved government</li> <li>Bringing about political change</li> <li>Laws in contemporary society</li> <li>Rights and responsibility within the legal system</li> <li>Laws protecting the citizen and dealing with criminals</li> <li>Universal human Rights citizenship action</li> <li>Bringing change in the legal system</li> </ul>	<ul style="list-style-type: none"> <li>Life in modern Britain</li> <li>Principles and values in British society</li> <li>Identity</li> <li>The media and the free press</li> <li>The UK's role in key international organisations</li> <li>Making a difference in society</li> </ul>
<b>RELIGIOUS STUDIES (AQA; 8062)</b>	<ul style="list-style-type: none"> <li>The Island</li> <li>Judaism: Beliefs and Practices</li> <li>Islam: Beliefs and Practices</li> <li>Buddhism</li> <li>Christianity</li> <li>World Faiths and Humanist tradition.</li> </ul>	<ul style="list-style-type: none"> <li>Belief in God</li> <li>War and Peace</li> <li>Evil and Suffering</li> <li>Animal Rights</li> <li>Being a Muslim in Britain</li> <li>Christianity</li> <li>World Faiths and Humanist tradition.</li> </ul>	<ul style="list-style-type: none"> <li>Islam: <ul style="list-style-type: none"> <li>Key Beliefs</li> <li>Authority</li> <li>Worship</li> <li>Duties and Festivals</li> </ul> </li> <li>Judaism: <ul style="list-style-type: none"> <li>Key Beliefs</li> <li>The Covenant and Mitzvot</li> <li>Synagogue and Worship</li> <li>Family Life and Festivals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Religious, Philosophical and Ethical Studies: <ul style="list-style-type: none"> <li>Relationships and Families</li> <li>Religion and Life</li> <li>Religion, Peace and Conflict</li> <li>Religion, Crime and Punishment</li> </ul> </li> </ul>	
<b>FRENCH (AQA; 8658)</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Me, my family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Life at school/college</li> <li>Travel and tourism</li> <li>Education. Post-16</li> </ul>	<ul style="list-style-type: none"> <li>Global issues</li> <li>The environment</li> <li>Social issues</li> </ul>	



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	<ul style="list-style-type: none"> <li>Numbers and Alphabet</li> <li>Classroom instructions</li> <li>Family</li> <li>My town</li> <li>Rooms and furniture</li> <li>Time and Weather</li> <li>Daily routine</li> <li>Grammar</li> <li>School</li> <li>Food</li> <li>hobbies</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Home and Town</li> <li>Neighbourhood. and Regions</li> <li>My studies</li> <li>Free time activities</li> <li>Customs and Festivals in French speaking countries</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Social issues</li> <li>Healthy/unhealthy living</li> <li>Marriage /partnership</li> <li>Technology in everyday life</li> <li>Social media</li> <li>Gram. and transl.</li> <li>Spontaneity in writing and speak</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Charity/Voluntary work</li> <li>Career choices and ambitions.</li> <li>Technology in everyday life</li> <li>Social media</li> <li>Mobile technology</li> <li>Poverty and homelessness</li> <li>Revisions and speaking preparations</li> <li>Translation tasks throughout the year</li> </ul>	
<b>ARABIC (EDEXCEL; 1AA0)</b>	<ul style="list-style-type: none"> <li>Alphabet Colours</li> <li>Days of the week</li> <li>Animals, food</li> <li>Past tense</li> <li>Present tense</li> <li>Duals and Plurals</li> <li>Connectives</li> <li>Comparatives</li> <li>Negatives</li> <li>Sports and school</li> <li>Hobbies and Interest</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Present and Future</li> <li>Time and routines</li> <li>Home and School</li> <li>Film and Cinema</li> <li>Holidays</li> <li>Accommodation</li> <li>Health and fitness</li> <li>Work</li> <li>Sports</li> <li>School rules and pressures</li> <li>Negatives</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Travel</li> <li>Grammar</li> <li>Culture</li> <li>Sports</li> <li>Leisure</li> <li>All tenses</li> <li>Work</li> <li>Exchange visits</li> <li>Arab Culture</li> <li>Volunteering</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Media and tech</li> <li>Arab culture</li> <li>Environmental Issues</li> <li>Local Area</li> <li>Social Media</li> <li>Music events</li> <li>Exceptions</li> <li>Forming Relationships</li> <li>Festivals</li> <li>Natural resources</li> <li>Professions</li> <li>Translation tasks throughout the year</li> </ul>	
<b>URDU (AQA; 8648)</b>	<ul style="list-style-type: none"> <li>Introduction to the Urdu alphabet</li> <li>Shapes of letters</li> <li>Self-introduction</li> <li>Colours</li> <li>Days, week and months</li> <li>Animals</li> <li>Fruit and veg</li> <li>Short stories</li> <li>Weather - simple</li> <li>Time - simple</li> <li>Sports and leisure - simple</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Personal introductions</li> <li>Food and drink</li> <li>Weather</li> <li>Grammar tenses</li> <li>Countries and cities</li> <li>My local area</li> <li>Time</li> <li>My daily routine</li> <li>My free time activities</li> <li>My school</li> <li>Celebrations</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Me, my family and Friends</li> <li>Home town, neighbourhood and region</li> <li>Interests and Hobbies</li> <li>Food and drink</li> <li>Review. tenses</li> <li>Travel and Tourism</li> <li>Social media and technology</li> <li>Celebrations and festivals</li> <li>Environment</li> <li>School and Education</li> <li>Translation tasks throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Me, my family and Friends</li> <li>Home town, neighbourhood and region</li> <li>My studies</li> <li>My Free time activities</li> <li>Social issues</li> <li>Healthy and unhealthy living</li> <li>Life at school/ college</li> <li>Customs and festivals</li> <li>Travel and Tourism</li> <li>Education Post 16</li> <li>Translation tasks throughout the year</li> </ul>	
<b>COMPUTER SCIENCE (OCR; J276)</b>	<ul style="list-style-type: none"> <li>Basic Problems</li> <li>Written Descriptions</li> <li>Flowcharts</li> <li>Basic pseudo code syntax</li> <li>Arithmetic Operators</li> <li>Loops and Nested IF's</li> <li>Sorting and Searching Algorithms</li> <li>Command Sequence</li> <li>Code Readability</li> <li>Strings and Functions</li> <li>User Input and Validation</li> <li>Binary and Analogue</li> <li>Representing Information</li> <li>Hexadecimal</li> <li>Representation of sound</li> <li>Data Compression</li> <li>Encryption</li> </ul>	<ul style="list-style-type: none"> <li>Construct, Selection and Iteration</li> <li>Using Relational Operators</li> <li>Concatenation and sequence</li> <li>Identifying errors</li> <li>Infinite loops</li> <li>Computational Thinking</li> <li>Data types and variables</li> <li>Variable Initialisation</li> <li>Advanced Strings and Functions</li> <li>Two-dimensional arrays</li> <li>Reading and Writing from files</li> <li>Subprograms</li> <li>Testing and Evaluation</li> <li>Sign and Magnitude</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving: Algorithms, Decomposition and Abstraction</li> <li>Python Programming: Develop Code, Constructs, Data Types and Structures, Input/Output, Operators, Subprograms</li> <li>Data: Binary, Data representation, data storage and compression, Encryption, Databases.</li> <li>Computers: Machines and computational modelling, Hardware, Logic, Software, Programming Languages.</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving: Algorithms, Decomposition and Abstraction</li> <li>Python Programming: Develop Code, Constructs, Data Types and Structures, Input/Output, Operators, Subprograms</li> <li>Data: Binary, Data representation, data storage and compression, Encryption, Databases.</li> <li>Computers: Machines and computational modelling, Hardware, Logic, Software, Programming Languages.</li> <li>Communication and The Internet: Networks, Network security, the internet and the World Wide Web.</li> <li>The bigger picture: Emerging trends, issues and impact.</li> <li>Computer Science Non-Examined Component.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Hardware and Software</li> <li>Networks</li> </ul>	<ul style="list-style-type: none"> <li>Binary, Denary and Hexadecimal</li> <li>Recording sound waves</li> <li>Data Storage and compression.</li> </ul>	<ul style="list-style-type: none"> <li>Communication and The Internet: Networks, Network security, the internet and the World Wide Web.</li> <li>The bigger picture: Emerging trends, issues and impact.</li> </ul>		
<b>Textiles and ART and DESIGN BTEC (Edexcel; 20478E and 21357E)</b>	<ul style="list-style-type: none"> <li>Mix Media: colours, black and white, textures, surfaces, digital, photography, raw, print making, lino printing</li> <li>Colour Theory: primary, secondary, understanding application, tone, contrast, theme</li> <li>Artist Study: Hundertwasser, Jon Burgerman, Rosalind Monk, Vincent Van Gogh</li> <li>Print Making</li> <li>Textiles: basic needle handling, stitching techniques, selecting fabrics</li> <li>Sketching: application, tone, techniques, lines</li> <li>Lino Print: colour, inks, textures</li> <li>Oil pastels design work</li> <li>Observational Drawing: lines, tones, pictures, techniques</li> </ul>	<ul style="list-style-type: none"> <li>Illustration: Drawing, colour, digital, hand design</li> <li>Colour Theory: primary, secondary, understanding application, tone, contrast, theme</li> <li>Drawing: lines, tones, pictures, techniques</li> <li>Sketching: application, tone, techniques, lines</li> <li>Print Making</li> <li>Textiles: design pattern, sew, stitch creative design, embellish using beads/sequins/cotton/buttons</li> <li>Painting</li> <li>3D Design: Packaging/branding Andy Warhol soup cans</li> <li>Mix Media: colours, black and white, textures, surfaces, digital, photography, raw, print making, lino printing</li> </ul>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Observational Sketching</li> <li>Textiles: fabric painting technique, silk painting technique, design bags and paint, design and create hand sewn phone case</li> <li>Painting</li> <li>Water Colour Drawing</li> <li>3D Design: Clay Making</li> <li>Graphic Design: photography</li> <li>Collage: range of medias</li> <li>Research</li> <li>Artist Study: Georgia O'Keeffe, Andy Goldsworthy,</li> <li>Personal Design: personal media design</li> </ul>	<ul style="list-style-type: none"> <li>Collage</li> <li>Research</li> <li>Artist Study</li> <li>Personal Design</li> <li>Mix Media</li> <li>Textiles</li> <li>Graphic Design</li> <li>Illustration</li> <li>Painting</li> <li>Water Colour</li> <li>Photography</li> <li>Evaluation</li> <li>Annotation</li> <li>Final outcome</li> <li>Unit 1 Introduction to Specialist Pathways in Art and Design</li> <li>Unit 2 Creative Project in Art and Design</li> <li>Unit 3 Communicating Ideas in 2D Fashion Design/ Graphic Design/ Fine Art</li> <li>Unit 6 Investigating contextual references in Art and Design</li> </ul>	
<b>PHYSICAL EDUCATION Cambridge Nationals Sport Studies (OCR; R051, R052, R054 and R056)</b>	<ul style="list-style-type: none"> <li>Fundamentals and Baseline Assessments</li> <li>Futsal</li> <li>Netball</li> <li>Gymnastics</li> <li>Learning Games (Tag Rugby, Basketball, Hockey)</li> <li>Fitness and Fitness Theory</li> <li>Table Tennis</li> <li>Rounders</li> <li>Tennis</li> <li>Athletics</li> <li>Theory: Warm Up, Cool Down, Basic Muscles and Bones)</li> </ul>	<ul style="list-style-type: none"> <li>Futsal</li> <li>Netball</li> <li>Gymnastics</li> <li>Learning Games (Tag Rugby, Basketball, Hockey)</li> <li>Fitness and Fitness Theory</li> <li>Table Tennis</li> <li>Athletics</li> <li>Rounders</li> <li>Tennis</li> <li>Theory: Basic Muscles and Bones, Joints and Movement, Muscle types performance analysis</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Fitness and Fitness Theory</li> <li>Table Tennis</li> <li>Athletics</li> <li>Rounders</li> <li>Netball umpiring</li> <li>Introduction to netball umpiring</li> <li>Introduction to knowledge of outdoor activities</li> <li>Theory: Contemporary issues in Sport</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Table Tennis</li> <li>Netball Umpiring</li> <li>Knowledge of Outdoor activities</li> <li>Theory: Contemporary issues in Sport. Introduction to Sport and the Media</li> </ul>	<b>Core PE</b> <ul style="list-style-type: none"> <li>Sport For Life</li> <li>Cambridge Nationals Sport Studies</li> <li>Practical performance</li> <li>Table Tennis</li> <li>Netball</li> <li>Netball Umpiring</li> <li>Exam Unit: Contemporary issues in sport</li> <li>Sport and the media</li> <li>Knowledge and skills in outdoor activities</li> </ul>



# CURRICULUM BREAKDOWN

	Y7	Y8	Y9	Y10	Y11
<b>PERFORMING ARTS (MUSIC &amp; DRAMA)</b>	<ul style="list-style-type: none"> <li>• Theory and Examples with the elements of Music in: Tempo, Texture, Timbre, Silence, Pitch, Duration, Dynamics</li> <li>• Theory and practical to vocal warm ups</li> <li>• Group Acapelle performances</li> <li>• recognise the categories of Acapelle</li> <li>• Use simple notation</li> <li>• Singing in rounds</li> <li>• Review of Acapelle tracks</li> <li>• Understanding the spiritual message of the Acapelle in Study</li> <li>• Creating and improvising simple tunes of Acapelle/ songs</li> <li>• Practice and rehearsals</li> <li>• Text-based performances</li> <li>• Mise en scène</li> <li>• Genre, character and form</li> <li>• Role of theatre</li> <li>• Performing and responding to drama</li> <li>• Directors' interpretations</li> <li>• Devising a theatrical piece of drama</li> </ul>	<ul style="list-style-type: none"> <li>• Use and describe the elements of Music: Tempo, Texture, Timbre, Silence, Pitch, Duration, Dynamics</li> <li>• Lead warm ups</li> <li>• Acapelle performances in a solo, dual and unison</li> <li>• Exploring the categories of Acapelle</li> <li>• Use advance notation</li> <li>• performing in an ostinato and canon</li> <li>• Evaluation of Performances</li> <li>• Exploring and providing own opinion on the Acapelle in Study</li> <li>• Composing a Acapelle</li> <li>• Improvisation</li> <li>• Individual practice and group rehearsals</li> <li>• Awareness of roles in contemporary theatre</li> <li>• Stanislavski and Brecht and their Naturalistic and Episodic performance styles</li> <li>• Compare theatrical interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic exploration of plays by Shakespeare (En)</li> <li>• T Debates (Enr)</li> <li>• Comedy Workshops in Literature (En)</li> <li>• Performance Poetry (NPD) (En)</li> <li>• Maths Murder Mystery (Ma)</li> <li>• BBC Schools News Report (En)</li> <li>• Narrative Drama (En)</li> <li>• Poetry By Heart (En)</li> <li>• Sherlock – Novel to Stage (En)</li> <li>• An Inspector Calls Theatre Production (En)</li> <li>• Sherlock through Film (En)</li> <li>• Performances in different Languages (MFL)</li> <li>• MFL Media – Languages through the Medium of TV (MFL)</li> <li>• RSC Hamlet Production (eN)</li> <li>• Voiceover for Video – Nature Documentary (En)</li> <li>• Understanding and develop deeper practice and rehearsals</li> <li>• Exploring practical texts and text-based performances</li> <li>• Exploring the repercussions of Mise en scène in written scripts</li> <li>• Genre, character and form</li> <li>• Theatre makers in contemporary professional practice</li> <li>• Performing and responding to drama</li> <li>• Exploring and understanding directors' interpretations of key scenes and its impact on wider audiences</li> <li>• Apply individual practice and group rehearsals</li> <li>• Awareness and deeper understanding of roles and processes undertaken in contemporary theatre</li> <li>• Sub-text, language and dramatic climax</li> <li>• Social, cultural and historical context</li> <li>• Evaluate theatrical interpretation through comparison</li> <li>• Realise and evaluate artistic intent in Drama and its impact on a wider audience</li> </ul>		
<b>CREATIVE iMedia and IT Cambridge Nationals (OCR; R012, R081 )</b>	<ul style="list-style-type: none"> <li>• Creating Digital Graphics</li> <li>• Creating a Multipage Website</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a Digital Animation</li> <li>• Developing Technological Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Production skills</li> <li>• Creating Digital Graphics</li> <li>• Creating a Multipage Website</li> <li>• Creating a Digital Animation</li> <li>• Understanding tools, techniques, methods and processes for technological solutions</li> <li>• Developing Technological Solutions</li> <li>• Understanding tools, techniques, methods and processes for technological solutions</li> <li>• Developing Technological Solutions</li> </ul>		
<b>DESIGN and TECHNOLOGY (EDEXCEL; 1CP1 and PML33 and OCR; R012, R081 and Edexcel; 20478E and 21357E )</b>	<ul style="list-style-type: none"> <li>• Creating Digital Graphics [CiM]</li> <li>• BBC Microbit Programming: Kitronics Inventors Kit [CS]</li> <li>• 3D Printing Project [Enrichment]</li> <li>• Mix Media: colours, black and white, textures, surfaces, digital, photography, raw, print making, lino printing [Art and Textiles]</li> <li>• Print Making [Art and Textiles]</li> <li>• Textiles: needle, hand stitch, fabric [Art and Textiles]</li> <li>• Computers: Logic Gates [CS]</li> </ul>	<ul style="list-style-type: none"> <li>• Flowol: Control Systems [CS]</li> <li>• Computers: Logic Gates [CS]</li> <li>• 3D Printing Project (Enrichment)</li> <li>• Illustration: Drawing, colour, digital, hand design [Art and Textiles]</li> <li>• Textiles: design pattern, sew, stitch creative design, embellish using beads/sequins/cotton/ buttons [Art and Textiles]</li> <li>• 3D Design: Packaging/branding Andy Warhol soup cans [Art and Design]</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Digital Graphics [CiM]</li> <li>• Creating a Digital Animation [CiM]</li> <li>• 3D Design [Art and Design]</li> <li>• Computers: Logic Gates [CS]</li> <li>• Textiles: fabric painting technique, silk painting technique, design bags and paint, design and create hand sewn phone case [Art and Textiles]</li> <li>• 3D Design: Clay Making [Art and Textiles]</li> <li>• Computers: Logic Gates [CS]</li> </ul>		



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For more information on our main school curriculum, please click [here](#).

For more information on our Sixth Form curriculum, please see our [prospectus](#).

For more information on our curriculum, please contact Shahnaz Akhtar, Assistant Principal, [shahnaz.akhtar@tighs.staracademies.org](mailto:shahnaz.akhtar@tighs.staracademies.org) or Salma Patel, Assistant Principal, [salma.patel@tighs.staracademies.org](mailto:salma.patel@tighs.staracademies.org).

