|          | -   |  |                                     |   |         |
|----------|---|--|-------------------------------------|---|---------|
| ubject   | Year 7  | Year 8   | Year 9                              | Year 10   | Year 11 |
| _        | Intro to poetry - Wind Ted Hughes                     | My Sister Lives on the Mantelpiece -<br>Context & Discussion | Poetry Remains/War Photographer     | Jekyll and Hyde rational versus irrational          |         |
|          | Poetry from other cultures - Parrot &<br>Island Man   | Chpts 1 - 5 - Character & Empathy                            | Poetry Poppies                      | Jekyll and Hyde exam prep and<br>extract assessment |         |
| English  | Dialect poetry - Half Caste and Dis<br>Poetry         | Chpts 6 - 10 - Mood/Structure                                | Poetry MLD/Checking out             | Practice response                                   |         |
| 0<br>C   | Comparison skills                                     | Chpts 11 - 15 - Language analysis                            | Poetry The Emigree/Tissue           | Spoken Language                                     |         |
| ũ        | Poetry from other cultures -<br>Scavengers & Scorpion | Chpts 15 - 20 - Evaluation                                   | Comparison Response                 | Mocks   |         |
|          | Cultural captial - Blessing                           | Chpts 21 - End - Structure                                   | Revision of all poems               | Spoken Language                                     |         |
|          | End of year exams/revision                            | End of year exams/revision                                   | End of year exams/revision          | Spoken Language                                     |         |
| Subject  | Year 7  | Year 8   | Year 9                              | Year 10   | Year 11 |
|          | Multiplicative Relationships                          | Angles in parallel lines & polygons                          | Enlargement & similarity            | Types of number & sequences                         |         |
|          | Multiplicative Relationships                          | Area of trapezia & Circles                                   | Enlargement & similarity            | Types of number & sequences                         |         |
| Ě        | Multiplicative Relationships                          | Area of trapezia & Circles                                   | Solving ratio & proportion problems | Indices & roots                                     |         |
| Maths    | Multiplicative Relationships                          | Line symmetry & reflection                                   | Solving ratio & proportion problems | Indices & roots                                     |         |
| Š        | Transformations                                       | The data handling cycle                                      | Rates                               | Manipulating expressions                            |         |
|          | Transformations                                       | The data handling cycle                                      | Probability                         | Manipulating expressions                            |         |
|          | Problem Solving                                       | Measures of location   | Algebraic representation            | Manipulating expressions                            |         |
| Subject  | Year 7  | Year 8   | Year 9                              | Year 10   | Year 11 |
|          | Plant reproduction                                    | Inhertiance  | Revision                            | Chemical changes                                    |         |
| Ð        | Ecology and interdependence                           | Inhertiance  | Assessment window 3                 | Energy changes                                      |         |
| ပ္ရ      | Assessment window 3                                   | Natural selection  | Reteach & Review                    | Energy changes                                      |         |
|          | Ecology and interdependence                           | Assessment window 3  | Reteach & Review                    | Assessment window 3                                 |         |
| Science  | Project   | Natural selection  | Reteach & Review                    | Review  |         |
| Š        | Project   | Biomimicry - project   | Reteach & Review                    | Review  |         |
|          | Project   | Biomimicry - project   | Reteach & Review                    | Review  |         |
| Subject  | Year 7  | Year 8   | Year 9                              | Year 10   | Year 11 |
|          | Empires and explorers                                 | Inter War Years 1919-1939                                    | Medicine on the Western Front       | American West                                       |         |
| <b>_</b> | The Slave Trade                                       | Inter War Years 1919-1939                                    | Medicine on the Western Front       | American West                                       |         |

| LO<br>LO  | The Slave Trade             | Inter War Years 1919-1939  | Medicine on the Western Front  | American West  |                   |
|-----------|-----------------------------|--|--|--|-------------------|
| History   | The Slave Trade             | Inter War Years 1919-1939  | Medicine on the Western Front  | American West  |                   |
|           | The Slave Trade             | Inter War Years 1919-1939  | Medicine on the Western Front  | American West  |                   |
|           | The Slave Trade             | Inter War Years 1919-1939  | Medicine on the Western Front  | American West  |                   |
|           | The Slave Trade             | Inter War Years 1919-1939  | Medicine on the Western Front  | American West  |                   |
| Subject   | Year 7                      | Year 8   | Year 9   | Year 10  | Year 11           |
|           | Russia                      | Rivers (with OS Map Skills)  | Bristol issues and challenges and<br>sustainable living in Freiburg  | Coasts (Physical Landscape of UK)  |                   |
| 2         | Russia                      | Rivers (with OS Map Skills)  | Bristol issues and challenges and<br>sustainable living in Freiburg  | Coasts (Physical Landscape of UK)  |                   |
| Geography | Russia                      | Rivers (with OS Map Skills)  | Bristol issues and challenges and sustainable living in Freiburg     | Rivers (Physical Landscape of UK)  |                   |
| gre       | Field work                  | Fieldwork  | Bristol issues and challenges and sustainable living in Freiburg     | Rivers (Physical Landscape of UK)  |                   |
| e<br>e    | Field work                  | Fieldwork  | Bristol issues and challenges and<br>sustainable living in Freiburg  | Rivers (Physical Landscape of UK)  |                   |
| Ŭ         | Field work                  | Fieldwork  | Bristol issues and challenges and<br>sustainable living in Freiburg  | Rivers (Physical Landscape of UK)  |                   |
|           | Field work                  | Fieldwork  | Bristol issues and challenges and<br>sustainable living in Freiburg  | Rivers (Physical Landscape of UK)  |                   |
| Subject   | Year 7 (French)             | Year 8 (French)  | Year 9 (French)  | Year 10 (Spanish)  | Year 11 (Spanish) |
|           | Speaking Assessment         | Revision   | Say what the novel is about so far                                   | LLevas una vida sana? (F) Que<br>opinas? (H)   |                   |
|           | Summer Assessment (L,R,W)   | Assessment   | Give your opinion about what you've read so far                      | Reutilizar, reducir, reciclar (G)<br>Protegiendo el medio ambiente (F)                         |                   |
|           | Ou vas tu le weekend?       | Say what the novel if about  | Say what you think of the French<br>school system                    | Problemas ecologicos (H) Los<br>necesitados (G)  |                   |
| MFL       | Qu'est-ce que tu vas faire? | Give your opinion of what you have read                              | Describe the main themes of the novel                                | Los sin techo (F), Es importante ayudar a los demas? (H)                                       |                   |
| <         | Tu veux aller au cafe?      | Give your opinion of the French school system compared to yours      | Explain what is inferred about social issues ni France in this novel | Me voy de vacaciones (G) Donde te alojas? (F)  |                   |
|           | Vous desirez?               | Describe the main themes of the novel                                | Watch the film in French   | Que hiciste y que te gustaria hacer<br>durante las vacaciones? (H) En que<br>region vives? (G) |                   |
|           | Je vais visiter Paris       | Explain what is inferred about social issues in French in this novel | Write a film review  | Un folleto turistico (F) Describiendo<br>tu region (H)   |                   |
|           | Year 7                      | Year 8   | Year 9   | Year 10  | Year 11           |

| Б                   | Technical Knowledge and Skills -<br>Trasnslating Sketches to CADs  | Technical Knowledge and Skills -<br>Mathematical Modeling & Iteration   | Technical Knowledge and Skills -<br>Manufacture using CAM  | Controlled Assessment -<br>Investigation, Brief and<br>Specification  |               |
|---------------------|--|---|--|---|---------------|
|                     | Technical Knowledge and Skills -<br>Mathematical Modelling   | Technical Knowledge and Skills -<br>Mathematical Modeling & Iteration   | Technical Knowledge and Skills -<br>Manufacture using CAM  | Controlled Assessment -<br>Investigation, Brief and<br>Specification  |               |
|                     | Technical Knowledge and Skills -<br>Manufacturing using CAM  | Technical Knowledge and Skills -<br>Manufacture using CAM   | Technical Knowledge and Skills -<br>The Metal Casting Process  | Controlled Assessment -<br>Investigation, Brief and<br>Specification  |               |
|                     | Technical Knowledge and Skills -<br>Manufacturing using CAM  | Technical Knowledge and Skills -<br>Manufacture using CAM   | Technical Knowledge and Skills -<br>The Metal Casting Process  | Controlled Assessment -<br>Investigation, Brief and<br>Specification  |               |
|                     | Technical Knowledge and Skills -<br>Manufacture Log & Evaluation   | Technical Knowledge and Skills -<br>Manufacturing Log & Evaluation  | Technical Knowledge and Skills -<br>Manufacturing Log & Evaluation   | Controlled Assessment - Design<br>Ideas   |               |
|                     | Technical Knowledge and Skills -<br>Manufacture Log & Evaluation   | Technical Knowledge and Skills -<br>Manufacturing Log & Evaluation  | Technical Knowledge and Skills -<br>Manufacturing Log & Evaluation   | Controlled Assessment - Design<br>Ideas   |               |
| Subject             | Year 7   | Year 8  | Year 9   | Year 10   | Year 11       |
| ood and<br>Catering | Different types of meat and other sources of protein   | Cooking with rice: Paella/ Risotto<br>Staple foods from around the world<br>– rice & pasta  | Food related causes of ill health.<br>Common types of food poisoning.<br>Symptoms of food induced ill health<br>Practical: Cakes – brownies (using a<br>Bain Marie)<br>The Picnic product design task –  | Internally assessed tasks. Practical:   |               |
| Food<br>Cate        | Food hygiene & handling of raw<br>meat: Chicken kebabs<br>Using local produce (supporting<br>local businesses and reducing<br>Carbon footprint)<br>Using fruit in a cooked dessert: Fruit<br>crumble.  | Tray bake cake<br>Healthy cake design.<br>Recipe research.<br>Vegetable preparation: stir-fry<br>Food hygiene and hazards; 4 Cs of<br>food hygiene. Food poisoning basics   | nutritional analysis<br>Practical: Production of pastry<br>product idea designed for a picnic<br>How to make bread – the function of<br>ingredients in bread<br>Practical: Bread rolls<br>Practical: The cookie challenge  | Chilled dessert (Cheesecake) Meal<br>planning and prep  | NA            |
| Subject             | Food hygiene & handling of raw<br>meat: Chicken kebabs<br>Using local produce (supporting<br>local businesses and reducing<br>Carbon footprint)<br>Using fruit in a cooked dessert: Fruit  | Tray bake cake<br>Healthy cake design.<br>Recipe research.<br>Vegetable preparation: stir-fry<br>Food hygiene and hazards; 4 Cs of  | nutritional analysis<br>Practical: Production of pastry<br>product idea designed for a picnic<br>How to make bread – the function of<br>ingredients in bread<br>Practical: Bread rolls   |   | NA<br>Year 11 |
|                     | Food hygiene & handling of raw<br>meat: Chicken kebabs<br>Using local produce (supporting<br>local businesses and reducing<br>Carbon footprint)<br>Using fruit in a cooked dessert: Fruit<br>crumble.  | Tray bake cake<br>Healthy cake design.<br>Recipe research.<br>Vegetable preparation: stir-fry<br>Food hygiene and hazards; 4 Cs of<br>food hygiene. Food poisoning basics   | nutritional analysis<br>Practical: Production of pastry<br>product idea designed for a picnic<br>How to make bread – the function of<br>ingredients in bread<br>Practical: Bread rolls<br>Practical: The cookie challenge  | planning and prep   |               |
|                     | Food hygiene & handling of raw<br>meat: Chicken kebabs<br>Using local produce (supporting<br>local businesses and reducing<br>Carbon footprint)<br>Using fruit in a cooked dessert: Fruit<br>crumble.<br>Year 7  | Tray bake cake<br>Healthy cake design.<br>Recipe research.<br>Vegetable preparation: stir-fry<br>Food hygiene and hazards; 4 Cs of<br>food hygiene. Food poisoning basics<br><b>Year 8</b><br>Pop sculpture structure - paper   | nutritional analysis<br>Practical: Production of pastry<br>product idea designed for a picnic<br>How to make bread – the function of<br>ingredients in bread<br>Practical: Bread rolls<br>Practical: The cookie challenge<br><b>Year 9</b><br>Toys: Digital collage inspired by Eric | planning and prep<br>Year 10<br>My natural surroundings - creating  |               |
|                     | Food hygiene & handling of raw<br>meat: Chicken kebabs<br>Using local produce (supporting<br>local businesses and reducing<br>Carbon footprint)<br>Using fruit in a cooked dessert: Fruit<br>crumble.<br><b>Year 7</b><br>Abstract clay: Paint Reports | Tray bake cake<br>Healthy cake design.<br>Recipe research.<br>Vegetable preparation: stir-fry<br>Food hygiene and hazards; 4 Cs of<br>food hygiene. Food poisoning basics<br><b>Year 8</b><br>Pop sculpture structure - paper<br>mache Reports<br>Pop sculpture - paper mache | nutritional analysis<br>Practical: Production of pastry<br>product idea designed for a picnic<br>How to make bread – the function of<br>ingredients in bread<br>Practical: Bread rolls<br>Practical: The cookie challenge<br><b>Year 9</b><br>Toys: Digital collage inspired by Eric | Planning and prep<br>Year 10<br>My natural surroundings - creating<br>final piece (AO2 & AO4)<br>My natural surroundings - creating |               |

|                 | Clay Work review (self DER)      | Pop sculpture - review (self DER)<br>paint | Toys: Final piece response       | AQA Trial Exam paper Introduction<br>& research (AO1) |         |
|-----------------|----------------------------------|--|----------------------------------|---|---------|
|                 | Sketchbook Development (WCF)     | Pop sculpture - paint (WCF)                |                                  | AQA Trial Exam paper research<br>(AO1)                |         |
|                 | Sketchbook developments          | Pop sculpture - Sketchbook<br>developments | Toys: Final piece response       | Presenting research (AO3)                             |         |
| Subject         | Year 7                           | Year 8                                     | Year 9                           | Year 10   | Year 11 |
|                 | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
| ш               | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
| <b>_</b>        | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
| Core            | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
| ō               | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
| U U             | Striking and Fielding/ Athletics | Cricket/ Tennis/ Athletics                 | Athletics                        | Rounders/ Tennis                                      |         |
|                 | Broader Horizons and House Sport | Broader Horizons and House Sport           | Broader Horizons and House Sport | Broader Horizons and House Sport                      |         |
| Subject         | Year 7                           | Year 8                                     | Year 9                           | Year 10   | Year 11 |
| t               | NA                               | NA   | NA                               | Assessment WIndow - Mock for<br>Component 2           |         |
| BTEC Sport      | NA                               | NA   | NA                               | Feedback and DIRT                                     |         |
| 0<br>Q          | NA                               | NA   | NA                               | C2 - Rules and Regulations in Sport                   |         |
|                 | NA                               | NA   | NA                               | C2 - Rules and Regulations in Sport                   |         |
|                 | NA                               | NA   | NA                               | C2 - Practical Coaching                               |         |
| E               | NA                               | NA   | NA                               | C2 - Practical Coaching                               |         |
|                 | NA                               | NA   | NA                               | BROADER HORIZONS WEEK                                 |         |
| Subject         | Year 7                           | Year 8                                     | Year 9                           | Year 10   | Year 11 |
| S               | Matilda                          | Genres and Styles                          | Performance                      | Component 1 Learning Aim B<br>Research                |         |
| Art             | Matilda                          | Genres and Styles                          | Performance                      | Component 1 Learning Aim B<br>Research                |         |
| DC              | Matilda                          | Genres and Styless                         | Performance                      | Component 1 Learning Aim B<br>Research                |         |
| mi              | Matilda                          | Genres and Styles                          | Performance                      | Component 1 Learning Aim B<br>Research                |         |
| Performing Arts | Matilda                          | Genres and Styles                          | Performance                      | Component 1 Learning Aim B<br>Research                |         |
| Pei             | Matilda                          | Genres and Styles                          | Performance                      | Component 1 Learning Aim B<br>Research                |         |

|                  | Broader Horizons Week  | Broader Horizons Week   | Broader Horizons Week  | Broader Horizons Week                               |         |
|------------------|--|---|--|---|---------|
| Subject          | Year 7   | Year 8  | Year 9   | Year 10   | Year 11 |
| el and<br>urism  | NA   | NA  | NA   | Assessment WIndow - Mock for<br>Component 2         |         |
|                  | NA   | NA  | NA   | Feedback and DIRT from Mock                         |         |
|                  | NA   | NA  | NA   | C2 - Methods  |         |
| u el             | NA   | NA  | NA   | C2 - Bookings                                       |         |
| To A             | NA   | NA  | NA   | C2 - Transport                                      |         |
| Travel<br>Touri  | NA   | NA  | NA   | C2 - Changing trends                                |         |
| F                | NA   | NA  | NA   | BROADER HORIZONS WEEK                               |         |
| Subject          | Year 7   | Year 8  | Year 9   | Year 10   | Year 11 |
|                  | NA   | NA  | NA   | Assessment WIndow - Mock for<br>Component 2         |         |
| ind<br>are       | NA   | NA  | NA   | Feedback and DIRT from Mock                         |         |
| σU               | NA   | NA  | NA   | Benefits of skills, attributes and<br>values in HSC |         |
| Health<br>Social | NA   | NA  | NA   | Benefits of skills, attributes and<br>values in HSC |         |
| e e              | NA   | NA  | NA   | Case studies  |         |
| К                | NA   | NA  | NA   | Case studies  |         |
|                  | NA   | NA  | NA   | BROADER HORIZONS WEEK                               |         |
| Subject          | Year 7   | Year 8  | Year 9   | Year 10   | Year 11 |
|                  | RE 6 The Buddha: How and why do<br>his experiences and teachings have<br>meaning for people today? (Buddha,<br>Dharma, Sangha) | RE 6 How can people in Cornwall<br>express the spiritual through the<br>arts? (Religious and non-religious<br>worldviews) Curriculum Kernewek | RE 7 How far does it make a<br>difference if you believe in life after<br>death? | CEIAG   |         |
| les              | RE 6 The Buddha: How and why do<br>his experiences and teachings have<br>meaning for people today? (Buddha,<br>Dharma, Sangha) | RE 6 How can people in Cornwall<br>express the spiritual through the<br>arts? (Religious and non-religious<br>worldviews) Curriculum Kernewek | RE 7 How far does it make a<br>difference if you believe in life after<br>death? | CEIAG   |         |
| l Values         | RE 6 The Buddha: How and why do<br>his experiences and teachings have<br>meaning for people today? (Buddha,<br>Dharma, Sangha) | RE 6 How can people in Cornwall<br>express the spiritual through the<br>arts? (Religious and non-religious<br>worldviews) Curriculum Kernewek | RE 7 How far does it make a<br>difference if you believe in life after<br>death? | CEIAG   |         |
| Slobal           | RE 6 Good, bad, right or wrong?<br>How do I decide?  | RE 6 How can people in Cornwall<br>express the spiritual through the<br>arts? (Religious and non-religious<br>worldviews) Curriculum Kernewek | RE 7 How far does it make a<br>difference if you believe in life after<br>death? |   |         |

| 0 | RE 6 Good, bad, right or wrong?<br>How do I decide? |  |  |
|---|---|--|--|
|   | RE 6 Good, bad, right or wrong?<br>How do I decide? |  |  |
|   | RE 6 Good, bad, right or wrong?<br>How do I decide? |  |  |