

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	Term 6
Art *(all students study the 3 themes on a rotational basis)	All students know and understand	Colour Portraits (Continuous line drawing, proportions of a portrait, colour theory to create form, the work of Fred Hatt and Anges Grochulska) Close Ups (Observational drawing, working on a larger scale, the work of relevant artists, techniques and processes involved in using oil pastels) Surrealism Etching (the work of relevant surrealist artists, observational drawing exploring mark making)	Colour Portraits (The materials, techniques and processes involved in acrylic painting, various portrait artists using colour theory) Close Ups (The work of Derek Gores; Experiment with collage, the work of Cas Holmes, experiment with mixed media) Surrealism Etching (he materials, techniques and processes involved in etching; various experimental printing techniques)	Colour Portraits (Continuous line drawing, proportions of a portrait, colour theory to create form, the work of Fred Hatt and Anges Grochulska) Close Ups (Observational drawing, working on a larger scale, the work of relevant artists, techniques and processes involved in using oil pastels) Surrealism Etching (The work of relevant surrealist artists, ideas in response to research, observational drawing exploring mark making)	Colour Portraits (The materials, techniques and processes involved in acrylic painting, various portrait artists use colour theory) Close Ups (The work of Derek Gores, experiment with collage, the work of Cas Holmes, experiment with mixed media) Surrealism Etching (The materials, techniques and processes involved in etching, various experimental printing techniques)	Colour Portraits (Continuous line drawing, proportions of a portrait, colour theory to create form, the work of relevant artists) Close Ups (Observational drawing, working on a larger scale, the work of relevant artists, technique and processes involved in using oil pastels) Surrealism Etching (: work of relevant surrealist artists, ideas in response to research, observational drawing exploring mark making)	Colour Portraits (The materials, techniques and processes involved in acrylic painting, various portrait artists using colour theory) Close Ups (The work of Derek Gores, experiment with collage, the work of Cas Holmes, experiment with mixed media) Surrealism Etching (The materials, techniques and processes involved in etching, various experimental printing techniques)
	All students know how to	Colour Portraits (To use expressive line to create a series of portraits; To accurately draw a portrait in proportion; To use coloured line to create contour lines and tones to create the form; To produce a research page on Anges Grochulska using key art vocabulary) Close Ups (To use drawing pencils to record tone, form and details, working on a larger scale; To produce a research page on Georgia O'Keeffe using key vocabulary; To use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O'Keeffe) Surrealism Etching (To produce a research page on relevant surrealist artists using key vocabulary; To experiment with ideas and refine outcomes; To use mark making to record tone and detail; To gather and present ideas in response to research)	Colour Portraits (To use colour theory to paint an expressive portrait; To evaluate use of colour and justify choices) Close Ups (To use collage to record colour and form in response to Derek Gores; To use mixed media to record texture; To present a refined outcome in response to studied artists) Surrealism Etching (To produce an etching plate using mark making to record tone and detail; To produce a series of experimental prints; To present and evaluate the success of etching prints)	Colour Portraits (To use expressive line to create a series of portraits; To accurately draw a portrait in proportion; To use coloured line to create contour lines and tones to create the form; To produce a research page on Anges Grochulska using key art vocabulary) Close Ups (To use drawing pencils to record tone, form and details, working on a larger scale; To produce a research page on Georgia O'Keeffe using key vocabulary; To use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O'Keeffe) Surrealism Etching (To produce a research page on relevant surrealist artists using key vocabulary; To experiment with ideas and refine outcomes; To use mark making to record tone and detail)	Colour Portraits (To use colour theory to paint an expressive portrait; To evaluate use of colour and justify choices) Close Ups (To use collage to record colour and form in response to Derek Gores; To use mixed media to record texture; To present a refined outcome in response to studied artists) Surrealism Etching (To produce an etching plate using mark making to record tone and detail; To produce a series of experimental prints; To present and evaluate the success of etching prints)	Colour Portraits (To use expressive line to create a series of portraits; To accurately draw a portrait in proportion; To use coloured line to create contour lines and tones to create the form; To produce a research page on Anges Grochulska using key art vocabulary) Close Ups (To use drawing pencils to record tone, form and details, working on a larger scale; To produce a research page on Georgia O'Keeffe using key vocabulary; To use blendable oil pastel on a mid-tone paper to create an enlarged close-up outcome in response to Georgia O'Keeffe) Surrealism Etching (To produce a research page on relevant surrealist artists using key vocabulary; To experiment with ideas and refine outcomes; To use mark making to record tone and detail)	Colour Portraits (To use colour theory to paint an expressive portrait; To evaluate use of colour and justify choices) Close Ups (To use collage to record colour and form in response to Derek Gores; To use mixed media to record texture; To present a refined outcome in response to studied artists) Surrealism Etching (To produce an etching plate using mark making to record tone and detail; To produce a series of experimental prints; To present and evaluate the success of etching prints)

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Biology	All students know and understand	The key features of both eukaryotic and prokaryotic cells and how a wide variety of plant and animal cells are adapted to perform different functions within multicellular organisms	The difference between the processes of diffusion, active transport and osmosis as well as their importance in living organisms	The key components of the digestive system and the importance of enzymes within the digestive system	The key components of the digestive system and the importance of enzymes within the digestive system	Aerobic and anaerobic respiration in different organisms	Aerobic and anaerobic respiration in different organisms
	All students know how to	Measure and calculate the magnification of cells and use a microscope to make accurate observations and annotated diagrams of cellular structures	Perform an experiment to determine and calculate the isotonic potential in a cellular tissue such as potatoes	Investigate the effects of pH and temperature on the rate of digestion of compounds by enzymes and how to identify a variety of food stances in solutions	Investigate the effects of pH and temperature on the rate of digestion of compounds by enzymes and how to identify a variety of food stances in solutions	Estimate the rate of fatigue in muscles during exercise and explain the links to anaerobic respiration	Estimate the rate of fatigue in muscles during exercise and explain the links to anaerobic respiration
Chemistry	All students know and understand	The atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.	The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.	The physical and chemical properties of materials.	The physical and chemical properties of materials.	Chemical changes and the application of this knowledge in a context of a wide range of different materials and processes.	Chemical changes and the application of this knowledge in a context of a wide range of different materials and processes.
	All students know how to	Understand how scientific methods and theories develop over time.	Appreciate the power and limitations of science and consider any ethical issues which may arise.	Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	Use of a range of equipment to purify and/or separate chemical mixtures including evaporation, filtration, crystallisation	Use of a range of equipment to purify and/or separate chemical mixtures including evaporation, filtration, crystallisation

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Physics	All students know and understand	Energy stores and energy pathways; Law of conservation of energy	Effects of friction; Energy efficiency in appliances; Rates of energy transfer-power	Heat Transfer by conduction; Convection in fluids; Heating and insulating buildings	Infrared radiation (detection and uses); Absorption and emission of thermal radiation; Specific heat capacity (SHC) and applications	Non-renewables (Coal, oil, gas); Renewables (Solar, geothermal, Hydroelectric, wave, tidal, wind); Energy demands (pump storage, base load); Energy and environment (CCS systems, climate change); National and global energy resources	Introduction & states of matter; SLH calculations; Heating and cooling graphs; Pressure in gases with volume; Pressure in gases with temperature
	All students know how to	Investigate energy transfers in mechanical and electrical systems; do mathematical analysis, modelling and approximation; use energy equations (Work done = force x distance; GPE= mgh; Elastic potential energy= $\frac{1}{2}k e^2$; Kinetic energy= $\frac{1}{2}m v^2$)	Investigate factors that affect friction; solve problems on efficiency	Investigate thermal insulation, graphing and evaluation, safety; use SI units, standard form, calculations on Work and Power	Work out SHC of a metal; solve equations, graphing and evaluation	Debate on clean energy and its advantages and disadvantages; revise for Microscopic to macroscopic modelling; improve exam techniques	Measure density of solids and liquids; demonstrate Gas law; solve equations using density

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Drama	All students know and understand	Drama terminology linked to stage direction, staging types and proxemics; the impact of text and exploration of content to inspire a plotline; the use of stimuli to create original drama.	The conventions of Jukebox Musicals; the elements which ensure the musical's contemporary popularity; the process and essential roles behind the creation of this genre.	The use of an alternate reality in Drama; the rationale behind 'Noughts & Crosses'; some of the techniques applied by Brecht; the Brechtian style of Epic Theatre.	Further exploration of Brecht's work and theatrical significance; drama techniques such as the use of placards, narration and breaking the fourth wall.	The conventions of devising in response to a chosen stimulus; the importance of the rehearsal process; the role of the director; workshare expectations and outcomes; drama terminology for sensitive, constructive feedback.	Further exploration of conventions and techniques used by a practitioner and/or genre; effective uses of physical theatre and movement skills alongside vocal manipulation.
	All students know how to	Use the stage space effectively; adapt staging type; set movement with audience sightlines in mind; explore characterisations and relationships through proxemics.	Create a performance through the lyrics and concepts provided by popular music; provide ensemble/chorus scenes and movement; combine song, dance and acting; Offer constructive criticism in the rehearsal process and final performance.	Use sections of a play to explore characterisation and sub-text; use script text to identify specific themes and social messages/challenges; apply some Brechtian techniques to encourage an audience to think rather than feel.	Perform short scripted extracts using voice and movement; use gestus to represent a character or archetype, rather than 'becoming' a character; begin to use semiotics; convey a message to an audience using Brechtian techniques.	Create an effective play with a clear concept and intent; create and sustain characterisation throughout a performance; use an existing script to generate ideas; use improvisation to generate practical responses to a theme.	Perform with attention to varied stage positioning, sustained characterisation and clear intent; experiment with transferrable skills in preparation for KS4 through group planning, researching and devising.
Computer Science	All students know and understand	How computer science is relevant in; medicine, environmental sciences and law; Computer Science related legislation.	That most programmers do not write their code from scratch, they take what exists and alter it for their own use; What is meant by the term subroutine and how they are helpful in reducing the lines of code they write and the number of errors a programmer may make.	The different logic gates (NOT, OR and AND); That computers are made up of millions of switches [transistors]; That computers use logic gates to add binary numbers together.	That computers can be used for automation; That websites use Chatbots for support questions as it makes people feel they are talking to someone and why that is important; That IF ... IN allows you to loop through a list/array.	How leading questions can skew the analysis of data; The importance of sample size; The importance of creating a suitable visualisation of the data you wish to analyse as this makes it easier for people to interpret.	The importance of GUIs when writing programs; How hexadecimal numbers are used to represent decimal numbers; How X, Y and Z coordinates to create shapes; What the term 'collision detection' means.
	All students know how to	Apply 'computational thinking', outside of computer science; Evaluate current computing related legislation and discuss whether they feel it is adequate or not.	Alter code so that it suits your project; Create a 'Cows and Bulls' game using Python.	Complete/write a Truth Table from a logic circuit; Interpret a truth table; Use the logic.ly software to create simulations of basic logic gates; Create a design using LED lights and Logic Gates.	Use selection and iteration to automate a booking system.	Design a questionnaire; Analyse and interpret data; Use software tools to achieve this analysis; Depending on whether the data is discrete or continuous, select a relevant graph/visualisation depending.	Create a GUI using Pygame; Create shapes using Pygame.

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DT* (students study on rotation with F&N)	All students know and understand	The four cold forming processes of metal; The four joining processes of metal and to timber; Client needs; Sequence; Finishes of Steel; Evaluation	Rotation	The four cold forming processes of metal; The four joining processes of metal and to timber; Client needs; Sequence; Finishes of Steel; Evaluation	Mood board applications; Geometricization; Shape, form, texture, size, ratio, aesthetics; Brand name and presentation of work for portfolios.	Rotation	Mood board applications; Geometricization; Shape, form, texture, size, ratio, aesthetics; Brand name and presentation of work for portfolios.
	All students know how to	Write a specification; Draw accurate diagrams; Client interview; Model and design; Calculate length; Measure and cut metal accurately; Form metal; Braze (Tonbridge) Pop rivet (Sevenoaks); Paint metal; Attach to Ply	Rotation	Write a specification; Draw accurate diagrams; Client interview; Model and design; Calculate length; Measure and cut metal accurately; Form metal; Braze (Tonbridge) Pop rivet (Sevenoaks); Paint metal; Attach to Ply	Break down forms and then use combination to design; Sketch and use photo copies to negate errors; Use spirit markers; Use pencil rendering; Convert to isometric; Mount up a design board	Rotation	Break down forms and then use combination to design; Sketch and use photo copies to negate errors; Use spirit markers; Use pencil rendering; Convert to isometric; Mount up a design board
English	All students know and understand	The plot, themes and characters of a complex prose novel; Relevant historical context; Cultural stereotypes and the dangers therein.	The plot, themes and characters of a contemporary drama; Aspects of Greek Tragedy including harmatia and catharsis; Historical, social, biographical and autobiographical context.	Conventions and literary heritage of different poetic genres; Literary context including Romanticism, concept of carpe diem, Aestheticism, meaning of cultural diaspora; The structure of a comparative essay.	Context surrounding a range of contemporary prose novelists. Different aspects of form and structures in prose texts.	The plot, characters and themes of Romeo and Juliet; Conventions of tragedy; Context surrounding Elizabethan life and theatre. Act 1 in its entirety, including characters and their motivation.	The plot, characters and themes of Romeo and Juliet; Conventions of tragedy; Context surrounding Elizabethan life and theatre.
	All students know how to	Discuss sensitive issues surrounding aspects of discrimination including race, gender and other forms of prejudice; Use semi colons; Identify and write compound sentences. Analyse prose and use apostrophese correctly.	Analyse Drama including relevant context, language and dramatic effects; Consolidate understanding of compound sentences. Write in detail about characters and themes showing awareness of dramatic techniques and sensitive understanding of the text.	.Annotate poetry in depth; Identify poetic techniques and to explore their impact; Identify poetic forms and to explore their effect; Explore the impact of comparative and superlative adjectives and to spell them correctly; Debate, question and discuss sensitive topics in pairs, small groups and as a whole class.	Structure a creative writing prose piece; Vary sentence structures and sentence openings; Write simple, complex and compound sentences; Vary point of view.	Read Shakespearan language and identify prose and blank verse. Analyse imagery, the prologue and the opening. Answer questions on GCSE paper 1.	Analyse Shakespearean tragedy, language and characterisation; Write a detailed analytical essay; Use speech marks correctly.

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Food & Nutrition* (students study on rotation with DT)	All students know and understand	How Japanese culture and cuisine differ from British cuisine; Different types of Japanese food and ingredients; Why the Japanese diet is considered to be very healthy; Research and design skills to modify a sushi recipe; How to decide when protein (chicken) is cooked safely.	Rotation	How Japanese culture and cuisine differ from British cuisine; Different types of Japanese food and ingredients; Why the Japanese diet is considered to be very healthy; Research and design skills to modify a sushi recipe; How to decide when protein (chicken) is cooked safely.	Food issues to consider food waste and its impact on the environment; Micronutrient (vitamin and mineral) functions in the body; Different types and cuts of meat used in recipes; How to store and prepare food hygienically; Different ways to sensory test and record results of food; Issues supporting Fair Trade food products; How milk is processed into cheese; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice	Rotation	Food issues to consider food waste and its impact on the environment; Micronutrient (vitamin and mineral) functions in the body; Different types and cuts of meat used in recipes; How to store and prepare food hygienically; Different ways to sensory test and record results of food; Issues supporting Fair Trade food products; How milk is processed into cheese; Vegetarian and vegan food choices – reasons, religious diets, food products, key nutritional advice
	All students know how to	Prepare protein (meat and cheese) safely, using their hands to make a crumb coating; Develop the rubbing in method to make shortcrust pastry, prepare a filling, shape and glaze a pasty; Weigh and measure accurately, knead pizza dough, prepare fillings and assembly and cook as a pizza; Use the oven safely; Independently make and present Sushi	Rotation	Prepare protein (meat and cheese) safely, using their hands to make a crumb coating; Develop the rubbing in method to make shortcrust pastry, prepare a filling, shape and glaze a pasty; Weigh and measure accurately, knead pizza dough, prepare fillings and assembly and cook as a pizza; Use the oven safely; Independently make and present Sushi	Use the rubbing in method to make a sweet shortbread biscuit; Safely use the oven; Develop knife skills, combining of ingredients and use of the hob and grill to make a Frittata; Develop knife skills, combining of ingredients and use of the hob and cooking raw meat to make a Bolognese sauce; Cook rice as part of a Middle Eastern Pilau recipe, frying and steaming on the hob; Make their own Cream cheese understanding the food science of the ingredients reacting together; Develop pastry skills to make rough puff pastry and present with a filling into pinwheels.	Rotation	Use the rubbing in method to make a sweet shortbread biscuit; Safely use the oven; Develop knife skills, combining of ingredients and use of the hob and grill to make a Frittata; Develop knife skills, combining of ingredients and use of the hob and cooking raw meat to make a Bolognese sauce; Cook rice as part of a Middle Eastern Pilau recipe, frying and steaming on the hob; Make their own Cream cheese understanding the food science of the ingredients reacting together; Develop pastry skills to make rough puff pastry and present with a filling into pinwheels.

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French	All students know and understand	Vocabulary to talk about likes and dislikes, after school clubs, descriptions of friends, birthday celebrations and clothing; The formation and use of AIMER + noun/infinitive; The formation and use of verbs in the present tense including reflexive verbs; The formation and use of the perfect tense and the near future tense	Vocabulary to talk about earning pocket money, future plans, giving a description of the future and describing and discussing an inventor; The formation and use of modal verbs and the near future tense; The formation of questions	Vocabulary to talk about musical tastes, to describe what you used to be like, to compare primary and secondary schools & how things have changed, to describe and discuss the life of a refugee; The use of direct object pronouns; The formation and use of the imperfect tense and comparative; The use of the imperfect and present tenses together; The formation of questions in different tenses	Vocabulary to talk about food, eating habits, animals and the natural world, plastic and the environment, what you would like to do to help; The formation and use of a range of negatives; The superlative and the conditional tense; The use of two time frames together	Vocabulary to talk about travel plans, sites and monuments, what you like and dislike doing, future plans, a past trip around the world, French-speakers you'd like to meet, different francophone countries; The formation and/or use of articles, adjectives, infinitive structures, present/near future/simple future/perfect/ imperfect tenses, questions in a range of tenses	Vocabulary to describe culture and traditions in Hispanic countries, including festivals, monuments, food, art and celebrations; using numbers, a range of tenses and opinion verbs
	All students know how to	Describe and discuss a photo card in 3 time frames; 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 an 90 word task using 3 time frames; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Complete a role play (answering and asking situational questions); 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 90 word task using 3 time frames; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Hold a 3 minute conversation on a range of topics covered recently, using 3 time frames	Create a presentation based on cultural knowledge, to prove an in depth understanding of the history and traditions behind the language

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Geography	All students know and understand	The evidence for climate change; The causes and impacts of climate change, focusing on impacts in Low Income Countries and intersectionality (global justice); Responses to climate change on different scales; including global governance and who should be responsible for responding.	That geographical 'knowledge' and 'development' are deeply contested concepts and that colonial legacies still exist; Neo-colonialism; representations of Africa and how they can be problematic; What makes development initiatives more successful than others.	How development is measured; Sustainable Development Goals; How gender plays a role in development (SDG 5); SDG5 development initiatives on different scales and how effective these have been.	(2024 only) The concept of sustainability, global shift, global consumption patterns, using fast fashion as a lens to evaluate these ideas; The basics of river profiles, processes (erosion, deposition & transportation) and landforms.	The different types of ecosystem on the planet; A sense of how human interactions impact on a nearby UK ecosystem and also on tropical rainforests; Whether economic development needs to be at the expense of the natural world.	The different types of ecosystem on the planet; A sense of how human interactions impact on a hot deserts; Whether economic development needs to be at the expense of the natural world.
	All students know how to	Apply the Point Develop Link structure, making synoptic links; See Geography as both a science and an art, including representing geographical content in artistic ways.	Apply the Point Develop Link structure, making synoptic links; Interpret, describe & explain photographs geographically.	Apply the Point Develop Link structure, making synoptic links; Use some features of Geographical Information Systems (GIS).	Apply the Point Develop Link structure, making synoptic links; Use some features of Geographical Information Systems (GIS).	Answer GCSE style questions.	Answer GCSE style questions.

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German	All students know and understand	Vocabulary to talk about role models in the present tense; to talk about experiences using the perfect tense; to describe body parts using the imperative; to talk about overcoming misfortune using the perfect tense; to explain how a role model inspires you using the future tense; to understand a person's achievements.	Vocabulary to discuss types of music using subject and direct object pronoun; to talk about playing or singing in a band using sein; to discuss different bands and using comparatives; to describe a music festival using the perfect tense; to ask and answer questions spontaneously; to understand formal and informal register.	Vocabulary to discuss ambitions using the conditional; to give reasons for doing jobs using um...zu ; to discuss future plans using accurate word order; the prepositions in and auf with the accusative and dative cases.	"Vocabulary to talk about childhood; to discuss childhood activities using the imperfect of modal verbs; to compare primary and secondary school; to talk about Grimms' fairy tales.	Vocabulary to talk about age limits; to discuss what is most important to us; to compare life now and in the past; to discuss how we can make a difference using the construction um...zu; to describe small changes that make a big difference.	Vocabulary to describe culture and traditions in Hispanic countries, including festivals, monuments, food, art and celebrations; numbers, a range of tenses and opinion verbs
	All students know how to	Describe and discuss a photo card in 3 time frames; 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 an 90 word task using 3 time frames; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.);	Complete a role play (answering and asking situational questions); 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 90 word task using 3 time frames; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Hold a 3 minute conversation on a range of topics covered recently, using 3 time frames	Create a presentation based on cultural knowledge, to prove an in depth understanding of the history and traditions behind the language

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History	All students know and understand	Both the long and short term causes of the First World War, considering the wider context which led to the outbreak of the war.	The nature and key features of warfare during WW1, with consideration given to trenches, weaponry and medicine; The Battle of the Somme as a case study.	The consequences of WW1, considering the Treaty of Versailles, the League of Nations and Appeasement; How this period of peace led to the rise of dictators.	The nature and key features of warfare during WW2, with consideration given to both the home front and front line.	How the Holocaust could have happened, with reference to the broader context of Jewish persecution prior to the twentieth century, the causes behind the rise of the Nazi Party in Germany and how their policies towards Jewish citizens developed over time, with special attention paid to the choices of individuals who experienced this history as victims, witnesses, collaborators, rescuers, and perpetrators	The changing nature of warfare since 1945 and the defining moments in modern International Relations, including the Cold War arms race, space race, guerrilla warfare in Vietnam, 9/11 and the War on Terror.
	All students know how to	Focus on the key historical concepts of causation and significance, reaching a judgement as to the most significant cause of WW1.	Use the case study of the Battle of the Somme to evaluate and reach a judgment about the nature of WW1 warfare.	Engage with historical interpretations, considering to what extent an interpretation is convincing.	Make comparisons between WW1 and WW2, considering the change and continuity of warfare in the 20th century; Judge the significance of events of WW2 and reach a judgement.	Identify and explain the ways in which the lives of the Jews and other 'undesirables' were impacted by the rise of the Nazis and how they were persecuted; Explain the escalation of the policies.	Make comparisons and explain how warfare has changed throughout the 20th Century, considering the nature of modern warfare.

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Maths	All students know and understand	Algebraic formulae can be used to represent unknown values and formulae; Cartesian straight-line graphs can be used to represent the relationship between x and y coordinates; The properties of shapes which remain the same when shapes are congruent and similar	Why numbers are irrational and surds; Angle rules in shapes and parallel lines; The properties of right angles triangles and the link to Pythagoras Theorem and Trigonometry	The use of brackets in algebra and transfer the relevant laws of Mathematics to these; Data can be described with measures of location (averages) and measures of dispersions (range/spread)	Rules of indices; How large and small numbers can be written in standard index form; How diagrams can be used to display and interpret statistics	Formulae for different types of sequences; Algebraic equations are used to calculate unknown values; The link between fractions, decimals and percentages	Manipulation of algebraic indices; Area is the space inside a 2D shape and volume the space inside a 3D shape
	All students know how to	Substitute numbers into expressions and formulae; Rearrange formulae; Plot graphs from an equation; Calculate the midpoint of a line segment; Calculate the length of a line segment; Understand and use $y=mx+c$ and link it to the gradient and y-intercept; Calculate the equation of a line; Calculate the equations of parallel lines; Calculate the equations of perpendicular lines; Identify congruent shapes; Identify similar shapes; Calculate missing lengths in similar shapes.	Simplify surds; Perform calculations with surds including multiplication, division, addition and subtraction; Use surds in brackets; Rationalise the denominator of a surd; Calculate missing angles in shapes and on parallel lines; Calculate missing lengths on a right-angled triangle using Pythagoras' Theorem; Calculate missing lengths and angles on a right-angled triangle using trigonometry; Solve real life practical questions involving Pythagoras and Trigonometry.	Expand single and double brackets and collect like terms; Factorise single brackets; Factorise quadratics where the coefficient of x^2 is one; Recognise the standard solutions for the difference of two squares; Calculate averages and range from discrete data; Decide which average is best to use for each set of data; Calculate averages and range from a frequency table; Calculate an estimate for the mean from a grouped frequency table; Calculate the modal class and median group from a grouped frequency table.	Calculate with the rules of indices; Write numbers in and out of standard index form; Use zero, negative and fractional indices; Calculate with numbers in standard index form; Construct and interpret stem and leaf diagrams; Calculate the mean, mode, median and interquartile range; Compare two distributions using a back to back stem and leaf diagram; Draw and interpret frequency polygons; Draw time series graphs.	Find the nth term of a linear sequence; Use the nth term of a geometric sequence; Find the nth term of a quadratic sequence; Use recurrence relationships to generate term to term rules; Solve linear equations, including those with fractions; Solve problems involving algebraic equations; Change recurring decimals to fractions; Solve problems involving ratio; Calculate percentage profit and loss; Use single multipliers to find a percentage of a quantity; Calculate simple interest.	Simplify algebraic indices using brackets, multiply and divide; Calculate the area and circumference of a circle; Calculate the perimeter and area of part circles; Calculate the surface area and volume of prisms; Calculate the surface area and volume of spheres and hemispheres; Calculate the surface area and volume of pyramids and cones; Solve problems involving 3D shapes, including working in reverse.

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Music	All students know and understand	The fundamentals of song writing	The fundamentals of song writing with examples from a range of musical styles and genres	The features of Western Classical Music from the Baroque to the Romantic period, including time periods and prominent composers.	The features of Indian Classical music and their wider context	The features of Punjab music and their wider context	Features of film music, including the work of John Williams & Hans Zimmer
	All students know how to	Compose a basic melody and chords for popular music	Compose for popular music, using a variety of melodic, harmonic and structural devices.	Listen and recognise features of Baroque, Classical and Romantic music, including specific instruments, the development of the orchestra and key features, such as ornamentation and dynamics.	Listen to and recognise features of Indian Classical music	Listen to and recognise features of Punjab music	Compose music for a film music genre of their choosing.

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	Term 6
Physical Education Tonbridge	All students know and understand	Advanced skills and choreographic devices within the style of Fosse and application to a group Dance routine; The basic concepts involved in GCSE PE theory to help them make an informed decision for GCSE options; A range of training methods that can be used to improve fitness.	The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; The basic concepts involved in GCSE PE theory to help them make an informed decision for GCSE options; Advanced skills and tactics that can be used in a Netball match to outwit their opponent.	Advanced skills and tactics that can be used in a Netball match to outwit their opponent; The basic rules of Rugby.	The basic rules of Rugby; The health and safety associated with Trampolining and the basic skills used.	The health and safety associated with Trampolining and the basic skills used; The health and safety considerations associated with Athletics events; The advanced rules and tactics of Rounders and apply their skills to competitive situations.	The health and safety considerations associated with Athletics events; The advanced rules and tactics of Rounders and apply their skills to competitive situations; The rules and tactics of Cricket and apply their skills to competitive situations.
	All students know how to	Perform a range of movement skills which they will use to develop a group routine in the style of Fosse; Apply basic theory knowledge to a range of sporting examples; Set up and complete a range of training methods to the best of their ability.	Set up and complete a range of training methods to the best of their ability; Apply basic theory knowledge to a range of sporting examples; Apply the skills they have learnt to their specific position within a competitive game of Netball.	Apply the skills they have learnt to their specific position within a competitive game of Netball; Demonstrate basic Rugby skills and apply them to competitive situations.	Demonstrate basic Rugby skills and apply them to competitive situations; Demonstrate basic shapes and landings with control and precision.	Demonstrate basic shapes and landings with control and precision; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately; Develop the skills they have learnt previously and apply team tactics to the game of Rounders.	Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately; Develop the skills they have learnt previously and apply team tactics to the game of Rounders; Develop the skills they have learnt previously and apply team tactics to the game of Cricket.
Physical Education Sevenoaks	All students know and understand	The health and safety associated with Trampolining and the basic skills used. The basic concepts involved in GCSE PE theory to help them make an informed decision for GCSE options; A range of training methods that can be used to improve fitness.	The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; The basic concepts involved in GCSE PE theory to help them make an informed decision for GCSE options; Advanced skills and tactics that can be used in a Netball match to outwit their opponent.	Advanced skills and tactics that can be used in a Netball match to outwit their opponent; The basic rules of Rugby.	The basic rules of Rugby; Advanced skills and choreographic devices within the style of Fosse and application to a group Dance routine.	Advanced skills and choreographic devices within the style of Fosse and application to a group Dance routine; The health and safety considerations associated with Athletics events.	The health and safety considerations associated with Athletics events; The advanced rules and tactics of Rounders and apply their skills to competitive situations; The rules and tactics of Cricket and apply their skills to competitive situations.
	All students know how to	Demonstrate basic shapes and landings with control and precision. Apply basic theory knowledge to a range of sporting examples; Set up and complete a range of training methods to the best of their ability.	Set up and complete a range of training methods to the best of their ability; Apply basic theory knowledge to a range of sporting examples; Apply the skills they have learnt to their specific position within a competitive game of Netball.	Apply the skills they have learnt to their specific position within a competitive game of Netball; Demonstrate basic Rugby skills and apply them to competitive situations.	Demonstrate basic Rugby skills and apply them to competitive situations; Perform a range of movement skills which they will use to develop a group routine in the style of Fosse.	Perform a range of movement skills which they will use to develop a group routine in the style of Fosse; Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately.	Perform advanced throwing/jumping/running techniques for each event; Measure and time accurately; Develop the skills they have learnt previously and apply team tactics to the game of Rounders; Develop the skills they have learnt previously and apply team tactics to the game of Cricket.

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	Term 6
Religious Education	All students know and understand	Details of the ethical issues presented by advances in medical technology, divergent religious responses and the reasons for them.	Details of core Christian Beliefs, evidence for them and impact on Christians	Details of core Christian Beliefs, evidence for them and impact on Christians	Details of core Muslim Beliefs, evidence for them and impact on Muslims	Details of core Muslim Beliefs about Risalah, evidence for them and impact of them.	Details of core Muslim Beliefs about judgement and the afterlife, evidence for them, interpretations of them and impact of them
	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 Beliefs, including the appraisal of evidence.	Explain and evaluate the significance of Muslim Beliefs, including the appraisal of evidence.	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.
Spanish	All students know and understand	Vocabulary to describe things you like, your weekly routine, films, birthdays and celebrities. Using three tenses, the near future, present tense regular and irregular forms	Vocabulary to describe job routines, house chores and future plans. Using the simple future tense, use of three tenses and adjective agreement	Vocabulary to describe diet, lifestyle, daily routine, keeping fit and ailments/illnesses. Using the se impersonal forms, reflexive verbs, direct object pronouns.	Vocabulary to discuss children's rights, fair trade, recycling, changes in town. Using the imperfect tenses, conditional tense, point of view opinion phrases and stem changing verbs.	Vocabulary to be able to meet and greet, do a treasure hunt, buy souvenirs and describe activities you will do in the future. Using the simple future, comparatives and superlatives and expressions with tener.	Vocabulary to describe culture and traditions in Hispanic countries, including festivals, monuments, food, art and celebrations; using numbers, a range of tenses and opinion verbs
	All students know how to	Describe and discuss a photo card in 3 time frames; 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 an 90 word task using 3 time frames; complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.);	Complete a role play (answering and asking situational questions); 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 90 word task using 3 time frames; complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Perform a general conversation	Create a presentation based on cultural knowledge, to prove an in depth understanding of the history and traditions behind the language