



Curriculum

2024 – 2025

December 2024 update

Respect | Inspiration | Resilience | Excellence
Mastery | Autonomy | Purpose

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The whole school curriculum intent

We provide a curriculum that is accessible and enjoyable. It is a curriculum which fully engages our students, encouraging excellent attendance (supporting those whose attendance is affected by school-based anxiety); it secures powerful knowledge and facilitates academic success.

Our curriculum promotes equality for all students regardless of special educational needs (SEN), race, gender, sexuality or socio-economic background. We support families where access to curriculum resources (such as revision material and music tuition), equipment (such as ingredients for Food practical learning), uniform (such as PE kit) and enrichment may prove to be a financial challenge. The delivery and implementation of our curriculum is structured through the learning techniques of The Barrington Way. The techniques provide challenge and accountability for students, whilst promoting inclusivity for all. The curriculum is carefully planned and implemented to meet the special educational needs of students (most common need being social, emotional and mental health), including our students who access our Enhanced Learning Provision.

Our RISE values are threaded throughout our curriculum; they are intrinsic to everything we do. This is because we want our students to be well-rounded and responsible citizens who can fulfil their potential, play a positive part in society and lead a life lived well.



Our curriculum is designed to be broad and ambitious reflecting national curriculum aims and expectations, enabling students to further develop and hone literacy, communication and numeracy skills and deepening their subject knowledge across their 5-year curriculum journey. We carefully design our English curriculum and Reading intervention to ensure our students, whose access to reading and fluency of vocabulary may be limited by their socio-economic background, make rapid progress.

Our schemes of learning work are carefully crafted to ensure logical and effective sequencing of learning. The curriculum overview of each subject clearly identifies what students should know and be able to do by the end of each unit, term, year and key stage in preparation for their next steps within Bishop Barrington Academy and beyond. The breadth of the curriculum allows our students to access future employment in industry areas that are thriving the most in the north east, from manufacturing, food, drink and fashion, to sport and healthcare (<https://www.durham.ac.uk/job-vacancies/relocating/partner-support/major-employers/#d.en.839205>)

Assessment is used to address gaps in students' Knowledge and understanding to best sustain and secure key concepts, core knowledge and key skills and progress learning forward.

Our curriculum offers a rich experience; one which equips students with the vocabulary, knowledge, skills and character to overcome barriers and open doors to the future.

The aims of the curriculum (the theory behind the intent)

Through achieving the intent of the curriculum we aim to ensure:

- a curriculum that is accessible, enjoyable, and ensures academic success.
- RISE values are threaded throughout, resulting in students becoming well-rounded and responsible citizens who fulfil their potential and lead a life lived well.
- a rich experience, equipping students with the knowledge, skills and character to overcome barriers and open doors to the future.

The aims are underpinned by six curriculum pillars. Each pillar represents a characteristic which current and leading national and international curriculum leaders and theorists identify as necessary for a high-quality curriculum. The pillars represent the ideologies of curriculum theorists and national and international curriculum leads, including: Michael Young, Mary Myatt, Ruth Ashbee, Tom Sherrington and Ed Hirsch.

The six curriculum pillars:

1. **A balanced curriculum**
2. **Integrated progression**
3. **A coherent curriculum**
4. **A rigorous curriculum**
5. **An appropriate curriculum**
6. **A relevant curriculum**

At the foundation of these pillars lay 'reading' and 'assessment'. Without the scope and opportunity to develop reading prowess and fluency across the curriculum and without well planned, timely and effective assessment, there is instability and variability in the strength of the curriculum.

This is how we do things here

The curriculum and its intent runs central to 'The Barrington Way'. The Barrington Way is a strategic approach to developing a consistent, child centred learning culture. This culture allows students to thrive, learn well, develop character and build cultural capital.

The Barrington Way is being developed as a culture to ensure: ***Bishop Barrington Academy provided the knowledge, skills & qualifications that opened the doors to University or a credible alternative & allowed students to thrive in a top job.***

Powerful Knowledge

Everyone is entitled to Powerful Knowledge; knowledge that takes them beyond everyday experiences, unlocks possibilities, opening doors to the future. (Young et al, 2014).

What is it?

- It is the best of what has been thought and said
- It is the purpose of learning and therefore always debated
- It is cognitively superior to that needed for daily life
- It is subject specific

"If we do not teach the best that has been thought and said, the knowledge and skills of science and mathematics, the way the world works in history and geography and the consolations of literature and music then we leave children to the lottery of their birth and widening social injustice." (Young et. al., 2014)

Who decides it?

- Subject specialists:
 - in every subject,
 - across every stage of learning

What does it lead to?

Knowledge and understanding that can be built on, applied and challenged.

Culture Capital

"familiarity with the legitimate culture within a society" (Bourdieu, 1977)

What is it?

- **Objective:** cultural goods, books, works of art;
- **Embodied:** language, mannerisms, preferences;
- **Institutionalised:** qualifications, education credentials. *(Bourdieu's three sources of cultural capital, 1977)*

Who decides it?

- Those with the power and ability to shape the curriculum experience
- What does it lead to?

What does it lead to?

The knowledge and ways of thinking by acquiring cultural capital, both abstract and formal, give the predisposition to perform well and access top paid job. (Bennet et al, 2009).

A pursuit of our total perfection by means of getting to know the best which has been thought and said in the world. (Arnold, 1869)

Types of Knowledge

Substantive knowledge – WHAT you teach

- Facts and concepts in a particular subject
- Carefully sequences, revisited and connected over time
- Misconceptions identified and corrected
- For example: English- the text of a poem, Maths - multiplying a single term over a bracket, Science - the structure of an animal and plant cell and how they differentiate.

Disciplinary – HOW you know WHAT you teach

- The way facts and concepts are known/ demonstrated in a particular subject
- For example: the techniques deployed in the poem, the modelling of the formula in maths, the diagrammatic representation of the cell structure in Science.

Curriculum Design

Our curriculum design is fluid and tailored to meet the needs of our students, including addressing the challenges related to the social disadvantage experienced by almost 50% of our students.

Our curriculum is broad at every stage of the journey. We aim to remove barriers to learning and support learning with a range of planned Intervention and support, including accelerated reading, lexia, and guided learning in English and Maths.

We provide curriculum breadth with teaching of design and technology, food and nutrition, art, music, and Spanish in years 7 to 9 as a core offer. In years 10 and 11 we offer a broad range of vocational and academic subjects including but not exclusive to: Geography, History, Spanish, Art, Graphics, Sports Award, Sports Science, Childcare, Health & Social Care, Food and Nutrition, Psychology, Photography, Performing arts (Dance) and Media Studies. Numbers of students studying in GCSE modern foreign languages has increased by 300% in 2023/24.

All students study RE, PSHEE, RSE, CEIAG as 'Personal Development'. Personal Development lessons are scheduled every Friday from 8.50am to 9.30am.

Each morning between 8.30am and 8.50am all students participate in collective learning. This is called Morning Meeting. All morning meetings are delivered by senior leaders. Throughout the week students practice knowledge retrieval and revisit core knowledge in English, Maths, Science and Personal Development. In year 11, morning meetings are delivered by subject specialists who are also senior leaders. These sessions are more 'morning mastery' than morning meeting and enable students to master their knowledge in English, maths and Science.

Keystage 3 – Year 7, 8 and 9 Curriculum	
Subject	Number of one hour lessons a fortnight
English	8
Maths	8
Science	8
French	4
Geography	3
History	3
PE	5
Computer Studies	3
Art	1
Design & Technology	1
Food Technology	2
RE	2
Music	2
Personal Development: PSHEE, RSE, CEIAG	1.3

Keystage 4 Core – Year 10 and 11 Curriculum	
Subject	Number of one hour lessons a fortnight
English	9
Maths	8 (9 in Y11)
Science	9
Geography or History	5
PE	2
Computer Studies	1
RE	1
Personal Development: PSHEE, RSE, CEIAG	1.3

Keystage 4 Option subjects: All 5 hours of lessons a fortnight
French*
Spanish
Art
Graphics
Resistant Materials*
Sports Award
Sports Science
Child Development
Health & Social Care
Psychology
Photography
Performing arts (Dance)
Creative iMedia
Business Studies*
Food and Nutrition

*new subjects in 2024/25

Curriculum Enrichment

At Bishop Barrington Academy, involvement in curriculum enrichment is just as important as academic study in ensuring the academy's sentence is fulfilled. We provide a varied and full programme of enrichment activities.

Each student in the academy has access to this provision to ensure that they experience a broad, balanced and fulfilling curriculum. Each lunchtime, students engage in a 'half hour' enrichment club. The variety of the offer allows students to participate in 10 different clubs every fortnight.

In Year 11, students access a full and tailored programme of exam preparation, knowledge retrieval and academic support. The programme of 45 minute sessions take place at 3.00pm and is titled as our 'RISE lessons', providing opportunities for Year 11 to further demonstrate our values as they transition to their summer GCSE exam season. The principle of 100% is applied to RISE lessons, attendance is expected by all of our Year 11 students. Their dedication and engagement in RISE lessons is recognised and rewarded with 'Prom Passports'.

In Year 11, there is also a mentor programme offered at lunchtime. Forensic analysis during our achievement conferences, informs a selected cohort of year 11 students to be targeted with mentoring.

Our enrichment offer, enriches the academic curriculum in order to provide each student with a sense of purpose; becoming well-rounded individuals with the knowledge, skills and qualifications to open doors to university or a credible alternative, and allowing them to thrive in a top job.

Enrichment Timetable 2024-2025

MON	TUE	WED	THU	FRI
LIBRARY ALL YEARS 1.10PM- 1.50PM TEAM ENGLISH	LIBRARY ALL YEARS 1.10PM- 1.50PM TEAM ENGLISH	LIBRARY ALL YEARS 1.10PM- 1.50PM TEAM ENGLISH	LIBRARY ALL YEARS 1.10PM- 1.50PM TEAM ENGLISH	CRICKET ALL YEARS KS3 1 - 1.50 MR SWINDALE
NETBALL ALL YEARS 1.10-1.50PM MISS DUFTON	DANCE ALL YEARS 1.10-1.50PM MRS BIBBY	BADMINTON ALL YEARS 1.10- 1.50 MR SWINDALE	DODGEBALL ALL YEARS 1 - 1.50PM MR BIBBY	Y11 PHYSICS KS4 1.25-1.50PM MRS VASEY (2241)
FILM CLUB 1.10-1.50PM MISS CRAGGS (1140)	GCSE GEOGRAPHY KS4 1.25 - 1.50PM MISS WEBB (2211) RED WEEK ONLY	ARTS & CRAFTS ALL YEARS 1.10 - 1.50PM MRS GRAY (040)	ARTS & CRAFTS ALL YEARS 1.10 - 1.50PM MRS GRAY (040)	JUST DANCE ALL YEARS 1.10 - 1.50PM MISS DAVIS/MISS BELL BLUE WEEK ONLY
GCSE HISTORY KS4 1.25 - 1.50PM MISS KENNEDY (1107) BLUE WEEK ONLY	DRAMA 1.10-1.50PM MISS CRAGGS & NATTRESS (1139)	GCSE HISTORY KS4 1.25 - 1.50PM MISS JENNINGS (1111) RED WEEK ONLY	MINDFULNESS COLOURING KS3 1 1.30PM KS4 1.30 - 1.50PM MRS VASEY (2241)	FUTURE BUSINESS MAGNATES SELECTED Y8 STUDENTS 1.10 1.35PM MISS RENWICK 001
GCSE FOOD, H&SC & CHILD DEV KS4 1.10-1.50PM MRS ELDER & JACKSON	FUTURE BUSINESS MAGNATES SELECTED Y8 STUDENTS 1.10 1.35PM MISS RENWICK 001	FURTHER MATHS 1.10-1.50PM KS4 MRS BERRY (1157)	LANGUAGES - FRENCH CLUTURE ALL YEARS 1.10-1.50PM MR RICHARDS 1108	
LEGO CLUB 1.10-1.50PM ALL YEARS 0040	GCSE BIOLOGY KS4 1.25-1.50PM MR ANDERSON (2209)	GUITAR CLUB 1.10-1.50PM ALL YEARS MR GALVIN (PRACTICE ROOM)	DUNGEONS & DRAGONS CLUB 1.10 - 1.50PM MR PAYNE(1154)	
TASKMASTER 1.10-1.50PM ALL YEARS MRS BERRY (1157)	BASKETBALL ALL YEARS 1.10-1.50PM MR JOHNSON	FUTURE BUSINESS MAGNATES SELECTED Y8 STUDENTS 1.10 1.35PM MISS RENWICK 001	FUTURE BUSINESS MAGNATES SELECTED Y8 STUDENTS 1.10 1.35PM MISS RENWICK 001	
SIGN LANGUAGE 1.10-1.50PM ALL YEARS ENGLISH DEPT		NEURO DIVERSE CLUB ALL YEARS 1.10 1.50PM MRS PAYNE (LSU)	ECO CLUB - LITTER PICK 3-3.45PM MISS THORNLEY	
MATHS HOMEWORK ALL YEARS 1154				
KS3 GEOGRAPHY 1.10 - 1.30PM MISS WALLACE (2210) BLUE WEEK ONLY				
Y11 REVISION CAFE 1.10 - 1.50PM DR WILSON (2214)				
FOOTBALL ALL YEARS 1.10-1.50PM MR SWINDALE				

Cultural Capital

The National Curriculum defines Cultural Capital as “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”

Our curriculum offer aims to increase cultural capital through a variety of experiences. These may include, but are not limited to:

- Guest speakers from different backgrounds and communities
- Developing public speaking
- Full access to the school library, where students can select books based on their own interests
- Educational and cultural visits
- Use of cultural artefacts.

Research from the Sutton Trust shows that school trips and outings have been halved since 2022. Already disadvantaged areas are facing even deeper cuts, of up to 68 per cent. Without our curriculum provision, many of our students may have limited opportunity to visit a theatre, museum, art gallery, an area of outstanding natural beauty or a site of special scientific interest. Our curriculum aims to overcome the barriers which may otherwise deprive students of cultural experiences that have been shown to raise aspirations and accelerate social mobility.

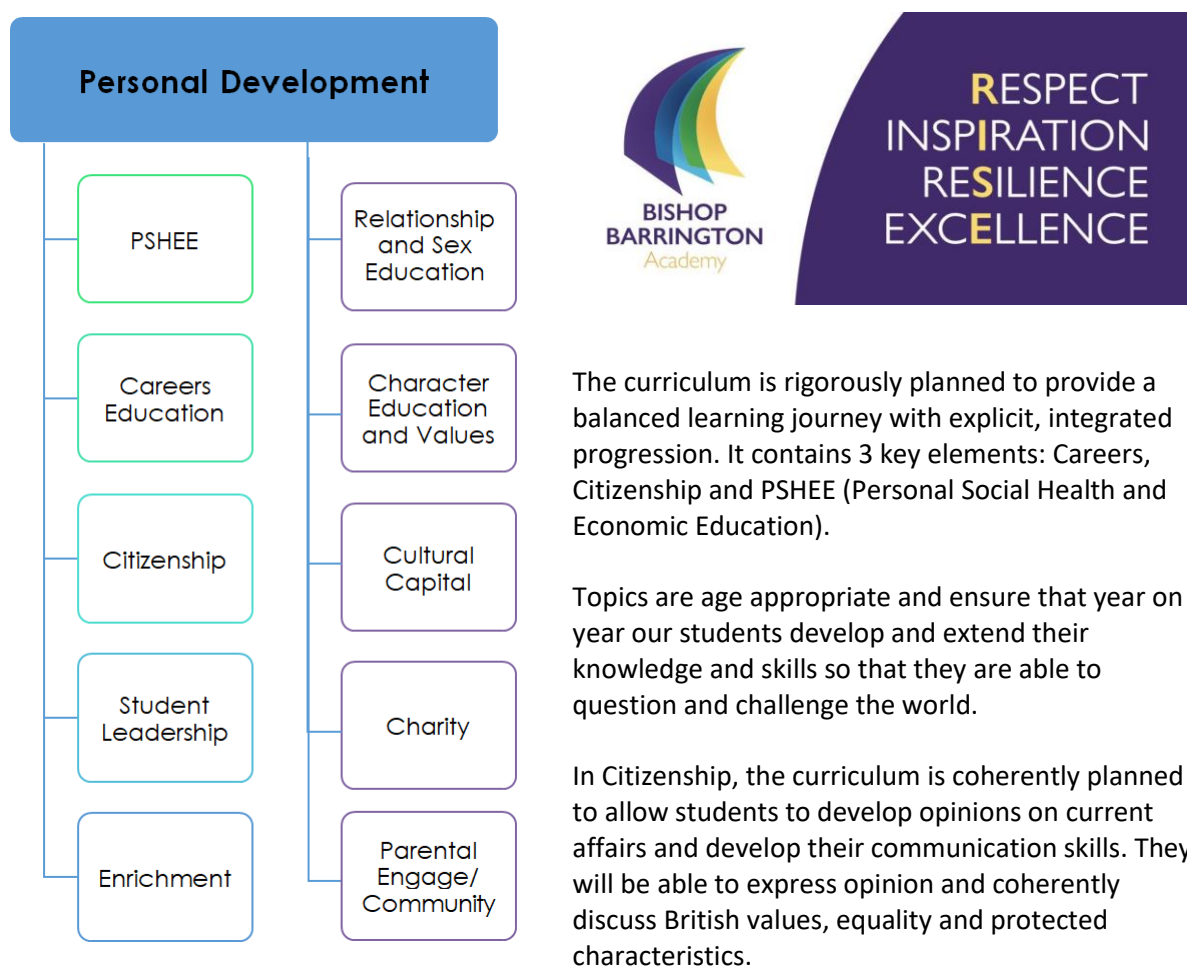
In addition, out-of-classroom learning (such as the experiences we offer, working with The Auckland Project), provides opportunities for students to connect with the local community. It can awaken their entitlement to use publicly funded cultural buildings such as Auckland Castle.

Through our curriculum, the exposure to culture, of all kinds, offers our students a deeper understanding of the world and the people around them. Cultural capital has the power to transform the ordinary into extraordinary, providing opportunities to entertain, question and provide challenge about the ways we perceive and experience the world.

The Personal Development Curriculum

Our Personal Development curriculum ensures that all students are fully prepared for the challenges and opportunities they will face throughout their life in modern Britain. Personal Development will enlighten students so that they behave with integrity and cooperate consistently well within society. We enable our students to develop into emotionally and mentally healthy young people with the tools to make and maintain positive relationships and have the ability to know when and where to seek appropriate support. We encourage all our students to express opinions and coherently discuss British Values, equality and Protected Characteristics.

We teach our students how to handle adversity while providing an encouraging environment, then these young people will develop into independent learners capable of growing into strong adults. At Bishop Barrington Academy our Personal Development Programme is entwined with our 4 core RISE values of Respect, Inspiration, Resilience and Excellence.



The curriculum raises aspirations, broadens horizons and breaks down stereotypes. It enables students to understand the purpose and benefits of education and inspires them to greater achievement in their formal qualifications as well as successful progression into the next stage of their lives and their longer term career ambitions, irrespective of their starting points – opening doors to the future.

Art intent statement

Bishop Barrington Academy's Art curriculum is a culture rich curriculum. Students acquire a broad range of Art knowledge, skills and understanding that enables them to open many doors within these disciplines into post-16 and beyond. At Key Stage 4 the curriculum offer includes a range of disciplines from Art & Design to Photography.

At the start of the curriculum journey, the focus is to build on, and develop skills which may have only been introduced briefly at key stage 2. These skills are carefully woven throughout the curriculum journey ensuring a logical sequence of progression and plentiful opportunities for students to produce work which exhibit a culmination of mastery of these skills.

Students record and manage their work in sketchbooks and workbooks, each one demonstrating progression in the 3 strands of Art: knowledge, skills and understanding. The curriculum recognises the cultural limitations which disadvantaged students may experience in the local context and aims to provide opportunities to enrich students' cultural experiences; introducing pupils to contemporary and historical artists, as well as different cultures. The weekly enrichment club provides further curriculum opportunities for students to investigate media they would not normally have the opportunity to experiment with at KS3.

Students are encouraged to participate in design competitions, with links to the wider community, such opportunities enable students to have their work exhibited in public areas around County Durham.

The Golden Threads of the Keystage 3 Art Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 7	Autumn 1	Colour theory. Observational drawing. Artwork Analysis. Imagination drawing Practice colour theory knowledge. Use of line and tone to create art. Practice looking at artwork and forming written opinions. Using drawing skills to create artwork from a shape.
	Autumn 2	Colour theory. Line & texture, shape and form, light and tone, pattern, Formal Elements Final Assessments. Practice paint mixing to produce a colour wheel. Produce artwork based around colour theory and African Art. Practice formal element techniques to produce artwork. Introduction to African cultural techniques and designs. Analysing Artists that use African animals as inspiration or are African.
	Spring 1	Introduction to one and two point perspective drawing. Linking to Norman Foster, Gaudi and Lincoln Lightfoot and architecture.
	Spring 2	Practice drawing in one and two point perspective, using a set square to create parallel, horizontal and vertical lines. Practice drawing horizon lines & vanishing point and using construction lines to create cubes and buildings. Practice formal element skills, design skills and extended writing skills.
	Summer 1	Mind mapping of lettering styles. Main lettering styles, history of illuminated lettering, graffiti, entangle lettering, creating different letters. Assessment lettering for a purpose.
	Summer 2	Practice mind mapping techniques, practice using formal elements to create different types of letters. Perspective drawing, logo design and branding. product analysis.

The Golden Threads (substantive and disciplinary knowledge)		
Year 8	Autumn 1	Salvador Dali research watching video clips, fact mind mapping, extended writing. Analysis of artwork. Creating artwork in the style of Salvador Dali. Optical illusions. Working properties of materials (paper and card) Card mechanisms, modelling, Clock designing and modelling . ACCESS FM
	Autumn 2	Develop and apply note taking skills. Develop and apply mind mapping skills. Develop and apply artwork analysis. Create artwork using formal elements in the style of Salvador Dali. Develop and apply extended writing skills. Practice ACCESS FM. Develop and apply designing and modelling skills.
	Spring 1	Day of the Dead comprehension. Colour blending and shading. Working in the style of Jose Guadalupe Posada. Drawing skills, Zentangle skull and mechanised skeleton. Assessment artwork and knowledge task.
	Spring 2	Textile design and make, developing hand sewing skills. Develop and apply comprehension skills. Develop and apply colour blending skills. Develop and apply drawing using pen and ink in symmetry and using zentangle. Develop and apply design skills. Develop and apply extended writing skills. Develop and apply 'design and make' skills.
	Summer 1	Flanimals. Collaborating skills, mind mapping, designing Flanimals and their habitats, using imagination. Extended writing. Designing for 3D modelling. Creating 3D models, Evaluation. Photography skills and knowledge.
	Summer 2	Develop and apply collaborations skills to produce a mind map and design a Flanimal. Develop and apply using imagination to create an individual Flanimal and background. Develop and apply extended writing; justifying the features/personality of the Flanimal. Develop and apply 3D design and make skills. Develop and apply photography skills. Develop and apply extended writing evaluation.

The Golden Threads (substantive and disciplinary knowledge)		
Year 9	Autumn 1	Developing skills in different media linked to the style of Kerby Rosanes. Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Photography skills and knowledge and portraits, Magazine cover design and branding. Making work personal.
	Autumn 2	Developing skills in different media linked to the styles of Jim Edwards and Minjae Lee: Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Minjae Lee: Photography skills knowledge and portraits, Magazine cover design and branding. Making work personal. Jim Edwards focusing on his architectural painting style and Newcastle. Develop and apply independent researching using different sources, books, video clips, internet, making notes to take into extended writing. Develop and apply facts mind mapping. Develop and apply artwork analysis. Develop and apply creating artwork using formal elements in the styles of varying artists. Develop and apply presentation skills. Photography skills and knowledge.
	Spring 1	Developing skills in different media linked to the work of Sarah Graham. Facts mind mapping and analysis of artwork. Developing presentation skills. Developing photography skills. Developing logo and branding skills.
	Spring 2	Designing and making packaging and cake decoration from nets etc. ACCESS FM and task analysis, specification and customer profile. Develop and apply independent researching using different sources, books, video clips, internet, making notes to take into extended writing. Develop and apply mind mapping. Develop and apply artwork analysis. Create artwork using formal elements in the styles of varying artists. Develop and apply presentation skills. Develop and apply logo designing and branding. Using ACCESS FM. Develop and apply using nets to create packaging. Task analysis, specification and customer profile. Discovering the style of Tom Hovey (food artist).
	Summer 1	Developing skills in different media linked to the style of Adonna Khare. Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Developing pencil work and imaginations to create unique creatures, looking at how man has disrupted the environments of the animals. Using thumbnail sketches to develop compositions. Scaling up work.
	Summer 2	Develop and apply independent researching using different sources, books, video clips, internet, making notes to take into extended writing. Develop and apply mind mapping. Develop and apply artwork analysis. Create artwork using formal elements in the styles of varying artists. Develop and apply presentation skills. Photography skills and knowledge.

The Golden Threads of the Keystage 4 Art Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	Internally set assignment (project 1 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
	Autumn 2	Research artists both contemporary and historical. Develop and apply design ideas. Develop skills in different media based around the work of the artists. Develop and apply annotating and evaluating skills. Develop and apply skill of 'thumbnail sketching' to produce a composition, to then develop a final piece from. Practice colour and technique combinations.
	Spring 1	
	Spring 2	Internally set assignment (project 2 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome. Research artists both contemporary and historical. Develop and apply design ideas. Develop skills in different media based around the work of the artists. Develop and apply annotating and evaluating skills. Develop and apply skill of 'thumbnail sketching' to produce a composition, to then develop a final piece from. Practice colour and technique combinations.
	Summer 1	Internally set assignment (main coursework project): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
	Summer 2	Research artists both contemporary and historical. Develop and apply design ideas. Develop skills in different media based around the work of the artists. Develop and apply annotating and evaluating skills. Develop and apply skill of 'thumbnail sketching' to produce a composition, to then develop a final piece from. Practice colour and technique combinations.

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	Internally set assignment (project 2 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
	Autumn 2	Research artists both contemporary and historical. Develop and apply design ideas. Develop skills in different media based around the work of the artists. Develop and apply annotating and evaluating skills. Develop and apply skill of 'thumbnail sketching' to produce a composition, to then develop a final piece from. Practice colour and technique combinations.
	Spring 1	Externally set assignment (project 2 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
	Spring 2	Research artists both contemporary and historical. Develop and apply design ideas. Develop skills in different media based around the work of the artists. Develop and apply annotating and evaluating skills. Develop and apply skill of 'thumbnail sketching' to produce a composition, to then develop a final piece from. Practice colour and technique combinations.
	Summer 1	Exam: final piece. Pupils will apply the skills developed over the course, to complete a final piece in 10 hours.

The Golden Threads of the Keystage 4 Graphics Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	COMPONENT 1- SKILLS AND TECHNIQUES CONTRIBUTING TOWARDS 60% OF OVERALL GRADE: Understanding of use of a range of graphic communication media, processes and techniques, including both traditional and new media.
	Autumn 2	Develop the use of drawing, painting and computer aided design for different purposes, using a variety of methods and media on a variety of scales. Develop the use of sketchbooks/workbooks/journals to underpin work where appropriate: printing, sponging, stencilling, brusho, marbelling, collage, stippling, spray painting, water colour techniques, acrylic techniques, textured background with mixed media
	Spring 1	
	Spring 2	COMPONENT 1- SUSTAINED PROJECT - CONTRIBUTING TOWARDS 60% OF OVERALL GRADE: Design primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Use graphics communication techniques and processes: typography, illustration, digital or non-digital photography, hand rendered working methods. The importance of process as well as product.
	Summer 1	Knowledge of materials, tools and techniques. Develop use of media and materials: pencil, pen and ink, pen and wash, crayon, other graphics media, watercolour, gouache, acrylic paint, layout materials, digital media, printmaking, mixed media.
	Summer 2	Develop understanding of different styles, genres and traditions.

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	COMPONENT 1- SUSTAINED PROJECT: Knowledge and Understanding of: relevant materials, processes, technologies and resources, how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of Graphic communication, historical and contemporary developments and different styles and genres, how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created, continuity and change in different styles, genres and traditions relevant to Graphic communication, a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Graphic communication.
	Autumn 2	
	Spring 1	Develop: understanding of meaning, function, style, scale, colour and content in relation to the chosen area(s) of Graphic communication; awareness of intended audience or purpose for their chosen area(s) of Graphic communication; ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of Graphic communication; appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief; appreciation of the appropriate use of typography (which could include hand lettering and calligraphy); understanding of a variety of materials and genres appropriate to their chosen area(s) of Graphic communication.
	Spring 2	COMPONENT 2 - AQA EXTERNALLY SET ASSIGNMENT (40% OF FINAL GRADE): Understand a range of traditional and new media, processes and techniques. Knowledge of art, craft and design, developed through research, the development of ideas and making, working from first-hand experience and secondary source materials.
	Summer 1	Preparatory work presented in any suitable format, such as: mounted sheets, design sheets, sketchbooks, workbooks, journals, models, maquettes.
	Summer 2	Develop practical and theoretical knowledge and understanding of: relevant materials, processes, technologies and resources, how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts, how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts, continuity and change in different genres, styles and traditions, a working vocabulary and specialist terminology. Develop the skills to: record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information; explore relevant resources, analyse, discuss and evaluate images, objects and artefacts and make and record independent judgements; use knowledge and understanding of the work of others to develop and extend thinking and inform own work; generate and explore potential lines of enquiry using appropriate media and techniques; apply knowledge and understanding in making images and artefacts; review and modify work and plan and develop ideas in the light of their own and others' evaluations; organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

The Golden Threads of the Keystage 4 Photography Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	Explore and use a range of photographic media, processes and techniques. Use of both traditional and new media.
	Autumn 2	Develop and apply skills such as: operating a DSLR camera, the ability to explore elements of visual language, leading lines, form, colour, pattern, texture, rule of negative space, rule of thirds.
	Spring 1	
	Spring 2	'Sustained Project' - designing primarily visual material to convey information, ideas, meaning and emotions. Using any of the following: portraiture, landscape photography (working from the urban, rural and/or coastal environment), still life photography (working from objects or from the natural world), documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, moving image (video, film, animation).
	Summer 1	
	Summer 2	Develop and apply techniques and processes which demonstrate knowledge and understanding of: relevant materials, processes, technologies and resources; how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created; historical and contemporary developments and different styles and genres; how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created; continuity and change in different styles, genres and traditions relevant to Photography; a working vocabulary and specialist terminology that is relevant Demonstrate analytical and critical understanding. Review and refine ideas as work develops. Reflect critically on work and progress. Where appropriate, make connections between visual and other elements.

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	'Sustained Project': Viewpoint and composition. Shutter speed and aperture. The effects of varying light conditions on recording images. Formal elements including colour, line tone, texture, pattern and form.
	Autumn 2	Organise work to present findings effectively. Apply different research techniques and analysis of relevant contextual material. Apply technical aspects of photography including camera controls and image production. Apply safe working practices. Apply aspects of digital media. Apply appropriate use of the internet.
	Spring 1	Externally set assignment: Employ a range of traditional and new media, processes and techniques that are appropriate. Developing of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.
	Spring 2	Develop practical and theoretical knowledge and understanding of: relevant materials, processes, technologies and resources; how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts; how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts; continuity and change in different genres, styles and traditions; a working vocabulary and specialist terminology.
	Summer 1	Develop the skills to: record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information; explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements; use knowledge and understanding of the work of others to develop and extend thinking and inform own work; generate and explore potential lines of enquiry using appropriate media and techniques; apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations; organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Computer Studies

Our curriculum enables students to use computational thinking and digital literacy to communicate and develop their ideas. It enables students to recognise and understand how the development of computing and advances in related technologies have transformed the social, cultural and economic landscapes of our time.

The curriculum is relevant and accessible to all students, especially the most disadvantaged and those with SEN and other needs. It recognises the high proportion of disadvantaged students in our academy, ensuring students have the opportunity to access computing resources and technology that they may not have access to outside of the school setting.

The curriculum offers plentiful opportunities for students to apply their knowledge of computing fundamentals to a variety of problems and scenarios. Students develop skills required to use information technology to create programs, systems and a range of content to support them as they progress through the 5 year curriculum journey. Progression is carefully sequenced throughout the curriculum. There are coherent and explicit connections with prior and future learning, enabling students to combine components of knowledge and transfer principles, structures and patterns of working.

Our balanced curriculum embraces 3 key strands; IT, Digital Literacy and Computer Science, (with Media as an optional unit in key stage 4). These strands foster creativity and provide academic rigour.

This depth and breadth of the computer studies curriculum ensures students have the knowledge and skills to continue further study in a range of related disciplines beyond Year 11; opening doors to the future. The skills they will develop, and knowledge they acquire, will prepare them for many job roles in the local area such as manufacturing, retail and media.

The Golden Threads of the Computer Studies Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 Health and safety, using the IT system in school, sending emails/netiquette, searching effectively on the Internet, how to use G Suite. <i>Practise how to access Classroom, Sheets, Slides etc and create basic documents using the software.</i>
	Autumn 2 Effects of cyberbullying, where to go for help, how to protect against cyberbullying, good and not so good features of comic design, review comic strip and make improvements based on feedback. <i>Apply knowledge of cyberbullying, and the effects it can cause, to create a comic strip. Use and apply various software packages (photopea and comic life) to create a final product.</i>
	Spring 1 Getting a micro-bit to 'work', program its features and create projects. Introduction to coding and computer science; making and designing code using the Microsoft MakeCode online platform. Download programs and move them to a micro-bit file to run on a micro-bit. <i>Create programs using the micro bit interface website. Develop the following codes: buttons and accelerometer, rolling dice and emotions badge and optional microbit programs.</i>
	Spring 2 Basics use a spreadsheet. The concepts of entering numbers and text, formatting data, formula (+, -, *, and /), Functions (Sum, Average, Min, Max), sorting and filtering data, using comparison operators (<, >, <=, >=, = and <>) using absolute and relative cell references, replicating formula and functions, creating graphs and modelling data. Introduction to CountA and text functions and conditional formatting. <i>Apply mathematical skills and using real life spreadsheets to help model own spreadsheet. Develop and apply extended writing skills.</i>
	Summer 1 Binary, Denary, Adding and Subtracting in Binary and Binary - Denary conversion <i>Develop and apply computational thinking through mathematics.</i>
	Summer 2 The basics of programming, using Scratch online. Introduction to programming language such as loops, variables, if-else statements and algorithms. Introduction to concepts of coding and programming as well as working mathematically and logically to create games. <i>Use of the Scratch Interface website. Apply knowledge and skills to creation of own programs using the pen tool, loops, cursor game, catch the ball program.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 The hardware and software involved in networks. The star, ring and bus topologies. The role of a network administrator. Security dangers: spyware, viruses and worms - and how to avoid them. Applying G-suite application skills to present knowledge of different malware. Manual representation of network topologies. Develop and apply extended writing skills.
	Autumn 2 Create, edit and manipulate shapes. Create complex shapes by drawing paths, editing paths and converting objects to paths. Combine multiple tools and techniques to create suitable vector graphics. Create and manipulate shapes using 'inkscape' software. Develop and apply skills to create an original logo design for a business and evaluate effectiveness of their design regarding meeting the needs of a business.
	Spring 1 Use of an advanced image editor (Photopea), which can work with raster and vector graphics. Editing and manipulating images. Using basic and complex tools in order to produce various graphics. Develop skills in use of advanced tools: shapes, text, selection and mask, colour editing, magic wand, move tool etc. Creating a graphic and logo for an intended audience, which is fit for purpose.
	Spring 2 Advanced formulas, formatting, absolute cell referencing, and creating graphs using given data. Creating spreadsheets. Develop and apply mathematical skills, including adding, subtracting, multiplying and dividing. Develop and apply formatting skills.
	Summer 1 Basics of computational thinking. Introduction to binary and denary numbers and how they are used in the everyday world and computing world. Introduction to the concepts of adding and subtracting binary as well as converting between denary and binary and vice versa. Encoding numbers using ASCII Code and Unicode. Develop and apply extended writing skills activities. Develop and apply mathematical skills to add and subtract denary and binary numbers.
	Summer 2 The basics of Python including: integers, strings, variables and code. Introduction to the correct use of coding in a more advanced format. Programming, including introduction to the concepts of while loops, counts, lists, append, extend and user inputs. Develop and apply coding skills based around the following criteria: variables, strings, integers, lists, append, extend, index and if statements.

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 The hardware and software required to build advanced networks as well as network protocols, what they are and what they mean. Why different types of network connection exist and which is suitable for each different purpose. Bandwidth and why it differs across network types. Develop and apply evaluative skills and extended writing skills.
	Autumn 2 Creating 3D animations, using animation software. Where animations are used. Demonstrate, use and manipulate 3D animations. Develop and apply basic modelling, texturing, and animating, outputs which include 3D models, short videos and VR.
	Spring 1 Using an advanced image editor (photopea), to work with raster and vector graphics. Edit and manipulate images. Using basic and complex tools in order to produce various graphics. Develop and apply advanced tools: text, selection and mask, colour editing, magic wand, move tool etc. Create a graphic and logo for an intended audience which is fit for purpose.
	Spring 2 Use more advanced spreadsheet formulas and functions including: Round Function, Now Function, Add Mode, Add Median, Concatenate, VLookUps and HLookUps. Create own spreadsheets adding new formulas and functions. Format spreadsheets and use absolute cell referencing. Apply basic formulas and functions skills.
	Summer 1 Binary, denary numbers and hexadecimal numbers. Introduction to the concepts of adding and subtracting binary as well as converting between denary, binary, hex and vice versa. Develop and apply extended writing skills. Develop and apply mathematical skills to convert binary, denary and hexadecimal numbers. Convert hexadecimal codes to binary images.
	Summer 2 Python programming. Basic programming skills including integers, strings and variables. Introduction to advanced coding. Create codes based around the following criteria: variables, strings, integers, menus, functions, random, time and file handling

The Golden Threads of the Creative iMedia Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	The sectors, products and job roles that form the media industry. The legal and ethical issues considered and the processes used to plan and create digital media products. How media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Choosing the most appropriate format and properties for different media products.
	Autumn 2	Applying computing skills to create digital graphics, using appropriate software.
	Spring 1	Developing visual identities for clients. Create original digital graphics which incorporates visual identity to engage a target audience.
	Spring 2	Applying computing skills to create digital graphics, using appropriate software.
	Summer 1	Externally set assignment: Develop visual identities for clients. Create original digital graphics which incorporates their visual identity to engage a target audience. Use specialist software to create visual identities and digital graphic whilst following a client brief provided.
	Summer 2	Applying computing skills to create digital graphics, using appropriate software.

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	The sectors, products and job roles that form the media industry. The legal and ethical issues considered and the processes used to plan and create digital media products. How media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Choosing the most appropriate format and properties for different media products. Create digital graphics using appropriate software.
	Autumn 2	Applying computing skills to create digital graphics, using appropriate software.
	Spring 1	Developing visual identities for clients. Create original digital graphics which incorporates visual identity to engage a target audience.
	Spring 2	Applying computing skills to create digital graphics, using appropriate software.
	Summer 1	Externally set assignment: Develop visual identities for clients. Create original digital graphics which incorporates their visual identity to engage a target audience. Use specialist software to create visual identities and digital graphic whilst following a client brief provided.

The Golden Threads of the Business Studies Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	What a business is and the reasons for starting. The difference between goods and services, needs and wants. The meaning of factors of production– land, labour, capital, enterprise. Opportunity cost. Primary, Secondary and tertiary sectors and examples of types of business that operate in each. The term enterprise and what is meant by an entrepreneur. The characteristics of an entrepreneur. The objectives of an entrepreneur. The changing business environment. The different legal structures that businesses adopt and the benefits and drawbacks of each legal structure. The concept of limited liability and which legal structures benefit from this. Which legal structure would be most appropriate for a variety of business examples. The main aims and objectives for businesses. The role of objectives in running a business. How and why objectives differ between businesses. How and why objectives change as businesses evolve. How objectives of larger more established businesses might differ from smaller start-up businesses. The success of a business.
	Autumn 2	Develop and apply a synoptic understanding of various businesses in a range of contexts and business related scenarios.
	Spring 1	What is meant by a stakeholder and who the main stakeholders of a business are. Stakeholders' main objectives. The impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders. The factors that influence where a business is located. Why businesses create plans. The main sections of a business plan. The benefits and drawbacks of business planning. The difference between variable costs, fixed costs and total costs. The concept of revenue, costs, profit and loss. The advantages and disadvantages of methods of growth. The methods used by businesses when expanding. The benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale. The meaning of purchasing and technical economies of scale. The risk and causes of diseconomies of scale.
	Spring 2	Develop and apply a synoptic understanding of various businesses in a range of contexts and business related scenarios.
	Summer 1	The impact of the changing use of ICT and how it influences business activity. E-commerce to access wider markets. Digital communication changing the way businesses communicate with stakeholders. Examples of digital technology/communication. Trade-off between ethics and profit. Trade-off between sustainability and profit. How businesses might be affected by changes in the rate of interest. How and why businesses might be affected by changes in levels of employment. How demand for products and services may change as incomes fluctuate. Globalisation and the benefits and drawbacks that it offers UK businesses. The impact of exchange rates on the profit and sales of those businesses that import and/or export. The impact of legislation on businesses. The benefits for providing a safe working environment. Employment law. Health and Safety law. Consumer law. Market and competition. The risks businesses face. Entrepreneurism. Internal organisational structures. Internal and external recruitment. The recruitment and selection process. Part time and full time contracts, job share and zero hour contracts.
	Summer 2	Develop and apply a synoptic understanding of various businesses in a range of contexts and business related scenarios.

English

Our English curriculum is rigorous; it delivers a breadth and depth of skills and knowledge, crucial to students achieving well-rounded and sustainable success: culturally, socially and academically.

In both keystages students acquire knowledge of literature and develop skills which prepares them for life after secondary education. The curriculum enables students to acquire the high standards of written and verbal communication that are crucial to allow success and open doors to the future. Opportunities for students to acquire, revisit and improve these key skills are woven throughout the curriculum.

Our curriculum is balanced; challenging students to evaluate critically, speak confidently, articulate thoughts and listen and communicate successfully, whilst nurturing and fostering students' love of reading, ensuring they are confident and fluent readers.

Our curriculum is coherent, the thread of developing reading, writing and communication skills is woven throughout the 5 year curriculum journey. The Language and Literature spheres of the curriculum complement and interweave with each other. Themes and skills are intertwined, ensuring integrated progression of skills and knowledge. For example, themes such as family, relationships and conflict are explored in year 7 in: *A Midsummer Night's Dream*, and are revisited again in the modern text: *Wild Boy*, and then further revisited in key stage 4 through *Romeo and Juliet*.

In our curriculum, Language is taught through Literature. Literature is placed at the heart of the curriculum and taught chronologically, allowing students to experience and be exposed to a range of genres, contexts and writers. The design of the curriculum ensures that, after 5 years of study, students have acquired knowledge of a broad canon of Literature, whilst connecting and interleaving their knowledge from a range of subjects.

The Literature sphere of the curriculum and the plentiful enrichment opportunities designed within, lifts students out of their daily experience, increases their cultural capital and raises awareness and curiosity of the human condition: from love and loyalty to rage and betrayal and more. These rich experiences may otherwise not be accessible to the near 50% of students who face challenges related to their disadvantaged background.

The Golden Threads of the English Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 7	Autumn 1	Understanding the plot and the different characters of A Midsummer Night's Dream. Reading: Begin to identify language choices made by the writer. Infer meaning from the language choices made by the writer. Writing: Understanding the features of a letter. Understanding how to adapt writing to suit the audience and purpose. Applying the knowledge to narrative writing.
	Autumn 2	Understanding the features of a poem. Creating a poem. Reading: Understanding poetic devices. To identify poetic devices used by a writer. Writing: Vocabulary reasonably wide, though some words may not be used precisely. Range of simple and complex sentences contribute to the effectiveness of the writing.
	Spring 1	What is meant by non-fiction. The contexts of the non-fiction text: Adreanline. Reading: reading a range of non-fiction texts linked to the theme of Adreanline. Identifying techniques and devices used in non-fiction writing. Writing: Writing non-fiction texts, the features of non-fiction texts.
	Spring 2	Basic understanding of Victorian society. Understanding the context of the theme conflict. Reading: Using strategies to decode meaning. More complex literal ideas. Inference identified. Writing: Texts try to engage reader's interest by specific techniques. Clear paragraphs, organised logically. Links made clearly refer to previous points
	Summer 1	Understanding of the plot, Wild Boy. To identify key characters in the novel. Reading: Strategies to decode general texts. Writers' viewpoint identified with supporting evidence. Writing: Engaging reader's interest by specific techniques. Clear paragraphs, organised logically. Links made clearly refer to previous points
	Summer 2	Understanding of the plot, Wild Boy. To identify key characters in the novel. Reading: Confident use of information, used to support ideas. Quotations apt and supportive of points. Deduce or infer from range of texts, giving simple evidence, ideas expanded clearly. Writing: Range of simple and complex sentences, varied vocabulary.
The Golden Threads (substantive and disciplinary knowledge)		
Year 8	Autumn 1	The Plot and the significance of key characters to the plot development in The Tempest. The relationship between different characters. Reading: Language choices made by the writer. Infer layers of meaning for key words or quotations. Writing: confident development of relevant material, interesting use of varied techniques.
	Autumn 2	To understand the contexts of War Poetry being studied. Reading: how the writer uses poetic devices. Comparing two poems. Writing: Appropriate and engaging style which challenges the purpose and audience, effective vocabulary used to create effect and variety, use of wide range of vocabulary.
	Spring 1	What is meant by travel writing. The features of travel writing. Reading: Inference and deduction is sustained demonstrating clear interpretation skills, different layers of meaning identified. Writing: Correct punctuation and expression is used imaginatively to create impact and tone. Ideas are linked imaginatively, paragraphs are used for effect.
	Spring 2	Develop understanding of life in Victorian England. Understanding the contexts of different extracts (Monsters), to understand each extract. To understand the characters presented in the extracts and identifying similarities and differences between the two. Reading: Varied vocabulary contributes to the effectiveness of writing. Some use of extended vocabulary. A full range of punctuation used correctly to clarify meaning and express ideas accurately. Writing: Style wholly appropriate to purpose and audience. Key markers are used throughout
	Summer 1	How a writer uses language to present the characters in Noughts and Crosses. Compare more than one character, or explore the relationship between the two characters. Understanding the plot, beginning to comment on the structure. Reading: Writers' intentions framed within clear understanding of context. Independent awareness of effect of language techniques explained in written response. Writing: Relevant material is developed confidently and with interesting use of varied techniques. Effective vocabulary used to create effect and variety. Wide range of vocabulary shown.
	Summer 2	How a writer uses language to present the characters in Noughts and Crosses. Compare more than one character, or explore the relationship between the two characters. Understanding the plot, beginning to comment on the structure. Reading: Comments on structural and organisational features sustained showing awareness of how they are used. Inference and deduction is sustained demonstrating clear interpretation skills. Starting to explore different layers of meaning identified. Writing: Correct punctuation and expression is used imaginatively to create impact and tone. Various structural effects are used. Consistent grasp of effects of structure on text.

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 Starting to make basic comments on the structure of the plot of Macbeth. Exploring changes in characters, and exploring the development of a character. Reading: Beginning to analyse language choices made by a writer. Identify language choices, starting to explore the effects. Writing: Engages and maintains the interest of a reader by presenting a coherent account using techniques in a challenging way. A coherent account with distinctive features of purpose, audience and format using original stylistic features
	Autumn 2 Explore the meaning of a poem (conflict poetry). To use the context of the poem to extend your comments on the meaning. Reading: Beginning to analyse poetic devices used by the writer. Developing independence when analysing an unseen poem. Beginning to analyse the structure of a poem. Awareness of cultural bias on writer and reader demonstrated through written responses, supported by quotations. Writing: Using a range of language techniques in your own writing. Precise use of vocabulary enabling clarity and emphasis. Vocabulary challenging throughout.
	Spring 1 To understand the features of speeches. To understand the contexts in which the speeches being studied were written. Reading: Concise quotations used to fully support points. Information is fully understood and used to support ideas. Inference and deduction is sustained demonstrating astute interpretation skills. Different layers of meaning identified and sustained in writing. Writing: Correct punctuation and expression is used imaginatively to create impact and tone. Ideas are linked imaginatively throughout the text. Paragraphs are used for effect
	Spring 2 Understanding the plot of A Christmas Carol. Understanding the characters and how the characters develop as the plot progresses. To use images from Victorian England as a stimulus for a piece of narrative writing. Reading: Identifying key quotations linked to key characters and key moments in the plot. Understanding how the plot is structured, specifically focusing on the 5 staves. Writing: Exploring a range of writing skills such as using a range of punctuation marks, a range of sentence structures and a range of vocabulary.
	Summer 1 Understanding the plot of A Christmas Carol. Understanding the characters and how the characters develop as the plot progresses. To use images from Victorian England as a stimulus for a piece of narrative writing. Reading: Identifying key quotations linked to key characters and key moments in the plot. Understanding how the plot is structured, specifically focusing on the 5 staves. Engaging with a full range of strategies, using them to fully decode texts. Writing: Exploring a range of writing skills such as using a range of punctuation marks, a range of sentence structures and a range of vocabulary.
	Summer 2 Understanding the plot of An Inspector Calls. Understanding the characters and how the characters develop as the plot progresses. To use images from Victorian England as a stimulus for a piece of narrative writing. Reading: Understanding unfamiliar vocabulary, to help understand the plot further. Engaging with a full range of strategies, using them to fully decode texts. Writing: Precise use of vocabulary enabling clarity and emphasis. Vocabulary challenging throughout. Ideas linked thoroughly and imaginatively in secure and varied paragraphs.

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Understanding the plot of Romeo and Juliet. Understanding the context. Understand the development of a character throughout a text. Analysis of language. Analysis of the structure. Using the context to extend analysis. Identifying relevant quotations and references and embedding these into analysis. Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed. Reading: Retrieving information. Identifying relevant language and analysing the language. Analysing the structure. Evaluating language. Writing: Punctuation - using a range of punctuation and using punctuation accurately. Using a range of sentence types and sentence starters. Structuring writing in a coherent and logical way.
	Autumn 2 Understanding the plot of Romeo and Juliet. Understanding the context. Understand the development of a character throughout a text. Analysis of language. Analysis of the structure. Using the context to extend analysis. Beginning to form an argument and use relevant quotations to support arguments. Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed. Reading: Retrieving information. Identifying relevant language and analysing the language. Analysing the structure. Evaluating language. Writing: Punctuation - using a range of punctuation and using punctuation accurately. Using a range of sentence types and sentence starters. Structuring writing in a coherent and logical way.
	Spring 1 Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Analysis of language while exploring the effects on a reader. Analysis but looking to explore alternative interpretations. Analysing the structure by writing about quotations in chronological order.
	Spring 2 Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed. Reading: Retrieving information. Identifying relevant language and analysing the language. Analysing the structure. Evaluating language. Writing: Punctuation - using a range of punctuation and using punctuation accurately. Using a range of sentence types and sentence starters. Structuring writing in a coherent and logical way. Understanding the different assessment objectives of Language Paper Two. Understanding the difference between the skills being assessed. Reading: Writing a summary, working on being as concise as possible. Comparing two texts. Exploring how a writer conveys their perspectives through the language choices they make. Writing: Adapting writing to suit the audience and purpose. Creating and writing a logical and coherent argument. Using a range of devices for effect.
	Summer 1 Understanding the meaning of each of the poems (conflict poetry). Understanding the context of each of the poems. Analysing language, structure and form of the poems. Understanding the different assessment objectives of Language Paper Two. Understanding the difference between the skills being assessed. Reading: Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising from different texts. Compare writers' ideas and perspectives, and how these are conveyed across two or more texts. Writing: Communicating clearly, effectively and imaginatively. Selecting and adapting tone, style and register for different forms, purposes and audiences.
	Summer 2 To identify themes presented in An Inspector Calls. To track how themes are developed throughout the play. To analyse the language and structure of the play. Beginning to compare two of the poems. Practising analysing an unseen poem, developing independent analysis. Research into a topic of choice in detail. Preparing speaking and listening assessment. Build on understanding of features of speech. Using standard English. Expressing complex ideas using sophisticated vocabulary. Organising and structuring speech using a range of strategies.

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Analysis of language while exploring the effects on a reader. Analysis but looking to explore alternative interpretations. Analysing the structure by writing about quotations in chronological order. Exploration of effects of the writer's methods to create meanings. Developing a bank of vocabulary to be used in creative writing. Demonstrating understanding of the assessment objectives and the skills of Language Paper One. Reading: Analysing alternative meanings for key quotations and language. Beginning to identify concepts in the insert and use this knowledge to form a perceptive answer when analysing the structure. Evaluating language, exploring layers of meaning to form an argument. Writing: How to vary and effectively use structural features. Developing complex ideas.
	Autumn 2 Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Analysis of language while exploring the effects on a reader. Analysis but looking to explore alternative interpretations. Analysing the structure by writing about quotations in chronological order. Judicious use of precise references. Critical, exploratory, conceptualises response to the whole text. Understanding the features of the different forms of writing being requested in Language Paper Two. Synonyms for different emotions to use when focusing on the writer's opinions or perspectives. Understanding assessment objectives and the focus of each question in Language Paper Two. Reading: Writing a summary, working on being as concise as possible. Comparing two texts. Exploring how a writer conveys their perspectives through the language choices they make. Writing: Adapting writing to suit the audience and purpose. Creating and writing a logical and coherent argument. Using a range of devices for effect.
	Spring 1 Bespoke programme put together depending on weaknesses / gaps in knowledge.
	Spring 2
	Summer 1
	Summer 2

Food Preparation and Nutrition

The Food Preparation and Nutrition curriculum at Bishop Barrington Academy enables students to acquire core food knowledge and provides opportunities to apply their knowledge to local and wider community contexts and settings, whether it be cultural, dietary or economic contexts. The curriculum nurtures independent learning, with students developing the capacity to: be creative and think 'on their feet' and to solve problems as they arise.

The academy's RISE values are embedded throughout our curriculum. The practical, kitchen based learning, which is woven throughout the curriculum, requires students to exhibit and demonstrate respect; practising how to safely and effectively work in a food industry kitchen.

The curriculum is designed to offer appropriate challenge and inspires students to demonstrate the highest standards in practical skills. The curriculum, which is taught by food specialist teachers with a wealth of specialist knowledge and experience, is accessible to all students. Support is given and equipment provided to students whose disadvantaged backgrounds may impact the financial means to provide the ingredients and other equipment needed to engage in practical kitchen based learning.

Our curriculum is balanced. It provides students with skills for life, as they acquire the knowledge and skills to prepare, cook and present quality food to a high standard. The provision of plentiful and practical learning opportunities is woven throughout the curriculum. These opportunities enable students to demonstrate flair, experimentation, innovation and creativity. The culmination of powerful food knowledge and practical experiences opens doors to further study of food preparation and nutrition beyond year 11 and equips students with the potential to pursue a successful career in an industry which has one of the largest rates of employment in County Durham.

The Golden Threads of the Food Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 Food room safety rules. Food careers and where can food technology lead to. Hygiene and safety equipment/rules. Food specialist equipment in practical lessons. <i>Toad in the hole skills. Soup making skills. Chicken goujons skills. How to safely and effectively use food technology equipment. How to wash up and clean you cooking area safely and hygienically.</i>
	Autumn 2 Knife Skills and safety. Eatwell guide and the 8 tips for eating well. <i>Pasta Salad skills. Pasta Bake skills. Creating a pasta bake. Frittata skills. Work safely and hygienically in all practical lessons. How to safely and effectively use food technology equipment.</i>
	Spring 1 Cross contamination in food. Fridge and cooker theory. Food poisoning. <i>Muffins skills. Shortbread Skills. Cheese scones skills. How to safely and effectively use food technology equipment.</i>
	Spring 2 Personal hygiene. Food spoilage. Reducing food waste. Food packaging and labelling. <i>Mini pizza skills. Jam tarts skills. Vegetable and meat kebabs Skills. How to safely and effectively use food technology equipment.</i>
	Summer 1 Reducing sugar intake. Healthy food swaps. Food styling. <i>Bolognese skills. Stir fry skills. Bread making skills. How to safely and effectively use food technology equipment.</i>
	Summer 2 Function of carbohydrates. Saturated fats. Unsaturated fats. <i>Fruit scones skills. How to safely and effectively use food technology equipment.</i>

The Golden Threads (substantive and disciplinary knowledge)		
Year 8	Autumn 1	Where can food technology lead to. Food safety - Danger Zone. Coloured chopping boards in the food industry. How to prepare and cook chicken safely. Cookies; creaming, shaping dough, rolling dough. Fruit crumble skills. Potato salad skills. Skills to be safe in food preparation and production.
	Autumn 2	Allergens and intolerances. Gluten and dairy allergies and intolerances. Fajita wrap skills. Curry skills. Cheesecake skills.
	Spring 1	Cooking methods. Egg cooking methods. Sensory testing. Bread making skills. Burgers making skills. Calzone making skills.
	Spring 2	Effects of a poor diet. Malnutrition. Healthy Heart. Coronary Heart Disease. Healthy bones and teeth. Brownie making skills. Chilli con carne making skills. Cajun Chicken pasta making skills.
	Summer 1	Food packaging. Excess packaging. The Eatwell Guide. Healthy food swaps. Flavoured bread swirl making skills. Ready-made sausage rolls making skills. Cheeseburger pasta making skills.
	Summer 2	Food choices. Religious beliefs in relation to diets. Food provenance. Fairtrade. British foods. Recapping previous practical skills.

The Golden Threads (substantive and disciplinary knowledge)		
Year 9	Autumn 1	Where does food technology lead to. Food hygiene and safety. Correct storage of food. Bread Making theory. Gelatinisation. Bread Making. Preparing pizza topping. Practical making tasks: Jam, focaccia, pizza dough balls and stuffed crust pizza.
	Autumn 2	British cuisines. Presentation of foods. Food styling. Preparing and making skills: stuffed crust pizza, Bombay potatoes, vegetable curry.
	Spring 1	Food packaging. Overpackaging. Vegetarianism. Sweet and sour chicken, macaroni cheese, meatball pasta bake making skills.
	Spring 2	Veganism. Additives and preservatives. Palmier, pasty/sausage roll, sweet or savoury pie.
	Summer 1	Macronutrients. Micronutrients. Upside down pudding making skills.
	Summer 2	Healthy balanced meals. Meal prepping. Recapping making skills from previous practicals. Using the Eatwell guide to plan meals.

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	Safe storage/ preparation/ cooking of a wide range of food. Personal hygiene. Danger zone. Sensory analysis. Effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Practical making tasks: Lemon meringue pie, fresh pasta and Bolognese, sticky toffee pudding
	Autumn 2	Food styling. Olfactory System. Sensory analysis developed. Food choices. Food packaging by law. Food labelling. Preparing and Making skills: Scotch eggs and chutney, lasagne and yule log.
	Spring 1	Safe cooking skills. Macronutrients and Micronutrients. Water soluble and fat soluble vitamins. Water in the diet. Fibre in the diet. Preparing and Making skills: savoury pie, Battenberg and minestrone soup and bread buns.
	Spring 2	Safe cooking skills. The Eatwell Guide. 8 Tips for eating well. Nutritional needs of different life stages. Preparing and Making skills: Choux pastry product, decorative puff pastry sausage rolls and Burgers buns and chips.
	Summer 1	Safe cooking skills. Lifestyle choices: religious beliefs, vegetarianism, veganism, pregnancy, losing weight. BMI. Coeliac Disease. Preparing and Making skills: Chicken katsu curry, samosas and mini strawberry pavlovas.
	Summer 2	Safe cooking skills. Type 2 diabetes. Cardiovascular disease. Food packaging. Food Provenance. Quality Assurance. Food Sustainability. Food poverty. Food security. Preparing and Making skills: Sushi, Fruit turnovers and dyed pasta.

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Non Exam Assessment 1. Principles of food preparation and nutrition. Effective and safe cooking skills: planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Explore and use a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.
	Autumn 2 NEA 2 - 3 Course Meal project. Food preparation and nutrition in action Preparing and Making skills: investigation and individual 3 course meal practicals to meet the needs of exam spec. brief.
	Spring 1
	Spring 2
	Summer 1 WJEC food theory revision. The functional properties and chemical characteristics of food, the nutritional content of food and drinks. The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. Functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. Effective and safe cooking skills: planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Explore and use a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

The Golden Threads of the Health & Social Care Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Human growth and development across life stages. Begin to develop and apply classifications skill of: the physical, intellectual, emotional and social (PIES).
	Autumn 2 Physical growth and development across the life stages. Intellectual/cognitive development across the life stages. Emotional development across the life stages. Social development across the life stages. Apply classification skills.
	Spring 1 Human growth and development across life stages and the factors that affect it. Impact of different factors on PIES growth and development through the life stages. Apply classification skills.
	Spring 2 Impact of life events on PIES growth and development. How individuals deal with life events. How individuals adapt to a life event. Apply classification skills.
	Summer 1 Physical factors: inherited conditions; experience of illness and disease; mental ill health; physical ill health; disabilities; sensory impairments. Lifestyle factors: nutrition; physical activity; smoking; alcohol; substance; misuse. Emotional factors: fear; anxiety/worry; upset/sadness; grief/bereavement; happiness/contentment; security; attachment. Develop and apply evaluative and classification skills.
	Summer 2 Social factors: supportive and unsupportive relationships with others; social inclusion and exclusion; bullying; discrimination. Cultural factors: religion; gender roles and expectations; gender identity; sexual orientation; community participation; race. Develop and apply evaluative and classification skills.

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	Healthcare services: Primary and secondary care. The different events that can impact on people's physical, intellectual, emotional and social development. Physical events. Relationship changes. Life circumstances. <i>Further develop and apply evaluative and classification skills.</i>
	Autumn 2	The character traits that influence how individuals cope. The sources of support that can help individuals adapt. The types of support that can help individuals adapt. <i>Further develop and apply evaluative and classification skills.</i>
	Spring 1	Healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. Health services available: primary care; secondary care; tertiary care; allied health professions; multidisciplinary team working. <i>Further develop and apply evaluative and classification skills</i>
	Spring 2	Social care services: services for children and young people; services for adults or children with specific needs; services for older adults. Additional care: informal care; voluntary care. <i>Further develop and apply evaluative and classification skills</i>
	Summer 1	Barriers to accessing services. Types of barrier and how they can be overcome by the service providers or users: physical barriers– ways to overcome physical barriers; barriers to people with sensory disability– ways to overcome sensory barriers; barriers to people with different social and cultural backgrounds – ways to overcome social and cultural barriers; barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers; geographical barriers – ways to overcome geographical barriers; barriers for people with learning disabilities – ways to overcome intellectual barriers; financial barriers – ways to overcome financial barriers. <i>Further develop and apply evaluative and classification skills</i>

The Golden Threads of the Child Development Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 10	Autumn 1	How play activities can influence children's learning between the ages of birth and five years old. The different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development. How children at different ages and stages of development have different play needs. Stages of children's play: Unoccupied play; Solitary play; Spectator/onlooker play; Parallel play; Associative play; Co-operative play. <i>Apply own memories of experiences of stages of play.</i>
	Autumn 2	How play can be organised and the potential advantages and disadvantages of each style. Adult-led play; Adult-initiated play; Child-initiated play. The role of adults in promoting learning through play: organise a variety of activities; explain and demonstrate how equipment and resources work; adapt activities to suit personal interests; choose equipment and resources that motivate children to engage; model communication; Join in with play activities; awareness of health and safety. <i>Develop and apply classification skills.</i>
	Spring 1	How growth is measured, and the individuals involved in measuring growth. The importance of measuring growth. Definition of growth. How growth is measured and recorded: Personal Child Health Record (PCHR); centile charts; parents'/carers' own records; two-year-old health check; National Child Measurement Programme (NCMP). <i>Develop evaluative and data manipulation skills.</i>
	Spring 2	How growth is measured, and the individuals involved in measuring growth. The importance of measuring growth. Roles and responsibilities of individuals involved in measuring and monitoring growth. Importance of measuring growth. <i>Develop evaluative and data manipulation skills.</i>
	Summer 1	The principles of development. The skills and knowledge gained by a child over time. How children acquire skills at varying rates in different areas of development. Identifying current milestones and stage of development, identifying milestones and how they support progression to the next stage of development. Holistic development.
	Summer 2	<i>Develop evaluative skills.</i>

The Golden Threads (substantive and disciplinary knowledge)		
Year 11	Autumn 1	The role of adults in promoting learning through play. Organise a variety of activities. <i>Develop organisational skills.</i>
	Autumn 2	The role of adults in promoting learning through play. How equipment and resources work. Adapting activities to suit personal interests. Choosing equipment and resources that motivate children to engage – promote exploring, encourage questioning, set challenges, allow sufficient time for activities. <i>Develop and apply organisational skills.</i>
	Spring 1	Learning promoted through cognitive and intellectual play. Activities and resources to support cognitive and intellectual play and learning. <i>Develop and apply evaluative and organisation skills.</i>
	Spring 2	Communication and language play and learning. Learning through communication and language play. <i>Develop and apply evaluative and organisation skills.</i>
	Summer 1	Learning through social play. Activities and resources to support social play and learning. Learning through emotional play. Activities and resources to support emotional play and learning. <i>Develop and apply evaluative and organisation skills.</i>

French

- To be a competent linguist
- To appreciate Spanish culture and traditions
- To have a passion and love of language learning

At Bishop Barrington Academy our students study a balanced and appropriately ambitious Modern Foreign Languages curriculum. It is a curriculum that is rich in skills and knowledge. Rigor is interwoven throughout the curriculum, and pivots on the four key skills of: Listening, Speaking, Reading and Writing. Students develop a competency that is both broad and deep, as we focus on the three pillars of language: vocabulary, grammar and phonics. As such, our curriculum provides opportunities for students to communicate with increasing confidence, fluency and spontaneity, becoming resilient and competent linguists.

Our curriculum is coherent and sequenced in a way that it challenges, engages and enables progression for all learners. Furthermore, our curriculum nurtures students' independence and motivation to explore and develop an appreciation of the culture in countries where French is spoken; broadening their knowledge of the world that they live in.

Our RISE value of respect is developed throughout our curriculum. There are regular and purposeful opportunities to celebrate events linked to the French world calendar. Our curriculum enables students to acquire knowledge and fluency that they can apply beyond the classroom. It nurtures a curiosity and the love of learning a foreign language. It encourages students to understand the fulfilment of being able to communicate and consolidate what they have learnt.

The curriculum provides students with cultural experiences which they may not otherwise have access to, offering opportunities for students to apply their knowledge and fluency in French-speaking countries. The established link with a partner school enables students to broaden their horizons, encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

The curriculum is designed so that the culmination of linguistic and cultural knowledge opens doors to learning further languages; equipping students with the relevant skills necessary to communicate and work with people from other countries, and creating passionate linguists who consider themselves global citizens.

The Golden Threads of the French Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 Alphabet & Phonics. Likes/dislikes. Greetings. Numbers up to 31. Personal information. Days of the week, months. Physical description (family & personality). Application of: formal/informal modes of address (Tu/Vous); other present tense verbs and 1st, 3rd singular and 1st plural of 'to be', 'to have'; simple intensifiers, basic negatives, and basic subordinating conjunctions.
	Autumn 2 Family members. Description of physical and personality. Friends. Colours. Pets/animals. Application of: other present tense verbs, 1st, 3rd singular and 1st plural of 'to be and 'to have'; simple intensifiers; basic negatives; basic subordinating conjunctions.
	Spring 1 Sports. Leisure activities and free time. Application of: present tense regular verbs; 'er' verbs (including opinion verbs); other present tense verbs; 1st, 3rd singular and 1st plural of 'to be', 'to have', 'to go', 'to do', 'to play'; simple intensifiers; basic negatives; basic subordinating conjunctions.
	Spring 2 School subjects. Telling the time. Timetables. Application of: simple intensifiers; basic negatives; basic subordinating conjunctions.
	Summer 1 Sports. Leisure activities and free time: expressing these in simple future tense. School subjects in the future tense. Application of: 'aller' with an infinitive to express the future; 'er' verbs (including opinion verbs); other present tense verbs; 1st, 3rd singular and 1st plural of 'to be', 'to have', 'to go', 'to do', 'to play'; simple intensifiers; basic negatives; basic subordinating conjunctions.
	Summer 2 French cultural aspects, e.g. Francophonie Application of: comparative structures; adverbs; verb inversion; infinitives after opinion verbs; opinion verbs.

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 Accommodation. Houses. Where you live. Rooms in the house. Furniture. Places in town. Directions. Application of: present tense verbs; conditional tense in 1st person singular; negatives; imperatives; subordinating conjunctions.
	Autumn 2
	Spring 1 Countries. Travel and Transport. Weather. Tourist transactions. Past holidays. Forthcoming plans/trips. Application of: past tense Verbs; perfect tense regular -er verbs; imperfect tense; immediate future; conditional tense (1st person singular); negatives; adverbs of frequency; subordinating conjunctions.
	Spring 2
	Summer 1 Daily routine (using reflexive verbs to express times to wake-up, get up, brush teeth, get dressed, go to school, have lunch, evening routine). Application of: present tense verbs; reflexive verbs; negatives; adverbs of frequency; subordinating conjunctions.
	Summer 2 Food and drink. Mealtimes. 'In the restaurant'. Application of: present tense verbs; past tense verbs; perfect tense regular -er verbs and imperfect tense; immediate future; conditional tense (1st person singular); negatives; adverbs of frequency; subordinating conjunctions.

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 Family Members. Descriptions. Relationships. Marriage. Application of: reflexive verbs; imperfect tense; future tense; conditional (1st and 3rd persons); relative clauses/methods to extend sentences; direct object pronouns; comparative/superlative; negatives.
	Autumn 2
	Spring 1 Technology. TV shows/ Films. Social Media. Celebrity Culture. Opinions on celebrities/famous people. Personal details of celebrities/famous people. Celebrity magazines/articles /reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Application of: modal verbs; future tense; perfect tense; relative clauses/methods to extend sentences; direct object pronouns; comparative/superlative; negatives.
	Spring 2 Body parts. Ailments. Healthy Living and Advice. Vices. Application of: modal verbs; future tense; perfect tense; relative clauses/methods to extend sentences; direct object pronouns; comparative/superlative; negatives.
	Summer 1 School. Exams and Education. Rules. Application of: modal verbs; future tense; relative clauses/methods to extend sentences; direct object pronouns; comparative/superlative; negatives; impersonal structures.
	Summer 2 Ambitions. Careers and Jobs. Education post-16: options available, advantages and disadvantages, future intentions and plans. Opinions on different jobs. Personal qualities, qualifications. Ideal job/personal ambitions and the skills required. Opportunities to work abroad /use language skills. Application of: conditional tense; near future tense (full paradigm); impersonal verbs.

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 A person's nationality, character, personality and physical appearance. A person's sexual orientation. Relationships with friends and family. Qualities of a good friend. Ideal partners and why. Different types of partnerships. Application of: grammar related to expressions, basic descriptions, ideals, pros and cons; Adjectival positioning; Adverbs of intensity, time and frequency; Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); Avoir (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); comparatives; conditional tense; contraction of pronouns; definite articles; demonstrative adjectives; emphatic pronouns; Être (present tense).
	Autumn 2
	Spring 1 Preferences of food and drink. Attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. Physical and mental well-being. Reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions. Application of: adjectival agreements; adjectival positioning; Adverbs of intensity, time and frequency; Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); Avoir (present); conditional tense; Possessive adjectives; reflexive verbs in the present tense; subject pronouns; interrogatives.
	Spring 2 Opinions about school subjects, homework, school rules, uniform, exams and teachers. Weekly routine including school day. Activities in school including timetable, sporting activities and clubs. Primary school days. Education post-16: options available, advantages and disadvantages, future intentions and plans. Opinions on different jobs, including advantages and disadvantages. Personal qualities, qualifications. Application of: adjectival agreements; adjectival positioning; Adverbs of intensity, time and frequency; Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); Avoir (present); conditional tense; Possessive adjectives; reflexive verbs in the present tense; subject pronouns; interrogatives.
	Summer 1 Local and national festivals in the UK and in French-speaking countries/communities. Opinions on festivals and celebrations with family and friends. Food on special occasions and at celebrations. Nationally renowned events such as sports (e.g. Tour de France, 14 juillet). Country traditions/customs focus, e.g. Senegal, Morocco. Application of: adjectival agreements; adjectival positioning; adverbs of intensity, time and frequency; avoir (present tense); comparatives; conditional tense (je voudrais); demonstrative adjectives (ce, cette, ces); emphatic pronouns (avec moi, toi); formation of nouns (feminine/plural).
	Summer 2 Opinions and personal details on a variety of celebrities/famous people. Celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Opinions about celebrities' activities/influences on young people and wider society. Events involving famous people e.g. music, film, TV, fashion, culture and technology. Application of: modal verbs; future tense; perfect tense; relative clauses/methods to extend sentences; direct object pronouns; comparative/superlative; negatives.

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Opinions on: holiday destinations; holiday locations; means of transport for holidays; weather; holiday activities; holiday accommodation. Recent and future holidays. Places of interest locally and elsewhere: descriptions and preferences. <i>Application of: adjectival agreements; adjectival positioning; Adverbs of intensity, time and frequency; Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); Avoir (present); conditional tense; Possessive adjectives; reflexive verbs in the present tense; subject pronouns; interrogatives.</i>
	Autumn 2 Internet: how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages. Social media: reasons for and frequency of use, different apps/platforms, advantages/disadvantages. Mobile technology, including: computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. <i>Application of: present tense (-ER regular verbs); perfect tense (auxiliary of avoir, je + regular verbs); modal verbs (je peux, on peut); adverbs of frequency, time; Comparatives; negatives; Pour + infinitive; Sans + infinitive; impersonal verb phrases.</i>
	Spring 1 Local environment, including environmental issues. Activities to help/protect local area/environment in the past, present and future. Opinions on wider global issues e.g. climate change, environmental damage.
	Spring 2 <i>Application of: grammar related to expressions, basic descriptions, ideals, pros and cons; Adjectival positioning; Adverbs of intensity, time and frequency; Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular); Avoir (present, perfect tense, imperfect: 1st, 2nd, 3rd person singular); comparatives; conditional tense; contraction of pronouns; definite articles; demonstrative adjectives; emphatic pronouns; Être (present tense).</i>
	Summer 1 Revision

The Golden Threads of the Spanish Curriculum (legacy)

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 DE COSTUMBRE (FESTIVALS, FOODS AND INJURIES- THEME 1): Describing mealtimes. Talking about daily routine. Talking about illnesses and injuries. Asking for help at the pharmacy. Talking about typical foods. Spotting words which indicate an increase/decrease. Comparing different festivals. Describing a special day. Ordering in a restaurant. Talking about a music festival. Discuss quantity expressions. <i>Using and avoiding the passive. Applying pronunciation rules to say new vocabulary. Paying attention to question words. Using reflexive verbs in the preterite. Inferring meaning in literary texts. Using absolute superlatives. Spotting irregular verb patterns in the preterite. Using expressions followed by the infinitive. Adding interest when narrating a story using soler and 'we' forms. Extending what you say with sequencers, connectives and opinions. Review me gusta/me gustaria and complex structure to convey this meaning. Saying before/after doing something in a complex structure. Using acabar de + infinitives. Understanding adjectives with -ísimo. Expressions with Tener/Dolor. Review irregular verbs in a range of tenses.</i>
	Autumn 2 ¡A CORRER! (JOBS AND FUTURE PLANS-THEME 3): Talking about different jobs. Discussing job preferences. Talking about how you earn money. Talking about work experience. Talking about the importance of learning languages. Applying for a summer job. Discussing gap years. Discussing plans for the future. Formal letter writing. Talking about Languages and travel. Extending writing and Speaking responses. <i>Using soler in the imperfect tense. Using verbs in different forms. Using the preterite and imperfect together. Using alternatives to 'and'. Using the present and the present continuous. Using saber and conocer. Using indirect object pronouns. Revising the conditional. Using lo + adjective. Using the 24-hour clock. Using a variety of tenses (present, perfect, future and conditional). Listening out for clue words, being aware of distractors. Using if clauses.</i>
	Spring 1 HACÍA UN MUNDO MEJOR (GLOBAL, SOCIAL AND ENVIRONMENTAL ISSUES -THEME 2): Describing types of houses. Talking about the environment. Talking about healthy eating. Discussing diet-related problems. Talking about natural disasters. Considering global issues. Listening for high numbers. Talking about local actions. Discussing healthy lifestyles. Presenting a written argument. Talking about international sporting events.
	Spring 2 <i>Using the present subjunctive and using it with commands. Review of the superlative. Understanding different tenses. Se debería + infinitive. Using synonyms. Giving extended reasons. The pluperfect tense. Gist reading to infer overall meaning. Imperfect continuous. Using grammar knowledge in translation. Reading for gist and to infer overall meaning.</i>
	Summer 1 Revision

Geography

The geography curriculum at Bishop Barrington Academy enables our students to:-

1. Think like a 'geographer'.
2. Develop a curiosity and fascination about the world.
3. Foster a sustainable and responsible attitude about our world.

The intent of our balanced and rigorous geography curriculum is to promote curiosity and fascination about the world, as well as providing opportunities for students to make informed learning choices that are relevant to them both locally, in the Bishop Auckland area, and on a global scale. Our curriculum enables students to understand and ask questions about the world around them, developing their ability to 'think like a geographer'.

Our curriculum enables learners to acquire knowledge about the physical characteristics of our natural and human-made landscapes. Students acquire substantive knowledge on geographical issues and challenges in a range of contexts; from natural disasters and their impact on humans, to the economic development of the world's nations and the impact of humans on our climate and ecosystems.

Interwoven throughout our coherent curriculum are explicit connections made between topics, and a thematic approach, which supports clear and integrated progression throughout. This encourages our students to develop a curiosity and fascination about the world, as they learn more about our fascinating planet.

Being both appropriate and rigorous, our curriculum is ambitious, but pitched at a level that is accessible for all of our students. It continually challenges students to think deeply about the role they play as global citizens, encouraging them to foster a responsible and sustainable attitude. This is further demonstrated through the disciplinary knowledge which students acquire through enquiry and fieldwork skills, both inside and outside of the classroom.

Our curriculum recognises the challenges which may be experienced by students from disadvantaged backgrounds. Opportunities for wider reading are provided, with students encouraged to develop their reading prowess in conjunction with the consideration of topical, global events and how they may impact them in their local context. Our curriculum provides cultural opportunities which may not be experienced otherwise. These include the detailed exploration of the local, coastal town of Seaham. These opportunities enable students to not only investigate an area of geographical significance but to also broaden their horizons and experience.

The culmination of acquired knowledge through the 5 year geography curriculum allows our students to open doors to further, post-16 education, where they can access A-Level accreditation and eventually specialise in a specific discipline of geography and/or apply their skills to the most economically active types of employment and industry in County Durham.

The Golden Threads of the Geography Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 7	Autumn 1	Different types of Geography; Human, Physical and Environmental. Physical features of our world; continents and ocean. Drawing sketch maps. Understanding our local area through an OS map. Identifying locations on an OS map. Cardinal and intercardinal compass points, scale and describing relief and height using maps. Relief of land and describing height on maps. Location and understanding of Bishop Auckland. How the job sector Bishop Auckland has changed. What settlements are in the Bishop Auckland area. Litter geographical fieldwork enquiry and assessment.
	Autumn 2	Map interpretation. Grid references. Direction and compass rose. Longitude and latitude. 4 and 6 figure grid references. Scale. Drawing a sketch map. OS map skills and description. Population pyramids and comparisons. OS map skills and comparison. Geographical enquiry.
	Spring 1	Definition and explanation of development. Mapping development. Development indicators. How development has changed overtime. Development in areas of contrasting wealth - Ethiopia and Singapore Differences in development. TNCs - transnational corporations. Is development sustainable? Evaluation. Map skills and analysis. Categorisation. Graph skills and analysis.
	Spring 2	Distribution and definition of global biomes. Characteristics of Antarctica. Threats to Antarctica Human and physical characteristics of hot deserts. Desertification impacts. Human and physical characteristics of the rainforest. Deforestation and climate change. Analysis and evaluation. Map analysis. Categorisation and evaluation.
	Summer 1	Reasons for dense and sparse populations. Reasons for urban growth and early settlement. Problems and benefits of settlement growth. Regeneration of inner city areas to reduce poverty and deprivation. Strategies for sustainable urban living. Impacts of urbanisation. Improving the lives of the urban poor. Map skills to locate urban zones. Categorisation and evaluation. Evaluation.
	Summer 2	Weathering and erosion. Landforms formed by erosion; wave cut platforms, caves, arches stacks and stumps. Landforms formed by deposition; spits. Flood engineering strategies; hard and soft. Named example of coastal management - The Holderness Coast. Map interpretation. Map skills. Evaluation

The Golden Threads (substantive and disciplinary knowledge)		
Year 8	Autumn 1	Global plastic problem. Solutions for managing plastic issues sustainably. Climate change. Effects of climate change. Impact of climate change on coral reefs. Can tourism be sustainable? Ecotourism. Wilderness areas under threat. Sustainable management of wilderness areas. Carbon footprint geographical fieldwork enquiry.
	Autumn 2	Graph/map analysis. Evaluation. Map skills and categorisation. Line graph drawing and analysis. Geographical enquiry.
	Spring 1	Drainage basin. River long and cross profile. Erosional processes - waterfalls and gorges. Erosional and depositional landforms - meanders and oxbow lakes. Human and physical causes of flooding Storm Desmond. Hard and soft engineering. Flooding in York. Annotation. Processes and sequencing. Categorisation and evaluation.
	Spring 2	Global food supply and inequality of distribution. Factors that affect food supply and food insecurity Strategies to increase food security. Named example of a food management strategy. Indus River Basin irrigation Scheme. Impact of food management on carbon footprints. Organic farming 'V' Agribusiness Sustainable farming methods. Data presentation techniques. Complex line graph. Sequence and location. Comparison and evaluation. Sketching
	Summer 1	How the weather can be forecast. Weather the UK faces. Extreme weather in the UK. Tropical storms Tropical storm - Typhoon Haiyan. Polar vortex. Bushfires. Geographical skills and map skills. Case study comparison and evaluation. Sequencing. Categorising. Climate graph analysis
	Summer 2	Location of Africa in the world. Location and description of Africa's biomes. Population density and links to physical characteristics of places. Development indicators. Urban challenges in Nairobi. Aid in Africa. Opportunities and challenges in Nigeria. Map analysis. Graph analysis. Categorisation. Evaluation

Year 9

The Golden Threads (substantive and disciplinary knowledge)	
Autumn 1	Global plastic problem. Solutions for managing plastic issues sustainably. Climate change. Effects of climate change. Impact of climate change on coral reefs. Can tourism be sustainable? Ecotourism. Wilderness areas under threat. Sustainable management of wilderness areas. Carbon footprint geographical fieldwork enquiry.
Autumn 2	Graph/map analysis. Evaluation. Map skills and categorisation. Line graph drawing and analysis. Geographical enquiry.
Spring 1	Sustainable water supply in the UK. Strategies to increase water supply - dams and reservoirs. Waste disposal. Strategies to reduce waste. Air pollution. Renewable energy. Renewable energy investigation Sustainable resource – bamboo. Sustainable development goals. Geographical fieldwork enquiry. OS maps and geographical skills. Evaluation. Problem solving. Comparison and evaluation. Graph skills. Categorisation. Geographical enquiry
Spring 2	Tourism and how has COVID 19 affected it. Increasing international tourism. Development of tourism overtime. Advantages and disadvantages of tourism in HICs. The impacts of tourism in LICs. Extreme tourism and it's impacts. Ecotourism. Analysis of maps and graphs. Interpretation of OS maps. Enquiry. Comparison. Evaluation.
Summer 1	Glaciers. Glacial processes. Erosional landform - arete and pyramidal peak, corrie. Depositional landforms - moraine, drumlins, erratics. Opportunities and challenges in glacial areas. Management of glacial areas. Location and map skills. Categorisation. Evaluation
Summer 2	Locate and compare development of India and China. Compare lifestyles in India and China. Physical features of India and China. Impacts of the Monsoon rains. Causes and consequences of rapid development in India and China. Impacts of rapid economic growth. Strategies to reduce population: one child policy. Data presentation. Map skills. Evaluation

Year 10

The Golden Threads (substantive and disciplinary knowledge)	
Autumn 1	Natural Hazard definitions. Plate tectonic theory and continental drift. Case study: effects and responses to a tectonic hazard in a LIC – Nepal. Case study: effects and responses to a tectonic hazard in a HIC – Christchurch. Management strategies used to manage hazard risk. Global atmospheric circulation model. Distribution of tropical storms. Location and formation of tropical storms. The impact of climate change on tropical storms. Case study: causes, effects and responses to a tropical storm – Typhoon Haiyan. Management strategies used to reduce the effects of a tropical storm. Extreme weather. Case study: example of an extreme weather event in the UK – Beast from the East. Evidence for climate change. Human and Natural causes of climate change. Managing climate change; adaptation and mitigation. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
Autumn 2	Development indicators. Demographic transition model. Causes of uneven development. Consequences of uneven development. Reducing the development gap. Example of Tourism in a LIC – Jamaica. Case studies: Introduction to Nigeria and context; Rapid economic growth in Nigeria; Aid in Nigeria; Environmental issues in Nigeria; Quality of life in Nigeria; Reasons for economic change in the UK; Post-industrial economy; science and business parks; Impacts of industry on the environment; Social and economic changes in the rural landscapes; Improvements in UK transport; North/South divide; Social and economic changes in the rural landscapes; Improvements in UK transport. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
Spring 1	Wave types, physical and chemical weathering and Mass movement. Coastal erosion, transportation and deposition. Formation of erosional landforms. Formation of depositional landforms. Example of UK coastline: erosional and depositional landforms. Hard and soft engineering strategies. Case study: hard and soft engineering strategies – Seaham. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
Spring 2	Human and Physical Geographical Fieldwork: Physical enquiry title – do the rates of longshore drift increase as you move south along the beach at Seaham? Human enquiry title – how has regeneration impacted the urban area of Seaham? Geographical enquiry skills: data collection, data presentation, data analysis, evaluation, conclusion
Summer 1	The long and cross profile of a river valley. Fluvial processes that take place – erosion, transportation, deposition. Formation of erosional landforms. Formation of erosional and depositional landforms. Example – River Tees. Formation of deposition landforms. Physical and human factors which increase the risk of flooding. Hydrographs. Hard and soft engineering management strategies. Case study: example of flood management scheme – River Tees. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
Summer 2	

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Emergence of megacities in HICs and LICs. Case studies: Reasons for Rio de Janeiro's location and importance; Social and economic opportunities in Rio de Janeiro; Challenges caused by urban change in Rio de Janeiro; Planning for the urban poor in Rio de Janeiro; Location and importance of an urban area in a HIC-Newcastle; Internal and international migration to Newcastle; Social and economic opportunities in Newcastle; De-industrialisation in Newcastle and resulting challenges; Urban change and environmental challenges. Urban regeneration - Newcastle Quayside. Features of sustainable urban living: Freiburg. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
	Autumn 2 Global inequalities of food, water and energy. Changing global demand in food, water and energy over time. Global patterns of water surplus and deficit and factors affecting water availability. Impacts of water insecurity. Strategies to increase water supply. Case study: example of a large-scale water transfer scheme – Lesotho. Sustainable water resource strategies. Case study: example of a local scheme – Wakel. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
	Spring 1 Ecosystems and food webs/chains. Biomes and distribution. Physical characteristics of a tropical rainforest. Case study: Malaysia causes and impacts of deforestation. Sustainable management of the TRF. Physical characteristics of hot deserts. Case study: Opportunities and challenges in the Thar desert. Causes of desertification and strategies to reduce it. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills. Revision techniques.
	Spring 2 Pre-release material for Paper 3. Revision techniques. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.
	Summer 1 Revision for Papers 1 to 3. Revision techniques. Graph/map analysis. Evaluation. Map skills and categorisation. Classification skills.

History

The history curriculum at Bishop Barrington Academy enables our students to:

1. Think like a 'historian'
2. Develop a curiosity and fascination about the past and
3. Empathise with past events and understand that some struggles are still present today.

The intent of our balanced and rigorous history curriculum is for all students, regardless of their starting points, to acquire a deep chronological understanding of British and World History; to develop the confidence to form strong arguments and make sustained judgments.

Our curriculum will enable students to demonstrate secure historical knowledge through coherent and clear connections between topics and historical periods. The sequencing of our curriculum ensures integrated progression of learning the development of key historical themes and second order concepts, including: causation, consequence, change, continuity and significance.

The history curriculum at Bishop Barrington Academy develops students' sense of identity, develops their understanding of their place in the world and their role as global citizens. Within the context of our local area, students are exposed to the rich history of Bishop Auckland and surrounding areas, through studies and enrichment opportunities with The Auckland Project, as well as studies of Escomb Saxon Church, Binchester Roman Fort and Durham Cathedral. Our curriculum recognises the possible limitations that a disadvantaged background may have. As well as providing cultural experiences which may not be otherwise accessible to some of our students, our curriculum develops student knowledge and understanding of diversity, and understanding how and why the world has changed through the lens of experiences by different sections of society.

In line with our RISE values at Bishop Barrington Academy, the curriculum embeds respect, excellence, inspiration and resilience into the heart of all of our historical enquiries. The enquiry thread within the curriculum enables students to become critical of information they are exposed to, through their rigorous analysis of source material and interpretations.

Another vital thread is woven throughout our curriculum; that is curiosity and a love of learning. Students are inspired to be curious to know more about the past and are encouraged to develop a love of learning which will continue beyond their academic life. It is understood that no history curriculum is fixed or complete, however the overarching aim of our curriculum is for students to complete their history curriculum journey with a deep understanding of how far Britain and the wider world have embraced British fundamental values.

The Golden Threads of the History Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 The changing world - Pangea. Climate change and the impact of this on pre-historical societies. The people of Iron Age Britain. Impact of the Roman invasion 43AD. Experiences of Black people in Roman Britain. Legacy of the Romans - Binchester Roman Fort - local study. Vikings invasions and settlement in Britain. Anglo Saxon Britain - archaeological study - Sutton Hoo, role of women. <i>Chronology. Using historical evidence. Interpretations of sources.</i>
	Autumn 2 Impact of the death of Edward the Confessor. 1066 - Claimants to the throne. Battle of Stamford Bridge & Battle of Hastings. Why did the Normans win the Battle of Hastings? What resistance did the Normans face? What role did women play in the Norman Conquest? Castle building - creation of Motte and Bailey castles, development of castles - Motte and Bailey, Stone keep - local study. <i>Chronology. Using historical evidence. Interpretations of sources.</i>
	Spring 1 Murder of Thomas Beckett. Importance of the Church in Medieval England. Black Death - consequences of this on population. Power and authority in Medieval England. Crime and Punishment in Medieval England
	Spring 2 Relationship between monarchy and barons. Magna Carta - King John - long term significance. Henry III & Provisions of Oxford. 1399: Freedom of speech. Role of women. <i>Using historical evidence. Interpretations of sources. Inference.</i>
	Summer 1 War of the Roses – History of House of York and House of Lancaster, Battle of Bosworth, initial problems faced by Henry Tudor (end dispute between two houses, money, power of nobles). Religion in Tudor England - Henrician reformation - local study -Durham Cathedral. Impact of the reformation on Tudor England Elizabeth's middle way - Religious Settlement. Black Tudors - scholarship - Miranda Kauffman - John Blanke. <i>Using historical evidence. Interpretations of sources.</i>
	Summer 2 James 1st & main reasons behind the Gun Powder plot, impact of the plot on Catholic's and role of monarchy. Causes of the English Civil War. Charles 1st and Cromwell - strategies in ECW. New Model Army Role of women in the ECW. Impact of the ECW. Death of Charles 1 st . Cromwell and Ireland. <i>Using historical evidence. Interpretations of sources.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 Pre-Colonial Africa - challenging stereotypes - interpretations - David Hume and Hugh Trevor Roper. Slavery. Modern day slavery. Role of the Empire. Trade Triangle. Middle Passage – journey. Life on the plantations - source study. Auctions - scramble and bidding. Resistance - Passive and active resistance - Haitian revolution Abolition - North East links to the Transatlantic Slave Trade. Britain becoming an empire - defining empire and colonisation. Scramble for Africa. Empire of the Seas. India - case study. Legacy of the empire. <i>Historical interpretations. Source analysis.</i>
	Autumn 2
	Spring 1 What is revolution? - Eric Hobsbawm - 'Age of Revolutions'. Political struggle linking to the French Revolution, change in attitudes linking to the American Revolution. Change in attitudes linking to the American Revolution. Haitian Revolution - Transatlantic Slave Trade. <i>Historical interpretations. Source analysis.</i>
	Spring 2 Causes of Industrial Revolution – urbanisation. Inventions– Invention of the Steam engine, flying shuttle, spinning jenny. Transport - development of railways, turnpike roads, canals. Factories - machinery, rise of unions, children, conditions - scholarship - Liberty's Dawn. Public Health - Cholera - John Snow and Edwin Chadwick. Impact of the North East - local study – Stephenson. <i>Historical interpretations. Source analysis.</i>
	Summer 1 Impact of Victorian towns on crime and punishment - population rise. Charles Booth poverty map. 1829 Development of the Metropolitan Police Force - Robert Peel. Developments in policing. Prison reform - John Howard and Elizabeth Fry. 1888 - Whitechapel case study - difficulties policing Whitechapel. Immigration - links to crime and punishment. View of women in Victorian England. Hallie Rubenhold interpretation - 'The Five'. <i>Historical interpretations. Source analysis.</i>
	Summer 2 What a protest is. Why people protest. The Chartists. Spa Fields Riot and the Derbyshire Rising. 1832 Reform Act. Luddites. English politics in 1900. <i>Historical interpretations. Source analysis.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 MAIN causes of WW1. Triple Entente & Triple Alliance. Assassination of Archduke Franz Ferdinand - July 1914 Trench warfare. New technologies - gas, snipers, machine guns etc. Recruitment and conscription - conscientious objectors. Role of women. Forgotten Armies - David Olusoga. How the allies won the war. <i>Historical interpretations. Source analysis.</i>
	Autumn 2 Dictatorship vs. democracy. Treaty of Versailles - impact of this. Rise of dictators in the 20th century - Hitler, Mussolini, Stalin. British Union of Fascists - Oswald Mosley - Battle of Stockton. Appeasement - Neville Chamberlain. <i>Historical interpretations. Source analysis.</i>
	Spring 1 Dunkirk - success or failure. Battle of Britain and the role of the Polish and Czech pilots. Was there a 'Blitz spirit'? Impact of evacuation. "Home Front - Was the 'People's War' truly a people's war? The role of the Commonwealth in the war. Pearl Harbour. D-Day. Hiroshima and Nagasaki - Atomic bombs. <i>Historical interpretations. Source analysis.</i>
	Spring 2 Jewish life pre-1933. Genocide. Changing attitudes toward Jewish people in Germany - 1933, 1935, 1938. Warsaw Ghetto and development of concentration camps. Lessons that can be learnt from the Holocaust. Bosnia, Armenia, Rwanda and Cambodia. <i>Historical interpretations. Source analysis.</i>
	Summer 1 Political ideologies - Capitalism and Communism. Conflict caused by political ideologies - Truman. Germany after WW2 - divisions and Berlin blockade. Containment, Truman Doctrine, Marshall Plan, Iron Curtain Stalin's secret police, COMINFORM, Satellite state. Communism revolution, Bay of Pigs, Reaction by Khrushchev and Kennedy, Cuban Missile Crisis (analysis of historical interpretations). USSR losing control of Eastern Europe (Prague Spring), failing economy, Gorbachev's ideas. <i>Historical interpretations. Source analysis.</i>
	Summer 2 Slavery and the American Civil War. Role of Martin Luther King in the Civil Rights campaign - local study Newcastle. British Civil Rights - Race Riots in 1919. Windrush generation - Why did people migrate to Britain after WW2. Mangrove 9, Bristol boycott. <i>Historical interpretations. Source analysis.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Interwar 1 - Peacekeeping after the First World War: The aims of the 'Big Three'. Why the 'Big Three' were willing to compromise. The terms of the Treaty of Versailles. How the allies and the Germans react to the Treaty of Versailles. How Germany's allies were treated at the end of the war. Did the 'Big Three' achieve their aims?
	Autumn 2 Interwar 2 - The League of Nations and international Peace: Why the League of Nations was created. How successful the League was in the 1920's. How international agreements helped the League of Nations. The impact of the Wall Street Crash on the League of Nations. Case Studies 1: The Abyssinian Crisis; The Manchurian Crisis. Why the League of Nations was destined to fail. Interwar 3 - The origins about outbreak of the Second World War: What Hitler wanted and how other countries reacted. <i>Historical interpretations. Source analysis.</i>
	Spring 1 How Germany prepared for war. How Hitler reoccupied the Rhineland. How Hitler achieved Anschluss. The Sudetenland Crisis. Was appeasement a good idea? Why Hitler and Stalin agreed to work together. <i>Historical interpretations. Source analysis.</i>
	Spring 2 The Kaiser: Kaiser Wilhelm II. How the Kaiser ruled Germany. The difficulties did Kaiser faced. The impacts of the First World War and the Treaty of Versailles. Weimar Germany: The Weimar Republic and how it governed Germany. Why there were so many uprisings, murders and rebellions against the government. Why the year 1923 was a year of crisis. Gustav Stresemann and how he helped recover the German economy. Did all Germans welcome the 'Golden Age'? <i>Historical interpretations. Source analysis.</i>
	Summer 1 Germany and the Depression: How the Great Depression affected Germany. How Hitler was able to become chancellor in January 1933. How Hitler was able to turn Germany from a democracy into a dictatorship.
	Summer 2 Experiences Under the Nazis: How the Nazi's controlled people's lives. The policies the Nazi's introduced for women. How and why the Nazi's indoctrinated the youth. Did people benefit from Nazi rule? Was the Final Solution planned from the start? Did the Nazi's face any opposition or resistance? The impact the war had on people's lives? <i>Historical interpretations. Source analysis.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Elizabeth and her government: Introduction to Elizabeth and her family background. The Elizabethan Government. Elizabeth's key ministers and the role of Parliament. Government in crisis and the Essex Rebellion. The succession crisis.
	Autumn 2 Life in Elizabethan Times: The Elizabethan Golden Age. The theatre in Elizabethan England. The Poverty Problem. Historic Environment 2023- Sheffield Manor Lodge. Elizabethan exploration. Trouble at home and abroad: Elizabeth's Middle Way. Elizabeth Versus Catholics and Puritans. Why Mary Queen of Scots was a threat. The Babington Plot. The Conflict with Spain. Historical interpretations. Source analysis.
	Spring 1 Medicine stands still: Medieval medicine. Medical progress. Public health in the Middle Ages.
	Spring 2 The beginnings of change: The impact of the Renaissance on Britain. Dealing with. Prevention of disease. A revolution in medicine: The development of Germ Theory and its impact on the treatment of disease in Britain. A revolution in surgery. Improvements in public health. Modern medicine: Modern treatment of disease. The impact of war and technology on surgery. Modern public health. Historical interpretations. Source analysis.
	Summer 1 Revision Historical interpretations. Source analysis.

Maths

Our mathematics curriculum provides a high-quality education, enabling students to acquire powerful mathematical knowledge and fluency. The knowledge that our curriculum delivers, empowers students, unlocks potential and opens doors to the future, which may otherwise be limited by the socio-economic context of the local area.

Our curriculum recognises the challenges that students from disadvantaged backgrounds may face; its implementation ensures a supportive and inclusive learning environment which enables all students to achieve their full potential.

Interwoven throughout our curriculum is a focus on practical, real-world applications of mathematical concepts. The design of the curriculum has a strong emphasis on problem-solving and critical thinking skills; developing students' independent learning, nurturing resilience and fostering curiosity of learning. Opportunities such as inter-trust 'maths challenge events' and 'Pi Day' embrace and enrich this focus and curriculum design.

Our curriculum provides students with the mathematical knowledge and skills necessary to open the doors to further study of mathematics beyond Year 11. Students will be looking at a wide range of topics from number, algebra, probability, ratio and statistics with a focus on applying individual elements to more complicated reasoning questions combining multiple mathematical themes. It enables students to become adept at applying their financial literacy to real world experiences and their daily lives.

The Golden Threads of the Maths Curriculum:

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 ALGEBRAIC THINKING: Sequences - Recognise linear and non-linear sequences. Algebraic notation. Equality & equivalence. <i>Investigating patterns in numbers. Laying the foundations of generalising.</i>
	Autumn 2 PLACE VALUE & PROPORTION: Place value & ordering. Fraction, decimal, percentage equivalence. <i>Number systems, powers of 10, inverse operations.</i>
	Spring 1 APPLICATIONS OF NUMBER: Addition & subtraction. Multiplication & division. Fractions & percentages of amounts. <i>Column method. Bus-stop method.</i>
	Spring 2 DIRECTED NUMBER: 4 operations. <i>Problem solving.</i> FRACTIONAL THINKING: Addition & subtraction of fractions. <i>Bar model representations.</i>
	Summer 1 LINES AND ANGLES: Constructing, measuring and using geometric notation. Geometric reasoning <i>Foundations of reasoning in geometry.</i>
	Summer 2 REASONING WITH NUMBER: Number sense. Sets and probability. Prime numbers and proof. <i>Investigation into probability. Beginnings of proof to solve problems.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 PROPORTIONAL REASONING: Ratio & scale. Multiplicative change. Multiply & divide fractions. <i>Simplifying fractions. Multiply & divide fractions by an integer.</i>
	Autumn 2 REPRESENTATIONS: Coordinates -explore gradient of a line. Representing data using pie charts, scatter graphs & frequency diagrams. Tables & probability. <i>Making connections. Investigate outcomes.</i>
	Spring 1 ALGEBRAIC TECHNIQUES: Brackets, equations, inequalities- expand singles brackets, factorise; solve equations & inequalities. Sequences- using a term to term or position to term rule. Indices- simplifying powers of numbers. <i>Generalising. Predict with reasoning.</i>
	Spring 2 DEVELOPING NUMBER: Fractions & percentage- find % change; use multipliers. Standard index form. Number sense- unit conversions; mental strategies; estimation; BIDMAS; using a calculator. <i>Financial maths. Uses in science.</i>
	Summer 1 DEVELOPING GEOMETRY: Angles in parallel lines & polygons. Area of trapezia & circles. Line symmetry & reflection. <i>Develop lines of reasoning. Making sense of the world using common language such as perpendicular</i>
	Summer 2 REASONING WITH DATA: The data handling cycle. Measures of location (averages). <i>Why statistics is used in the real world. Use maths to compare sets of data.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 REASONING WITH ALGEBRA: Straight line graphs- explore the equation $y = mx + c$. Form & solve equations & inequalities. Testing conjectures. <i>Investigate change in variables. Uses of algebra to solve problems. Generalising.</i>
	Autumn 2 CONSTRUCTIONS: Three dimensional shapes- finding volumes & surface areas of prisms. Constructions & congruency- nets, scale drawing, understand congruency. <i>Derive formulae. Problem solving through geometry.</i>
	Spring 1 REASONING WITH NUMBER: Number. Using percentages. Maths & money. <i>Explore the rational numbers. Problem solving. Problem solving in a financial context.</i>
	Spring 2 REASONING WITH GEOMETRY: Deduction. Rotation & Translation. Pythagoras theorem. <i>Reasoning in geometrical context. Problem solving</i>
	Summer 1 REASONING WITH GEOMETRY: Enlargement & similarity. Ratio & proportion. Rates. <i>Investigation into ratio of sides in similar shapes. Problem solving "best buys". Problem solving.</i>
	Summer 2 REPRESENTATIONS: Probability- Venn diagrams, sample space diagrams; tree diagrams. Algebraic representation- quadratic, exponential & reciprocal graphs. <i>Solve problems in relation to bias and fairness. Explore estimating a solution in algebra through graphs.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 10 Foundation	Autumn 1 PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. <i>Theoretical v experimental probability. Estimating number of specific outcomes. Uses of probability in the real world.</i>
	Autumn 2 PERIMETER AREA & VOLUME: Calculate perimeters of shapes with straight sides. Areas & surface areas of shapes & solids. Volumes of solids. Know & apply formulae. <i>Application of perimeter, area & volume in the real world.</i>
	LINEAR GRAPHS: Interpret & construct graphs modelling the real world. Interpret & construct graphs modelling mathematical sequences. <i>Compare using graphical representation. Investigate connections.</i>
	Spring 1 TRANSFORMATIONS: Reflect rotate translate & enlarge shapes. Identify single transformations. Notation of sides, vertices & vectors. <i>Explore links with spatial patterns.</i>
	RATIO & PROPORTION: Use ratio to model and solve. Compare using proportion. <i>Solve real world problems using proportion. Problem solving.</i>
	Spring 2 MULTIPLICATIVE REASONING: Calculate speed, distance, time; density & pressure. Percentage as a multiplier. Know speed & density formulae. <i>Make further links between decimals and percentages. Problem solving.</i>
	CIRCLES, CYLINDERS & SPHERES: Know & use circle formulae. Evaluate areas of circles, volumes of cylinders & spheres. <i>Real world applications.</i>
	Summer 1 QUADRATICS: Expand product of 2 binomials. Factorise a quadratic expression. Solve quadratic equations. Construct & recognise a quadratic graph. Use a quadratic graph. <i>Proof of changes in area. Models in science. Problem solving-what would happen if...?</i>
	Summer 2 CONSTRUCTIONS, PLANS & ELEVATIONS: Use of equipment for accurate construction. 2D representations of 3D. Nets. Know associated language. <i>Maths used in planning. Maps. Common language for communication.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 10 Higher	Autumn 1 PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. <i>Theoretical v experimental probability. Estimating number of specific outcomes. Uses of probability in the real world.</i>
	Autumn 2 PERIMETER AREA & VOLUME: Calculate perimeters of shapes with straight sides. Areas & surface areas of shapes & solids. Volumes of solids. Know & apply formulae. <i>Use of irrational numbers (pi). Application of perimeter, area & volume in the real world. Use of algebra in problem solving. Explore the effect of error intervals.</i> EQUATIONS & INEQUALITIES: Solve quadratic & simultaneous equations. Solve inequalities. <i>Explore different representations. Real world uses.</i> TRANSFORMATIONS & CONSTRUCTIONS: Reflect rotate translate & enlarge shapes. Identify single & multiple transformations. Notation in conjunction with constructions. <i>Explore links with spatial patterns.</i>
	Spring 1 MULTIPLICATIVE REASONING: Growth and decay. Compound measures. Ratio and proportion. <i>Understand proportionality in the real world.</i> SIMILARITY & CONGRUENCE: Congruence & similarity. Geometric proof. Constructions, loci & bearings. <i>Comparing shapes and solids. Proof. Use in the real world of bearings, aircraft, maps etc.</i>
	Spring 2 TRIGONOMETRY: Graphs of trigonometric functions. Non-right-angled trigonometry. <i>Investigate trigonometric values.</i>
	Summer 1 FURTHER STATISTICS: Collecting data. Cumulative frequency, box plots and histograms. <i>Problem solving using statistics in the real world.</i> EQUATIONS & GRAPHS: Sketching graphs. Expanding more than two brackets. Graphs of circles, cubes and quadratics. <i>Make links between solved and observed roots. Explore new equations.</i>
	Summer 2 CIRCLE THEOREMS: Radii, chords & tangents. Angles in circles. Circle theorems. <i>The role of proof in problem solving.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 11 Foundation	Autumn 1 FRACTIONS, RECIPROCAL & STANDARD FORM: 4 operations with mixed numbers. Express numbers in standard form. <i>Applying in a science scenario.</i>
	Autumn 2 SIMILARITY & CONGRUENCE: Recognise conditions of congruency in triangles. Identify transformations. <i>Explore shapes and solids.</i>
	Spring 1 VECTORS: Understand and combine column vectors.
	Spring 2 GRAPHS & EQUATIONS: Graph reciprocal & cubic functions. Change the subject of a formula. Solve simultaneous equations algebraically. Use graphs for solving simultaneous equations. Solve inequalities algebraically. <i>Explore different representations. Real world uses.</i>
	Summer 1
	Summer 2

The Golden Threads (substantive and disciplinary knowledge)	
Year 11 Higher	Autumn 1 ALGEBRAIC FRACTIONS: Rearranging formulae. Algebraic fractions, including surds. Proof. Functions. <i>Creating the formula required to solve a problem. The role of proof.</i>
	Autumn 2 VECTORS: Vectors and vector notation. Vector arithmetic. Parallel vectors and collinear points. Solving geometric problems. <i>Uses in the real world. Use algebra to prove.</i> FURTHER GRAPHS: Exponential functions. Non-linear graphs. Translating graphs of functions. Reflecting and stretching graphs of functions. <i>Explore index as a variable. Investigate the effects on the function.</i>
	Spring 1 PROPORTION: Direct proportion. Inverse proportion. <i>Conventions in maths reasoning.</i>
	Spring 2
	Summer 1
	Summer 2

Music

Our curriculum is accessible to all students. It encourages them to appreciate, articulate and engage in the creativity of music and its global impact on and expression of culture, belief and meaning.

In recognition of the disadvantaged context of nearly 50% of our cohort, students are supported and financial barriers overcome, to ensure the curriculum provides opportunities for all students to express, appreciate, perform and respond to music. The cost of peripatetic music sessions are subsidised to ensure all students have access to music tuition offered by the Durham Music Service. The curriculum offers a range of enrichment opportunities, from school musical events to the fortnightly scheduled music club.

Our curriculum is coherent, and balanced. Opportunities for students to explore and discover the truth, meaning and beauty of music are woven throughout the curriculum; as are the core knowledge of language, concepts, and codes of practical music and theory and how they are exhibited in the notational world.

The curriculum is carefully planned to ensure integrated progression. Progression is mapped in the three areas of: analysis, composition and performance. These areas themselves are linked to the two 'curriculum spheres' of theory (e.g. elements of music, musical notation, styles and genre) and practical knowledge (ability to play: according to notation, executing elements of musical, ability to play instruments).

The culmination of our curriculum journey is that students are brought into a world of appreciation, sharing, performance, and expression.

The Golden Threads of the Music Curriculum:

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 MUSICAL ELEMENTS: The elements of Music: Dynamics, Rhythm, Instrumentation, Pitch, Texture, Timbre and Tempo. Note duration and keyboard techniques. <i>Reading - Elements of music factsheet. Communication- Elements of Music and keywords. Perform- Simple music notation. Compose - A simple rhythmic piece. Listen- A range of different music. Performing - Simple keyboard tunes using pitch, rhythm and correct keyboard fingering. (performance/composition).</i>
	Autumn 2 KEYBOARD SKILLS: The Elements of Music. Dynamics, Rhythm, Instrumentation, Pitch, Texture, Timbre and Tempo. Note duration and keyboard techniques. Warm up techniques. Treble Clef, Middle C, The C hand position. <i>Performing - Simple keyboard tunes using pitch, rhythm and correct keyboard fingering. (performance/composition).</i>
	Spring 1 I'VE GOT RHYTHM: Pulse/Beat. Rhythm. Ostinato. Semibreve. Minim. Crotchet. Quaver. Pair of quavers. Rest. Cyclic rhythm. Polyrhythm. March. Waltz. <i>Reading - How to understand the difference between pulse and rhythm. Performance - Body percussion warm ups, using words to represent note durations. Keyboard performance developing rhythm recognition. Listening - stomp and kitchen percussion. Rhythm dictation. Composition - creating own pulse piece.</i>
	Spring 2 JAZZ AND BLUES: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, IV, V & V7; Chord Vamps; Improvisation; Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos; Types and Styles of Jazz; Modes and Modal Jazz; Ragtime; Instruments of Jazz: Frontline (Solos) and Rhythm Section. <i>Reading- Features and history of Jazz and Blues. Communication - Keywords used in Jazz and Blues music and elements of music. Listening - Tunage of the week. Performance and composition. Evaluation.</i>
	Summer 1 MUSIC TECHNOLOGY: The features of computer gaming music. Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. <i>Reading- Features and history of computer gaming music. Communication - Keywords used in gaming music and Elements of music. Listening - Tunage of the week (gaming themes). Performance - Differentiated gaming keyboard tunes. Composition - Write an original gaming theme. Evaluation.</i>
	Summer 2 FORM AND STRUCTURE: Form and structure, Rhythm, Instrumentation, Pitch, Texture, Timbre and Tempo. Note duration and keyboard/percussion techniques. <i>Reading - why does music repeat and what happens if music never repeats? Listening - music which is written in popular forms including Binary (AB) Ternary (ABA) and Rondo (ABACADAE) form. Performance - simple pieces recognising the form with accuracy on chosen instrument. Composition - create own piece in a chosen form.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 HOOKS AND RIFFS: Hooks and Riffs: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading - Instruments used in Hooks and Riffs. Communication - Elements of music and keywords Perform - Popular riffs and hooks from popular music and the classical repertoire. Listen - How hooks and riffs work from pop and classical music. Composition. Evaluation.
	Autumn 2 SPACE MUSIC: Space inspired music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading -Holst planet's music, links with Star Wars. Communication - Elements of music and keywords Perform - Popular space themes. Listen - How others have created space inspired music creating moods and atmospheres. Composition. Evaluation.
	Spring 1 ALL ABOUT THE BASS: Bass lines: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading – why are basslines important? What happens in music if basslines aren't used? Communication - Elements of music and keywords. Listening – selection of popular and classical basslines. How they link to Hooks and Riffs. Perform – Popular basslines from Dr Dre to 12 bar blues Rock n Roll and MC Hammer. Composition.
	Spring 2 REGGAE MUSIC: Reggae Music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading - Instruments, devices and musicians featured in Reggae music. Communication - keywords used in Reggae music and Elements of music. Listening - Tunage of the week and extended writing task. Performance - Bob Marley songs on keys/guitar/ukulele/voice. Composition. Evaluation.
	Summer 1 THE MUSIC OF AFRICA: African Music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Polyrythm, Cyclic Rhythms, Call and response, Improvisation, Ostinato, Talking drum, Djembe, Balafon, Kora, Shekere, Djun Djun and Drum fill. Reading - Instruments used in African music. Communication - Elements of music and keywords. Perform - African Polyrythms and African songs. Listen - Tunage of the week and extended writing task. Composition. Evaluation.
	Summer 2 FILM MUSIC: The features of Film Music: MAD-T-SHIRT - Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm and Texture. Diegetic, Non-Diegetic, Leitmotif, Drone, Foley. Reading - What is film music and the composers associated with it. Communication - Keywords featured in film music and Elements of music. Listening - Tunage of the week listening to popular music themes and how they help describe action or non-action on the screen. Performance - Film music Leitmotif. Composition - Compose a Leitmotif. Evaluation.

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 COMPUTER GAMING MUSIC: The features of computer gaming music. Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading- Features and history of computer gaming music. Communication - Keywords used in gaming music and Elements of music. Listening - Tune of the week (gaming themes). Performance - Differentiated gaming keyboard tunes. Composition. Evaluation.
	Autumn 2 HORROR MUSIC: Features of horror inspired music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading - Introduction to Horror inspired music. Communication - Keywords featured in Horror music and Elements of music. Listening - Tunage of the week (Horror music styles). Performance – Horror music on keyboards. Composition - Create an original Horror riff selecting suitable voice and using conventions of Horror writing. Evaluation.
	Spring 1 CLUB DANCE MUSIC: Features of Club Dance music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading - Introduction to dance music. Communication - Keywords featured in Dance music and Elements of music. Listening - Tunage of the week (dance music styles). Performance - Club music on keyboards. Composition - Create an original Club dance riff. Evaluation.
	Spring 2 SAMBA-Features of Samba music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, Polyrythm, Polyrythmic Texture, Pulse, Rhythm, Syncopation, Sambista, Intro, Groove, Break, Mid-Section, Coda, Instruments of Samba: Surdo, Repinique, Tamborim, Chocolo, Reco-Reco, Apito, Agogo Bella, Caixa de Guiro.
	Summer 1 POP MUSIC: The features of Pop music: Riff, Structure, Drum beat, Chords, Bassline, Melody, Texture, Hook, Primary Chords and Secondary Chords. MAD-T-SHIRT - Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm and Texture. Reading - What is pop music? Communication - Elements of music and keywords. Performance - Pop songs on keys, guitar, ukulele and voice. Composition - To write an original pop song. Evaluation.
	Summer 2 COMPUTER GAMING MUSIC: The features of computer gaming music. Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation. Reading- Features and history of computer gaming music. Communication - Keywords used in gaming music and Elements of music. Listening - Tune of the week (gaming themes). Performance - Differentiated gaming keyboard tunes. Composition. Evaluation.

Physical Education

The PE curriculum at Bishop Barrington Academy has an overarching goal, which is that all students will acquire the skills and knowledge to lead healthy, active lifestyles. To achieve this goal, the curriculum itself is designed to remove potential barriers that students may face, ensuring they receive a world class PE experience. The curriculum provides opportunities for students to build successful relationships, to foster collaboration as well as opportunities for students to demonstrate our values of respect, inspiration, resilience and excellence.

The curriculum experience encourages students to participate in our wide and varying range of enrichment opportunities, which includes: The Elite Sports Academy, The Leadership Academy, and on and off-site visits to local and regional sporting establishments. For all students, in particular those who may face challenges related to a socially and economically disadvantaged background, the PE curriculum provides rich and enjoyable experiences and opportunities which they may not have access to otherwise.

We offer a bespoke approach to our curriculum, ensuring students' experiences have appropriate balance, rigour and relevance. This includes a range of tailored pathways for students from year 7 to year 11, including aesthetic or games-based pathways in year 9 and a range of options for students at key stage 4, including: Sport Studies, Sport Science and Dance. These pathways allow successful transition to learning beyond Year 11, with the curriculum offering a logical sequence to further study in courses offered at Bishop Auckland College, Durham Sixth Form, QE College and more.

Our curriculum is a journey which embodies the academy's sentence, ensuring students have the knowledge, skills and qualifications that opens the doors to the future of further related sport education and related sport employment.

The Golden Threads of the PE Curriculum:

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 OUTWITTING OPPONENTS: Defensive play and marking in football. Attacking play and moving forwards in Rugby. Team organisation and structure in Benchball. Throwing technique and accuracy in dodgeball. Accuracy of play and shooting in Spikeball. Catching and moving skills in handball. <i>How to solve problems to gain advantages. Analysis of own and others performance. How a game is played in a fair manner; applying rules accordingly. Catching & throwing technique. Movement into space. Defensive play. Attacking play. Team organisation and structure. Accuracy in performance. Basic muscle names. Leading a warm up. Resilience when losing in an OO activity.</i>
	Autumn 2 FOOTBALL AND NETBALL: Warming up and movement used in Football and Netball. Basic skills used within football including passing, dribbling, shooting and defending. Basic skills used in netball including passing, positional play and defending. Students are able to apply skills in a technical (unopposed) activity. Applying skill in a skill setting (competitive vs small side opponents). Applying skills in a match situation. Identifying a role in the team and understanding what is required of that role in that position. Demonstrate skills to a group (within show call). Give verbal feedback and accept feedback from peers. <i>Problem solving when faced with opponent. Knowledge of warm up specific to OO. Rules associated football and netball activities. Basic components of fitness. Video analysis of own performance. Passing. Technique of movement. Transferable skills between activities. Shooting. Dribbling the ball. Ability to outwit an opponent. Cooperative learning. Respecting other during demonstrations. Ability to work outside of comfort zones. Lead or take part in a group warm up.</i>
	Spring 1 NET ACTIVITIES: Striking the ball whilst stood still. Striking the ball whilst moving across the court. Forehand shots. Backhand shots Able to serve the ball properly. Moving around the court appropriately to maintain a rally. Getting opponents to move around the court in order to try and outwit them. <i>Rules associated NA activities. Basic components of fitness. Analysis of own and others performance. Problem solving in specific scenarios to win points. Decision Making. Movement around court. Control over shots. Attacking to win points. Defensive shots. Grip over various racquets/bats. Transferable skills between activities. Leadership opportunities to improve others performance. Lead or take part in a group warm up. Resilience when losing points. Respect to opponents.</i>
	Spring 2 PROBLEM SOLVING: Careful consideration of a problem prior to having a go at tackling the problem. How to overcome a challenge. Showing resilience when initially struggling to overcome a problem. Show fitness in order to go from point to point when orienteering. Act on feedback to improve. Lead a small group effectively. Overcome a variety of set challenges and show consistency in most. <i>Work as part of a team. Ability to articulate to a peer what they can do better next time. Feedback on own performance. Map skills. Leadership: lead a warm-up with a peer, lead a team to success when completing a challenge. Perform under pressure and be a role model to peers.</i>
	Summer 1 FITNESS AND CONDITIONING: Knowledge of muscles used. A continuous activity. Weight training using small weights to improve muscle strength. Fartlek training to incorporate differing abilities of students. Cardiovascular endurance and heart rate. Components of fitness. Sport specific components of fitness. Pace and heart rate <i>Analysis of own and others performance to improve outcomes. Fitness level development. Running technique. Throwing technique. Jumping technique. Control of movements. Sports hall athletics. Resilience. Leadership opportunities to improve others performance (run/jump/throw technique). Lead or take part in a group warm up. Resilience when in challenging situations.</i>
	Summer 2 STRIKING AND FIELDING: Catching skills whilst stood still. Catching skills whilst moving. Fielding a moving ball coming straight at the student. Fielding a ball that is away from the student and they are required to move to complete the fielding action. Hitting a stationary ball. Hitting a ball that is on the full (no bounce). Hitting a ball on the bounce. Understanding when to run and when to remain in place. <i>Analysis of own and others performance. Adapt when the situation is not in your teams' favour. Able to be calm under pressure and come out with a positive outcome. Able to be a gracious winner and loser. Accuracy of striking a ball. Accuracy of throwing a ball. Accuracy of catching. Shot selection to score. Transferable skills between activities. Bowling techniques. Working in pairs and teams. Leadership opportunities to improve others performance (bowling and batting technique). Lead or take part in a group warm up. Resilience when in challenging situations. Respect to opponents. Respect the rules of the sport and not undermine the decision of the umpire/official. Supporting team-mates who may initially struggle to understand the rules or how to play the game. Respecting the opposing team by supporting the outcome of the game.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 Passing in football using both feet. Movement and dribbling with the ball during football. Defensive play and structure of a solid defence. Scoring and attacking play during football including different methods of scoring. Passing in Rugby. Passing in Handball. Defensive play and structure to be used within Handball. Movement and moving with the ball in Rugby. Exploiting the space that opens up in front of you and moving forwards. Perform comfortably in front of a group. Create routines or elements within a routine. Apply different skills across a range of different types of dance. Use recordings from previous groups work to create inspiration for future routines. Genres of dance for different move sets and movement types. Offer more in depth feedback to peers in order for them to improve, including using appropriate and accurate terminology of key terms.
	Autumn 2 Perform a dance routine containing unison and cannon in the correct way. <u>Rules:</u> Apply more complex skills within different sports. Solve problems to gain advantages. Analysis of own and others performance. Apply more complex rules as an official in an OO activity. Applying complex rules as part of a non-participant role. Play a game in a fair manner and apply rules accordingly. <u>Technique:</u> Catching & throwing technique over a range of distances and against varied circumstances. Movement into space when faced with complex situations. Defensive play when out of possession. Attacking play and creating space for teammates. <u>Wellbeing and Lifestyle:</u> Lead a warm up to a small group. The role fitness plays in somebody's ability in the sport. A variety of warm-up activities that can be done to prepare for OO activities. Being a positive role model for team mates. <u>Responsibility:</u> Perform routines confidently in front of an audience. Organise and complete warm-up specific to Dance. More advanced rules associated with Dance activities. More advanced components of fitness. Video analysis of other people's performances. <u>Skill Application:</u> Control & fluency over movements. Rhythm and coordination. Core strength is developed. The use of unison and cannon within dance. <u>Confidence:</u> Provide others with appropriate and correct feedback. Perform in front of others with style and elegance. Lead a group warm up across different activities.
	Spring 1 Apply spin on to the ball. Have an opponent move around the court for a significant period during a point. Hit the ball/shuttle to various locations on the court with high degrees of success. Serve properly and with high degree of accuracy making it challenging for an opponent to get the ball back to their opponent. The rules of each sport. Select from a wide range of shots. Play attacking shots in order to win the point from an opponent, and be successful most of the time. Play defensive shots in order to remain in the point when put on to the back foot. Catch a high ball with great degree of success. Apply spin to a bowl. Take one handed catches with high levels of success. Use footwork to enable better shots. Contribute to a team in numerous roles in striking and fielding. Organise a team in to fielding positions that win them the game. Use a variety of different tactics when bowling in order to get the batter out. Strike the ball to various locations in a range of striking and fielding sports.
	Spring 2 <u>Tactics:</u> Have an opponent move around the court to tire them out and win more points. Play the correct shot in the right situation most of the time. Analyse own performance using key terms and shot names. <u>Making the correct decisions in a game situation:</u> Movement around court is effective and the player ends up in the right spot to play the next shot. Control over shots is high and players rarely strike the ball out of the court. Win points via attacking shots with a high degree of success. Get out of danger through the use of defensive shots to regroup and remain in the point. <u>Fair Play:</u> Play the game by the rules and not have intervention from a referee/umpire. Call fair calls when umpiring. Judge whether the ball is in or out of the court. Read the score clearly and call it out in the correct way. <u>Competitive:</u> Produce various deliveries that are able to swing and spin. Evaluate how to spin the ball. Articulate what happens when facing a delivery in a variety of sports. Organise a team to ensure maximum efficiency and field placings. Inspire a team to victory when losing seems inevitable. <u>Role Acknowledgement:</u> When fielding, articulate and perform the skills needed to be successful in that position. Play multiple roles for their team (batting, bowling and fielding) to a high standard. Use a variety of deliveries to outwit an opponent. <u>Respect:</u> Working in pairs & teams. Leadership opportunities to improve others' performance (bowling and batting technique). Lead a group warm up. Respect to opponents including when losing. Respect the rules of the sport and not undermine the decision of the umpire/official.
	Summer 1 What happens to heart rate during exercise. How muscles adapt when exercised for a period of time. Use heavier weights (appropriate) to ensure an increase using the FITT principle. What is meant by the terms health and fitness. Identify and apply the FITT principles when creating their own training session. Overcome difficulties such as out of breath or finding the activity to be difficult. Enrichment surrounding fitness and conditioning. Good pacing during activities that require endurance; muster the cardiovascular fitness to mount a late challenge.
	Summer 2 <u>Fitness Levels:</u> Analysis of peoples' performance levels in order to improve outcomes. The rules of multiple athletic events. The core muscle groups needed for each of the different athletic events. The different components of fitness. The term 'health and fitness'. Cover a distance of over 1300m during a 12 minute Cooper run. <u>The technical aspect of each event:</u> Fitness level development. Running technique. Throwing technique. Jumping technique. Balanced control of movements. <u>A foul throw or jump:</u> health & safety rules, the safe collection of equipment. Leadership opportunities. Lead a large group warm up.

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 Elements of a skill based activity. Organise a team in to a formation. Lead a team to a victory on a solid structure where players are aware of their roles in the team. Officiate a game following the rules of the sport. Use voice to lead a session to a high standard. Assess strengths and weaknesses of a team and come up with strategies to improve. Organise equipment and set up for the sessions. Coach peers through different skills within aesthetics. Perform rotations and drops. Put together an individual routine. Perform in front of an audience as an individual.
	Autumn 2 <u>Rules:</u> The different roles used within a sport education model. Apply the skills necessary to each different role to identify strengths. Apply the rules of the sports through the role of an official. <u>Technique:</u> Apply skills required to set up a training drill. Use voice to control a session. Officiate a game. <u>Wellbeing and Lifestyle:</u> Lead a team during a warm-up. Lead a skill based activity for a team that improves the team's performance. Organise a team into a formation and assess the strengths and weaknesses of performances in that formation. <u>Responsibility:</u> Create a routine. Lead peers through different skills and apply coaching methods. Organise groups and coach students through skills. <u>Skill Application:</u> Complete more complex moves and perform in front of an audience. Apply multiple, more advanced skills such as rotations and drops. <u>Confidence:</u> Confidently perform in front of an audience. Perform high value moves during a routine.
	Spring 1 Apply spin on to a ball. Moves an opponent around a court with high levels of success. Apply a smash and drop shot to good effect. All serves are successful and legally correct. Officiate a game across different net and wall games. Vary shots played, based on the shot received by a partner. Play attacking shots. Play defensive shots. Manoeuvre fielders in to appropriate positions to influence a game. Bowl deliveries that concede no extras (wides + no balls). Play a variety of fielding roles. Advance forwards on to the front foot in cricket. Strike a ball to different areas in softball. Pitch in different ways to ensure that a batter in softball is unsure where they are going to pitch next. Apply tactics that outwit a batter in any striking and fielding activity. Umpire across a range of different striking and fielding activities.
	Spring 2 <u>Tactics:</u> Dominate an opponent by keeping them moving around the court from shot to shot. Justify shot selections. Play the correct shot in the right situation. Analyse and evaluate performance, using key terms and shot names. Use the shot selection of an opponent to come up with a solution quickly in order to win a point. <u>Make very few errors:</u> Movement around court is minimal; dictate to an opponent where a return is to be played. Play high risk shots and generate success most of the time. Win points via attacking shots with a high degree of success. Use of defensive shots to regroup and remain in a point. <u>Fair Play:</u> Officiate properly and fairly. Evaluate what went wrong if a game is needed to be stopped. Provide a score in the correct manner. <u>Competitive:</u> Prepare a side to be competitive in all activities. Strategic placement of teammates, when fielding, to suit the needs of the team. Place students in a batting order that is effective and well thought out. <u>Role Acknowledgement:</u> Play shots whilst on the move. Strike a curveball/spinning ball/swinging ball. Hit a ball high and long to score maximum points for a team. Creative and inventive shots selection. <u>Respect:</u> Lead a team in challenging times. Develop all players, rather than the same players doing the same roles each time. <u>Managing defeat:</u>
	Summer 1 Design workouts. Lead on a session that has been created. The safety techniques needed for an individual discipline. Incorporate cardiovascular fitness in to weight bearing activities. The individual muscles that are working as well as the larger groups that are at work. Demonstrate all-round performances across a wide range of disciplines.
	Summer 2 <u>Fitness Levels:</u> Develop Cardiovascular fitness. How BMI has an impact on athletes weight categories. What happens to the body during exercise and what happens after a prolonged period of exercise. <u>Analysis:</u> Fitness level development. Running technique has purpose and shows effective technique. Throwing technique is effective and legal all of the time. Jumping technique is effective and legal all of the time. Balanced control of movements. <u>Resilience:</u> Health & safety procedures; safe collection of equipment. Leadership to improve others performance (run/jump/throw technique). Lead a large group warm up. Evaluate performance.

The Golden Threads of the Sports Studies Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Digital and social media. Different forms of broadcast media and other media sources. Print media sources. How the media can help promote sport to increase awareness and improve participation levels. How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry. Sports initiatives that seek to increase participation. Promotion of an active, healthy lifestyle. <i>Evaluate uses of different media sources for different sporting activities</i>
	Autumn 2 Emerging and minority sports. Relationship between sport and the media. Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources. Sport as a commodity. Influence of owners and investors. The importance of the relationship between sport, the media and sponsorship (the golden triangle). The different opportunities for sponsorship of sport/performers and the industry. <i>Evaluate the positive impacts of the media in a club's sporting activity. Evaluation of the relationship between their club's sporting activity and the media.</i>
	Spring 1 External factors affecting decline in live spectatorship. The effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices. Links between gambling online and attendance at live sports events. Ethical appropriateness of sponsors. How the media is assisting a widening wealth divide in sport. The impact of wider global issues on sport/performers and spectators. The media demands affecting sport fixture scheduling. <i>Evaluate the benefits of media sources.</i>
	Spring 2 Coverage of inappropriate behaviour on-field and off-field. Rejection of sporting heroes. Scrutiny and criticism of participants: Performers, Officials, Leaders. <i>Evaluate the benefits of media sources.</i>
	Summer 1 Key components of performance. Applying practice methods to support improvement in a sporting activity. <i>Application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/compositional ideas and decision making, showing accuracy and fluency on most occasions. Maintain performance which is consistent and confident.</i>
	Summer 2 Organising and planning a sports activity session. Leading a sports activity session. Reviewing a performance in planning and leading a sports activity session. <i>Application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/compositional ideas and decision making, showing accuracy and fluency on most occasions. Maintain performance which is consistent and confident.</i>
The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Different user groups who participate in sport. Possible barriers which affect participation in sport. Positive and negative impacts on the popularity of sport in the UK. The growth of emerging/new sports in the UK. Values which can be promoted through sport. Olympic and Paralympic events. Other initiatives, campaigns and events which promote sporting values. The importance of etiquette and sporting behaviour. <i>Apply knowledge of sport concepts to produce relevant responses to a given scenario.</i>
	Autumn 2 The use of Performance Enhancing Drugs (PEDs) in sport. The features of a major sporting event. Positive and negative pre-event aspects of hosting a major sporting event. Potential positive and negative aspects of hosting a major sporting event. <i>Apply knowledge of sport concepts to produce relevant responses to a given scenario.</i>
	Spring 1 What NGBs do for their sport. The role of technology in sport. Positive and negative effects of the use of technology in sport. <i>Apply knowledge of sport concepts to produce relevant responses to a given scenario.</i>
	Spring 2
	Summer 1 Spaced retrieval revision

The Golden Threads of the Sports Science Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Characteristics of a balanced nutrition plan. The role of nutrients in sports and their sources. The dietary requirements of endurance/aerobic activities. The dietary requirements of short intense/anaerobic activities. The dietary requirements of strength based activities <i>Evaluating the importance of nutrition. Justification of why foods are either ideal or to be limited.</i>
	Autumn 2 Designing and developing a balanced nutrition plan. Key factors when considering the success / impact of a nutrition plan. <i>Evaluating the impact of a nutrition plan.</i>
	Spring 1 The effect of overeating on sports performance. The effects of undereating on sports performance. The effect of dehydration on sports performance. <i>Evaluating the impact of a nutrition plan in managing overeating, under eating and dehydration; with clear and detailed references to sports performance in a client's activity.</i>
	Spring 2 The relevance of components of fitness to different sports. The fitness component requirements of sports. <i>Application of components of fitness to skill performance. Analysis of test data from each test and what it means to fitness.</i>
	Summer 1 Principles of training and goal setting in a sporting context. Methods of training and their benefits. Advantages and disadvantages of the structure of each training method. Aerobic exercise. Anaerobic exercise. <i>Evaluation of training methods in relation to goals being set.</i>
	Summer 2 Factors when designing a fitness training programme. Planning a fitness based training programme. Recording results from a fitness training programme. Strengths and areas for improvement of a fitness training programme. <i>Justify a planned fitness training programme, and evaluate its effectiveness.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Different factors which influence the risk and severity of injury: Extrinsic factors, Intrinsic factors. Key components of a warm up. Physiological and psychological benefits of a warm up. Key components of a cool down. Physiological benefits of a cool down. <i>Apply knowledge of sport concepts to a short scenario, producing relevant responses.</i>
	Autumn 2 Acute injuries. Chronic injuries. Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions. Responses and treatment to injuries and medical conditions in a sporting context. <i>Apply knowledge of sport concepts to a short scenario, producing relevant responses.</i>
	Spring 1 Causes, symptoms and treatment of medical conditions: Asthma, Diabetes, Epilepsy, Sudden Cardiac Arrest (SCA), Other medical conditions. <i>Apply knowledge of sport concepts to a short scenario, producing relevant responses.</i>
	Spring 2 Revision of key concepts.
	Summer 1

The Golden Threads of the Performing Arts (Dance) Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 How professional performance or production work is created. Professional performance material, influences, creative outcomes and purpose. Acting styles and genres. Dance styles. Musical theatre styles. Creative stylistic qualities. Purpose and its influence on stylistic qualities. Evaluation of stylistic qualities, features and influences and how they contribute to creative intentions and purpose.
	Autumn 2
	Spring 1 Roles, responsibilities and skills. Performance roles. Non-performance roles. Responsibilities. Relevant skills. Evaluation of stylistic qualities, features and influences and how they contribute to creative intentions and purpose.
	Spring 2 The skills, techniques and approaches used by professionals to create performance/production work. Processes used in development, rehearsal and performance. Responding to stimulus to generate ideas for performance/design material. Exploring and developing ideas to develop material. Discussion with performers/designers. Setting tasks for performers/designers. Sharing ideas and intentions. Teaching material to performers. Developing performance material/designs and outcomes. Organising and running rehearsals/production process. Refining and adjusting material to make improvements. Providing notes and/or feedback on improvements. Evaluation of the approaches taken by professionals to generate ideas for performance material.
	Summer 1 Processes such as: rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance, evaluation/review. Evaluation of the approaches taken by professionals to generate ideas for performance material.
	Summer 2 Rehearsal/design process. Health and safety. Behaviours and attitudes when working with others. Interpreting existing performance material such as scripts and repertoire. Reviewing and recording development of skills, techniques and progress in a logbook or portfolio. Responding to peer feedback, absorbing and applying feedback and corrections. Exploring themes, ideas, styles or genres. Interpreting performance material and repertoire as a designer. Performer reproducing existing performance material such as scripts and repertoire. Responding to direction. Application of technical and performance/ design skills during the rehearsal process. Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 Performance skills needed by performers. Design skills needed by designers relevant to the discipline. Use of performance or design skills to express stylistic qualities of material. Application of performance/design skills appropriate to performance repertoire. Application of interpretative skills such as expression, character, mood and atmosphere. Adapting to issues or unplanned events in a performance (if applicable). Application of stylistic characteristics particular to the style or genre. Communicating meaning of repertoire. Application of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.
	Autumn 2 Review rehearsal/design processes. Skills such as physical, vocal, musical, design and interpretative. Responding to feedback: director, choreographer, instructors, peers. Professional working practices. Terminology appropriate to the discipline/style of performance. Review and evaluation of the development of skills and techniques. Review and target setting to drive forward development.
	Spring 1 Key requirements and parameters for a workshop performance. Skills and techniques of an individual performer, e.g. vocal, physical. Skills and techniques of performers as a group, e.g. comedy, improvisation. Skills and techniques of a designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas. The style and/or genre of the work being created, e.g. street dance, physical theatre. The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor. Appropriate skills for a target audience, e.g. young children, the elderly. Skills development classes or workshops. The rehearsal process, including individual preparation and group rehearsals. Create performance material as either a performer or a designer. Respond to a stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of choice.
	Spring 2 Effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience: vocal skills, physical skills, design skills, interpretative skills: showing time and place, presenting a character, creating humour or emotion. Performing, demonstrating and sustaining in performance, using the following skills: energy, focus, concentration, commitment. If designing, during the presentation, using the following skills: research skills, interpretative skills, collaborative skills (with performers/other designers), ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes. Communicating effectively with other performers. Taking part in final group preparations. Communicating ideas through performance. Taking part in/contributing towards a performance for an audience. Communicating ideas and intentions effectively to an audience. If designing: present ideas to an audience, which will include: an explanation of creative intentions and processes, a demonstration of the final design for the workshop performance. Evaluate the development process and outcome in response to a brief. Reflect on the process: Contributing to initial ideas and exploring activities, contributing to the development process, skills and techniques. Reflect on the outcome: contributing to the workshop performance outcome. Create performance material as either a performer or a designer. Respond to a stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of choice.
	Summer 1

Religious Education

Our curriculum is stimulating, varied and rich. It encourages enthusiasm and curiosity in studying other people's beliefs. It embodies the academy's RISE values, promoting mutual respect, tolerance and understanding across the different cultures and communities that make up our pluralistic society.

With just under 60% of Bishop Auckland residents identifying themselves as "Christian" in the 2021 Census. Prior to attending Bishop Barrington Academy, Christianity may be the only religion that students have actively engaged in or have been aware of. Our curriculum provides opportunities for students to acquire knowledge of the six major world faiths, as well as having the opportunity to explore alternative world views.

Students acquire knowledge of the key beliefs, teachings and practices of the different religions. Throughout the curriculum students are given opportunities to consider the influence of these beliefs on the lives of adherents and to apply beliefs and teachings to a range of ethical and philosophical issues.

Students' religious literacy is developed through the opportunities to read from a variety of texts. Religious literacy and its fluency is a golden thread throughout the curriculum. Students have opportunities to debate and discuss, to articulate their views verbally as well as develop their evaluative and analytical written skills. Alongside religious literacy, students develop the skill of effectively researching, weighing up evidence, developing chains of reasoning, evaluating and articulating their responses using religion specific terminology.

Explicit and regular reference to British Values are woven throughout the curriculum. Students are provided opportunities to identify themselves or family or friends in the beliefs they study. Where students don't hold particular beliefs, our curriculum nurtures tolerance and respect. RE teaches students not only about the community they live in but also the wider world and how there are so many different beliefs and attitudes.

Our curriculum is accessible to all students, providing opportunities to learn a range of both religious and non-religious beliefs and practices, and how they affect society today. The curriculum challenges students to reflect on and develop their own values, beliefs and attitudes; encouraging them to be responsible and respectful citizens who can contribute to and prosper in a diverse and pluralistic society.

The Golden Threads of the RE Curriculum

The Golden Threads (substantive and disciplinary knowledge)		
Year 7	Autumn 1	Does religion make a belief? Authority in religion. How beliefs, feelings and commitment are expressed through worship. How beliefs influence our actions. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Autumn 2	Key vocabulary used to articulate belief about God; theist, atheist, agnostic, transcendent, imago dei and triune. Nature of God; omnipotence, omnibenevolence, omnipresence and omniscience. The Trinity. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make.
	Spring 1	The First Cause Theory. The Design Theory. The reliability of scientific evidence – a posteriori knowledge. Pentecostal expression of faith. Church of England expression of faith. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Spring 2	Diversity. Census and data - what it can tell us. The pros and cons of diversity. Nietzsche - God is dead. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Summer 1	Definition of a miracle. Christian miracles. The role of Jesus in miracles. Influence of Miracles – Lourdes. How miracles can make people of faith question God's existence. Scientific explanations for miracles. The relationship between miracles and God's existence.
	Summer 2	Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.

The Golden Threads (substantive and disciplinary knowledge)		
Year 8	Autumn 1	The Soul. Death and dying. Heaven and hell. Reincarnation (Sikhi). Native American funeral practices. Dia de los Muertos. Ghosts, spirits, mediums and scientific proof of the afterlife. Humanism and the afterlife. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Autumn 2	
	Spring 1	Causes and effects of war. Christian authority & war. Pacifism. Humanitarian Aid. Alternatives to war. War & Terrorism.
	Spring 2	Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Summer 1	The Mool Mantra. Qualities of Waheguru. Gurmukh & Manmukh. Sewa. The 5 K's. Diwali. Vaisakhi.
	Summer 2	Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.

The Golden Threads (substantive and disciplinary knowledge)		
Year 9	Autumn 1	Right and wrong. Absolute & relative morality. Causes & effects of crime. 10 Commandments. Religion & punishment. Capital punishment. Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Autumn 2	
	Spring 1	Nature of Allah - 99 names. Qur'an, hadith & surah. The 5 pillars of Islam: Shahadah, Salah, Sawm, Zakah, Hajj.
	Spring 2	Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.
	Summer 1	Natural & moral evil. Inconsistent triad. The purpose of evil and suffering.. Personable and impersonal forces of evil. God on Trial: The Holocaust.
	Summer 2	Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 Causes and Effects of War. Just War Theory. War and Terrorism. Biological and chemical warfare. NATO and the UN. The Geneva Convention. Weapons of Mass Destruction. <i>Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.</i>
	Autumn 2 Natural and Moral Evil. The inconsistent triad – theodicy. Purpose of Evil and Suffering. Impersonal and Personable forces of evil. The Holocaust.
	Spring 1 <i>Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.</i>
	Spring 2 The Sanctity of life. Origins of human life; conception, viability, quickening and birth. Medical & Surgical terminations. Intervention at the end of human life; surgery, euthanasia, assisted dying. Alternatives to euthanasia; care home, hospice and hospital care.
	Summer 1 <i>Critical Thinking: interpret, analyse, evaluate and critically respond to the claims that religious and non-religious world views make. Personal Reflection.</i>
	Summer 2 The Sanctity of life. Origins of human life; conception, viability, quickening and birth. Medical & Surgical terminations. Intervention at the end of human life; surgery, euthanasia, assisted dying. Alternatives to euthanasia; care home, hospice and hospital care.

Science

The science curriculum at Bishop Barrington Academy has been designed to develop a solid knowledge base alongside an appreciation of what science offers in the local and wider community. It is built in a sequential way in which students develop a deep understanding of key ideas and the wider impact that science has on our lives.

Our curriculum provides engaging and purposeful 'practical activities' and demonstrations. These opportunities stimulate curiosity and nurture a love of science learning which transcends beyond their 5-year curriculum journey. The curriculum enables and encourages students to use science to shape their lives and the world around them.

Developing an understanding of the use of science in the local and wider community is an important thread throughout the curriculum. Our curriculum provides enrichment opportunities which otherwise may not be accessible to our cohort of students. Curriculum links to companies in the local area, such as GlaxoSmithKline, offer an opportunity to enhance learning and apply knowledge to an industry setting. Curriculum links to local universities, including Durham university, allow students to seriously consider the potential and scope for further study of science beyond year 11. This combination equips our students with the knowledge and skills needed to make informed career choices and open doors to the future.

The threads woven throughout our science curriculum enables students to look analytically at the world, using scientific facts and proven ideas to inform their decisions and opinions. In a world where there are many sources of readily available information, our curriculum provides students with the disciplinary knowledge to carefully consider the reliability and validity of what they see and hear.

Our RISE value of resilience is also threaded throughout our curriculum. Students have regular and varied opportunities to apply their knowledge in a range of assessment types. These regular and considered assessments aim to develop confidence. They encourage students to try without the fear of failure, resulting in resilience learners; adaptable to change and new challenges they may face in school and beyond.

The Golden Threads of the Science Curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 7	Autumn 1 KEY LAB SKILLS: Equipment; Risk assessment; Bunsen burner theory. <i>Working safely, assessing risks</i>
	Autumn 2 CELLS: Life processes; Plant and Animal Cells; Specialised cells; Microscopes; Preparing a microscope slide; Cells, tissues and organs; Stem cells. <i>Writing methods, using models in science, scientific calculations</i> FORCES: Types of forces; Force diagrams; How do forces affect the extension of a spring; Friction; Pressure. <i>Following and writing methods, recording results in tables, calculating averages (mean), Converting units</i> SEPARATING MIXTURES: Filtration; Crystallisation; Distillation; Chromatography; Investigation using separation techniques. <i>Writing a method, making observations, recording results, writing a conclusion</i>
	Spring 1 ECOSYSTEMS: Food chains, food webs and energy; Interdependence and predator prey cycles; Factors that affect ecosystems; Pyramids of numbers and biomass; Sampling techniques and their use; The water cycle. <i>Identifying links and using evidence, recording data, calculating averages</i>
	Spring 2 ACIDS AND ALKALIS: Physical and chemical changes; Acids, alkalis and indicators; Reactions of acids – neutralisation; Uses and dangers of acids and alkalis; Investigating neutralisation. <i>Difference between chemical and physical processes, measuring accurately, recording results, working safely</i> CONSERVATION OF ENERGY: Temperature changes; Energy transfers; Efficiency and power; Controlling energy transfers; Efficiency and power. <i>Calculations in science, converting units.</i> PLANT STRUCTURE AND FUNCTION: Photosynthesis; Factors that affect photosynthesis; Structure of a plant; Plant adaptations; Reproduction. <i>Word equations and chemical reactions, recording results.</i>
	Summer 1 THE PERIODIC TABLE: Elements and the periodic table; Using the periodic table; History of the periodic table; Groups of the periodic table; Formula and compounds <i>Interpreting data, using models in science</i>
	Summer 2 WAVES: Luminous and non-luminous; Reflection and refraction; Refraction; The eye and colour; Sound. <i>Recording results, measuring angles, writing a method</i> HEALTH AND DISEASE: Health; Monitoring health; Non communicable disease; Communicable disease and pathogens; The immune system <i>Recording results, interpreting results, conclusions.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 8	Autumn 1 WAVES: transmitting and reflecting light; Diagrams to represent reflection and refraction of light; Why objects have different colours - linked to light absorption and reflection; The key parts of the eye. <i>Measuring angles, drawing scientific diagrams, Investigative skills</i>
	Autumn 2 GENETICS: The structure of DNA; Continuous and discontinuous variation; Inheritance; Mutations. <i>Structures of inheritance including chromosomes, DNA genes and alleles, types of variation, Use of genetic diagrams.</i> METALS AND THEIR USES: Differences in properties of metals and non-metals; Group 1 reactivity; Word equations and symbol equations; Structure of alloys. <i>Record results in a suitable table. Evaluate strengths and weaknesses of a procedure. (different acid and concentrations and SA of metals).</i> MAGNETISM: Magnetic fields; Transformers and how they work; Making electromagnets stronger; What is a transformer. <i>Investigation techniques</i>
	Spring 1 BODY SYSTEMS: Organs of the respiratory system. Overview of the nervous system. The role of the skeleton. The effect of drugs on the body <i>Investigative skills, drawing tables and representing data on charts and graphs, working safely within a dissection</i>
	Spring 2 CHEMICAL REACTIONS: Identifying chemical reactions. Word equations from written descriptions. Types of reactions (Focus on combustion). Energetics. Rates of reaction and investigation techniques. <i>Unit conversion, measuring. Constructing word equations. Starting to construct symbol equations (reactants and products in order).</i> SPACE: The ideas of the big bang theory. Mass and weight <i>Applying knowledge of variables - independent, dependent</i> REPRODUCTION: Key aspects of puberty. The menstrual cycle. Fertilisation. Gestation and birth. <i>Investigation skills, gathering data, representing data,</i> THE ATOM: States of matter. Changes of state - particle diagrams. Brownian motion. Identifying physical and chemical changes. <i>Rearranging formula, converting units, choosing graphs to represent data.</i>
	Summer 1 ELECTRICITY: static; series and parallel; current; Voltage; resistance. <i>Interpreting data, using models in science</i>
	Summer 2 EARTH SCIENCES: Structure/composition of earth - the rock cycle. Fossil fuels and crude oil. Polymers. Resources from the earth – recycling. Composition of the atmosphere. Human effects on the earth - climate change. Human effects on the earth - acid rain. Planning a better future. <i>Interpreting data, using models in science.</i> MODELS IN SCIENCE: Elements, mixtures and compounds. Chemical and physical processes. Solids, liquids and gases. Introduction to the atom. <i>The use of models in science to show theoretical ideas and show objects that are a lot smaller.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 9	Autumn 1 WAVES AND THE EM SPECTRUM: Identifying types of waves. Drawing and measuring waves. Waves of the Em spectrum. Uses of EM waves. <i>Investigative skills, representing data and evaluating results</i>
	Autumn 2 SEPERATION TECHNIQUES: States of matter and particles. Mixtures. Separating mixtures. Potable water <i>Investigative skills, representing data and evaluating results</i>
	Spring 1 KEY CONCEPTS IN BIOLOGY: Microscopes and magnification. Identifying organelles and their function. Specialised cells - identification, functions. Enzymes and what they do. Enzymes and conditions. Transporting materials in organisms. <i>Using microscopes - Core Practical, Osmosis in Potatoes - Core Practical</i>
	Spring 2 FORCES: Quantities - Vectors and scalars. Resultant forces. Newtons laws. Mass and weight. Momentum (H). Crashes and stopping distances. <i>Interpreting graphs and charts, recording and collecting data, rearranging formula, converting units.</i>
	Summer 1 ATOMIC STRUCTURE AND THE PERIODIC TABLE: Atomic mass and number. Isotopes. Elements and the periodic table. atomic number and the periodic table. Electronic configurations. <i>Using models in science, reading tables and interpreting them</i>
	Summer 2 HEALTH AND DISEASE: Correlation and cause, Non-communicable diseases. Cardiovascular disease. Pathogens and how they are spread. Physical and chemical barriers and the immune system. <i>Antibiotics - Core Practical</i>
	CONSERVATION OF ENERGY: Energy stores, transfers and efficiency. Gravitational and kinetic energy. Renewable and non-renewable energy resources. <i>Interpreting charts (Sankey diagrams).</i>
	CELLS AND CONTROL: Mitosis. Growth in animals and plants. Stem cells. The nervous system and neurotransmission. <i>Interpret graphs showing percentile growth in children</i>
	INTRODUCTION TO BONDING: Ionic bonding. Properties of ionic compounds. Covalent bonding. Covalent structures. Metallic bonding. <i>Use of models in science, Calculations involving negative numbers.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 10	Autumn 1 WAVES: Types of wave. Wave speed. Electromagnetic spectrum. Reflection/refraction. <i>Models in science, drawing diagrams accurately, measuring angles, practical investigation</i> GENETICS: Meiosis. DNA. DNA extraction (core practical). Alleles. Inheritance. Gene Mutation. Variation. <i>Models in science, core practical - DNA extraction, interpreting diagrams (Punnett squares), probability, interpreting graphs - bar charts</i> IONIC BONDING, COVALENT BONDING, TYPES OF SUBSTANCES: Ionic Bonds. Ionic Lattice. Properties of ionic compounds. Covalent Bonds. Molecular compounds. Allotropes of carbon.
	Autumn 2 Properties of metals. Bonding Metals. <i>Using and evaluating models in science, numeracy - manipulating negative numbers, recognising links between structures and real life properties</i> RADIOACTIVITY: Atomic Models. Inside atoms. Electrons and orbits. Background Radiation. Types of Radiation. Radioactive decay. Half-life Dangers of radioactivity. <i>Constructing and analysing graphs in half-life and pie charts in background radiation.</i> NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine. <i>Interpreting graphs, Theories versus fact.</i> ACIDS AND ALKALIS: Acids, Alkalis and indicators. Strength of acids. Bases and Salts. Preparing copper sulfate – practical. <i>Numeracy skills - strengths of solution, Investigative skills - titration, Practical skills - preparing copper sulfate</i>
	Spring 1 NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine. <i>Interpreting graphs, Theories versus fact.</i>
	Spring 2 ACIDS AND ALKALIS: Balancing equations. Investigating neutralisation. Alkalis and neutralisation. Reactions of acids with carbonates and metals. Solubility. <i>Numeracy skills - strengths of solution, Investigative skills - titration, Practical skills - preparing copper sulfate</i> ENERGY, FORCES DOING WORK, FORCES AND THEIR EFFECTS: Work and power. Objects affecting each other. Vector diagrams. <i>Calculation practice, recall and apply equations to calculation questions. Analysing force magnitude from scaled vector diagrams.</i> PLANT STRUCTURE AND THEIR FUNCTIONS: Photosynthesis. Factors effecting photosynthesis. Light intensity and photosynthesis - core practical. Absorbing water and mineral ions. Transpiration and translocation. <i>Core Practical - How does light intensity effect rate of photosynthesis. Working out rate of reaction. Plotting rates of reaction onto a graph.</i> CALCULATIONS INVOLVING MASSES: Masses and empirical formula. Conservation of mass. Moles. <i>Following a system to complete calculations.</i>
	Summer 1 PLANT STRUCTURE AND THEIR FUNCTIONS: Photosynthesis. Factors effecting photosynthesis. Light intensity and photosynthesis - core practical. Absorbing water and mineral ions. Transpiration and translocation. <i>Core Practical - How does light intensity effect rate of photosynthesis. Working out rate of reaction. Plotting rates of reaction onto a graph.</i>
	Summer 2 ELECTROLYTIC PROCESS, OBTAINING AND USING METALS: Electrolysis. Electrolysis of copper sulfate – practical. Products of electrolysis reactivity. Ores. Oxidation and Reduction. Life cycle assessment and recycling. Dynamic equilibrium. <i>Manipulation of negative numbers, Ionic equations, balancing equations, Interpreting tables</i> THE PARTICLE MODEL AND FORCES AND MATTER: Particles and Density. Energy and Changes of State. Specific Heat Capacity. Specific Latent Heat. Gas, Temperature and Pressure. Bending and Stretching. Extension and Energy Transfers. <i>Core Practical - Investigating Density. Core Practical - Extension of a Spring. Core Practical- Investigating Water. Using and applying the specific heat capacity and specific latent heat equations. Recalling and applying the force and extension equation. Interpreting Hooke's Law from extension graphs.</i> ANIMAL CONTROL AND HOMEOSTASIS: Hormones. Hormonal control of metabolic rate. Hormones and the menstrual cycle. Control of blood sugar. Type 1 and Type 2 diabetes. Thermoregulation. Osmoregulation. <i>Reading and analysing graphs showing the effect of hormones on the menstrual cycle, negative feedback loops and working out body mass index</i> MOTION: Vector and Scalar Quantities. Distance/Time Graphs. Acceleration. Velocity/ Time Graphs. <i>Calculating speed from distance/ time graphs. Calculating acceleration and distance from velocity/ time graphs. Recall and apply the acceleration equation. Use and apply the acceleration equation.</i>

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 EXCHANGE AND TRANSPORT: Efficient Transport and Exchange, The Circulatory System, The Heart, Cellular Respiration <i>Core Practical - Investigating aerobic respiration and anaerobic respiration. Plotting graphs. Calculating stroke Volume</i>
	Autumn 2 GROUPS IN THE PERIODIC TABLE, RATES OF REACTION, ENERGY CHANGES IN CHEMICAL REACTIONS: Group 1 and 7, Halogens, Nobel Gases, Group 0, Rates of reaction, Factors effecting rates of reaction, Catalysts and activation energy, Exothermic and endothermic reactions, Energy changes in reactions. <i>Interpreting graphs of results, linked to scientific understanding, models used to show reactions, Choosing lab equipment for different investigations with justification</i> ELECTRICITY: Circuits, Charge and Potential Difference, Current, Resistance, Measuring Resistance, Changing Resistance, Energy Transfers, Power, Electricity in the Home, Electrical Safety. <i>Use and apply 5 new electricity equations. Core Practical- Measuring Resistance.</i>
	Spring 1 FUELS, EARTH AND ATMOSPHERE SCIENCE: Hydrocarbons in fuel and natural gas, Fractional Distillation, the alkane homologous series, Combustion fuels and pollution, Breaking down hydrocarbons, The early atmosphere, The changing atmosphere, The atmosphere today, Climate Change.
	Spring 2 <i>Interpreting graphs, recognising trends, causal link and correlation, using of models to show structure</i> ECOSYSTEMS: Ecosystems, Energy Transfer, Abiotic factors, Biotic Factors, Parasites and mutualists, Biodiversity and humans, Preserving Biodiversity, The water cycle, The carbon cycle, The nitrogen cycle. <i>Core Practical - Quadrats and sampling. Energy transfer in food chains. Drawing and interpreting Predator and Prey graphs.</i> MAGNETISM AND ELECTROMAGNETIC INDUCTION: Magnetic Fields, Magnetic Forces, Electricity and Magnetism, Transformers, Uses of Transformers. <i>Using and applying calculations, interpreting magnetic field diagrams, ratio in transformers. Electromagnets practical investigation.</i>
	Summer 1 Revision

Year 11 'legacy' curriculum

The Golden Threads (substantive and disciplinary knowledge)	
Year 11	Autumn 1 EXCHANGE AND TRANSPORT: Efficient Transport and Exchange, The Circulatory System, The Heart, Cellular Respiration. <i>Core Practical - Investigating aerobic respiration and anaerobic respiration. Plotting graphs. Calculating stroke Volume</i>
	Autumn 2 ELECTROLYTIC PROCESS, OBTAINING AND USING METALS: Electrolysis, Electrolysis of copper sulfate – practical, Products of electrolysis Reactivity, Ores, Oxidation and Reduction, Life cycle assessment and recycling, Dynamic equilibrium. <i>Manipulation of negative numbers, Ionic equations, balancing equations, Interpreting tables.</i> ELECTRICITY: Circuits, Charge and Potential Difference, Current, Resistance, Measuring Resistance, Changing Resistance, Energy Transfers Power, Electricity in the Home, Electrical Safety. <i>Use and apply 5 new electricity equations. Core Practical- Measuring Resistance.</i>
	Spring 1 ECOSYSTEMS: Ecosystems, Energy Transfer, Abiotic factors, Biotic Factors, Parasites and mutualists, Biodiversity and humans, Preserving Biodiversity, The water cycle, The carbon cycle, The nitrogen cycle.
	Spring 2 <i>Core Practical - Quadrats and sampling. Energy transfer in food chains. Drawing and interpreting Predator and Prey graphs.</i> MAGNETISM AND ELECTROMAGNETIC INDUCTION: Magnetic Fields, Magnetic Forces, Electricity and Magnetism, Transformers, Uses of Transformers. <i>Using and applying calculations, interpreting magnetic field diagrams, ratio in transformers. Electromagnets practical investigation.</i> CALCULATIONS INVOLVING MASSES: Masses and empirical formula, Conservation of mass, Moles. <i>Following a system to complete calculations.</i>
	Summer 1 Revision

