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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, structureRead whole play with analysisReading literary fiction and writing fiction (descriptive or narrative)  | **A Christmas Carol**Analysis of 19th century novelPlot, character, theme, structure, contextPaper 1 Literature | **A Christmas Carol**Analysis of 19th century novelPlot, character, theme, structure, contextPaper 1 Literature | **Lord of the Flies** and **Paper 2 Language**Read Lord of the Flies – context, characters, plot, structureNon-fiction reading and writing – reading analysis and writing for a purpose | **Power and Conflict/Unseen Poetry** and **Paper 2 Language**Poetry analysis and comparison skillsUnseen poetry analysis | **Speaking and Listening**Room 101 presentationPersuasive language – arguing a viewpoint |
| **Maths** | FoundationVolume and Surface Area of PrismsFinding volumes of prisms including cylinders. Linear EquationsSolving linear equations including with brackets and where there are unknowns on both sides. Percentages and compound MeasuresConvert 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. HigherCounting Accuracy, powers and surdsConverting 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 EquationsPlotting 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 DiagramsUnderstand sampling, creating frequency polygons, cumulative frequency diagrams, box plots and histograms.  | Foundation Representation and InterpretationLooking at how to take samples then moving to pie charts scatter diagram and finding averages from grouped data. Constructions and LociConstructing triangles, bisectors and loci will be covered extending to problems involving these. Higher Combined EventsWorking 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 PyramidsFinding the area and perimeter of sectors, then finding volumes of pyramids cones and spheres. Number and SequencesLooking for patterns in numbers finding the nth term of a linear sequence and then looking at special sequences like the Fibonacci sequence. Right Angled TrianglesUsing 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 VariationSolving 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 EventsWorking 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 formWrite 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 GeometryAdd 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 graphsAccelerationmomentum | **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 UKExplain 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 townShopsSouvenirsDescribing the features of a region*Grammar: modal verbs*  | **Cities**Planning what to doShopping for clothes and presents***(E-safety – using online shopping safely)***Talking about problems in a townDescribing a visit in the past*Grammar: future and past tenses*  | **Daily routine**Describing meal timesDaily routine activities Illness and injuriesAsking for help at the pharmacy*Grammar: reflexive verbs*  | **Customs & Festivals**Typical foodsComparing different festivalsDescribing a special dayOrdering at a restaurant Music festivals*Grammar: using Usted & preterit tense*  | **Work experience & earning money**Talking about different jobsHow you earn moneyWork 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 letterDiscussing gap years Plans for the future *Grammar: future and conditional tenses*  |
| **Art** | Life cyclesPupils continue portraiture unit, looking at various artists: Kris Trappeniers, Lionel Smit | Life CyclesPupils learn skin colour and apply it accurately. Florian Nicolle | Independent focus: Life CyclesPupils start sketch books and start their independent journeys for their coursework. | Independent focus: Life CyclesPupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment. | Independent focus: Life CyclesPupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment.Development is started | Independent focus: Life CyclesDevelopment for 10 hour exam. |
| **Creative iMedia** | Creating IMM Product R087Learning Outcome 1Understand the uses and properties of interactive multimedia products | Creating IMM Product R087Learning Outcome 2 Be able to plan interactive multimedia products | Creating IMM Product R087Learning Outcome 2Be able to plan interactive multimedia products | Creating IMM Product R087Learning Outcome 3Be able to create interactive multimedia products | Creating IMM Product R087Learning Outcome 4Be able to review interactive multimedia products | Interactive MM R081Exam 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 stylePlot line / climax / resolutionCharacterisation **DEVELOP:** Keeping a log of ideas. | ***Component 2***Devising Drama (final piece)Including work of practitioners:* Artaud
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**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 stylePlot line / climax / resolutionCharacterisation **DEVELOP:** Keeping a log of ideas.***Component 1, Section B -*** BB Single lessons and KOContextual, 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 stylePlot line / climax / resolutionCharacterisation **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 BrothersLive performance seen.Recap and consolidate knowledge. Identify and fill gaps, assessment preparation.  |
| **Catering** | Future chefThe structure of the hospitality and catering industry. | Working conditions in the hospitality and catering industry. | Front of house serviceFood 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 WeekFree 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 sportMedia, commercialisation and sponsorship Revision for end of unit test | Sportsmanship, gamesmanship & DevianceViolence within sportPerformance enhancing drugs Cycling Revision for end of unit test | Characteristics and classification of skillsMovement AnalysisGoal 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 AEPRevision for end of unit test (J587/01 & J587/02) |
| **Philosophy & Ethics** | **Core**Christian Beliefs and TeachingsCreedsDenominationsNature of God**Full Course**Christian PracticesWorshipHoly Communion | **Core**Christian Beliefs and TeachingsTrinity**Full Course**Christian PracticesBaptismFestivalsPilgrimage | **Core**Christian Beliefs and TeachingsLife after deathIncarnation**Full Course**Religion and LifeSanctity of life | **Core**Christian Beliefs and TeachingsCrucifixionResurrectionAscension**Full Course**Religion and LifeAbortion | **Core**Religion and RelationshipsSexual ethicsContraception**Full Course**Religion and LifeEuthanasiaHospiceAnimal Testing | **Core**Religion and RelationshipsMarriageHomosexualityDivorce**Full Course**Religion and LifeCreationBig BangEvolutionEnvironment |