The Academic Curriculum

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as 'the knowledge of the powerful', but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

Below you will find an overview of what Year 10 students are learning in each of their subjects in Half Term 1 and 2 (September-December).

Subject	Autumn Term Topics
English 26	**Half Term 1: *An Inspector Calls* by J.B Priestley** Students will learn to extend their knowledge of prose texts and use the requirements of the exam criteria to be able to produce an evaluative, written response. They will also extend their knowledge of the nuances of impactful descriptive and narrative writing techniques. They will be extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: • Character, structure and setting to communicate their ideas • The context of production and reception over time • Ideas in the texts are contextually linked and shaped by society at the time. • The ability to engage with the text and cross-reference the ideas as a whole to formulate a perceptive and critical argument. **Half Term 2: Explorations in creative reading and writing (Language Paper 1)** Students will learn to extend their analysis skills by focussing on a range 20th Century Literary Prose and consider the character, themes and ideas presented by the writer. They will also consider how these themes are presented alongside the context. They will also extend their knowledge of the nuances of impactful descriptive and narrative writing techniques. They will be extending prior knowledge and understanding of texts to identify, understand and analyse how writer's use: • Narrative voice • Character • Setting and atmosphere • Methods of creating meaning • Context • Language choices • Structural choices

<table>
<tr><td></td><td colspan="2">Critical and evaluative skills
To convey key ideas and themes throughout a text</td></tr>
<tr><td>Maths 26</td><td><u>Higher Tier</u>

<u>Unit 1 – Indices Surds and Decimals</u>
Use the four operations with negative numbers.
Calculate square and cube roots of integers, fractions and mixed numbers.
Recognise surds and know that they are irrational numbers.
Multiply integers and surds.
Simplify surds.
Add and subtract surds.
Use the four operations with surds.
Evaluate bases raised to fractional and negative powers.
Use the laws of indices.
Multiply and divide decimals.
Write numbers in standard form.
Multiply and divide with numbers in standard form.
<u>Unit 2 – Expressions and Identities</u>
Use the four operations with variables.
Apply the laws of indices to variables, including the power law to variables with coefficients.
Expand single brackets and simplify expressions containing multiple brackets.
Expand single brackets with surds.
Expand double brackets, including the difference of two squares.
Expand double brackets with surds.
Expand triple brackets.
Recognise and use identities.
Factorise linear and quadratic expressions, including of the form x^2 - a^2
Prove conjectures involving odds, evens and multiples.</td><td><u>Foundation Tier</u>

<u>Unit 1 – Indices and Decimals</u>
Use the four operations with negative numbers.
Know the square and cube numbers and evaluate higher powers.
Calculate square and cube roots.
Use the laws of indices.
Solve problems that require the combined use of more than 1 index law.
Evaluate a negative index.
Multiply and divide by 10, 100, 1000
Evaluate positive and negative powers of 10.
Write numbers in standard form and ordinary form.
Compare and order numbers in standard and ordinary form.
Multiply and divide numbers written in standard form.
<u>Unit 2 – Algebraic Fractions</u>
Know the meaning of term, expression, equation, identity, formula and inequality.
Write expressions using algebraic notation.
Simplify expressions by collecting like terms.
Multiply terms, including use of indices.
Divide expressions and simplify simiple algebraic fractions.
Expand single brackets.
Simplify expressions involving brackets.
Factorise linear expressions.
<u>Unit 3 – Percentages</u>
Convert between percentages and decimals.
Write one number as a percentage of another.
Calculate a percentage of an amount using a decimal multiplier.</td></tr>
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	<u>Unit 3 – Circle Theorems</u> • Recognise a tangent meets a radius at 90 degrees. • Identify subtended angles. • Know and use the angle in a semi-circle is a right angle, angle at the centre is twice the angle at the circumference, angles in the same segment ar equal, the opposite angles in a cyclic quadrilateral add up to 180 degrees and tangents to a point are equal in length, the perpendicular from the centre bisects a chord and the alternate segment theorem.	• Use decimal multipliers to complete percentage increases and decreases. • Calculate the percentage change between two numbers. • Calculate percentage profit and loss. • Calculate the original amount, before a percentage change. • Calculate simple interest.
Science 26	**Biology: Cells and Cell division** The study of simple prokaryotic and eukaryotic cells from single-cell structures to organisms and how cells have become specialised. These small structures were first observed with the discovery of light microscopes and further enhanced due to the evolution of electron microscopy and calculations to ascertain actual sizes. A variety of processes are required to transport substances into and out of cells such as diffusion, osmosis and active transport and that exchange surfaces have become adapted to allow rapid exchange. The cell cycle and mitosis are key processes for cell growth and repair. Stem cells are undifferentiated cells which have the potential to become specialised; this has led to many recent scientific discoveries in plants and animal stem cells although there are emotive evaluative reasons for and against the use of stem cells for medical purposes. **Biology: Digestion** Cells join to make tissues, different tissues make up organs, and different organs contribute to organ systems. The digestive system can be used to illustrate this relationship. Digestive enzymes are essential to the functioning of the digestive system. Enzymes work as a key would in a lock, the effectiveness of the enzyme is lessened if conditions move away from the optimal conditions. Different enzymes work within different environmental conditions to take action of different macronutrients. **Chemistry: Atomic structure and bonding** The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. **Physics: Energy**	

	Energy can be stored or transferred and is needed to make objects move. Energy is a quantity that can be measured and calculated through the use of equations. We can calculate the energy stored when an object is moved, stretched or lifted. Energy transfers can be compared in terms of usefulness and calculating the efficiency of a machine or appliance. Energy can also be transferred by heating through conduction or radiation. Transfer by heating can be reduced by insulation and measuring a materials efficiency. The energy needed to initially heat an object depends on its mass and material- The specific heat capacity of a substance is the energy required to raise the temperature of 1kg of a substance by 1°c. **Triple/Single science students will additionally learn:** Mass is the amount of matter in a substance and is measured in kilograms, density is the mass per unit volume. Students learn techniques to measure the density of regular and irregular shaped objects. Building on knowledge from KS3 students can talk about states of matter and changes of state relating to particles and kinetic energy. Changes of state can be analysed from heating and cooling curves. The energy transferred to a substance when it changes state is called latent heat. Gas particles move about very quickly and collide with the surface of a container, the pressure of a gas changes when it is heated in a sealed container.
History 26	**Edexcel: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf** **Paper 1 topic: Medicine through time 1250-present** Students will learn to understand key features of Medicine through time c1250-present, including the nature of change in medicine, treatments, preventatives and knowledge of the human anatomy across the time periods. Skills will include analysis of the cause of change, and the extent of progress in each time period. This will include: • Sense of Period – Medieval, Renaissance, Industrial Britain, Modern Britain • Substantive concepts – beliefs, individuals, government, communication, attitudes, technology and science • Disciplinary concepts –change, continuity, significance, describe, analyse, evaluate, similarity, difference, causation, consequence. • C1250-c1500 Medicine in Medieval England: Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen. Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. The Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. • C1500-1700 Renaissance Medicine: Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas. Continuity in approaches to prevention, treatment and care in the community and

	in hospitals. Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665). • C1700-1900 Medicine in the 18 and 19th centuries: Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. Jenner and the development of vaccination. The changing role of the government and the Public Health Act (1875). Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump • C1900- present Medicine in Modern Britain: The influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. Mass vaccinations and government lifestyle campaigns. Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.
Geography 26	**Half Term 1&2** **Unit – Living with the physical environment** **Section A- The challenge of natural hazards** Natural hazards Impacts of earthquakes. Mitigation of risk. Formation of tropical storms. Effects and responses to a tropical storm and a UK extreme weather event. Causes and management of climate change. **Section B- The living world** Ecosystems: Causes and impacts of deforestation. Sustainable management of rainforests. Opportunities and challenges in hot desert environments.
RE 26	In Half term 1 Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers. Students should

	study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. Half Term 2 – Religion and Life Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues in order to judge the value of these for everyday life today and the value of these views to different people. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam: Abortion, Euthanasia and Animal experimentation. These are controversial issues in today's world and students will be involved in discussion and debate around these both inside and outside school.
Citizenship 26	In the first Citizenship unit Theme A: Living together, students focus on what makes a community. They study all the factors that have contributed to the multicultural society we enjoy today and all the challenges that go along with that. • Roots • Religious understanding • Population • Migration • Identity • Respect and communities • Meeting barriers • Discrimination • Mutual understanding • What are human rights? • Human rights in the UK • Political rights • Legal rights • Protecting the customer • Rights with responsibilities + • Human Rights checks and balances • Who represents us?

	• The council
Spanish 26	**Half term 1: Free time** Content: • Talking about life online • Talking about sports and free-time activities • Arranging to go out • Saying what you did last weekend • Talking about days that went wrong Pupils will continue to consolidate their grammatical understanding of -Tenses (past, present and future) and verbs with a range of pronouns -Extending sentences with connectives and time expressions -Opinions, including comparisons and superlatives - Sophisticated expressions and idioms (STAR structures) to elevate their spoken and written Spanish AQA Vocabulary list Spanish: https://filestore.aqa.org.uk/resources/spanish/AQA-8692FH-SSV.XLSX AQA audio bank Spanish: https://www.aqa.org.uk/resources/languages/gcse/french/teach/subject-specific-vocabulary-sound-bank **Half term 2: Holidays** Content: • Discussing travel plans • Discussing festivals in Spanish speaking countries • Saying what you did on holiday • Discussing where you stayed • Talking about past holidays you have been on and future holidays you will / would like to go on Pupils will continue to consolidate their grammatical understanding of -Tenses (past, present and future) and verbs with a range of pronouns -Extending sentences with connectives and time expressions -Opinions, including comparisons and superlatives - Sophisticated expressions and idioms (STAR structures) to elevate their spoken and written Spanish AQA Vocabulary list Spanish: https://filestore.aqa.org.uk/resources/spanish/AQA-8692FH-SSV.XLSX AQA audio bank Spanish: https://www.aqa.org.uk/resources/languages/gcse/french/teach/subject-specific-vocabulary-sound-bank

Computer Science 26	**Half Term 1 Theme: CPU/Memory and Storage/Boolean Logic, Programming Fundamentals** Students are learning: • The effects on performance of changing common characteristics of a CPU • Characteristics of embedded systems • Familiarity with a range of different embedded systems • Programming fundamentals • Sequence and selection **Half Term 2 Theme: Systems Architecture** Students are learning • What actions occur at each stage of the FE cycle • The difference between storing data and an address • Why data must be stored in binary format • Familiarity with data units and moving between each • Calculate file sizes of sound, images and text files • Describe common scenarios where compression may be needed • Why computers have primary storage • Key characteristics of RAM and ROM • Why virtual memory may be needed in a system • Why computers have secondary storage • Differences between each type of storage device/medium **Text based Programming- These skills are taught weekly throughout the year.** Students will be learning to program in a text-based language Python learning the skills: • Sequence • Selection • Iteration
IT- Eduqas 26	**Unit 1** Student will learn about Computer systems and how IT systems work. • Functionality of different hardware devices • Functionality of different software • Services provided by IT • Why data must be fit for purpose

	• How data is checked for errors • How data is transfer over networks • Different types of connectivity • Risks to information held on computers • Impact of data loss • Methods to protect information **Database skills and Spreadsheet skills** Students will start their journey into ICT by learning and practicing database and spreadsheet skills. In database student will learn: • How to create and use tables • How to create and use data entry forms • How to query a database • How to import and export data • How to create user reports • How to automate and create navigation tools In Spreadsheets students will learn? • Enter and format data • Use of formulas and functions • Creating charts and graphs • Use of macros and automation • Advanced formulas and functions • Inputting and exporting data
Art 25	**Term 1 Theme: Portraits** Pupils will use knowledge and skills learned in Year 9 term 3 as a springboard to create portraits using pencil drawing and painting. Pupils will learn to draw portraits accurately and to use shading to increase realism. They will learn to use shading to create realistic drawings and will use painting techniques to create colourful portraits of their own. Pupils will link portraits to relevant artists including Hans Holbein and Joshua Miels during artist research. They will work from both primary and secondary sources.

Photography 25	**Introduction to DSLR photography** Pupils will learn how to operate the camera in manual mode. They will learn how to use ICT to support their studies. Pupils will learn how to format and present work. They will complete photoshoots demonstrating technical control of the camera including aperture and shutter speed. They will learn how to set up and use the photography studio including studio lighting set ups. They will take a series of portraits inspired by Judith Joy Ross. Pupils will complete a series of photoshoots based on the formal elements linked to contemporary professional photographers and Mangum picture agency photographers.
Graphic communication 26	Pupils will learn and develop their CAD skills when using Photoshop, Illustrator and 2D design. Pupils will also use other media to showcase their design work including pencil, paint, card and paper. Pupils will recognise how to structure and complete work for each section of their forthcoming portfolios. Pupils will practise parts of each assessment criteria this term through small project work. Pupils will build a repertoire of work. **Autumn 1 –** The designing process, AO1: Develop and AO2: Refine. AO1 requires pupils to develop sophisticated ideas with reference to contextual sources, with evidence of perceptive investigation. Pupils will demonstrate an excellent critical understanding of sources. Pupils will critically analyse work from a range of designers and will show designer influence throughout their portfolios. AO2 requires pupils to refine their work using perceptive selection of media, materials, techniques and processes. They will show excellent evidence of the exploration of work as it develops. **Autumn 2 –** Continue with small project work whilst focussing on AO3 & AO4 criteria. AO3 requires pupils to record their ideas, observations and insights showing sophisticated links to intention, with emphasis on key vocabulary. Here pupils also need to showcase their ability to reflect on their own work. AO4 requires pupils to give a personal response with sophisticated realisation of intentions, presenting their work as a portfolio and making sure to apply the formal elements of design.
Food 26	**Autumn 1** Students will learn to apply knowledge, skills and understanding associated with fruit and vegetables. • Theory of nutrition to focus on sources, functions, and symptoms of excess & deficiency of water-soluble micronutrients B & C, and micronutrients iron, phosphorus, Iodine, sodium • Denaturation and preservation of water-soluble micronutrients caused by cooking methods / storage techniques. • Sources, functions, consumption requirements, and symptoms of excess & deficiency of water (fluids). • Functional and chemical properties to cover the prevention of enzymic browning through use of lemon juice. • Antioxidant vitamin C, and its role in the prevention of disease and preservation of food quality (oxidation). • Food safety will consider theory related to the control of enzymic action, and mould and yeast growth e.g. oxidation. • Discussion of the preservation of food quality via antioxidants (Vitamin C).

	• Factors affecting food choice - should consider vegetarianism / veganism and related religious diets (e.g. vegetarianism in Hinduism/Buddhism/Sikhism, and the avoidance of coffee/tea/alcohol in many) • Food processing - should consider loss of vitamins through processing and subsequent fortification. • Primary/Secondary processing of plant crops. Secondary processing of fruit into jam. • The positive and negative aspects of Genetically Modified (GM) foods. • Seasonality • Food labelling NEA focus – developing practical prep and cooking skills. All dishes cooked to contain either fruits or vegetables. Introduction to vegetable cuts, knife safety, health and safety, multitasking and refining medium level skills and cooking methods. The list of dishes that students will be cooking is below: • Vegetable Soup • Pineapple Upside-down Cake • Lemon Curd • Vegetable Gratin • Mini Roast Dinner • Japanese dish - Pancake (okonomiyaki) /Ramen • NEA 1 - Enzymic browning experiment **Autumn 2** Students will learn to apply knowledge, skills and understanding associated with cereals and cereal products. • Theory of nutrition to focus on the sources, functions, symptoms of excess & deficiency of macronutrient carbohydrate, and fibre (resistant starch). Differences between complex and simple carbohydrates and their effects on health. Amount of carbohydrate required at varying life-stages. • Functional and chemical properties to cover gluten formation, gelatinisation, viscosity testing (gels), dextrinization, caramelisation, raising agents (chemical, mechanical, biological, steam) • Food safety will consider theory related to the use of microorganisms in food production i.e., yeast. • Factors affecting food choice should consider coeliac disease/gluten sensitivity – symptoms, diabetes treatment, alternatives • Food processing and production should consider fortification of cereal products, and the primary/secondary processing of cereal crops. • Environment issues related to packaging. Carbon footprint. Food security. NEA focus – developing practical prep and cooking skills. All dishes cooked to contain a cereal grain or cereal product. The list of dishes that students will be cooking is below: • Choux pastry • Risotto

	• Treacle tart • Fresh pasta tagliatelle • Gingerbread house • NEA 1 – viscosity experiment
Engineering 26	**Autumn 1** Students will study: • Health and safety • Introduction to freehand sketching and Engineering drawings. • Introduction to shading and light direction when drawing. • Introduction to technical Engineering techniques – isometric, orthographic, drawing lines. • Students introduced to the concept of investigating materials. • Student to select appropriate Engineering equipment. • Develop skills of workshop routine and safety. • Shapes and strength of shapes. • Introduction to the Synoptic Project - Bridge investigation. Students to analyse the brief and research a range of bridge types. **Autumn 2** Students will study: • Hand drawings of bridge designs • Construction plans • Practice of modelling techniques • Introduction to simple CAD techniques • Modelling of bridge design using 5mm wood quadrant. • Types of engineering disciplines • Scale drawing • Evaluation and testing techniques in Engineering
PE Core 26	Students are learning to tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students will be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. They will further develop their technique and improve their performance in other competitive sports. They will take part in a range of environments which present intellectual and physical challenges, which encourage them to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

BTEC Sport 26	During this term students will study Component 1 – Preparing participants to take part in sport and physical activity. Students develop their knowledge and understand of the following areas: • Exploring types and provision of sport • Examining equipment and technology required. • Preparing participants to take part in physical activity This will prepare them for their first assessment in the Spring term.
Business Studies 26	Students will follow the OCR Business Studies GCSE course. **Unit 1-** Business activity- students will learn about how business set up and basics of how they operate. • The role of business and enterprise • Business planning • Business ownership • Aims and objectives • Stake holders • Business growth
Health and Social Care 26	**Year 1: Building Core Knowledge** **Content Area 1: Health & Social Care Provision and Services.** Learners will explore the types of services available, their purposes, and how to meet government legislative and regulatory requirements. Care services in the UK are typically divided into four main categories: **Types of Care Provision:** **Statutory:** Provided and funded by the government (e.g., NHS hospitals, GP surgeries, and local authority social services). **Private:** Profit-making businesses where services are purchased or funded via insurance/direct payments (e.g., private clinics, some care homes). **Voluntary:** Charities and not-for-profit organisations designed to meet specific needs (e.g., Age UK, Mind). **Informal:** Unpaid care provided by family, friends, or neighbours. [**Purpose of Provision:** To meet government legislation, provide targeted interventions, and support both short- and long-term needs.

	Types of Services: Includes primary, secondary, and tertiary care, as well as residential care, respite, and domiciliary (at-home) care **Content Area 2: Job Roles in Health and Social Care and the Care Values That Underpin Professional Practice**. This section requires Learners to identify key roles, understand their responsibilities, and master the core care values that guide practitioners. **Job Roles and Responsibilities:** **Health practitioners:** Nurses, GPs, and allied health professionals (like occupational therapists) focusing on clinical assessment, diagnosis, and treatment. **Social care practitioners:** Social workers, care assistants, and youth workers focusing on supporting independence, daily living, and emotional wellbeing. **The 6 Cs of Care (Core Values):** This framework defines the fundamental principles expected of health and social care workers: **Applying Care Values in Practice:** **Empowerment & Choice:** Promoting independence and enabling individuals to make their own decisions. **Dignity and Respect:** Ensuring privacy and maintaining the individual's self-worth. **Anti-discriminatory Practice:** Ensuring equal access and actively opposing prejudice.
Child Development 26	**Year 1: Core Knowledge and Understanding** **Content Area 1: Child development** – In this unit, Learners will gain an understanding of how children develop at different ages and in different areas of development. 1.1 Aspects of holistic development 1.1.1 Physical development 1.1.2 Cognitive development 1.1.3 Communication and language development

	1.1.4 Social and emotional development **Content Area 2: Factors that influence the child's development** - This unit will look at the things that can affect children's development. We also look at how changes or transitions in children's lives can affect their development, and how adults can help them. 2.1 Nature and nurture 2.2 Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4 Transitions 2.4.1 Types of transition 2.4.2 The impact of transitions on the child's development 2.5 Support strategies
Drama 26	Students are introduced to their Drama GCSE and understanding drama through the introduction of a text Students will focus on: • Theatre roles and responsibilities, staging configurations and the areas of the stage • In-depth study of the play/ musical Blood Brothers • Devising skills and practitioners leading to written portfolio work • Characteristics of performance texts and dramatic works • Social, cultural and historical contexts • How meaning is interpreted and communicated • Drama terminology and vocabulary • Live Theatre with the study of National Theatre's One Man, Two Guv's
Music	• AoS 1 Developing awareness of your own instrument's capabilities. Students prepare group presentations in instrumental families, including specific techniques. • Students could prepare a simple piece to perform together to the class. • Composition: • Developing initial ideas (2-3 lessons on each of these ideas) • Three Note composition • Primary Chords and Cadences

	• Anaysis of nursery rhymes • National Anthem compositions • Word Setting • Chord Sequence • AoS 1 Students record their AoS 1 performance during this term, in a context chosen by the teacher. • Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on • the type of students in the • class. Composition: • Release of Composition • Briefs. • Workshop through the briefs • with students, linking this • (where appropriate) to the • relevant areas of study
CORE RE	**Theme E: Religion, Crime and Punishment** explores religious and non-religious beliefs about good and evil, why people commit crimes, the aims of punishment, how criminals should be treated, forgiveness, and whether the death penalty is ever justified. Students examine how religious teachings influence views on justice, responsibility, suffering, rehabilitation, and the balance between punishment and mercy. **Key Topics:** • Good and evil actions, intentions, and attitudes • Reasons for crime, including poverty, upbringing, addiction, greed, and mental illness • Different types of crime, such as hate crime, theft, and murder • The aims of punishment: retribution, deterrence, reformation, protection, and vindication • Religious attitudes towards suffering and causing suffering • The treatment of criminals, including prison, corporal punishment, and community service • Forgiveness, reconciliation, and restorative justice • The death penalty and arguments for and against its use • Christian, Muslim, and non-religious perspectives on crime and justice
PSHE 26	<u>Relationships and sex education</u> • Intimate relationships: expectations, readiness and communication; understanding consent; sexual consent and the law; Sexual health: contraception; reproductive and gynaecological health and fertility; domestic abuse: coercive control-recognising and responding-how to seek help; ending Violence Against Women and Girls (VAWG); pornography and its impact on expectations and behaviours in relationships; the law-sexual harassment, image-based abuse and rights; how to navigate changing relationships <u>Equality, diversity and respect</u>

	• The Equality Act 2010, how to challenge prejudice and discrimination, anti-racism