

# Whole School Curriculum Calendar: Spring 1

| Subject | Year 7  | Year 8                                 | Year 9                                | Year 10   | Year 11   |
|---------|---|--|---------------------------------------|---|---|
| English | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Context to Shakespeare and The Tempest | Media & Advertising: Intro            | Paper 1 Dystopia overview, Q1 retrieval, Q2 language  | Paper 1: Exam Skills focus                        |
|         |   | Act 1, Scene 1 & 2                     | Media: Broadsheet/Tabloid             | Paper 1 Dystopia Q3 structure   | Paper 1: Exam Skills focus                        |
|         |   | Sycorax and Caliban                    | Media: Bias                           | Paper 1 Dystopia Q4 evaluation  | Paper 1: Exam Skills focus                        |
|         |   | Ariel & Act 3 Scene 3                  | Advertising: Leaflets & Ads           | Paper 1 Dystopia Q5 writing structure, vocabulary   | Paper 1: Exam Skills focus                        |
|         |   | The end of the play                    | Advertising: Celebrities & Persuasion | Paper 1 Dystopia Q5 writing punctuation, sentences  | Revision: An Inspector Calls: content             |
|         |   | Magic in other texts                   | S&L: Media Campaign                   | Paper 1 Dystopia Q5 writing assessment  | Revision: An Inspector Calls: Response            |
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| Maths   | Expressions & Equations   | Sequences                              | Similarity & Pythagoras               | Scatter graphs & time series  | (H) Changing the subject (F) Straight line graphs |
|         | Expressions & Equations   | Sequences                              | Similarity & Pythagoras               | Scatter graphs & time series  | (H) Iteration (H) (F) Straight line graphs        |
|         | Expressions & Equations   | Sequences                              | Probability                           | Comparing data  | (H) Functions (F) Non linear graphs               |
|         | Expressions & Equations   | Graphical Representations              | Probability                           | Comparing data  | (H) Functions (F) Expanding and factorising       |
|         | Expressions & Equations   | Graphical Representations              | Non Linear Relationships              | Rounding & estimating   | (H) Proportion (F) Expanding and factorising      |
|         | Expressions & Equations   | Graphical Representations              | Non Linear Relationships              | Rounding & estimating   | (H) Proportion (F) Expanding and factorising      |
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| Science | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Space and Forces                       | Efficiency of Energy                  | Biology Paper 1: Cells, Organisation, Infection and response and Bioenergetics  | Atomic structure and bonding C1                   |
|         |   |  |                                       | Chemistry Paper 1: Atomic structure & Periodic table, Bonding and properties, Quantitative chemistry, Chemical changes and Energy changes | Energy and particle model P1                      |
|         |   |  |                                       |   | Homeostasis & IEV B2                              |

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| History   | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Suffrage   | Cold War  | Modern Medicine  | Early Elizabethan England.                  |
|           |   | Suffrage   | Cold War  | Modern Medicine  | Early Elizabethan England.                  |
|           |   | Suffrage   | Cold War  | Weimar and Nazi Germany                                      | Early Elizabethan England.                  |
|           |   | Suffrage   | Cold War  | Weimar and Nazi Germany                                      | Early Elizabethan England.                  |
|           |   | Suffrage   | Cold War  | Weimar and Nazi Germany                                      | Early Elizabethan England.                  |
|           |   | Suffrage   | Cold War  | Weimar and Nazi Germany                                      | Early Elizabethan England.                  |
| Subject   | Year 7  | Year 8   | Year 9  | Year 10  | Year 11                                     |
| Geography | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Me at 25   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
|           |   | Me at 25   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
|           |   | Me at 25   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
|           |   | Me at 25   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
|           |   | Africa   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
|           |   | Africa   | Tectonic Hazards  | The Changing Economic World (The Developmet Gap and Nigeria) | Revision unit - linking concepts            |
| Subject   | Year 7 (French)   | Year 8 (French)  | Year 9 (French)   | Year 10 (Spanish)  | Year 11 (Spanish)                           |
| MFL       | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Saying where I live  | Talking about jobs  | Famille, amour, gâteaux                                      | Mes passions et mon avenir                  |
|           |   |  |   | Skill - reading aloud / speaking assessment                  | Célèbres à l'écran                          |
|           |   | Saying what I can do in my neighbourhood                       |   | Quelle est ta matière préférée?                              | Quelles sont tes compétences?               |
|           |   |  |   | C'est injuste  | Bien payé mais difficile                    |
|           |   |  | Talking about dreams and aspirations                          | As-tu fait des progrès?                                      | Grammar - indirect & direct object pronouns |
|           |   | Grammar stop: Infinitive structures                            |   | Souvenirs d'école  | Revision                                    |
| Subject   | Year 7  | Year 8   | Year 9  | Year 10  | Year 11                                     |
|           | Technical Knowledge and Skills - Surface Finishing  | Technical Knowledge and Skills - Repeat Concept 'Design Ideas' | Technical Knowledge and Skills - Manufacture Log & Evaluation | Core Knowledge and Skills - CAD/CAM & Workshop Skills        | Wider implications                          |
|           | Technical Knowledge and Skills - Surface Finishing  | Technical Knowledge and Skills - Repeat Concept 'Design Ideas' | Technical Knowledge and Skills - Manufacture Log & Evaluation | Core Knowledge and Skills - CAD/CAM & Workshop Skills        | Context and usability                       |

|                   |   |   |  |   |                                     |
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| <b>DT</b>         | Design Process - Evaluation   | Technical Knowledge and Skills - Repeat Concept 'Measuring & Marking Out'     | Technical Knowledge and Skills - Assessment      | Core Knowledge and Skills - CAD/CAM & Workshop Skills | Opportunities and constraints       |
|                   | Design Process - Evaluation   | Technical Knowledge and Skills - Repeat Concept 'Measuring & Marking Out'     | Technical Knowledge and Skills - Assessment      | Core Knowledge and Skills - CAD/CAM & Workshop Skills | New and Emerging Production Methods |
|                   | Technical Knowledge and Skills - Assessment   | Technical Knowledge and Skills - Repeat Concept 'Cutting & Shaping Materials' | Core Knowledge and Skills - Orthographic Drawing | Core Knowledge and Skills - CAD/CAM & Workshop Skills | Emerging Technologies and Ethics    |
|                   | Technical Knowledge and Skills - Assessment   | Technical Knowledge and Skills - Repeat Concept 'Cutting & Shaping Materials' | Core Knowledge and Skills - Orthographic Drawing | Core Knowledge and Skills - CAD/CAM & Workshop Skills | Energy Sources and Generation       |
|                   |   |   |  |   | Assessment                          |
| <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</b>       | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Functions of ingredients  | Cake Methods: Whisking -                         |   | Controlled Assessment -             |
|                   |   | Bread making process  | Roux sauce                                       |   |                                     |
|                   |   | Food Science: yeast and   | Food Science: Gelatinisation                     |   |                                     |
|                   |   | Food Science: coagulation   | Customer requirements                            |   |                                     |
|                   |   | Dishes cooked: pancakes,  | Dishes cooked: Swiss roll,                       | Personal safety, food realted                         | Use techniques in preparation       |
|                   |   |   | Dishes Cooked: Chilli con carne,                 |   |                                     |
| <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>    | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
|                   |   | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
|                   |   | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
|                   |   | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
|                   |   | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
|                   |   | Creativity  | Outwitting an Opponent                           | Developing Physical Fitness                           | Value of an Active Lifestyle        |
| <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   | Assessment Preparation                                | C3 - Fitness Testing                |
|                   | NA  | NA  | NA   | Assessment Preparation                                | C3 - Training Methods               |
|                   | NA  | NA  | NA   | Component 1 Assessment                                | C3 - Training Methods               |
|                   | NA  | NA  | NA   | Component 1 Assessment                                | C3 - Training Methods               |
|                   | NA  | NA  | NA   | Component 1 Assessment                                | C3 - Effects of Exercise            |
|                   | NA  | NA  | NA   | Component 1 Assessment                                | C3 - Training Programme Design      |
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| Performing Arts        | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
|                        |   | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
|                        |   | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
|                        |   | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
|                        |   | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
|                        |   | Fame  | Street Dance   | Component 3 Introduction                       | Component 3 Research and Initial ideas                      |
| Subject                | Year 7  | Year 8  | Year 9   | Year 10  | Year 11   |
| Travel and Tourism     | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Economic & Political factors                           |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Political factors                                      |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Natural factors  |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Media  |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Health & Safety  |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Impacts of tourism                                     |
| Subject                | Year 7  | Year 8  | Year 9   | Year 10  | Year 11   |
| Health and Social Care | NA  | NA  | NA   | Assessment Preparation and Revision            | C3 - Lifestyles factors that affect health and wellbeing    |
|                        | NA  | NA  | NA   | Revision: Applying stages and factors          | C3 - Social factors that affect health and wellbeing        |
|                        | NA  | NA  | NA   | Assessment Preparation and Revision            | C3 - Cultural factors that affect health and wellbeing      |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Economic factors that affect health and wellbeing      |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - Environmental factors that affect health and wellbeing |
|                        | NA  | NA  | NA   | Component 1 Assessment                         | C3 - The impact of life events on health and wellbeing      |
| Subject                | Year 7  | Year 8  | Year 9   | Year 10  | Year 11   |
| Issues                 | H&W 3 How do I maintain a healthy lifestyle?  | H&W 3 How do I maintain positive physical health? | RSE3 What are the dangers of negative relationships? | H&W3 How do we keep ourselves and others safe? | RE6 Is human rights legislation effective? (Thematic)       |
|                        | H&W 3 How do I maintain a healthy lifestyle?  | H&W 3 How do I maintain positive physical health? | RSE3 What are the dangers of negative relationships? | H&W3 How do we keep ourselves and others safe? | RE6 Is human rights legislation effective? (Thematic)       |

|             |   |   |   |  |   |
|-------------|---|---|---|--|---|
| Global Valt | H&W 3 How do I maintain a healthy lifestyle?  | H&W 3 How do I maintain positive physical health?   | RSE3 What are the dangers of negative relationships?      | RSE 6 Do I have healthy relationships?           | RE6 Is human rights legislation effective? (Thematic) |
|             | H&W 3 How do I maintain a healthy lifestyle?  | H&W 3 How do I maintain positive physical health?   | RSE3 What are the dangers of negative relationships?      | RSE 6 Do I have healthy relationships?           | RE6 Is human rights legislation effective? (Thematic) |
|             | H&W 3 How do I maintain a healthy lifestyle?  | H&W 3 How do I maintain positive physical health?   | RE5 Why is there suffering? Are there any good solutions? | RSE 6 Do I have healthy relationships?           | RE6 Is human rights legislation effective? (Thematic) |
|             | H&W 3 How do I maintain a healthy lifestyle?  | 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?           | RE6 Is human rights legislation effective? (Thematic) |
| Art         | Connect Curriculum, click here to view: <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a> | Baseline drawing assessment & expectations  | Icons: Intro & collage of a celeb                         | Inside Outside Intro, 3 artists, titles & photos | Inside Outside- Year 10 final outcome                 |
|             |   | Bugs observational studies  |   | Artist analysis written pieces & opinions        | - Year 10 final outcome/evaluation                    |
|             |   | Bugs observational studies  | Icons: Intro & collage of a celeb                         | Artist analysis written pieces & opinions        | Drawing (charcoal & chalk)                            |
|             |   | Artist experimentation Iain McCarthur   |   | Artist analysis written pieces & opinions        | Drawing (and mindmap)                                 |
|             |   | Artist experimentation Iain McCarthur   | Icons: Black History month                                | Artist 1 copies                                  | Drawing   |
|             |   | Artist experimentation Frank Gonzalez   |   | Artist 2 copies                                  | Drawing   |
|             |   | Artist experimentation Frank Gonzalez   | Icons: Black History month                                | Artist 3 copies                                  | Experimentation Monoprinting                          |
| Music       | <a href="https://www.tpacademytrust.org/year-7-autumn-1">https://www.tpacademytrust.org/year-7-autumn-1</a>   | Baroque and Classical Music   | Film Music - Music Tech recap                             | Component 1 Assessment                           | Component 3 External Assessment                       |
|             |   |   |   |  |   |