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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **English** | **Macbeth** and **Paper 1 language**  Introduce Macbeth – context, plot, characters, themes, structure  Read whole play with analysis  Reading literary fiction and writing fiction (descriptive or narrative) | **A Christmas Carol**  Analysis of 19th century novel  Plot, character, theme, structure, context  Paper 1 Literature | **A Christmas Carol**  Analysis of 19th century novel  Plot, character, theme, structure, context  Paper 1 Literature | **Lord of the Flies** and **Paper 2 Language**  Read Lord of the Flies – context, characters, plot, structure  Non-fiction reading and writing – reading analysis and writing for a purpose | **Power and Conflict/Unseen Poetry** and **Paper 2 Language**  Poetry analysis and comparison skills  Unseen poetry analysis | **Speaking and Listening**  Room 101 presentation  Persuasive language – arguing a viewpoint |
| **Maths** | Foundation  Volume and Surface Area of Prisms  Finding volumes of prisms including cylinders.  Linear Equations  Solving linear equations including with brackets and where there are unknowns on both sides.  Percentages and compound Measures  Convert between fractions, decimals and percentages. Calculating percentages including with percentage increase and decrease and reverse percentages. Writing on number as a percentage of another and looking at compound measures like density, mass and volume.  Percentages and Variation  Simple interest and compound interest will be used to solve problems extending to reverse percentages. Direct proportion and inverse proportion problems will be covered.  Higher  Counting Accuracy, powers and surds  Converting recurring decimals to fractions, estimating powers and roots and calculation with negative and fractional powers. Calculations with surds including simplifying, multiplying and rationalising the denominator. Finding error intervals for rounding numbers and solving problems involving these.  Quadratic Equations  Plotting quadratic graphs, then moving to solve quadratic equations using factorising, the quadratic formula and completing the square. Linking the solutions to quadratics to the specific points on the graph. Solving simultaneous equations with a quadratic using the graph and algebraically. Solving quadratic inequalities.  Sampling and more complex Diagrams  Understand sampling, creating frequency polygons, cumulative frequency diagrams, box plots and histograms. | Foundation  Representation and Interpretation  Looking at how to take samples then moving to pie charts scatter diagram and finding averages from grouped data.  Constructions and Loci  Constructing triangles, bisectors and loci will be covered extending to problems involving these.  Higher  Combined Events  Working out the probability of two outcomes or events occurring at the same time. Using tree diagrams to work out the probability of combined events, using and or rules to work these out and then extending o conditional probability.  Properties of Circles  Using circle theorems to find missing angles and solve problems. | Foundation  Curved Shapes and Pyramids  Finding the area and perimeter of sectors, then finding volumes of pyramids cones and spheres.  Number and Sequences  Looking for patterns in numbers finding the nth term of a linear sequence and then looking at special sequences like the Fibonacci sequence.  Right Angled Triangles  Using Pythagoras’ theorem to find longest and shorter sides, then applying to different situations. Finding missing sides and angles using trigonometry, then extending this to use bearings.  Higher  Variation  Solving direct and inverse proportion problems algebraically.  Triangles  Using trigonometry to find missing sides and angles in non-right angled triangles. Using the sine rule to find the area of a triangle. | Foundation  Congruence and Similarity  Demonstrating congruency and then using similarity to find missing sides.  Combined Events  Working out probability with two or more events occurring. Looking at how we can use two way tables and venn diagrams with probability. Using tree diagrams to find probabilities in combined events.  Higher  Graphs  Drawing distance –time and velocity-time graphs and using these to solve problems. Using graphs to estimate the rate of change. Finding the equation of a tangent to a circle. Looking at non-linear graphs and how transformations affect the graphs. | Foundation  Powers and Standard form  Write numbers as powers of another. Use laws of indices to calculate with numbers in index form. Writing very large or small numbers in standard form and calculating with these.  Simultaneous Equations and Linear Inequalities  Solve simultaneous equations using the elimination and substitution methods. Using simultaneous equations to solve problems. Solving inequalities.  Higher  Algebraic Fractions and Functions  Simplifying and calculating with algebraic fractions and then extending to solve equations. Changing the subject of a formula where the subject appears more than once. Introducing and using function notation and then extending to using this to find composite functions. Use iterations to solve equations. | Foundation  Non-linear Graphs  Drawing distance-time graphs, plotting quadratic graphs, cubic and reciprocal graphs. Factorising quadratics and then extending to solving quadratics understanding how this relates to the quadratic graph.  Higher  Vector Geometry  Add and subtract vectors and use them to solve geometric problems. |
| **Science**  **Biology** | **Infection & response**  Understanding how we can avoid diseases and how our body uses barriers against pathogens. | **Homeostasis**  Exploring the structure and function of the nervous system works & how it can bring about fast responses | **Homeostasis**  The role of hormones in reproduction and in plants | **Ecology**  Understanding how materials are recycled, being released and decomposed. | **Ecology**  How humans are threatening biodiversity as well as the natural systems that support it. |  |
| **Science Chemistry** | **Quantitative chemistry**  Calculations &and analysis to determine the formula of compounds and equations for reactions | **Energy changes**  Exploring exothermic & endothermic reactions and the transfer of energy due to bond being broken and made. | **Chemistry of the atmosphere**  Evolution of the atmosphere from the Earth’s early atmosphere | **Rate of chemical change**  Factors affecting the rate and extent of chemical reactions | **Rate of chemical change**  Equilibrium reactions, the conditions affecting it and knowing how to maximise yield | **Chemical analysis**  Chemical testing and its advantages and disadvantages |
| **Science**  **Physics** | **Forces I**  Understanding the differences between vectors, scalars, work done and energy transfers & Hookes law | **Forces II**  Newtons laws, forces and braking  Velocity-time and distance-time graphs  Acceleration  momentum | **Forces II**  Moments, levers and gears, pressure in fluids | **Waves**  Understanding the properties of waves | **Waves**  Electromagnetic spectrum properties and applications.  Lenses and black body radiation | **Space**  Life cycle of a star, planets, satellites & orbits |
| **Geography** | Hazards Part 1. Describe the processes associated with tectonic hazards. Assess the effects, responses and management of tectonic hazards. Explain the processes that influence weather, climate and tropical storms. Extended writing opportunities. | Hazards Part 2. Describe the weather hazards and extreme weather events found in the UK  Explain the issues surrounding climate change. End of unit test. | Economic World 1. Assess the impact of major changes in the economy of the UK. Discuss the impact of major changes in the economy of the UK. To what extent can we measure development? Extended writing opportunities. | Economic World 2. Discuss the reasons for and ways to reduce the development gap. Describe how rapid economic growth can lead to significant change. End of unit test. | Living world and cold environments. Explain how a cold environment has a range of distinctive features. To make a reasoned judgement to the issues caused by developing a fragile environment. End of Unit test. | Fieldwork – Hornsea. To plan, collect data, present data, analyse data and evaluate one enquiry. Extended writing opportunity for the conclusion and evaluation. |
| **History** | Norman society – structure and hierarchy, including landholding, economics (Domesday), peasant life and town life | Norman Church – structure and hierarchy; papal relations across the three Norman monarchs; monasticism; education and language | Germany, 1890-1918 (The Kaiser Years). Why did monarchy fail? What role did WWI play in the establishment of a republic? | Germany, 1918-1929 (The Weimar Republic) The challenges that the new republic faced vs the solutions. | Germany, 1929-1934 (The Rise of Hitler) Why did the Weimar fail to cope with the economic challenges? Why did Hitler become Fuhrer? | Germany, 1934-45 (Nazi Germany). How did the Nazis control society, economics and culture? Includes persecution of minorities. |
| **Spanish** | **My local area**  Places in a town  Shops  Souvenirs  Describing the features of a region  *Grammar: modal verbs* | **Cities**  Planning what to do  Shopping for clothes and presents  ***(E-safety – using online shopping safely)***  Talking about problems in a town  Describing a visit in the past  *Grammar: future and past tenses* | **Daily routine**  Describing meal times  Daily routine activities  Illness and injuries  Asking for help at the pharmacy  *Grammar: reflexive verbs* | **Customs & Festivals**  Typical foods  Comparing different festivals  Describing a special day  Ordering at a restaurant  Music festivals  *Grammar: using Usted & preterit tense* | **Work experience & earning money**  Talking about different jobs  How you earn money  Work experience  ***(E-safety – sending formal emails)***  Applying for a summer job  *Grammar: combining imperfect/preterit tense* | **Future plans**  Importance of learning languages  Writing a formal letter  Discussing gap years  Plans for the future  *Grammar: future and conditional tenses* |
| **Art** | Life cycles  Pupils continue portraiture unit, looking at various artists: Kris Trappeniers, Lionel Smit | Life Cycles  Pupils learn skin colour and apply it accurately. Florian Nicolle | Independent focus: Life Cycles  Pupils start sketch books and start their independent journeys for their coursework. | Independent focus: Life Cycles  Pupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment. | Independent focus: Life Cycles  Pupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment.  Development is started | Independent focus: Life Cycles  Development for 10 hour exam. |
| **Creative iMedia** | Creating IMM Product R087  Learning Outcome 1  Understand the uses and properties of interactive multimedia products | Creating IMM Product R087  Learning Outcome 2 Be able to plan interactive multimedia products | Creating IMM Product R087  Learning Outcome 2  Be able to plan interactive multimedia products | Creating IMM Product R087  Learning Outcome 3  Be able to create interactive multimedia products | Creating IMM Product R087  Learning Outcome 4  Be able to review interactive multimedia products | Interactive MM R081  Exam preparation R081 |
| **Computer Science** | Network Topologies | Security Systems | Systems Software | Ethical and Legal in CS | Programming and NEA | Programming and NEA |
| **DT/Engineering** | Design brief, design specification and user requirements | Design brief, design specification and user requirements | Product analysis and research. Examples of coursework. | Product analysis and research final coursework | Improvements to coursework. Developing and presenting engineering designs. | Developing and presenting engineering designs. (final coursework) |
| **Drama** | ***Component 1 Section A: Understanding Drama***  -Course outline and how you will be assessed.  -Common features of a play  -Page to stage – vocal and physical skills  -Design Skills  -Theatre Roles and terminology  -Stage Positioning  -Stage Configurations  -Form and Genre  -Dramatic Structure  -Theatre Conventions  -Characterisation  **Component 1 Section B Blood Brothers**  Taught in the single lessons and through the knowledge organiser  **DEVELOP:**  -Contextual, social, and political significance of Blood Brothers.  Role of the narrator and the music in the production.  Message that Willy Russell is trying to communicate about Nature/Nurture, Social Class, treatment of the working classes. | ***Component 2***  Devising Drama (final piece)  Including work of practitioners:   * Artaud * Brecht * Stanislavski   **ADDITIONAL DEPTH**  *What is a stimulus?*  *How do we use it?*  *Researching ideas.*  *Creating a plot line.*  *What do we want to tell the audience?*  Performance style  Plot line / climax / resolution  Characterisation  **DEVELOP:**  Keeping a log of ideas. | ***Component 2***  Devising Drama (final piece)  Including work of practitioners:   * Artaud * Brecht * Stanislavski   **ADDITIONAL DEPTH**  *What is a stimulus?*  *How do we use it?*  *Researching ideas.*  *Creating a plot line.*  *What do we want to tell the audience?*  Performance style  Plot line / climax / resolution  Characterisation  **DEVELOP:**  Keeping a log of ideas.  ***Component 1, Section B -*** BB Single lessons and KO  Contextual, social, and political significance of Blood Brothers. Message that Willy Russell is trying to communicate about Nature/Nurture, Social Class, treatment of the working classes.  **DEVELOP:**  -Understanding of themes. Money, class, love, women | ***Component 2***  Devising Drama (final piece)  Including work of practitioners:   * Artaud * Brecht * Stanislavski   **ADDITIONAL DEPTH**  *What is a stimulus?*  *How do we use it?*  *Researching ideas.*  *Creating a plot line.*  *What do we want to tell the audience?*  Performance style  Plot line / climax / resolution  Characterisation  **DEVELOP:**  Keeping a log of ideas.  ***Component 1, Section B -*** BB Single lessons and KO  **DEVELOP:**  -Understanding of themes. Depression, jealousy, family.  ***DEVISED ASSESSMENT DATE MONDAY 23RD MARCH 2020*** | ***Component 1 Section C***  Live performance seen  **The Woman in Black (6th May 2020 Theatre Royal Nottingham)**  Evaluating the work of other theatre makers.  How the actor uses vocal / physical skills to create a character?  **DEVELOP**:  **Design skills:**  How lighting / sound/ set/ costume are used? | ***Component 1 Section B and C:***  Blood Brothers  Live performance seen.  Recap and consolidate knowledge. Identify and fill gaps, assessment preparation. |
| **Catering** | Future chef  The structure of the hospitality and catering industry. | Working conditions in the hospitality and catering industry. | Front of house service  Food safety legislation | Food poisoning and the environmental health officer. | Revision and unit 1 exam | Unit 2 coursework begins: nutrition. |
| **Music** | **Recap of Year 9 and AOS 2**   * DRSMITTTH * Theory Baseline Assessment * Recap of set work 3 & 4   **Performance Practice** | **Assessment Week**  **Free Brief Composition 2**   * Composition log * Exploring how to write for different genres.   **Performance Practice** | AOS 3   * Wicked – Defying Gravity * John Williams – Star Wars Main Title   **Mock Performance** | Practice Set Brief 2   * Composition log * Exploring how to write for a set brief   **Performance Practice** | AOS 4   * Afro Celt Sound System – Release * Esperanza Spalding – Samba Em Preludio   **Performance Practice** | Assessment Week  Free Brief Composition 3   * Composition log * Exploring how to write for different genres.   **Mock Performance** |
| **PE - core** | *Teamwork, communication & competition*  **Netball, Handball (G)**  **Dance, Rugby, Fitness (B)** | *Teamwork, communication & competition*  *Individual performance & presentation*  **Table tennis, gymnastics (G)**  **Football, basketball (B)** | *Performance & presentation Improving fitness*  *Teamwork, communication & competition*  **Dance, fitness (G)**  **Fitness, rugby (B)** | *Performance & presentation Teamwork, communication & competition*  *Intro to year 11 options process*  **Rugby (G) + options**  **Dance (B) + options** | *Striking and fielding*  *Transferrable skills*  **Rounders**  **Cricket**  **Softball** | *Competitive athletics (ESAA Awards)*  *Sports day prep*  **3 X throw**  **3 X jump**  **3 X track** |
| **PE - GCSE** | Participation within sport  Media, commercialisation and sponsorship  Revision for end of unit test | Sportsmanship, gamesmanship & Deviance  Violence within sport  Performance enhancing drugs  Cycling  Revision for end of unit test | Characteristics and classification of skills  Movement Analysis  Goal Setting | Mental Preparation  Feedback  Guidance  Revision for end of unit test | Diet and hydration  Social, Physical and Emotional benefits of exercise  Loughborough Trip (Fitness testing, Diet & Psychology) | Preparation for AEP  Revision for end of unit test (J587/01 & J587/02) |
| **Philosophy & Ethics** | **Core**  Christian Beliefs and Teachings  Creeds  Denominations  Nature of God  **Full Course**  Christian Practices  Worship  Holy Communion | **Core**  Christian Beliefs and Teachings  Trinity  **Full Course**  Christian Practices  Baptism  Festivals  Pilgrimage | **Core**  Christian Beliefs and Teachings  Life after death  Incarnation  **Full Course**  Religion and Life  Sanctity of life | **Core**  Christian Beliefs and Teachings  Crucifixion  Resurrection  Ascension  **Full Course**  Religion and Life  Abortion | **Core**  Religion and Relationships  Sexual ethics  Contraception  **Full Course**  Religion and Life  Euthanasia  Hospice  Animal Testing | **Core**  Religion and Relationships  Marriage  Homosexuality  Divorce  **Full Course**  Religion and Life  Creation  Big Bang  Evolution  Environment |