

	English	Maths	Science	ICT	Art & Design	D & T
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>* Competence</li> <li>* Creativity</li> <li>* Cultural understanding</li> <li>* Critical understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Competence</li> <li>* Creativity</li> <li>* Applications &amp; implications of maths</li> <li>* Critical understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Scientific thinking</li> <li>* Application &amp; implications of science</li> <li>* Cultural understanding</li> <li>* Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>* Capability</li> <li>* Communication &amp; collaboration</li> <li>* Exploring ideas &amp; manipulating information</li> <li>* Impact of technology</li> <li>* Critical evaluation</li> </ul>	<ul style="list-style-type: none"> <li>* Creativity</li> <li>* Competence</li> <li>* Cultural understanding</li> <li>* Critical understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Design &amp; making</li> <li>* Cultural understanding</li> <li>* Creativity</li> <li>* Critical evaluation</li> </ul>
<b>Key Processes</b>	<ul style="list-style-type: none"> <li>* Speaking &amp; listening</li> <li>* Reading</li> <li>* Writing</li> <li>* Language structure</li> <li>* Language variation</li> </ul>	<ul style="list-style-type: none"> <li>* Representing</li> <li>* Analysing - use appropriate mathematic reasoning</li> <li>* Interpreting &amp; evaluation</li> <li>* Communicating &amp; reflecting</li> </ul>	<ul style="list-style-type: none"> <li>* Practical &amp; enquiry skills</li> <li>* Critical understanding of evidence</li> <li>* Communication</li> </ul>	<ul style="list-style-type: none"> <li>* Finding information</li> <li>* Developing ideas</li> <li>* Communicating information</li> <li>* Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>* Explore &amp; create</li> <li>* Understand &amp; evaluate</li> </ul>	<ul style="list-style-type: none"> <li>* Designing</li> <li>* Specifications</li> <li>* Planning</li> <li>* Making</li> <li>* Evaluation</li> <li>* Problem solving</li> </ul>
<b>Range and Content</b>	<ul style="list-style-type: none"> <li>* Argue Persuade Advise</li> <li>* Writing Skills: Newspapers /Narrative/Descriptive</li> <li>* Shakespeare</li> <li>* Pre-1914 Poetry</li> <li>* Descriptive writing task</li> <li>* Pre-1914 Prose</li> </ul>	<ul style="list-style-type: none"> <li>* Sequences</li> <li>* Functions &amp; graphs</li> <li>* Fractions, decimals &amp; percentages, Ratio &amp; proportion, number operations</li> <li>* Solving equations, formulae &amp; identities</li> <li>* Coordinates, circles, construction &amp; loci</li> <li>* Specifying a problem, planning, collecting data</li> <li>* Area, perimeter &amp; volume</li> <li>* Powers, roots, rounding, mental, written &amp; calculator methods &amp; checking</li> <li>* Integers, powers, sequences, functions &amp; graphs</li> <li>* Probability</li> <li>* Transformations, lines &amp; angles</li> <li>* Equations, functions &amp; formulae</li> <li>* Processing &amp; representing data using ICT. Interpreting &amp; discussing results</li> <li>* Properties of 2D shapes, scale drawings &amp; ratio, surface area &amp; volume</li> <li>* Trigonometry &amp; Pythagoras' theorem</li> <li>* Combined events, mutually exclusive outcomes &amp; tree diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Blood pressure</li> <li>Aerobic Respiration</li> <li>Anaerobic Respiration</li> <li>What's for lunch</li> <li>Diet and Food</li> <li>Digestion</li> <li>Keeping Healthy</li> <li>Disease and Disorders</li> <li>The Eye</li> <li>The reflex arc</li> <li>Drugs and you</li> <li>Smoking and Alcohol</li> <li>Homeostasis</li> <li>Hormones</li> <li>Diabetes</li> <li>DNA and your genes</li> <li>Fertilisation</li> <li>Who am I?</li> <li>Inherited vs Infectious Mutations</li> <li>Food and Chemistry</li> <li>Baking Powder</li> <li>Food Additives</li> <li>Packaging</li> <li>Emulsifiers</li> <li>Crude Oil</li> <li>Cracking</li> <li>Alkanes and alkenes</li> <li>Polymers</li> </ul>	<ul style="list-style-type: none"> <li>Designer Polymers</li> <li>Smells</li> <li>The use of esters</li> <li>Using carbon fuels</li> <li>Incomplete/complete combustion</li> <li>Dangers of carbon monoxide</li> <li>Calorific values</li> <li>Endothermic/exothermic reactions</li> <li>Atoms and molecules</li> <li>Heating Houses</li> <li>Energy and Specific Heat capacity</li> <li>Latent Heat</li> <li>Energy saving in the home</li> <li>Calculating efficiency</li> <li>How insulation works</li> <li>Spaces suit challenges</li> <li>Microwave and Infrared</li> <li>Mobile Dangers</li> <li>More about mobiles</li> <li>Total internal reflection</li> <li>Analogue and digital signals</li> <li>Radio signals</li> <li>Wireless</li> <li>Waves</li> <li>Ripple tanks and waves</li> <li>Morse code and the laser</li> <li>Stable Earth</li> <li>Sunburn</li> </ul>	<ul style="list-style-type: none"> <li>* Surrealism</li> <li>* Picasso Portraits</li> <li>* C20th/C21st Portraits</li> </ul>	<ul style="list-style-type: none"> <li><b>RM:</b> Body adornment/ Investigating different cultures in this context</li> <li><b>Food:</b> Outdoor/On the move/ different cultures</li> <li><b>Textiles:</b> Parks and open spaces/Celebrations/ Outdoors /Summer</li> </ul>

Geography	History	MFL	Music	PE
<ul style="list-style-type: none"> <li>* Place</li> <li>* Space</li> <li>* Scale</li> <li>* Interdependence</li> <li>* Physical &amp; human processes</li> <li>* Environment interaction &amp; sustainable developments</li> <li>* Cultural understanding &amp; diversity</li> </ul>	<ul style="list-style-type: none"> <li>* Chronological understanding</li> <li>* Cultural, ethnic &amp; religious diversity</li> <li>* Change &amp; continuity</li> <li>* Cause &amp; consequence</li> <li>* Significance</li> <li>* Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Linguistic competence</li> <li>* Knowledge about language</li> <li>* Creativity</li> <li>* Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Integration of practice</li> <li>* Cultural understanding</li> <li>* Creativity</li> <li>* Communication</li> </ul>	<ul style="list-style-type: none"> <li>* Competence</li> <li>* Performance</li> <li>* Creativity</li> <li>* Healthy, active lifestyles</li> </ul>
<ul style="list-style-type: none"> <li>* Geographical enquiry</li> <li>* Fieldwork &amp; out of class learning</li> <li>* Graphic &amp; visual literacy</li> <li>* Geographical communication</li> </ul>	<ul style="list-style-type: none"> <li>* Historical enquiry</li> <li>* Using evidence</li> <li>* Communicating about the past</li> </ul>	<ul style="list-style-type: none"> <li>* Spoken &amp; written forms of target language</li> <li>* Inter-relationship between sounds &amp; writing target language</li> <li>* Grammar of target language</li> <li>* Learning about different countries &amp; cultures</li> <li>* Comparing pupils' own experiences &amp; perspectives with those of people in countries &amp; communities where the target language is spoken</li> </ul>	<ul style="list-style-type: none"> <li>* Performing, composing &amp; listening</li> <li>* Reviewing &amp; evaluating</li> </ul>	<ul style="list-style-type: none"> <li>* Developing skills in physical activity</li> <li>* Making &amp; applying decisions</li> <li>* Developing physical &amp; mental capacity</li> <li>* Evaluating &amp; improving</li> <li>* Making informed decisions about healthy active lifestyles</li> </ul>
<ul style="list-style-type: none"> <li>* Water, water everywhere?</li> <li>* Who is the real fashion victim?</li> <li>* Earthquakes</li> <li>* Environment &amp; sustainability</li> <li>* Tourism</li> </ul>	<ul style="list-style-type: none"> <li>* The Industrial Revolution</li> <li>* Aspects of the 20th century</li> <li>* World History</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>- Food and present tense</li> <li>- Holidays and perfect tense</li> <li>- Relations with others</li> </ul> <p><b>German:</b></p> <ul style="list-style-type: none"> <li>- Sports</li> <li>- Hobbies</li> <li>- Arranging to go out</li> <li>- Outdoor pursuits</li> <li>- Modal verbs</li> <li>- Locations</li> <li>- Describing houses</li> <li>- Activities at home</li> <li>- Bedroom</li> <li>- Preposition</li> <li>- Bedroom makeover</li> <li>- Locations</li> <li>- Weather</li> <li>- Places in town</li> <li>- Directions in a town</li> <li>- Buying snacks</li> <li>- Future plans for summer holiday</li> </ul> <p><b>Perfect Tense</b></p> <p><b>Past holiday</b></p> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>- Buying fruit and vegetables</li> <li>- Shops</li> <li>- Pocket money</li> <li>- In a café</li> </ul>	<ul style="list-style-type: none"> <li>* African Drumming</li> <li>* Minimalism</li> <li>* Arranging a Pop song</li> <li>* X-factor</li> <li>* Dead and Gone</li> <li>* Boulevard of Broken Dreams</li> </ul>	<ul style="list-style-type: none"> <li>Football</li> <li>Gymnastics</li> <li>Basketball</li> <li>Rugby</li> <li>Fitness</li> <li>Dance</li> <li>Trampoline</li> <li>Badminton</li> <li>Athletics</li> <li>Rounders</li> <li>Cricket</li> <li>Softball</li> </ul>

<b>Drama</b>	<b>Classics</b>	<b>Latin</b>	<b>RS</b>
<ul style="list-style-type: none"> <li>* Creativity</li> <li>* Cultural understanding</li> <li>* Competence</li> <li>* Performance creativity</li> <li>* Healthy, active lifestyles</li> <li>Environment interaction &amp; development</li> <li>* Practices &amp; ways of life</li> <li>* Identity, diversity &amp; belonging</li> </ul>	<ul style="list-style-type: none"> <li>* Creativity</li> <li>* Cultural understanding</li> <li>* Interpretation</li> <li>* Chronological understanding</li> <li>* Communication</li> </ul>	<ul style="list-style-type: none"> <li>* Linguistic competence and confidence</li> <li>* Intercultural understanding</li> <li>* Knowledge about language</li> <li>* Creativity</li> </ul>	<ul style="list-style-type: none"> <li>* Beliefs, teachings and sources</li> <li>* Practices and ways of life</li> <li>* Expressing meaning</li> <li>* Identity, Diversity and belonging</li> <li>* Meaning, purpose and truth</li> <li>* Values and commitment</li> </ul>
<ul style="list-style-type: none"> <li>* Critical thinking &amp; enquiry</li> <li>* Historical enquiry</li> <li>* Communicating about the past</li> <li>* Performing, composing &amp; listening</li> <li>Self development</li> <li>Exploration</li> </ul>	<ul style="list-style-type: none"> <li>* Using evidence</li> <li>* Communicating about the past</li> <li>* Comparing pupils' own perspective and experience with the target culture</li> </ul>	<ul style="list-style-type: none"> <li>* Predicting language features.</li> <li>* Learning vocabulary</li> <li>* Grammar learning</li> <li>* Confident application of grammar</li> <li>* Learning about the Roman world.</li> </ul>	<ul style="list-style-type: none"> <li>* Learning about Religion</li> <li>* Learning from Religion</li> </ul>
<ul style="list-style-type: none"> <li>* She's leaving home</li> <li>* Melodrama</li> <li>* Ozymandias</li> <li>* Oh Stacey</li> <li>* The Holocaust</li> <li>* Performance Project</li> </ul>	<ul style="list-style-type: none"> <li>* The roles of slaves and citizens in society</li> <li>* Gladiators</li> <li>* Chariot Racing</li> <li>* Myths of Early Rome</li> <li>* Myths about the Underworld</li> <li>* Roman Technology</li> </ul>	<ul style="list-style-type: none"> <li>* Present, imperfect and perfect tenses.</li> <li>* nominative, accusative, dative cases.</li> <li>* Word order.</li> <li>* Slavery</li> <li>* Pompeii</li> <li>* Entertainment</li> <li>* Elections</li> <li>* Family life</li> <li>* Trade</li> </ul>	<ul style="list-style-type: none"> <li>* Beliefs and Ideals</li> <li>* Philosophical ideas on creation of the universe</li> <li>* Islamic beliefs</li> <li>* De-humanisation</li> <li>* Introduction to short course GCSE</li> </ul>