# Whole School Curriculum Calendar: Summer 2

| Subject | Year 7 | Year 8 | Year 9 | Year 10 |
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| English | Frankenstein (play text): Intro to the gothic and Act 1 | My Sister Lives on the Mantelpiece - Context & Discussion | Power & Conflict Recap | Jekyll and Hyde rational versus irrational |
| | Frankenstein: Act 2 - Tragedy & Evaluation of Humanity | Chpts 1 - 5 - Character & Empathy | Remains | Jekyll and Hyde exam prep and response |
| | Frankenstein: Act 3 - The Monster & William | Chpts 6 - 10 - Mood/Structure | War Photographer & Creative Writing | Power & Conflict Poetry: The Emigree & Poppies |
| | Frankenstein: Act 4 - The Bride & Morality | Chpts 11 - 15 - Language analysis | Charge of the LB & Bayonet | Spoken Language |
| | Frankenstein: Ending - Creative Writing | Chpts 15 - 20 - Evaluation | Kamikaze | Mocks |
| | Frankenstein: Evaluation Response | Chpts 21 - End - Structure | Final responses | 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** |
| Maths | Constructing and measuring | Standard index form | Standard Form | Basic trigonometry (H) Similarity (F) |
| | Constructing and measuring | Standard index form | Standard Form | Basic trigonometry |
| | Develop geometric reasoning | Number sense | Graphical representations | Basic trigonometry |
| | Develop geometric reasoning | Angles on parallel lines | Graphical representations | Basic trigonometry |
| | Develop geometric reasoning | Angles on parallel lines | Graphical representations | Bearings |

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| | Sets and probability | Data handling cycle | Graphical representations | Bearings |
| | Sets and probability | Measures of location | Deepening thinking | Deepening thinking |
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| **Science** | Reproduction and Interdependence | Biological Reactions | Forces | Biology Paper 2: Homeostasis, Inheritance, |
| | | | **Assessment window 3** | **Assessment window 3** |
| | | | Forces | Biology Paper 2: Homeostasis, Inheritance, evolution and variation and Ecology |
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| **History** | Were Empires a force for good? (Aksum Empire and The British Empire) | Inter War Years 1919-1939 | Medicine on the Western Front | American West |
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| **Geography** | Weather | Superpowers | Issues in UK cities and sustainable urban living | Coasts (Physical Landscape of UK) |
| | Weather | Superpowers | Issues in UK cities and sustainable urban living | Coasts (Physical Landscape of UK) |
| | Weather | Superpowers | Issues in UK cities and sustainable urban living | Rivers (Physical Landscape of UK) |
| | Weather | Superpowers | Issues in UK cities and sustainable urban living | Rivers (Physical Landscape of UK) |
| | Weather | Fieldwork | Issues in UK cities and sustainable urban living | Rivers (Physical Landscape of UK) |
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| **MFL** | Talking about food: likes & dislikes | Bringing it all together & fluency training (neighbourhood) | Bringing it all together & fluency training ARS (spring term) | Le monde en fete |
| | Talking about food: likes & dislikes | Structured production - speaking and writing (neighbourhood) | Assessment and feedback | Guide de voyage |
| | Question skills | Bringing it all together & fluency training (whole year's topics) | Bringing it all together & fluency training (whole year's topics) AR | Vive des vacances |

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| | Bringing it all together, fluency training, revision & assessment Listening & Reading | Structured production project (whole year's topics) | Structured production project (whole year's topics) S | Grammar - negatives in all tenses |
| | Bringing it all together, fluency training, revision & assessment Speaking & Writing | Cultural element | Cultural element | Revision and speaking prep<br>Assessment Speaking<br>Review and feedback |
| **Subject** | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| **DT** | Technical Knowledge and Skills - Shaping and Drilling | Technical Knowledge and Skills - Shaping and Drilling | Core Knowledge and Skills - Isometric Drawing | Controlled Assessment - Investigation, Brief and Specification |
| | Finishing techniques. | Finishing techniques. | 3D Drawing techniques | |
| | Technical Knowledge and Skills - Manufacture Log & Evaluation | Technical Knowledge and Skills - Manufacture Log & Evaluation | Core Knowledge and Skills - 3D CAD Drawing | Controlled Assessment - Design Ideas |
| | Technical Knowledge and Skills - Assessment | | | |
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| **Food** | Cooking with eggs | Creative food design | Food Science: shortening | Internally assessed tasks. Practical: Meal planning and prep. High skill dishes of choice x2 |
| | Food Science: Coagulation | Organoleptic Qualities | Savoury pastry and sweet pastry | |
| | Raising Agents | Nutritional Balance | Creative menu planning | |
| | Dishes cooked: scones | Dishes cooked: deli salad bowl | Dishes cooked: sausage/cheese and onion picnic products. Free choice. | |
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| | Self Management and Responsibility | Resilience | Empathy | Self Motivation |

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| Core PE | Self Management and Responsibility | Resilience | Empathy | Self Motivation |
| | Self Management and Responsibility | Resilience | Empathy | Self Motivation |
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| | Self Management and Responsibility | Resilience | Empathy | Self Motivation |
| | Self Management and Responsibility | Resilience | Empathy | Self Motivation |
| | Broader Horizons and Sports Day | Broader Horizons and Sports Day | Broader Horizons and Sports Day | Broader Horizons and Sports Day |
| **Subject** | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| BTEC Sport | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | C2 - Practical Coaching |
| | NA | NA | NA | BROADER HORIZONS WEEK |
| **Subject** | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| rming Arts | Musical Theatre | Genres and Styles | Performance | Component 1 Learning Aim B Research |
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| Perfo | Musical Theatre | Genres and Styles | Performance | Component 1 Learning Aim B Research |
| | Musical Theatre | Genres and Styles | Performance | Component 1 Learning Aim B Research |
| | Broader Horizon Week | Broader Horizons Week | Broader Horizons Week | Broader Horizons Week |
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| Travel and Tourism | NA | NA | NA | Assessment WIndow |
| | NA | NA | NA | Assessment WIndow |
| | NA | NA | NA | C2 - Methods |
| | NA | NA | NA | C2 - Bookings |
| | NA | NA | NA | C2 - Transport |
| | NA | NA | NA | C2 - Changing trends |
| | NA | NA | NA | BROADER HORIZONS WEEK |
| **Subject** | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| Health and Social Care | NA | NA | NA | Assessment WIndow - Mock for Component 2 |
| | NA | NA | NA | Feedback and DIRT from Mock |
| | NA | NA | NA | Benefits of skills, attributes and values in HSC |
| | NA | NA | NA | Benefits of skills, attributes and values in HSC |
| | NA | NA | NA | Case studies |
| | NA | NA | NA | Case studies |
| | NA | NA | NA | BROADER HORIZONS WEEK |
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| **Global Values** | **Living in the wider world:** How to make safe financial choices | Assessment: "All Christians should help to protect the natural world" Evaluate | **Healthy Eating** | **Health & wellbeing:** How to manage peer influence in increasingly independent scenarios. |
| | **Living in the wider world:** What are ethical and unethical business practices? | **Relationships and Sex Education:** How do we manage influence? | **Healthy Eating** | |
| | **Living in the wider world:** How to stay safe when spending money | **Relationships and Sex Education:** How can we respect people's gender identity and challenge discrimination when we see it? | **Healthy Eating** | **Relationships and Sex Education:** Community and belonging |
| | | **Relationships and Sex Education:** What is racism and how do we challenge it? | **Healthy Eating** | |
| | | | | **Relationships and Sex Education:** How social media may distort information in order to influence beliefs and opinions and how to manage this. |

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| | | | | **Relationships and Sex Education:** How to recognise and respond to discrimination, extremism and radicalisation. |
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| **Art** | Day of the Dead | Pop Art | My town: Final outcome | A3 final outcome |
| | Day of the Dead | Pop Art | | |
| | Day of the Dead | Pop Art | My town: Final outcome | |
| | Day of the Dead | Pop Art | | |
| | Day of the Dead | Pop Art | My town: Final outcome | |
| | Day of the Dead | Pop Art | | |
| | Day of the Dead | Pop Art | My town: Final outcome | |
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| **Music** | Music for Film | Ukulele Skills - tab 1-3 and Ukulele Skills - chords | Hip Hop and Performance Skills | Component 2 Theory |
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| **Comp Sci** | Connect - Turtle prgramming in Python | Introduction to Python Prgramming | IDEA Project | Year 10 Content Revision Compression Embedded systems |