Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Art	All students know and understand	Review PPE marksheet and set appropriate targets for development.	Review PPE marksheet and set appropriate targets for development.	Realise intentions - Year 11 PPE; Examination project (Research and develop initial ideas; Record observation)	Examination project	Examination project - 10 hour exam.
	All students know how to	Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Manage their time effectively; Independently assess areas of development; Review and refine ideas and skills to the highest level; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills.	Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Manage their time effectively; Independently assess areas of development; Review and refine ideas and skills to the highest level; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills.	Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Plan and execute a refined outcome; Plan and execute an ambitious and refined outcome that realises the intentions of the project; Research and present initial ideas; Record observation relevant to intentions	Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills.	Independently experiment with appropriate materials, techniques and processes; Review and refine ideas and skills as they develop; Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly showing a clear development of ideas and skills ; Produce an ambitious and refined outcome, that realises the intentions of the project.
Biology	All students know and understand	The structure of the nervous system and its importance in regulating the systems of the body.	Negative feedback loops, the actions of hormones on a variety of systems within the body including water control, the menstrual cycle and glucose regulation.	The importance of DNA in controlling the production of proteins in cells and the sexual reproduction process of meiosis with the asexual process of mitosis.	The process of natural selection and how this process can lead to the development of new species in the environment.	Revision
	All students know how to	Investigate the effects of repetition on reaction times and evaluate the validity of the method used including suggested improvements.	Apply understanding of osmosis, active transport and diffusion to explain how dialysis machines filter the blood in kidney disease patients.	Use Punnett squares to determine the genetic inheritance profiles of individuals using unseen information provided in examination questions.	Use information to evaluate a variety of theories on evolution including those of Darwin, Lamarck and Wallis.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Business	**All students know and understand**	Methods of business growth including internal and external growth; The PLC business structure including stock market flotation as a source of finance for a growing business; A range of sources of business finance; How and why business aims and objectives change as businesses evolve; The impact of globalisation on businesses including barriers to international trade and how businesses trade internationally; The impact of ethical and environmental considerations on businesses; The importance of the 4Ps for growing businesses, particularly Product and Price.	The importance of the 4Ps for growing businesses, particularly Promotion and Place; How each element of the marketing mix can influence other element; The purpose of business operations; A number of production processes and the impact for a business of using each of these processes; The impact of technology on production; How businesses manage stock and the role of procurement and logistics; The concept of quality and its importance for business; The sales process and the importance to businesses of providing good customer service.	Quantitative business data to support, what informs and justifies business decisions; The use and the limitations of financial information.	A number of different organisational structures and when each are appropriate; The importance of effective communication within a business; Different ways of working including full-time, part-time and remote working; Different job roles and responsibilities within businesses; How businesses recruit people; How and why businesses train and develop employees; The importance of motivation in the workplace; How businesses motivate employees including financial and non-financial methods.	The full course content for Edexcel GCSE Business.
	All students know how to	Use and interpret quantitative business data to support, inform and justify business decisions; Use and the limitations of financial information.	Interpret a bar-gate stock graph; Revise material from Theme 1 and 2.1 and 2.2 using an active approach to revision.	Calculate gross profit, net profit, gross profit margin, net profit margin and average rate of return; Manage timing in an exam situation i.e. answering questions worth 90 marks in 105 minutes.	Structure an answer to a 3, 6, 9 and 12-mark question, based on context from throughout the course.	Use a range of revision techniques to embed and recall their knowledge.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Chemistry	All students know and understand	How modern chemists optimise processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.	How organic molecules are modified into new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.	A range of qualitative tests to detect specific chemicals.	A range of qualitative tests to detect specific chemicals.	Revision
	All students know how to	Present reasoned explanations including relating data to hypotheses.	Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.	Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.	Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Drama	All students know and understand	The content of Component 1 in detail; The presentation and content of a C1 portfolio, with detail in part 1 using the year 10 exemplar; Appropriate devising methods, relevant to chosen practitioner, with reference to year 10 mock	The preparation of a devised piece for public performance, based on responses from year 10 mock work; The content of the later portfolio sessions, using exemplar from year 10; The approach to a public performance, based on year 10 feedback; Evaluation, based on year 10 feedback.	Revision of Semiotics and exploration of Theme in Set Text; Revision of Audience response in Set Text; How to revisite theatre reviews; A re-introduction to Component 2; The needs of Component 2 and the criteria for success, building on initial year 10 work; How to complete artistic intensions.	The elements of the set text; Use of character within the set text; Semiotics and exploration of Theme in Set Text; Audience response in Set Text.	Revision of the elements of the set text; Revision of Use of character within the set text; Revision of Semiotics and exploration of Theme in Set Text; Revision of Audience response in Set Text; Revision of theatre reviews.
	All students know how to	Apply knowledge and understanding when making longer pieces of devised drama; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in detail; Contribute as an individual to a theatrical performance; Adopt safe working practices.	Apply knowledge and understanding when making, performing and responding to drama; Explore social, cultural and historical context including the theatrical conventions; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance; Contribute as an individual to a theatrical performance; Reflect on and evaluate their own work and that of others.	Apply knowledge and understanding when rehearsing, performing and responding to drama; Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate, develop and communicate ideas; Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.	Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance.	Apply knowledge and understanding when responding to drama; Explore performance texts, including the social, cultural and historical context including the theatrical conventions of the period the play was created; Work individually to develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in planning a performance.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Computer Science	All students know and understand	The Fetch-Execute cycle; What components that you can find in a CPU; The units of measurements used for processing and how they can be used to evaluate performance; The need to virtual memory.	Binary and its role in a computer system; How bitmap images are created using binary numbers; How binary is used to produce sound on a computer system.	What is meant by Computational Thinking; Why pseudocode is a useful tool; How computers search and sort; What the shapes within a Flowchart mean; The differences between OCR Reference Language and Python.	How computers sort; The functions of an Operating System; Different examples of Utility Software; How logic gates are used by the CPU.	The key concepts of defensive design, robustness, maintainability and testing in relation to programming; Why testing is important when writing programs.
	All students know how to	Describe how the Von Neumann Architecture works; Evaluate/compare the performance of a CPU; Define what an embedded system is, with examples; Define what the terms primary and secondary storage means, giving examples; Evaluate which storage method is most appropriate for any given scenario.	Convert Binary, Decimal and Hexadecimal numbers; Add, subtract, multiply or divide binary numbers; Compare bitmap and vector images; Define metadata; How the impact of technology affects Legal, Moral, Ethical, Environmental and Cultural Issues.	Evaluate the efficiency of searching and sorting algorithm for a given scenario; Define the key terms relating to computational thinking, abstraction and decomposition; be able to read a flowchart; be able to read OCR Reference Language code.	Evaluate the efficiency of sorting algorithm for a given scenario; Define what an Operating Systems is, referencing what it does; Create a truth table based on a logic circuit.	Demonstrate how a programmer may be successful in reducing user and programmer error; Be able to adequately test a program.
DT	All students know and understand	Design ideas and techniques; Analysis and conclusion; CAD Development; Modelling; Testing of materials.	Manufacturing specification; Orthographic; Manufacturing techniques.	Manufacturing techniques.	Testing of prototypes; Evaluation of prototypes; Social moral environmental and cultural impact of products; All section 1 theory content.	All section 2 theory content; All section 3 theory content.
	All students know how to	Design 10 creative and innovative designs; Analyse client feedback to create a plan of how to make the product; Develop using google SketchUp; Model ideas to test out issues; Test materials and processes to see what will be right for final idea.	Create a manufacturing specification; Draw a final working drawing in 3rd angle orthographic projection; Start making final prototype.	Make final prototype; Create a diary.	Test against the specification; Test against the manufacturing specification; Evaluate client feedback of design; Redesign based on evaluation; Evaluate the social moral environmental and cultural impact of product.	Answer exam questions.

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English	All students know and understand	The structure of Language paper 2: Writers' viewpoints and perspectives; How to answer questions 1-4 of section A; How to compare and contrast texts; Contextual differences between nineteenth century and contemporary texts; The form of non-fiction texts, including articles, letters, speeches and reviews; Rhetorical devices, using DAFORREST techniques.	The plot, characters and themes of 'Lord of the Flies'; Relevant context (social, biographical (William Golding), historical and geographical); Golding's writer's craft in the composition of this novel.	The format of all four exams for English Language (papers 1 and 2) and Literature (papers 1 and 2); The content required for each paper; Important quotations for each of the Literature texts; The Assessment Objectives for each question.	Revision	Revision
	All students know how to	Compare and contrast two texts; Analyse non-fiction texts; Identify links between texts; Identify writers' perspectives; Compose an effective and powerful speech, letter, article, review including rhetorical devices.	Write an analytical essay that incorporates the relevant Assessment Objectives; Plan and craft an essay in response to questions on both character and theme.	Answer each question on both the Language and Literature exam papers; Incorporate information required by the relevant Assessment Objectives; Respond to feedback in order to hone skills.	Revision	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Food & Nutrition	All students know and understand	Different creative ways to present and garnish food to a high level; completing the GCSE NEA 1 – Food Science Investigation project.	The key skilled recipes for NEA2 project; Different ways to revise key knowledge.	The key skilled recipes for NEA2 project; Different ways to revise key knowledge.	The key skilled recipes for NEA2 project; Different ways to revise key knowledge.	Revision for all topics for the Eduqas GCSE specification
	All students know how to	Plan and create a Tunnocks Teacake challenge – focus on plate presentation; Complete the NEA 1 write up; including at least 2 food science investigation recipes; Research a task; Apply food science knowledge; Plan a practical investigation using controls and variables; Record a range of results; Evaluate and analyse results; Make independent conclusions and evaluations.	Complete a medium / high skill recipe and present it; Complete exam questions; Analyse a task; Research using primary and secondary sources; Complete time plans for recipes; Write up sensory and self-evaluation of recipes trialled.	Create a dovetailed time plan to combine recipes; Justify choices of final recipes; Complete a 3-hour cooking assessment; Evaluate practical assessment to complete NEA2 project.	Summarise findings; Evaluate and modify recipes; Complete final evaluation of NEA2 project.	Answer a range of question styles

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French	All students know and understand	Vocabulary to describe holidays and holiday activities in the past, present and future, as well as disaster holidays; The formation and use of the conditional and pluperfect tenses; The use of EN + present participle, AVANT DE + infinitive, demonstrative adjectives/pronouns.	Vocabulary to discuss problems facing the world, including protecting the environment, ethical shopping, volunteering and big events and their impact; The use and conjugation of modal verbs in the conditional tense; The use and formative of the passive; The use and formation of indirect object pronouns.	Revision including speaking practice before PPEs dependent on students' needs and term 1 & 2 assessment results.	Revision dependent on PPE results.	Revision and GCSE speaking public examinations.
	All students know how to	Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.	Write a 150 word task using 3 time frames and a range of complex language; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).	Respond to a role play task on a familiar topic and describe and discuss a photo card in 3 time frames; Hold a 5-7 minute discussion on a range of familiar topics in 3 time frames, giving and explaining opinions and developing answers; Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English.	Dependent on PPE results.	Revision

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Geography	All students know and understand	How to conduct a geographical enquiry, present data; analyse data; reach and evaluate conclusions and methods; What is international development and how we can allieviate poverty.	The changing nature of the UK economy including, but not limited to, deindustrialisation, post moderisation, the service economy and globalisation.	Each of the three resource challenges facing the UK including water, food and energy.	The different challenges of global water supply. Case studies to be explored in water transfer schemes and sustainable management systems in India; The unseen section of the Paper 3 as released by AQA.	Revision
	All students know how to	Use fieldwork methods; present and analyse data; Engage with the AQA examination questions from Paper 3 & 1; Apply the PDL structure to present increasinly sophisicated geographical arguments.	Engage with the AQA examination questions from Paper 2; Apply the PDL structure to present increasinly sophisicated geographical arguments.	Engage with the AQA examination questions from Paper 2; Apply the PDL structure to present increasinly sophisicated geographical arguments.	Engage with the AQA examination questions from Paper 2; Apply the PDL structure to present increasinly sophisicated geographical arguments.	Revision

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German	All students know and understand	Vocabulary to discuss jobs, career choices and work preferences; Modal verbs in present and imperfect tense and um zu constructions to describe job tasks; Future tense and conditional to describe future plans/hopes/wishes in world of work.	Vocabulary to explain what can be done for the environment within school; Vocabulary to discuss global environmental problems and what can be done; Modal verbs in the conditional to describe possible ways to improve; Vocabulary to discuss homelessness and poverty.	Revision including speaking practice before PPEs dependent on students' needs and term 1 & 2 assessment results.	Revision dependent on PPE results.	Revision and GCSE speaking public examinations.
	All students know how to	Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.	Write a 150 word task using 3 time frames and a range of complex language; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).	Respond to a role play task on a familiar topic and describe and discuss a photo card in 3 time frames; Hold a 5-7 minute discussion on a range of familiar topics in 3 time frames, giving and explaining opinions and developing answers; Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English.	Dependent on PPE results.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
History	All students know and understand	How public health and prevention methods have developed other time, considering change and continuity; The development of modern medicine and public health, considering challenges facing medicine today.	Elizabeth's Court and relationship with Parliament, the difficulties of a female ruler and succession and the Essex rebellion.	The threats to home, considering the religious problems in England and how Elizabeth tries to resolve them; Mary, Queen of Scots, and the threat she poses to Elizabeth; The historic environment.	The 'Golden Age' and life in Elizabethan England, considering aspects such as poverty, gentry, theatre and exploration; The threats from abroad, considering England's relationship with Spain and the Armada.	Revision
	All students know how to	Engage with the AQA examination questions from Paper 2, Section A; Analyse source utility, explain the significance of a historic development, analyse and explain similarities of two different developments and evaluate historical significance of events, reaching a sustained judgement.	Engage with the AQA examination questions from Paper 2, Section B; Develop analysis and evaluation of a historical interpretation, evaluate significance of a historical event or period and understanding and analyse cause and consequence in a chronological narrative.	Engage with the AQA examination questions from Paper 2, Section B; Develop analysis and evaluation of a historical interpretation, evaluate significance of a historical event or period and understand and analyse cause and consequence in a chronological narrative.	Engage with the AQA examination questions from Paper 2, Section B; Engage with the specific historic environment, writing an extended essay to reach a sustained judgement in relation to second order concepts (change/causation/consequence).	Revision

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Maths	All students know and understand	How different shaped graphs are formed and their relevant equations; How to use graphs to solve algebraic problems; How inequalities can be represented on graphs; That straight lines associated with circles can have many angle and length properties (Circle Theorems); The relevant GCSE circle theorems and their names.	Rules that can be applied within algebraic expressions and equations; What surds are and how they are represented and manipulated; How algebra can be written and manipulated using functions; That general rules can be proven using algebra; The use of vector notation to describe journeys.	The ideas and methods used for accurate constructions; Various loci definitions.	How exponential graphs are formed; What the gradient and area of a graph represents practically; How variables can be connected proportionally and inversely proportionally; How graphs can transformed using functions.	Revision
	All students know how to	Solve simultaneous equations graphically; Sketch and use quadratic graphs to solve problems; Sketch cubic graphs; Expand three brackets; Sketch circle graphs and calculate equations of tangents; Solve linear and quadratic inequalities by sketching graphs; Recognise and apply the circle theorems to calculate missing angles; Write down the reasons for their solutions; Prove circle theorems are correct geometrically.	Change the subject of a formula; Simplify, add, subtract, multiply and divide algebraic fractions; Solve equations with algebraic fractions; Manipulate and calculate with surds, including rationalising the denominator; Use function notation, calculate composite and inverse functions; Form an algebraic proof; Use, apply and calculate with column vectors; Calculate vector magnitudes; Use vector arithmetic; Prove vectors are parallel or collinear.	Use compasses to: Construct accurate shapes and angles; Construct line bisectors; Construct angle bisectors; Construct perpendicular lines between a point and a line; Use these skills to solve loci problems through accurate scale drawings.	Plot, recognise and use exponential curves to solve problems; Calculate the gradient of a curve by drawing a tangent; Calculate the area under a curve by breaking into trapeziums; Interpret values practically; Solve direct proportion problems; Solve inverse proportion problems; Construct and describe graph transformations; Sketch trigonometric curves, transform them and solve problems.	Revision

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Music	All students know and understand	Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.	Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.	Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.	Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.	Key features of each Area of Study, including instrumentation, style and musical devices and exam technique.
	All students know how to	Perform as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre.	Perform as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre.	Perform a solo and as part of an ensemble on an instrument of their choice, including developing knowledge, fluency and technical control on their respective instrument(s) or voice.	Write about music with clarity and sophistication.	Write about music with clarity and sophistication.

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Physical Education GCSE	All students know and understand	A range of Psychology theories and their impact on sporting performance; The skills needed to perform a trampolining routine that meets the assessment criteria; The requirements of the coursework element.	A range of Psychology theories and their impact on sporting performance; Key terminology associated with the socio-cultural factors that affect participation in sport; How to demonstrate the assessment criteria needed within a game of Netball; The requirements of the coursework element.	Key terminology associated with the socio-cultural factors that affect participation in sport; The idea of commercialisation and the relationship between sport, sponsorship and the media.	The positive and negative impacts of technology in sport; The different prohibited substances and methods used by performers in sport; The positive and negative behaviours of spectators at events.	How exercise can suit the varying needs of individuals and the consequences of a sedentary lifestyle; How energy is gained from food and the components of a balanced diet; A variety of revision strategies.
	All students know how to	Apply their knowledge to sporting examples, considering the impact on performance; Perform skills to the highest possible standard and link them to perform a 10-bounce routine for assessment; Analyse their skill strength and weakness within their main sport and suggest a psychological theory to improve their weakness.	Apply their knowledge to sporting examples, considering the impact on performance; Interpret participation data and explain the likely cause of it, based on their knowledge of socio-cultural factors; Apply their skills to a fully competitive game of Netball and display an awareness of tactical play ready for assessment; Evaluate the use of a psychology theory to improve their skill weakness.	Interpret participation data and explain the likely cause of it, based on their knowledge of socio-cultural factors; Apply their knowledge to sporting examples, considering the impact on the performer, sport, spectators, sponsors and officials.	Apply their knowledge to sporting examples, considering the impact on the performer, sport, spectators, sponsors and officials; Apply their knowledge to sporting examples, considering the impact on performance; Apply their knowledge to sporting examples, considering the impact on performance.	Link their knowledge of exercise, physical activity and sport to fitness, health and well-being; Apply their knowledge to sporting examples, considering the impact on performance; Revise effectively for their exams.

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Physical Education Core Tonbridge	All students know and understand	The benefits of regular physical activity and a range of fitness activities that are available to them outside of school so they can continue to be active after leaving school; The health and safety associated with Trampolining and the advanced skills needed to form a routine; The rules of Netball and the terminology used when umpiring; The health and safety associated with Cheerleading and the basic skills required for stunting. ;	The rules of Netball and the terminology used when umpiring; The health and safety associated with Cheerleading and the basic skills required for stunting; The rules required within a range of team games; The basic rules and terminology used in Badminton;	The rules required within a range of team games; The basic rules and terminology used in Badminton; The rules required to play a range of alternate sports; The skills needed to work as a team to successfully overcome a variety of challenges.	The rules required to play a range of alternate sports; The skills needed to work as a team to successfully overcome a variety of challenges; The rules, tactics and scoring of Rounders; The contribution that exercise to music can make to a healthy, active lifestyle.	The rules, tactics and scoring of Rounders;The importance of physical activity in maintaining mental well-being in the buildup to exams.
	All students know how to	Take part in a range of fitness activities to the best of their ability; Demonstrate a range of shapes and advanced landings with good control and precision. Perform a 10-bounce routine using the skills they have learnt; Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Perform basic skills within a stunt group and link them to make a short routine.	Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Perform basic skills within a stunt group and link them to make a short routine; Adapt their skills and perform to their best in a variety of team games; Perform basic Badminton skills within non-competitive and competitive situations;	Adapt their skills and perform to their best in a variety of team games; Perform basic Badminton skills within non-competitive and competitive situations; Adapt their skills and perform to the best of their ability in a variety of alternate sports; Work effectively as part of a team to complete a number of outdoor adventurous activities.	Adapt their skills and perform to the best of their ability in a variety of alternate sports; Work effectively as part of a team to complete a number of outdoor adventurous activities; Demonstrate a variety of skills and tactics within Rounders and confidently umpire games. Take part in exercise to music sessions.	Demonstrate a variety of skills and tactics within Rounders and confidently umpire games; Play a variety of sports for fun, to relieve stress and improve their mental well-being in the buildup to exams.

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Physical Education Core Sevenoaks	All students know and understand	The benefits of regular physical activity and a range of fitness activities that are available to them outside of school so they can continue to be active after leaving school; The health and safety associated with Trampolining and the advanced skills needed to form a routine; The rules of Netball and the terminology used when umpiring; The health and safety associated with Cheerleading and the basic skills required for stunting.	The rules of Netball and the terminology used when umpiring; The health and safety associated with Cheerleading and the basic skills required for stunting; The rules required within a range of team games; The contribution that exercise to music can make to a healthy, active lifestyle.	The rules required within a range of team games; The basic rules and terminology used in Badminton; The rules required to play a range of alternate sports; The skills needed to work as a team to successfully overcome a variety of challenges.	The rules required to play a range of alternate sports; The skills needed to work as a team to successfully overcome a variety of challenges; The rules, tactics and scoring of Rounders; The basic rules and terminology used in Badminton.	The rules, tactics and scoring of Rounders;The importance of physical activity in maintaining mental well-being in the buildup to exams.
	All students know how to	Take part in a range of fitness activities to the best of their ability; Demonstrate a range of shapes and advanced landings with good control and precision. Perform a 10-bounce routine using the skills they have learnt; Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Perform basic skills within a stunt group and link them to make a short routine.	Demonstrate a range of skills and tactics in a fully competitive game of Netball. They can confidently umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Perform basic skills within a stunt group and link them to make a short routine; Adapt their skills and perform to their best in a variety of team games; Take part in exercise to music sessions.	Adapt their skills and perform to their best in a variety of team games; Perform basic Badminton skills within non-competitive and competitive situations; Adapt their skills and perform to the best of their ability in a variety of alternate sports; Work effectively as part of a team to complete a number of outdoor adventurous activities.	Adapt their skills and perform to the best of their ability in a variety of alternate sports; Work effectively as part of a team to complete a number of outdoor adventurous activities; Demonstrate a variety of skills and tactics within Rounders and confidently umpire games. Perform basic Badminton skills within non-competitive and competitive situations.	Demonstrate a variety of skills and tactics within Rounders and confidently umpire games; Play a variety of sports for fun, to relieve stress and improve their mental well-being in the buildup to exams.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Physics	All students know and understand	Pressure (force and area); Factors affecting pressure; Pressure in liquids at rest; Atmospheric pressure; Upthrust (floating and sinking).	Introduction to oscillations using pendulum; Seismic Waves (P and S); EM spectrum Uses and Applications; Properties of EM waves; Waves in air, solids and liquids.	Reflection and refraction of light; Colour (visible spectrum and using filters); Convex and concave lenses.	Uniform magnetic fields; Permanent and induced magnets; Electromagnetic induction (Flemings left and right-hand laws); The motor effect; Step up and step down transformers.	Formation of a solar system; Life cycle of stars; Satellites and orbits; Beginning and expanding universe (big bang and CMBR); Doppler effect and red shift.
	All students know how to	Apply surface area pressure, liquid pressure with depth and air pressure demo; solve problems using pressure equation.	Measure frequency, wavelength and speed of waves; measure black body radiation; solve equations Required Practical; improve exam techniques.	Measure reflection and refraction; solve equations revision; improve exam technique; draw ray diagrams to show how images are formed.	Investigate magnetic fields of a bar magnet; build motors and use transformers; solve equations.	Use models; solve equations; answer longer six marker questions.
Religious Studies	All students know and understand	Diverse Muslim and non-religious approaches to justice, crime and punishment.	Details of Muslim practices and their importance in a Muslim's life.	Diverse Muslim and non-religious approaches to peace and issues surrounding conflict.	The approach to the exam and gain marks for their knowledge and how to utilise revision techniques in RE.	The approach to the exam and gain marks for their knowledge and how to utilise revision techniques in RE.
	All students know how to	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.	Explain and evaluate the significance of Muslim practices, including the appraisal of evidence.	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.	Put their knowledge and skills into practice across a full exam paper.	Put their knowledge and skills into practice across a full exam paper.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Spanish	All students know and understand	Vocabulary to describe places in town, home, shopping, features of a region, problems in town; Use of directions, se puede and se pueden, responding to questions, using the future tense, demonstrative adjectives, the conditional, using different tenses together.	Vocabulary to describe types of houses, the environment, global issues, local actions, healthy lifestyles, sporting events and natural disasters; Use of present subjunctive, numbers, giving extended reasons, pluperfect, imperfect continuous.	A range of vocabulary across all 8 modules, a range of reasons (avoiding adjectives), how to tackle a range of exam style questions across all 4 skills; Complex grammar structures, subjunctive tenses, passive, perfect tenses, grade 9 structures, a wide range of opinion verbs, changing tenses within one sentence.	A range of vocabulary across all 8 modules, a range of reasons (avoiding adjectives), how to tackle a range of exam style questions across all 4 skills; Complex grammar structures, subjunctive tenses, passive, perfect tenses, grade 9 structures, a wide range of opinion verbs, changing tenses within one sentence.	How to answer role play cards and photo cards, using an appropriate level of extension and accuracy, and to hold a conversation in the TL with a range of vocabulary, grammatical structures and tenses.
	All students know how to	Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate a passage covering 3 time frames from English-TL and one from TL-English.	Write a 150 word task using 3 time frames and a range of complex language; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.).	Respond to a role play task on a familiar topic and describe and discuss a photo card in 3 time frames; Hold a 5-7 minute discussion on a range of familiar topics in 3 time frames, giving and explaining opinions and developing answers; Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 and 150 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English.	Dependent on PPE results.	Revision