

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 know and understand	Assessment objectives and course structure for GCSE Art; Strategies to develop and record ideas; Research skills; Exploring various ways to evidence; AO3 – Recording observations. Skills lessons: Line, Ink and Wash, Photography, Photo editing.	Printmaking; Materials, techniques and processes involved in etching; Materials, techniques and processes involved in Mono-printing; Key vocabulary and relevant questions to analyse the work of various artists.	Materials, techniques and processes involved in oil painting; Ways to respond to the work of their chosen artist; Developing ideas in response to studied artists; Independently developing and presenting ideas; Recording observations relevant to intentions.	PPE Prep: Independently experimenting with appropriate materials, techniques and processes; Reviewing and refining ideas and skills as they develop.	PPE Prep Independently experimenting with appropriate materials, techniques and processes; Reviewing and refining ideas and skills as they develop.	Year 10 PPE – Realise intentions. Independently experimenting with appropriate materials, techniques and processes; Reviewing and refining ideas and skills as they develop; Planning and executing a refined outcome.
	All students know how to	Research and present initial ideas clearly; Use line expressively; Record tone and detail using ink and wash; Use a camera to record observations relevant to intentions; Use Photo editing to enhance images; Record and evidence assessment objectives in sketchbook; Collect relevant visual information for the development of ideas. (Trip to Wingham Wildlife park)	Use mark making to record tone and detail in etching; Experiment with a range of printing techniques and evaluate the success of outcomes; Analyse the work of artists using key vocabulary and present in sketchbook; Mix and apply oil paint.	Present a meaningful response to various artists; Present ideas clearly in their sketchbooks; Select appropriate materials, techniques and processes to help develop their ideas; Evaluate and refine work as a result.	Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work, showing a clear development of ideas and skills; Reference relevant contextual links; Write confidently about their work and that of others.	Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work showing a clear development of ideas and skills; Reference relevant contextual links; Write confidently about their work and that of others.	Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work showing a clear development of ideas and skills; Produce an ambitious and refined outcome that realises the intentions of the project.

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
Biology	All students know and understand	Explain how cells grow and divide by mitosis and the uses of stem cells; Describe the key differences between types of named diseases, how the human body defends itself against disease and preventative measures/treatments for communicable diseases.	How drugs are discovered and the uses of monoclonal antibodies; plant defences and diseases; the differences between types of cancerous growths and the impact of drugs and exercise on health in the human body.	What the key factors are that affect the rate of photosynthesis and what plants use glucose for. Compare aerobic and anaerobic respiration and what the body's response to exercise is.	Identify the key adaptations of organisms within an ecosystem and the importance of their niche within the environment.	The importance of the carbon, nitrogen and water cycles in an ecosystem for recycling materials.	The greenhouse effect and why climate change is becoming an ever increasing issue in terms of ecosystem disruption.
	All students know how to	Investigate the effectiveness of a variety of antibiotics on bacterial growth using aseptic techniques.	Interpret data to determine the significance of a correlation and evaluate whether it confirms the existence of a causal link.	Design an experiment to calculate the rate of photosynthesis in plants; calculate the rate of respiration in living organisms.	Perform investigations using quadrats via random sampling and transects to collect data about the effects of biotic and abiotic factors in the environment.	Design an investigation to explore how temperature affects the rate of decay of a substance such as milk.	Apply principles of food chains and webs in unfamiliar situations to describe relationships within an ecosystem.

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
Business *Please note that some Year 10 classes have different numbers of lessons with each teacher and therefore some groups may cover content in a different order.	All students know and understand	Why and how new business ideas come about, the impact of risk and reward on business activity and the role and purpose of business enterprise and entrepreneurship; How a range of factors impact on the success of their start-up business ideas, including forms of ownership and limited liability; How a range of factors impact on the success of their start-up business ideas, including the marketing mix.	How new and small businesses identify opportunities through understanding customer needs and conducting market research; How businesses use market segmentation to target customers and adapt to the competitive environment; How a range of factors impact on the success of their start-up business ideas, including business location.	How to put a business idea into practice through setting business aims and objectives, calculating and interpreting revenue, costs, profit and cashflow, explaining the importance of cash and sources of finance available; How a range of factors impact on the success of their start-up business ideas, including the marketing mix; How a range of factors impact on the success of their start-up business ideas, including forms of ownership and limited liability.	How to put a business idea into practice, the importance of cash and sources of finance available; How a range of factors impact on the success of their start-up business ideas, including the business plan.	A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy.	How businesses respond to external influences. Methods of business growth and their impact, Public Limited Companies and sources of finance for growing and established businesses.
	All students know how to	Structure an answer to 1-, 2- and 3-mark questions.	Structure an answer to 6-mark discuss questions.	Integrate context into exam style answers; Structure an answer to 6- mark analyse questions.	Structure an answer to 9-mark justify questions; Calculate percentages, percentage change, revenue, costs, profit, cash-flow and break-even.	Answer all Section A and B style questions in Paper 1.	Present their start-up business ideas exploring how a range of factors impact on its success, including forms of ownership, business location, the marketing mix and the business plan.

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
Chemistry	All students know and understand	How the rate and energy changes of chemical reactions can be measured and the factors that affect them.	The bonding, structure and reactions of hydrocarbons and their importance to the modern world.	The Earth's natural resources are transformed into the material world including issues of sustainability.	How important resources from the Earth are extracted.	Quantitative analysis to determine the formulae of compounds and the equations for reactions.	How elements can be produced by the splitting of ionic compounds using electricity. Understand that these systems require electrodes and the reactions that take place at these.
	All students know how to	Make and record appropriate observations during chemical reactions including the measurement of rates of reaction and energy changes by a variety of methods such as production of gas and colour change.	Appreciate the power and limitations of science and consider any ethical issues which may arise.	Use safely of a range of equipment to purify and/or separate chemical mixtures including evaporation, distillation.	Use the appropriate apparatus and techniques to draw, set up and use electrochemical cells for separation and production of elements and compounds.	Interpret observations and other data (presented in verbal, diagrammatic, graphical, symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions.	Carry out the electrolysis of aqueous solutions and be able to determine the elements produced in both liquid and aqueous systems.

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
Drama	All students know and understand	The contents of GCSE Drama; The expectations of working methods in GCSE Drama; How to devise with a group in the style of Emma Rice; How to review a performance.	The content of Component 1; The presentation and content of a C1 portfolio, with detail in part 1; Appropriate devising methods, relevant to chosen practitioner.	A devised piece for public performance; The content of the later portfolio sessions; The approach a public performance; The shape of an evaluation.	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.	The dramatisation of text; The creation of a vision (the director's and designer's roles); The playwright's world; Original Performance Conditions; How to address questions in Component 3.	An introduction to Component 2; The needs of Component 2 and the criteria for success; The reason for artistic intentions.
	All students know how to	Apply knowledge and understanding when making, performing and responding to short pieces of drama; Develop a range of theatrical skills and apply them to create performances; Work collaboratively to generate, develop and communicate ideas; Develop as creative, effective, independent and reflective learners able to make informed choices in devising; Contribute as an individual to a theatrical performance; Adopt safe working practices.	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 de; 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 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.	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.

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
Computer Science	All students know and understand	How computers communicate; The devices that allow computers to communicate; The purpose of a server in a network; Different ways a network can be set up (Client-server, peer-to-peer, topologies etc.).	How websites and the internet work; The rules of computer communication; What differentiates the cloud from an internal network; The need for encryption on the internet and why a substitution cipher is not good enough; Different types of malicious software and how to combat them.	Different types of malicious software and how to combat them; The types of attacks that can be carried out via a computer system/through a computer system; The basic programming concepts (Variables, data structures, operators and selection).	The uses of iteration when programming; What a Trace Table is; Libraries, procedures and functions as subprograms.	How to abstract and decompose a problem that lends itself to being solved by a computer; How to plan a program; How to create a program, based on a plan.	How to plan a program; How to create a program, based on a plan; What makes a programming project successful and how to measure the success.
	All students know how to	Define LAN and WAN; Describe the benefits and drawbacks of a Star/Mesh network; Explain how different types of servers used in a business; Evaluate whether a wireless or wired network would be more advantageous in a given scenario.	Differentiate between internet and a network and explain what makes them similar; Define the protocol stack used to allow computers to communicate; Explain the importance of encryption for certain use cases.	Define malicious software and the examples of malware; Describe which threat prevention method will help against a given attack; Evaluate which threat is the most likely in a given scenario; Create programs that include the simple programming concepts.	Complete a Trace Table based on a pre-written program; Manipulate data structures and Strings when programming; Write SQL queries.	Use a brief to create a program.	Use a brief to create a program; Evaluate their program.
DT	All students know and understand	Selection of materials; New materials; Forces and stresses; EMTUD; Environmental and sociological impact.	New and emerging technologies; Energy generation and storage; Systems approach; Sources and origins; Using and working with materials.	Mechanical devices; Investigating primary and secondary sources; The work of others; Stock forms; Scales of production; Health and safety.	Drawing and rendering skills; Client profile; Specification; Design ideas and range of design skills; Modelling skills; Cutting lists.	Developing a design; Iterative design and make process.	Task analysis; Client profile; Immersion testing; Product analysis; Other relevant research; Brief; Specification.
	All students know how to	Create an occasional table using more complex timber skills and design; Copper bowl, planishing and tin snip cutting, annealing and soldering, piercing and enamelling.	Dovetail making, mortise and tenon; Laser cutter use with CAD and CAM.	Carry out a Mini NEA; Complete a task analysis, client profile and moodboard	Write a specification; Design in a range of skills; Model to size; Create a cutting list; Make the cruet set	Practical making for a mini NEA	Create a portfolio; Analyse and evaluate information

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
English	All students know and understand	Plot, characters and themes of 'Romeo and Juliet'; Context of Shakespeare's theatre, life, Elizabethan England, Petrarch, gender roles in patriarchal society, Italian Renaissance history; Genre of Tragedy in the theatre; Shakespeare's use of iambic Pentameter, sonnet form, rhyming couplets and prose; Relevant subject terminology.	The structure of GCSE Language Paper 1 (Explorations in Creative Reading and Writing; How to answer questions 1-4 of section A); Terminology used in connection with writer's craft and English grammar.	All 15 poems from the AQA Love and Relationships Anthology; Relevant context: social and biographical; The poet's use of language, techniques, form and structure for each poem.	The plot, characters and themes of our nineteenth century text; Relevant context (both social, geographical, historical and biographical); The author's use of language, techniques, form and structure.	The skills needed to analyse unseen poetry. They will study a range of contemporary and heritage poetry and annotate and analyse for meaning and techniques. They will understand different forms of poetry and their impact.	The importance of public speaking and what presentational skills are required to perform a speech successfully, as well as the appropriate methods for responding to and asking questions.
	All students know how to	Select useful quotes; Analyse the language, form and structure of a play; Write PEAL paragraphs that incorporate analysis of context and language; Answer extract questions that incorporate analysis of an extract and the play as a whole.	Identify implicit and explicit information; Analyse words and phrases, language features and techniques and sentence forms; Analyse the structure of a prose extract and its impact; Evaluate writer's craft; Write creatively either descriptively or narratively.	Analyse poetry; Compare poems; Embed quotations; Select useful quotations.	Select useful quotes; Analyse the language, form and structure of a novel; Write PEAL paragraphs that incorporate analysis of context and language; Answer extract questions that incorporate analysis of an extract and the play as a whole.	How language, form and structure shapes meaning in poetry. They will know to write about unseen poetry and how to compare two unseen poems from a critical and analytical perspective, focusing on writer's craft.	How to present complex ideas effectively in a formal setting and how to respond to, and ask, questions. How to research a complex topic, selecting appropriate material and shaping it into an engaging speech.

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
Food & Nutrition	All students know and understand	Science of carbohydrates, Gluten & bread making, Cereals & grains, Pastry, Eggs - The science of how fat is used in Shortening; Cereals – processing, functions, science of bread making; Pasta – processing; Rice – processing; The science of carbohydrates in cooking; The difference between different types of pastry; Eggs and poultry, farming, nutrition, functions in cooking; Energy requirements of individuals; Exam practice – how to answer exam questions introduction	Nutrition, macronutrients & micronutrients - Food provenance – categories of fruit and vegetables; The Eatwell guide and healthy eating recommendations; Proteins – sources, functions, deficiency; Fats – types, sources, functions, deficiency; Carbohydrates – types, sources, functions, deficiency; Vitamins - types, sources, functions, deficiency; Minerals – types, sources, functions, deficiency; Water - functions, deficiency; Exam practice – how to answer exam questions introduction	NEA1 - Bread practice project - What a Food Science investigation is for NEA 1 assessment – mini practice The process of an NEA 1 – Food Science Investigation project; Researching a task; How to apply food science knowledge; Plan a practical investigation using controls and variables; Record a range of results; Evaluate and analyse results; Conclude and evaluate	EOY ASSESSMENT PAPER, Hygiene, safety, meat & fish theory - Food spoilage – Complete a PPE style exam paper, definitions, conditions; Positive use of microorganisms; Food hygiene and Safety controls; Meat & Poultry – science of how protein cooks – Maillard reaction; Fish – sustainability; Food provenance – security, insecurity	Raising Agents, Butter & Oil, Sugars & Syrups - Raising Agents and the effect of cooking on food (chemical, biological, physical); Butter, oils– examples and processing; Sugar and Syrups – examples and processing; Exam practice – how to answer exam questions introduction.	Labelling, packaging, Allergens, Secondary processing - Food preservation - methods, benefits, disadvantages; Food packaging – materials, labelling required by law; Dairy and Milk foods – types, primary processing; Cheese and yoghurt – types, secondary processing; Identify which recipes are different skills for NEA2 project, How to self-assess and evaluate their knowledge and practical skills.

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
Food & Nutrition	All students know how to	Knife skills – higher level, peeling, fruit and vegetable preparation; Use of the hob – multi tasking (dovetailing) two recipes; Make a roux sauce using the hob; Develop and modify a recipe; Safe use of the oven; Develop kneading skills and bread shaping skills; Develop a sweet bread dough and a high fibre recipe for shaped buns (high skill).	Whisking egg whites to make meringue kisses; Development of a pasta dough recipe – to colour and shape into Ravioli; Development of rough puff pastry recipe to fill and shape; Make choux pastry into profiterole and éclair shapes; Safe use of the oven; Team working; Safe and hygienic practices.	Complete a practice NEA 1 write up; Plan and complete investigations style practicals using a bread recipe, documenting results and data to analyse.	How to research and justify a recipe, develop it and create a suitable time plan to make it; Portion a whole chicken (advanced knife skills); Plan and prepare suitable marinades to bake thighs, wings, drumsticks; Prepare chicken breasts – stuffing, coating, frying, baking (medium / high skills); Watch a demonstration of how to fillet a round fish (high skills) and how to pan fry fish fillets to achieve crispy skin. Know how to create a high skill emulsion sauce i.e. mayonnaise.	Demonstrate the rubbing in method and how it is affected by using different fats to make shortcrust pastry; Complete a food science investigation recipes; Design and make a Quiche developing recipe modification skills and plate presentation knife skills with a side salad / garnish (Medium skill), Shape and create a coating to make Scotch Eggs (Medium Skill), Use the whisking method to aerate a Swiss Roll sponge cake.	Development of a bread dough recipe to make a decorated Focaccia; Combine shortcrust pastry, a thickened sauce (lemon curd) and meringue to make a Lemon Meringue Pie (high skills); Develop sweet recipe presentation skills making a layered dessert ie. Cheesecake; Consolidate garnish knife skills; Identify which recipes are different skills for NEA2 project, How to self-assess and evaluate their knowledge and practical skills.

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
French	All students know and understand	Vocabulary to talk about life online, dangers of technology/ the internet, saying what you do to stay active, what you watch on TV, future and past weekend activities. Using AIMER + noun/infinitive, present tense of regular and irregular verbs, forming and answering questions, near future tense, perfect tense, asking questions in the perfect tense.	Vocabulary to talk about your identity, weekend routine, friends and friendship, celebrities and positive role models, celebrations and traditions. Using emphatic pronouns, reflexive verbs in the present tense, adjective agreement and position, direct object pronouns, using three time frames together.	Vocabulary to talk about school subjects and school life, rules, progress at school, what school used to be like, the importance of learning languages. Using comparative adjectives, impersonal verb structures followed by an infinitive, irregular verbs in the perfect tense, imperfect tense, using imperfect, present and near future tenses together.	Vocabulary to talk about meals and mealtimes, good mental health, unhealthy lifestyle choices, what you will do to improve your life, lifestyle changes. Using the partitive article and EN, modal verbs, perfect tense of reflexive verbs, simple future tense, imperfect, present and simple future tenses together.	Vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. Using conditional tense, forming different types of questions, using IL VAUT MIEUX/IL VAUT LA PEINE DE, perfect and imperfect tenses together, modal verbs in the perfect tense, SI clauses.	Vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. Using conditional tense, forming different types of questions, using IL VAUT MIEUX/IL VAUT LA PEINE DE, perfect and imperfect tenses together, modal verbs in the perfect tense, SI clauses.
	All students know how to	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks. Listen to short, spoken French sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Translate short, familiar sentences from English to French and French to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken French sentences and transcribe them with good levels of accuracy. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves. Ask and answer a range of questions using basic and familiar language with good pronunciation. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Translate short, familiar sentences using a range of vocabulary and grammar points from English-French and French-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Describe two photos, giving a good amount of detail with clear pronunciation. Ask and answer a range of questions using basic and familiar language with good pronunciation, ensuring responses are developed with a range of verbs	Translate short, familiar sentences from English to French. Translate short, familiar sentences from French to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken French sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken French sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.

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
Geography	All students know and understand	Plate tectonic theory; Physical processes taking place at types of plate margin; Primary and secondary impacts of earthquakes; Two case studies - one LIC and one HIC; the responses, mitigation methods and why people choose to live near such places.	Atmospheric circulation; UK weather hazards including 2022 heatwave and drought; Tropical storm formation and case study; Megacity distribution.	Megacities; urbanisation; Lagos - a case study exploring the formation, challenges and opportunities of this megacity. Liverpool - a case study exploring the formation, challenges and opportunities in this HIC urban area; regeneration in Liverpool; sustainable cities.	The ways in which we are able to make cities sustainable; The foundational basics of coastal systems including processes and mass movement/ weathering.	The ways in which we are able to manage coastal erosion including hard eng. soft eng. and managed retreat; Appropriate case studies.	The foundational basics of coastal systems including processes and landforms; the ways in which coastlines change over time and over space. Case studies are Swanage and Medmerry.
	All students know how to	Apply the PDL structure.	Begin to be exposed to stimulus GCSE style questions.	Engage with the AQA examination questions from Paper 2. Apply the PDL structure to present increasingly sophisticated geographical arguments.	Engage with the AQA examination questions from Paper 2. Apply the PDL structure to present increasingly sophisticated geographical arguments.	Engage with the AQA examination questions from Paper 2. Apply the PDL structure to present increasingly sophisticated geographical arguments.	Use maps to understand changing landscapes at the coastline.

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
German	All students know and understand	Vocabulary to talk about school; to talk about school uniform using adjective endings in the accusative case; modal verbs to describe school rules; the perfect and imperfect tense to describe special school events; coordinating & subordinating conjunctions; the German school system; the negative construction kein; vocabulary to describe the school day.	Vocabulary to discuss free-time activities; accurate word order in German; adverbs gern, lieber & am liebsten to give opinions; separable verbs in the present tense; vocabulary to talk about online activities and to discuss advantages and disadvantages of technology; asking questions to discuss celebrity culture; the imperfect and perfect tense to describe a film you've watched; the future tense to describe plans for the weekend.	Vocabulary to describe self, family and friends & relationships using possessive adjectives and relative pronouns; article declension and adjective endings in the dative case and accusative case; pronouns in the dative case; dual-case prepositions with the accusative case; the perfect, imperfect and future tense; vocabulary to describe festivities and role models.	Vocabulary to discuss wellbeing, lifestyle, lifestyle choices and favourite sports; using modal verbs in the imperfect to describe accidents and illness; comparatives and superlative adjectives to compare sports; and using infinitive constructions with zu to talk about what you want to improve/change and why; using wenn to talk about good and bad days; asking questions in different tenses.	Vocabulary to describe your home, a region, town/village; prepositions with the accusative and dative case; the conditional to describe your ideal town; vocabulary to describe your shopping habits; forming plurals of nouns; using wer, was and wo as relative pronouns; using the imperfect tense to describe what it was like; word order rules with Time-Manner-Place.	Vocabulary to describe your home, a region, town/village; prepositions with the accusative and dative case; the conditional to describe your ideal town; vocabulary to describe your shopping habits; forming plurals of nouns; using wer, was and wo as relative pronouns; using the imperfect tense to describe what it was like; word order rules with Time-Manner-Place.
	All students know how to	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks. Listen to short, spoken German sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Translate short, familiar sentences from English to German and German to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken German sentences and transcribe them with good levels of accuracy. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves. Ask and answer a range of questions using basic and familiar language with good pronunciation.	Translate short, familiar sentences using a range of vocabulary and grammar points from English-German and German-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Describe two photos, giving a good amount of detail with clear pronunciation. Ask and answer a range of questions using basic and familiar language with good pronunciation, ensuring responses are developed with a range of verbs.	Translate short, familiar sentences from English to German. Translate short, familiar sentences from German to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken German sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken German sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.

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
History	All students know and understand	The 'Boom' of America and how society and culture was impacted by the economic growth; The divide in American society considering the Red Scare, Prohibition and growth in racial tension and experiences of immigrants.	The 'Bust' of the American economy and the nations experiences during the Great Depression, Roosevelt's New Deal era and the involvement and impact of WW2 for America.	Post-war American society, considering the growth in consumerism, the American Dream, McCarthyism, racial divisions and the Civil Rights movement, the feminist movement and the 'Great Society'.	The origins of the Cold War, considering how the Grand Alliance broke down and tension developed between the two superpowers between 1945-49; The development of the Cold War, considering the significance of events in Asia, military rivalries, and the 'Thaw'.	The transformation of the Cold War, with the greater risks created by events in Berlin, Cuba and Czechoslovakia; The easing of tensions with the détente of the 1970s.	The causes of disease and how this has developed over time; The concept of change and continuity throughout; How treatment of disease has developed over time, considering change and continuity.
	All students know how to	Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance.	Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance.	Engage with the AQA examination questions from Paper 1, Section A; Develop analysis of historical interpretations, analysis of historical change within a period and evaluation of historical significance.	Engage with the AQA examination questions from Paper 1, Section B; Develop analysis of historical sources content and provenance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance.	Engage with the AQA examination questions from Paper 1, Section B; Develop analysis of historical sources content and provenance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance.	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

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
Maths	All students know and understand	Graphs are used to represent relationships between variables; Inequalities represent a range of possible solutions.	Probability is the chance of an event occurring; Shapes can be transformed and different transformations will allow for different properties of the shapes to remain the same.	Quadratic equations can be solved in a variety of ways; Ratio, proportion and rates of change.	Simultaneous equations can be used to calculate two unknown values; Units and measures used in calculations.	Further Trigonometry can be used to calculate missing lengths and angles in any triangle; Recognise similar shapes and congruence.	Recognise similar shapes and congruency

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
Maths	All students know how to	<p>Draw linear graphs from a given equation; Find the gradient and y intercept from the equation; Find the gradient and y intercept from the graph and write down the equation of a line from its graph; Sketch a graph given its equation; Understand and recognise parallel lines and find the equation of a line parallel to a given line through a given point; Understand and recognise perpendicular lines and use the fact that their gradients have a product = -1; Find the equation of a line perpendicular to a give line through a given point. Find the midpoint of a line segment; Find the length of a line segment; Understand and use a distance time graph to solve problems. That gradient represents speed and use the graph the find the speed of parts of the journey; Understand and use a velocity time graph; That gradient represents acceleration and area under the graph represents distance travelled;</p>	<p>Be able to use the probability scale and equally likely out comes to give the probability for a single event; The sum of all the probabilities for an event adds to 1; List all the possible outcomes for two events and calculate associated probabilities; Complete and use a two-way table to calculate conditional probabilities; Use relative frequency to calculate experimental probability and use to estimate the number of times and outcome will happen; That the more times an experiment is repeated the more reliable the results are; Calculate the number of outcomes from combinations and the number of ways of listing a number of items; Use a frequency tree to record outcomes and calculate probabilities; Identify mutually exclusive outcomes; Calculate the probability for mutually exclusive outcomes using the or rule; Identify independent events and calculate probability using the and rule;</p>	<p>Factorise a quadratic expression where the coefficient of $x^2 = 1$; Understand that the roots of an equation are the solutions to the equation and the points where the graph crosses the x axis; Solve a quadratic equation by factorising where the coefficient of x^2 is 1 by factorising; Factorise a quadratic equation where the coefficient of x^2 is greater than 1, often referred to a splitting the middle term; Solve a quadratic equation by factorising where the coefficient of x^2 is greater than 1 by factorising; Complete the square for a quadratic expression; Solve a quadratic equation by completing the square; Solve a quadratic equation using the formula; Construct and use a quadratic equation to solve a real life or geometry problem.</p>	<p>Solve a pair of linear simultaneous equations; Set up and solve a pair of linear simultaneous equations for a wordy or geometric problem; Solve simultaneous equations where one equation is a quadratic;</p>	<p>Understand and use Pythagoras' theorem in 2D; Solve problems, including angles of elevation and depression; Use trigonometry ratios in 2D, often referred to as SOHCAHTOA; Solve problems in 3D using Pythagoras' theorem and trigonometric ratios; The exact values of sin, cos, tan for 0, 30, 45, 60, 90; Draw the graph of the sine function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Draw the graph of the cosine function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Use the graph of the tangent function. Understand the key features of the graphs, the symmetry and how there can be multiple solutions of sine for each angle; Solve trig equations, using graphs, to find all solutions in range; Use the sine rule to find missing sides; Use the sine rule to find missing angles; Solve problems using the sine rule, including the ambiguous case for missing angles;</p>	<p>The conditions for congruence in triangles and show that two triangles are congruent; Prove two shapes are congruent. Solve problems involving congruency; Find missing sides in similar shapes, using scale factor. Solve problems involving similar triangles; Use the links between length, area and volume scale factors to solve similar shape problems; Find the volume of the frustum of a cone or pyramid using similar shape methods; Solve geometric problems on coordinate axes.</p>

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
Maths	All students know how to	<p>Interpret real life linear graphs; Interpret curved graphs e.g. filling bottles etc; Draw a quadratic graph from its equation, using a table of values; Solve a quadratic equation by reading the roots from the graph; Use a graph to solve a given equation by adding a straight line.; Draw a cubic graph given its equation, using a table of values; Recognise the key features of a cubic graph; Solve a cubic equation from the graph; Draw a reciprocal graph given its equation; Draw a circle graph given its equation; Recognise the key features of all the different graphs and match a sketch graph to its equation. Read an inequality from a number and illustrate an inequality on a number line; Include bounded inequalities; Solve a linear inequality and represent the solution on a number line; Solve bounded linear inequality and represent the solution on a number line; Use set notation to give the solution to a linear inequality.</p>	<p>Draw and use a probability tree diagram to calculate probabilities; Draw and use a probability tree diagram to calculate conditional probabilities; Construct a Venn diagram and understand set notation for a Venn diagram; Solve problems involving incomplete Venn diagrams; Use a Venn diagram to calculate probability; Practise exam style questions using tree diagrams and Venn diagrams. Identify properties of the faces, edges and vertices of cubes prisms and pyramids and planes of symmetry; Create 2D representation of 3D objects; Reflect a 2D shape about a centre of rotation; Rotate a 2D shape about a centre of rotation; Enlarge a shape about a given centre of enlargement; Translate a shape by a given column vector; Transform a shape using a combination of transformations and identify the single transformation resulting.</p>	<p>Be able to use a single multiplier to find percentage increase and decrease; Find an amount after successive percentage changes; Find equivalent single multipliers; Calculate compound interest and solve problems involving compound interest and depreciation; Understand and use direct proportion to solve simple direct proportion problems. Set up a direct proportion equation and use it; Link to the direct proportion graph; Understand and solve further direct proportion problems; Understand and use inverse proportion to solve problems; Link to the inverse proportion graph; Understand and solve further inverse proportion problems.</p>	<p>Solve real-life situation simultaneous equations where one equation is a quadratic. Understand and use units of accuracy such as error intervals, upper and lower bounds; Solve problems involving upper and lower bounds for area problems; Compound measures: Use a formal equation to calculate speed; Convert between measures of speed; Use the kinematics formulae to calculate displacement, velocity or acceleration; Use the density formula to solve problems and understand related unit; Use the Pressure formula to solve problems.</p>	<p>Use the cosine rule to find missing sides; Use the cosine rule to find missing angles; Use the sine and cosine rules to solve real life context problems including three figure bearing problems; Calculate the area of a triangle using the $\frac{1}{2}ab\sin C$ formula and solve related problems including the segment of a circle; Use Bounds in Pythagoras and Trigonometry. The conditions for congruence in triangles and show that two triangles are congruent; Prove two shapes are congruent. Solve problems involving congruency; Find missing sides in similar shapes, using scale factor. Solve problems involving similar triangles; Use the links between length, area and volume scale factors to solve similar shape problems; Find the volume of the frustum of a cone or pyramid using similar shape methods; Solve geometric problems on coordinate axes.</p>	<p>Use the links between length, area and volume scale factors to solve similar shape problems; Find the volume of the frustum of a cone or pyramid using similar shape methods; Solve geometric problems on coordinate axes.</p>

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
Music	All students know and understand	How music works with images to create intense, exciting and moving films and games including thriller, action, romance and horror.	How music works with images to create intense, exciting and moving films and games including comedy, science fiction, historical period, epic and western.	Key features of the concerto through different time periods including Baroque, Classical and Romantic.	The conventions of popular music from the 1950s to the present day including structure, instrumentation and style.	The conventions of African drumming and music from South America and the Indian subcontinent.	The conventions of music from the Mediterranean and Middle East.
	All students know how to	Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice.	Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice.	Develop performance skills on their chosen instrument, including developing knowledge, fluency and technical control on their respective instrument(s) or voice.	Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre.	Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre.	Compose to a brief set by themselves, including how to use a variety of compositional techniques appropriate to the style or genre.

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 GCSE	All students know and understand	Key terminology associated with the musculoskeletal and cardiorespiratory systems; The positions and rules of netball.	The short and long-term effects of exercise on the body systems; The difference between aerobic and anaerobic exercise, and how the body caters for this; The specific requirements of their own position in netball.	Key terminology associated with movement analysis: planes, axes and lever systems; The assessment criteria needed within a game of Netball.	Key terminology associated with the components of fitness, fitness testing and types of training; The health and safety associated with trampolining and how to perform the basic shapes.	Key terminology associated with types of training, injury prevention and seasonal aspects of training; 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; The requirements of the coursework element.
	All students know how to	Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball.	Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball and start to display an awareness of tactical play.	Apply knowledge to sporting examples, considering the impact on performance; Apply skills to a fully competitive game of netball and display an awareness of tactical play.	Carry out the fitness tests using the correct protocols; Apply knowledge to sporting examples, considering the impact on performance; Apply knowledge to sporting examples, considering the impact on performance; Perform the basic shapes within trampolining.	Link shapes to form a 10 bounce routine; Analyse fitness strength and weakness within their main sport.	Apply knowledge to sporting examples, considering the impact on performance; Analyse their skill strength and weakness and design a training programme to bring about improvements.

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 Core	All students know and understand	The health and safety associated with Trampolining and the skills needed to form a routine; The rules of Netball and the terminology used when umpiring.	The rules and terminology used in Football; The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle.	The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle. The skills needed to work effectively as a team to solve a range of problems; Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance.	Advanced dance and acrobatic skills and choreographic devices within the style of Broadway and Contemporary Dance. The basic rules and terminology used in Tennis for singles and doubles. The rules, tactics and scoring of Cricket.	The rules, tactics and scoring of Cricket; The health and safety considerations associated with Athletics events.	The health and safety considerations associated with Athletics events. The rules, tactics and scoring of Rounders.

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 Core	All students know how to	Demonstrate a range of skills and tactics in a fully competitive game of Netball; Umpire a game, highlighting when key rules have been broken and applying the relevant penalty; Demonstrate a range of shapes and landings with control and precision; Perform a 10-bounce routine using the skills they have learnt;	Develop the Football skills they have previously learnt and apply them to a competitive situation; 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; Work effectively as part of a team to complete a number of outdoor adventurous activities; Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman.	Perform a range of movement skills which they will use to develop a group routine in the style of The Greatest Showman; Demonstrate a variety of Tennis skills in order to outwit an opponent; Umpire the basic rules of Tennis. Demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents;	Demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents; 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; Demonstrate a variety of skills and tactics within Rounders and confidently umpire games.

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
Physics	All students know and understand	Development of the model of the atom; Questions on atomic structure; Reasons for instability (Strong vs electrostatic force); Decay chains Half-life theory; Uses in nuclear power stations and medicine; Nuclear Fission and Fusion.	Circuit symbols; Electrical charge and current; Current and voltage in series and parallel circuits; Resistance of a LDR and thermistor.	I-V Relationships; The National Grid; Mains electricity and power; Electric fields and their effects.	Introduce Newton's 1 and 3; Resolving forces; Practice vector diagrams; Resolution of forces; Moments, levers and gears.	Introduction of speed (distance / time), vectors & velocity (displacement / time) and acceleration (change in velocity/time); Application $v^2 = u^2 + 2as$.	Terminal velocity; Factors affecting braking distance; Momentum; Forces and elasticity.
	All students know how to	Model half-life using dice; Apply half-life equation to predict decay.	Demonstrate factors affecting resistance of a wire; Investigate resistance of series and parallel circuits; Solve equations; Solve problems involving series and parallel circuits.	Investigate I-V characteristics of diode, lamp and LDR; Solve equations Required Practical; Improve exam technique	Log Newton's second Law data; Solve equations.	Analyse motion using light gates with an experiment or demo; Solve equations of motion.	Investigate Hooke's Law.
Religious Studies	All students know and understand	Diverse Christian and non-religious approaches to marriage, family, sexual relationships and contraception	Diverse Christian and non-religious approaches to divorce and gender equality	Diverse Muslim and non-religious approaches to justice, crime and punishment.	Diverse Muslim and non-religious approaches to forgiveness, human rights, and the death penalty.	Details of Christian practices and their importance in a Christian's life	How Christian churches impact on believers and the world
	All students know how to	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.	Explain and evaluate the beliefs and teachings covered, including the appraisal of evidence.	Explain and evaluate the significance of Christian practices, including the appraisal of evidence.	Explain and evaluate the significance of church practices, including the appraisal of evidence.

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
Spanish	All students know and understand	Vocabulary to describe free-time activities, including life online, sports, arranging to go out, talking about last weekend and describing a day that went wrong. Grammar: revising the present, near future and preterite tenses; using expressions of frequency, expressing opinions, using direct object pronouns; pronouncing the letter 'c' correctly.	Vocabulary to discuss travel plans, talking about festivals in the Spanish-speaking world, saying what you did on holiday, describing where you stayed, talking about holidays using different tenses. Grammar: using comparatives and superlatives, using se puede / acabar de / suelo + infinitive, using if clauses with the present tense, using the imperfect tense.	Vocabulary to describe people, talking about celebrities, friendships and relationships, talking about your identity and what matters to you, problems and give advice, family celebrations. Grammar: using the present continuous to describe a photo, saying how long you have been doing something, ser/estar, using the 'personal a', using reflexive verbs, using para + infinitive, podrías/ deberías + infinitive, indirect pronouns.	Vocabulary to discuss healthy daily routines, talking about mealtimes and food trends, comparing old and new habits, talking about illnesses and injuries, giving advice using debes, tienes que, necesitas, making future plans for health and wellbeing. Grammar: using indefinite adjectives, tener + noun, direct object pronouns, the imperfect tense to say what you used to do, ya no + verb, reflexive verbs in the preterite tense, using the simple future tense, using if clauses.	Vocabulary to discuss a typical day at school and talking about your studies, how you would like to change your school, talking about students and teachers, describing a school trip in the past. Grammar: using relative pronouns que, donde, cuando; using lo que; using the conditional tense; using negatives, adjectives and adverbs.	Vocabulary to discuss a typical day at school and talking about your studies, how you would like to change your school, talking about students and teachers, describing a school trip in the past. Grammar: using relative pronouns que, donde, cuando; using lo que; using the conditional tense; using negatives, adjectives and adverbs.

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
Spanish	All students know how to	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks. Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Translate short, familiar sentences from English to Spanish and Spanish to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves. Ask and answer a range of questions using basic and familiar language with good pronunciation. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Translate short, familiar sentences using a range of vocabulary and grammar points from English-Spanish and Spanish-English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Describe two photos, giving a good amount of detail with clear pronunciation. Ask and answer a range of questions using basic and familiar language with good pronunciation, ensuring responses are developed with a range of verbs.	Translate short, familiar sentences from English to Spanish. Translate short, familiar sentences from Spanish to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.	Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks. Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.