Year 7 Curriculum Overview 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work	Introduction to Poetry	Introduction to Shakespeare (Introduction to genre and key plays)	Creative Writing – London (Language Paper 1 – Section B)	Reading – Literary Fiction (Language Paper 1 – Section A)	Fairy Tales & Feminism Writing to Argue (Section B Language Paper 2)	Myths and Legends
Focus	R1, R2 W6, W7	S9	 W5, W6, W7	R1, R2	R1, R4 W5, W6, W7	N/A
Assessment	**Reading:** *Island Man* **Writing:** *Writing to Describe (Language Paper 1)*	**Speaking and Listening**	**Writing:** *Writing to Describe (Language Paper 1)*	**Reading:** *Language Paper 1 (Section A)*	**Writing:** *Writing to argue. 'Fairy Tales are traditional stories for children and should never be changed.'*	**No Assessment**

Year 8 Curriculum Overview 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work	**Love Poetry**	**Montmorency – Modern novel with a Victorian twist**	**Short Stories (Narrative Writing)** **Media Taster Week**	**Blood Brothers (Drama)**	**Non-Fiction texts** **(Language Paper 2 – Q1 2 and 3 ONLY)**	**Women in Shakespeare**
Focus	**R1, R2** **W6, W7**	**R1, R2, R4**	**W5, W6, W7**	**R1, R2, R4**	**R1, R2, R3**	**N/A**
Assessment	**Reading:** *Funeral Blues* **Writing:** *Writing to Describe (Language Paper 1)*	**Reading:** *How is Montmorency presented in this extract and in the rest of the novel?*	**Writing:** *Write a dystopian or horror story based on an image OR write a dystopian or horror story with a specific title.*	**Reading:** *How is Mrs. Lyons presented in this extract and the rest of the play?*	**Reading:** *Language Paper 2 (Section A)*	**No assessment**

Year 9 Curriculum Overview 2019- 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work	Of Mice and Men / Language Paper 1 Skills	Shakespeare - Much Ado About Nothing	Journeys – Creative Writing	Character & Voice Poetry	Argument and Rhetoric	An Inspector Calls
Focus	Language AO1, AO2, AO3, AO4	Literature AO1, AO2, AO3	Language AO5, AO6	Literature AO1, AO2, AO3	Language AO5, AO6	Literature AO1, AO2, AO3
Assessment	Language Paper 1 - Reading ('I Capture the Castle')	Literature Paper 1 Q1 – Shakespeare extract question	Language Paper 1 Section B – Creative Writing	Literature Paper 2 Section A – Poetry Comparison	Summer Exam	No assessment

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 2019- 2020	Content	**Literature Paper 1 – 7 ½ weeks** *A Christmas Carol*	**Language Paper 1 (Reading Section) – 4 weeks** Fiction extracts and writing to describe **Literature Paper 2 – 4 weeks** Poetry – Love and Relationships – Family Relationships Unseen Poetry	**Language Writing – 3 weeks** Writing to describe and argue **Literature Paper 2 – 4 weeks** Poetry – Love and Relationships – Desire and Loss Unseen Poetry	**Literature Paper 2 – 3 weeks** *An Inspector Calls* Revision **Literature Paper 2 – 2 weeks** Poetry – Love and Relationships – Fulfilment Unseen Poetry **Speaking and Listening – 1 week**	**Language Paper 2 – 3 weeks** Revise reading and writing sections **Literature Paper 2 – 2 weeks** Revise AIC and poetry	***Mock exams*** ***Mock exam feedback*** ***Work experience*** **Literature Paper 2** Macbeth – watch film and understand plot
	Assessment	**Lit Paper 1 Section B** ***A Christmas Carol***	**Language Paper 1 (Reading Q1 – 4)**	**Language Paper 1 Writing to describe (peer marked)** **Language Paper 2 Writing to Argue (teacher marked)**	**Lit Paper 2 Section A** ***An Inspector Calls*** **Section B Love & Relationships Poetry** **Section C Unseen Poetry**	**Mock Exams:** Language Paper 2 Literature Paper 2	**N/A**

Family relationships – Walking Away, Follower, Mother Any Distance, Before You Were Mine, Eden Rock

Desire and Loss – Porphyria's Lover, The Farmer's Bride, Sonnet 29, Love's Philosophy, Neutral Tones, When We Two Parted

Fulfilment – Singh Song!, Winter Swans, Letters From Yorkshire, Climbing My Grandfather

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 11 2020 - 2021	Content	**Literature Paper 1** Macbeth	**Revise Language Paper 1** **Revise Christmas Carol** **Revise poetry** When we Two Parted Love's Philosophy Porphyria's Lover Sonnet 29 Neutral Tones Farmer's Bride	**Revise Language Paper 2** **Revise Inspector Calls** **Revise poetry** Walking Away Letters from Yorkshire Eden Rock Follower Mother Any Distance	**Revise Language Paper 2** **Revise Macbeth** **Revise poetry** Before you were Mine Winter Swans Singh Song! Climbing my Grandfather	**Revision all papers**	
	Assessment	***In class assessment: Macbeth only***	***Mock Exams Nov:*** *Language Paper 1* *Literature Paper 1*	***Mock Exams Feb:*** *Language Paper 2* *Literature Paper 2*		Public examinations	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 11 2019-20	Content	Literature Paper 1 Macbeth	Revise Language Paper 1 (Reading and Writing) – 3 weeks Revise Christmas Carol – 2 weeks" Revise poetry – Desire and Loss – 2 weeks	Revise Language Paper 2 (2 weeks) Revise Inspector Calls (2 weeks)" Revise poetry – Family Relationships (2 weeks)	Revise Language Paper 2 (2 weeks) Revise Macbeth (2 weeks) Revise poetry – Fulfilment (2 weeks)	Revision – all papers (based on individual class needs)	
	Assessment	*In class assessment: Macbeth only*	*Mock Exams Nov:* *Language Paper 1* *Literature Paper 1 (Macbeth & CC)*	*Mock Exams Feb (TBC):* *Language Paper 2* *Literature Paper 2*		Public examinations	

Desire and Loss – Porphyria's Lover, The Farmer's Bride, Sonnet 29, Love's Philosophy, Neutral Tones, When We Two Parted

Family relationships – Walking Away, Follower, Mother Any Distance, Before You Were Mine, Eden Rock

Fulfilment – Singh Song!, Winter Swans, Letters From Yorkshire, Climbing my Grandfather

Subject: Maths

From day to day finances, to predicting the behaviour of large groups of people, from designing bridges to the language of computers, from understanding the evidence for the efficacy of a new medicine to working out how environmentally friendly your next car will be, mathematics underpins every aspect of modern life. A beautiful and interesting subject worthy of study for its own sake, mathematics is also a practical tool for a better understanding of our world. In an ever changing world, a sound understanding of mathematical principles backed up with excellent qualifications is essential for continuing education and employment.

Key Stage Three

At Sydenham School, we aim to enthuse young people to enjoy maths, to prepare them thoroughly for public examinations and to equip them with mathematical skills for the 21st century. Students study the five strands: Number; Algebra; Ratio and Proportion; Geometry and Measures and lastly Probability and Statistics.

Key Stage Four

Throughout Key Stage 3 and 4, in a five-year preparation for their GCSE, students study Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics. In all of these strands students aim to become firstly confident in recall of knowledge and fluent in standard application of skills. Then they seek to be able to use this base of knowledge to reason mathematically and to solve problems in a variety of contexts.

Key Stage Five

Sydenham is fortunate to be able to offer both A Level Mathematics as well as A Level Further Mathematics courses. These build on the foundations laid down in GCSE with increasingly abstract ‘Pure’ mathematics but also explore how mathematical models can be used in Statistics and Mechanics to solve genuine real world problems that arise in diverse fields such as Engineering, Psychology and Medicine.

Curriculum Breakdown Maths: Key Stage Three

	Autumn 1: 7 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 6 weeks	Summer 2: 6 weeks
Year 7	**1.1** a. *Place Value & Standard Form* b. *Rounding and Estimating* c. *Adding and Subtracting* d. Forming and Simplifying Expressions e. *Perimeter* **1.2** a. *Multiplying & Dividing and Order of Operations* b. *Area*	**2.1** a. *Proportional Reasoning* b. *Introduction to Speed* c. Value For Money d. Exchanging Money e. Similar Shapes f. Enlargement **2.2** a. *Factors* & HCF, *Multiples* & LCM b. *Indices* c. HCF and LCM	**3.1** a. Laws of Indicies b. Expanding and Factorising c. Substitution **3.2** a. *Equivalent Fractions* b. *Adding and Subtracting Fractions*	**4.1** a. *Describing Angles* b. *Angles Facts* c. *Triangles* d. *Quadrilaterals* e. Angles in Parallel lines **4.2** a. Solving Equations b. Symmetry	**5.1** a. *Converting between Fractions, decimals, percentages* b. *Multiplying & Dividing Fractions* c. *Percentage of a Quantity* d. Percentage Increase and Decrese e. Reverse Percentages	**6.1** a. *Calculatie the Mean* b. Averages and Range c. Box Plots (H only) d. *Representing Data*
Year 8	**1.1** a. Proportional reasoning – Value for Money, Enalargment, similar shapes… b. Ratio c. Percentage inc and dec with a calculator - multipliers d. Compound and simple interest **1.2** a. Iteration (intro to vocab/ notation) **1.3** a. Frequency Trees	**2.1** a. Laws of Indices b. Expanding and Factorising c. Rearranging formulae d. Indices Negative and **Rational** Indicies **2.2** a. Linear Sequences (incl nth term) b. Non linear sequences **2.3** a. Inequalities b. Error Intervals	**3.1** a. *Co-ordinates (incl geometrical reasoning on Cartesian axes*) b. Midpoints c. Plot linear equations d. Calculate gradient e. Circles (incl area sector) f. Standard Form	**4.1** a. Angles in Parallel Lines *b. Properties of 3D shapes* c. *Nets* d. Plans and Elevations e. Surface Area f. Volume of Solids – Prisms *g. Add and Subtract Fractions*	**5.1** a. Venn diagrams b. Angle sum of polygons c. Compass constructions d. Loci e. Grouped Data – averages f. Prime factor products – HCF and LCM	**6.1** a. Quantitative v Qualitative b. Sampling c. Scatter Diagrams d. Congruent triangles e. Introduction to Pythagoras f. Reverse % change (as multiplicative reasoning)

Higher

	Chapter /Unit	Topic
Year 1	1a	Calculations, checking and rounding
	1b	Indices, roots, reciprocals and hierarchy of operations
	1c	Factors, multiples, primes, standard form and surds
		October Half Term
	2a	Algebra: the basics, setting up, rearranging and solving equations
	2b	Sequences
	3a	Averages and range
	3b	Representing and interpreting data and scatter graphs
		Christmas
	4a	Fractions and percentages
	4b	Ratio and proportion
	5a	Polygons, angles and parallel lines
	5b	Pythagoras' Theorem and trigonometry
		Feb Half Term
	6a	Graphs: the basics and real-life graphs
	6b	Linear graphs and coordinate geometry
	6c	Quadratic, cubic and other graphs
		Easter
	7a	Perimeter, area and circles
	7b	3D forms and volume, cylinders, cones and spheres
	7c	Accuracy and bounds
		May Half Term
	8a	Transformations
	8b	Constructions, loci and bearings
	9a	Solving quadratic and simultaneous equations
		Summer
Year 2	9b	Inequalities
	13a	Graphs of trigonometric functions
	13b	Further trigonometry
		October Half Term
	10	Probability
	11	Multiplicative reasoning
	12	Similarity and congruence in 2D and 3D
	14a	Collecting data
	14b	Cumulative frequency, box plots and histograms
		Christmas
	15	Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics
	16a	Circle theorems
	16b	Circle geometry
		Feb Half Term
	17	Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof
	18	Vectors and geometric proof
	19a	Reciprocal and exponential graphs; Gradient and area under graphs
	19b	Direct and inverse proportion
		Easter

Subject: Science

Science involves the study of nature and requires experimentation, creativity and imagination in order to understand the universe at its deepest level.

There are three main branches of Science. Physics deals with the mechanics of how the universe works - what keeps planes 'up', us 'down' and the Earth spinning! Chemistry is the study of what things are made of and how they react. Everything from the explosions during Fireworks Night, to the materials we use every day. Biology involves studying living things and how they relate to each other in nature. You will also learn of how humans are impacting nature and the environment based on our activities.

Key Stage Three

All students will study Chemistry, Physics and Biology modules that are interleaved through the year. The units studied in Year 7 are: Cells - the building blocks of life Eating, drinking and breathing Elements, compounds and reactions Energy transfers and Sound Magnetism and electricity Mixing, dissolving and separating Forces and Effects 1 The units studied in Year 8 are: Explaining Physical Changes Explaining Chemical Changes Explaining Forces 2 Getting the Energy your Body Needs Looking at Plants and Ecosystems Waves and Energy

Key Stage Four

During Year 9, all students will be learning the Triple Science content for the following topics:
In Biology: Cells and Transport Control of Cell Growth Genetics
In Chemistry: States of Matter and Atomic Structure The Periodic Table Ionic and Covalent Bonding and Types of Substance Acids and Alkalis
In Physics: Motion and Forces Conservation of Energy Waves and the EM spectrum
In Year 10 and Year 11, students will either continue to study Combined Science (worth two GCSEs), or may be selected to study Triple Science - Chemistry, Physics and Biology.
Students who demonstrate that they have the aptitude and interest to achieve well in Triple Science will be selected to study this course. They will cover significantly more content in the same

Key Stage Five

At Key Stage 5, we offer Biology, Chemistry and Physics A Levels.

In Biology students study the following topics:

Year 12:

- Development of Practical Skills
- Foundations in Biology Exchange and Transport Biodiversity
- Evolution and Disease

Year 13:

- Communications
- Homeostasis and Energy Genetics
- Evolution and Ecosystems

In Chemistry students study the following topics:

Year 12

- Development of Practical Skills
- Foundations in Chemistry Periodic Table
- Energy Core Organic Chemistry

Year 13

- Physical Chemistry and Transition Element
- Organic Chemistry and Analysis

In Physics students study the following topics:

Year 12

- Development of Practical Skills
- Foundations of Physics Forces and Motion Electrons
- Waves and Photons

Year 13

- Newtonian World and Astrophysics

Particles and Medical Physics

	7S	7Y	7D	7E	7N	7H	7A	7M
	SPY (4) AVS (2)	MSN (6)	PGN (4)	ABE (6)	MSN (4) BJU (2)	NOG (4) SPY (2)	SSU (4) MSN (2)	ABE (3) PGN (3)
03/09/2018	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions
10/09/2018								
17/09/2018								
24/09/2018								
01/10/2018								
08/10/2018								
15/10/2018								
22/10/2018								
29/10/2018	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound	Elements Compounds Reactions	Energy transfers and sound
05/11/2018								
12/11/2018								
19/11/2018								
26/11/2018	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating	Cells and reproduction
03/12/2018								
10/12/2018								
17/12/2018								
24/12/2018								
31/12/2018								
07/01/2019								
14/01/2019	Cells and reproduction	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating	Cells and reproduction	Mixing dissolving separating
21/01/2019								
28/01/2019								
04/02/2019								
11/02/2019								
18/02/2019								
25/02/2019	Forces effects 1	Eating drinking breathing	Forces effects 1	Eating drinking breathing	Forces effects 1	Eating drinking breathing	Forces effects 1	Eating drinking breathing
04/03/2019								
11/03/2019								
18/03/2019								
25/03/2019								
01/04/2019	Eating drinking breathing	Forces effects 1	Eating drinking breathing	Forces effects 1	Eating drinking breathing	Forces effects 1	Eating drinking breathing	Forces effects 1
08/04/2019								
15/04/2019								
22/04/2019								
29/04/2019								
06/05/2019								
13/05/2019								
20/05/2019	Estimated exam period							
27/05/2019								
03/06/2019	Estimated exam period							
10/06/2019	Magnetism and electricity Start 2.6.3 - **MAGNETS**	Magnetism and electricity Start 2.6.11 - **CIRCUITS** and circle back to magnets once done	Magnetism and electricity Start 2.6.3 - **MAGNETS**	Magnetism and electricity Start 2.6.11 - **CIRCUITS** and circle back to magnets once done	Magnetism and electricity Start 2.6.3 - **MAGNETS**	Magnetism and electricity Start 2.6.11 - **CIRCUITS** and circle back to magnets once done	Magnetism and electricity Start 2.6.3 - **MAGNETS**	Magnetism and electricity Start 2.6.11 - **CIRCUITS** and circle back to magnets once done
17/06/2019								
24/06/2019								
01/07/2019								
08/07/2019								
15/07/2019								

		8S	8Y	8D	8E	8Y1	8Y2	8Y3	8Y4
		JBG (4) MSN (2)	ABB (6)	PGN (4) SPY (2)	MSN (6)	ALS (6)	JBG (6)	ABB (6)	BJU (6)
03/09/2018		**Waves and energy (4 wks)** *Recap energy transfers and Sound Y7*	**Waves and energy (4 wks)** *Recap energy transfers and Sound Y7*	**Waves and energy (4 wks)** *Recap energy transfers and Sound Y7*	**Chemical changes (5 wks)** *Recap Elements, Compounds, Reactions Y7*	**Chemical changes (5 wks)** *Recap Elements, Compounds, Reactions Y7*	**Chemical changes (5 wks)** *Recap Elements, Compounds, Reactions Y7*	**Waves and energy (4 wks)** *Recap energy transfers and Sound Y7*	**Chemical changes (5 wks)** *Recap Elements, Compounds, Reactions Y7*
10/09/2018									
17/09/2018									
24/09/2018									
01/10/2018									
08/10/2018					**Waves and energy (4 wks)** *Recap energy transfers*	**Waves and energy (4 wks)** *Recap energy transfers*	**Waves and energy (4 wks)** *Recap energy transfers*		**Waves and energy (4 wks)** *Recap energy transfers*
15/10/2018		**Chemical changes**	**Chemical changes**	**Chemical changes**				**Chemical changes**	
22/10/2018									
29/10/2018		*Recap Elements, Compounds, Reactions Y7*	*Recap Elements, Compounds, Reactions Y7*	*Recap Elements, Compounds, Reactions Y7*				*Recap Elements, Compounds, Reactions Y7*	
05/11/2018					*and Sound Y7*	*and Sound Y7*	*and Sound Y7*		*and Sound Y7*
12/11/2018		**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*
19/11/2018									
26/11/2018									
03/12/2018									
10/12/2018									
17/12/2018		**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*	**Physical changes (5 wks)** *Recap mixing dissolving separatingY7*	**Getting energy your body needs (5 wks)** *Recap Eating Drinking Breathing Y7*
24/12/2018									
31/12/2018									
07/01/2019									
14/01/2019									
21/01/2019									
28/01/2019									
04/02/2019		**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*
11/02/2019									
18/02/2019									
25/02/2019									
04/03/2019									
11/03/2019									
18/03/2019		**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*	**Plants and ecosystems (5 wks)** *Recap cells Y7*	**Explaining forces 2 (5 wks)** *Recap Forces 1 / Magnetic forces Y7*
25/03/2019									
01/04/2019									
08/04/2019									
15/04/2019									
22/04/2019									
29/04/2019									

Curriculum Breakdown Key Stage Four:

Curriculum Breakdown Key Stage Four: Year 10 Triple Science

Week beg.	Number of lessons	9X1		9X2		9X3		9X4		9Y1		9Y2		9Y3		9Y4	
		CWY	SSU	BJU	MSN	SPY	PGN	BJU	NOG	AVS	SSU	ALS	JBG	PGN	NOG	CWY	ABB
3rd September	2	SB1 Key concepts in Biology	SB2 Cells and Control	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic Structure	SP1 Motion SP2 Motion & Forces	SB1 Key concepts in Biology	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic Structure	SP1 Motion SP2 Motion & Forces	SP3 Conservation of energy CP4 Waves	SP1 Motion SP2 Motion & Forces	SB1 Key concepts in Biology	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic Structure	SP1 Motion SP2 Motion & Forces	SB1 Key concepts in Biology	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic Structure	SB1 Key concepts in Biology	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic Structure
10th September	3																
17th September	3																
24th September	3																
1st October	3																
8th October	3								CP5								
15th October	3																
22nd October		October half term															
29th October	3	SB1 Key concepts in Biology	SB2 Cells and Control	SB1 Key concepts in Biology	SC4 The Periodic Table	SB1 Key concepts in Biology	SC4 The Periodic Table	SB1 Key concepts in Biology	CP5 Light & EM Spectrum	SP3 Conservation of energy CP4 Waves	SB1 Key concepts in Biology	SB1 Key concepts in Biology	SB2 Cells and Control	SB1 Key concepts in Biology	SP1 Motion SP2 Motion & Forces	SB1 Key concepts in Biology	SP1 Motion SP2 Motion & Forces
5th November	3																
12th November	3		B3 Genetics			SB2 Cells and Control	SC5 Ionic Bonding SC6 Covalent Bonding		SC1 States of matter SC2 Methods of Seperating etc.	CP5 Light & EM Spectrum	SB2 Cells and Control		SB2 Cells and Control		SP3 Conservation of energy	
19th November	3	SB3 Genetics		SB1 Key concepts in Biology	SP3 Conservation of energy CP4 Waves			SB1 Key concepts in Biology				SB1 Key concepts in Biology	SP3 Conservation ...		SC4		
26th November	3																
3rd December	3																
10th December	3																
17th December	3																
24th December		It's Christmas!!!															
31st December																	
7th January	2	SP1 Motion SP2 Motion & Forces	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic structure	SB2 Cells & Control	SC5 Ionic Bonding SC6 Covalent Bonding SC7 Tyoes of Substance	B3 Genetics	SC7 Types of Substance SC8 Acids and alkalis	SB2 Cells & Control	SC3 Atomic Structure	CP5 Light & EM Spectrum	SC1 States of Matter SC2 Methods of Seperating etc. SC3 Atomic structure	SC4 The Periodic Table SC5 Ionic Bonding SC6 Covalent Bonding	SP3 Conservation of energy CP4 Waves	SP3 Conservation of energy	SC4 The Periodic Table SC 5 Ionic Bonding SC6 Covalent Bonding	SB2 Cells & Control	SC4 The Periodic Table SC5 Ionic Bonding SC6 Covalent Bonding
14th January	3								SC4 The Periodic Table	SB2 Cells and Control							
21st January	3																
28th January	3																
4th February	3																
11th February	3																
18th February		February Half-Term															
25th February	3	SP3 Conservation of energy	SC4 The Periodic Table SC5 Ionic Bonding	SB2 Cells & Control	SC8 Acids & Alkalis	SP1 Motion SP2 Motion & Forces	CP4 Waves	SB2 Cells & Control	SC5 Ionic Bonding SC6 Covalent Bonding	SB2 Cells & Control	SC4 The Periodic Table SC5 Ionic Bonding	B3 Genetics	B3 Genetics	B3 Genetics	CP4 Waves	SB2 Cells & Control	SC7 Types of Substance SC8 Acids & Alkalis
4th March	3																
11th March	3			B3 Genetics			CP5 Light & EM Spectrum	B3 Genetics		B3 Genetics	SC6 Covalent bonding				SC7 Types of Substance	B3 Genetics	
18th March	3																
25th March	3	SC6 Covalent bonding	CP4 Waves														
1st April	3																
8th April		Easter Break															
15th April																	
22nd April	2	SC7 Types of Substance SC8 Acids & alkalis	CP5 Light & EM Spectrum	B3 Genetics	CP5 Light & EM Spectrum	SP3 Conservation of energy	CP5 Light & EM Spectrum	B3 Genetics	SC7 Types of Substance SC8 Acids & Alkalis	B3 Genetics	SC7 Types of Substance SC8 Acids & Alkalis	SC7 Types of Substance SC8 Acids & Alkalis	CP5 Light & EM Spectrum	CP5 Light & EM Spectrum	SC7 Types of Substance SC8 Acids & Alkalis	B3 Genetics	CP4 Waves CP5 Light & EM Spectrum
29th April	3																
6th May	3																
13th May	3																
20th May	3																

Week beg.	Number of lessons	10X1 BJU	10X1 SPY	10X1 JBG	10Y1 BJU	10Y1 ABB	10Y1 JBG
3rd September	2	SB4 Natural Selection & Genetic Modification	SC8 Acids & Alkalis	Finish EM!	SB4 Natural Selection & Genetic Modification	SC8 Acids & Alkalis	SP6 Radioactivity
10th September	2			SP6 Radioactivity			
17th September	2						
24th September	2						
1st October	2						
8th October	2						
15th October	2						
22nd October		October half term			October half term		
29th October	2	SB4 Natural Selection & Genetic Modification	SC9 Calculations involving Masses	SP7 Astronomy	SB4 Natural Selection & Genetic Modification	SC9 Calculations involving Masses	SP7 Astronomy
5th November	2						
12th November	2						
19th November	2						
26th November	2	SB5 Health, Disease & the development of medicines	SC10 Electrolytic Processes SC11 Obtaining & Using Metals		SB5 Health, Disease & the development of medicines	SC10 Electrolytic Processes SC11 Obtaining & Using Metals	
3rd December	2			SP8 Energy - Forces doing work			SP8 Energy - Forces doing work SP9 Forces and their effects
10th December	2						
17th December	2						
24th December		Christmas Break			Christmas Break		
31st December							
7th January	2	SB5 Health, Disease & the development of medicines	SC12 Reversible rxns SC13 Transition metals	SP9 Forces and their effects	SB5 Health, Disease & the development of medicines	SC12 Reversible rxns SC13 Transition metals	SP9 Forces and their effects
14th January	2						
21st January	2						
28th January	2						
4th February	2		SC14 Quantitative Analysis			SC14 Quantitative Analysis	
11th February	2						
18th February		February Half-Term			February Half-Term		
25th February	2	SB6 Plant Structures & their functions	SC15 Dynamic Equilibria, Calculations involving volumes of gases SC16 Chemical Cells & Fuel Cells	SP10 Electricity & Circuits SP11 Static Electricity	SB6 Plant Structures & their functions	SC15 Dynamic Equilibria, Calculations involving volumes of gases SC16 Chemical Cells & Fuel Cells	SP10 Electricity & Circuits SP11 Static Electricity
4th March	2						
11th March	2						
18th March	2						
25th March	2						
1st April	2						
8th April		Easter Break			Easter Break		
15th April							
22nd April	2	SB6 Plant Structures & their functions	SC17 Groups in the periodic table	SP10 Electricity & Circuits SP11 Static Electricity	SB6 Plant Structures & their functions	SC17 Groups in the periodic table	SP10 Electricity & Circuits SP11 Static Electricity
29th April	2						
6th May	2						
13th May	2						
20th May	2						
27th May		April Half term			April Half term		

Week beg.	Number of lessons	10X2		10X3		10X4		10Y2		10Y3		10Y4	
		CWY	ALS	MSN	PGN	SSU	JBG	CWY	PGN	BRN	SSU	BJU	NOG
3rd Septemb	2	CP4 Natural Selection and Genetic Modification	CP5 Light and the EM Spectrum CP6 Radioactivity	CP4 Natural Selection and Genetic Modification	CP5 Light and the EM Spectrum	CP4 Natural Selection and Genetic Modification	CP5 Light and the EM Spectrum	CP4 Natural Selection and Genetic Modification	CP5 Light and the EM Spectrum CP6 Radioactivity	CP4 Natural Selection and Genetic Modification	CP4 Natural Selection and Genetic Modification	CP5 Light and the EM Spectrum	CP6 Radioactivity
10th Septem	3									CP5 Health, Disease	CP5 Health, Disease	CP7 Energy	CP9
17th Septem	3												
24th Septem	3												
1st October	3												
8th October	3												
15th October	3												
22nd Octobe		October half term											
29th October	3	CC8 Acids and Alkalis	CC10 Electrolytic Processes CC11 Obtaining & Using Metals CC12 Reversible	CC10 Electrolytic Processes CC11 Obtaining & Using Metals CC12 Reversible	CC8 Acids and Alkalis CP7 Energy - Forces CP8 Forces & effects	CP5 Health, Disease & the development of medicines	CP6 Radioactivity CP7 Energy - Forces	CC8 Acids and Alkalis	CC10 Electrolytic Processes CC11 Obtaining & Using Metals CC12 Reversible	& the dev of medicines CP6 Plant structure CC8 Acids and Alkalis	& the dev of medicines CP6 Plant structure CP5 Light and the EM Spectrum	Forces doing work CP8 Forces & effects CP5 Health,	CP9 Electricity CC8 Acids and
5th Novembe	3												
12th Novemb	3												
19th Novemb	3												
26th Novemb	3												
3rd Decembe	3												
10th Decemb	3												
17th Decemb	3												
24th Decemb		Christmas Break											
31st Decemb													
7th January	2	CP5 Health, Disease & the development of medicines	CP7 Energy - Forces doing work CP8 CP9 Electricity	CP9 Electricity CP9 Electricity	CP8 Forces & effects CB6 Plant structure	CC8 Acids and Alkalis CC9	CP8 Forces & effects CB6 Plant structure	CP5 Health, Disease & the development of medicines	CP7 Energy - Forces doing work CP8 CP9 Electricity	CC8 Acids and Alkalis CC9 Calculations involving	CP5 Light and the EM Spectrum CP7 Energy	& the development of medicines	CC8 Acids and Alkalis CC9 Calculations involving
14th January	3												
21st January	3												
28th January	3												
4th February	3												
11th Februar	3												
18th Februar													
25th Februar	3	CP5 CC13 Groups in the periodic table	CP9 Electricity & Circuits	CC13 Groups in the periodic table CC9 Calculations	& their functions CP6 Radioactivity	Calculations involving CC10 Electrolytic Processes CC11	& their functions CP9 Electricity	CP5 CC13 Groups in the periodic table	CP9 Electricity & Circuits	CC10 Electrolytic Processes CC11 Obtaining & Using metals	CP8 Forces & effects CP9	CB6 Plant structure & their functions	CC10 Electrolytic Processes CC11 Obtaining & Using metals
4th March	3												
11th March	3												
18th March	3												
25th March	3												
1st April	3												
8th April		Easter Break											
15th April													
22nd April	2	CB6 Plant structures & their functions	CC9 Calculations involving masses	CC9 Calculations involving masses	CP6 Radioactivity	Metals CC12 CC13 Groups in the periodic table	CP9 Electricity	CB6 Plant structures & their functions	CC9 Calculations involving masses	CC12 Reversible rxns CC13 Groups in the	CP9 Electricity	B3 Genetics	CC12 Reversible rxns CC13 Groups in the
29th April	3												
6th May	3												
13th May	3												
20th May	3												

11X2

AVS	NOG	ALS
SB9 Ecosystems & Material Cycles	SC18 Rates of Rxn SC19 Exo & Endothermic rxns	SP8 Energy SP9 Forces
		SP10 Electricity
October half term		
SB9 Ecosystems & Material Cycles	SC20 Fuels SC21 Earth & Atmospheric Science	SP10 Electricity SP11 Static Electricity
		SP12
Christmas Break		
SB7 Animal Coordination, Control & Homeostasis	SC22 Hydrocarbons SC23 Alcohols etc.	SP12 Magnetism etc. SP13 Electromagnetic Spectrum
February Half-Term		
SB8 Exhange & Transport in Animals	SC24 Polymers SC25 Qual Analysis SC26 Bulks	SP14 Particle Model SP15 Forces & Matter
Easter Break		

11Y1

SSU/AVS	ABB	JBG
SB9 Ecosystems & Material Cycles	SC18 Rates of Rxn SC19 Exo & Endothermic rxns	SP8 Energy SP9 Forces
		SP10 Electricity
October half term		
SB9 Ecosystems & Material Cycles	SC20 Fuels SC21 Earth & Atmospheric Science	SP10 Electricity SP11 Static Electricity
		SP12
Christmas Break		
SB7 Animal Coordination, Control & Homeostasis	SC22 Hydrocarbons SC23 Alcohols etc.	SP12 Magnetism etc. SP13 Electromagnetic Spectrum
February Half-Term		
SB8 Exhange & Transport in Animals	SC24 Polymers SC25 Qual Analysis SC26 Bulks	SP14 Particle Model SP15 Forces & Matter
Easter Break		

Week beg.	Number of lessons	11X3		11X4		11X5		11Y2		11Y3		11Y4		11Y5	
		ABB (4)	MSN (6)	ABB (6)	SSU (4)	BJU	PGN	CWY	SPY	BJU	BRN	NOG	MSN	ABB	SSU
3rd September	2	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CP9 Electricity & Circuits	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CB9 Ecosystems & Material Cycles	CB9 Ecosystems & Material Cycles	CC16 Fuels CC17 Fuels & Atmospheric Science	CB9 Ecosystems & Material Cycles	CP9 Electricity & Circuits	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CB9 Ecosystems & Material Cycles	CP9 Electricity & Circuits	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CB9 Ecosystems & Material Cycles
10th September	3														
17th September	3														
24th September	3														
1st October	3									CC16 Fuels	CC16 Fuels				
8th October	3			CC16 Fuels			CP9 Electricity & Circuits								
15th October	3														
22nd October		October half term													
29th October	3	CC16 Fuels CC17 Fuels & Atmospheric Science	CP10 Magnetism & Motor effect CP11 Electromagnetic induction	CC16 Fuels CC17 Fuels & Atmospheric Science	CB7 Animal Coordination, Control & Homeostasis	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CP9 Electricity & Circuits	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CC17 Fuels & Atmospheric Science	CC17 Fuels & Atmospheric Science	CC14 Rates of Rxn CC15 Heat Energy Changes in chemical rxns	CP10 Magnetism & Motor effect	CP12 Particle Model CP13 Forces and Matter	CB7 Animal Coordination, Control & Homeostasis
5th November	3														
12th November	3														
19th November	3												CP11 Electromagnetic induction		CB8 Exchange and Transport in Animals
26th November	3		CB7 Animal Coordination, Control & Homeostasis	CP10 Magnetism & Motor effect				CB7 Animal Coordination, Control & Homeostasis	CP10 Magnetism & Motor effect CP11 Electromagnetic induction	CB7 Animal Coordination,	CP9 Electricity & Circuits		CB8 Exchange		
3rd December	3				CB8		CP10 Magnetism & Motor effect								
10th December	3														
17th December	3														
24th December		It's CHRRRRIIIIISSSSSSSTMAAAAASSSSS!!!!													
31st December															
7th January	2	CP12 Particle Model CP13 Forces and Matter	CB8 Exchange and Transport in Animals	CP11 Electromagnetic induction	CB8 Exchange and Transport in Animals	CB7 Animal Coordination, Control & Homeostasis	CP11 Electromagnetic induction	CB8 Exchange and Transport in Animals	CP12 Particle Model	CB7 Control & Homeostasis	CP9 Electricity & Circuits	CC16 Fuels CC17 Fuels & Atmospheric Science	Transport in Animals	CC16 Fuels CC17 Fuels & Atmospheric Science	CP10 Magnetism & Motor effect CP11 Electromagnetic induction
14th January	3														
21st January	3									CB8 Exchange and Transport in Animals	CP10 Magnetism & Motor effect CP11 Electromag...		CP12 Particle Model		CP9 Electricity & Circuits
28th January	3			CP12 Particle Model	CP9 Electricity & Circuits		CP12 Particle Model	CC16 Fuels	CP13 Forces and Matter						
4th February	3		CB9 Ecosystems & Material Cycles			CB8									
11th February	3														
18th February															
25th February	3		CB9 Ecosystems & Material Cycles	CP13 Forces and Matter	CP9 Electricity & Circuits	CB8 Exchange and Transport in Animals	CP13 Forces and Matter	CC16 Fuels CC17 Fuels & Atmospheric Science		CB9 Ecosystems & Material Cycles	CP12 Particle Model CP13 Forces & Matter	CB7 Animal Coordination, Control & Homeostasis	CP13 Forces and Matter		CP9 Electricity & Circuits
4th March	3														
11th March	3														
18th March	3														
25th March	3														
1st April	3														
8th April		Easter Break													
15th April															

Subject: Business Studies

Studying Business will allow students to understand how the commercial world around them works. It will stimulate creative and entrepreneurial thinking, while developing critical skills of analysis and evaluation. Students will explore topical issues from the economy, to globalization and business ethics. The subject allows students to gain insight into the working world, how corporate businesses function and what qualities are required to succeed in an increasingly competitive environment.

Key Stage Four

Theme 1: Investigating Small Business - comprised of enterprise, spotting a business opportunity, putting an idea into practice, how to make a business effective and external influences on business Theme 2: Building the Business - comprised of growing a business, marketing, operations, finance and human resources

Key Stage Five

At Key Stage 5, we offer the OCR Cambridge Technical Level 3 Extended Certificate in Business. The course is equivalent to one A Level. Students study five units over 2 years to achieve this qualification 2 examined units - Unit 1 The Business Environment (double weighted) and Unit 2 Working in Business 3 coursework units - Unit 4 Customers and Communication, Unit 5 Marketing and Market Research and Unit 17 Responsible Business Practices.

Curriculum Breakdown Key Stages 4-5

Human Sciences Curriculum Plan 2018/19	Year	Autumn	Spring	Summer
Business	9	1.1 Enterprise and Entrepreneurship 1.2 Spotting a Business Opportunity	1.2 Spotting a Business Opportunity 1.3 Putting a Business Idea into Practice	1.3 Putting a Business Idea into Practice
	10	1.4 Making the Business Effective	1.5 Understanding External Influences	Revision and end of Year exam (Whole Theme 1 paper) Growing the business
	11	2.1 Growing the Business 2.2 Making Marketing Decisions	2.3 Making Operational Decisions 2.4 Making Financial Decisions	2.5 Making Human Resource Decisions and revision
	12	Unit 1 – The Business Environment (double weighted examined unit) Unit 4 – Customers and Communication (coursework)	Unit 1 – The Business Environment (double weighted examined unit) Unit 4 – Customers and Communication (coursework)	Introduction to Unit 2 – Working in Business Introduction to Unit 5 – Marketing and Market Research
	13	Unit 2 – Working in Business (examined unit) Unit 5 – Marketing and Market Research (Coursework Unit)	Unit 5 - Marketing and Market Research Unit 17 – Responsible Business Practices (Coursework unit)	Unit 17- Responsible Business Practices Unit 2 Re-sit

Subject: Child Development

The miracle of life what could be more fascinating? Studying Child Development will give students the desire to question how we got here, how we are born and how we develop from a tiny ball of cells into a fully-grown and functioning adult human being. The subject integrates scientific knowledge, psychology and health education in a context of human growth and development.

Year	Autumn	Spring	Summer
9	Unit 18 Parenthood & reproduction Unit18 Antenatal care	Unit 18 Postnatal care Unit 18 Childhood illnesses	Unit 18 Child Safety
10	Unit 19 Equipment and nutritional needs 0-5	Unit 19 equipment & nutritional needs 0-5	Unit 18 exam topics review & deliberate practice
11	Unit 20 Development from 0-5	Unit 20 Development from 0-5	Unit 18 exam topics review & deliberate practice

Subject: Computer Science

Studying Computer Science equips students in this Digital Age to use computational thinking and creativity to understand and change the world. The subject has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. At Sydenham the Computer Science curriculum aims to ensure that students become digitally literate and to enthuse them about the principles of information and computation, how digital systems work, and how to use information technology to create programs, systems and a range of content.

Key Stage Three

At KS3, students are introduced to Computer Science through practical involvement in a range of activities. Topics covered: Using computers safely, effectively and responsibly; Intro to coding through Kodu; Spreadsheet Modelling; App Development in AppShed; Control Systems with Flowol; Coding with Python; Computer crime and cyber security; Creating web pages with HTML and CSS; Understanding Computers; Networks; and Graphics.

Key Stage Four

At KS4, students further develop their knowledge and understanding of Computer Science through studying the importance of computation in the world and how it will evolve in the future. Topics covered are:

- Principles of Computer Science
- Application of Computational Thinking
- Programming.

Key Stage Five

At KS5, students pursue a vocational qualification that will help prepare them for a huge range of careers in Information Technology. Topics covered: Information Technology Systems; creating systems to manage information; Using social media in business; and Website development

Curriculum Breakdown Computer Science: Key Stage Three

Year 7

Aim and Content	Learning Outcomes and Success Criteria	Key concepts (subject specific)	HPL ACP	Literacy	SMSC *(Linking learning to something bigger than the lesson)*
AUT 1: **Using computers safely, effectively and responsibly**	• Search for and identify usable information • Identify ways to keep safe in a digital society • Identify the risks associated with work and leisure in a digital society • Identify how to minimise the risks with work and leisure in a digital society • Use IT safely and responsibly • Articulate the risks, dangers and benefits of the digital society to other	Social impact of Computer Technologies	Linking > Generalisation	Reading information to determine its trustworthiness and usability	Social Networking in Education
AUT 2: **Coding through Kodu**	• Create a simple game world which interacts with objects • Make a Kodu move in response to behaviours • Use advanced game techniques such as power ups, timers, etc. • Use scoring methods to add depth to games	Coding and Programming using block-based code	Creativity > Originality Analysing > Critical or Logical Thinking	Writing up interpretation for blocks of code	Game Development

SPR 1: **App development with AppShed**	• Identify the problem an application needs to solve • Determine the content of the app in planning the solution • Use of research to inform the design of screens in the app • Create an app prototype making use of images, icons, symbols and text	App Creation	Linking > Generalisation Creativity > Originality	Writing up generated ideas for app development and review of apps created by peers	Native, web-based and hybrid apps
SPR 2: **Control systems with Flowol**	• Produce systems that use simple loops and basic outputs • Produce systems that have multiple inputs and outputs • Refine solutions using subroutines and variables	Problem solving with flowcharts	Analysing > Critical or Logical Thinking	Reading information to determine how to produce a control system	Automation
SUM 1: **Spreadsheet Modelling**	• Use models or simulations to answer 'what if' questions • Design, create and use effective user interfaces • Use tools to ensure the accuracy of data input	Human Computer Interaction	Analysing > Critical or Logical Thinking Linking > Connection Finding	Use correct spellings and punctuation for model questions	Strategic Planning
SUM 2 **Introduction to Python**	• Develop and improve mark-up code • Create code that shows care for syntax • Create a product using code that shows an awareness of standards • Debug in a text-based language including documentation	Coding and Programming using text-based code	Analysing > Critical or Logical Thinking > Precision	Use correct spelling of code to reduce syntax errors	First female programmer Ada Lovelace

Curriculum Breakdown Computer Science: Key Stage Three

Year 8

Aim and Content	Learning Outcomes and Success Criteria	Key concepts (subject specific)	HPL ACP	Literacy	SMSC *(Linking learning to something bigger than the lesson)*
AUT 1: **Computer crime and cyber security**	• Explain legal safeguards regarding computer use • Explain phishing scams and other email frauds, hacking, "data harvesting" • Explain identity theft and ways of protecting online identity and privacy • Explain Health and Safety Law and environmental issues such as the safe disposal of old computers	Hacking, data protecting and the law	Linking > Generalisation	Reading information and writing about online safety and security	Cipher Encryption
AUT 2: **HTML and website development**	• Create text styles and add content, including text and graphics • Create navigation links to other pages and to external websites • Understand the basics of good design • Develop templates in a text editor such as Notepad.	Design and code webpages	Creativity > Originality Analysing > Precision	Write design brief for proposed website	Web Development
SPR 1: **Graphics**	• Explore how bitmap and vector images are represented and stored • Use skills in design, photo editing and image manipulation • Use layers to create a movie poster using Photoshop	Bitmap and vector graphics	Creativity > Originality	Write design brief for proposed graphics	Computer Aided Design

Curriculum

			Linking > Generalisation		
SPR 2: **Understanding computers**	• Explain Input-Process-Output sequence and the Fetch-Decode-Execute cycle • Convert binary to decimal and do binary addition • Understand that text characters are represented using the ASCII code. • Understand data storage or representation using binary patterns • Explain history and development of communication and technology, and some of its applications.	Discover how computers work	Linking > Generalisation > Connection Finding	Reading information and writing about how computers work	Computer Architecture
SUM 1: **Networks**	• Understand that the World Wide Web is part of the Internet • Understand how web addresses are constructed and stored as IP addresses • Explain data transmission, different network topologies and network hardware • Understand client-server, peer-to-peer networks and the concept of cloud computing	How data travels the world	Linking > Generalisation	Reading information and writing about networks	Communication and the Internet
SUM 2: **Python: Next steps**	• Use For loops and compare their use with While loops • Use arrays (lists) and are used in conjunction with For loops. • Procedures and functions with parameters and benefits of modular programming.	Coding and Programming using text-based code	Analysing > Critical or Logical Thinking > Precision	Use correct spelling of code to reduce syntax errors	Problem Solving using Algorithms

Breakdown Computer Science: Key Stage Four

	Year 9	Year 10	Year 11
AUT Term	Problem solving and programming; Models; Data rep: numbers; Programming Languages; Hardware;	Problem solving and programming; Hardware: internal components; Network security; The bigger picture;	Problem solving and programming; Non-Examined Assessment (NEA) Preparation;
SPR Term	Problem solving and programming; Software Networks; Logic; Data rep: text;	Problem solving and programming; Data storage and compression; Secondary Storage;	Problem solving and programming; NEA; Encryption; Databases;
SUM Term	Problem solving and programming; The bigger picture; Data rep: graphics; Data rep: sound;	Problem solving and programming; Internet and WWW; Embedded Computers;	Revision

Subject: Textiles

Design and Technology Textiles allows students to learn and explore practical making techniques in a safe and supportive Textiles workroom. Students learn a range of design strategies and realise these designs into high quality, creative and functional products. They consider the needs of others and the effect products can have on society and the environment, this knowledge will help them develop into responsible designers and consumers.

Key Stage Three

KS3 DT Textiles: Through practical design-and-make projects, students develop their skills to realise their design ideas. Students study DT Textiles for one term each year. In Year 7, we learn how to design and make a high quality re-usable shopping bag made from sustainable materials and inspired by the early 20th Century Design Movement Art Deco. Students learn key skills in using the sewing machine safely, independently and accurately, hand embroidery, pattern design and sublimation printing. We consider the impact of our product on the environment. We encourage resilience and perseverance in a safe and supportive environment. In Year 8, we learn how to design and make a tie-dye skirt with a bias-bound casing for elastic and optional applique detail. Students build on skills from year 7 and develop greater accuracy and finish in their work. Students research a chosen theme and use this to inspire the pattern/motifs which will be applied to their skirt. We explore the impact of dying on the environment and look into fashion history.

Key Stage Four

Standing of the foundations of the KS3 projects, students study more complex theory and practical techniques in the Textiles workroom with more detail and breadth of scope.

Year 9 students explore a variety of different fabrics and make a patchwork toiletries bag or kit bag incorporating Textiles process such as Digital machine embroidery, block printing and reverse applique. They move on to creatively manipulate a large black T-shirt into a Little Black Dress and design and make a complementary removable belt or collar using a variety of different wet and dry processes and fastenings.

Year 10 students learn technical pattern cutting and dressmaking techniques used in industry and create a totally wearable summer dress from an ‘own choice’ fabric. Students move on to design and make a complex and challenging soft furnishing for a teenager’s bedroom.

Year 11 students start their Non exam assessed (NEA) project where they choose a context set by the exam board AQA. They investigate their context, produce a design specification, design and make a product of their choice and then text and evaluate it. Alongside their NEA they will learn related textiles theory to prepare them for the final GCSE exam.

Curriculum Breakdown Key Stage Three: Year 7

Yr. 7 D&T Textiles PROJECT:	
Mini-Project	Plastic pollution revolution – Reusable bag project
Content	❖ Analysing and understanding the work of other designers in the Art Deco style. ❖ Introduction to market research and specifications. ❖ Develop competence in machine and hand sewing techniques. ❖ Develop pattern designing skills. ❖ Understand how to print onto fabric using Sublimation printing process. ❖ Understand the impact of design and manufacture on the environment. ❖ 3R's of sustainability.

Curriculum Breakdown Key Stage Three: Year 8

Yr. 8 D&T Textiles PROJECT:	
Mini-Project	Tie dye skirt project
Content	❖ Experimenting with a range of tying and dying techniques ❖ Understanding the impact that dying textiles has on the environment. ❖ Develop dressmaking skills including: cutting fabric, sewing open flat seams, hems, bias-binding, elastic casings. ❖ Develop skills using applique to add pattern to Textiles. ❖ Develop fashion design skills using a choice of themes. ❖ Explore the work of a famous British fashion designer: Mary Quant. ❖ Recognise and identify fashion from different time periods.

Curriculum Breakdown Key Stage Four: Year 9

Yr. 9 GCSE DT Textiles: Term 1	
Mini-Project	Patchwork toiletries or kit bag
Content	❖ The lifecycle of a textiles product and its impact on the environment at each stage. ❖ Fashion industry ethics. Case study: Zara and Primark ❖ Deliberate practice to develop skilled sewing machine control ❖ Better understanding of sewing machine settings ❖ A variety of more complex Textiles processes including: Block printing, Patchwork, Digital embroidery, Lining, Bagging out, working with difficult fabrics (Waterproof Nylon), Drawstring casings, Eyelet punching. ❖ Technical design skills ❖ Testing and Tolerances and Evaluation. ❖ Introduction to textiles fibres and fabric construction. ❖ Writing more in depth specifications for products.

Yr. 9 GCSE DT Textiles: Term 2 - 3	
Mini-Project	Little black dress with complimentary belt/collar inspired by a non-western culture
Content	❖ Working with stretch fabric ❖ Creative and experimental draping and modelling on the mannequins ❖ Fashion illustration ❖ 3D fabric manipulation – Pleats, Pin tucks, gathering ❖ Textiles processes – Batik, Sublimation printing, screen printing, digital printing ❖ Paper pattern cutting ❖ Exploring a variety of design techniques

	❖ Investigating Non-Western cultures and their textiles ❖ Surface decoration design ❖ Industrial production techniques ❖ More in-depth fibre and fabric construction theory

Curriculum Breakdown Key Stage Four: Year 10

Yr. 10 GCSE DT Textiles: Term 1	
Mini-Project	Technical dressmaking project
Content	❖ Working with paper patterns including pattern cutting adjustments. ❖ Marking out, Layplans and cutting out fabric ❖ Selection of materials and components ❖ Inserting zips ❖ Standard stocks and forms ❖ More complex Dressmaking processes: Darts, Facings and a variety of seams and hems. ❖ Intro to more complex technical textiles fibres. ❖ Ecological and social footprint of textiles and fashion industry ❖ Specialist textile tools and equipment

Yr. 10 GCSE DT Textiles: Term 2	
Mini-Project	Interior design project for teenagers bedroom
Content	❖ Investigation into a theme ❖ Design strategies including collaborative design ❖ Building confidence in independent design decision making and problem solving. ❖ In depth market research using primary and secondary data including Anthropometrics ❖ Electronics in Textiles ❖ Key environmental, social and economic issues surrounding the textile and fashion industry ❖ Product analysis

	❖ Energy generation ❖ 3D modelling ❖ Independently sourcing fabrics and components ❖ Quality assurance and quality control ❖ Investigating alternative materials – Paper, board, wood, metal and plastic
Yr. 10 GCSE DT Textiles: Term 3	
Project	Introduction to Non-Exam Assessed (NEA 50%) contexts set by exam board (AQA)
Content	❖ Investigate context ❖ Choose direction of project ❖ Start initial market research

Curriculum Breakdown Key Stage Four: Year 11

Yr. 11 GCSE DT Textiles: Term 1 - 2	
Project	Continue NEA and Exam theory
Content	❖ Investigation and market research ❖ Design Specification ❖ Initial designing ❖ Design development and prototypes ❖ Final product manufacture ❖ Testing and evaluation throughout ❖ Theory taught alongside NEA.

Yr. 11 GCSE DT Textiles: Term 3	
Project	NEA and Exam theory
Content	❖ Final testing and evaluation of NEA project ❖ Revision in preparation for final written Examination. 50% of GCSE.

Subject: Food Technology

Our school recognises the importance of a healthy diet and the significant connection between a healthy diet and a student's ability to learn effectively. We are dedicated to providing an environment that promotes healthy eating and enable all students to make informed food choices. This is being achieved by the whole school approach to healthy food provision and a comprehensive Food and Nutrition education curriculum.

Key Stage Three

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In years 7 and 8 we: *Study the principles of nutrition and health. *Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. *Develop competence in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] *Explore the source, seasonality and characteristics of a broad range of ingredients.

Key Stage Four

The GCSE Food Preparation and Nutrition course enables students to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. The course includes:

1. Food commodities – studied in food groups to represent into all areas of the Eatwell Guide

2. Principles of nutrition – Macronutrients and micronutrients

3. Diet and good health – specific dietary needs at all stages of the life cycle

4. The science of food – he working characteristics and the chemical properties

5. Provenance- where food comes from

6. Cooking and food preparation- to include a wide range of technical skill

Curriculum Breakdown Key Stage Three: Year 7

Yr. 7 D&T Cooking and Nutrition: PROJECT:	
Mini-Project	Diet and Health
Content	❖ Understanding the basics of nutrition. ❖ Cook a repertoire of predominantly savoury dishes. ❖ Develop competence in a range of cooking techniques. ❖ Identifying and using kitchen utensils. ❖ Using hobs and ovens safely. ❖ Sensory characteristics of food. ❖ Explore the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Breakdown Key Stage Three: Year 8

Yr. 8 D&T Cooking and Nutrition:	
Mini-Project	Food and Cooking
Content	❖ Principles of nutrition and health. ❖ Cook a repertoire of predominantly savoury dishes. ❖ Develop competence in a range of cooking method. ❖ Using utensils and electrical equipment. ❖ Applying heat in different ways. ❖ Sensory characteristics of food. ❖ Explore the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Breakdown Key Stage Four: Year 9

Yr. 9 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	Fruit and vegetables (fresh, frozen, dried, canned and juiced)
Content	❖ Where the commodity comes from (rearing / growing / harvesting). Classification. ❖ Methods and skills involved in cooking the commodity ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity. ❖ Enzymic browning/oxidation

Yr. 9 GCSE Food Preparation and Nutrition: Term 2	
Mini-Project	Milk, cheese and yoghurt
Content	❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Yr. 9 GCSE Food Preparation and Nutrition: Term 3	
Mini-Project	Bread, cereals, flour, oats, rice, potatoes, pasta
Content	❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Curriculum Breakdown Key Stage Four: Year 10

Yr. 10 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	Meat, fish, poultry, eggs
Content	❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Yr. 10 GCSE Food Preparation and Nutrition : Term 2	
Mini-Project	Butter, oils, margarine, sugar and syrup
Content	❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Yr. 10 GCSE D&T Food Preparation and Nutrition: Term 3	
Mini-Project	Soya, tofu, beans, nuts, seeds
Content	❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Curriculum Breakdown Key Stage Four: Year 11

Yr. 11 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	NEA 1
Content	❖ Diet and good health ❖ Research, plan, prepare and evaluate, food science experiment, based on brief sent down from exam board.

Yr. 11 GCSE D&T Food Preparation and Nutrition: Term 2	
Mini-Project	NEA2 (35% of GCSE)
Content	❖ Research, plan, prepare and evaluate, three technical dishes and accompaniments, based on brief sent down from exam board.

Yr. 11 GCSE D&T Food Preparation and Nutrition: Term 3	
Mini-Project	❖ Revision in preparation for final written Examination. 50% of GCSE.
Content	

Subject: Product Design

Products that we use every day are ever changing. This course will teach you how to identify a problem or need, design a product to solve it or meet the need. You will learn a range of techniques to make effective products and meet specific briefs.

Key Stage Three

Through practical design-and-make projects, students learn real-world higher-order thinking and skills. The focus is on learning new practical and thinking skills through deliberate practice, then putting them into action to develop collaborative working, resilience, adapting to failure and reflecting on failures and successes throughout the project. This sets the foundation for further development at KS4 and 5, of both skills and higher-order thinking processes, which are such vital tools for children to take into adult life.

Key Stage Four

Standing on the foundations of the KS3 projects, student study more complex theory and practical techniques in the workshop, with more detail and breadth of scope. For instance, CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) are integral parts of this stage of their Product Design journey. Following the AQA GCSE (8552) specification, students end the key-stage with a large design-and-make project which is worth 50% of the course, and write an exam which is worth the remaining 50%.

Key Stage Five

The A-Level Product Design course is led by the AQA A-Level (7552) specification. The first year is spent on design-and-make mini-projects to set up the knowledge and skills for a successful final year. The second year sees students designing and making a product which solves a problem for a client, recording evidence of your work in an e-portfolio. Theory work is taught in conjunction with the design and make work. There are also Mathematics and Science skills and knowledge which are taught and applied in designing and manufacturing contexts.

Curriculum Breakdown Key Stage Three: Year 7

<table>
<tr><th colspan="2">Yr 7 D&T Product Design: HAPPY CITY PROJECT</th></tr>
<tr><td>Mini-Project</td><td>The project begins with three practical mini-projects to develop knowledge and understanding of the working properties of the most common plastics and woods. This equips students for the design and make task by working in pairs to solve a problem for the citizens of Happy City:

<u>Problem</u>

Due to major floods and pollution, the residents of Happy City have lost everywhere they live, work and play - their homes, community centres, libraries, schools: everything!

<u>Design Brief</u>

In pairs, you must identify a need for the people of Happy City. You will design and make a building or structure which solves this problem, making use of a variety of materials and processes. You must write a Specification stating what problem your structure solves, then design and make it. You have been given a hexagon of plywood on which to construct your structure. At the end of the project all of the structures will be built up into Happy City by locking them together. At the end of the project you and your peers must evaluate your building against your Specification to test how successful it is.

You will be given a mannequin showing the size of the residents of Happy City, and your structure must be proportional to your mannequins, both wheelchair-bound and able-bodied.</td></tr>
<tr><td>Content</td><td><u>Materials Discovered/Developed</u>
• Dowel Rod
• Plywood
• Foam-core Board
• Corriflute (corrugated polypropylene)
• Plywood
• Polypropylene sheet
• Acrylic sheet
• Styrofoam

<u>Hard Skills Developed</u>
• Measure and mark dimensions
• Drilling by hand and machine
• Wasting material using hand tools and disc-sander
• Wet & dry paper
• Painting and masking to avoid colours mixing</td></tr>
</table>

	• Sawing by hand and machine • Joining wood and plastic (screws, glues) • Thermoforming plastics **Soft Skills Developed** • Team work and collaborative problem-solving • Evaluating setbacks in order to resolve them and improve • Creatively applying skills and knowledge to solve practical, hands-on problems **Tools/Processes** • Pillar drill • Hand drill • File • Sand-paper • Heat gun (with leather gloves and goggles) • Coping saw • Fretsaw (with goggles) • Tensol 12 Acrylic adhesive • PVA gluing • Disk sander • Line-bender • Glue-gun

Curriculum Breakdown Key Stage Three: Year 8

Yr 8 D&T Product Design: COLOUR-CHANGING USB MOOD-LIGHT PROJECT	
Mini-Project	This project raises the bar of expectations on accuracy and technical skill. The Year 7 Happy City project is more focussed on creativity and problem-solving, whilst this project develops the ability of students to work to a given specification with a balance between creative aspects, as well as working accurately to a given plan. The end product is a fully functional mood-light which plugs into a USB port, and changes through red, yellow, green and blue. The main body is wood, with an acrylic top. Whilst students do receive pre-cut components, the final product is very much a process of cutting and shaping to exacting tolerances and with a far wider range of skills than Year 7. This sets students up with a reasonable expectation of Product Design in KS4.
Content	**Phase 1: Electronics Skills** **Material/Components** USB-Powered mood-light self-assembly kit **Tools/Equipment** • Soldering irons

	• Soldering iron tip cleaner • Lead-free silver solder • Solder remover • Wire strippers • snips • Red & Black wires **PPE** • Goggles • Face Masks • Aprons **Phase 2: Machine Skills** **Material/Components** Students have one each of: • 3mm plywood base (90x120mm precut) • Pine length (320x15x70mm) **Tools/Equipment for finger-joint:** • Stell rules • Tri-squares • Pre-cut acrylic template for finger-joints • Coping saw • Fretsaw • Mallets • PVA glue • Pins • Pin-hammer **For extension task for more advanced students: Dowel Joint as well** • Pillar Drill • Machine vice • 6mm dowel pins • Centre punch • PVA glue **PPE** • Aprons, goggles when using machinery **Phase 3** **Material/Components** • Assembled PCB (printed circuit board) without power-cord (Kitronik code 2131, page 16 of catalogue) • Precut back (3mm ply, 120x70mm) • LED clip/holder • Self-adhesive Velcro (to fix the PCB to the base) **Tools/Equipment**

	• Steel rule • Cordless drill/pillar drill • Pins • Pin-hammer • Soldering equipment **Phase 4: Creativity and Making Skills** **Material/Components** • Completed casing with functioning LED circuit • LED clip/holder **Tools/Equipment** • Any and all equipment may be used at the teachers' discretion, provided the student knows how to use the equipment safely and effectively.

Curriculum Breakdown Key Stage Four: Year 9

Yr 9 GCSE D&T Product Design: Term 1	
Mini-Project	CAD vs Traditional Manufacture
Content	Students design and make a keyring from acrylic, first making it by hand using traditional tools, then learning to use 2D CAD and the laser-cutter to make it. The aim is to develop a good foundation in fabrication and manufacturing skills, whilst also developing an understanding of manufacturing methods of the 21st century, with the pros and cons that each method brings.

Yr 9 GCSE D&T Product Design: Term 2	
Mini-Project	Vacuum-Formed Chocolate Moulds and Packaging
Content	Using both CAD and the laser-cutter as well as traditional tools, students make formers for chocolates, which are vacuum-formed and used to make a small batch of chocolates. Students then learn about packaging and designing nets from scratch. There is also a graphics aspect to this part of the mini-project. The aim is to develop knowledge of machines and processes as well as bring in understanding of manufacturing scales (one-off, batch, and mass). Students also start working to closer tolerances, with more of an expectation on overall quality and independence.

Yr 9 GCSE D&T Product Design: Term 3	
Mini-Project	Desk-Tidy Project
Content	This is the first time Yr 9 do a larger project which a wider brief and more open outcomes. They choose a client, research them, and then set out the problem they will solve for their client, focussed around activities their client carries out at a desk/work surface. Students work more independently, producing a PowerPoint e-portfolio as one would for GCSE. They would follow the same section structure as GCSE classes when doing their NEA.

Curriculum Breakdown Key Stage Four: Year 10

Yr 10 GCSE D&T Product Design: Term 1	
Mini-Project	Mechanisms: Levers, Linkages and Cranks, and making a 'Grabber' device
Content	Students develop understanding of mechanisms, including linkages, cams and cranks. They design and make a litter-picker-style 'Grabber' for a specific user, investigating their anthropometrics and ergonomics. The design and manufacture of the grabber is challenging in both embracing failures along the road of designing, as well as incorporating many new skills and expectations of working to closer tolerances than before.

Yr 10 GCSE D&T Product Design: Term 2	
Mini-Project	Laminated Finger-Skateboard and Pewter Jewellery
Content	Students design and make a laminated plywood skateboard from scratch, using the CAD vinyl cutter to create decorations, and the bag-press to laminate the plywood into a profile appropriate for a finger skateboard. This consolidates the theory content on anthropometrics and ergonomics as learnt in the last project, and brings in learning about woods and their properties. The pewter-casting jewellery project develops skills of working with metals and understanding more about their mechanical and physical properties.

Yr 10 GCSE D&T Product Design: Term 3	
Title	Begin formal NEA (Non-Examined-Assessment) and first major internal exam
Content	Students would identify their client and begin interviewing and researching them (as they did in their last project of Yr 9), in preparation for the AQA contexts which are made available in June of that year. The first major internal mock exam occurs around mid-May. The exam is worth 50% of the overall mark for the GCSE, the NEA making up the other half.

	They will do section A (Investigating the Context) and Section B (Brief and Specification).

Curriculum Breakdown Key Stage Four: Year 11

Yr 11 GCSE D&T Product Design: Term 1	
Title	NEA (Non-Examined-Assessment) and Examination preparation
Content	Students will consolidate what they did at the end of Yr 10, and begin designing (Section C), then making (Section D). Theory content is taught in conjunction with the practical activities where possible, as it improves understanding and recall.

Yr 11 GCSE D&T Product Design: Term 2	
Title	NEA (Non-Examined-Assessment) and Examination preparation
Content	The deadline for the NEA would be very soon after the beginning of term 3, so students would be completing manufacture (section D) and doing their final evaluation (section E). The NEA deadline would be a few weeks before the Easter Holidays, to give the teacher time to mark the work in time to send the results to AQA, usually by the second week of May (in term 3)

Yr 11 GCSE D&T Product Design: Term 3	
Title	Examination preparation
Content	Students will do practice papers, retrieval practice and use revision guides to revise all the content which has been taught over the course. The D&T exam is usually mid-May, only a few weeks after the start of the term.

Curriculum Breakdown Key Stage Five Product Design

A-Level Product Design: Term 1	
Projects	Yr 12 & 13: Box of Tricks (wood joints mini-project) Yr 12 only: Designing and making a mini-product using traditional and modern (CAD) methods Yr 13: Mock 1 exams
Content	Yr 12 mini-projects are focused on establishing a good foundation of practical skills, whilst developing sketching and creative skills. This also ensures that all students are on an overall level of knowledge and skills as

	they have come from a variety of schools and D&T/Art GCSE courses. Yr 12 do much of the theory work of the Yr 13 students, forming a good foundation for retrieval practice and deeper study later on. Yr 13 are doing their NEA which began at the end of Term 3 in Yr 12. By this stage, they are on Section C (Designing), leading to Section D (Making) in November. Yr 13 do their first mock exam in December. Yr 12 do not sit mock exams at this stage.

A-Level Product Design: Term 2	
Projects	Yr 12: Blister packaging for their product from last term and first mini-NEA project, and first mock exam Yr 13: Section D (Making) and E (Testing and Evaluating) of NEA and Mock 2 exams
Content	This is the first time Yr 12 do a larger project which a wider brief and more open outcomes. They choose a client, research them, and then set out the problem they will solve for their client, focussed around activities their client carries out at a desk/work surface. Students work more independently, producing a PowerPoint e-portfolio as one would for Yr 13 NEA work. The final outcome will be a functioning prototype which solves a problem for their client, which will be tested and evaluated exhaustively. This mimics the process of designing and making at Yr 13. Yr 13 are completing their products in the weeks before Easter, then will focus entirely on theory content for the two exams, usually sat in early to mid-June. The end of January sees mock exams, for Yr 12 this is their first mock, and for Yr 13, their second. This is essential training since the course is 50% exam-based. There is preparation for the exam in the form of theory sessions, practical investigations into processes and machines in the workshop, and plenty of retrieval practice to identify areas of weakness which need to be addressed by students' individual revision out of class.

A-Level Product Design: Term 3	
Projects	Yr 12: Beginning the final NEA project and Final Yr 12 Exams Yr 13: Final exams
Content	The Yr 12 students do their final Yr 12 exam around Mid-June, after which they begin their preparations for their main NEA project. At this stage, the expectation is that by the end of the school year they will have done Section A (Investigating the Context) and Section B (Design Brief and Specification).

	Yr 13 are doing past papers, retrieval practice and preparing for the final exams, which generally occur early to mid-June (two papers, the first 2½ hours, the second 1½ hours). The final assessment is based on 50% exam and 50% NEA assessment.

Yr 7 D&t Rotations 2018-19

Code	Week A	Week B	Autumn Term	Teacher	Spring Term	Teacher	Summer Term	Teacher
7X3	Mon 1-2		Prod Design		Textiles		Food	
7X4			Food		Prod Design		Textiles	
7X5			Textiles		Food		Prod Design	
7Y1	Tues 5 & 7 (split by lunch)		Prod Design		Textiles		Food	
7Y2			Food		Prod Design		Textiles	
7Y3			Textiles		Food		Prod Design	
7X1	Fri 1-2		Prod Design		Food		Textiles	
7X2			Food		Textiles		Prod Design	
7Y4	Fri 3-4		Prod Design		Food		Textiles	
7Y5			Food		Textiles		Prod Design	

Yr 8 D&t Rotations 2018-19

Code	Week A	Week B	Autumn Term	Teacher	Spring Term	Teacher	Summer Term	Teacher
8X1	Mon 5 & 7 (split by lunch)		Prod Design		Food		Textiles	
8X2			Food		Textiles		Prod Design	
8Y1	Tues 1 - 2		Prod Design		Textiles		Food	
8Y3			Food		Prod Design		Textiles	
8Y5			Textiles		Food		Prod Design	
8X3	Wed 1-2		Prod Design		Textiles		Food	
8X4			Food		Prod Design		Textiles	
8X5			Textiles		Food		Prod Design	
8Y2	Fri 5 & 7 (split by lunch)		Prod Design		Food		Textiles	
8Y4			Food		Textiles		Prod Design	

Subject: Geography

Geography encompasses the study of people and the physical world and the way in which human's impact upon it. Geography is a very dynamic and relevant subject, covering many of the world's current issues. At Sydenham School students study challenging and up to date topics that help them make sense of the world around them. They study a broad range of human and physical topics, incorporating many case studies, from global to local scale. Students develop and demonstrate a variety of geographical skills at each key stage. This involves using a range of resources such as Ordnance Survey maps, photographs, climate graphs and statistical information. They undertake fieldwork enquires to collect, present, describe, analyse, and evaluate primary data. Assessments are focused on knowledge and understanding, analysis, evaluation and geographical skills to prepare students for GCSE's and A-levels.

Key Stage Three

In Year 7 students study Antarctica and Oceania (physical focus), Europe (Human focus), North America (Physical focus), Asia (Human focus), Africa (Human and physical interaction) And South America (Geographical Issues). In Year 8 students study Rocks, Weathering and Erosion, Rivers and Coasts, Impossible Places, Population and Environmental Issues

Key Stage Four

Students study The Challenge of Natural Hazards, The Living World, Physical Landscapes in the UK, Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management, Geographical Applications and Skills

Key Stage Five

Students study topics Coastal landscapes, Changing space; making places, Geographical debates, Earth's life support systems, Trade, Human Rights and Geographical skills.

Curriculum Breakdown Key Stage 3-5: Geography

Year		Geography
Year 7	**HT 1**	Geographical skills
	HT 2	Geographical skills
	HT 3	Globalisation
	HT 4	Globalisation
	HT 5	Weather and climate
	HT 6	Local investigation : Forest Hill
Year 8	**HT 1**	Rocks, weathering & Erosion
	HT 2	Rivers and coasts
	HT 3	Impossible places
	HT 4	Impossible places
	HT 5	Population
	HT 6	Environmental issues
Year 9	**HT 1**	Plate tectonics -volcanoes & earthquakes
	HT 2	Plate tectonics, weather hazards, climate change
	HT 3	Development & inequalities
	HT 4	Development & inequalities
	HT 5	Ecosystems – tropical rainforests
	HT 6	Ecosystems – Hot Deserts
Year 10	**HT 1**	Urban issues & challenges
	HT 2	Urban issues & challenges
	HT 3	London Docklands Investigation

	HT 4	River Landscapes in the UK
	HT 5	River Darent Investigation
	HT 6	Coastal landscapes in the UK
Year 11	**HT 1**	The challenge of Resource Management
	HT 2	The changing economic world
	HT 3	Natural Hazards/ Living World
	HT 4	Issue evaluation
	HT 5	Revision
	HT 6	
Year 12	**HT 1**	Coastal landscapes
	HT 2	Changing Spaces; making places
	HT 3	Coastal landscapes/ Changing spaces; making places
	HT 4	Future of food
	HT 5	Future of food
	HT 6	
Year 13	**HT 1**	Hazardous Earth
	HT 2	Hazardous Earth
	HT 3	Independent investigation
	HT 4	|Earth's life support systems
	HT 5	Global migration/ Power & borders
	HT 6	**EXAMS**

Subject: Health and Social Care

The combination of human development and health, through each life stage; community inclusion through support and intervention, in an expanding and ageing population.

Studying Health and Social Care will equip students with the knowledge to question lifestyle factors like diet, work/life balance, relationships, employment, and housing and relate this to how each affects our health and wellbeing, throughout each stage in our lives. The subject integrates sociology, psychology and health education in the context of human growth and development.

Key Stage Four

This course has 4 units: A single written exam for one unit, covering topics including care values, individual rights, legislation, safety and security. Three units of coursework where students will apply theory into practice. One unit focuses on communicating and working with people in health and social care / early years settings; one unit on understanding the development and protection of young children in an early years setting; one unit that uses basic first aid procedures, to assess scene of accidents and identify risks or potential dangers.

Key Stage Five

This course is offered at Level 3, over 2 years. Students complete either a Diploma (2 A Levels), or the Extended Diploma (3 A Levels). The Diploma has a total of 8 units: 4 are examined; 4 are coursework assessed. The Extended Diploma has a total of 13 units: 4 are examined; 9 are coursework assessed. There is also a Level 2 award which is offered, alongside resits for compulsory subjects - this comprises 8 units in one year and is all coursework-based.

Curriculum Breakdown Key Stages 4-5

Year	Autumn	Spring	Summer
9	Unit 22 Communicating and Working with Individuals in Health, Social Care and Early Years Settings	Unit 22 Communicating and Working with Individuals in Health, Social Care and Early Years Settings	Unit 22 Communicating and Working with Individuals in Health, Social Care and Early Years Settings Unit21 Essential Values of Care for use with Individuals in Care Settings Exam practice
10	Unit 28 Understanding the Development and Protection of Young Children in an Early Years Setting	Unit 28 Understanding the Development and Protection of Young Children in an Early Years Setting	Unit 31 Basic First Aid Procedures Unit 21 Year 10 mock
11	Unit 31 Basic First Aid Procedures	Unit 21 Essential Values of Care for use with Individuals in Care Settings	Unit 21 Essential Values of Care for use with Individuals in Care Settings
12	U1 Human Lifespan Development (Examined Unit)	U1 Human Lifespan Development (Examined Unit)	U1 Human Lifespan Development (Examined Unit)

	U5 Meeting Individual Care and Support Needs U2 Working in Health and Social Care (Examined Unit) U10 Sociological Perspectives **Extended diploma U3 Anatomy and Physiology in HSC (Examined Unit)** **U11 Psychological Perspectives**	U5 Meeting Individual Care and Support Needs U2 Working in Health and Social Care (Examined Unit) U10 Sociological Perspectives **Extended diploma U3 Anatomy and Physiology in HSC (Examined Unit)** **U11 Psychological Perspectives**	U5 Meeting Individual Care and Support Needs U2 Working in Health and Social Care (Examined Unit) U10 Sociological Perspectives **Extended diploma U3 Anatomy and Physiology in HSC (Examined Unit)** **U11 Psychological Perspectives**
13	U8 Promoting Public Health U6 Work Experience in HSC U7 Principles of Safe Practice in HSC U4 Enquiries into Current Research in HSC (External Assessment) **Extended diploma** **U12 Supporting Individuals with Additional Needs** **U14 Physiological Disorders and their Care** **U18 Assessing Children's Development Support Needs**	U8 Promoting Public Health U6 Work Experience in HSC U7 Principles of Safe Practice in HSC U4 Enquiries into Current Research in HSC (External Assessment) **Extended diploma** **U12 Supporting Individuals with Additional Needs** **U14 Physiological Disorders and their Care** **U18 Assessing Children's Development Support Needs**	U8 Promoting Public Health U6 Work Experience in HSC U7 Principles of Safe Practice in HSC U4 Enquiries into Current Research in HSC (External Assessment) **Extended diploma** **U12 Supporting Individuals with Additional Needs** **U14 Physiological Disorders and their Care** **U18 Assessing Children's Development Support Needs**

Subject: History

History is stimulating, engaging and intellectually provoking. Our History curriculum at Sydenham, strives to challenge our students on social, moral, spiritual and cultural issues through our diverse and inclusive teaching strategies and thought provoking schemes of work. Students use a variety of skills to investigate a range of topics, such as analysing different source materials, using empathy to understand different societies and forming and creating their own opinions and arguments. Students develop literacy, knowledge and comprehension skills by producing various written pieces throughout the key stages.

Key Stage Three

At KS3, in Yr 7, students study the Sinking of the Titanic, The Battle of Hastings, Medieval Life and Religion, King John and the Magna Carta, and the Reformation. At KS3, in Yr8, students study The British Empire, The Transatlantic Slave Trade, The Industrial Revolution, World War One and the Suffragettes.

Key Stage Four

At KS4, students study Medicine in Britain, c.1250-1500, Early Elizabethan England, 1558-1588, Weimar and Nazi Germany, 1918-1939 and Superpower Relations, 1941-1991

Key Stage Five

At KS5, students study topics such as Democracies in Change, America; Boom and Bust, Witchcraft in Early Modern Europe and a controversial issue from History for their Coursework Unit

Curriculum Breakdown Key Stage 3-5: Humanities

Year		History
Year 7	**HT 1**	Titanic: Why did it sink in 1912? Why did William win the Battle of Hastings in 1066?
	HT 2	Why did William win the Battle of Hastings in 1066?
	HT 3	Interpretations of King John: Good King or Bad King?
	HT 4	Interpretations of King John: Good King or Bad King?
	HT 5	Oliver Cromwell: Hero or Villain?
	HT 6	Oliver Cromwell cont. Revision and EoYE.
Year 8	**HT 1**	The British Empire: Something to be Proud or Ashamed of?
	HT 2	Who can really tell us about the Transatlantic Slave Trade?
	HT 3	The Industrial Revolution: to what extent was it a period of change?
	HT 4	World War One: why did it not end by Christmas 1914?
	HT 5	Why did it take so long for women to get the right to vote in Britain?
	HT 6	Holocaust. Revision and EoYE.
Year 9	**HT 1**	History of Medicine Through Time
	HT 2	History of Medicine Through Time
	HT 3	History of Medicine Through Time
	HT 4	Early Elizabethan England 1558-88.
	HT 5	Early Elizabethan England 1558-88.
	HT 6	
Year 10	**HT 1**	Weimar and Nazi Germany 1918-39
	HT 2	
	HT 3	Weimar and Nazi Germany 1918-39

	HT 4	Weimar and Nazi Germany 1918-1919	
	HT 5	Superpower relations and the Cold War	
	HT 6		
Year 11	**HT 1**	Superpower relations and the Cold War	
	HT 2	Revising all four units in rotation	
	HT 3		
	HT 4		
	HT 5		
	HT 6		
Year 12	**HT 1**	Democracies in change	USA Boom, Bust, Recovery
	HT 2	Democracies in change	USA Boom, Bust, Recovery
	HT 3	Democracies in change	USA Boom, Bust, Recovery
	HT 4	Democracies in change	USA Boom, Bust, Recovery
	HT 5	Democracies in change	USA Boom, Bust, Recovery
	HT 6		
Year 13	**HT 1**	The Witchcraze in Britain, Europe and North America c.1580-c.1750	Coursework – The Holocaust
	HT 2	The Witchcraze in Britain, Europe and North America c. 1580-c.1750	Coursework – The Holocaust
	HT 3	The Witchcraze in Britain, Europe and North America c.1580 – c.1750	Revision of USA
	HT 4	Revision	Revision of USA
	HT 5	Revision	Revision of USA

Subject: Languages

The Language Department at Sydenham School believes that language learning is a lifelong skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide the students with opportunities to experience the language they study

Key Stage Three

In KS3 all students in Sydenham School study either French, German or Spanish and Latin. The learning follows a Grammar based scheme of work on a range of topics. Over the two years, students will be introduced to the basics necessary for studying a language at GCSE level.

Key Stage Four

In KS4 most students in Sydenham School study at least one language. They continue to study from a Grammar based scheme of work on a variety of topics.

Key Stage Five

In KS5, following on from GCSE, students are taught an advanced level of grammar and study the following topic areas for A-Level:

- Aspects of society
- Artistic culture
- Multiculturalism
- Aspects of political life
- Literary texts and films
- Individual research project

Curriculum Breakdown Key Stage Three: Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	***Topic:*** C'est moi! ***Grammar Focus:*** Present Tense ‚I' and ‚you'	***Topic:*** J'habite dans … ***Grammar Focus:*** Present Tense singular and plural	***Topic:*** Mes passetemps ***Grammar Focus:*** Future tense with 'aller'	***Topic:*** Décrire avec être et avoir ***Grammar Focus:*** Nouns and genders, adjective agreements	***Topic:*** Mon collège ***Grammar Focus:*** Quality of languages – using connectives, time markers and qualifiers	***Topic:*** Manger, boire et cuisiner ***Grammar Focus:*** Revision of all Grammar points
German	***Topic:*** Meine Welt und ich ***Grammar Focus:*** Present Tense ‚I' and ‚you'	***Topic:*** Familie und Tiere ***Grammar Focus:*** Present Tense singular and plural	***Topic:*** Freizeit – juhu! ***Grammar Focus:*** Using 'gern'	***Topic:*** Schule ist klasse! ***Grammar Focus:*** Using connectives	***Topic:*** Gute Reise! ***Grammar Focus:*** Using ‚es gibt', ‚man' and future tense with ‚werden'	
Spanish	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***
Latin	***Topic:*** Caecilius ***Grammar Focus:*** parts of speech	***Topic:*** in villa ***Grammar Focus:*** Nominative and Accusative Case	***Topic:*** negotium ***Grammar Focus:*** Declensions	***Topic:*** in foro ***Grammar Focus:*** Present tense singular	***Topic:*** in theatro ***Grammar Focus:*** Plural of nouns and verbs	***Topic:*** Felix ***Grammar Focus:*** Perfect and

						Imperfect Tense

Curriculum Breakdown Key Stage Three: Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	***Topic:*** Les vacances ***Grammar Focus:*** Perfect Tense with 'avoir'	***Topic:*** Programmes TV, cinéma et livres ***Grammar Focus:*** Perfect Tense with être and avoir	***Topic:*** Métiers et projets d'avenir ***Grammar Focus:*** Introduction conditional tense	***Topic:*** Internet et technologie ***Grammar Focus:*** Consolidation of tenses	***Topic:*** Ma ville, mon quartier et mes passetemps ***Grammar Focus:*** Consolidation of tenses	***Topic:*** Le collège en France et au Royaume-Uni ***Grammar Focus:*** Consolidation of tenses
German	***Topic:*** Ich liebe Ferien! ***Grammar Focus:*** Perfect Tense with 'haben' and 'sein'	***Topic:*** Bist du ein Medienfan? ***Grammar Focus:*** Modal Verbs	***Topic:*** Bleib gesund! ***Grammar Focus:*** Irregular present tense verbs	***Topic:*** Klassenreisen machen Spaß! ***Grammar Focus:*** Accusative and adjectives	***Topic:*** Wir gehen aus ***Grammar Focus:*** Using past, present and future tense; using subordinate clauses	
Spanish	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***
Latin	***Topic:*** cena	***Topic:*** gladiatores	***Topic:*** thermae	***Topic:*** rhetor	***Topic:*** candidati	***Topic:*** Vesuvius

	Grammar Focus: Sentences without subject	***Grammar Focus:*** Accusative Plural	***Grammar Focus:*** Dative Case	***Grammar Focus:*** Conjugation in Present, Perfect and Imperfect	***Grammar Focus:*** Verbs with the Dative Case	***Grammar Focus:*** Consolidation of the conjugation in Present, Perfect and Imperfect

Curriculum Breakdown Key Stage Four: Year 9

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**S**
French	***Topic:*** Qui suis-je? ***Grammar Focus:*** Present Tense, reflexive verbs	***Topic:*** Qui suis-je? ***Grammar Focus:*** Using present, past and future, introduction imperfect	***Topic:*** Le temps des loisirs ***Grammar Focus:*** depuis with present tense and comparative	***Topic:*** Le temps des loisirs ***Grammar Focus:*** Imperfect and superlative	***Topic: Gram*** with i Using condit conne struct
German	***Topic:*** Vorbilder ***Grammar Focus:*** Using past, present and future tense	***Topic:*** Musik ***Grammar Focus:*** Using past, present and future tense; Comparison	***Topic:*** Meine Ambitionen ***Grammar Focus:*** Using the conditional	***Topic:*** Die Kindheit ***Grammar Focus:*** Imperfect Tense	***Topic: Gram*** perfec imper other
Spanish	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Gram***
Latin	***Topic: '***in Britannia' and 'apud Salvium' ***Grammar Focus:*** Infinitives and adjectives	***Topic:*** rex Cogidubnus ***Grammar Focus:*** Relative clauses and Imperfect of modal verbs	***Topic:*** in aula ***Grammar Focus:*** Pluperfect Tense	***Topic:*** Alexandria ***Grammar Focus:*** Genitive Case	***Topic:*** Cleme ***Gram*** Gende 'ille' a

Curriculum Breakdown Key Stage Four: Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	***Topic:*** De la ville à la campagne ***Grammar Focus:*** Negatives, verbs with infinitives	***Topic:*** De la ville à la campagne ***Grammar Focus:*** Using the present, perfect and future tenses	***Topic:*** Un œil sur le monde ***Grammar Focus:*** Using the present, perfect and future tenses; Reflexive verbs	***Topic:*** Le grand large… ***Grammar Focus:*** Using indirect object pronouns; Using the present, perfect, future and conditional	***Topic:*** Bon travail! ***Grammar Focus:*** Using verbs followed by à or de; Using the present, perfect, future and conditional; Revision of all Grammar points	
Spanish	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***	***Topic: Grammar Focus:***
Latin	***Topic:*** Aquae Sulis; Roman Baths ***Grammar Focus:*** Perfect Passive Participles	***Topic:*** defixio; Gladiators ***Grammar Focus:*** Perfect Active Participles	***Topic:*** haruspex; Theatre ***Grammar Focus:*** Participles and plural neuter nouns	***Topic:*** fuga; Dinner ***Grammar Focus:*** cum with subjunctive	***Topic:*** ‘milites’ and ‘Agricola; Recitations ***Grammar Focus:*** Indirect questions and purpose clauses	***Topic:*** ‘in castris’ and ‘imperium’ ***Grammar Focus:*** indirect commands, result clause and the ablative case

Curriculum Breakdown Key Stage Four: Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	***Topic:*** Au collège ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Au collège ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Mock Examinations ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Revision ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Revision ***Grammar Focus:*** Consolidation of all Grammar points	
Spanish	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** Revision ***Grammar Focus:*** Consolidation of all Grammar points	
Latin	***Topic:*** A day at the races – Pliny, Juvenal and Suetonius ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** A day at the races – Suetonius and Martial ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** A day at the races – Virgil ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Revision ***Grammar Focus:*** Consolidation of all Grammar points	***Topic:*** Revision ***Grammar Focus:*** Consolidation of all Grammar points	

Curriculum Breakdown Key Stage Five: Year 12 and 13

	Autumn	Spring	Summer
French Year 12	***Topic:*** • Aspects of French-speaking society: current trends. • Artistic culture in the French-speaking world. ***Grammar Focus:*** intensive grammar programme linked to thematic content.	***Topic:*** • Aspects of French-speaking society: current trends • Artistic culture in the French-speaking world. • Chosen film or book. ***Grammar Focus:*** development of all skills through theme-linked teaching and learning.	***Topic:*** Content focus according to assessment tasks: • essay-writing on book or film • speaking and stimulus cards • reading, listening and translation according to sub-themes and aspects. ***Grammar Focus:*** Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.
Spanish Year 13	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***	***Topic:*** ***Grammar Focus:***

Subject: Media

The GCSE and A Level Media Studies courses develop students' understanding of key media concepts (the 'theoretical network'). These include media language, media representations, media industries and media audiences. Students learn how to apply this knowledge to a wide range of texts such as magazine and newspaper texts, film posters/trailers, radio texts, online texts, video game texts and television programmes. The subject provides students with the opportunity to develop analysis skills, as well as making judgements and arguments based on evidence. Students develop creative skills in making their own print texts (GCSE and A Level), online texts (A Level) and television programme extracts (A Level). Media students develop an understanding of the world in which they live, while appreciating how meaning is constructed by the media in our culture/society.

Both GCSE and A Level courses include 3 units as follows:

Component 1: the study of a wide range of media texts. Students study and apply media concepts to the set texts.

Component 2: the study of a smaller number of media texts. Students study these texts in more detail and apply all of the media concepts to each of the texts.

Component 3: this is the non-examined unit (NEA). Students plan, research and make their own media texts. This unit is worth 30% of both the A Level and GCSE courses.

GCSE and A Level Courses: Exam Board WJEC/Eduqas

Curriculum Breakdown Key Stage Four Media Studies: Year 9

AUTUMN	SPRING	SUMMER
Autumn 1: **Induction** to cover key concepts of Media Language, Representation, Media Industries, Media Audiences and Context. Media forms to be covered: Newspapers (all concepts), Advertising/Marketing e.g. film posters (concepts to cover are Media Lang, Representation and context), Magazines (concepts as Advertising), Video Games (Media Industry and Media Audiences) 6-7 WEEKS	Spring 1: COMPONENT 1: SECTION A Key Concepts: Media Language and Repesentation. Media forms to cover: • Magazine Covers • Newspapers 6 WEEKS	Summer 1: *(COURSEWORK SIMULATION CONT: Magazine front cover targeting a specific audience and creating representations. Include some research and planning and statement of aims.* *1-2 WEEKS if time)* COMPONENT 1: SECTION B Key Concepts: Media Industry and Media Audiences. Media forms to cover: • Radio • Newspapers 4 WEEKS
Autumn 2: **Induction**: introduction to Photoshop. Film Poster design for new film (specific genre and target audience). 2 WEEKS Induction: media forms to be covered: Film (Media Industry), Radio (Media Industry, Media Audiences, Context) 2 WEEKS N.B START COMPONENT 1 (2-3 WEEKS) 7-8 WEEKS	Spring 2: COMPONENT 1: SECTION A Key Concepts: Media Language and Repesentation. Media forms to cover: • Film Posters • Print Adverts 4 WEEKS *(COURSEWORK SIMULATION: Magazine front cover targeting a specific audience and creating Representations. Include some research and planning and statement of aims. 2 WEEKS if time)*	Summer 2: COMPONENT 1: SECTION B Key Concepts: Media Industry and Media Audiences. Media forms to cover: • Video Games: Pokemon Go (MOVED TO YEAR 11 AUTUMN 2) • Film Industry 5 WEEKS REVISION for end of year assessment and exam 1-2 WEEKS

Curriculum Breakdown Key Stage Four Media Studies: Year 10

AUTUMN	SPRING	SUMMER
Autumn 1: COMPONENT 2: SECTION A Key Concepts: Media Forms and Media Products. Media form to cover: Television – Situation Comedy. 2 set texts – focus on 1 text this half term (IT Crowd). Content to cover: Media Language, Representation, Media Industries, Media Audiences, social, cultural and historical contexts. 7 WEEKS	Spring 1: COMPONENT 2: SECTION B Media Forms and Products Media forms to cover: Music Video and On-line Media. 5 set texts: 3 music videos and 2 websites. Content to cover: Media language, Representation, Media Industries, Media audiences, Media Contexts. Focus for this half term: 1 music video and linked website and 1 music video from the past. 6 WEEKS	Summer 1: COMPONENT 1: SECTION A Re-cap Film Posters (Media Language and Representations). Also need to cover how film posters target specific audiences and how they relate to Distribution. 1-2 WEEKS COMPONENT 3: COURSEWORK Possible production task could be film poster/s and DVD cover for a new genre film targeting a specific audience (set by board in March). Focus for this half term: Research and Planning and Statement of Aims Document. 4 WEEKS
Autumn 2: COMPONENT 2: SECTION A Key Concepts: Media Forms and Media Products. Media form to cover: Television – Situation Comedy.	Spring 2: COMPONENT 2: SECTION B CONT Media Forms and Products Content to cover: Media language, Representation, Media Industries, Media audiences, Media Contexts.	Summer 2: REVISION FOR YEAR 10 EXAM 1 WEEK YEAR 10 EXAM 1 WEEK

2 set texts – focus on 1 text this half term (Friends). 5-6 WEEKS Revision and Assessment task for Component 2: Section A 1-2 WEEKS	Focus for this half term: 1 music video and linked website. 4 WEEKS REVISION and Assessment task for Component 2: Section B 2 WEEKS	**COMPONENT 3: COURSEWORK** Focus for this half term: production drafting. 3 WEEKS N.B. Work Experience = 2 WEEKS

Curriculum Breakdown Key Stage Four Media Studies: Year 11

AUTUMN	**SPRING**	**SUMMER**
Autumn 1: COMPONENT 3: COURSEWORK Possible production task could be film poster/s and DVD cover for a new genre film targeting a specific audience (set by board in March). Focus for this half term: Production of Print Texts. 7 WEEKS	Spring 1: COMPONENT 3: COURSEWORK Final review. 2 WEEKS REVISION OF COMPONENT A: SECTION A 4 WEEKS	Summer 1: REVISION OF COMPONENT B: SECTION B 2 WEEKS. EXAM PREPARATION 3 WEEKS GCSE EXAM – PAPER 1
Autumn 2:	Spring 2:	Summer 2:

COMPONENT 3: COURSEWORK – completing production. 2 WEEKS **N.B Moved from Year 9 Summer 2:** COMPONENT 1: SECTION B Key Concepts: Media Industry and Media Audiences. Media forms to cover: • Video Games: Pokemon Go • Film 3 WEEKS REVISION FOR YEAR 11 MOCK EXAM 1 WEEK YEAR 11 MOCK EXAM 1 WEEK	REVISION OF COMPONENT A: SECTION B 4 WEEKS REVISION OF COMPONENT B: SECTION A 2 WEEKS	GCSE EXAM – PAPER 2

Curriculum Breakdown Key Stage Five Media Studies: Year 12

AUTUMN 1	SPRING 1	SUMMER 1
Induction to key theoretical areas: Media Lang, Representation, Media Industries, Audiences and Contexts. (3-4 WEEKS) Component 1 – Section A and B: Advertising and Marketing 3 texts set by board: Tide, Wateraid and Kiss of the Vampire. Section A analysis to cover: Media Lang, Representation, Media Contexts. Section B analysis to cover: Audiences and Media Industries (context) – N.B. Section B based on 2 of the set texts. (3 WEEKS)	Component 1 – Section A and B: Newspapers 2 texts set by board: The Daily Mirror, The Times. (2 WEEKS) Component 2: Section A – Television in the Global Age 2 texts set by board: Humans & The Returned. Analysis to cover: Media Lang, Representation, Media Industries, Media Audiences (N.B. Theory requirements for each area). (4 WEEKS)	Component 1 – Section A: Music Video 2 videos set by board: Formation – Beyonce & Riptide – Vance Joy Analysis to cover: Media Lang, Representation, Media Contexts. (3 WEEKS) Component 1 – Section B: Cross-media (Film Marketing) 2 texts set by board: Straight Outta Compton; I, Daniel Blake Analysis to cover: Media Industries, Media Contexts. (3 WEEKS)
AUTUMN 2	**SPRING 2**	**SUMMER 2**
Component 1 – Section A and B: Advertising and Marketing Finish Advertising and Marketing. (3 WEEKS) Component 1 – Section A and B: Newspapers 2 texts set by board: The Daily Mirror, The Times. Section A analysis to cover: Media Lang, Representation, Media contexts Section B analysis to cover: Audiences and Media Industries (4 WEEKS)	Component 2: Section A – Television in the Global Age Finishing unit (4 WEEKS) Component 1 – Section A: Music Video 2 videos set by board: Formation – Beyonce & Riptide – Vance Joy Analysis to cover: Media Lang, Representation, Media Contexts. (2 WEEKS)	Component 1 – Section B: Cross-media (Film Marketing) 2 texts set by board: Straight Outta Compton; I, Daniel Blake (2 WEEKS) Component 3: Cross-media Production Research and planning (2-3 WEEKS – 4 periods per week) N.B Revision for End of Year Exam. (2 WEEKS – 2 periods per week) Exam Week = 1 WEEK N.B. Work Experience = 1 WEEK Futures Week = 1 WEEK

Curriculum Breakdown Key Stage Five Media Studies: Year 13

AUTUMN 1	SPRING 1	SUMMER 1
Component 3: Cross-media Production Production Task – set by board. Probably TV e.g. opening sequence and magazine front cover promoting programme. (7 WEEKS – 4 periods per week) Component 2: Section B – Magazines: Mainstream and Alternative Media. 2 texts set by board: Woman's Realm & Huck Analysis to cover: Media Lang, Representation, Media Industries, Media Audiences (N.B. Theory requirements for each area). (7 WEEKS – 2 periods per week)	Component 2: Section B – Magazines: Mainstream and Alternative Media. Finishing unit. (2 WEEKS) Component 1 – Section B: Radio 1 text set by board: Late Night Woman's Hour Analysis to cover: Media Industries, Audiences, Media Contexts. (3 WEEKS) Component 2: Section C – Media in the Online Age 2 texts set by board (e.g. Zoella and Attitude blog/website). Analysis to cover: Media Lang, Representation, Media Industries, Media Audiences (N.B. Theory requirements for each area). (1 WEEK)	Component 1 – Section B: Video Games 1 text set by board e.g. Assassin's Creed) Analysis to cover: Media Industries, Media Contexts (2 WEEKS) Revision of Component 1 and 2. (3 WEEKS)
AUTUMN 2	**SPRING 2**	**SUMMER 2**
Component 3: Cross-media Production Completion of coursework. (6 WEEKS – 4 periods per week) Component 2: Section B – Magazines: Mainstream and Alternative Media. 2 texts set by board: Woman's Realm & Huck Analysis to cover: Media Lang, Representation, Media Industries, Media Audiences (N.B. Theory requirements for each area). (7 WEEKS - 2 periods per week + 1 WEEK of 6 periods)	Component 2: Section C – Media in the Online Age 2 texts set by board (e.g. Zoella and Attitude blog/website). Analysis to cover: Media Lang, Representation, Media Industries, Media Audiences (N.B. Theory requirements for each area). (6 WEEKS)	**A Level Exams: 2 Papers**

Subject: Dance

Dance inspires, challenges and motivates every student, no matter what their level of ability. Dance is a powerful and inspiring subject that encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. All students at Sydenham are encouraged to participate both inside and outside of the lesson and we have a strong tradition of high quality and diverse performance both within school and the local and wider communities. Our curriculum at KS3, 4 and 5 is well established and develops students as performers, choreographers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of dance from different genres and cultures. The curriculum enrichment provision includes 'SDance' –Sydenham Dance Company, Style based clubs, support, rehearsals and theatre visits. Past students from Sydenham have gone on to study dance at London Contemporary Dance School, Rambert Dance School and Laban as well as at various Universities

Key Stage Three

In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances.

Key Stage Four

BTEC and GCSE Dance presents students with opportunities to further develop an understanding of dance and increase their knowledge of a range of techniques and composition devices through performing, choreographing and appreciating dance. The BTEC and GCSE Dance courses are enjoyable and stimulating for candidates from diverse backgrounds. Students develop life-skills including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence

Key Stage Five

At KS5, the curriculum offers both A Level Dance and BTEC Level Three Performing Arts – Dance. These courses enable all students with previous prior Dance experience to continue with their Dance Studies furthering their ability to perform, choreograph and engage critically with the work of professional In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative

dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence practitioners as well as themselves and their peers. After completing their courses students regularly go on to continue with their Dance studies at Degree / Diploma level. Notably students have gone on to prestigious centres such as London Contemporary Dance School, Rambert Dance School and Laban as well as various Universities.

Subject: Music

"One good thing about music, when it hits you, you feel no pain" – Bob Marley – Trenchtown Rock

Music is one of the most important creative and expressive arts and provides the opportunity to develop skills and confidence in a number of individual and group settings. All students at Sydenham are encouraged to participate in music both inside and outside of the classroom and we have a strong tradition of high-quality and diverse concerts both within school and the local and wider communities. Our curriculum is well established and develops students as performers, composers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of music from different genres and cultures. The extra-curricular programme involves large ensembles such as Swing Band and Orchestra as well as smaller rock bands and a number of different choirs. Past students from Sydenham have gone on to study music at The Brit School, Trinity Laban Conservatoire and Goldsmiths University.

Key Stage Three

Topics are based on practical work and theoretical knowledge and understanding. Current topics at KS3 are a Bridging Unit, Musical Theory, Music and Media, Indian Music, Theme and Variations, The Blues, Pop Music Performance and Songwriting.

Key Stage Four

KS4 Students have the opportunity to study GCSE Music (AQA Exam Board) and have between 100 and 150 minutes of lessons each week. The course covers Performing (30%), Composing (30%) and Listening/Appraising (40%). Performing requires students to record both a solo and ensemble performance on any instrument. Composing requires students to create two compositions (one 'free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study part of Haydn's Clock Symphony and three specific Beatles songs from the album Sgt Pepper's Lonely Hearts Club Band.

Key Stage Five

KS5 Students have the opportunity to study A-Level Music (AQA Exam Board) and have 300 minutes of lessons each week. The course covers Performing (35%), Composing (25%) and Listening/Appraising (40%). Performing requires students to prepare a minimum of 10 minutes of repertoire on any instrument. Composing requires students to create two compositions (one 'free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study repertoire within Western Classical Music and Popular Music to be able to answer a range of questions including essays.

Subject: Drama

Drama is a key part of the creative and dynamic curriculum here at Sydenham and allows students to make, develop and create theatre work in a safe and supportive environment. The drama curriculum looks at key historical theatre movements as well as a range of key play texts and genres, focusing on academic literacy as well as performance skills and attributes. Students over the course of study are able to apply their knowledge and understanding when creating and responding to drama as well as develop a range of theatrical skills and apply them to productions whether as a performer or designer. Ay Sydenham we foster a culture of working collaboratively to generate performance work and students develop communication skills so they can present ideas for performances both inside and outside the classroom. As a discrete subject, drama encourages students to be independent and reflective learners who are able to make informed choices and we constantly analyse and reflect upon the work we create. Many of our students take part in extra -curricular drama activities within school as well as become members of drama groups within the community. Many students take part in the whole school production, which is a school wide performance that works across all the areas of performing arts including aspects of design and technology, art and textiles. We have strong links with a range of theatre institutions and organisations to give students access to world-class theatre practices and methodologies both within the classroom and on theatre trips and visits.

Key Stage Three

We explore topics such as Greek Theatre as well as Shakespeare and Commedia Del-Arte. Students work in groups as well as individually on tasks and get to learn about the Semiotics of theatre and how meaning is created. Students will be expected to complete homework from year 7 and undertake a range of tasks like script analysis, learning key terminology and conducting research into playwrights and styles of work. Home learning will also include line learning and play text analysis similar to GCSE style questions to build key vocabulary. There are after school drama clubs at KS3

Key Stage Four

We introduce the key genres of theatre in more depth, and students explore a range of texts and dramatic structures in-line with more complex theatrical techniques. Coupled with the practical work students look at the key components of the written exam and begin interleaving key questions throughout the year completing Mock exams in all three components. The core aspects of the course for GCSE are Component 1- Devising plays. Component 2 Text in Performance. Component 3 Theatre Makers in Practice. Each student is able to take a personalised path through the course choosing elements of study that suit their strengths to maximise exam success as either a performer or designer. Students will complete home learning every week looking at and practising work related to all three components.

Key Stage Five

The Key Stage 5 curriculum prepares students for the professional study of theatre and a career in performance and design work in the ever -popular industry of the creative arts. The 3 components allow for a more dynamic and flexible approach to learning and explore a wider range of mature and professional works. The focus of A level is a study of the historical, social and cultural contexts of a piece of theatre as well as several more detailed textual analysis of performance works and characterisation. Students also look at a range of influential theatre practitioners and use their methodologies to inform and create work. A timetable of activities and deadlines is set for students to work towards, building in a schedule of performance opportunities as well as academic study and rehearsal schedules

Subject: Physical Education

Physical Education is a key component to a student's well-being both mentally and physically. In PE, we aim to inspire all students to succeed and excel in competitive sport and physically demanding activities. We provide opportunities for students to become physically confident this will allow them to recognise the importance of an active and healthy lifestyle continuing into their future. The PE department delivers a challenging yet enjoyable curriculum across a wide range of sports and activities. There are also numerous sporting opportunities available before and after school to further develop those students who show a real passion for PE and sport.

Key Stage Three

We teach the main sports that lead well into choosing GCSE PE as an option. These sports cover both team and individual games, allow students to start making decisions about their performance and take on different roles such as leader, official, and coach. Students also complete homework in relation to warming up, muscles and bones in the body and leadership.

Key Stage Four

KS4 Students have 100 minutes of core PE a week. In Year 9 and 10, we introduce new sports that students have not covered in Year 7 and 8, which continue to develop their skills, knowledge and leadership skills. In Year 11, we do a year round competition with winning teams each half term receiving prizes and certificates to encourage participation, have fun and work out.

In year 9 students can choose to study GCSE PE. This course covers two components: Fitness and body systems and Health and Performance. Students are assessed on these components and on 3 sports and 1 piece of coursework.

Curriculum Breakdown Dance: Key Stage Three, Four and Five

Year group	Unit of work	When taught	Skills Assessed
7	Actions	Autumn 1	Performance Composition Critical Appreciation
	Ballet	Autumn 2	Performance Composition Critical Appreciation
	Country and Western	Spring 1	Performance Composition Critical Appreciation
	Jazz	Spring 2 /Summer 1	Performance Composition Critical Appreciation
	Thematic	Summer	Performance Composition

			Critical Appreciation
8	Contemporary	Autumn 1	Performance Composition Critical Appreciation
	Indian	Autumn 2	Performance Composition Critical Appreciation
	Technologic	Spring 1	Performance Composition Critical Appreciation
	Rock and Roll	Spring 2 / Summer	Performance Composition Critical Appreciation
	Musical Theatre	Summer	Performance Composition Critical Appreciation
9	Set Phrases	Autumn 1	Performance Composition

	Dance in the Community	Autumn 2	Performance Choreography
	Within Her Eyes	Spring 1	Contact Performance Composition Critical Appreciation
	Emancipation of Expressionism	Spring 2	Street Dance Performance Composition Critical Appreciation
	A Linha Curva	Summer 1	Capoeira Performance Composition Critical Appreciation
	Infra	Summer 2	Contemporary Performance Composition Critical Appreciation

10	Preparation for BTEC: Component 1 Exploring the Performing Arts	Autumn 1	Performance Composition
	Preparation for Component 2 Developing skills and techniques	Autumn 2	Performance
	Choreography	Spring 1	Choreography Performance
	Technique	Spring 2	Performance
	BTEC Component 1 Written report writing GCSE Performance Duets / Trio	Summer 1	Critical Appreciation through report writing Performance
	BTEC Component 2 Repertoire GCSE Set Phrases	Summer 2	Performance
11	BTEC: Component 1 Exploring the Performing Arts	Autumn 1/2	Performance Composition Critical Appreciation through report writing

	Component 2 Developing skills and techniques	Autumn 2/ Spring 1	Performance Critical Appreciation through log book writing
	Component 3 Performing to a brief	Spring 1/2	Composition Performance Critical Appreciation through written exams
	GCSE: Set Phrases	Autumn 1 /2	Performance
	Performance Trio	Autumn 2/ Spring 1	 Performance
	Solo Choreography	Spring 1/2	Choreography
	Dance Appreciation	Summer Year 10 – Summer Year 11	Anthology of 6 professional set dance works Critical Appreciation of own work (Performance and Choreography)
12	Solo Choreography	Autumn 1 /2	Composition
	Performance in a Quartet	Autumn 2 Spring 1/2	Performance
	Solo Performance	Summer	Performance
	Theory: Rooster	Autumn Spring	Appreciation Analysis

	Theory: Sutra	Autumn Spring	Appreciation Analysis Essay writing
13	Solo Performance	Autumn 1 / 2 Spring 1	Performance
	Group Choreography	Autumn 1 /2 Spring 1	Composition
	Performance in a Quartet	Autumn 2 Spring 1	Performance
	Theory: Rambert	Autumn 1/ 2	Appreciation Analysis Essay writing
	Theory: Independent Contemporary Dance Scene	Spring 1 / 2	Appreciation Analysis Essay writing
	Revision of Year 12 Theory	Ongoing Summer 1	Essay writing Question answering

	Past papers	Summer 1	Exam practice Timed conditions

Curriculum Breakdown Physical Education: Key Stage Three, Four and Five

Key Stage Three:

Pupils have PE once a fortnight for a double period.

Autumn and Spring Terms
All pupils in years 7 and 8 will have covered Badminton, Netball and Fitness.

Summer Term
All pupils will cover Athletics and Strike & Field (rounders, cricket &softball).

We endeavour for each year group to have covered the same sports each year but due to which other classes/year groups are on at the same time, available spaces and split lunches this is not always possible.

Key Stage Four:

Year 9 & 10

Pupils have PE once a week for a double period.

Autumn and Spring Terms

Pupils will cover a variety of sports from the list below:

- Football
- Basketball
- Volleyball
- Handball
- Tag Rugby
- Fitness

Summer Term

Pupils will cover Athletics and Strike & Field (rounders, softball & cricket).

Year 11

Pupils have PE once a week for a double period.

Two classes are always on at the same time. They pick their teams of 10 for the year and team names. They are then in a competition with the other 5 groups for that year. They get points as a team for all being in full kit, team work, sportspersonship and winning the competition. At the end of each half term the overall winning team receives 5 merits per pupil and a prize and also we award pupils certificates for sporting spirit. The can achieve these in respect, determination, self-belief, honesty, team work and determination.

Each lesson they do a different activity/sport to keep them engaged and active. Some of them are:

- End zone
- Bench ball
- Dodge ball
- Ultimate Frisbee
- Football
- Team building competitions

- Volleyball
- Basketball
- Obstacle course
- Kickball
- Rounders

Curriculum Breakdown Music: Key Stage 3 and 4

Year group	Unit of work	When taught	Skills Assessed	Description
7	Bridging unit	Autumn 1	Performance (solo) Listening (test) Composition (Pairs)	• Initial listening test • Keyboard / Other instrument solo performance • Animals keyboard composition task
	Notation	Autumn 2 / Spring 1	Ensemble performance Listening (formative)	• Use of Untuned percussion instruments • Learning to read musical notation • Group work – Performance of "Time Flies" piece • Individual performance task
	Music and Media	Spring 2 / Summer 1	Composition to a brief Listening (formative)	• Use of Garageband software • Paired compositions to accompany cartoon clip
	Indian Music	Spring 2 / Summer 1	Ensemble performance Improvisation Arranging Listening (formative)	• Use of acoustic guitars and Untuned percussion • Group arrangement and performance task • Improvisation
	Disney	Summer 2	Solo / Paired performance Listening (formative)	• Learning a range of Disney songs using voice and keyboard • Developing vocal technique • Individual / Paired performance task
8	African Music	Autumn 1	Listening task. Ensemble composition and performance	• Use of Untuned percussion • Group arrangement and performance task • Improvisation
	Theme and Variation	Autumn 2 / Spring 1	Paired Performance Paired Composition Use of Musical Elements	• Use of keyboard to learn a range of themes • Composition and performance of variations using range of musical elements • Paired assessment task

	The Blues	Spring 1 / 2	Performance (keyboard, duet or solo) including improvisation. Listening (formative)	• Use of keyboard to learn 12-bar blues parts • Arrangement and performance of blues pieces • Lyric-writing and singing • Paired assessment task
	Pop Music / Songwriting	Summer	Performance (groups) Composition (groups)	• Developing understanding of pop music including structure • Learning a range of pop songs • Creating a cover version of a pop song using Music Technology or live instruments • Song-writing composition task • Group work
9	Pop Music Covers	Autumn 1	Ensemble performance skills	• Recapping understanding of pop music features • 4-chord cover version task • Creating a cover version of a pop song using live instruments • Group work through performance
	Minimalism	Autumn 2	Individual composition task and write-up Listening homework tasks	• Developing understanding of Minimalism genre • Use of Logic software • Individual Music Technology composition task
	Western Classical Tradition	Spring 1	Individual written task Individual performance Listening homework tasks	• Developing understanding of a range of Western Classical periods • Individual keyboard performance task
	Film Music	Spring 2	Individual composition task and write up	• Developing understanding of Film Music • Use of Logic software • Individual Music Technology composition task to accompany a chosen film clip
	Rhythm and Pulse	Summer 1	Group practical task Focused listening questions	• Following subject content from AQA GCSE Music

	Timbre and Dynamics	Summer 1	Group practical task Focused listening questions	• Following subject content from AQA GCSE Music
	Structure and Form	Summer 2	Group practical task Focused listening questions	• Following subject content from AQA GCSE Music
	Texture and Melody	Summer 2	Group practical task Focused listening questions	• Following subject content from AQA GCSE Music
10	Free Composition	Spring-summer	Coursework – to be finally completed by end of September of year 11	• Following subject content from AQA GCSE Music
	Music Theory	Throughout the year	Written tasks	• Following subject content from AQA GCSE Music
	Listening Skills	Throughout the year	Low stake tests and focused questions End of year mock Walking talking mock	• Following subject content from AQA GCSE Music
	Performance	Throughout the year	Summative coursework	• Following subject content from AQA GCSE Music
	The Beatles	Spring-summer	Written past paper questions	• Following subject content from AQA GCSE Music
11	Haydn	Autumn-Summer	Written past paper questions	• Following subject content from AQA GCSE Music
	Composition To a Brief	Autumn-Spring	Composition to be completed by Easter break	• Following subject content from AQA GCSE Music
	Performance	Autumn-Spring	2 performances to be recorded by Easter break	• Following subject content from AQA GCSE Music
	Listening Skills	Throughout	Low stake tests and focused questions Mock 1 and 2 Walking talking mocks	• Following subject content from AQA GCSE Music
	Free Composition (cont.)	Autumn 1	Summative coursework - composition to be completed by end of September	• Following subject content from AQA GCSE Music

Curriculum Breakdown Drama

Year group	Unit of work	When taught	Skills Assessed	Description
7	**Semiotics**	Autumn 1	• Collaborative skills • Understanding of Key terminology • Labelling of birds eye theatre staging diagram	Students explore how they interpret signs and symbols on stage. (Space, movement, lighting, sound, characterisation). To show understanding of how to manipulate the language of theatre through. Key terms and conventions:- ▪ Explorative strategies (freeze frame, thought tracking, hot-seating) ▪ Use of stage space (actor / audience relationship) ▪ Highlighting specific moments through lighting, sound, movement ▪ Creating character ▪ Developing two scenes in detail and performing them ▪ Creating a lighting and sound cue sheet
	Melodrama	Autumn 2	▪ Creating stock characters ▪ Exaggerated movement ▪ Vocal and physical skills	To explore theatrical convention and to what extent this is defined by the social and historical context. To show understanding of how performance relates to social and historical context and that dramatic conventions change, evolve and adapt. ▪ Use of music in heightening tension, showing character, adding comedy. ▪ Exaggeration ▪ Stock Character ▪ Structuring a story into scenes ▪ Use of theatre to convey moral or message
	Creating Dramatic Structures	Spring 1	▪ Collaboration ▪ Communication meaning ▪ Flexible and creative thinking	To learn about play structure (linear, non-linear) and framing of performance work. To show understanding of how structure communicates meaning to an audience. ▪ Cyclical structure ▪ Flashback ▪ Devising from a stimulus ▪ Developing an idea and rehearsing over a period of time

				▪ Linear and non linear
	Tension	Spring 2	▪ Collaboration ▪ Risk taking ▪ Performance skills ▪ Evaluative skills	To explore how to create tension on stage. Students will create a sequence of scenes linked through story, which will explore different techniques of creating tension. Students Key terms: ▪ Proxemics / actor – audience relationship ▪ Suspense ▪ Silence/ stillness ▪ Mood/ atmosphere ▪ Communication of intention
	Script Writing	Summer 1	▪ Script work ▪ Collaboration ▪ Research	Students develop skills of playwriting through the creation of short scripts. Ability to use ideas to create dialogue and structure work into a short piece of dramatic Students will develop an understanding of how to interpret text through direction. Key terms: ▪ Physicalisation of scene ▪ Direction of scripted scene ▪ Off text work ▪ Playwriting
	Greek Theatre	Summer 2	• Performance skills • Historical research • Evaluative skills	Students explore ancient Greek theatre and the origins of western theatre. They make links between current theatre practices and ancient ways of staging performances. The unit allows students to looking at key extract and begin to explore movement and physicality in large groups. Students are expected to learn lines and present their work for performance. Key terms: • Amphitheatre • Chorus • Mask • Tragedy • Unison • Cannon

Year group	Unit of work	When taught	Skills Assessed	Description
8	**Commedia Del-Arte**	Autumn 1	• Characterisation • Physicality • Communication of intention	Students will learn about the History of the Italian art form of Commedia Del-Arte. They will explore exaggerated movement and look at the stock characters that make up the work. Students will experiment with creating stock characters, using physicalisation and mask. Students will analyse how an historical theatre form translates to modern forms of theatre and media. Key terms: • Physicalisation • Exaggeration • Communication of character • Use of comic timing
	Creating tension using production skills	Autumn 2	• Productions / performance skills • Collaboration • Evaluative skills	To explore the story and language of the Shakespearean tragedy Hamlet, utilising the skills of tension. The unit will explore key scenes from the text as well as introduce students to key design skills and how they can enhance a performance. • Production techniques • Character interpretation • Staging • Lighting • Sound • Vocal and physical skills
	Fantasy and Reality	Spring 1	• Risk taking • Performance skills • Use of key explorative strategies	Students will explore the staging of reality and fantasy on stage, externalising the internal. Students will experiment with forms to convey a character's fantasy or memory, manipulating the audience's interpretation of character. The unit will explore structuring of work and how to link scenes together. Students develop skills of: • Mirror work • Interaction of language, movement and space • Exaggerated mime • Use of Flashback
	Naturalism	Spring 2	• Character interpretation • Risk taking • Performance skills	Students will explore naturalistic theatre looking at a range of key dramatic texts and the key rehearsal strategies to embed character depth. Work will be based on finding the emotional truth of a character and looking at ways to develop work that is rooted in real life that allows for deep exploration of material. Key terms: • Magic if • Given circumstances • Truth • Background

				• Proxemics • tension
	Physical theatre	Summer 1/ Summer 2	• Physicality • Understanding of form • Collaboration	Students look at a range of practitioners work that use physical theatre to communicate meaning. Using new ways of working and exploring texts from a practical/ movement perspective students get to develop key techniques of physical work using symbolic gesture to convey meaning. Key work studied with be Frantic assembly, DV8 and Theatre d'Complicite. Key terms: • Contact, • Pace • Timing • Proxemics • Dynamics • collaboration

Year group	Unit of work	When taught	Skills Assessed	Description
9	**Key theatre practitioners**	Autumn 1/ Autumn 2	• Use of key terminology • Written analysis of work • Presentation of research	In the first term of the KS4, students explore a range of key theatre practitioners looking at key works that have influenced the history of theatre and its conventions. Students explore the work of Stanislavski, Brecht, Artaud and Theatre d' Complicite. Research is undertaking looking at practitioner methodologies and ways of work and existing bodies of work. Students will then to create a piece of work with a specific key practitioner focus combing text and theory. Key terms: • Given circumstances • Epic theatre • Placard • Alienation affect

				• Proxemics • Intention •
	Text in Performance	Spring 1/ Spring 2	• Assessment against component 2 criteria • Written character intention- in-line with component 2 • MOCK EXAM	Students will develop skills of detailed characterisation while studying a range of texts from a range of playwrights. Students will be able to action texts to create an in-depth response to work and use research to underpin their performances. Character analysis work will be done to look at audience impact and how to clearly communicate meaning. • Character's Motivation • Status • Creating and Sustaining a believable character • Objectives and super objectives • Character arch/ journey • Audience impact
	Devising Plays	Summer 1 / Summer 2	• Edexcel GCSE Performance / designer criteria for component 1 • Portfolio evidence for GCSE edexcel component 1 • MOCK EXAM	Students are given a range of stimulus material from which to devise and create a play. Students work in groups to create material using workshop activities to generate new ideas. Each student will track their progress through this unit keeping notes as they go along. Both the work and the process are graded for assessment. Key stimulus material: • Photographs • Art work • Music • Poems • Video extracts
	Theatre Makers in Practice	Throughout the year	• Written exam style questions in line with component 3 for edexcel GCSE drama • MOCK EXAM	Students study a key arrange of set text extracts and discuss the plays from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: • Context • Vocality • Physicality • Evaluation • Analysis

				• Characterisation • Motivation • Status/ power
10	**Component 2 exploration**	Autumn 1/ Autumn 2	• Assessment against component 2 criteria • Written character intention- in-line with component 2 • MOCK EXAM	Students will develop skills of detailed characterisation while studying a range of texts from a range of playwrights. Students will be able to action texts to create an in-depth response to work and use research to underpin their performances. Character analysis work will be done to look at audience impact and how to clearly communicate meaning. • Character's Motivation • Status • Creating and Sustaining a believable character • Objectives and super objectives • Character arch/ journey • Audience impact
	Component 3 – LIVE theatre preparation	Spring 1/ Spring 2 + throughout the year	• Examination questions for component 3 on LIVE theatre	Students watch and evaluate a range of LIVE theatre. They begin to analyse and evaluate key moments of action looking at director interpretation and characterisation. A range of theatre work is seen throughout the year and practice questions answered. Students decide on structure and format of their notes for the written exam. Key terms: • Sound • Lighting • Interpretation • Physicality • Vocality • Props • Staging • Evaluation • Analysis costume
	Devising Plays	Summer 1 / Summer 2	• Edexcel GCSE Performance / designer criteria for component 1 • Portfolio evidence for GCSE edexcel component 1 • EXAMINED IN Summer term	Students are given a range of stimulus material from which to devise and create a play. Students work in groups to create material using workshop activities to generate new ideas. Each student will track their progress through this unit keeping notes as they go along. Both the work and the process are graded for assessment. Key stimulus material: • Photographs • Art work • Music • Poems

				• Video extracts
	Component 2	End of Summer term	• Component 2 edexcel GCSE drama criteria – performance/ designer skills	Students are given their text choices for component 2 to read and research over the Summer for year 11.
	Component 3 – Theatre Makers in Practice	Throughout the year	• Written exam style questions in line with component 3 for edexcel GCSE drama • MOCK EXAMS	Students study the chosen full set text for examination and discuss the play from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: • Context • Vocality • Physicality • Evaluation • Analysis • Characterisation • Motivation • Status/ power
11	**Component 2 texts**	Autumn 1	• Component 2 performance./ designer criteria • Mock exam	Students begin to rehearsal key monologues/ duologues or group pieces for component 2 exam.
	Theatre Makers in practice	Autumn 2	• Component 3 mark scheme assessment for written responses to questions	Students study the chosen full set text for examination and discuss the play from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: • Context • Vocality • Physicality • Evaluation • Analysis • Characterisation

	Component 2 Exam	Spring 1/ Spring 2	• GCSE drama Component 2 Exam – Deadline end of March	Students prepare performance work for the visiting Examiner.
	Examination preparation Component 3	Summer 1	• Component 3 mark scheme assessment for written responses to questions • Written notes for exam	Students revise and practice material for the written exam for component 3. • Past papers • walking, talking Mocks • analysis of past papers, • exemplars

Subject: Personal Social and Health Education

At Sydenham School specialist teachers deliver PSHE as a discreet subject. It is the aim of the PSHE and Citizenship department at Sydenham School to provide all Key Stage 3 and 4 students with a broad, balanced and relevant Personal, Social and Health education. Through the study of PSHE we encourage students to develop interpersonal skills and to gain a greater knowledge and understanding of our society.

Key Stage Three

At KS3 students study Rights and Responsibilities, Sex and Relationships Education, Economic Wellbeing, Careers, Drugs Education and Health.

Key Stage Four

At KS4 all students study Rights and Responsibilities, Sex and Relationships Education, Economic Wellbeing, Careers, Drugs Education and Health.

KS4 students can also choose Citizenship as an option and undertake the OCR GCSE exam. The study of Citizenship is about enabling students to make their own decisions; to take responsibility for their own lives and their communities. This subject encourages active citizenship and empowers students to consider local, national and international issues.

Unit 1 – Citizenship in perspective Unit 2 – Citizenship in action Unit 3 – Our society and our links with the wider world, rights, responsibilities and the law.

Key Stage Five

At Key Stage 5 all students have one taught tutor period each week in addition to registration time. The curriculum includes coverage of careers and progression, study and revision skills, healthy living, sex and relationships education, democracy and British Values, current affairs and Academic Literacy.

Curriculum Breakdown Key Stage 3-4: Citizenship and PSHE

Year		Citizenship /PSHE
Year 7	**HT 1**	Children Rights and Responsibilities
	HT 2	Children Rights and Responsibilities
	HT 3	Changes
	HT 4	Changes
	HT 5	Healthy Lifestyle
	HT 6	Health Lifestyles
Year 8	**HT 1**	Risky Behaviour
	HT 2	Risky Behaviour
	HT 3	Real Game
	HT 4	Real Game
	HT 5	Shipwrecked
	HT 6	Shipwrecked
Year 9	**HT 1**	Career
	HT 2	Sexuality
	HT 3	Rights and Responsibilities
	HT 4	Rights and Responsibilities
	HT 5	Rights and Responsibilities
	HT 6	Economy and Welfare
Year 10	**HT 1**	Rights and Responsibilities
	HT 2	Who Govern Us?
	HT 3	Change Makers –Controlled Assessment
	HT 4	Change Makers –Controlled Assessment
	HT 5	International Relation
	HT 6	International Relation
	HT 1	Community Cohesion

Year 11	**HT 2**	Community Cohesion
	HT 3	Controlled Assessment- Source Booklet
	HT 4	Controlled Assessment- Active Campaign
	HT 5	GCSE Revision
	HT 6	

Subject: Psychology

The study of Psychology is a fascinating journey through the how's and why's of human behaviour and the true study of human minds, behaviours, experiences and relationships. Students will have a real-world experience by learning how psychological knowledge is applied to real-world personal and social issues. A Psychology student learns how to:

Demonstrate a deeper understanding of psychological principles, perspectives, applications and methods.

Explore in some depth the relationship between psychological knowledge, theories and methodology and their relationship to social, cultural and ethical issues.

Develop a deeper understanding of analysis, interpretation and evaluation.

Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Key Stage Four

Our engaging course will cover interesting topics such as:

Development - How did you develop?

Memory – How does your memory work?

Psychological problems - How would psychological problems affect you?

The brain and neuropsychology – How does your brain affect you? Social influence – How do others affect you?

Criminal psychology – Why do people become criminals? The self – what makes you who you are?

Key Stage Five

At Key Stage 5 we follow the AQA A Level curriculum. In the first year we study units on Social Influence, Memory and Attachment, Psychopathology, Research methods, approaches and Bio Psychology. Year two units covers issues and debates. At Sydenham we teach relationships, stress and forensic Psychology some statistical testing tuition. The course has three terminal exams at the end of the second year.

Subject: Sociology

Studying Sociology allows students to explore their place in society, by studying the interactions, structures and systems that influence and shape lives. The Sociology curriculum at Sydenham School strives to embed in all students of the subject an inquisitive interest in the world around them, immediate and beyond; to explore changes and trends over time as well as make predictions about what the future may hold for people and society. The course content and related work develops a range of skills that enables students to express themselves effectively both verbally and through their written work.

Key Stage Four

We follow the AQA GCSE curriculum (9-1) which covers families, education, social stratification and crime and deviance as well as a range of primary and secondary research methods.

Key Stage Five

We follow the AQA A Level curriculum which includes compulsory units in Education and crime and deviance. We also learn about families and media as well as research methods in context of education and crime and deviance and a range of theories exploring society such as functionalism, Marxism, feminism, interactionism and postmodernism. Students are encouraged to engage in wider reading, particularly of current affairs to support their understanding of sociological theories and concepts and apply this to contemporary society.

Subject: Business Studies

Studying Business will allow students to understand how the commercial world around them works. It will stimulate creative and entrepreneurial thinking, while developing critical skills of analysis and evaluation. Students will explore topical issues from the economy, to globalization and business ethics. The subject allows students to gain insight into the working world, how corporate businesses function and what qualities are required to succeed in an increasingly competitive environment.

Curriculum Breakdown Key Stages 4-5

Human Sciences Curriculum Plan 2018/19	**Year**	**Autumn**	**Spring**	**Summer**
Psychology	9	Development	Research methods	Memory
	10	Criminal Psychology	Social Influences	The Self Year 10 exam
	11	Psychological problems	The brain and neuroplasticity	Retrieval and deliberate practice for exam
	12	Social Influence and Psychopathology	Memory and approaches to Bio-psychology	Attachment and Reserarch methods
	13	Issues and Debate Relationships	Forensic psychology	Research methods and statistics

GCSE Religious Studies

Exam Board: Eduqas (Specification A). Within the course there are 3 papers:

1. Christianity: Beliefs, teachings and practices – 1hr Paper, 25% of final grade.
2. Islam: Beliefs, teachings and practices – 1hr Paper, 25% of final grade.
3. Religion, Philosophy & Ethics – 2hr Paper, 50% of final grade (Topics: Relationships, Good & Evil, Life & Death, Human Rights)

Progress Tracker

RPE Unit 2 – Life & Death (Non-religious & Christianity)

- Origins of the universe (different views on creation story/scientific theory)
- Dominion, stewardship, global citizens, Humanists for a better world
- Origin and sanctity of human life; evolution
- Abortion, euthanasia, Dignity for Dying
- The afterlife and funerals

RPE Unit 1 – Relationships (Christianity & Islam)

- Sex and contraception
- Purpose of relationships and families
- Marriage and cohabitation
- Adultery, divorce and remarriage
- Same sex relationships
- Attitudes towards women in authority

Muslim Practices

- 5 Pillars of Islam
- 10 obligatory acts of Shi'a Islam
- Greater and lesser Jihad
- Eid-Ul-Fitr, Ei-Ul-Adha, Ashura, The Night of Power

Christian Beliefs and Teachings

- The nature of God
- Creation
- Law and sin
- Jesus' birth, crucifixion, resurrection, ascension
- Atonement and salvation
- The Holy Spirit
- Afterlife

Muslim Beliefs and Teachings

- The nature of Allah
- 6 Sunni articles of faith
- 5 Shi'a roots of faith
- Angels (Malaikah)
- Prophethood (Risalah)
- Attitudes to books, scrolls, Torah, psalms & Gospels
- Afterlife

Christian Practices

- Worship (The liturgy, informal and individual worship; prayer: formal and informal)
- The Sacraments: Baptism & Eucharist
- Pilgrimage
- Christmas and Easter
- Christianity in Britain
- Local and Global church
- Persecution of Christianity

RPE Unit 3- Good & evil (Christianity & Islam)

- Morality, virtues and sins
- Causes of crimes
- Purposes of punishment
- Treatment of criminals
- Prison reformers and Prison chaplains
- Forgiveness
- The origin of sin
- Free will

RPE Unit 4 – Human rights (Christianity & Islam)

- Dignity of human life
- Human rights
- Equality: agape in action
- Personal conviction vs law
- Censorship; religious extremism
- Attitudes towards prejudice and discrimination
- Wealth and charity

REVISION

GCSE Religious Studies Short Course

Exam Board: Eduqas (Specification A). Within the course there are 3 papers:

1. Christianity: Beliefs and teachings – 30 min paper, 25% of final grade.
2. Islam: Beliefs and teachings– 30 min paper , 25% of final grade.
3. Religion, Philosophy & Ethics – 1hr Paper, 50% of final grade (Topics: Relationships, Life & Death)

Year 9	Year 10	Year 11
RPE – Life & Death (Non-religious & Christianity) • Origins of the universe (different views on creation story/scientific theory) • Dominion, stewardship, global citizens, Humanists for a better world	**Muslim Beliefs and Teachings** • Sunni and Shi'a • Angels (Malaikah) • Attitudes to books, scrolls, Torah, psalms & Gospels	**RPE – Relationships (Christianity & Islam)** • Adultery, divorce and remarriage • Attitudes towards women in authority
Christian Beliefs and Teachings • The nature of God • Jesus' birth • Atonement and salvation • The Holy Spirit • Afterlife	**RPE Unit 2 – Life & Death (Non-religious & Christianity)** • Origin and sanctity of human life; evolution • Abortion, euthanasia, Dignity in Dying	**Muslim Beliefs and Teachings** • Afterlife and predestination
RPE – Relationships (Christianity & Islam) • Purpose of relationships and families • Marriage and cohabitation • Sex and contraception • Same sex relationships	**Christian Beliefs and Teachings** • Law and sin • Jesus' crucifixion, resurrection, ascension • Atonement and salvation	**Christian Beliefs and Teachings** • The Holy Spirit • Afterlife and funerals
Muslim Beliefs and Teachings • The nature of Allah • Prophethood (Risalah)	**Muslim Beliefs and Teachings** • 6 Sunni articles of faith • 5 Shi'a roots of faith	Exam revision

Subject: Visual Arts

Studying Art and design will equip students with the knowledge and skills to developing creative thinking and making skills. Students will learn about the history of art throughout their courses to engage and inspire them to understand, express and challenge the world around them. We believe that every person can get better at Art. With the right type of practice and focus, every single student can improve their art skills.

Key Stage Three

KS3 Art teaching will build students' knowledge of art techniques including drawing, designing and making. Art history and contextual studies underpin our enquiry question, in supporting students to reflect on and respond to the world around them in creative ways. Students explore themes such as 'Identity' and Psychogeography in response to the local community to create a range of two- and three dimensional works.

Key Stage Four

GCSE Art and Design is a practical course, full of challenging activities to develop students' art skills. Being creative with a range of materials and techniques including drawing, printing, ceramics, painting, sculpture, photography, the digital arts and collage. Using a deliberate practise approach students develop high levels of technical skill for in-depth visual expression. An introduction to art history is taught and students develop skills for artists' analysis.

Key Stage Five

KS5 Students are offered the Fine art and art history pathways. A Level Art courses are broad and expressive, designed to develop and nurture students critical thinking, creative and analytical skills, through a range of art making experiences. Students are expected to work independently to steer their thematic ideas and personal approach to materials. Students showcase their work at the Young London Artists Award exhibition in January, presenting their ideas to visiting professional judges. Students move into the creative sector through FE courses at both degree and foundation level.

Curriculum Breakdown: Key Stage Three, Four and Five

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Frida Kahlo Project Pencil drawing skills. Deliberate practice approach.	Frida Kahlo Portraiture and Identity. Photography. Proportion, Tone and Form.	Masks and cultural identity. Chinese New Year and Ai Wei Wei Zodiac heads. Research and design. Exploring construction.	Mask construction, form and surface decoration.	Habitats project exploring spacial depth in landscape. Introduction to perspective. Using main shapes to guide proportion.	Habitats collage inspired by Eric Carle. Using painted papers to create a landscape image.
Year 8	Psychogeography project, understanding our local history and linking that to our personal story. Perspective drawing to create depth and structure.	Composing and arranging an illustration drawing inspired by the artist Badaude. Pen drawing	Women of the world project, exploring identity, patriarchal society and Feminism. Developing collage skills in response to Tracey Emin.	Identity through portraiture, Photography and painting.	Figure and form project. Proportion and movement of the figure. Exploring structure and 3D.	Inspired by the artist Niki de saint Phalle students create clay figures.
Year 9	Introduction to art history, symbolism in art. Structure of the head and face through drawing, proportion and tone.	Understanding Benin within the history of art. Benin inspired clay head modelling.	Acrylic painting colour mixing, application and form.	Understanding Vanitas and symbolism in early still life painting.	Photoshoot incorporating own Benin head sculpture in still life inspired by Lorenzo Vitturi.	Vanitas painting from still life.
Year 10	Urban landscape and gentrification. Developing skills with ICT, in print and collage.	Exploring Urban landscape through drawing and painting.	Composition and design. Using sources to develop themes and create	Art history and linking ideas to personalised themes.	Mock exam preparation. Developing ideas, sources, materials and techniques.	Mock exam, personalised final outcome for Unit 1.

			meaning. Extending skills.			
Year 11	Extending and refining Unit 1 coursework through individual projects. Skill development and extension.	Exam 1 Realising intentions through to a developed outcome. Coursework deadline.	Exam 2, externally set theme. Students work on individual projects to extend and develop skills, techniques and knowledge in art.	Exam 2 Outcome completed before the Easter break. Students realise ideas and extend skills fully.		
Year 12	Narrative Project creating stories inspired by the work of Paula Rego. Model making, props and figures. Performance and photoshoot.	Figurative observation drawing and painting, creating depth and form.	Young London Artists exhibition to showcase work. Introduction to the main themes of Art History Exploring Narrative themes through lino-print and collage.	Developing ideas through the Narrative theme. Writing the Related Study. Clay bust modelling, understanding structure and form.		
Year 13	Students develop individual themes towards exam 1 coursework unit.		Exam 2, externally set theme. Students work on individual projects to extend and develop ideas.	Exam 2 development and depth in independent work.	Exam 2 outcome.	