

GEOGRAPHY

Year Group	Topic	Topics Summary
7	Half-term 1 Weather and climate Half-term 2 Glaciation and cold environments	This unit will help students to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present and the effects of glaciation
8	Half-term 1 International development – LIC Half-term 2 International development - HIC	This unit will help to extend students locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the unequal development of the world and to understand geographical similarities, differences and links between places through the study of human and physical geography of a region. Case studies will include Malawi as a LIC and Singapore as a HIC
9	Half-term 1 Tropical rainforests and ecosystems Half-term 2 Climate change and data analysis	This unit will help students to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present. As case study we will be looking at the social, economic and environmental impact that humans have on the Amazon and the ecosystems that surround it.
10	Half-term 1 Physical landscapes- Rivers Half-term 2 The urban world – Rio	Students will study an overview of the location of major upland/lowland areas and river systems. This unit will explore the characteristics and formation of landforms resulting from erosion, like interlocking spurs, waterfalls and gorges. As well as those formed by deposition. Additionally we will explore how physical and human factors affect the flood risk – precipitation, geology, relief and land use. Students will be studying a case study of a major city in an LIC or NEE to illustrate, the location and importance of the city, regionally, nationally and internationally as well as the causes of growth and how urban growth has created opportunities and challenges. This will be done through the study of Rio de Janeiro
11	Half-term 1 The changing UK economy Half-term 2 Revision techniques and exam strategies	Students will be studying a case study of a major city in the UK to illustrate the location and importance of the city in the UK and the wider world as well as the impacts of national and international migration on the growth and character of the city. This unit will explore how urban change has created opportunities through cultural mix, recreation and entertainment, employment, integrated transport systems and urban greening. We will also explore the challenges of the growth UK economy, the north south divide and solutions to challenges. Students will then be helped with revision and the practice of exam questions and strategies.

MODERN FOREIGN LANGUAGES

Year Group	Topic	Topics Summary
7	Half - Term 1 <i>Mi burbuja</i>	Students will learn how to describe family members, friends and their relationships with others. They will deepen their grammatical understanding of basic verbs in order to give physical descriptions such as hair and eyes.
	Half-Term 2 <i>Mis pasatiempos</i>	Giving opinions is a fundamental skill that students will learn and develop this half term by discussing hobbies and describing free time. They will learn about different types of sport and giving opinions on them. Students will also learn about sport in the Hispanic world.
8	Half - Term 1 <i>Mi insti</i>	Students will learn how to describe their school days by giving opinions on school subjects and teachers. They will develop analytical skills by considering their ideal school day and making comparisons between education in the UK and Hispanic world.
	Half-Term 2 <i>Dieta y salud</i>	Spanish cuisine is one of the most culturally rich topics that students learn about over their five-year journey in MFL. Students will learn how to describe their favourite food and drinks and give opinions of different types of cuisine. They will also develop skills to order in a restaurant and will go on to consider what makes a healthy diet/lifestyle.
9	Half-Term 1 <i>Adict@s a la moda</i>	During this unit, students will learn how to describe different items of clothing and fashion trends in Spanish. They will develop practical conversation skills of shopping and making returns which understanding different large Hispanic enterprises and business and how they operate.
	Half term 2 <i>Yo y mi mundo</i>	Students will learn how to describe the world around them, both in their social bubble and globally. They will revisit relationships with family and friends as well as daily routine and helping at home and build upon these skills to discuss mature issues such as the importance of charities, homelessness, environmental issues.

<p>10</p>	<p>Half - Term 1</p> <p>Theme 1 Identity and Culture: -Free time -Festivals</p> <p>Half-Term 2</p> <p>Theme 1 Identity and Culture: -Home town and neighbourhood -Social issues</p>	<ul style="list-style-type: none"> - Talking about future plans -Talking about sport in the world -Learning about local customs -Learning about Hispanic culture -Saying what your house is like -Talking about amenities in your area -The pros and cons of city vs country -Charities and volunteer work
<p>11</p> <p>French and Spanish</p>	<p>Half - Term 1</p> <p>Revision of content taught during national lockdown. PPE 1</p> <p>Half-Term 2 Revision</p>	<p>Students will recap the key content covered during the Summer term of Year 10 before sitting their PPE exams.</p> <p>Students will systematically revise all units covered over the course by using the 3 skills examined at the end of Year 11 (reading, listening and writing)</p>

CITIZENSHIP

Year Group	Topic	Topics Summary
10	Creating Change and Active Citizenship International Organisation	<p>Students will begin by exploring how people and organisations create changes and the methods that they use to create these changes. They will do this by exploring different case studies and evaluating them. They will then use this knowledge to carry out their own investigation and action to create change locally.</p> <p>Students will be learning about different international organisations such as the Commonwealth and exploring what they do, what the role of the UK is in the organisation and evaluating their effectiveness.</p> <p>Commonwealth, EU, UN, NATO, and WTO.</p>
11	Active Citizenship Project and Creating Change and Active Citizenship Revision	<p>Students will begin by exploring how people and organisations create changes and the methods that they use to create these changes. They will do this by exploring different case studies and evaluating them. They will then use this knowledge to carry out their own investigation and action to create change locally.</p>

SCIENCE

The Rivers Science curriculum is based on a 5-Year scheme of work designed to develop the core skills and embed ideas of the key concepts within Science.

Year Group	Topic	Topic Summary
7	<p>HT 3 Biology - Reproduction Chemistry - Periodic Table Physics - Electricity</p> <p>HT 4 Biology - Ecosystems Chemistry - Separating Techniques Physics - Waves</p>	<p>HT 3 Students build on prior knowledge of modules 1 and 2. Biology - students discuss fertility and reproduction in line with their changing bodies during adolescence and curiosity regarding sexuality, as required by the national curriculum. This will link in with lessons in PHSE, and also help them to understand themes discussed in literature studied. Chemistry - Students will develop their understanding of elements from half term one, where they will investigate further into the properties and characteristics of different elements. Physics - students will adapt their knowledge of the atom to understand the flow of electrons as a current, they will demonstrate their knowledge through a series of practical's consisting of different circuits, components and how this affects electricity conduction. Driving Questions: Biology: How can fertility be controlled? Chemistry: Do all elements behave similarly? Physics: What affects the brightness of our lights at home?</p> <p>HT 4 Biology - this module builds on prior knowledge of ecosystems and food webs covered in KS2, as well as considering the role of specialisation and adaptations of cells in the wider context of an ecosystem. This will also be reiterated in KS4 when students cover variation, genetics, and adaptations. Chemistry - students build on prior knowledge acquired from HT1 where they have learned about elements, compounds and mixtures. This will give practical opportunities to separate compounds and mixtures based on their properties. This will build a foundation for students to think analytically and decide which strategy should be best used to separate different mixtures; this is revisited in KS4 in C1, C12, Physics - students will be able to explore their curiosity and prior knowledge about sound and waves, later linking on to light and the electromagnetic spectrum. Here they distinguish between the two different types of waves. Students will learn about the properties of longitudinal and transverse waves, as well as using an oscilloscope to study the frequency/amplitude of a wave. Driving Questions: Biology: How do organisms survive in their ecosystems? Chemistry: How does the life-straw work Physics: Can you judge the voice with a CRO - Cathode ray oscilloscope?</p>

<p>8</p>	<p>Year 8 Science curriculum takes a constructivist approach; it revisits and builds on some of the key concepts and skills from Year 7.</p> <p>HT3 Biology - DNA and Genes Chemistry - Global Challenges Physics - Electromagnets</p> <p>HT 4 Biology - Adaptation Project Chemistry - Earth's Resources Physics - Energy II</p>	<p>HT 3 Biology - This module underpins the Ecology and Genetics and reproduction section of AQA GCSE in KS4. Students will consider how environmental and genetic factors affect the development of individuals within a population. This builds on B1 Specialisation of Cells in HT1 Year 7</p> <p>Chemistry - Students learn about the development of the Earth's atmosphere as well as the resources used from Earth. This links to everyday problems of pollution, global warming, recycling, and industry, stimulating students to initiate solving problems for our future.</p> <p>Physics - students build on knowledge of circuits and electricity learned in Year 7 HT3, and link in separation techniques to answer the driving question. Students have a practical opportunity to build electromagnets and investigate factors that affect the strength of the electromagnet. This will be useful when studying P3 and P12 in AQA GCSE.</p> <p>Driving Questions: Biology: Who are we? Chemistry: How useful is the Earth? Physics: Why do scrap yards use electromagnets?</p> <p>HT 4 Biology - Students learn about ecological relationships, linking to Year B1.4. Specialised cells and B9 DNA and Genes. This teaches them about their surroundings, as well as the abiotic and biotic factors within an ecosystem. This will help them understand how certain organisms have come to inhabit extreme conditions.</p> <p>Chemistry - Students will build on their prior knowledge of Earth's resources and evaluate the use, recycling and extraction of different metals used in everyday manufacturing of goods and materials, with consideration of the energy required to do so.</p> <p>Physics - Students will build on prior knowledge and develop their understanding of the particle model; how energy is transferred through solid, liquids and gases. Students will experiment and evaluate the use of different materials based on their conductivity.</p> <p>Driving Questions: Biology: Can we make designer babies? Chemistry: How useful is the Earth? (continued) Physics: How can we insulate our homes?</p>
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9	<p>HT 3 B3 - Organisation and the digestive system C3 - Structure and Bonding P3 - Energy Resources</p> <p>HT 4 B4 - Organisation in Animals and Plants C6 - Electrolysis C4 - Chemical calculations P4 - Electrical Circuits</p>	<p>HT 3 Driving Questions: Biology- Students explore the difference between mechanical and chemical digestion and why enzymes are linked to DNA B12 Reproduction and complementary shapes depending on amino acid sequences. This gives them an understanding of how the body works and links to cells B1, specific functions of cells and respiration B9.</p> <p>Chemistry-Students investigate the structure and functions of different Isotopes. This builds on their knowledge of Atoms, elements and chemical/physical properties of some elements C1, C2, C5-C7 and C9 This also give students new ideas about careers and uses of materials in industry. As well as new ideas for yet not discovered Structures with unique bonding and properties. Physics-This topic gives students the opportunity to investigate, Evaluate and invent renewable energy resources for the future. This build on their understanding of energy resources we use today and the negative impact it has on our environment C11 (C) and C13 (T). Biology: How does the digestive system work? Chemistry: Why are diamonds used for cutting tools Physics: What energy for the future?</p> <p>HT 4 Driving Questions: Biology- This topic links well with B1 as it refers to the structure and functions of plants and animal cells; and reiterates concepts of organisation in multicellular organisms covered in B3. Students will be able to visualise and dissect the heart and study the components of blood. This topic also allows the students to compare transport in plants with animals.</p> <p>Chemistry- This module builds on concepts of separating substances based on their properties. This links well with the content from the previous HT, properties of some materials C3.These concepts are further explored through Chemical calculations and how industry impact decisions on yield.</p> <p>Physics- Students revisit electricity and factors that affect the flow of electrons from Yr.7 with consideration of a wider variety of components and factors. This gives students the ability to analyse component characteristics using graphs graphs.</p> <p>Biology: How are animals and plants organised? Chemistry: How do we electroplate jewellery Physics: What affects the brightness of lights at home?</p>

<p>10</p>	<p>HT 3 B11 - Hormonal Coordination C8 - Rates and Equilibrium P8 - Forces in Balance Intervention: B3 Organisation and the Digestive System, C3 Structure and Bonding, P3 Energy Resources</p> <p>HT 4 B12 - Reproduction C9 - Crude Oil C10 - Chemical Analysis P9 - Speed and Velocity Intervention: B4 Organisation in Animals and Plants, C4 Chemical Calculations, P4 Electricity at Home</p>	<p>HT 3 Driving Questions: Biology- After studying key processes such as digestion, respiration and photosynthesis, students now have the opportunity to study the role of hormones when coordinating these processes. This builds their foundation to grasp a greater understanding of the Endocrine and reproduction system, as well as understanding Diabetes as non-communicable disease B7.</p> <p>Chemistry-Students consolidate learning of different factors that affect different types of reaction, including Photosynthesis B8, Respiration B9 and a variety of reactions covered in Chemical changes C5. This module gives insight to how scientists manipulate these factors to increase yield in industry C4</p> <p>Physics-Students are to recap their knowledge on forces and Newton's laws P2 Yr.7. Students will have the opportunity to investigate and prove Newton's laws, giving insight to the working processes of engineers.</p> <p>Biology: Can we control reproduction? Chemistry: How can we speed up chemical reactions? Physics: What is Centre of Mass?</p> <p>HT 4 Driving Questions: Biology-With a wider understanding of Hormonal coordination B11 students are better able to grasp the processes behind reproduction. In this module students will incorporate B2 Cell division and B3 Enzyme concept and their role in reproduction, DNA replication and Gene expression. . Chemistry-This topic allows students to develop a deeper understanding of the Earth's resources used for energy linked to P3, C11 and C12 as well as the pollution from the use of crude oil. This topic also focuses on the composition of crude oil linked to bonding and structure C3 and evaluates the advantages and disadvantages when using crude oil.</p> <p>Physics- This topic is linked to the topic of Forces P8 and clearly explains the difference between velocity and speed. This also makes Newton's theory more visible and practical. It allows students to practically solve problems using a range of equations.</p> <p>Biology: Should we check for genetic disorders? Chemistry: Why is 'black gold' useful? Physics: How do speed cameras work?</p>
<p>11</p>	<p>TRIPLE HT3 B5-B9 Revision C12-15 Revision P15 Electro- magnetism 16 Space Intervention: B5-9 Communicable diseases, Preventing and Treating Diseases, Non-communicable</p>	<p>HT3 Re-teach any topics with significant gaps based on previous exam performance, teaching schedule shortages and absences. B5-9</p> <p>Revision and Exam Practice using ExamPro resources past papers and Pixel Know it's and Grasp it's.</p> <p>Intervention on the Gap Analysis of Nov PPE's Paper1 Mock as well as B5-B9 intervention.</p>

	<p>diseases, Photosynthesis, Respiration; C8-11 Rates and Equilibrium, Crude Oil, Organic Reactions, Polymers, P8-10 Forces in Balance, Motion, Forces and Motion</p> <p>HT4 B12-14 Revision C8-C11 Revision P8-10 Revision Exam Practice for all 3 subjects Intervention: B10-11 Human Nervous System, Hormonal Coordination C12-15 Chemical Analysis, The Earth's Atmosphere, The Earth's Resources, Using the Earth's Resources, P11-13 Forces and Pressure, Wave Properties, Electromagnetic Waves</p> <p>COMBINED HT3 B3, B10, B11 Revision C8-10 Revision P3, P8-10 Revision Intervention: B10-11 The nervous system, Hormonal Coordination, C8-9 Rates and Equilibrium, Crude Oil, P8-10 Forces in Balance, Motion, Forces in Motion</p> <p>HT4 B4,12-17 Revision C11-12 Revision P4, P11-13 Revision Exam Practice for all 3 subjects Intervention: B12-17 Reproduction, Variation and Evolution, Genetic Evolution, Adaptations,</p>	<p>HT4. Re-teach any topics with significant gaps based on previous exam performance, teaching schedule shortages and absences B12-14, C8-C11 and P8-10</p> <p>Revision and Exam Practice using ExamPro resources past papers and Pixel Know it's and Grasp it's.</p> <p>Intervention on the Gap Analysis of Nov PPE's Paper1 Mock as well as B10-B11,C12-15 and P11-13 Intervention</p> <p>February half term intervention as well as Saturday revision.</p> <p>HT3 Re-teach any topics with significant gaps based on previous exam performance, teaching schedule shortages and absences B3,B10,B11 C8-10 and P8-10</p> <p>Revision and Exam Practice using ExamPro resources past papers and Pixel Know it's and Grasp it's.</p> <p>Intervention on the Gap Analysis of Nov PPE's Paper1 Mock as well as B10-B11,C8-9 and P8-10 Intervention</p> <p>February half term intervention as well as Saturday revision.</p> <p>HT4 Re-teach any topics with significant gaps based on previous exam performance, teaching schedule shortages and absences B4,B12-17 C11-12 and P4,P11-13</p>
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	<p>Inheritance and Competition, Organising an Ecosystem, Biodiversity in the Ecosystem; C10-12 Chemical Analysis, The Earth's Atmosphere, The Earth's Resources; P11-13 Wave Properties; Electromagnetic Waves, Electromagnetism - Exam practice</p>	
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P.E

Year Group	Topic	Topic Summary
7	<p><u>Spring Term 1</u> Tag Rugby Basketball</p> <p><u>Spring Term 2</u> American Football Fitness</p>	<ul style="list-style-type: none"> ● Working on throwing and catching skills. ● Reviewing teamwork, tactics and strategies. ● Developing agility and coordination <ul style="list-style-type: none"> ● Supporting development of new skills and encouraging resilience when faced with new challenges. ● Increasing knowledge and understanding of the life long benefits of physical activity, whilst reviewing a variety of methods to increase fitness. ● Identify the different types of fitness, how they are measured, training methods to target the types of fitness and which sports require each type.
8	<p><u>Spring Term 1</u> Tag Rugby Basketball</p> <p><u>Spring Term 2</u> American Football Fitness</p>	<ul style="list-style-type: none"> ● Working on throwing and catching skills. ● Reviewing teamwork, tactics and strategies. ● Developing agility and coordination <ul style="list-style-type: none"> ● Supporting development of new skills and encouraging resilience when faced with new challenges. ● Increasing knowledge and understanding of the life long benefits of physical activity, whilst reviewing a variety of methods to increase fitness. ● Identify the different types of fitness, how they are measured, training methods to target the types of fitness and which sports require each type.
9	<p><u>Spring Term 1</u> Tag Rugby Basketball</p> <p><u>Spring Term 2</u> American Football Fitness</p>	<ul style="list-style-type: none"> ● Working on throwing and catching skills. ● Reviewing teamwork, tactics and strategies. ● Developing agility and coordination <ul style="list-style-type: none"> ● Supporting development of new skills and encouraging resilience when faced with new challenges. ● Increasing knowledge and understanding of the life-long benefits of physical activity, whilst reviewing a variety of methods to increase fitness. ● Identify the different types of fitness, how they are measured, training methods to target the types of fitness and which sports require each type.
10	Football Netball Basketball Ultimate Frisbee American Football Fitness Tag Rugby	Engaging the students within recreational sport, focussing on the enjoyment of physical activity and health benefits, with the hopes of encouraging lifelong participation in sport.

MATHS

Year Group	Topic	Topic Summary
7	Geometry and the Cartesian plane	Y7s move onto geometry in Spring term. They will consider angles, classification of shapes, and mathematical construction. They will then consider the representation of geometrical problems applied to coordinate axes, before returning to the area, perimeter, and transformation of 2D shapes.
8	Proportional Reasoning and Data	Y8 work on proportional reasoning for the first time, looking at the maths behind 'common sense' problems. They will understand ratio, real life graphs and rates of change, and then see how data can be used and interpreted.
9	Geometry and Equations	<p>Y9s have two distinct half terms. In the first, they will develop their geometrical understanding of 2D shapes. They will learn how to construct shapes mathematically, understand the similarity of shapes and apply this with Pythagoras' Theorem (with some students going further and seeing this trigonometrically).</p> <p>In the second half term they will revisit and develop their skills with equations and inequalities.</p>
10	Percentages, Probability, and Geometry	Y10s revisit fractions, decimals, percentages, before applying this understanding to probability. In the second half term they then pivot to recap and develop their geometrical understanding of 2D and 3D shapes, including the transformation of these.
11	Data, Algebra, and Shape	<p>Y11s revisit content seen in Y9 and Y10 to ensure exam-readiness. In the first half term they will review their work on data handling, before sitting their mock exams, and then reviewing more complex algebra.</p> <p>In the second half term they will revisit Pythagoras, probability, and shape transformations.</p>

TRANSDISCIPLINARY

Year Group	Topic	Topic Summary
7 Half-Term 1	<p>Shakespeare Redesigned ATL</p> <p>How do we, as Year 7 students in the 21st Century, imagine key themes from Shakespeare's work in a different era?</p>	<p>Students will work in small groups to research, design, act, record and edit a key scene from Shakespeare's Romeo and Juliet. Group members will be partaking in a variety of roles within the assignment – actor, director and production designer. For the final product, students will deliver their section of the play against the contextual backdrop of the Roman era.</p>
7 Half-Term 2	<p>Computing ATL</p> <p>The Curious Case of Dr Crypto</p>	<p>Students will join Cyberville's police department as they learn about binary, algorithms, encryption and how the internet works, then learn to code as they create a program to encode their own secret messages.</p>
8 Half-Term 1	<p>Space ATL:</p> <p>How can we, as Year 8 travel consultants, promote a space tourism industry?</p>	<p>In this space focused ATL, students will follow in the footsteps of companies like Virgin Galactic and Space X, who aim to provide regular suborbital space flights for paying customers. Rivers students will plan and create a space package holiday of the future. Students will learn about the solar system including the sun and investigate other stars and galaxies beyond the solar system. They will investigate the impact of radiation on humans and how to combat bone decay and nutrition on a long journey. At the end of the assignment, students will work collaboratively as a tourist company to produce a virtual tour of space and develop a package holiday brochure for tourists of the future.</p>

<p>8</p> <p>Half- Term 2</p>	<p>Global Culture ATL</p> <p>How can we as, year 8 global citizens, understand climate change in order to initiate eco-friendly practices at our academy?</p>	<p>With the climate agenda, a prominent issue on the global stage, students at Rivers will learn about the causes and impact of climate change. Students will learn to write a research paper explaining the impact of climate change but also investigate and initiate environmentally friendly practices at the academy. They will share their findings with the Principal in order to bid for money which can launch sustainable practices.</p>
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ART

Year Group	Topic	Topics Summary
7	Half-term 1 Cartography Half-term 2 Working with the Masters	Exploring the formal elements of art Identifying and using Art History styles
8	Half-term 1 Cartography Half-term 2 Art in Architecture	Exploring the formal Elements of Art Identifying styles of architecture and adapting these to create own constructions
10	Half-term 1 Formal elements Half-term 2 Responding to a Btec unit	Skills boosters: small tasks centred around book making Half-term 2 Using skills learn in HT1 to develop a response to first BTEC unit
11	Half-term 1 Formal elements Half-term 2 Responding to a BTEC unit	Skills boosters: small tasks centred around responding to project tasks successfully Half-term 2 Using skills learn in HT1 to respond to a final BTEC unit
12	Half-term 1 Formal elements Half-term 2 Introduction to image manipulation	Skills boosters: small tasks centred around responding to project tasks successfully Half-term 2 Mastering digital and chemical image manipulation
13	Half-term 1 Photoshop skills booster Half-term 2 Personal investigation for final project	Half-term 1 Recap on Photoshop and mastering image manipulation half-term 2 Personal investigation self-led with teacher guidance

D.T

Year Group	Topic	Topic Summary
7	Charity Bangle	In this exciting project, the pupils carry out research, provide their own design ideas and manufacture a bangle for their chosen charity.
8	Corporate Identity Restaurant	Developing design skills, students work to re-brand a local restaurant. They must consider the corporate identity, how they will promote their new business and what they plan to do with the interior and exterior of the building
9	Introduction to Hospitality & Catering	Pupils are introduced to the business, safety legislation and catering requirements.
10 (FD)	Hospitality & Catering	Introduction to course requirements and the Hospitality and Catering industry.
10 (DT)	DT: Task Light	Students are to create a task light using influence from a designer/design movement
11 (FD)	Hospitality & Catering	Nea introduction and revisiting nutritional requirements.
11 (DT)	DT: NEA	Students are undertaking their NEA (non-exam assessment) this is a portfolio of work based around a contextual challenge.

ECONOMICS

Year Group	Topic	Topic Summary
10	Economic Foundations & How Markets Work	<p>Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices.</p> <p>Students will also look at how resources are allocated using a market mechanism. The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand and intermarket relationships.</p>
12	The Operation of Markets & Market Failure	<p>Students will look at a selection of microeconomic models apply these to current problems and issues. These microeconomic models include demand and supply, the operation of the price mechanism and causes of market failure.</p>
13	Individual Economic Decision Making Production, costs & revenue Perfect competition, imperfectly competitive markets and monopoly	<p>Students will look at how economic agents act rationally and will be introduced to economic models that recognise that consumer and firms' behaviour is often governed by more complex influences. Students will explore the decisions made by firms and how the behaviour of firms can be affected by the structure and characteristics of the industry in which they operate.</p>

BUSINESS

Year Group	Topic	Topic Summary
10	Theme 1: Investigating small business	Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.
11	Theme 2: Building a business	Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.
12 & 13	Theme 3: Business decisions & strategy	In Theme 3 students look at how businesses identify opportunities and explore how businesses focus on developing a competitive advantage through interacting with customers. Students also develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. Theme 3 also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.

I.T

Year Group	Topic	Topic Summary
11 IT	BTEC IT Component 3	Effective Digital Working Practices
10 IT	BTEC IT Component 1	Exploring User Interface Design Principles and Project Planning Techniques
13 IT	Unit 3 Social Media	Learners explore how businesses use social media to promote their products and services
12 IT	Unit 5 Data Modelling	Students will design and implement a data model to meet client requirements.
13 BTEC Business	Unit 8 Recruitment	Students will be evaluating the recruitment and selection process of a large business
10 GCSE Business		

MATHS

Year Group	Topic	Topic Summary
7	Making Generalisations of the Number System	The first term of year 7 focusing on developing understanding of the axioms and structures of number that are fundamental to mathematics. This underpins understanding of the algebraic notation developed in this term and in subsequent years.
8	Equations, inequalities, and graphical representations	Y8 students develop their number work from Y7 into sequence spotting and broader generalisations with algebra, moving towards equations and other relationships. These are then represented pictorially through linear graphing.
9	Graphs and Proportion	Y9s explore the relationships that maths can help describe, and explain. Algebra is introduced to allow for better representation and applied proportion problems let students see mathematical applications in the real world, including with relation to standard form.
10	Advanced Number and applying algebra	Y10s revisit number theory and some students extend this into surds. Sequences allow us to pivot from number to algebra, and students then begin to advance their algebraic generalisations by considering quadratics and simultaneous equations.
11	Number and Algebra Revision	Y11s revisit content seen in Y9 and Y10 to ensure exam-readiness. In the first half term they will consider algebra basics, difficult number applications (including fractions, negatives, percentages, etc), shape facts and indices. The second half term sees more conceptual thinking with graphs, ratio, proportion and geometry as pertains to 2D shapes.

P.E

Year Group	Topic	Topic Summary
7	Striking and Fielding Athletics Football Netball	Working on throwing, catching, batting and fielding skills. Using athletics equipment safely. Building teamwork skills.
8	Striking and Fielding Athletics Football Netball	Working on throwing, catching, batting and fielding skills. Using athletics equipment safely. Building teamwork skills.
9	Striking and Fielding Athletics Football Netball	Working on throwing, catching, batting and fielding skills. Using athletics equipment safely. Building teamwork skills.
10	Striking and Fielding Athletics Football Netball	Working on throwing, catching, batting and fielding skills. Using athletics equipment safely. Building teamwork skills.

WELL-BEING

Year	Topic	Topic Summary
7 PSHE	<p>Half-Term 1 - Mock Trial</p> <p>Half-Term 1 - Friendships and Bullying</p> <p>Half-Term 2 - Money and Risk</p>	<p>Students will be taking part in a mock trial for the day, they will learn about the role of the people in the courtroom and how a trial functions.</p> <p>Students will be learning about positive relationships and how to stay safe online.</p> <p>Students will be learning how to look after their money.</p>
8 PSHE	<p>Half-Term 1 - Mental Health</p> <p>Half-Term 2 - Scientific Debate Kits</p>	<p>Students will learn how to keep themselves emotionally healthy. .</p> <p>Students will take part in debates and learn skills to be an effective debater, debates will be based on scientific issues.</p>
9 PSHE	<p>Half-Term 1 - Health and Safety</p> <p>Half-Term 2 - First Aid</p>	<p>Students will be learning about how to keep mentally and physical healthy, as well as learn about food safety.</p> <p>Students will be taking part in learning the basics for first aid.</p>
10 Citizenship	<p>Half-Term 1 - Life in Modern Britain</p> <p>Half-Term 2 - International Organisations</p>	<p>Students will be learning about democracy and democratic values.</p> <p>Students will study how international organisations influence and effect the UK.</p>
11 Citizenship	<p>Half-Term 1 - Politics in the UK</p> <p>Half-Term 2 - Active Citizenship</p>	<p>Students will be learning how the political structures function in the UK.</p> <p>Students will be choosing a citizenship issue they have found interesting and researching the topic to see how they can work together to formulate a social action to</p>

		influence the issue.
12 Sociology	Half-Term 1 and Half-Term 2 - Sociology of Education	Students will be learning theory of education. They will be learning why some students do better than others and how society affects achievement.
12 Politics	Half-Term 1 & 2 - British Law	Students will be learning about the factors which influence political participation and the structure within the institutions of British Politics.
12 Law	Half-Term 1 - Nature of Law and English Legal System Half-Term 2 - Introduction to Criminal Law	Students will be learning how law is created, how different parts of the legal system work and will learn the essential elements of criminal law.
13 Sociology	Half - Term 1 and Half-Term 2 - Crime and Deviance	Students will be learning the theory of crime and deviance. Why some people are more likely to commit crime than others and how society affects this likelihood.
13 Politics	Half - Term 1 & 2 - Global Politics	Students will be learning about the structures of global politics and major theories that shape world affairs.
13 Law	Half - Term 1 - Criminal Law Offences Half - Term 2 - Law of Tort and Law of Contract	Students will be learning about the specific elements of various criminal offences. Students will be learning about the different Torts you can make a claim under another party under and how contract law operates.

ENGLISH

Year	Topic	Topic Summary
7	Greek Mythology Collection	Greek mythology is the birthplace of storytelling. Many of the themes and characters from Greek Myths are found throughout literature and so this allows a useful introduction. Students will also be learning key skills of identifying language devices and structural techniques and exploring their effect.
8	'A Monster Calls' Patrick Ness	This emotional novel helps students to come to terms with the effects of grief. Students learn how to structure and create their own narrative, along with language devices and structural techniques.
9	'Of Mice and Men' John Steinbeck.	This classic novel, set in the economic depression of 1930s America asks students to explore the impact that wider context can have on everyday people. The universal themes can be studied in any time and context and it asks us to explore compassion and ideas such as social conscience. Students will also further develop their language and structure analytical skills and develop longer critical responses in this unit.
10	'A Christmas Carol' – Charles Dickens	This key GCSE text contains many themes that are relevant today. It covers themes such as social injustice, forgiveness, family and transformation and shows that anyone can change. Students will complete a detailed textual study of this novel, exploring, analysing and evaluating that language and structural devices in the novel that they acquired in previous years. All students are provided with a copy of the text to annotate and we ask that the cost of this (£1.50) is paid via the school Gateway.
11	Poetry Anthology & Revision	Students study the final text in their English Literature GCSE this term - a collection of 15 poems all linked by the theme of 'Relationships.' They will also revise 'Macbeth', 'A Christmas Carol' and 'An Inspector Calls' this term, as well as their Language paper as preparation for the Pre-Public Exams in November and for their final exams in May.

MODERN FOREIGN LANGUAGES

<p>7</p> <p>Half - Term 1</p> <p>‘Me presento’-I present m</p> <ul style="list-style-type: none"> -Greetings -Numbers 1-31 -Saying and understanding dates -Learning colours -Learning classroom items <p>Half-Term 2</p> <p>‘Mi burbuja’</p> <ul style="list-style-type: none"> -counting up to 100 -Saying if you have brothers or sisters -animals -describing hair and eyes as well as other facial features -personality traits 		<p>Pupils will gain an introduction to hispanic culture by getting to know the Spanish speaking world. Students will learn how to introduce themselves in Spanish and give basic personal information such as discussing birthdays and colour preferences.</p> <p>Students will broaden their vocabulary with basic introduction of present tense verbs. This will facilitate students able to write and speak in full sentences when describing their families, personalities and physical appearance.</p>
<p>8</p> <p>Half - Term 1</p> <p>‘En mi ciudad’ - In my city</p> <ul style="list-style-type: none"> -Talking about a town/city -Directions -Future plans <p>Half-Term 2</p> <p>Mi insti’ My school</p> <ul style="list-style-type: none"> -School subjects -Describing teachers 		<p>Over this half term pupils will enrich their cultural understanding of the Spanish speaking world by exploring different traditions that take place in different Spanish speaking countries. They will gain a deeper grammatical understanding of communicating in the past, present and future tenses by discussing their local areas and future plans.</p> <p>Students will be able to make cultural comparisons between schools in the UK and Spain to better understand similarities and differences between customs. Students will be able to give detailed opinions about school subjects and describe their school environment.</p>
<p>9</p> <p>‘Half - Term 1</p> <p>‘Aqui mando yo’</p> <ul style="list-style-type: none"> -Internet and social media -Film and music -Job and careers <p>Half-Term 2</p> <p>Adict@s a la moda</p> <ul style="list-style-type: none"> -Fashion -Shopping 		<p>Students will explore Spanish filmmaking and cinema as well as examine the role of the internet in daily life. They will learn to give balanced arguments about social media, films, music and TV. The importance of learning a language for future careers and employment is embedded throughout.</p> <p>Pupils will deepen their grammatical understanding of key concepts related, discussing topics of fashion. Opportunities for pupils to learn more about large Spanish companies and how they operate.</p>

<p>10</p>	<p>Half - Term 1</p> <p>Theme 1 Identity and Culture: Me, my family and friends - Talking about friends -Describing family relationships -Talking about relationships nowadays</p> <p>Half-Term 2</p> <p>Theme 1 Identity and Culture: - <i>Technology in everyday life -Free time</i></p>	<p>Students will discuss key changes in the role of the Spanish family over the last 100 years whilst discussing family relationships and friendships nowadays. This allows for key areas of social and professional communication in a variety of tenses and situations to be practiced.</p> <p>Students will be able to give more detailed opinions and balanced arguments about the role of social media in society. Lifestyle choices and the importance of sport and exercise are also explored whilst developing the use of more in depth grammar structures to add increased variety into written and spoken language.</p>
<p>11 Spanish</p>	<p>Half - Term 1</p> <p>Theme 3 Current and future studies and employment -Recap key skills/grammar -My studies -Life at school</p> <p>Half-Term 2</p> <p>Theme 3 Current and future studies and employment</p> <p>-Education post 16 -Jobs, careers and ambitions</p>	<p>The difference between education in the hispanic world and the UK will be revisited as pupils will gain a deeper understanding in how to add detail to discussions about their studies and schools and how to incorporate more complex language accurately. Students will revise using all four skills (speaking, listening, reading and writing)</p> <p>Students have the opportunity to explore and discuss choices for their future whilst debating the benefits of higher education versus the world of work. They will revise using a variety of tenses and grammatical structures to describe their ideal jobs and how to look for and apply for work.</p>

HISTORY

Year Group	Topic	Topic Summary
7	Historical Skills The Normans	This unit is an introduction and development of key historical skills that students will use in all of their future enquires in their secondary education. Students will investigate the Norman take-over of England and how they changed our nation forever while focusing on the skill of significance.
8	Revolutions The Industrial Revolution	This unit focuses on the causes and consequences of key political revolutions in history including the French and American revolutions. Students will use their source skills to investigate the years between 1750 -1900, when many new technological advances happened and changed we lived for good.
9	Changes in the 20 th Century The Suffragettes	This unit of study looks at the sweeping changes that have taken place in the 20 th century in Britain and how significant these changes have been in shaping our current society. Students will look into how women eventually won the vote and all the various tactics and opinions used at the time.
10	AQA GCSE Conflict and Tension: Interwar years 1919 - 1939	This unit of study develops students source and narrative skills while looking at the events that took the world from the Great War to the beginning of World War II.
11	AQA GCSE Germany, 1890 - 1945	This unit of study develops a student's interpretation and knowledge on the depth study of Germany before and during the World Wars.

12	AQA 1C The Tudors: England, 1485 - 1603	This unit further develops a student's interpretation and historical debate skills while looking at the sweeping changes made by the famous Tudor dynasty.
13	AQA component 3 – writing the NEA and 2Q The America Dream: reality and illusion, 1945 - 1980	In the NEA students will undertake a topic of historical debate of their own choosing while applying their interpretation and source skills. Students will investigate the topic of modern America – post WWII – while developing their source and debating skills.

