

Reception Curriculum Content

Heart Concepts:

AUTUMN- Caring for ourselves and others and Let's celebrate!

SPRING- Our wonderful world and New life

SUMMER- Running the Race and Times for rest and play

CREATIVE DEVELOPMENT - Aspects of Learning and Development:

Being Creative - Responding to Experiences, Expressing and Communicating Ideas

Exploring Media and Materials

Creating Music and Dance

Developing Imagination and Imaginative Play

COMMUNICATION, LANGUAGE AND LITERACY - Aspects of Learning and Development:

Language for Communication and Thinking

Linking Sounds and Letters

Reading

Writing

Handwriting

KNOWLEDGE AND UNDERSTANDING OF THE WORLD - Aspects of Learning and Development:

Exploration and Investigation

Designing and Making

ICT

Time

Place and Communities

PHYSICAL DEVELOPMENT - Aspects of Learning and Development:

Movement and Space

Health and Bodily Awareness

Using Equipment and Materials

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT - Aspects of Learning and Development:

Dispositions and Attitudes

Self-confidence and Self-esteem

Making Relationships

Behaviour, Self-control and Self-care

Sense of Community

PROBLEM SOLVING, REASONING AND NUMERACY - Aspects of Learning and Development:

Numbers as Labels and for Counting

Calculating

Shape, Space and Measures

Year 1/2

Heart Concepts:

AUTUMN - CARING FOR OURSELVES AND OTHERS AND LET'S CELEBRATE!

SPRING - OUR WONDERFUL WORLD AND NEW LIFE

SUMMER - RUNNING THE RACE AND TIMES FOR REST AND PLAY

LITERACY

Children read stories with familiar settings, learning to relate to characters' feelings through drama, before writing a story based on their own experiences. Children read traditional tales, writing character profiles before planning and writing their own traditional tales, including a multimodal presentation. Children use non-fiction books to research the life of Florence Nightingale and write a recount following an educational visit.

Children read stories based on the Isle of Coll, by Mairi Hedderwick, identifying features of the author's style. They explore characterization in the author's books through drama. Children write their own complete stories with use of third person and past tense. Children write non-fiction explanations linked to our science topic Changing materials. Children write instructions for sowing seeds.

Children respond to and write poems with different patterned structures. Following this children explore humorous texts that play with language. They write their own silly poems or passages with the focus on using adventurous and entertaining language. Non-fiction work includes a report related to the Olympic games and information texts about holiday

NUMERACY

Children solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money. Children begin to recognise the standard units of metre, litre and kilogram and carry out measuring tasks and extend their understanding of time. They continue to use practical and mental methods for addition and subtraction, including counting in ones, using cubes and a number line.

Children estimate how many, count reliably and understand that each item should only be counted once. They develop their understanding of place value. Children describe simple patterns involving numbers or shapes. In measures work they make decisions about how to record their work. They solve money problems by applying their addition and subtraction skills. They count in 2's, 5's, and 10's.

The children develop their ability to explain how they solved problems and recognise that, if an addition fact is known, they can find the corresponding subtraction fact. They sort shapes and they estimate, measure and compare units to find the most suitable. The children solve problems involving sharing or counting.

RELIGIOUS STUDIES

Children learn about harvest festivals, giving thanks to God for the food we eat. They think about and pray for people around the world who are hungry. Children compare Christian harvest festivals with the Jewish festival of Sukkot. Children learn why we celebrate Christmas, focusing on the nativity through stories and drama. They think about why we give and receive gifts at Christmas learning that Jesus is God's gift to the world.

Children learn about Jesus' miracles and how people had faith and believed. Children think about and discuss what being a Christian means and how this relates to Easter. They look at what Jesus taught about children, and how the church welcomes children into its family. They will think about baptism and what this means.

Children learn it was important for Jesus to tell stories as a means of teaching about God. They will reflect on the meanings of parables and think about how they can be applied in our lives. Children focus further on celebrations with friends and families in our own and other cultures.

SCIENCE

Children learn how a balanced diet and exercise are necessary for them to grow and stay healthy. They learn about the safe use of medicines. Children learn about forces and movement. They think about factors that make toy cars move faster and carry out an investigation recording their results on a block graph.

Children learn about grouping and changing materials. They sort materials into groups, predict and observe changes when materials are heated and cooled and conduct an investigation, learning to recognize unfair factors. Children learn about plants and animals in their immediate environment and find out how differences between places very close to each other, result in a different range of plants and animals being found.

Children are introduced to the concept of electricity and the essential role it plays in everyday life. Children learn about the hazards associated with mains electricity. Children make simple circuits and investigate different types of circuits. Children develop their understanding of the huge variety of sounds and sources of sound they encounter around them.

ARTS

In art, children use different media to draw self portraits, learn about sculpture. They make collages depicting their favourite place using natural materials. They visit a local artist's workshop before creating their own sculptures. Children learn about shape and pattern in buildings producing prints and rubbings of patterns.

In design and technology children taste vegetables, design recipes and make vegetable soup. They also design and make their own moving vehicles and develop an understanding of simple mechanisms through designing and making moving pictures.

In music, children develop the ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. They learn to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus and use songs and activities to develop confidence in singing and playing to a common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases.

ICT

Children learn that information exists in a variety of forms, including text, still and moving pictures, charts and sounds. They learn that ICT can be used to communicate and handle information in a variety of ways. Children learn to use words to communicate messages and together write a multi-modal story which includes text, images and sounds. Children learn how to use ICT to represent information graphically. They learn how to create pictograms and how to answer simple questions on the data shown in their pictograms. Children learn to search for information held on a computer. They are taught to use menus, indexes and key words to search for pictures and gather information. Children learn how to use a floor turtle. They learn to program the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences. Children develop visual ideas for different purposes by using ICT. They learn how to select and use simple tools in their mark making understanding that work can be easily amended.

PHYSICAL EDUCATION

In games, children practise using a wide range of implements, ball, hoop, beanbags and playbats. They practise many ways to send and control a ball. They observe each other and look for ways to improve. In dance children use whole body movements, varying actions. They celebrate Autumn creating a dance depicting Autumn leaves falling to the ground.

In gymnastics children learn how to balance on a variety of body parts, they learn how to use apparatus safely and begin to plan and perform sequences of simple linked actions. In dance, children express ideas about 'Winter' through movement, for example freezing streams and melting dripping icicles.

In gymnastics, children learn and demonstrate varied ways to travel up to, on, along and from apparatus. They link together a short series of actions and practise to improve and remember them. In games children will practise running for quality with a variety of speed and direction changes. They play chasing and dodging games to apply these skills.

TOPIC/HUMANITIES

Children research Florence Nightingale's life using books, pictures, ICT and a visit to her burial place. They learn how Florence Nightingale served God and changed hygiene practices in hospitals. Children look at similarities and differences between toys today and toys in the past. Children are introduced to the concepts of 'old' and 'new' and encouraged to think about the changes in their families lives.

Children learn about other countries and begin to understand that there are similarities and differences between cultures. Barnaby travels home with children to create a sense of personal involvement. Children learn about their local environment and how it changes over time. They use ICT to find out where they live and think the route to school.

Children learn about the Olympic Games comparing and contrasting Ancient and Modern. They begin to learn about chronology and they focus on preparations taking place for London 2012. Children compare modern seaside holidays with those taken a long time ago. Children visit a seaside resort and identify features that attract holiday makers.

Year 3/4 Curriculum Content

Heart Concepts:

AUTUMN - Change of heart and Pursuing truth

SPRING - Awe and Wonder and God's heart for the nations

SUMMER - Kingdom Growth and Where does my help come from?

LITERACY

Children read and respond to stories with historical settings. They plan and write their own story in the past tense based in Celtic Britain using role play to develop ideas, do research about the Romans for an information page in a book using organisational features of information books to influence their page and also write a newspaper article. Children read poems about weather, looking at descriptive word choices made by poets and write their own weather poems. Children learn about explanation texts, looking at the organisational features. They write an explanation text about weather, starting to plan and write in paragraphs. Children look at picture book stories from another culture. Children consider the plot of good stories and use this to structure their own. They also look at the role of persuasive language in advertising and make an advert for a travel agent persuading people to go on holiday to St. Lucia. Children read stories set in imaginary worlds. The focus is on story settings and transitions between places in stories. Children also read, perform and write playscripts. We read 'The Iron Man' and consider the issues and dilemmas in the story, using a lot of role play. Children plan and write a sequel to the story.

NUMERACY

Counting, partitioning and calculating with a focus on number skills and understanding. Addition and subtraction, using a number line for written methods. Children practise and consolidate their knowledge of shapes and their features, as well as fractions; and look at measuring using different scales. Children read and use tables when collecting data, and draw bar charts. Weekly problem solving activities develop children's mathematical understanding and confidence. Securing number facts, relationships and calculating mentally, looking at different strategies. Children develop their understanding of multiplication and division, and learning times tables. They develop their ability to choose an appropriate strategy and explain it to others. Children become more accurate in their measuring and have more experience of reading graphs and analysing data. Children will move on to calculating fractions of number and make nets of 3D shapes. Children consolidate their use of mental and written strategies and apply to a range of contexts. They practise understanding and solving word problems. Children compare and order angles with knowledge of right angles.

RELIGIOUS STUDIES

Children learn the story of Joseph looking particularly at the attitudes of his heart as well as that of those around him. We learn about the changes God made in Joseph's life. Children look at biblical heroes such as Gideon and Joshua. We focus on Mary and Joseph as heroes. Children look at the signs and wonders God sent using Moses to deliver God's people out of Egypt. When looking at another culture, we consider the work of missionaries, what their mission is and the role of an evangelist. Children read Jesus' parables about the Kingdom of God to get a better grasp of what it is and our part in it. They learn about the building of the temple.

SCIENCE

Children learn about the difference between solids and liquids, change of state and investigate solids which dissolve in liquids. They also learn about electricity and circuits, drawing and making circuits and investigating the impact of altering circuit components. Children learn about measuring and comparing temperature and temperature changes. They learn about heat conductors and insulators and investigate which materials are effective at keeping temperature constant. We look at different habitats and the effect of an environment on the wildlife that inhabits it. Children learn about food chains.

Children learn about moving and growing, the role our skeleton and muscles play in enabling us to move. We investigate and measure different forces.

ARTS

In Art, children learn to make bridges developing skills of joining and strengthening materials to design and make a stable structure. They experience a range of printing techniques and investigate colour to create different moods and feelings and consider perspective, drawing objects from different angles. They use cameras to take pictures and create a storyboard.

In Design and Technology, children investigate and evaluate moving mechanisms in moving picture books to make their own moving picture. They explore and develop skills of weaving. Children consider the importance of presentation and accuracy and we make alarms drawing on knowledge of circuits. Children carefully consider how to make an alarm and test whether it works.

In Music, children have opportunities to sing together, play accompaniments and create rhythms of increasing complexity. They consider the messages sounds give, develop their listening skills identifying changes in music. We listen to music from another culture, and consider how it is different to music from our culture. In the summer term there is a greater focus on composing and performing melodies.

ICT

Children practise their word processing skills, adapting what is written to suit different purposes and audiences. This involves changing font size, type and colour; cutting and pasting; drawing and filling in a table. They develop their ability to combine text and graphics. Children investigate and create repeating patterns. They learn to alter brush size, alter the size of an image and move it around. They learn how to fill in shapes with colour and use these skills to create images. Children also learn to navigate around websites effectively and start to develop their use of search engines for research. They learn how to upload photos and images and start to learn some editing skills. Children use data handling software to input data and create various graphs. They get the opportunity to create an ICT manual of skills to teach others.

PHYSICAL EDUCATION

Children learn the rules and skills of Netball. They develop their ability to work in a team and play tactically. Children learn a Superhero dance, creating their own persona, way of travelling and shape. Children practise key skills such as throwing and catching, travelling with a ball, playing tactically with others. Children do athletics practising a range of skills and games. They build up greater control of the ball and stamina. In Gym, children learn about body tension and explore different body shapes. They also develop different ways of travelling varying height and direction to improve body control, balancing and travelling.

TOPIC/HUMANITIES

In History children learn about Celtic Britain and the changes the Romans brought. We look at the story of Boudicca and consider the relationships between the Celtic and Roman people. They understand the reasons for the Romans coming to Britain and why Boudicca led a revolt. Children also learn about the Anglo-Saxons and Vikings coming to Britain. They look at the differences between these people groups and the rise of Christianity on Britain.

In Geography children learn about the weather. We compare different climates and weather types around the world and measure our local weather. They learn about the country of St. Lucia, comparing



it with our own country. They consider the effect of growing tourism on local people and global links.

Year 5 Curriculum Content

Heart Concepts:

AUTUMN - Water of Life, Make me a Channel of your Peace

SPRING - The Generation who seek Gods Face, Colours of Salvation

SUMMER - A Healthy Heart, Relationships

LITERACY

Autumn Term: Units of study have been taken from the New Literacy Strategy and include a variety of Fiction/Non Fiction and Poetry units: Novels and stories by significant children's authors, Instructions, Stories from other cultures and Poetry - Concrete poetry

Grammar Focus: Direct and Reported speech, nouns and verbs, idioms and word roots. Regular spellings.

Spring Term: Heart concepts: The generation who seek Gods face, Colours of Salvation

NLS: Classic narrative poems, The Highwayman, The Midnight Fox, , Choral, Performance poetry and ,Film narrative.

Grammar Focus: Pronouns, Homophones, antonyms, Figurative language.

Summer Term: Heart Concepts: A Healthy Heart, Relationships

NLS:, Persuasive writing,(letters, leaflets, commentaries).

Recounts, Older Literature, Choral Performance poetry, Dramatic conventions

Grammar Focus: Use of dictionaries/thesauruses, apostrophes for possession, clauses and connectives.

NUMERACY

These are the Topics covered over the year:

Numbers and names, place value and rounding, addition, subtraction, multiplication and division

Fractions, Decimals and Percentages

Ratio and Proportion

Properties of 2D and 3D Shapes and Symmetry

Angles and angle relationships

Measures: length, weight, time, timetables and calendars

Perimeters and area, volume, capacity

Data handling: calculating averages

Money and Money problems

Handling Data using a calculator

Coordinates and line graphs

multiples and factors, number patterns and sequences

RELIGIOUS STUDIES

Autumn Term: - Water Baptism, The River Jordan

Spring Term : - King David, King David's Psalms

Summer Term: - God's heart for his people, God's relationship with outcasts

SCIENCE

Autumn Term: - Gases around us, Changing State

Spring Term: - Earth, Sun and Moon, Changing Sounds

Summer Term: - Keeping Healthy, Life Cycles

Lessons will have a Christian worldview of science that looks at how order and design can be seen in creation and the laws that govern science.

ARTS

In Music children have the opportunity to sing a variety of unison and two-part songs of various genres. They will learn about rhythm, notation, pitch, tempo, duration and the steady beat and will be encouraged to devise simple rhythm & melodic accompaniments for songs. They will be continually reminded to be more aware of each other and how different parts fit together. They will listen to music learning to hear the different parts and instruments and how their combined sounds produce pleasing sounds.

In Art & Design children have opportunities to explore different mediums of crayon pastel paint and charcoal to create designs and pictures. They will create a picture of a still-life display and look at pictures by artists and sought to reproduce a likeness. They have the opportunity to look at abstract pictures using the internet before creating one of their own. We will explore the subject of Containers and create a container of our own after looking at modern solutions. Throughout the year children use their Art & Design book to sketch and plan.

ICT

Word Processing: inserting text highlighting and changing the font colour, size and alignment. Using spell-checker.

Creating a Powerpoint presentation: researching the internet and inserting pictures and text using effects to make interesting displays for their pages.

Introducing spreadsheets; insert data and create simple formulae to calculate the answer to a given task.

Observe how changes in one column can affect other columns.

PHYSICAL EDUCATION

Items covered this year in PE include:- Football, netball, hockey, dance, athletics and multi skills - hand/eye coordination, speed, agility

We focus on hand eye co-ordination, ball control and accuracy and spend time building on the skills required for football and hockey, looking at their ability to be a team player and transferring these skills into a game situation.

TOPIC/HUMANITIES

In Geography we look at rivers – including a local study of the Itchen and a look at the River Amazon. River features and processes, the River Itchen, Water Cycle, Water management and Conservation. Environmental management of Rainforest areas.

In History we look at how has life in Britain changed since 1948, 1945-51 'A better Britain for all? Post war years. 'We've never had it so good'. 1952-59, 1960s-1980s, 1990s to the present day What do you think is going to shape history in the future? How has music changed since 1948? We also look at The Tudors and cover such topics as Tudor Towns and Villages, Tudor Childhood, Food and Drink for Rich and Poor, Henry VIII and Edward VI

Year 6 Curriculum Content

LITERACY

Readers:

The Magician's Nephew

Mrs Frisby & the Rats of NIMH

There's a Boy in the Girls' Bathroom

Narrative: Fiction Genres, Short Stories, Authors & Texts, Extending Narrative.

Non-Fiction: Formal/Impersonal Writing, Persuasion, Argument, Journalistic Writing.

Poetry: The Power of Imagery, Finding a Voice.

Vocabulary: Word classes, homophones & homonyms, word origins & changes, simile, metaphor & alliteration, idioms, eponyms, hyperbole, opinion, argument & persuasive phrases, proverbs.

Punctuation: Capital letters & full stops, connecting words & phrases, commas, apostrophes, paragraphs, removing repetition, direct speech, adjectival & adverbial phrases, narrative text, colons & semi-colons.

Spellings: weekly spelling tests.

NUMERACY

Place value and rounding, addition, subtraction, multiplication and division; using and applying the calculator.

Number properties, sequences, negative numbers, multiples and factors, powers and roots.

Fractions, decimals and percentages.

Measures: length, weight and time; imperial/metric relationships.

Perimeters and area, volume and capacity.

Properties of 2D and 3D shapes and symmetry.

Data handling: calculating averages and comparing graphs.

Probability.

RELIGIOUS STUDIES

This year's course covers topics such as how the Bible is structured, developing the skill of devotional Bible study and discovering what the Bible means to Christians as the 'Word of God'.

The students will learn the titles and order of the books of the New Testament, who they were written by and when they were written. They will also study the birth, life, death, resurrection and ascension of Jesus as told in the Gospels.

They will look at what is meant by 'The Trinity' and how Jesus' example and instructions affect the behaviour of Christians in the past and today.

We will also be examining the political, geographic and religious background of the gospel story so that all learning will be grounded in context.

SCIENCE

Interdependence & Adaptation: plants & light, fertiliser, animals & plants in local and different habitats, interdependence of plants & animals, food chains, plants adapting to soil conditions.

Micro-Organisms: germs & disease, what makes people ill, mouldy food, decay, finding out about yeast, micro-organisms in food production.

Dissolving: making water clear, making water pure, testing evaporation of a solution, testing dissolving solids, using graphs.

Reversible & Irreversible Changes: mixing materials with water, filtration & evaporation, making new materials, heating & cooling materials, burning, hazards of burning.

Forces: gravity & weight, how forces act on objects, weighing in air & water, stretching elastic bands, explaining how paper falls, air resistance.

Seeing Things: how light travels, how we see light, exploring mirrors, beams of light, reflection from surfaces, shadows & reflections.

ARTS

Year 6 music works as an introduction to the basics of musical theory and practice. In the Autumn term, they learn about the Building Blocks of Music as the basics for composing. Year 6 also looks at performance technique when singing.

We look at composing short simple pieces that represent animal characters and study how other composers have done the same, such as Lloyd-Webber's "Cats" and Saint-Saens' "the Carnival of the Animals".

In the summer term, Year 6 work on musical theory that will assist them in Year 7, to develop their understanding of the value of notes and timings and continue in composing.

ICT

Pupils will be given a wide variety of ICT experience to ensure they have the skills and knowledge to use ICT in KS3.

Pupils will be taken through a scheme of work building on what they have already learned in KS2. Topics covered will include:- Logging in, security, file management, saving and printing work, safe internet use and respecting each other's work.

Pupils will be taught skills and knowledge in word processing, spreadsheets, database, PowerPoint and webpages and how to apply these skills to tasks, projects and use in other subjects.

Pupils will produce revision notes and be given regular assessment tasks to monitor and evaluate their progress. Pupils will also work in pairs and groups to develop team work and carry out peer assessment.

FRENCH

Heart Concept: 'I can do all things through Christ who strengthens me'

During the autumn term Year 6 learn about countries where French is spoken and how to greet each other in French.

Pupils learn how to talk about family members, their pets and other animals.

During the spring term Year 6 learn the days of the week, months of the year, birthdays and seasons. They learn to identify classroom objects and to talk about school life and daily routine. They learn numbers 1-30 and colours.

During the summer term Year 6 learn to talk about things around them, where they live, the weather, transport and things they do in their free time. We also look at ourselves our bodies, clothing and food.

PHYSICAL EDUCATION

Pupils are taught the necessary rules and skills in the following sports:

Netball, Football, Tag rugby, Athletics, Cross country, Trampoline, Rounders

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

Pupils will also have the opportunity to be selected to represent the school in netball, football, badminton, swimming, athletics, trampolining and cross-country running.

Changing Circuits: drawing circuits with symbols, changing, testing & investigating circuits.

Year 7 Curriculum Content

ART

The Year 7 course units involve:-

Proportion work, observational drawing, artist study, development of style, contextual understanding, media techniques, group work, idea development and personal response.

Personal responses are developed through all the projects which include Portraiture, Dwellings and buildings, Words and Typography, Aboriginal Art and a self-directed unit.

These projects involve using a variety of media processes although it focuses on the development of foundational drawing skills.

DESIGN AND TECHNOLOGY

This term Year 7 have been designing and building a lorry and trailer out of Pine timber. They all made the same lorry and then made the trailer to their own individual designs. The focus of the subject was to develop skills in designing by drawing their designs in their workbooks, and then gain experience in using hand tools and the disc sander to make the project. The development of measuring and cutting materials is a basic skill that is transferable to many environments.

DRAMA

This year serves as an introduction to drama. The students will learn to work together in groups and explore some of the foundational concepts of performing. The aim of the course is to allow the students to explore their creativity in a range of games and activities that will stretch their imaginations and build their confidence. Assessment for this year is informal and takes place throughout the year. The three main areas that are assessed are Confidence, Participation and Ability. Confidence relates to a students ability to perform well in front of others and try something new. Participation refers to how much, or little, a student is prepared to get involved as well as their attitude to group work. Ability refers to a students natural talent for the performing arts - Are they able to create a realistic character, think creatively and improvise convincingly? The levels given are kept very basic at this stage and are simply A,B or C.

ENGLISH

Year 7 undertake a variety of work to develop skills and confidence in Speaking and Listening, Reading and Writing. Regular homework assignments are set.

- Speaking and Listening – These transferable skills are an integral part of the English course. Children are encouraged to develop expertise in individual presentation, group interaction and dramatic performance.
- Reading – Developing reading skills is a key part of English lessons. English work is text based and a wide selection of reading material in various genres is offered. Private reading is promoted as an enriching activity.
- Writing – Regular opportunities are given to develop writing skills using the texts studied as a launch pad. The teaching of grammar, punctuation and spelling is intrinsic to the course and opportunities are given to develop writing skills in creative, discursive and informative writing.

GEOGRAPHY

Introduction to map work with each pupil being provided with a 1:25 000 Ordnance Survey map of the New Forest, learning to use four and six figure grid references and applying the use of the map keys. In terms of general geography they will locate the major towns, rivers and upland areas of the U K, before looking at population trends, birth and death rates, migration and settlement

patterns. In physical Geography we look at rivers, the features they create, notably meanders, floodplains and waterfalls. This topic then leads on to a further topic devoted to flooding and its causes.

HISTORY

What is History? (assessment focus - Chronological understanding), Pupils will focus on historical terminology such as chronology, bias and historical sources.

The Norman Conquest, (assessment focus - knowledge and understanding) Our theme for the year is 'The Middle Ages' and this unit focuses on 1066 and the Battle of Hastings, the Domesday Book, feudal system and castles.

The Church and Monarchy, (assessment focus - Historical enquiry), This unit explores the church in the middle ages, monks and nuns and the Magna Carta. Pupils will complete a 'Crime File' project on the deaths of William Rufus and Thomas Becket.

The Crusades, (assessment focus - historical interpretation/citizenship), Pupils will focus on the What is History? (assessment focus - Chronological understanding), Pupils will focus on historical terminology such as chronology, bias and historical sources.

ICT

The year 7 syllabus is designed to give a thorough understanding of ICT in preparation to work on the first Dida Diploma unit in year 8.

Pupils will learn about good practice in ICT including logging in, security, file managements, saving and printing work, safe internet use, legal requirements and respecting each others' work.

Pupils will be taught skills and knowledge in word processing, spreadsheets, database, PowerPoint and webpages and how to apply these skills to a sample Dida unit 1 project and use them in other subjects.

Pupils will produce revision notes and be given regular assessment tasks to monitor and evaluate their progress. Pupils will also work in pairs and groups to develop team work and carry out peer assessment. Pupils will learn how to research, plan and evaluate their work and consider ways that work could be improved.

MODERN FOREIGN LANGUAGES

French

Pupils are learning how to speak and write about themselves and understand the usual classroom instructions in French. They are learning how to say the French numbers up to seventy and should be able to name basic objects in the classroom and the days of the week. Pupils have also been introduced to masculine and feminine and studied La Rochelle, a typical French town.

By the end of the term, they will have learned how to speak and write about their family, their pets and other animals using basic prepositions and the definite and indefinite article accurately. They will learn about possessive adjectives so that they can talk about things that belong to other people.

Other aspects that have been taught include size, colour and how to describe likes, dislikes and express preferences.

Spanish

Autumn Term: Introducing Yourself, Numbers 1-31, Age & Birthday, The Alphabet, School Equipment, Classroom Instructions, Countries, Nationalities, Family, Colours, Pets, Physical Description.

Grammar: Nouns, Articles, Verbs, Adjectives & Adjectival Agreement, Possessive Pronouns.

LATIN

The purpose of this Latin course is not only to introduce the pupils to a language that has largely shaped our own, but primarily as a fun way of teaching grammar. Grammatical concepts are taught in 12 chapters which are easy to understand and are made relevant through cartoons and practical application. Throughout the course, parts of Roman culture and history are taught alongside the grammar so that pupils get a well rounded understanding of Latin and the history of their own country and language. Please be aware that there are no official National Curriculum levels for this course and are therefore based on general levels of other language courses.

The Autumn Term focuses on nouns, adjectives and verbs and Noun-Adjective agreement. The pupils are introduced to these in the first four chapters and are conveyed through following a Roman family and their life in Vindolanda by Hadrian's Wall. Pupils also learn about masculine and feminine endings and verb endings which will later assist their learning of modern foreign languages.

The Spring and Summer Terms will focus on Adverbs, Imperatives, Prepositions, Conjunctions, Subject and Object, The Infinitive and Genitive case.

MATHEMATICS

In Year 7 pupils will develop skills and consolidate their understanding of Mathematics through the following topics:

Numbers and their names; Place Value and Rounding; Addition, Subtraction, Multiplication and Division; Negative numbers; Powers, Roots, Multiples and Factors; Number Patterns and Sequences; Properties of 2D and 3D shapes; Symmetry; Coordinates and Line Graphs; Statistical diagrams, Data handling and Calculating Averages; Fractions, Decimals and Percentages; Algebra, Formulae and Equations; Angle and Angle Relationships; Measures: Length, Weight, Capacity and Time; Perimeters, Area and Volume; Probability;

Assessment of progress will occur through end of unit assessments and regular setting of homework tasks.

MUSIC

Year 7 music provides an introduction to the fundamental music skill of reading music.

This year's theoretical work is based on ABRSM's Grade 1 Theory.

The first term centres on the reading, writing and composing of rhythms.

Building on the ability to read rhythm, the Spring term focuses on learning to read pitch for the first time, and reading/playing both elements at once. Pupils should be able to read basic treble and bass clef by the end of the term. The Summer term will centre on listening and composing.

The children's progress is assessed regularly throughout the course, but there will be a comprehensive test at the end of each term and at the end of the year assessing vocabulary and knowledge.

PHYSICAL EDUCATION

Pupils are taught the necessary rules and skills in the following sports:

Netball, Football, Cross country, Badminton, Rugby, Rounders, Tennis, Dance, Hockey, Handball, Swimming (Pupils work through the ASA Swimming challenge awards), Athletics (Pupils work

through The King's School athletic awards), Trampoline (Pupils work through the BTA trampoline awards levels 6-10)

Theory lessons are used to develop pupils' understanding of the need for a balanced diet and the right amount of sleep. Pupils are also taught how to develop an effective exercise routine.

As pupils play together, they are encouraged to work as a team, to maintain a positive attitude and to set realistic and challenging goals for their physical development.

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

Pupils will also have the opportunity to be selected to represent the school in netball, football, badminton, swimming, athletics, trampolining and cross-country running.

RELIGIOUS STUDIES

This year's course covers topics such as how the Bible is structured, developing the skill of devotional Bible study and discovering what the Bible means to Christians as the 'Word of God'. The students will learn the titles and order of the books of the New Testament, who they were written by and when they were written. They will also study the birth, life, death, resurrection and ascension of Jesus as told in the Gospels.

They will look at what is meant by 'The Trinity'

and how Jesus' example and instructions affect the behaviour of Christians in the past and today.

We will also be examining the political, geographic and religious background of the gospel story so that all learning will be grounded in context.

SCIENCE

AUTUMN TERM

Living things: vertebrates, invertebrates, plants, trees and animals

Energy: energy types, energy transfers, energy sources

Food for life: photosynthesis, food for plants, food chains, healthy eating

Reproduction: in plants and human beings, changes during adolescence

SPRING TERM

Rocks: types of rocks, the rock cycle

Keeping Fit: skeleton, movement, breathing, blood

Elements and compounds: atom and molecules, elements, mixtures and compounds

Magnets: attracting and repelling, magnetic fields, electromagnets

SUMMER TERM

Solar System: earth rotation, planets, stars

Acids and alkalis: indicators, neutralisation, making salts

Speed: travelling fast, measuring speed

Year 8 Curriculum Content

ART

The Year 8 course involves developing many of the skills acquired in Year 7. It looks to refine these foundational skills through a variety of projects including:-

Shoes, The human figure, Comic strip Bible, Chinese organic forms and finally a self-directed unit.

Year 8 will have the opportunity to create specific pieces such as a shoe and a lantern as individuals, and a comic strip Bible as a group.

DESIGN AND TECHNOLOGY

This term Year 8 have been designing and building a mechanical toy out of Pine timber. They all made the same frame structure and then made the background and moving parts to their own individual designs. The focus of the subject was to develop skills in designing by drawing their designs in their workbooks, and then gain experience in using hand tools and the disc sander to make the project. The development of measuring and cutting materials is a basic skill that is transferable to many environments.

DRAMA

This year's drama course covers a range of topics. Although some of it has been devoted to reintroducing drama and building trust and relationships after the students have had a break from drama for a year, the course also allows for much exploration of creativity. Focusing particularly on developing a convincing character and using drama as a tool to communicate a message, we will explore effective ways of communicating, telling stories and increasing awareness of others. Apart from that, we will also spend some time examining how the media we are surrounded by has influenced our thinking and observe how stereotypes can sometimes affect our treatment of others. Assessment for this year is informal and takes place throughout the year. The three main areas that are assessed are Confidence, Participation and Ability. Confidence relates to a student's ability to perform well in front of others and try something new. Participation refers to how much, or little, a student, is prepared to get involved as well as their attitude to group work. Ability refers to a student's natural talent for the performing arts - Are they able to create a realistic character, think creatively and improvise convincingly?

ENGLISH

Year 8 English Subject Outline

Throughout the year we undertake a variety of work to develop skills and confidence in Speaking and Listening, Reading and Writing. Regular homework assignments are set.

- Speaking and Listening – These transferable skills are an integral part of the English course. Children are encouraged to develop expertise in individual presentation, group interaction and dramatic performance.
- Reading – Developing reading skills is a key part of English lessons. English work is text based and a wide selection of reading material in various genres is offered. Private reading is promoted as an enriching activity.
- Writing – Regular opportunities are given to develop writing skills using the texts studied as a launch pad. The teaching of grammar, punctuation and spelling is integral to the course and opportunities are given to develop writing skills in creative, discursive and informative writing.

GEOGRAPHY

Following on from work in year 7 the students are encouraged to continue developing their map reading skills and applying them to the topics studied in year 8. Initially we look at coastal features and how they are created and destroyed by coastal erosion and deposition. This includes wave action (constructive and destructive waves), features of erosion (cliffs, caves, arches and stacks), and features of deposition (beaches and spits) and how man has developed various coastal management strategies. Secondly we look at the effects of urbanisation and the move of people to the cities and the way we have developed our shopping centres to meet our needs. Specifically we look at urban land use, dereliction and renewal, shopping hierarchies and spheres of influence of shops and shopping centres. A study of British weather, how we record it and how and why we get the weather we do. It include why it rains and looking at the affects of air pressure. Then we look at the factors which affect the weather on mainland Europe, such as altitude, latitude and distance from the sea.

HISTORY

The Reformation: Pupils study the life and work of Martin Luther and the circumstances surrounding the Reformation and the establishment of the Church of England.

The Tudors: Pupils study the characteristics and reigns of the Tudor Monarchs; Henry Tudor, Henry VIII, Edward VI, Lady Jane Grey and Mary Tudor, including the religious tensions during this period.

Assessment:- The Dissolution of the Monasteries (Key skill - source analysis)

The Elizabethan Age: Pupils study the reign of Elizabeth I, including The Act of Uniformity, the Spanish Armada, Mary Queen of Scots, Elizabethan London and social history.

Assessment:- Essay - Was Elizabeth a successful monarch? (Key skill - interpretations)

The English Civil Wars: Pupils examine the causes, events and consequences of the English Civil wars including; James I and the Gunpowder Plot, Charles I, the Civil wars and the Restoration.

Assessment: - The English Civil wars (Key skills - Knowledge and understanding)

ICT

In year 8 pupils have started the first unit of their Diploma in Digital Applications course. They are working on the project at level 1, which covers word processing, spreadsheets, presentations, databases and webpage software.

Pupils will have the opportunity to develop and apply their ICT skills in a mini project in which they will learn to plan and manage their work, collect and analyse information and present results using a variety of software. They will use the Dida website to plan and complete project tasks with guidance from their teacher. Pupils will learn to design their documents to match their audience and purpose and they will also need to show good time management, keep a record of sources used and adhere to legal requirements. Pupils will have the opportunity to give and accept helpful comments to and from others in order to consider how work can be improved.

The course is all online and unit 1 will be continued and completed during year 9.

MODERN FOREIGN LANGUAGES

French

Topics

In town – shops and what they sell

Making plans – countries, capital cities, nationalities and means of transport

In school – school life in France, daily routine

Staying with families – revision of clothing and family vocabulary

Grammar

Pupils revise the present tense with er, re and ir verbs

They look at prepositions with towns and countries

The verbs aller and pouvoir and their infinitives are studied

Pupils also practise using dire, lire, écrire, prendre, apprendre and comprendre

Pupils also work with reflexive verbs and revise the present tense with avoir. They will learn the contrast within the different past and present tenses.

Pupils then study the perfect tense again with avoir and the regular er, re and ir verbs.

Spanish

Autumn Term: Introducing Yourself, Numbers 1-31, Age & Birthday, The Alphabet, School Equipment, Classroom Instructions, Countries, Nationalities, Family, Colours, Pets, Physical Description.

Spring Term: School Subjects, Opinions, The School Day, Numbers 1-60, Time, Transport, Your House, Your Morning / Evening Routine.

Summer Term: Your Town, Directions, Numbers 1-100, Distances, Weather, Free Time, Sports, Hobbies, Chores.

Grammar: Nouns, Articles, Pronunciation, Adjectives, Possessive Adjectives, Prepositions, Questions, Negatives, Regular and common Irregular Present Tense and Near Future Tense Verbs, Imperatives.

MATHEMATICS

In Year 8 pupils will develop skills and consolidate their understanding of Mathematics through the following topics: Negative numbers; Fractions, Decimals and Percentages; Angles; Averages, Line graphs and Statistical diagrams; Quadrilaterals and polygons; Three dimensions, Volume and Surface Area; Multiples, Factors, Powers and roots; Patterns and sequences; Formulae, Expressions, Equations and Inequalities; Length, Mass and Capacity; Time; Ratio and Proportion; Area and Perimeter; Coordinates; Circles Theorems; Simultaneous Equations; Probability; Transformations; Loci and constructions.

Assessment of progress will occur through end of unit assessments and regular setting of homework tasks.

MUSIC

Music in Year 8 builds on work done in previous years and seeks to develop aural awareness, composing and solo and ensemble performance skills.

This year's theoretical work is based on ABRSM's Grade 2 Theory. We will study the history of Pop/Rock music in every decade and we will also be watching Bernstein's musical "West-side story" and drawing on it for practical and theoretical knowledge.

The children's progress is assessed regularly throughout the course, but there will be a comprehensive test at the end of each term and at the end of the year assessing vocabulary and knowledge.

PHYSICAL EDUCATION

Pupils are taught the necessary rules and skills in the following sports:

Netball, Football, Cross country, Badminton, Rugby, Rounders, Tennis, Dance, Hockey, Handball, Swimming (Pupils work through the ASA Swimming challenge awards), Athletics (Pupils work through The King's School athletic awards), Trampoline (Pupils work through the BTA trampoline awards levels 6-10)

Theory lessons are used to develop pupils' understanding of the need for a balanced diet and the right amount of sleep. Pupils are also taught how to develop an effective exercise routine.

As pupils play together, they are encouraged to work as a team, to maintain a positive attitude and to set realistic and challenging goals for their physical development.

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

Pupils will also have the opportunity to be selected to represent the school in netball, football, badminton, swimming, athletics, trampolining and cross-country running.

RELIGIOUS STUDIES

Year 8 pupils spend the year studying the Old Testament, in particular, the book of Genesis. During the course of the year each student will also learn to recite the order of all the books of the Bible.

The main theme is God being a covenant making and covenant keeping God. Each topic is explored in the context of the New Testament revelation and what it may imply for our lives today.

Topics include: - Creation; The fall of Adam and Eve; Cain and Abel; Noah and the Flood; The tower of Babel; Abraham; Isaac; Jacob; Joseph and Moses.

SCIENCE

Autumn Term

Solar System: Earth's rotation, planets, stars.

Acids and Alkalis: Indicators, neutralisation, salts.

Speed: Moving faster, calculating speed.

Using Food: Digestive System, enzymes, food groups.

Spring Term

Chemicals in Action: Raw materials into useful products, fossil fuels, acid rain.

Energy Resources: Renewable and non-renewable, escaping energy.

Keeping Healthy: Causes of illnesses, body defences

Variety of Life: Adaptation, passing genetic information, selective breeding.

Summer Term

Physical Changes: Particle behaviour, change of state, expansion and contraction, diffusion.

Atoms and Molecules: Periodic table, elements, atoms, molecules, mixtures, compounds.

Reactivity: Reactivity table of metals, displacement.

Light and Sound: Reflection, refraction, dispersion, colour, vibrations.

Year 9 Curriculum Content

ART

In Year 9 all projects involve the further development of foundational abilities through the acquisition of more specific skills in drawing , painting and construction. Pupils work both individually and in small groups.

Personal responses are developed throughout all projects which include looking at: Buildings and Cultures, Box art, Superheroes and Recycling.

The year concludes with options choices and, for those who choose, the beginning of the GCSE Art course.

DESIGN AND TECHNOLOGY

This term Year 9 have been designing and building a clock project using a combination of materials such as Pine timber, plywood and acrylic plastic. The focus of the subject was to develop skills in designing by drawing their designs in their workbooks and work out the measurements of the project, and then gain experience in using hand tools and the disc sander to make the project. The development of measuring and cutting different types of materials is a basic skill that is transferable to many environments.

DRAMA

This year's drama course covers a ranger of topics. Although some of it has been devoted to reintroducing drama and building trust and relationships after the students have had a break from drama for a year, the course also allows for much exploration of creativity. Focussing particularly on developing a convincing character and using drama as a tool to communicate a message we will explore effective ways of communicating, telling stories and increasing awareness of others. In addition we will spend some time examining how the media we are surrounded by has influenced our thinking and observe how stereotypes can sometimes affect our treatment of others. Assessment for this year is informal and takes place throughout the year. The three main areas that are assessed are Confidence, Participation and Ability. Confidence relates to a student's ability to perform well in front of others and try something new. Participation refers to how much, or little, a student is prepared to get involved as well as their attitude to group work. Ability refers to a student's natural talent for the performing arts - Are they able to create a realistic character, think creatively and improvise convincingly?

ENGLISH

Year 9 English Subject Outline

Throughout the year we undertake a variety of work to develop skills and confidence in Speaking and Listening, Reading and Writing in preparation for GCSE courses in Year 10. Regular homework assignments are set.

- Speaking and Listening - These transferable skills are an integral part of the English course. Pupils are encouraged to develop expertise in individual presentation, group interaction and dramatic performance.
- Reading - Developing reading skills is a key part of English lessons. English work is text based and a wide selection of reading material in various genres is offered. Private reading is promoted as an enriching activity.

- Writing - Regular opportunities are given to develop writing skills using the texts studied as a launch pad. The teaching of grammar, punctuation and spelling is integral to the course and opportunities are given to develop writing skills in creative, discursive and informative writing.

GEOGRAPHY

Initially we look at the hazards of "Tectonic Activity". This involves looking at the theory of "plate tectonics" and applying the theory to a study of earthquakes and volcanic eruptions. In studying volcanoes we consider their shape and the types of lava and ash from which they are created, as well as their present state of activity, active, dormant or extinct. In studying earthquakes we consider their proximity to plate boundaries and the state of those boundaries, tensional, destructive or conservative and study various case studies. Along side this we look at soils, their nature and soil erosion. The second topic is a consideration of the unequal distribution of wealth across the world. Called 80:20 we look at development in rich and poor countries, the need that many countries have for Aid and the whole topic of "Fair Trade". Following this we compare the USA an MEDC and Mexico, a LEDC, their physical make up and land use, their populations and population structure, and what connections each country has with the UK. Finally we look at the fragility of our planet, by looking at a variety of ecosystems across the world including: Rain Forests, Coral Reefs, Savannah Grasslands and their wildlife.

HISTORY

The History of Black America: Students will learn about the 18th century slave trade its origins, consequences and the experience of slaves in the USA until their emancipation in 1865. Time will also be spent looking at the events of the American Civil War, Reconstruction, the Ku Klux Klan and the Civil Rights Movement of the 20th century.

The Weimar Republic: This unit focuses on the political and economic changes in Germany 1918-1939. Starting with a look at the consequences of World War 1, pupils go on to study the rise of the Nazi Party and Adolf Hitler. Pupils will look at Hitler's ideals, his method of power, the organisation of the government and how it changed under dictatorship and propaganda.

The Roman Invasion of Britain: pupils will look at the long term and short term causes, as well as the warfare tactics of the Roman army through the study of archaeological items and primary written sources such as Tacitus, Suetonius and Cassius Dio. Pupils will study the revolts of Caratacus and Boudicca and the battle strategies that took place. This topic will also form a basis of understanding of Roman culture and empire for those who wish to take GCSE Ancient History.

ICT

Dida Unit 1 - Using ICT, Level 1 and Level 2

In year 9 pupils continue with Unit 1 of the Diploma in Digital Applications course started in year 8. They will work on the project at an appropriate level and should work independently at level 2 with guidance allowed at level 1.

Level 1 and 2 pupils follow project tasks on the Dida website and use their own plan to carry out their Diploma coursework.

Currently all year 9 pupils are working at Level 1 but some pupils will progress onto level 2 in their next Dida unit.

Pupils can work at their own pace and are encouraged to be self-motivated and disciplined. They will plan and develop their documents to match audience and purpose and test and evaluate their

work to achieve purposeful outcomes. The final documents are presented in an eportfolio which is a collection of linked webpages. Pupils need to manage their time and to keep a record of tasks completed, monitoring their progress.

MODERN FOREIGN LANGUAGES

French

Pupils have learned how to give information describing themselves and others. They have revised numbers, telling the time, school subjects, free time activities and discussed preferences and opinions.

Pupils have revised the present tense and been introduced to the past tense. They have learned the names of the European countries in French and how to give personal information about town and country.

Pupils have learned how to talk and write about the weather and the seasons.

Spanish

Autumn Term: Introducing Yourself & Others, Physical Description, Saying What You Need, Buying & Receiving Gifts, Food & Meal Times, Shopping for Food, Numbers & Prices, Amounts, Ordering Food in a Restaurant, Healthy Eating.

Spring Term: Clothes & Fashion, Colours, Shopping for Clothes, School Uniform, Opinions, Weather, Tourism, Holidays, Interests.

Summer Term: Arranging to Go Out, Films, Buying Tickets, Festivals, Events in the Past, Body Parts, Illness, At the Doctors/Pharmacy, Healthy Living.

Grammar: Nouns, Articles, Adjectives, Possessive Adjectives, Comparisons, Questions, Negatives, Regular and Common Irregular Present Tense and Past Tense Verbs.

MATHEMATICS

In Year 9 pupils will develop skills and consolidate their understanding of Mathematics through the following topics: Place Value, Significant Figures and Standard Form; Circle Theorems, Construction and Loci; Graphs and Transformations; Fractions, Decimals and Percentages; Ratio and Proportion; Sequences, Formulae, Expressions, Equations (including Simultaneous) and Inequalities; Multiples, Factors, Powers and Roots; Perimeter and Area, Pythagoras' Theorem; Averages, Statistical Diagrams, Cumulative frequency; Probability; Solid Shapes, Volume and Surface Area; Factorising, Brackets and 'y=mx+c' graphs; Similar shapes and Trigonometry.

Assessment of progress will occur through end of unit assessments and regular setting of homework tasks.

MUSIC

This year's theoretical work is based on ABRSM's Grade 1 and 2 Theory. The aim is that by the end of the year pupils will have a good understanding of basic musical principles/language. We will study Jazz, Soul, Funk, HipHop and focus on some exciting Classical/Orchestral pieces from the Romantic and Modern periods.

In all topics the three skill areas of listening/appraising, composing and performing are taught and encouraged. We shall also look at what it means to be a discerning listener. During the year pupils will be asked to do a presentation on their favourite music. They will be required to do

research and use audio examples to present factual information and an explanation of why they like it. Pupils will be required to perform in front of the class and work on their performance skills.

Progress is assessed regularly throughout the course and there will be a comprehensive test at the end of each term and at the end of year assessing vocabulary and knowledge.

PHYSICAL EDUCATION

In each area pupils focus on different skills which will improve their game and their fitness. Pupils are encouraged to take an active part in leading the warm up and skills session, thus fostering leadership qualities. As pupils play together, they are encouraged to work as a team, to maintain a positive attitude and to set realistic and challenging goals for their physical development.

A wide variety of sports are offered including: Netball, Football, Cross country, Badminton, Rugby, Rounders, Tennis, Dance, Hockey, Handball, Swimming (ASA Swimming challenge awards), Athletics (The King's School athletic awards), Trampoline (BTA trampoline awards levels 6-10)

Theory lessons are used to develop pupils' understanding of the need for a balanced diet and the right amount of sleep. Pupils are also taught how to develop an effective exercise routine.

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

RELIGIOUS STUDIES

Year 9 begin the GCSE course with Unit 5 of the AQA Religious Studies A specification. This unit is then examined in the Summer of Year 9 - 8 June 2010

Unit 5 - St Mark's Gospel: This unit covers the following:

Authority and Background of the Gospel - Who wrote it, to whom, when and where St Mark obtained his information.

Jesus' Ministry - Baptism, Temptation and Caesarea Philippi

The Suffering, Death and Resurrection of Jesus

The Person of Jesus - Jesus as Rabbi, Miracle Worker, Son of God, Christ and Son of Man

Jesus' Relationship with Others - Tax Collectors, Samaritans and Gentiles, Women and Religious Authorities

Discipleship and Leadership - Peter, Demands of a Disciple and Prayer

SCIENCE

Biology/Chemistry

Autumn Term

Science Now 3 Units of Work:

Keeping Healthy: Causes of illnesses, body defences

Variety of Life: Adaptation, passing genetic information, selective breeding.

Physical Changes: Particle behaviour, change of state, expansion and contraction, diffusion.

Atoms and Molecules: Periodic table, elements, atoms, molecules, mixtures, compounds.

GCSE Biology B1a (Human Biology)
Co-ordination and Control

Spring Term
GCSE Biology B1a continued

Healthy eating
Drug Abuse
Controlling Infectious Disease

Summer Term
GCSE Biology B1b (Evolution and Environment)
Adaptation for Survival
Variation
Evolution
How People affect the Planet

Physics

Heat transfer mechanisms have been studied under three headings: Conduction, Convection and Radiation. The design of equipment/inventions has been considered in the light of these three methods of heat transfer. We have also studied the different forms that energy can take and how one can be transformed into another kind. Efficiency of use is also looked at and measured. All these topics are viewed from a Christian stand point so that we see God has provided ability and understanding of materials to produce inventions that display good stewardship of God's resources.

Year 10 Curriculum Content

ENGLISH
YEAR 10
GCSE English
GCSE English Literature

During Year 10 most of the GCSE Coursework is completed. This includes the following:

- Personal and Imaginative writing
- Pre 1914 Prose
- Pre 1914 Poetry
- Pre 1914 Drama

Other work includes:

- Preparation for the Media Paper
- Speaking and Listening assignments

All pupils are expected to complete regular homework assignments.

ICT

Teaching of skills/knowledge and completion of assessed project:
Dida Unit 1 - Using ICT: Level 1. Dida Unit 3 - Graphics: Level 2.

Students have completed the Unit 1 project and have now started their Unit 3 project. They work at their own pace and are encouraged to be self-motivated and disciplined to progress through the tasks independently (guidance allowed at level 1). They learn to plan and develop their documents to match audience and purpose and to test and evaluate their work to achieve purposeful outcomes. The final documents are presented in an eportfolio which is a collection of linked webpages. Unit 3 includes the use of graphics, word processing and webpage software and the project involves keeping a log to record design ideas. Pupils also have to set their own target audience and purpose when setting out their proposal.

All units include appropriate internet use, research and adherence to legal requirements (eg copyright). Pupils also need to keep a record of all sources/elements used and show they have made selections from an appropriate range of sources.

Pupils will have teaching on skills/knowledge that will be required for the next project unit as appropriate.

MODERN FOREIGN LANGUAGES

FRENCH

Autumn Term - Topics covered: Exchanging information about yourself and your family.

First piece of coursework: "Letter to an agony aunt".

Grammar covered: Asking and answering questions, prepositions, using the present tense, agreement and position of adjectives.

Spring Term - Topics covered: Giving and seeking descriptions of towns, neighbourhood and region in preparation for second piece of coursework.

Second piece of coursework: Either "Advertising my local area" or "Argument for/against living in the town/country".

Grammar covered: Perfect tense with "avoir" and "etre".

Summer Term - Topics covered: Exchanging information about daily routine.

Grammar covered: Present and perfect tense of reflexive verbs.

Preparation for summer examinations highlighted here, but work for the speaking test began early in Year 10.

Another piece of coursework may be attempted here if time permits.

SPANISH

Year 10

Topics: Yourself, Family/Friends & Relationships; Home & Local Area; School, College & Future Plans for Education; Free Time & the Media; Holidays.

YEAR 11

Topics: Work Experience & Jobs; Healthy Living & the Environment.

Role-play: booking hotels, restaurants & travel; ordering food; breakdowns & accidents; illness; lost property; shopping; going out; making arrangements

A selection of past AQA & OCR exam papers for Listening & Reading practice.

Grammar covered at GCSE: past, present, & future tenses; opinions & justifications; word classes & their grammar rules; question words; Negatives & Reflexives; Ser v Estar; Por v Para.

MATHEMATICS

Transformations - single and combined, Types of number including rational and irrational numbers, Sequences, Straight lines, solving equations - linear and simultaneous, Pythagoras' theorem, Ratio and proportion, Fractions, Changing the subject of a formula, Quadratic equations, Trial and improvement, Vectors and scalars including vector geometry, Angles, Similarity and congruent shapes, Loci, Circle theorems, Trigonometry and bearings, Indices and standard form, Transforming graphs.

PHYSICAL EDUCATION

The Year 10 Boys programme is as follows:

Football, Hockey, Rugby, Life saving, Badminton, Athletics, Rounders, Volleyball and Cross country

The Year 10 Girls programme is as follows:

Netball, Uni-hockey, Tag rugby, Life saving, Badminton, Athletics, Rounders, Volleyball and Cross Country

In each area pupils focus on different skills which will improve their game and their fitness. Pupils are encouraged to take an active part in leading the warm up and skills session, thus fostering leadership qualities.

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

Pupils will also have the opportunity to be selected to represent the school in netball, football, badminton, swimming, athletics, trampolining and cross-country running.

RELIGIOUS STUDIES

Christian perspectives on: -

Abortion and Euthanasia

Environment

Prejudice and Discrimination

Poverty

The work of Tearfund

Mark's Gospel: -

Baptism

Sabbath and Day of Rest

Faith and prayer

Eucharist

SCIENCE

Biology

The GCSE Biology course covers:

How do human bodies respond to changes inside them and to their environments? What can we do to keep our bodies healthy?

How do we use/abuse medical and recreational drugs?

What causes infectious diseases and how can our bodies defend themselves against them?

What determines where particular species live and how many of them there are? Why are individuals of the same species different from each other?

What new methods do we have for producing plants and animals with the characteristics we prefer? Why have some species of plants and animals died out? How do new species of plants and animals develop?

How do humans affect the environment?

Chemistry

The GCSE Chemistry course covers:

How do rocks provide building materials?

How do rocks provide metals and how are metals used?

How do we get fuels from crude oil?

How are polymers and ethanol made from oil?

How can plant oils be used?

What are the changes in the Earth and its atmosphere?

Physics

The GCSE Physics course covers:

Heat Transfer through Conduction, Convection and Radiation.

Using Energy Wisely through being Efficient.

Looking at the Energy changes when using Electrical Devices and knowing how the National Grid achieves this.

Looking at different Sources of Energy with regard to some Fuels running out.

Looking at the different types of Wave and how they can be used.

In all of this we see how God has provided us with (i) Understanding, (ii) Ability and (iii) The necessary materials.

Year 11 Curriculum Content

ENGLISH

YEAR 11

GCSE English

GCSE English Literature

Year 11 focuses on the completion of all coursework and preparing for the examinations in English and English Literature.

This involves studying the following texts:

- Post 1914 Prose: "To Kill a Mockingbird" by Harper Lee
- Post 1914 Drama: "An Inspector Calls" by JB Priestley
- Poetry: Collection A in the Edexcel Anthology
- Non-Fiction Prose: Section 2 in the Edexcel Anthology

In addition we focus on the reading and writing skills necessary to succeed in the following examination papers:

- Media
- The Craft of the Writer

All pupils are expected to complete regular homework assignments, normally one essay each week.

ICT

Dida Unit 3 - Graphics: Level 1 and Level 2

Students are working on the next unit of their online ICT course. They can work at their own pace and are encouraged to be self-motivated and disciplined to progress through the tasks independently (guidance allowed at level 1). They learn to plan and develop their documents to match audience and purpose and to test and evaluate their work to achieve purposeful outcomes. The final documents and publications are presented in an eportfolio which is a collection of linked webpages.

Unit 3 includes the use of graphics, word processing and webpage software and the project involves keeping a written record of completed work and a design log to record design ideas. Pupils also have to decide their own target audience and theme ideas when setting out their proposal.

All units require appropriate internet use, research and adherence to legal requirements (eg copyright). Records must be kept of all sources/elements used with evidence to show they are from an appropriate range of sources. Pupils will also have test-users and give/accept helpful comments to/from others in order to consider how work can be improved.

MODERN FOREIGN LANGUAGES

French

During the Autumn Term, pupils were taught language skills around the topics of healthy eating and healthy lifestyles in preparation for a piece of coursework entitled, 'Am I Fit and Healthy?' Pupils also practised how to give and justify opinions. Particular attention was given to the partitive article, (du, de la, des, etc.) and adjectival agreement. Speaking test conversation topics were also revised and a new one, 'Home Life' studied in addition.

This term pupils will be preparing for their final piece of coursework entitled, 'Planning for a Holiday in a French Speaking Country'. The future tense will be revised along with further practice in the present and perfect tenses. This piece of work has to be completed in controlled conditions in lesson time.

Final preparation for the speaking test will be completed during the Summer Term with conversation topics prepared on 'Leisure', 'Tourism' and 'The Environment'. Pupils will also be prepared for their final listening, reading and speaking examinations.

MATHEMATICS

The following topics are studied in Year 11:-

Quadratic equations and graphs, coordinates in 3D, trial and improvement, cubic, reciprocal and exponential functions, histograms, sample space diagrams, independent events, loci, standard form, indices, mutually exclusive events, tree diagrams, estimating probability, conditional probability, averages, spread, moving averages, cumulative frequency, comparing sets of data, box and whisker and stem and leaf diagrams, time series, sampling.

PHYSICAL EDUCATION

The Year 11 programme is as follows:

Boys:- Football, Hockey, Rugby, Life saving, Badminton, Athletics, Rounders, Volleyball and Cross country

Girls:- Netball, Uni-hockey, Tag rugby, Life saving, Badminton, Athletics, Rounders, Volleyball and Cross country

In each area pupils focus on different skills which will improve their game and their fitness. Pupils are encouraged to take an active part in leading the warm up and skills session, thus fostering leadership qualities.

The Bleep test is used to monitor levels of fitness and improvement.

All pupils will take part in inter-house netball, football and athletics. Rounders and volleyball tournaments together with a swimming gala take place at different stages throughout the year.

Pupils will also have the opportunity to be selected to represent the school in netball, football, badminton, swimming, athletics, trampolining and cross-country running.

RELIGIOUS STUDIES

AS Level

New Testament unit:-

How the Synoptic Gospels came into being

Jesus' teaching and actions

Arrest, trial and death of Jesus

The resurrection of Jesus

Christianity unit:-

Beliefs about God

Christian scriptures

Christian worship

A Christian way of Life

SCIENCE
BIOLOGY

Pupils study animals and plants, in particular they look into how cells react to sustain life. This requires a detailed study of food, energy, waste materials, enzymes, homeostasis and inheritance.

CHEMISTRY

Pupils look at substances investigating particles and structure. This involves the study of relative mass, rates of reaction, energy release and ions.

PHYSICS

Pupils need to know about how things move and the energy this involves. This also requires knowledge of momentum. Electricity is another major area of study involving knowledge of safety, currents, circuits and power. Nuclear energy and radioactivity are also considered.

GCSE OPTIONS Curriculum Content

During the GCSE Art course, pupils are required to complete two to three coursework projects. One of these will be based upon a previous GCSE exam paper question. Each project must show visual evidence of the following objectives.

1. Record observations, experiences and ideas in forms that are appropriate to intentions.
2. Analyse and evaluate images, objects and artifacts showing understanding of contexts.
3. Develop and explore ideas using media, process and resources, reviewing, modifying and refining work as it progresses.
4. Present a personal response, realising intentions and making informed connections with the work of others.

The course concludes with a final practical examination. Pupils are given four weeks to prepare and then ten hours in which to complete their final piece of work.

The GCSE Drama course is an opportunity for students to use drama to explore a range of issues from historical atrocities like the holocaust to the more subtle area of relationships. Using a range of explorative strategies the students will discover how the use of drama can help us to understand both ourselves and the world around us. The course is divided into 3 sections: Unit 1: Papers 1 and 2, and Unit 2. Unit 1 is assessed by means of 2 six hour workshops and the production of a portfolio of documentary evidence. Unit 2 accounts for 40% of the students final mark and is in the form of an externally examined performance.

GCSE Design and Technology: Resistant Materials covers -

Materials and Components:
Materials: Metal, Plastics, Wood
Components and Adhesives

Design and Market Influences:
Product analysis, Evaluation Techniques
Social, cultural, moral and environmental issues
Health and Safety Issues
Techniques and Processes, Systems and Control
Information and Communication Technology
Industrial Practices

Students have to design and make a project which will store compact discs and digital video discs. The course is divided into three sections, first; the design portfolio which shows their designing skills, second; the completed project which requires practical skills and techniques, and third; the final exam.

The GCSE Geography course covers

Rocks and Landscapes
River landscapes and processes
Coastal landscapes

Eco-systems
Population
Agriculture
Development

All candidates must study a range of themes, places and environments at different scales (local, regional, national, international and global) and in different contexts including the UK, the EU and countries in various states of development.

Candidates must show an understanding of the physical and human processes that contribute to the development of spatial patterns and the geographical characteristics of particular places.

GCSE Physical Education is designed to develop candidates' knowledge and understanding of factors that affect performance and participation in physical activities, so that they are able to perform effectively in a range of activities. They should know and understand what these factors are, and be able to explain and discuss how and why they affect performance.

The course covers:

Health, Fitness and the Factors Affecting Performance

Principles of Training

Factors Affecting Individual Performance and Participation

Social and Cultural Factors Affecting Participation