

## Whole School Curriculum Calendar: Spring 2

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>English</b>	Concept and context of myths	Activism - Speeches	Context to Shakespeare and Hamlet	Paper 2 Crime and Punishment Context and comprehension	Revision: Paper 2 Exam Skills
	Trojan War	Debate Skills	Hamlet Act 1, scenes 1 and 2 soliloquy presentation	Paper 2 Crime and Punishment language analysis	Revision: Paper 2 Exam Skills
	Trojan War	Animal Cruelty - Letter	Act 1, scenes 4 and 5 language analysis	Paper 2 Crime and Punishment Comparison	Revision: Paper 2 Exam Skills
	The Underworld - Creative writing	Debate on topic of choice	Act 3, scene 3 hero or coward	Paper 2 Crime and Punishment Comparison	Revision: Poetry - Anthology
	Pandora's Box	Environment - Article	Act 5, scene 2 structure of ending	Paper 2 Crime and Punishment Writing skills	Revision: Poetry - Anthology/Unseen
	Minotaur	Homelessness - Speeches	Response	Paper 2 Crime and Punishment Writing skills	Revision: Paper 2 Exam Skills
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Maths</b>	Expressions & Equations	Brackets, equations & inequalities	Numbers	Ratio & fractions	Listing & describing
	Expressions & Equations	Brackets, equations & inequalities	Numbers	Ratio & fractions	Listing & describing
	Perimeter & Area	Sequences	Using percentages	Percentages & interest	Show that...
	Perimeter & Area	Sequences	Using Percentages	Percentages & interest	Show that...
	Perimeter & Area	Indices	Maths & money	Probability	Revision
	Deepening thinking	Indices	Maths & money	Probability	Revision
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Science</b>	Climate	Body systems	Organisation of organisms	Atomic structure & periodic table	Mock Exams
	Climate	Electricity	Forces	Assessment window 2	
	Assessment window 2	Electricity	Assessment window 2	Atomic structure & periodic table	Tailored curriculum focus on reteach areas from test review.
	Space	Assessment window 2	Forces	Bonding and structure	
	Space	Domestic electricity	Forces	Bonding and structure	
	Waves	Domestic electricity	Forces	Bonding and structure	
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>History</b>	Tudors and the issue of religion	World War I	Migration to Britain	Weimar and Nazi Germany	Structured revision and response curric.
	Tudors and the issue of religion	World War I	Migration to Britain	Weimar and Nazi Germany	Structured revision and response curric.

<b>History</b>	Tudors and the issue of religion	World War I	Migration to Britain	Weimar and Nazi Germany	Structured revision and response curric.
	Tudors and the issue of religion	World War I	Migration to Britain	Weimar and Nazi Germany	Structured revision and response curric.
	Tudors and the issue of religion	World War I	Migration to Britain	Weimar and Nazi Germany	Structured revision and response curric.
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Geography</b>	Climate change	Africa	Weather Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
	Climate change	Africa	Weather Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
	Climate change	Africa	Weather Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
	Climate change	Africa	Climate Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
	Ecosystems	Africa	Climate Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
	Ecosystems	Africa	Climate Hazards	The Changing Economic World (The Changing Economy of the UK)	Fieldwork
<b>Subject</b>	<b>Year 7 (French)</b>	<b>Year 8 (French)</b>	<b>Year 9 (French)</b>	<b>Year 10 (Spanish)</b>	<b>Year 11 (Spanish)</b>
<b>MFL</b>	Dans ma chambre, Ma maison, Chez Henri, Revision	Describe your eating routines	Do a supermarket shop	La vida en familia (G) Algunas costumbres regionales (F)	Revision
	Spring PPE (L,R,W), Spring PPE Speaking & Feedback	Do a supermarket shop	Say what you eat and drink to stay healthy	Cambian los costumbres? (H) Las Fiestas de Espana (G)	PPEs
	Les taches menageres, Ce que je fais en famille	Say what you eat and drink to stay healthy	Order food in a restaurant/cafe	Las fiestas del mundo hispano (F) Las fiestas de Espana Las Fallas (H)	Speaking prep - roleplay focus
	La technologie chez moi	Order food in a restaurant/cafe	Learn about, and taste, traditional French and Francophone foods	Customs & Festivals Grammar Practice (F & H) Vocabulary.	Speaking prep - photocard focus
	Qu'est-ce qu'on peut faire a Hayle?, Photo descriptions, qu'est-ce qu'il y a...?	Learn about, and taste, traditional French foods	Say what you do to keep fit, how often and why you exercise	Units 3 & 4 Reading & Listening (F & H)	Speaking prep - prepped conversation focus
	Pour aller a la piscine? On fait des courses.	Explore foods from the French speaking world	Say what you, and others your age, find stressful	Units 3 & 4 Writing & Translation (F & H)	Speaking prep - spontaneous conversation focus
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Technical Knowledge and Skills - Assessment	Technical Knowledge and Skills - Specialist Tools and Equipment - Assessment	Core Knowledge and Skills - Lego Blox & Orthographics	PPNEA - Investigate	Electronic Systems

<b>DT</b>	Technical Knowledge and Skills - Manufacturing Log	Technical Knowledge and Skills - Repeat Concept 'Measuring & Marking Out'	Core Knowledge and Skills - Lego Blox & Orthographics	PPNEA - Investigate	New and emerging production processes
	Technical Knowledge and Skills - Shaping and Drilling	Technical Knowledge and Skills - Repeat Concept 'Measuring & Marking Out'	Core Knowledge and Skills - Lego Blox & Isometrics	PPNEA - Design and Development	Triangles and Squares
	Technical Knowledge and Skills - Shaping and Drilling	Technical Knowledge and Skills - Repeat Concept 'Curring & Shaping Materials'	Core Knowledge and Skills - Lego Blox & Isometrics	PPNEA - Design and Development	PPNEA - Design and Development
	Technical Knowledge and Skills - Surface Finishing and Evaluating	Technical Knowledge and Skills - Repeat Concept 'Curring & Shaping Materials'	Core Knowledge and Skills - 3D CAD Practice	PPNEA - Design and Development	PPNEA - Design and Development
	Technical Knowledge and Skills - Surface Finishing and Evaluating	Technical Knowledge and Skills - Repeat Concept 'Design Ideas'	Core Knowledge and Skills - 3D CAD Practice	PPNEA - Design and Development	PPNEA - Design and Development
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Food and Catering</b>	Use of oven: scones (rubbing-in, binding, glazing and flavouring – sweet and savoury options) Healthy eating: the Eatwell guide – eating a balanced diet Food Safety and “The 4 C’s” - Cleaning, Chilling, Cooking and Cross- Contamination Food hygiene & handling of raw meat: chicken fajitas Different methods of cooking Use of oven: fruit muffins (using a batter)	Use of oven: scones (rubbing-in, binding, glazing and flavouring – sweet and savoury options) Function of ingredients – eggs Cooking with meat: meat based Bolognese Working with meat/ meat safety; sources of meat; Vegetarian diet; Alternative diets. Bread dough: pizza The function of yeast and gluten in bread making Bread-making (artisan vs factory) and flour production	Practical: Cakes – fairy cakes, Victoria sponge. Food decoration and presentation techniques Different ingredients and how they behave during cooking: Eggs and different flours Practical: Burger Meal Nutrition and the Eatwell guide – dish analysis Customer requirements Different types of meat and nutritional content Handling and shaping of raw meat products Chilled dessert: Cheesecake using gelatinisation How gelatinisation works Making sauces Practical: Fruit coulis	Food safety legislation, food poisoning. Practical: Cakes and decoration techniques	Complete dishes using presentation techniques.
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Art</b>	Abstract art appreciation Miro/kandinsky	Expressive Portraits - Final Piece	Icons: Shepard Fairey inspired final outcome	Introducion- My natural surroundings project	Exam - Artist research 2
	Mind map/plan - Abstract mixed media (Peer review)	Expressive Portraits - Final Piece		MNS - Research and mind map (AO1)	MOCK EXAM & - Artist research 2
	Abstract mixed media piece	Expressive Portraits - Final Piece (peer review)	Icons: Shepard Fairey inspired final outcome	MNS - local artist interpretations (AO2 & AO3)	Observe, experiment & develop

<b>A</b>	Abstract mixed media piece	Expressive Portraits - Final Piece		MNS - local artist interpretations (AO1 & AO3)	Exam Planning
	Abstract mixed media piece (WCF)	Expressive Portraits - Final Piece (WCF)	Icons: Shepard Fairey inspired final outcome	MNS - local artist interpretations (AO2 & AO3)	Exam Planning
	Abstract mixed media piece (self DER)	Expressive Portraits - Digital development		MNS - Photography/editing (AO2 & AO3)	Exam Planning
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Core PE</b>	Football/ Gymnastics	Fitness and OAA / Basketball	Fitness / Handball	Volleyball/ Fitness Training	Alternative Activities/ Fitness/ Basketball
	Football/ Gymnastics	Basketball/ Fitness and OAA	Handball/ Fitness	Volleyball/ Fitness Training	Alternative Activities/ Fitness
	Football/ Gymnastics	Basketball/ Fitness and OAA	Handball/ Fitness	Y10 WORK EXPERIENCE WEEK	Alternative Activities/ Fitness
	Football/ Gymnastics	Basketball/ Fitness and OAA	Handball/ Fitness	Volleyball/ Fitness Training	Alternative Activities/ Fitness
	Football/ Gymnastics	Basketball/ Fitness and OAA	Handball/ Fitness	Volleyball/ Fitness Training	Alternative Activities/ Fitness
	House Football Tournament	House Basketball Tournament	House Fitness Competition	Volleyball/ Fitness Training	Alternative Activities/ Fitness
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>BTEC Sport</b>	NA	NA	NA	Component 1 Assessment	C3 - Motivation Factors
	NA	NA	NA	Component 1 Assessment	Assessment Preparation
	NA	NA	NA	Y10 WORK EXPERIENCE WEEK	Y11 Mock Assessment Window
	NA	NA	NA	Component 1 Assessment	Feedback and DIRT
	NA	NA	NA	Component 1 Assessment	C3 - Revision
	NA	NA	NA	Component 1 Assessment	C3 - Revision
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Performing Arts</b>	Circus	Duologues	Our Day Out	Component 3 Mock	Component 3 Skills Development and Rehearsal
	Circus	Duologues	Our Day Out	Component 3 Mock	Component 3 Skills Development and Rehearsal
	Circus	Duologues	Our Day Out	Work Experience	Mock Week
	Circus	Duologues	Our Day Out	Component 3 Mock	Component 3 Skills Development and Rehearsal
	Circus	Duologues	Our Day Out	Component 3 Mock	Component 3 Skills Development and Rehearsal
	Circus		Our Day Out	Comonent 3 Mock	Component 3 Skills Development and Rehearsal
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	NA	NA	NA	Component 1 Assessment	C3 - Management

<b>Travel and Tourism</b>	NA	NA	NA	Component 1 Assessment	Y11 Mock Assessment Window
	NA	NA	NA	Y10 Work Experience Week	Y11 Mock Assessment Window
	NA	NA	NA	Component 1 Assessment	Feedback and DIRT
	NA	NA	NA	Component 1 Assessment	C3 - Management
	NA	NA	NA	Component 1 Assessment	C3 - Tourism development
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Health and Social Care</b>	NA	NA	NA	Component 1 Assessment	C3 - Interpreting physiological data
	NA	NA	NA	Component 1 Assessment	C3 - Interpreting lifestyle data
	NA	NA	NA	Y10 Work Experience Week	Y11 Mock Assessment Window
	NA	NA	NA	C2 - Healthcare Services	Feedback and DIRT
	NA	NA	NA	C2 - Social Care Services	C3 - Person centred approach to improving health and wellbeing
	NA	NA	NA	C2 - Barriers to accessing services - physical and sensory	C3 - Recommendations to improve health and wellbeing
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Global Values</b>	RE 4 What difference does it make to be an atheist or agnostic in Britain today	RE4 Should happiness be the purpose of life? (Thematic - Christians, Buddhists, non-religious worldviews)	RE5 Why is there suffering? Are there any good solutions?	RSE 6 Do I have healthy relationships?	STUDENT VOICE CURRICULUM
	RE 4 What difference does it make to be an atheist or agnostic in Britain today	RE4 Should happiness be the purpose of life? (Thematic - Christians, Buddhists, non-religious worldviews)	RE5 Why is there suffering? Are there any good solutions?	RE Are humans superior?	STUDENT VOICE CURRICULUM
	RE 4 What difference does it make to be an atheist or agnostic in Britain today	RE4 Should happiness be the purpose of life? (Thematic - Christians, Buddhists, non-religious worldviews)	RE5 Why is there suffering? Are there any good solutions?	RE Are humans superior?	STUDENT VOICE CURRICULUM
	RE 4 What difference does it make to be an atheist or agnostic in Britain today	RE4 Should happiness be the purpose of life? (Thematic - Christians, Buddhists, non-religious worldviews)	RE5 Why is there suffering? Are there any good solutions?	RE Are humans superior?	STUDENT VOICE CURRICULUM
	RE 4 What difference does it make to be an atheist or agnostic in Britain today	RE4 Should happiness be the purpose of life? (Thematic - Christians, Buddhists, non-religious worldviews)	H&W 6 Is it safe?	RE Are humans superior?	STUDENT VOICE CURRICULUM
	RE 4 What difference does it make to be an atheist or agnostic in Britain today	LWW5 Workplace skills, online safety	H&W 6 Is it safe?	RE Are humans superior?	STUDENT VOICE CURRICULUM