

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. Various skills lessons: Line, Ink and Wash Charcoal, Photography, Photo editing etc	Printmaking; Materials, techniques and processes involved in etching; Materials, techniques and processes involved in Monoprinting; 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 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. Tri to ingham 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; ink and wash 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.

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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 treat patients 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.

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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.

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Chemistry	All students know and understand	How important resources from the earth are extracted via electrolysis, and how the products differ whether the compound being separated is ionic or a solution.	How to calculate quantities in chemical reactions, whether it is a solid, solution or gas. To understand the importance of these calculations in industry, i.e. why a reaction should have a high atom economy and percentage yield.	To understand that reactions either release energy or take energy in endothermic including reaction profiles, activation energy, and how bonding and breaking bonds relate to energy changes. To explain how an electrical cell works and compare electrical cells to fuel cells.	How the rate of a chemical reaction can be measured and the factors that affect reaction rates, with reference to collision theory. To understand that some reactions are reversible and can reach equilibrium, and how changes in conditions can affect the position of equilibrium in accordance with Le Chatelier's principle.	How crude oil is the main source of hydrocarbons and how it is separated into fractions by fractional distillation. To understand the structure and properties of alkanes as saturated hydrocarbons and alkenes as unsaturated hydrocarbons.	The properties, uses and reactions of alcohols and carboxylic acids, including their reaction to form esters. To understand how alkenes can be used to produce polymers by addition polymerisation, and polyesters can be produced from condensation polymerisation, and the advantages and disadvantages of synthetic polymers.
	All students know how to	Use the appropriate apparatus and techniques to draw, set up and use electrolysis for separation and reduction of elements and compounds.	Carry out an experiment to calculate the concentration of an acid or alkali, using appropriate equipment and techniques.	Carry out an experiment to investigate temperature changes during chemical reactions using appropriate equipment and techniques. Interpret reaction profiles, identify activation energy, and determine whether a reaction is exothermic or endothermic from experimental data and energy level diagrams.	Carry out experiments to measure the rates of a reaction using a range of methods such as gas production, mass change and reciprocal for a reaction. Collect, process, and interpret data to compare reaction rates and investigate the effect of different variables on the rate of reaction. Interpret data and explain how changes in conditions can affect the position of equilibrium in reversible reactions.	Interpret and use molecular and displayed formulae for alkanes and alkenes. Identify whether a hydrocarbon is saturated or unsaturated and explain the evidence from chemical tests. Use information about boiling points and hydrocarbon chain length to explain trends in the properties of hydrocarbons and the separation of crude oil by fractional distillation.	Interpret and use molecular, displayed and structural formulae for alcohols, carboxylic acids, esters and polymers. Identify the products formed in reactions involving alcohols, carboxylic acids and alkenes. Explain how addition polymerisation occurs and draw simple repeating units of polymers from the monomers from which they are formed.

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Drama	All students know and understand	The contents of GCSE Drama; The expectations of working methods in GCSE Drama; The methods and theories of Bertolt Brecht; How to analyse and evaluate professional live theatre performances	Content associated with Component 3; The content of Component 1; Relevant practitioners and genres to be used in Component 1.	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 1; The needs of Component 1 and the criteria for success; The requirements of Component 1 Portfolio Part 1; 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.

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Computer Science	All students know and understand	How computers communicate; The devices that allow computers to communicate; The use of a server in a network; Different ways a network can be set up. Client server, peer-to-peer, technologies 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; Variables, procedures and functions as subroutines.	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 A and A; 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 the 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 effects 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; Analyze data structures and strings when programming; Write 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; T; Environmental and sociological impact.	New and emerging technologies; Energy generation and storage; Systems approach; Sources and origins; Sing and working with materials.	Mechanical devices; Investigating primary and secondary sources; The work of others; Look for; Scales of production; Health and safety.	Drawing and rendering skills; Client profile; Specification; Design ideas and range of design skills; Modelling skills; Cutting lists.	Evaluating a design; Iterative design and make process.	Task analysis; Client profile; Iteration testing; Product analysis; Other relevant research; Brief; Specification.
	All students know how to	Create an occasional table using core competencies skills and design; Cover bowl, planishing and tin sni cutting, annealing and soldering, piercing and enamelling.	Overtail making, portise and tenon; User cutter use with CA and CA.	Carry out a mini A; Complete a task analysis, client profile and mood board	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

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English	All students know and understand	Plot, characters and the uses of Romeo and Juliet; Content of Shakespeare's theatre, life, Elizabethan England, patriarchal society, Italian Renaissance history; Genre of Tragedy in the theatre; Shakespeare's use of dramatic elements, sonnet form, rhyming couplets and prose; Relevant subject terminology.	The structure of Creative Reading and Writing; How to answer questions of section A; Terminology used in connection with writer's craft and English grammar.	All poems from the A Level Anthology; Relevant content social and geographical; The poet's use of language, techniques, form and structure for each poem.	The plot, characters and the uses of our nineteenth century text; Relevant content both social, geographical, historical and geographical; The author's use of language, techniques, form and structure.	The skills needed to analyse poetry both from the Anthology and unseen. 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 a paragraph that incorporate analysis of content 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; Edited quotations; Select useful quotations.	Select useful quotes; Analyse the language, form and structure of a novel; Write a paragraph that incorporate analysis of content and language; Answer extract questions that incorporate analysis of an extract and the play as a whole.	Know language, form and structure shapes meaning in poetry. They will know to write a poem, unseen poetry and how to compare two unseen poems from a critical and analytical perspective, focusing on writer's craft.	How to present collected ideas effectively in a formal setting and how to respond to, and ask, questions. How to research a collection to identify, selecting appropriate material and shaping it into an engaging speech.

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Food & Nutrition	All students know and understand	science of carbohydrates, gluten reading, Cereals grains, pasta, eggs. The science of how fat is used in hortening; Cereals processing, functions, science of reading; pasta processing; Rice processing; The science of carbohydrates in cooking; The difference between different types of pasta; eggs and poultry, faring, nutrition, functions in cooking; energy requirements of individuals; a practice how to answer a questions introduction	nutrition, micronutrients micronutrients food provenance categories of fruit and vegetables; The atwell 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; a practice how to answer a questions introduction	A read practice project that a food science investigation is for A assessment initiative practice The process of an A food science investigation project; Researching a task; how to a food science knowledge; plan a practical investigation using controls and variables; Record a range of results; evaluate and analyse results; Conclude and evaluate	A T A R, hygiene, safety, eat fish theory food spoilage Complete a style e a a er, definitions, conditions; positive use of microorganisms; food hygiene and safety controls; eat poultry science of how protein cooks Maillard reaction; food 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 e a les and processing; sugar and syrups e a les and processing; a practice how to answer a questions introduction.	packaging, labeling, Allergens, secondary processing food preservation methods, benefits, disadvantages; food packaging materials, labeling requirements; law; dairy and milk foods types, primary processing; Cheese and yoghurt types, secondary processing; identify which recipes are different skills for A project, how to self assess and evaluate their knowledge and practical skills.

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Food & Nutrition	All students know how to	nife skills higher level, eeling, fruit and vegetable preparation; se of the ho multi tasking dovetailing two reci es; ake a rou sauce using the ho ; evelo and odify a reci e; afe use of the oven; evelo kneading skills and read sha ing skills; evelo a sweet read dough and a high fi re reci e for sha ed uns high skill .	hisking egg whites to ake eringue kisses; evelo ent of a asta dough reci e to colour and sha e into Ravioli; evelo ent of rough uff astry reci e to fill and sha e; ake chou astry into rofiterole and clair sha es; afe use of the oven; Tea working; afe and hygienic ractices.	Co lete a ractice A write u ; lan and co lete investigations style racticals using a read reci e, docu enting results and data to analyse.	ow to research and ustify a reci e, develo it and create a suite le ti e lan to ake it; ortion a whole chicken advanced knife skills ; lan and re are suite le arinades to ake thighs, wings, dru sticks; re are chicken reasts stuffing, coating, frying, aking ediu high skills ; atch a de onstration of how to fillet a round fish high skills and how to an fry fish fillets to achieve cris y skin. ow how to create a high skill e ulsion sauce i.e. ayonnaise.	e onstrate the ru ing in ethod and how it is affected y using different fats to ake shortcrust astry; Co lete a food science investigation reci es; esign and ake a uiche develo ing reci e odification skills and late resentation knife skills with a side salad garnish ediu skill , ha e and create a coating to ake cotch ggs ediu kill , se the whisking ethod to aerate a wiss Roll s onge cake.	evelo ent of a read dough reci e to ake a decorated ocaccia; Co ine shortcrust astry, a thickened sauce le on curd and eringue to ake a e on eringue ie high skills ; evelo sweet reci e resentation skills aking a layered dessert ie. Cheesecake; Consolidate garnish knife skills; dentify which reci es are different skills for A ro ect, ow to self assess and evaluate their knowledge and ractical skills.

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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. sing A R noun infinitive, present tense of regular and irregular verbs, forming and answering questions, near future tense, imperative tense, asking questions in the imperative tense.	vocabulary to talk about your identity, weekend routine, friends and friendships, celebrities and positive role models, celebrations and traditions. sing epithetic pronouns, reflexive verbs in the present tense, adverbial agreement and position, direct object pronouns, using three tenses 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. sing comparative adjectives, impersonal verb structures followed by an infinitive, irregular verbs in the imperative tense, imperative tense, using imperative, present and near future tenses together.	vocabulary to talk about deals and ailments, good mental health, unhealthy lifestyle choices, what you will do to improve your life, lifestyle changes. sing the artitive article and modal verbs, imperative tense of reflexive verbs, simple future tense, imperative, present and simple future tenses together.	vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. sing conditional tense, forming different types of questions, using AT AT A , imperative and imperative tenses together, modal verbs in the imperative tense, clauses.	vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. sing conditional tense, forming different types of questions, using AT AT A T A , imperative and imperative tenses together, modal verbs in the imperative tense, 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.

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Geography	All students know and understand	plate tectonic theory; physical processes taking place at boundaries of plates; primary and secondary impacts of earthquakes; Two case studies (one C and one NC); the responses, mitigation methods and why people choose to live near such places.	Atmospheric circulation; UK weather hazards including 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 UK urban area; regeneration in Liverpool; sustainable cities.	The ways in which we are able to make cities sustainable; The foundational aspects of coastal systems including processes and associated weathering.	The ways in which we are able to manage coastal erosion including hard engineering and managed retreat; A relevant case studies.	The foundational aspects of coastal systems including processes and landforms; the ways in which coastlines change over time and over space. Case studies are managed and defended.
	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 a paper 1. Apply the structure to respond increasingly sophisticated geographical arguments.	Engage with the AQA examination questions from a paper 1. Apply the structure to respond increasingly sophisticated geographical arguments.	Engage with the AQA examination questions from a paper 1. Apply the structure to respond increasingly sophisticated geographical arguments.	Use maps to understand changing landscapes at the coastline.

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German	All students know and understand	vocabulary to talk about school; to talk about school uniforms 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, alleine; 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 positions 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 um 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; positions with the accusative and dative case; the conditional to describe your ideal town; vocabulary to describe your shopping habits; for infinitives of nouns; using wer, was and wo as relative pronouns; using the imperfect tense to describe what it was like; word order rules with Tielerannerlace.	vocabulary to describe your home, a region, town/village; positions with the accusative and dative case; the conditional to describe your ideal town; vocabulary to describe your shopping habits; for infinitives of nouns; using wer, was and wo as relative pronouns; using the imperfect tense to describe what it was like; word order rules with Tielerannerlace.

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German	All students know and understand	Understand a range of familiar vocabulary in spoken passages, inferring 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, inferring 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 of 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 grammatical points from English to German and German to English. Read short sentences of familiar language aloud with good levels of accuracy in pronunciation.	Understand a range of familiar vocabulary in spoken and written passages, inferring meaning and complete comprehension tasks. Listen to short, spoken German sentences and transcribe them with good levels of accuracy.	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, inferring 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. 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.	Understand a range of familiar vocabulary in spoken and written passages, inferring 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.

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History	All students know and understand	The story 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 story of the American economy and the nation's experiences during the Great Depression, Roosevelt's New Deal era and the involvement and impact of 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 and 1991; The development of the Cold War, considering the significance of events in Asia, military rivalries, and the Cuban Missile Crisis.	The transformation of the Cold War, with the greater risks created by events in Berlin, Cuba and Czechoslovakia; The easing of tensions with the end of the Cold War.	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 American Revolution questions from a historical perspective; Develop analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a historical perspective; Develop analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a historical perspective; Develop analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a historical perspective; Develop analysis of historical sources content and relevance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance.	Engage with the American Revolution questions from a historical perspective; Develop analysis of historical sources content and relevance; Understand and analyse cause and consequence in a chronological narrative and evaluation of historical significance.	Engage with the American Revolution questions from a historical perspective; 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	Realities represent a range of possible solutions. Probability is the chance of an event occurring; hazards 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. Understand different scaling methods.

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	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 of -1; find the equation of a line perpendicular to a given line through a given point. find the midpoint of a line segment; find the length of a line segment; 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;	Read an inequality from a number line 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. Be able to use the probability scale and evaluate likely outcomes 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;	Factorise a quadratic expression where the coefficient of x^2 is 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 is 1; factorise a quadratic equation where the coefficient of x^2 is greater than 1, often referred to as splitting the middle term; solve a quadratic equation by factorising where the coefficient of x^2 is greater than 1; 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.	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; solve real life situations where one equation is a quadratic.	Understand and use Pythagoras' theorem; solve problems, including angles of elevation and depression; use trigonometry ratios in Δ, often referred to as CAST A; solve problems using Pythagoras' theorem and trigonometric ratios; The exact values of sin, cos, tan for $30^\circ, 45^\circ, 60^\circ$; 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; sketch 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 trigonometric 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;	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; see the links between length, area and volume scale factors to solve similar shape problems;

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Maths	All students know how to	olve 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 sketch a sketch graph to its equation.	Calculate the probability for mutually exclusive outcomes using the or rule; identify independent events and calculate probability using the and rule; 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 Venn diagrams; use a Venn diagram to calculate probability; practise a 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 representation of objects; Reflect a shape about a centre of rotation; Rotate a 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.	enable 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 similar direct proportion problems. use 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.	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 formula 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.	solve problems using the sine rule, including the ambiguous case for missing angles; 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 sine rule for area 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. solve problems involving congruency; find missing sides in similar shapes, using scale factor. solve problems involving similar triangles; see the links between length, area and volume scale factors to solve similar shapes problems; find the volume of the frustum of a cone or pyramid using similar shape methods; solve geometric problems on coordinate axes.	find the volume of the frustum of a cone or pyramid using similar shape methods; solve geometric problems on coordinate axes. Recognise and use the different methods of sampling, including random and stratified sampling. Recognise and use a capture-recapture method to estimate the size of a population.

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 training and how to perform the basic skills.	Key terminology associated with types of training, injury prevention and seasonal aspects of training; The skills needed to perform a training routine that meets the assessment criteria; The requirements of the coursework element.	A range of psychology theories and their impact on sports performance; The requirements of the coursework element.
	All students know how to	Apply knowledge to sporting events, considering the impact on performance; Apply skills to a fully competitive game of netball.	Apply knowledge to sporting events, 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 events, 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 events, considering the impact on performance; Apply knowledge to sporting events, considering the impact on performance; perform the basic skills within training.	Link skills to form a routine; Analyse fitness strength and weakness within their training.	Apply knowledge to sporting events, 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 Tra olining and the skills needed to for a routine; The rules of et all and the ter inology used when u iring.	The rules and ter inology used in oot all; The enefits of regular hysical activity and a range of fitness activities that contri ute to a healthy, active lifestyle.	The enefits of regular hysical activity and a range of fitness activities that contri ute to a healthy, active lifestyle. The skills needed to work effectively as a tea to solve a range of ro le s; Advanced dance and acro atic skills and choreogra hic devices within the style of roadway and Conte orary ance.	Advanced dance and acro atic skills and choreogra hic devices within the style of roadway and Conte orary ance. The asic rules and ter inology used in Tennis for singles and dou les. 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	emonstrate a range of skills and tactics in a fully competitive game of netball; demonstrate a game, highlighting when key rules have been broken and applying the relevant penalty; demonstrate a range of shots and landings with control and precision; perform a bounce routine using the skills they have learnt;	develop the foot skills they have previously learnt and apply them to a competitive situation; demonstrate a range of training methods to the best of their ability.	participate 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 overhand skills which they will use to develop a group routine in the style of The Greatest Show on Earth.	perform a range of overhand skills which they will use to develop a group routine in the style of The Greatest Show on Earth; demonstrate a variety of Tennis skills in order to outwit an opponent; demonstrate the basic rules of Tennis. demonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents;	emonstrate a variety of bowling, fielding and batting skills within competitive situations to help their team outwit their opponents; perform advanced throwing using running techniques for each event; measure and time accurately.	perform advanced throwing using running techniques for each event; measure and time accurately; demonstrate a variety of skills and tactics within Rounders and confidently use game rules.

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	The story 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 story of the American economy and the nation's experiences during the Great Depression, Roosevelt's New Deal era and the involvement and impact of 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 and 1991; The development of the Cold War, considering the significance of events in Asia, military rivalries, and the Cuban Missile Crisis.	The transformation of the Cold War, with the greater risks created by events in Berlin, Cuba and Czechoslovakia; The easing of tensions with the end of the Cold War.	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 American Revolution questions from a period, section A; evaluate analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a period, section A; evaluate analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a period, section A; evaluate analysis of historical interrelations, analysis of historical change within a period and evaluation of historical significance.	Engage with the American Revolution questions from a period, section A; evaluate 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 American Revolution questions from a period, section A; evaluate 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 American Revolution questions from a period, 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
Religious Studies	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. sing A R 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. sing ethnic pronouns, reflexive verbs in the present tense, adverb agreement and position, direct object pronouns, using three tenses 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. sing comparative adjectives, impersonal verb structures followed by an infinitive, irregular verbs in the perfect tense, perfect tense, using infinitive, present and near future tenses together.	vocabulary to talk about deals and ealties, good mental health, unhealthy lifestyle choices, what you will do to improve your life, lifestyle changes. sing the artitive article and , modal verbs, perfect tense of reflexive verbs, simple future tense, imperative, present and simple future tenses together.	vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. sing conditional tense, forming different types of questions, using A T A T A , perfect and imperfect tenses together, modal verbs in the perfect tense, clauses.	vocabulary to talk about ideal holidays, holiday activities, festivals, holiday accommodation. sing conditional tense, forming different types of questions, using A T A T A , perfect and imperfect tenses together, modal verbs in the perfect tense, 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.

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Spanish	All students know and understand	oca uly to descri e free ti e activities, including life online, s orts, arranging to go out, talking a out last weekend and descri ing a day that went wrong. ra ar revising the resent, near future and reterite tenses; using e ressions of fre uency, e ressing o inions, using direct o ect ronouns; ronouncing the letter c correctly.	oca uly to discuss travel lans, talking a out festivals in the anish s eaking world, saying what you did on holiday, descri ing where you stayed, talking a out holidays using different tenses. ra ar using co aratives and su erlatives, using se uede aca ar de suelo infinitive, using if clauses with the resent tense, using the i erfect tense.	oca uly to descri e eo le, talking a out cele rities, friendshi s and relationshi s, talking a out yoru identity and what atters to you, ro le s and give advice, fa ily cele rations. ra ar using the resent continuous to descri e a hoto, saying how long you have een doing so ething, ser estar, using the ersonal a , using refle ive ver s, using ara infinitive, odr as de er as infinitive, indirect ronouns.	oca uly to discuss healthy daily routines, talking a out ealti es and food trends, co aring old and new ha its, talking a out illnesses and in uries, giving advice using de es, tienes ue, necesitas, aking future lans for health and well eing. ra ar using indefinite ad ectives, tener noun, direct o ect ronouns, the i erfect tense to say what you used to do, ya no ver , refle ive ver s in the reterite tense, using the si le future tense, using if clauses.	oca uly to discuss a ty ical day at school and talking a out your studies, how you would like to change your school, talking a out students and teachers, descri ing a school tri in the ast. ra ar using relative ronouns ue, donde, cuando; using lo ue; using the conditional tense; using negatives, ad ectives and adver s.	oca uly to discuss a ty ical day at school and talking a out your studies, how you would like to change your school, talking a out students and teachers, descri ing a school tri in the ast. ra ar using relative ronouns ue, donde, cuando; using lo ue; using the conditional tense; using negatives, ad ectives and adver s.

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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 the 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 the 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 grammatical points from English to Spanish and Spanish to 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 and Spanish to English. 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 the 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 the with good levels of accuracy. Write an extended paragraph using a range of complex grammatical structures and a variety of sophisticated vocabulary.