

CURRICULUM BRIEF SUMMARY OF CONTENT – SUMMER HALF TERM 1 2023/24

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>Ambition</b>	<ul style="list-style-type: none"> <li>• LGBTQ+</li> <li>• What is homophobia?</li> <li>• FGM and the laws</li> </ul>	<ul style="list-style-type: none"> <li>• Body image and social media</li> <li>• Eating disorders and self harm</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual harassment and boundaries</li> <li>• Catfishing and online safety</li> <li>• Relationships and dating</li> </ul>	<ul style="list-style-type: none"> <li>• World of work – CV building.</li> <li>• Presenting yourself</li> <li>• Role play - interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Exam preparation</li> <li>• Creating a revision timetable</li> <li>• Mental health – stress and anxiety</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Exploring Mexican Art and Culture including The Day of the Dead and the Alebrijes.</li> <li>• Producing a reduction print based on Mexican patterns in Folk Art.</li> </ul>	<ul style="list-style-type: none"> <li>• Design ideas for final abstract sculpture.</li> <li>• Constructing final sculpture from chosen design.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and experiments for final portrait including calligraphy, background prep.</li> <li>• Final self-portrait painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of all observational work and artist research.</li> <li>• AO2 – experimentation and design ideas for the final piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework completion.</li> </ul>
<b>Business</b>				<ul style="list-style-type: none"> <li>• People and Business</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Preparation for GCSE exams.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Programming Essentials</li> </ul>	<ul style="list-style-type: none"> <li>• Binary Representation</li> </ul>	<ul style="list-style-type: none"> <li>• AI, Ethics, Reliability and Bias</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled Assessment for Digital Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Preparation for GCSE exams.</li> </ul>

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<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>• Pattern</li> <li>• Wood Joints</li> </ul>	<ul style="list-style-type: none"> <li>• Tatty Devine Jewellery project</li> <li>• Sustainable design-encouraging wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability Modelling</li> <li>• Plastics campaign</li> <li>• Electronics Speakers Project</li> </ul>	<p><b>Specialist materials-timber</b></p> <ul style="list-style-type: none"> <li>• Sources, origins and properties</li> <li>• Working with specialist materials</li> <li>• Commercial manufacturing, surface treatments and finishes</li> </ul> <p><b>New and emerging technologies</b></p> <ul style="list-style-type: none"> <li>• Industry and enterprise</li> <li>• Sustainability and the environment</li> <li>• People culture and society</li> <li>• Production techniques and systems</li> <li>• Informing design decisions</li> </ul>	<p><b>GCSE Design and Technology</b></p> <ul style="list-style-type: none"> <li>• Exam practice</li> <li>• Making of final prototype</li> <li>• Completion of written coursework by April</li> </ul>
<p><b>English Language</b></p>	<ul style="list-style-type: none"> <li>• Reading non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Transactional writing</li> </ul>	<ul style="list-style-type: none"> <li>• Transactional writing</li> </ul>	<ul style="list-style-type: none"> <li>• Language Paper 2 writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of exam skills based on the class's mock exam performance</li> </ul>
<p><b>English Literature</b></p>	<ul style="list-style-type: none"> <li>• Completing "Romeo &amp; Juliet"</li> <li>• Genre study – Gothic Horror</li> </ul>	<ul style="list-style-type: none"> <li>• Completing "Much Ado About Nothing"</li> <li>• Genre study – Dystopian fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Completing "King Lear"</li> <li>• Texts about conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Play: "An Inspector Calls"</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of literature texts based on the class's mock exam performance</li> </ul>

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<p><b>Food Studies</b></p>	<ul style="list-style-type: none"> <li>Continue practice of basic practical skills and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Building on practical skills</li> <li>The danger zone and food related illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Concession food project</li> <li>Adapting recipes</li> <li>Considering special dietary needs</li> </ul>	<p><b>Unit 1</b>            1.4.1 – Food-related causes ill health            1.4.2 – Symptoms and signs of food-induced ill health            1.4.3 – Preventative control measures of food-induced ill health</p> <p><b>unit 2</b>            2.3.2 – Presentation techniques            2.4.1 – Reviewing of dishes            2.4.2 – Reviewing own performance</p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Unit 2</b> Written Coursework completion</p> <ul style="list-style-type: none"> <li>2.4.1 – Assess the production of the presented dishes</li> <li>2.4.2 – Review your own performance</li> <li>Exam revision</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Natural Resources</li> <li>Africa</li> </ul>	<ul style="list-style-type: none"> <li>Population</li> <li>Asia</li> </ul>	<ul style="list-style-type: none"> <li>Tectonic Hazards</li> </ul>	<ul style="list-style-type: none"> <li>Coasts</li> <li>Rivers</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Release (Paper 3)</li> <li>Fieldwork</li> <li>Exam Revision</li> </ul>
<p><b>Health and Social Care</b></p>				<ul style="list-style-type: none"> <li>Component 2</li> <li>Health care services, roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Component 3: Health and Wellbeing</li> <li>Exam preparation</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>The Crusades</li> <li>The Tudors</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>The Suffragettes</li> </ul>	<ul style="list-style-type: none"> <li>The Cold War</li> <li>Terrorism Through Time</li> </ul>	<ul style="list-style-type: none"> <li>Early Elizabethan England</li> </ul>	<ul style="list-style-type: none"> <li>Cold War and revision</li> <li>Exam preparation</li> </ul>

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<p><b>Maths</b></p>	<p><b>Numerical Representations</b></p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Fractions</li> <li>• Percentages</li> <li>• Index Notation</li> <li>• HCF and LCM</li> <li>• Converting Fractions, Decimals and Percentages</li> </ul> <p><b>Formula and Sequences</b></p> <ul style="list-style-type: none"> <li>• Substitution</li> <li>• Formulae</li> <li>• Sequences</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Construct and interpret graphs</li> <li>• Averages and Range</li> </ul> <p><b>Angles and 3D Shapes</b></p> <ul style="list-style-type: none"> <li>• Angles in Polygons</li> <li>• Angles in Parallel Lines</li> <li>• Properties of 3D shapes</li> </ul>	<p><b>Simultaneous Equations and Powers</b></p> <ul style="list-style-type: none"> <li>• Graphical Simultaneous Equations</li> <li>• Powers</li> </ul> <p><b>Similarity and Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Similarity</li> <li>• Trigonometry</li> </ul>	<p><b>Higher</b></p> <ul style="list-style-type: none"> <li>• Numerical Powers</li> <li>• Functions and Graphs</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Standard Form</li> <li>• Proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Preparation for GCSE exams.</li> </ul>
<p><b>MFL</b></p>	<p>Y7 French</p> <ul style="list-style-type: none"> <li>• Talking about breakfast</li> <li>• Celebrations and festivals</li> <li>• Making arrangements to go out</li> <li>• Ordering in a café</li> </ul>	<p>Y8 Spanish</p> <ul style="list-style-type: none"> <li>• Sporting events</li> <li>• Holiday homes and activities</li> <li>• Local area</li> <li>• Planning a world trip</li> </ul>	<p>Y9 French</p> <ul style="list-style-type: none"> <li>• Changing the world</li> <li>• Holidays and travel</li> <li>• Famous French personalities</li> </ul>	<p>Year 10 Spanish</p> <ul style="list-style-type: none"> <li>• Food and meal times</li> <li>• TV and film</li> <li>• Sport</li> <li>• Current trends and entertainment</li> <li>• Personalities and inspirations</li> </ul>	<p>Year 11 French</p> <ul style="list-style-type: none"> <li>• Speaking exams</li> <li>• Revision</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Mood &amp; Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Film Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Rock &amp; Pop Music</li> </ul>	<ul style="list-style-type: none"> <li>• Area of Study 3 – Rhythms of the World</li> </ul>	<ul style="list-style-type: none"> <li>• Exam preparation for</li> </ul>

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				<ul style="list-style-type: none"> <li>Area of Study 4 – Film Music</li> </ul>	Areas of Study 2-5.
<b>PE</b>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and Fielding</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and Fielding</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and Fielding</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Active Lifestyle</li> <li>OCR Students are working on Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Active Lifestyle</li> <li>OCR Students are working on Reducing Injuries</li> </ul>
<b>Performing Arts</b>	<ul style="list-style-type: none"> <li>Musical Theatre Ensemble skills:</li> <li>Accuracy in movement</li> </ul>	<ul style="list-style-type: none"> <li>Musical Theatre Ensemble skills:</li> <li>Characterisation and movement</li> </ul>	<ul style="list-style-type: none"> <li>Radio plays</li> </ul>		<ul style="list-style-type: none"> <li>Component 3: Responding to a Brief – exam performance</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>What makes a good life?</li> </ul>	<ul style="list-style-type: none"> <li>What are life's ultimate questions?</li> </ul>	<ul style="list-style-type: none"> <li>How can we identify and challenge prejudice and discrimination?</li> </ul>	<ul style="list-style-type: none"> <li>Islam: beliefs and teachings.</li> </ul>	<ul style="list-style-type: none"> <li>AQA specification A intervention and academic excellence in preparation for summer examinations.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Sound and light</li> <li>Digestion and gas exchange</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Photosynthesis and respiration</li> </ul>	<ul style="list-style-type: none"> <li>Cell biology- core concepts</li> <li>ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Biology- ecology</li> <li>Chemistry- energy changes</li> <li>Physics- forces</li> </ul>	<ul style="list-style-type: none"> <li>Exam preparation- review of key concepts</li> </ul>
<b>Travel &amp; Tourism</b>				<ul style="list-style-type: none"> <li>Component 2 – Customer Needs in Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 – Global Influences on Travel and Tourism</li> </ul>

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