

| | Y7 | Y8 | Y9 | Y10 | Y11 |
|--|--|---|--|--|---|
| ENGLISH (WJEC/ EDUQAS; C700QS and C720QS) | Short Story: structuring analysis and Creative Prose. Reading 21st C Non-fiction texts. Transactional and Persuasive Writing. Non-Fiction Reading and Writing. Fiction Reading and Fiction Writing. Revision. Shakespeare <i>Macbeth</i> and Poetry Anthology – <i>War Poems</i> . | Short Story: <i>The Boy in the Striped Pyjamas</i> - structuring analysis and Creative Prose. Reading 21st C Non-fiction texts. Transactional Writing. Persuasive Writing. Non-Fiction Reading and Writing. Fiction Reading and Fiction Writing. Revision. <i>A Christmas Carol</i> Poetry Anthology | Literature: <i>Macbeth</i> Anthology poetry <i>'A Christmas Carol'</i> Language: Review / informal 20th Century Reading 19th & 21st Century non-fiction Transactional Writing Persuasive Writing Exam Revision Non-fiction reading Non-fiction writing Fiction reading Fiction writing <i>Macbeth</i> <i>A Christmas Carol</i> Anthology poetry <i>Unseen Poetry</i> | Literature: <i>Macbeth</i> Anthology poetry <i>Blood Brothers</i> Language: Creative Prose Writing Reading 20th Century Literature Transactional/Persuasive Writing Language: Reading 19th & 21st Century non-fiction Literature Anthology poetry Exam Revision Blood Brothers <i>Macbeth</i> Fiction reading Fiction writing Non-fiction reading Non-fiction writing Transactional/Persuasive Writing (2) Speaking & Listening Tasks | Literature: Comp 1 Section A/B <i>Macbeth</i> Anthology Poetry Comp 2 Section A/C <i>Blood Brothers</i> <i>Unseen Poetry</i> Comp 2 Section B <i>A Christmas Carol</i> <i>Unseen Poetry</i> Anthology Poetry <i>Macbeth</i> <i>Blood Brothers</i> Anthology poetry Language: Creative Prose S&L Comp 1 Section A 20th Century fiction Reading 19th & 21st Century non-fiction texts Transactional/Persuasive Writing - all 7 pieces Language: Revision Component 1 & 2 |
| MATHS (EDEXCEL; 1MA1) | Place value and Negatives Addition, subtraction, division and multiplication Powers and roots Area and Perimeter Factors and multiples 2D Geometry Fractions and percentages Transformation of shapes Ratio and proportion Expressions, substitutions & equations Averages | Numbers and calculations Measures, perimeter and area Expressions and formulae Fractions, decimals & percentages Angles & 2D shapes Graphs Statistics Transformations and symmetry Equations Constructions 3D Shapes Ratio and Proportion Probability | Calculations with number Algebraic expressions Angles and polygons Collecting data Fractions and decimals Formulae and functions Working with 2D shapes Probability Measures and accuracy Equations and inequalities Circles and construction Ratio and Proportion | Factors, powers and roots Properties of quadratic graphs Working in 3D Transformation of functions Indices, surds and standard form Further graph work – gradients Pythagoras and trigonometry Probability and combined events. Sequences Units and proportionality Gradient and Area under graphs. Vectors | Revision of number basics Revision of algebra basics Revision of geometry basics. Revision of proportion basics. Revision of statistics Revision of probability Exam revision |
| SCIENCE (EDEXCEL; 1SC0, 1BI0, 1CH0, 1PH0) | Cells Reproduction Body Systems Particles Elements, atoms and Compounds Reactions Acids and Alkalis Forces Sound Light Space | Health and Lifestyle Ecosystem Processes Adaptation and Inheritance The Periodic Table Separation Techniques Metals and Acids Electricity and Magnetism Energy Motion and Pressure | Key Concepts in Biology Cells and Control Genetics and Natural Selection Health, Disease and Medicine States of Matter Separating Techniques Atomic Structure and Periodic Table Bonding Acids and Alkalis Forces and Motion Waves and Energy EM Spectrum and Radioactivity | Plant Structures and Functions Animal Coordination Exchange and Transport Ecosystem and Materials Calculations Involving Masses Chemical Reactions Fuels and the Earth Forces and Energy Electricity and Circuits Magnetism The Particle Model | Cells Organisms and Energy Common Systems Atomic Structure and Periodic Table Different Compounds Separation Techniques Chemical Reactions Quantitative Chemistry Static and Current Electricity Motions and Forces Momentum and Energy Radioactivity |



| | Y7 | Y8 | Y9 | Y10 | Y11 |
|--------------------------------------|---|---|---|---|---|
| GEOGRAPHY (AQA; 8035) | Map Skills Ecosystems Urbanisation Rivers Water Management Africa | Population Weather and Climate Coasts Restless Planet Tropical Rainforest Brazil | Natural Hazards Tectonic Hazards and Weather Hazards Climate Change Ecosystems and Tropical Rainforests Cold Environments UK physical landscapes Coastal Landscapes in the UK River Landscapes in the UK | Urban Issues and Challenges The Changing Economic World The challenge of resource management Water Management Geographical Skills and Fieldwork | Pre- release document for issues and evaluation Revision and exam practice |
| HISTORY (EDEXCEL; 1HI0) | <p>Anglo-Saxon Invasion of Britain with investigation on Tollund Man: Why they came? What they changed? Succession crisis in 1066 1066 (William the conqueror, castles, Domesday book etc.) Religion in Medieval England What was life like in Medieval England?</p> <ul style="list-style-type: none"> Medieval church Medieval village Medieval life Black death <p>Religion in Medieval England</p> <ul style="list-style-type: none"> What was life like in Medieval England? Medieval church Medieval village Medieval life Black death <p>Henry VIII</p> <ul style="list-style-type: none"> Origin of the Tudor dynasty Tudor life Henry's aims as king Success and failure of kingship Thomas Wolsey | <p>Transatlantic slave trade British Empire- Evil empire or Jewel of the crown? How slavery began and why Life on a plantation How it ended</p> <p>Industrial Revolution</p> <ul style="list-style-type: none"> Agricultural Revolution Transport Revolution Changes in industry Child labour <p>World War One:</p> <ul style="list-style-type: none"> Causes Trenches Volunteer soldiers Battle of the Somme Treaty of Versailles Muslim soldiers <p>Crime & Punishment</p> <ul style="list-style-type: none"> Anglo-Saxon Normans Later Medieval Kings Early Modern crime and punishment | <p>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p> <p>Superpower relations- The era of the Cold war</p> <p>The USA, 1954–75: conflict at home and abroad.</p> | <p>The USA, 1954–75: conflict at home and abroad.</p> <p>Henry VIII and his ministers, 1509–40</p> | <p>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p> <p>Superpower relations- The era of the Cold war</p> <p>The USA, 1954–75: conflict at home and abroad.</p> <p>Henry VIII and his ministers, 1509–40</p> |
| RELIGIOUS STUDIES (AQA; 8062) | <p>BwD RE Agreed Syllabus</p> <p>What is so radical about Jesus?</p> <p>Should religious buildings be sold to feed the starving? Christians, Muslims and/or Sikhs</p> <p>What difference does it make to believe in...? Buddhist, Christian, Jewish, Muslim, Sikh</p> | <p>BwD RE Agreed Syllabus</p> <p>Is death the end? Does it matter?</p> <p>Why is there suffering? Are there any good solutions?</p> <p>Does religion help people to be good?</p> | <p>Relationships & families</p> <p>Religion and Life</p> <p>Peace & conflict Crime and punishment</p> <p>Christianity Beliefs</p> <p>Christianity Practices</p> | <p>Islam: Beliefs & Practices</p> <p>Revision and exam practice</p> | |



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|---------------------------------------|---|--|---|---|-----|
| ARABIC (EDEXCEL; 1AA0) | Alphabet Colours Days of the week Numbers Present tense Future tense DUALS and Plurals Connectives Adjectives Negatives Family & Friends Daily life My house & town | Past tense Cultural life Reading Film and Cinema Holidays Celebrations Weather Work Sports School Negatives | Media, Social media Technology Grammar Culture Sports Family & friends All tenses Ambitions & Career Exchange visits Arab Culture Volunteering Translation tasks throughout the year | Media and tech Arab culture Environmental Issues Local Area Social Media Music events Exceptions Forming Relationships Festivals Natural resources Professions Translation tasks throughout the year | |
| FRENCH (AQA; 8658) | Greetings Classroom instruction Numbers and the Alphabet Classroom instructions Family My town Travel Time and Weather Daily routine Grammar School Food hobbies Translation tasks throughout the year | Me, my family and friends Relationships with family and friends Home and Town Jobs & ambitions My studies Free time activities Customs and Festivals in French speaking countries Healthy life style Translation tasks throughout the year | Life at school/college Travel and tourism Education. Post-16 Social issues Healthy/unhealthy living Marriage /partnership Technology in everyday life Social media Travel & Tourism Spontaneity in writing and speak Translation task throughout the year | Global issues The environment Social issues Charity/Voluntary work Career choices and ambitions. Technology in everyday life Social media Mobile technology Global & International issues Poverty and homelessness Revisions and speaking preparations Translation tasks throughout the year | |
| URDU (AQA; 8648) | Introduction to the Urdu alphabet Shapes of letters Self-introduction Colours Days, week and months Food – fruit & veg healthy/unhealthy living (simple) Short stories Time - simple A day in my Life Translation tasks throughout the year (simple) | Personal introductions Personality & character (1 st & 3 rd person) Home & local area Grammar tenses Countries and cities My local area My free time activities My school Celebrations Translation tasks throughout the year | Me, my family and Friends Home town, neighbourhood and region Interests and Hobbies Healthy living Review. tenses Travel and Tourism Social media and technology Celebrations and festivals Education Post 16 Work & Future plans School and Education Translation tasks throughout the year | Me, my family and Friends Home town, neighbourhood and region My studies My Free time activities Social issues Healthy and unhealthy living Life at school/ college Customs and festivals Travel and Tourism Education Post 16 Translation tasks throughout the year | |



CURRICULUM BREAKDOWN

| | Y7 | Y8 | Y9 | Y10 | Y11 |
|--|--|---|---|--|-----|
| COMPUTER SCIENCE (OCR; J276) | <p>Basic Problems Written Descriptions Flowcharts Basic pseudo code syntax Arithmetic Operators Loops and Nested IF's Sorting and Searching Algorithms Command Sequence Code Readability Strings and Functions User Input and Validation Binary and Analogue Representing Information Hexadecimal Representation of sound Data Compression Encryption Hardware and Software Networks</p> | <p>Construct, Selection and Iteration Using Relational Operators Concatenation and sequence Identifying errors Infinite loops Computational Thinking Data types and variables Variable Initialisation Advanced Strings and Functions Two-dimensional arrays Reading and Writing from files Subprograms Testing and Evaluation Sign and Magnitude Binary, Denary and Hexadecimal Recording sound waves Data Storage and compression.</p> | <p>Problem Solving: Algorithms, Decomposition and Abstraction Python Programming: Develop Code, Constructs, Data Types and Structures, Input/Output, Operators, Subprograms Data: Binary, Data representation, data storage and compression, Encryption, Databases. Computers: Machines and computational modelling, Hardware, Logic, Software, Programming Languages. Communication and The Internet: Networks, Network security, the internet and the World Wide Web. The bigger picture: Emerging trends, issues and impact.</p> | <p>Problem Solving: Algorithms, Decomposition and Abstraction Python Programming: Develop Code, Constructs, Data Types and Structures, Input/Output, Operators, Subprograms Data: Binary, Data representation, data storage and compression, Encryption, Databases. Computers: Machines and computational modelling, Hardware, Logic, Software, Programming Languages. Communication and The Internet: Networks, Network security, the internet and the World Wide Web. The bigger picture: Emerging trends, issues and impact. Computer Science Non-Examined Component.</p> | |
| OCR Creative iMedia (R081,R082, R085, R090) | <p>Creating Digital Graphical Products Developing Data Manipulation solutions Data: Binary, Data representation, data storage and compression, Encryption, Databases. Computers: Machines and computational modelling, Hardware, Logic, Software and Programming Languages.</p> | | <p>Pre-Production skills Creating Digital Graphics Creating a Multipage Website Developing Photography portfolio Understanding tools, techniques, methods and processes for technological solutions Developing Technological Solutions Understanding tools, techniques, methods and processes for technological solutions Developing Technological Solutions</p> | | |
| AQA GCSE Art, Craft & Design 8201 | <p>Elements of Art – learning the basics: <i>line</i> <i>shape</i> <i>form</i> <i>tone</i> <i>texture</i> <i>pattern</i> <i>colour</i></p> <p>Fish Eye Project <i>researching</i> <i>analysing</i> <i>designing</i> <i>drawing</i> <i>pencil crayon</i> <i>colour blending</i> <i>silk painting</i> <i>glass painting</i></p> | <p>Repetition with Variation <i>observation drawing focused skill based media experimentation and exploration</i></p> <p>Pop Art products <i>researching</i> <i>analysis</i> <i>observation drawing</i> <i>pencil</i> <i>pencil crayon</i> <i>colour blending</i> <i>acrylic painting</i></p> | <p>Unit one: Project one: Mini GCSE project focused on developing student's practical skills</p> <p>Unit one: Project two: (starting point and media open to student interpretation)</p> | <p>Unit one: Project two: (continued)</p> <p>Unit one: Improvements</p> <p>Externally Set Assignment. January – May (set by AQA)</p> | |



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|------------------------------|--|--|--|---|--|
| GCSE BUSINESS (1BSCO) | | | <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> · know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society · apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts · develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems · develop as effective and independent students, and as critical and reflective thinkers with enquiring minds · use an enquiring, critical approach to make informed judgements · investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business · develop and apply quantitative skills relevant to business, including using and interpreting data. · Business contexts Through studying this qualification, students will: <ul style="list-style-type: none"> · apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts · develop an understanding of how these contexts impact on business behaviour · use business terminology to identify and explain business activity · apply business concepts to familiar and unfamiliar contexts. · Business decision making Through studying this qualification, students will: <ul style="list-style-type: none"> · apply knowledge and understanding to business decision making, including: <ul style="list-style-type: none"> · the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making · how different business contexts affect business decisions · the use and limitation of quantitative and qualitative data in making business decisions · develop problem-solving and decision-making skills relevant to | | |
| PHYSICAL EDUCATION | <p>In Y7, the following sports are covered.</p> <p>Football Basketball Table tennis Boxing Fitness Cricket</p> <p>In addition we also cover theory elements during the fitness topic which includes why we warm up & cool down, basic muscles and bones.</p> | <p>In Y8, the following sports are covered.</p> <p>Football Basketball Table tennis Boxing Fitness Cricket</p> <p>The skills are developed and the level of difficulty is increased. Additionally, more theory content is fed into the lessons which covers the areas on muscles, bones, joints and the heart.</p> | <p>In Y9, the following sports are covered.</p> <p>Football Basketball Table tennis Boxing Fitness Cricket</p> <p>The skills are developed further and the level of difficulty is also increased. At GCSE level, component 1 is covered and the practical sports which pupils will take are also chosen.</p> | <p>In Y10, the following sports are covered.</p> <p>Football Basketball Table tennis Boxing Fitness Cricket</p> <p>The skills are developed further and the main emphasis is to put all skills learnt in previous years into practice.</p> <p>At GCSE level, component 2 is covered and 2/5 practical sports which pupils will take will have been completed.</p> | <p>In Y11, the following sports are covered.</p> <p>Football Basketball Table tennis Boxing Fitness Cricket</p> <p>The emphasis is to develop sports for life which they will participate in. years into practice.</p> <p>At GCSE level, all the practical sports will have been completed as well as the theory content for Comp 1.</p> |



| | Y | Y8 | Y9 | Y10 | Y11 |
|--|--|--|--|--|---|
| AQA GCSE Art, Craft & Design 8201 | Project one: Elements of Art – learning the basics line shape form tone texture pattern colour project two: Fish Eye Project researching analysing designing drawing pencil crayon colour blending silk painting glass painting | Project one: Repetition with variation observation drawing focused skill based media experimentation and exploration project two: pop art products researching analysis observation Drawing pencil pencil crayon colour blending acrylic painting | Unit one: Project one: Mini GCSE project focused on developing students practical skills Unit one: Project two: (starting point and media open to student interpretation) | Unit one: Project two: (continued) | Unit one improvements Externally Set Assignment. January – May (set by AQA) |
| | Project one: VEX IQ Engineering Robots Design, construct apply and engineer robots Project two: 3D Printing 3D printing elements Designing 3D keyrings on tinkercad printing 3D keyrings Design brief – solving problems, design and make a prototype | Project one: VEX IQ Engineering Robots Design, construct apply and engineer robots Project two:3D Printing 3D printing elements Designing 3D keyrings on tinkercad Printing 3D keyrings Design brief- Solving problems, design and make a prototype | | | |
| Product Engineering | | | | | |



| | Y | Y8 | Y9 | Y10 | Y11 |
|---------------------------------------|---|---|----|-----|-----|
| PERFORMING ARTS (MUSIC & DRAMA) | <ul style="list-style-type: none"> · Dragons · Den – · Historical · Figures · Script · scene and · performan · ce · Making a · Movie – · Tollun · d Man · Fault Script - · Flash back · Script · work and · subtext · Battle of · Hastings · Play · Doomsday – · Monologue/A · Night in The · Inn · Narrative · Openings · Use of · punctuation/ · Verbatim · Theatre | <ul style="list-style-type: none"> · To create a teaser · for a film · How to Craft a · story. · Physical theatre · Rehearse and · prepare · contrasting · scenes · Speeches – · Articulation, · Projection, Diction, · Vocal Dexterity, · Physicality and · Emotion · Script writing and · performance · Vox Pop · Empathy thoughts · and feelings through · drama · A Christmas Carol · Production | | | |
| | renac tment | | | | |



CURRICULUM BREAKDOWN

For more information on our main school curriculum, please click [here](#). **Link needs adding**
For more information on our curriculum, please contact Michael Gibbison, Vice Principal,
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