

Subject	KEY STAGE 3 SCIENCE
Year group	Form 1

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Baseline Assessment, Introduction to secondary science	
2	September 16	Introduction to secondary science and practical work	
3	September 23	7Aa Life processes 7Ac Microscopes (WS) 7Ad Cells	
4	September 30	7Ab Organs 7Ac Tissues 7Ae Organ Systems	
5	October 7	7Ae Transplants 7Ea Mixtures 7Eb Solutions	
6	October 14	7Ec Evaporation 7Ed Chromatography 7Ee Distillation	
7	October 21	7Ee Safe drinking water 7Ia Energy from food 7Ib Energy transfers and stores	
8	October 28	Half term	
9	November 4	7Ic Fuels 7Id Other energy resources 7Ie Using resources	
10	November 11	7Ba The Scientific Method (WS) 7Ba Animal sexual reproduction 7Bb Reproductive organs	
11	November 18	7Bc Becoming pregnant 7Bd Gestation and Birth 7Be Growing up	
12	November 25	7Be The work of zoos 7Fa Hazards 7Fa Controlling risks (WS)	
13	December 2	7Fb indicators	

		7Fc Acidity and alkalinity 7Fd Neutralisation	
14	December 10	Assessment Week 7Fe Neutralisation in daily life	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	7Fe Danger at home 7Ja Discovering electricity	
2	January 13	7Ja Switches and current 7Jb Models in Science (WS) 7Jb Models for circuits	
3	January 20	7Jc Series and parallel circuits 7Jd Changing current 7Je Using electricity	
4	January 27	7Ca Fitness 7Ca Muscles and Breathing	
5	February 3	7Cb Muscles and blood 7Cb Scientific questions (WS) 7Cc The Skeleton	
6	February 10	7Cd Muscles and moving 7Ce Drugs 7Ce Drugs and sport	
7	February 17	Half term	
8	February 24	7Ga Solids, Liquids and Gases	
9	March 2	7Ga Hypothesis and theories (WS) 7Gb Particles 7Gc Brownian motion	
10	March 9	7Gd Diffusion 7Ge Air Pressure 7Ge Waste	
11	March 16	7Ka Different forces 7Kb Springs 7Kc Friction	

12	March 23	7Kd Pressure 7Kd SI Units (WS)	
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Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	7Ke Balanced and Unbalanced 7Da Variation	
2	April 27	7Da Charts and graphs (WS) 7Db Adaptations 7Dc Effects of the environment	
3	May 4	7Dd Effects on the environment 7De Transfers in food chains	
4	May 11	7Ha Sorting resource data (WS) 7Ha The air we breathe 7Hb Earth's elements 7Hc Metals and non-metals 7Hd Making compounds	
5	May 18	7Hc Metals and non-metals 7Hd Making compounds 7He Chemical reactions	
6	May 25	Half Term	
7	June 1	7La Making sounds 7Lb Moving sounds	
8	June 8	7Lb Line graphs and scatter graphs (WS) 7Lc Detecting sounds 7Ld Using sounds	
9	June 15	7Le Comparing waves Revision	
10	June 22	End of year Exams	

Detailed schemes of work/lesson plans are provided in the Pearson Active Teach online.

YEAR 1	KS3 Maths Progress		Theta 1		
TERM	UNIT / LESSON	HOURS	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."

AUTUMN	1 Analysing and displaying data	11	S2 S4	2nd	5th
AUTUMN	2 Number skills	12	N1 N2 N3 N4 N6 N14 N15	2nd	5th
HALF-TERM TEST					
AUTUMN	3 Expressions, functions and formulae	10	A1 A2 A3 A4 A7	2nd	4th
AUTUMN	4 Decimals and measures	12	"N1 N2 N13 N15 A8 R2 G14 G16 "	2nd	5th
END OF TERM TEST					
SPRING	5 Fractions	10	N8 N10 N11 N12 R3	2nd	5th
SPRING	6 Probability	9	P3 P4	3rd	5th
HALF-TERM TEST					
SPRING	7 Ratio and proportion	10	R3 R4 R5	3rd	5th
END OF TERM TEST					
SUMMER	8 Lines and angles	11	G1 G3 G4	2nd	5th
SUMMER	9 Sequences and graphs	10	A8 A9 A23 A24	2nd	5th
HALF-TERM TEST					
SUMMER	10 Transformations	10	G5 G7 G8 G19	3rd	6th
END OF TERM TEST					
END OF YEAR TEST					

Year 7: Three-year Scheme of Work

Half-term: Autumn 1

Unit title: The Norman Conquest

Weeks 1–2 Enquiry question: What was England like before the Battle of Hastings?

Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 1 * Chronological terms * Overview British history timeline (periods) * Locating the Anglo-Saxons in an overview of British History * Early Medieval period focus	Background to Anglo-Saxon and Norman England c1060–1088	Chronology Target Step 3 Stretch to Step 4	Chronology Step 3: Learners understand the literal meanings of terms such as year, decade and century. Beginning to be able to put periods and events in order.	Chronology Step 4: Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. They can construct a simple timeline of periods that they have studied.	Chronology Step 4: Beginning to understand the use of terms such as 'the sixteenth century' or 'the Victorian era'.	Baseline test covers all aspects
Week 2 * Anglo-Saxon society – what we know about the Anglo-Saxons * How we know: Surviving buildings, surviving artefacts, archaeology, written accounts	Background to Anglo-Saxon and Norman England c1060–1088	Evidence Target Step 3 Stretch to Step 4	Evidence Step 3: Learners understand that sources are used by historians to find out about the past.	Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past		

**This Scheme of Work outlines a course that would prepare students to start studying Edexcel GCSE (9-1) History, however it is not necessary to follow this scheme in order to take the qualification, and other approaches to preparing students for GCSE study may be equally valid and effective.*

Weeks 3–5 Enquiry question: Why was England a Battlefield in 1066?						
Week 3 * What is a monarch? * Reasons for wanting to be a medieval monarch * Contenders to the throne in 1066	Background to Anglo-Saxon and Norman England c1060–1088	Historical vocabulary Target Step 3	Historical vocabulary Step 3: Learners can remember a range of historically relevant vocabulary within a given historical period (e.g. World War Two) and can use it to describe the period.	Causation and consequence Step 4: Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term.	Causation and consequence Step 4: Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.	Baseline test covers all aspects
Week 4 * Battle of Stamford Bridge * Harold's army and its condition after Stamford Bridge	Anglo-Saxon and Norman England c1060–1088	Causation and consequence Target Step 3 Stretch to Step 4	Causation and consequence Step 3: Learners can identify a number of causes of historical events and understand that these are a result of relationships in the past.	Interpretations Step 4: They can give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most 'true'.		
Week 5 * Composition of William's army * The Battle of Hastings * Accounts of the battle * The verdicts of historians on what caused the outcome	Anglo-Saxon and Norman England c1060–1088	Interpretations Target Step 3 Stretch to Step 4	Interpretations Step 3: Learners can pick out simple differences in accounts of the past.			

Weeks 6–7 Enquiry question: How did William take control of England?						
Week 6 * Use of 'terror' to establish control: the Harrying of the North * Norman Castles	Anglo-Saxon and Norman England c1060–1088 Castles are relevant background to Warfare through time, c1250–present.	Evidence Target Step 4 Stretch to Step 4	Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past. Change and continuity Step 4: Learners can identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change.	Evidence Step 4: Learners have a sense that historians use sources with the benefit of hindsight. Learners comment on the reliability of sources ('biased' may be used as a catch-all term). Change and continuity Step 4: They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology.	Evidence Step 5: Begin to comment on the provenance of sources.	Baseline test covers all aspects
Week 7 * Cultural changes (e.g. language) * Feudal system * Domesday Book	Anglo-Saxon and Norman England c1060–1088 The feudal system is also important background for Warfare through time, c1250–present and The reigns of King Richard I and King John, 1189–1216.	Change and continuity Target Step 4 Stretch to Step 4				

Half-term: Autumn 2

Unit title: Religion in Medieval England

Weeks 8–10 Enquiry question: Why was the Church so important in people's lives?

Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 8 * Medieval views of the afterlife (heaven, hell and purgatory) * Ways of improving chances of getting to heaven: good works, pilgrimages, the power of prayer, saints * Effects on everyday life	Background to: * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present	Evidence Target Step 4 Stretch to Step 5 Chronology Historical vocabulary	Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced) Evidence Step 4: Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture. Causation and consequence Step 4: Learners can identify a number of causes and are beginning to categorise these into	Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. Evidence Step 5: Learners make generalised references to provenance (e.g. 'sources from	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.	<ul style="list-style-type: none">• Causation and consequence• Evidence• Analytical narrative (story of Becket)
Week 9 * Role of priests in daily life * Why people became monks/nuns	Background to: * Anglo-Saxon and Norman England c1060–1088	Evidence Target Step 4 Stretch to Step 5				

<p>* Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead</p>	<p>* The reigns of King Richard I and King John, 1189–1216</p> <p>* Crime and punishment through time, c1000–present</p> <p>* Medicine through time, c1250–present</p>		<p>different types or groups of causes, e.g. short-term and long-term or ‘things to do with money’.</p>	<p>witnesses are more reliable’).</p>		
<p>Week 10</p> <p>* Influence of religion on medieval ideas: crime, science and medicine, warfare, the structure of society</p> <p>* Architecture</p>	<p>Background to:</p> <p>* Anglo-Saxon and Norman England c1060–1088</p> <p>* The reigns of King Richard I and King John, 1189–1216</p> <p>* Crime and punishment through time, c1000–present</p> <p>* Medicine through time, c1250–present</p>	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Evidence</p> <p>Target Step 6</p>				

Weeks 11–12 Enquiry question: Why was the Archbishop of Canterbury murdered?

<p>Week 11</p> <ul style="list-style-type: none"> * Relationship between Henry II and Thomas Becket * Relationship between Church and state * Argument over the power of the Church 	<p>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present * Henry VIII and his ministers, 1509–1540 	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>Causation and consequence Step 4:</p> <p>Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or ‘things to do with money’.</p> <p>(Reinforced)</p> <p>Causation and consequence Step 4:</p> <p>Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as</p>	<p>Causation and consequence Step 5:</p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p>	<p>Structuring and organising knowledge Step 3: Learners can begin to construct simple stories about the past using what they have been taught.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)
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Week 12 * Story of the murder of Thomas Becket * Possible reasons for the murder	Background to: * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Henry VIII and his ministers, 1509–1540	Causation and consequence Target Step 4 Stretch to Step 5 Analytical narrative (introduction)	inevitable or the only possible outcome. Analytical narrative Understand what Analytical Narrative is in the context of the story of Becket.			
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Week 13 Enquiry question: Did the Church make everyone good?

<p>Week 13</p> <p>* Synthesises learning – how religion links to individuals and to the power of institutions</p> <p>* Who had more power over people’s lives? The church or the state?</p> <p>* Limits of the power of the Church – people (including priests) still lived un-Christian lives, held non-Christian superstitions, kings defied the Church</p>	<p>Background to:</p> <p>* Anglo-Saxon and Norman England c1060–1088</p> <p>* The reigns of King Richard I and King John, 1189–1216</p> <p>* Crime and punishment through time, c1000–present</p> <p>* Medicine through time, c1250–present</p> <p>* Henry VIII and his ministers, 1509–1540</p>	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Stretch to Step 6</p>	<p>Evidence Step 4:</p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 2)</p>	<p>Evidence Step 5:</p> <p>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</p>	<p>Evidence Step 6:</p> <p>Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)
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Half-term: Spring 1

Unit title: The Crusades

Weeks 14–16 Enquiry question: Why was Jerusalem worth dying for?

Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 14 * The rise of Islam * Key features of Islamic civilisation	Background to Conflict in the Middle East, c1945–1995	Acquisition of knowledge Evidence Target Step 4 Stretch to Step 5	Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 3)	Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.	Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence.	<ul style="list-style-type: none">• Change and continuity• Evidence
Week 15 * Who were the Byzantines? * Threats to the Byzantine Empire – expansion of Islamic world * Significance of Jerusalem * Geography of Byzantine Empire and the Middle East	Background to Conflict in the Middle East, c1945–1995	Evidence Target Step 5 Causation Target Step 4 Stretch to Step 6	Evidence Step 5: Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). Causation and consequence Step 4: Learners understand	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that		

<p>Week 16</p> <p>* Reasons people joined the First Crusade</p> <p>* Events and consequences of the First Crusade</p>	<p>Background to Conflict in the Middle East, c1945–1995</p>	<p>Historical vocabulary</p> <p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Stretch to Step 6</p>	<p>consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.</p> <p>(Reinforced)</p>	<p>historians gather evidence by interrogating information with a particular purpose.</p> <p>Causation and consequence Step 6: Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences.</p>		
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Weeks 17–19 Enquiry question: Did the Crusades change the Holy Land?

<p>Week 17</p> <ul style="list-style-type: none"> * Foundation and survival of the Kingdom of Jerusalem * Crusader States * Crusader Castles * Templars and Hospitallers 	<p>Background to:</p> <ul style="list-style-type: none"> * Conflict in the Middle East, c1945–1995 * The reigns of King Richard I and King John, 1189–1216 * Warfare through time, c1250–present 	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Significance</p>	<p>Change and continuity Step 4:</p> <p>Learners can identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change.</p>	<p>Change and continuity Step 5:</p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.</p>	<p>Change Step 6:</p> <p>Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence
<p>Week 18</p> <ul style="list-style-type: none"> * Saladin – personality and aims * Jihad and the unification of the Arab world * The Muslim conquest of Jerusalem 	<p>Background to:</p> <ul style="list-style-type: none"> * Conflict in the Middle East, c1945–1995 * The reigns of King Richard I and King John, 1189–1216 * Warfare through time, c1250–present 	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>(Reinforced)</p> <p>Change and continuity Step 4:</p> <p>They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or</p>	<p>Chronology Step 5:</p> <p>Learners can use their understanding of chronological terms to construct timelines over short and long periods of history.</p> <p>Significance:</p> <p>Understand what might make a change significant.</p>		

Week 19 * Timeline of 12th century * Role of individual leaders (including Richard I) * Assessment of whether the Crusades changed the Holy Land	Background to: * Conflict in the Middle East, c1945–1995 * The reigns of King Richard I and King John, 1189–1216 * Warfare through time, c1250–present	Chronology Change and continuity Target Step 5 Stretch to Step 6 Significance	linking to chronology. Change and continuity Step 5: They show a basic understanding that not all changes that take place are as important as each other. Significance: Basic understanding of significance and why a person or event e.g. the founding of the Kingdom of Jerusalem, might be significant or not.			
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Half-term: Spring 2						
Unit title: The problems of medieval monarchs						
Week 20 Enquiry question: Who were England's Medieval Monarchs?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 20 * England's medieval monarchs (1066–1485) * Chronology * Compare the fates of each – how many were killed/deposed/passed on the crown to an heir	Useful context for The reigns of King Richard I and King John, 1189–1216	Acquisition of knowledge Chronology Target Step 4 Stretch to Step 5 Stretch to Step 6	Chronology Step 4: Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar.	Chronology Step 5: Learners are beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII').		<ul style="list-style-type: none"> Causation and consequence Interpretations
Weeks 21–22 Enquiry question: How important were England's medieval queens?						
Week 21 * Claims of Matilda and Stephen * Their personal qualities and fitness to rule * Civil War (during the period of anarchy) and its outcome		Evidence Target Step 4 Stretch to Step 5	Interpretations Step 4: Learners recognise that the arguments that people have had about the past are important to historical discipline and that history is made up of different	Interpretations Step 5: Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.	Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to	<ul style="list-style-type: none"> Causation and consequence Interpretations
Week 22	Background to The reigns of King	Interpretations				

<ul style="list-style-type: none"> * Story of Eleanor of Aquitaine * Her accomplishments, influence and limitations 	Richard I and King John, 1189–1216	<p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>stories about the past.</p> <p>Interpretations Step 4: They can give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most ‘true’.</p> <p>Evidence Step 4: Learners comment on the reliability of sources (‘biased’ may be used as a catch-all term) but have little understanding of how historians build an evidence picture.</p> <p>(Reinforced)</p>	<p>Interpretations Step 5: Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past.</p> <p>Evidence Step 5: Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’).</p>	<p>entertain, to inform, to persuade).</p>	
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Weeks 23–26 Enquiry question: How powerful were English monarchs?

Week 23 * Reasons John was unpopular * The rebellion and Magna Carta * Significance of Magna Carta	The reigns of King Richard I and King John, 1189–1216	Causation and consequence Target Step 4 Stretch to Step 5	Causation and consequence Step 4: Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or ‘things to do with money’. (Reinforced 2) Causation and consequence Step 5: Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. Change and continuity Step 4:	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.	Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.	<ul style="list-style-type: none"> • Causation and consequence • Interpretations
Week 24 * Background to Edward I * Why Edward I was a popular monarch * English takeover of Wales * Owain Glyndwr	Warfare through time, c1250–present	Causation and consequence Target Step 5 Stretch to Step 6	(Reinforced 2) Causation and consequence Step 5: Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. Change and continuity Step 4:	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.	Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.	<ul style="list-style-type: none"> • Causation and consequence • Interpretations
Week 25 * Edward I's Welsh Castles * The evolution of castles and castle design	Warfare through time, c1250–present	Change and continuity Target Step 4 Stretch to Step 5	(Reinforced 2) Causation and consequence Step 5: Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. Change and continuity Step 4:	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.	Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.	<ul style="list-style-type: none"> • Causation and consequence • Interpretations
Week 26 Why Scotland was a challenge to English kings * Edward I and Scotland	Warfare through time, c1250–present	Causation and consequence Target Step 5 Stretch to Step 6	(Reinforced 2) Causation and consequence Step 5: Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. Change and continuity Step 4:	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.	Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.	<ul style="list-style-type: none"> • Causation and consequence • Interpretations

<p>* Edward II, Robert the Bruce and the Battle of Bannockburn, 1314</p> <p>* Edward III, the Auld Alliance and the Battle of Neville's Cross</p>			<p>They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology.</p> <p>(Reinforced)</p>			
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Half-term: Summer 1						
Unit title: The Black Death						
Weeks 27–29 Enquiry question: Was 1348 the end of the world?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 27 * Origins of the Black Death * Spread of Black Death * Medieval explanations	Medicine through time, c1250–present	Evidence (maps & data) Target Step 5 Stretch to Step 6	Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence. Change and continuity Step 5: They show a basic understanding that not all changes that take place are as	Evidence Step 6: Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.	<ul style="list-style-type: none"> Change and continuity Evidence
Week 28 * Symptoms of Black Death * Prevention and treatment	Medicine through time, c1250–present	Evidence (Personal accounts) Target Step 5 Stretch to Step 6				
Week 29 * Effect on towns and villages * Mortality rates (in different areas) * Short term impacts – burial problems, abandoned villages, shortages of supplies	Medicine through time, c1250–present	Change and continuity Target Step 5 Stretch to Step 6 Evidence Target Step 5				

		Stretch to Step 6	Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.	important as each other. Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.		
Weeks 30–32 Enquiry question: What was it like to live in the shadow of the Black Death?						
Week 30 * Reminder about feudal system * Impact of the Black Death on farms & wages * The reaction of peasants to the changing circumstances * The reaction of the nobles and the crown	Medicine through time, c1250–present	Change and continuity Target Step 5 Stretch to Step 6	Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result	Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.	Structuring and organising knowledge Step 5: Learners use factual information as support throughout their narrative, but this may be patchy in places and lack relevance.	<ul style="list-style-type: none"> Change and continuity Evidence

<p>Week 31</p> <p>* Key events and features of the Peasants' Revolt</p>		<p>Analytical narrative</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>of events or actions by individuals, rather than being the event or individual themselves.</p> <p>(Reinforced)</p> <p>Change and continuity Step 5: They show a basic understanding that not all changes that</p>	<p>Change and continuity Step 6: They can recognise that a change may be important to one society or group of people but has little historical significance in another context.</p> <p>Structuring and organising knowledge Step 5: Learners can construct a descriptive narrative of the past with some development, but with little evidence of</p>		
<p>Week 32</p> <p>* The suppression of the revolt and punishment of the rebels</p> <p>* Continuation of many laws and policies</p> <p>* Curtailing of foreign policy due to problems raising taxes</p> <p>* The decline of serfdom and rise in rural wages – the extent to which this was connected to the revolt</p>	<p>Crime and punishment through time, c1000–present</p>	<p>Change and continuity</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>take place are as important as each other.</p> <p>(Reinforced)</p> <p>Analytical narrative Step 4: Learners can construct a narrative about the past that describes what happened but with no development or organisation. They use some information to support their narrative, but this is limited.</p>			

Half-term: Summer 2						
Unit title: Migration						
Weeks 33–35 Enquiry question: Who were the first English people?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 33 * Introduction to Thematic History – look at chronology to be covered * Early migration to Britain (Celtic) * Reasons for Roman invasion * Impact on the Celts and resistance to Roman rule (Boudicca)	Relevant to: * Crime and punishment through time, c1000–present * Medicine through time, c1250–present * Warfare through time, c1250–present	Chronology Historical vocabulary Target Step 5	Thematic history: Understand what thematic history is and how the approach differs from other approaches. Chronology Step 5: Learners are beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. ‘I know that 1536 was in the sixteenth century during the reign of Henry VIII’). Learners can use their understanding of chronological terms to construct timelines over short	Interpretations Step 5: Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past. Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence. Learners struggle to ask their own historically valid questions about sources or identify appropriate sets of sources. Chronology Step 6: Learners are	Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade).	<ul style="list-style-type: none"> • Interpretations • Chronology
Week 34 * Who the Angles and Saxons were * Reasons why people moved to Britain * Impact of Angle and Saxon migration on Celts * How we know about the impact on the Celts	Background to Anglo-Saxon and Norman England c1060–1088	Evidence Target Step 5 Stretch to Step 6 Stretch to Step 7				

<p>Week 35</p> <ul style="list-style-type: none"> * Viking settlement of Britain and the Danelaw * Reasons why Vikings started to settle in Britain * Alfred the Great * Other Viking migrations – Normandy, Ireland, Ukraine * Put Norman Conquest of England into big sweep of Viking migrations 	<p>Background to Anglo-Saxon and Norman England c1060–1088</p>	<p>Interpretations</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>and long periods of history.</p> <p>Interpretations Step 5: Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.</p> <p>Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</p> <p>(Reinforced)</p> <p>Evidence Step 5: Learners make generalised references to</p>	<p>increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. Learners' timelines and other work show an appreciation of the different scales of time and how they fit together.</p>		
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			provenance (e.g. 'sources from witnesses are more reliable'). (Reinforced 2)			
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Weeks 36–37 Enquiry question: What drove people to migrate?						
Week 36 * How big a factor was religion in causing migration to and from Britain? * Jewish migration, expulsion and return * St Bartholomew's Day massacre and the Huguenots * Puritans and the Mayflower	Background to: * Spain and the New World * British America, 1713–1783	Interpretations Target Step 5 Stretch to Step 6 Stretch to Step 7	Interpretations Step 5: Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this. (Reinforced) Evidence Step 5: Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). (Reinforced 3)	Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements. Evidence Step 6: Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.	Interpretations Step 7: Learners are able to link the construction of different interpretations to the use of different sources. Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.	<ul style="list-style-type: none"> • Interpretations • Chronology
Week 37 * The extent to which economics was a factor in causing migration to and from Britain * Treatment of Irish immigrants in 1840s * Experiences of Windrush generation migrants * Political reaction to migrants in 1960s – Rivers of Blood speech		Evidence Target Step 5 Stretch to Step 6 Stretch to Step 7				

Week 38 Enquiry question: How have migrants changed Britain?						
Week 38 * How the reasons for migration have changed over time * Short term impact of key migrations * Long term influence of migrant groups on British society		Change and continuity Target Step 6 Stretch to Step 6/7	Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.	Change and continuity Step 6: Learners can recognise that a change may be important to one society or group of people but has little historical significance in another context.	Change and continuity Step 7: Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).	<ul style="list-style-type: none"> • Interpretations • Chronology

FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).
4	Introduction to IGCSE Drama and understanding of course outline.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.

	Devising from a stimulus – Practice practical plus exam questions.					
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	<i>Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>Monologues. 1 x classical, 1 x mid-modern, 1 x modern</i>	<i>Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.</i>	<i>Group scripted/ Duologues. 1 x classical, 1 x mid-modern 1 x modern.</i>	<i>Public Speaking, Monologues, Group Scripted/Duologues.</i>	Practical examinations.
Performances	1 2 3 4 L6	<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4 – (Devised exam) L6 – (Duologues)
Events/workshops	1 2 3 4 L6	1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips	1 2 3 4 L6	1 2 – Woman in Black 3 4 – Woman in Black L6	1 – 2 3 – National Theatre 4 – National Theatre L6	1 – Globe – Macbeth 2 3 – 4 – Globe – Macbeth L6	1 2 3 4 L6	1 2 3 4 L6

WELLS – West End

ALL – West End

Academic Year Planner 2017/18

Subject	Spanish
Form Group	Form 1
Course book	Mira 1 Workbooks for prep and extension activities for G and T pupils

Week	Topic:	Recommended Extended reading
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CHRISTMAS TERM

1	¡Hola!	See black Spanish SOW by unit folder
2	¿Cuántos años tienes?	Extra 1 and 2
3	¡Feliz Cumpleaños!	
4	En mi mochila	
5	En clase	

6	Revision	
7	1st Assessment Week	
8	Half term	
9	¿Qué estudias?	Extra 1 and 2
10	¿Qué haces en clase?	
11	Los profesores	
12	Me gusta el español	
13	Revision	
14	School Exams Week	

CHRISTMAS HOLIDAY

Holiday work:	
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Week	Topic:	Recommended Extended reading
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EASTER TERM

1	¿Tienes hermanos?	Extra 1 and 2
2	En mi familia	

3	¿Tienes animales?	
4	Describing your family and pets	
5	Revision	
6	1st Assessment Week	
7	Half Term	
8	¿Cómo eres?	Extra 1 and 2
9	Tengo los ojos azules	
10	Revision	
11	Assessment	

EASTER HOLIDAY

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Week	Topic:	Recommended Extended reading
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SUMMER TERM

1	¿Cómo es tu casa?	Extra 1 and 2
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2	Las habitaciones	
3	En mi dormitorio	
4	¿Qué haces?	
5	Revision	
6	1st Assessment Week	
7	Half term	
8	Mi tiempo libre	
9	¿Qué hora es?	
10	Revision of whole year topics	
11	End of Term Exams	

SUMMER HOLIDAY

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Schemes of work/Academic Year Planner 2017/18

Subject		French
Group/Class		1a, 1b & 1c
Course book		Studio Vert differentiated to make the course accessible to weaker as well as G and T pupils
Week	Date	Topic

CHRISTMAS TERM

1	September 11	Introducing ourselves. Setting class rules and targets
2	September 18	Module 1: C'est perso Talking about likes & dislikes Regular –er verbs (je, tu, il/elle)
3	September 25	Talking about your survival kit Using “avoir”(Je / tu / il/elle)
4	October 02	Describing yourself Understanding adjective agreement (singular)
5	October 9	Talking about other people

		Understanding adjective agreement (plural)
6	October 16	Revisions. Assessment week.
7	October 23	Half Term
8	October 30	Module 2: Mon college Talking about school subjects. Asking questions
9	November 06	Giving opinions & reasons Agreeing/disagreeing
10	November 13	Describing your timetable Using the 12-hour clock
11	November 20	Describing your school day Using “on” to say “we”
12	November 27	Talking about food Using “du, de la, des)
13	December 04	Revisions week
14	December 11	EoT Exams & talking about winter celebrations

EASTER TERM

1	January 08	Module 3: Mes pasetemps Talking about computers & mobiles. Using regular -er verbs
2	January 15	Talking about which sports you play. Using jouer a. Talking about activities Using “faire”
3	January 22	Saying what you like doing Using “aimer” + infinitive
4	January 29	Describing what other people do Using “ils” & “elles”
5	February 05	Revisions. Assessment week

6	February 12	Half term
7	February 19	Module 4: Ma zone. Talking about your town/village. Using il y a/Il n'y a pas de"
8	February 26	Giving directions Understanding when to use "tu" & "vous"
9	March 05	Talking about where you go Using "a" + definite article
10	March 12	Revision week
11	March 19	EoT exams

SUMMER TERM

1	April 23	Asking someone to go somewhere Using "Je veux/tu veux" + infinitive
2	April 30	Saying what you can do in town Using "On peut" + infinitive
3	May 07	Module 5: 3...2...1...Partez Talking about your holidays

		Using “nous” to say “we”
4	May 14	Talking about getting ready to go out Using reflexive verbs (singular)
5	May 21	Assessment Week & Buying drinks & snacks. Using higher numbers
6	May 28	Half Term
7	June 4	Talking about holiday plans Using the near future tense
8	June 11	Saying what you would like to do. Using "je voudrais"
9	June 18	Revision week
10	June 25	End of Year Exam Week

Chinese Mandarin

Week	Content	
1	Introductions to Chinese Mandarin, basic concepts, tones 你好 你好吗？	
2	Basic phrases in class: 你好, 老师 ; 学生 ; 好老师 ; 好学生 —pinyin and writing, vocabulary test	

3	Pronouns and verb is/am/are 我你 她 他 是 你是老师；我是学生。S'='的 i.e. 你是我的学生	
4	Revise all the above content	
5	Introduce to numbers 1-100 pinyin and writing, in class vocabulary test	
6	Assessment and Calligraphy lesson	
1	Introduce yourself: 我叫 xx, 我十二岁。他叫 xx 他也十二岁。	
2	Verb 喜欢 and it's negative	
3	Family members 1 爸爸妈妈哥哥姐姐	
4	Family members 2 弟弟妹妹爷爷奶奶	
5	Introduce family members 我的妈妈叫 xx 她是三十五岁。	
6	Revision and assessment	
1	Introduce days of the week 星期一/星期六/日	
2	Introduce date in 一月一日/号 and Birthdays 生日	
3	3 time framers: 今天, 明天, 昨天	
4	Time-telling	
5	Write up a short essay—我叫, 我 xx 岁, 我喜欢我的妈妈。今天是她的生日。明天是星期六, 是我的生日。	
6	Revision and Assessment	

Subject	KEY STAGE 3 SCIENCE		
Year group	Form 2		

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Introduction. 8Aa Food and advertising. 8Aa Nutrients. 8Ab Uses of nutrients.	New Scientist
2	September 16	8Ab Weighting and bias. 8Ac Balanced diets. 8Ad Digestion.	Odyssey Magazine, National Geographic
3	September 23	8Ae Surface area. 8Ae Absorption. 8Ae Packaging and the law. 8Ea Engines.	
4	September 30	8Ea Burning fuels. 8Eb Oxidation. 8Ec Fire safety.	
5	October 7	8Ec Fair testing. 8Ed Air pollution. 8Ee Global warming.	Other Key Stage 3 books
6	October 14	8Ee Information and explanation text. 8Ee Reducing pollution. <i>Assessment.</i>	
7	October 21	<i>Half term</i>	

8	October 28	8la Exploring extremes. 8la The particle model. 8la Calculations with density. 8lb Changing state.	
9	November 4	8lc Pressure in fluids. 8lc Presenting information. 8ld Floating and sinking.	
10	November 11	8le Drag. 8le Humans at the extremes. 8Ba Useful plants. 8Ba Classification and biodiversity.	
11	November 18	8Ba Accuracy and estimates. 8Bb Types of reproduction. 8Bc Pollination.	
12	November 25	8Bd Fertilisation and dispersal. 8Bd Structuring paragraphs. 8Be Germination and growth.	
13	December 2	8Be Animals using plants. 8Fa Fireworks. 8Fa Dalton's atomic model. 8Fb Chemical properties.	
14	December 9	<i>School exams.</i> 8Fb Using sentences.	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	8Fc Mendeleev's table. 8Fc Anomalous results. 8Fd Physical trends.	Library books.
2	January 13	8Fe Chemical trends. 8Fe Firework ban. 8Ja Seeing things. 8Ja Light on the move.	
3	January 20	8Jb Reflection. 8Jc Refraction. 8Jd Cameras and eyes.	
4	January 27	8Jd Preparing a presentation. 8Je Colour. 8Je Invisibility cloaks.	

5	February 3	<i>Assessment.</i> 8Je Colour. 8Je Invisibility cloaks. 8Ca Water sports and breathing.	
6	February 10	<i>Assessment.</i> 8CA Aerobic respiration. 8Cb Gas exchange system. 8Cb Means and ranges.	
7	February 17	<i>Half term</i>	
8	February 24	8Cc Getting oxygen. 8Cc Cause and effect. 8Cd Comparing gas exchange.	
9	March 2	8Ce Anaerobic respiration. 8Ce Fitness training. 8Ga Building up. 8Ga Metal properties.	
10	March 9	8Gb Corrosion. 8Gb Describing materials. 8Gc Metals and water.	
11	March 16	8Gd Quality evidence. 8Gd Metals and acids. 8Ge Pure metals and alloys. 8Ge Metals in art.	
12	Mar 23	<i>Assessment.</i> 8Ka Living in extremes. 8Ka Temperature changes.	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	8Ka Choosing language. 8Kb Transferring energy. 8Kc Controlling transfers. 8Kc Accuracy and precision.	
2	April 27	8Kd Power and efficiency. 8Ke Paying for energy. 8Ke Keeping warm. 8Da The Black Death.	
3	May 4	8Da Unicellular or multicellular. 8Db Microscopic fungi. 8Db Modal verbs.	

4	May 11	8Dc Bacteria. 8Dd Protoctists. 8De Decomposers and carbon. 8De Black Death hypotheses.	
5	May 18	8Ha Disaster! 8Ha Rocks and their uses. 8Hb Igneous and metamorphic. 8Hb Assessing sources.	
6	May 25	<i>Half term</i>	
7	June 1	8Hc Weathering and erosion. 8Hd Sedimentary rocks. 8he Materials in the Earth. 8He Living in danger.	
8	June 8	8La Changing ideas. 8La Gathering the evidence. 8La Calculations with density. 8Lb Changing state.	
9	June 15	8Lc Pressure in fluids. 8Ld Floating and sinking. 8Le Drag. 8Le Humans at the extremes.	
10	June 22	<i>Exams.</i>	

Detailed schemes of work/lesson plans are provided on Pearson Active Teach online.

YEAR 2	KS3 Maths Progress		Theta 2			
TERM	UNIT / LESSON	HOURS	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."	OBJECTIVES
AUTUMN	1 Number	11	N2 N3 N4 N6	4th	6th	
	1.1 Calculations			5th	5th	Use written methods to add and subtract with decimals.
						Calculate mentally.
						Calculate with money.
						Estimate answers to calculations.
	1.2 Calculating with negative integers			4th	5th	Add, subtract, multiply and divide positive and negative numbers.
	1.3 Powers and roots			4th	6th	Calculate using squares, square roots, cubes and cube roots.
						Use index notation for powers of numbers.
						Estimate the square root of a number.

	1.4 Powers, roots and brackets			4th	6th	Use mental methods to calculate combinations of powers roots and brackets.
						Use a calculator to check answers.
						Substitute numbers into formulas involving power, roots and brackets.
	1.5 Multiples and factors			5th	6th	Use index notation.
						Write a number as a product of its prime factors.
						Use prime factor decomposition to find the HCF and LCM.
AUTUMN	2 Area and volume	11	G14 G16 G17	4th	6th	
	2.1 Area of a triangle			5th	5th	Derive and use the formula for the area of a triangle.
						Find areas of compound shapes.
	2.2 Area of a parallelogram and trapezium			5th	6th	Calculate areas of parallelograms and trapezia.
	2.3 Volume of cubes and cuboids			4th	6th	Calculate the volume of cubes and cuboids.
	2.4 3D shapes			4th	6th	Sketch nets of 3D solids.
	2.5 Surface area of cubes and cuboids			4th	6th	Calculate the surface area of cubes and cuboids.
	2.6 Problems and measures			4th	6th	Calculate the volume of cubes and cuboids.
						Calculate the surface area of cubes and cuboids.
HALF-TERM TEST						
AUTUMN	3 Statistics, graphs and charts	12	S2 S4 S6	4th	7th	
	3.1 Pie charts			4th	5th	Interpret simple pie charts.
						Calculate angles and draw pie charts.
	3.2 Using tables			4th	6th	Drawing and interpreting two-way tables.
						Calculating the mean from a simple frequency table.

						Tallying data into a grouped frequency table, designing a grouped frequency table, using $a \leq x < b$ notation, finding modal class and estimating range.
	3.3 Stem and leaf diagrams			6th	6th	Drawing and interpreting stem and leaf diagrams with different stem values.
						Finding mode, median and range from stem and leaf diagrams, and comparing them for different data sets.
	3.4 Comparing data			5th	6th	Compare data using averages and range, including mean calculated from frequency table.
						Compare data using the shape of a line graph or pie chart.
						Draw line graphs to compare sets of data.
						Decide on the most appropriate average to use.
	3.5 Scatter graphs			5th	7th	Draw scatter graphs.
						Describe types of correlation.
						Draw a line of best fit by eye on a scatter graph.
	3.6 FINANCE: Misleading graphs			5th	7th	Identify graphs and charts that are misleading because of the scales used and missing axis labels, mainly in financial contexts.
AUTUMN	4 Expressions and equations	11	A1 A2 A3 A4 A5 A6 A7	4th	6th	
	4.1 Algebraic powers			6th	6th	Understand and simplify algebraic powers.
						Substitute values into formulas involving powers.
	4.2 Expressions and brackets			5th	6th	Expand brackets.
						Make and simplify algebraic expressions.
	4.3 Factorising expressions			6th	6th	Factorise expressions.
	4.4 One-step equations			4th	6th	Find the inverse of a function.
						Solve simple equations using function machines.
						Solve real life problems using equations.
	4.5 Two-step equations			5th	5th	Solve two-step equations using function machines.
						Solve real life problems using equations.

	4.6 The balancing method			5th	6th	Solve equations using the balancing method.
						Solve equations with the unknown number on both sides.
END OF TERM TEST						
SPRING	5 Real-life graphs	10	A9 A10 A14	5th	6th	
	5.1 Conversion graphs			5th	5th	Reading values from conversion graphs.
						Plotting conversion graphs from a table of data.
	5.2 Distance-time graphs			5th	5th	Interpreting distance-time graphs.
						Plotting distance-time graphs from descriptive text.
						Using distance-time graphs to solve problems.
	5.3 Line graphs			5th	5th	Plotting line graphs from tables of data.
						Interpreting line graphs.
	5.4 Complex line graphs			5th	5th	Reading values from real-life graphs.
						Describing trends and making predictions based on information presented graphically.
						Working out percentages.
	5.5 STEM: Graphs of functions			5th	6th	Draw, use and interpret conversion graphs.
						Draw, use and interpret distance-time graphs.
						Draw and interpret line graphs.
						Draw, use and interpret real-life graphs.
						Discuss and interpret linear and non-linear graphs.
	5.6 More real-life graphs			6th	6th	Interpreting graphs.
						Drawing and using real-life graphs.
						Using graphs to solve problems and make predictions.
SPRING	6 Decimals and ratio	10	N1 N2 N15	5th	7th	
	6.1 Ordering decimals and rounding			6th	7th	Rounding whole numbers and decimals.
						Writing large numbers as a decimal number of millions.
						Ordering positive and negative decimals.

						Using the symbols $>$ and $<$ between two negative decimals.
	6.2 Place-value calculations			5th	6th	Multiplying larger numbers.
						Multiplying decimals with up to two decimal places.
						Multiplying any number by 0.1 and 0.01.
	6.3 Calculations with decimals			6th	6th	Adding and subtracting decimals of any size.
						Multiplying and dividing by decimals.
						Dividing by 0.1 and 0.01.
	6.4 Ratio and proportion with decimals			5th	6th	Using ratios involving decimals.
						Solving proportion problems involving decimals.
	6.5 STEM: Using ratios			5th	6th	Solving engineering problems using ratio and proportion.
						Using unit ratios.
HALF-TERM TEST						
SPRING	7 Lines and angles	10	G3 G4	5th	6th	
	7.1 Quadrilaterals			5th	6th	Matching quadrilaterals to their descriptions.
						Using known facts about quadrilaterals to solve problems.
	7.2 Alternate angles and proof			5th	6th	Using alternate angles to find unknown angles.
						Using reasoning to complete mathematical proofs.
	7.3 Geometrical problems			5th	6th	Solving geometrical problems using side and angle properties of triangles and quadrilaterals.
						Identifying corresponding angles.
						Solving problems using properties of angles in parallel and intersecting lines.
	7.4 Exterior and interior angles			6th	6th	Calculating the sum of the interior and exterior angles of a polygon.
						Calculating the interior and exterior angles of a polygon.
	7.5 Solving geometric problems			6th	6th	Finding unknown angles by forming and solving equations.

Subject	History
Year group	Form 2

						Solving geometrical problems showing reasoning.
END OF TERM TEST						
SUMMER	8 Calculating with fractions	10	N8 N10	4th	7th	
	8.1 Adding and subtracting fractions			4th	5th	Adding and subtracting fractions with any size denominator.
	8.2 Multiplying fractions			5th	7th	Multiply integers and fractions by a fraction
						Use appropriate methods for multiplying fractions.
	8.3 Fractions, decimals and reciprocals			5th	7th	Convert fractions to decimals.
						Write one amount as a fraction of another.
						Find the reciprocal of a number.
	8.4 Dividing fractions			5th	7th	Divide integers and fractions by a fraction.
						Use strategies for dividing fractions.
	8.5 Calculating with mixed numbers			5th	7th	Use the four operations with mixed numbers.
SUMMER	9 Straight-line graphs	10	A9 A10 R10 R11 R14	5th	7th	
HALF-TERM TEST						
SUMMER	10 Percentages, decimals and fractions	10	N10 N12 R9	5th	7th	
END OF TERM TEST						
END OF YEAR TEST						

Christmas Term

Week	Themes	Aims for Assessment	Recommended Extra Reading
1	What was Britain like in 1509?	Objectives: Examine what Britain was like in 1509. To contrast Britain in 1509 with Britain Source analysis- similar/different to today Differentiation: EAL keywords	worksheet
2	What was young Henry VIII like?	Objectives: Examine how young Henry VIII spent his time and money To judge how religious he was as a young man Source analyses-Mind mapping-Create a profile	
3	Henry VIII, his first wife and his big problem?	Objectives: To explore how and why Henry VIII fell out with the pope and to y and religion in the whole of England Linking events-cause and consequence	
	Who'd want to marry Henry VIII?	Objectives: To explain why Henry married so many women and to examine what happened to each of his wives The Big write using point-explanation-evidence	Challenge task – Write a letter to Catherine Parr giving her advice about her forthcoming marriage
4	What did Protestants protest about?	Objectives: To explain why some criticized the Catholic Church and examine how Protestants got their and what they believed	

5	Review and evaluate	Using Sources - POOPIE Reflect, Improve, Targets, Success	
6	Assessment Week		
7	Edward VI: the boy king	Objectives: To explain how and why Henry's son changed religion in England and to decide what kind of boy Edward VI was	Museum - BBC
8	How bloody was Bloody Mary?	Objectives: To examine how and why Bloody Mary got her nickname and to make an informed judgement whether she deserved her nasty nickname	
9	The nastiest nursery rhyme in the world	Objectives: To examine the hidden meaning of the popular "Mary, Mary, quite contrary and to decide after an investigation what religion the writer belonged to	
10		POOPIE – source work	
11			
12	End of term exam		
13	Review Term	RITS	

Easter Term

Week	Themes	Aims for Assessment	Recommended Extra Reading
1	Mary Queen of Scots		
2	Spanish Armada	Objectives: To explore why the King of Spain decided to invade England in 1588 and to judge key reasons why the Spanish Armada failed	
3	Elizabeth and Exploration		

4	James 1	To explain why the throne of England passed to the Scottish royal family	
5	Assessment Week		
6	Witchcraft		
7	Causes of English Civil War	To examine why King Charles I son of James I had become so unpopular To compare the two sides fighting in the Civil War	
8	Oliver Cromwell- Hero or Villain		
9			
10			
11			
12	End of term exams	RITS	

FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).

4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	<i>Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>Monologues. 1 x classical, 1 x mid-modern, 1 x modern</i>	<i>Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.</i>	<i>Group scripted/Duologues. 1 x classical, 1 x mid-modern 1 x modern.</i>	<i>Public Speaking, Monologues, Group Scripted/Duologues.</i>	Practical examinations.
Performances	1 2 3 4 L6	<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4 – (Devised exam) L6 – (Duologues)
Events/workshops	1 2 3 4 L6	1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips	1 2	1 2 – Woman in Black	1 – 2	1 – Globe – Macbeth 2	1 2	1 2

3 4 L6	3 4 – Woman in Black L6 WELLS – West End	3 – National Theatre 4 – National Theatre L6	3 – 4 – Globe – Macbeth L6	3 4 L6	3 4 L6 ALL – West End
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Summer Term

Week			Recommended Extra Reading
1	Slave Trade		
2			
3			
4			
5			
6			
7			
8			
9			
10			

Academic Year Planner 2017/18

Subject	Spanish
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Form Group	Form 2
Course book	Mira 2 Workbooks for prep and extension activities for G and T pupils

Week	Topic:	Recommended Extended reading
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CHRISTMAS TERM

1	Presentaciones	See black Spanish SOW by unit folder
2	Mis amigos	Extra 1 and 2
3	Las estrellas	
4	Mi rutina diaria	
5	Tu nacionalidad	
6	Revision	
7	1st Assessment Week	
8	Half term	
9	¿Adónde vas?	Extra 1 and 2
10	Vamos a salir	
11	¿Te gustaría ir a la bolera?	
12	No puedo	
13	Revision	
14	School Exams Week	

CHRISTMAS HOLIDAY

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Week	Topic:	Recommended Extended reading
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EASTER TERM

1	¿Adónde fuiste?	Extra 1 and 2
2	Buen viaje	
3	¿Qué hiciste?	
4	Un viaje estupendo	
5	Revision	
6	1st Assessment Week	
7	Half Term	
8	¿Qué desayunas?	Extra 1 and 2
9	En el mercado	
10	¿Qué te gusta comer?	
11	Revision + Exam	

EASTER HOLIDAY

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Week	Topic:	Recommended Extended reading
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SUMMER TERM

1	La ropa	Extra 1 and 2
2	El uniforme escolar	
3	¿Qué prefieres?	
4	Un baile de disfraces	
5	Revision	
6	1st Assessment Week	
7	Half term	
8	Barcelona – La ciudad	
9	Barcelona – De compras	
10	Revision of whole year topics	

11	End of Term Exams	
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SUMMER HOLIDAY

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Schemes of work/Academic Year Planner 2017/18

Subject		French
Group/Class		2a, 2b & 2c
Course book		Studio Rouge differentiated to make the course accessible to weaker as well as G and T pupils
Week	Date	Topic

CHRISTMAS TERM

1	September 11	Course intro Module 1: T'es branché?
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2	September 18	Talking about TV programmes. Subject pronouns: je, tu, il, elle + key lexis J'aime, J'adore, Je déteste
3	September 25	Talking about films The present tense of Avoir & Etre
4	October 03	Talking about reading Ir & re verbs in the present
5	October 9	Talking about the internet: Using the verbs "aller & faire'
6	October 16	1st Assessment Week + Talking about what you did yesterday using the perfect tense.
7	October 23	Half Term Module 2: Paris.
8	October 30	Saying what you did using the perfect tense of regular verbs.

9	November 06	Saying when you did things using the perfect tense of irregular verbs.
10	November 13	Understanding information about a tourist attraction using "C'était....j'ai trouvé ça...."
11	November 20	Saying where you went and how using the perfect with "Etre".
12	November 27	Interviewing a suspect asking questions in the perfect tense.
13	December 04	Revisions of present or past. Talking about what you do/did in Paris.
14	December 11	EoT Exams

EASTER TERM

1	January 08	Module 3: Mon identité. Talking about personality. Adjectival agreement.
2	January 15	Talking about relationships. Reflexive verbs.
3	January 22	Talking about music. Agreeing, disagreeing & giving reasons.
4	January 29	Talking about clothes Using 'near future' tense
5	February 05	Talking about your passion using past, present & future tenses. Assessment week
6	February 12	Half term
7	February 19	Module 4: Chez moi/chez toi. Saying where you live. Comparative adjectives. Describing your home Using prepositions
8	February 26	À table tout le monde! Talking about meals Using "du, de la, de l', des" & "boire, prendre"
9	March 05	C'est la chandeleur! Discussing what food to buy using 'il faut+ infinitive'
10	March 12	On est allé au carnaval! Talking about an event. Further practice of three tenses
11	March 19	EoT exams

SUMMER TERM

1	April 23	Module 5: La France a du talent! Talking about talent and ambition. Using the infinitive and the verb "vouloir"
2	April 30	Saying what you must and can do Using 'devoir' and 'pouvoir' + infinitive
3	May 07	Telling someone what do using the imperative + negative
4	May 14	Showing how much you can do with the French language using a variety of structures and tenses.
5	May 21	Revisions and Assessment Week
6	May 28	Half Term
7	June 4	Studio Découverte World Geography and the Francophone world
8	June 11	Science: How to plant a garden. The French Revolution

9	June 18	Revision week
10	June 25	End of Year Exam Week

Schemes of work/Academic Year Planner 2017/18

Subject		French
Group/Class		2a, 2b & 2c
Course book		Studio Rouge differentiated to make the course accessible to weaker as well as G and T pupils
Week	Date	Topic

CHRISTMAS TERM

1	September 11	Course intro Module 1: T'es branché?
2	September 18	Talking about TV programmes. Subject pronouns: je, tu, il, elle + key lexis J'aime, J'adore, Je déteste
3	September 25	Talking about films The present tense of Avoir & Etre
4	October 03	Talking about reading Ir & re verbs in the present

5	October 9	Talking about the internet: Using the verbs "aller & faire'
6	October 16	1st Assessment Week + Talking about what you did yesterday using the perfect tense.
7	October 23	Half Term Module 2: Paris.
8	October 30	Saying what you did using the perfect tense of regular verbs.
9	November 06	Saying when you did things using the perfect tense of irregular verbs.
10	November 13	Understanding information about a tourist attraction using "C'était....j'ai trouvé ça...."
11	November 20	Saying where you went and how using the perfect with "Etre".

12	November 27	Interviewing a suspect asking questions in the perfect tense.
13	December 04	Revisions of present or past. Talking about what you do/did in Paris.
14	December 11	EoT Exams

EASTER TERM

1	January 08	Module 3: Mon identité. Talking about personality. Adjectival agreement.
2	January 15	Talking about relationships. Reflexive verbs.
3	January 22	Talking about music. Agreeing, disagreeing & giving reasons.
4	January 29	Talking about clothes Using 'near future' tense

5	February 05	Talking about your passion using past, present & future tenses. Assessment week
6	February 12	Half term
7	February 19	Module 4: Chez moi/chez toi. Saying where you live. Comparative adjectives. Describing your home Using prepositions
8	February 26	À table tout le monde! Talking about meals Using "du, de la, de l', des" & "boire, prendre"
9	March 05	C'est la chandeleur! Discussing what food to buy using 'il faut+ infinitive'
10	March 12	On est allé au carnaval! Talking about an event. Further practice of three tenses
11	March 19	EoT exams

SUMMER TERM

1	April 23	Module 5: La France a du talent! Talking about talent and ambition. Using the infinitive and the verb "vouloir"
2	April 30	Saying what you must and can do Using 'devoir' and 'pouvoir' + infinitive
3	May 07	Telling someone what do using the imperative + negative
4	May 14	Showing how much you can do with the French language using a variety of structures and tenses.
5	May 21	Revisions and Assessment Week
6	May 28	Half Term
7	June 4	Studio Découverte World Geography and the Francophone world
8	June 11	Science: How to plant a garden. The French Revolution
9	June 18	Revision week
10	June 25	End of Year Exam Week

Chinese Mandarin

Week	Content	
1	Question words 什么，谁，这，那，这是什么，那是谁，谁是老师	
2	Colours 1 这是什么颜色？	
3	Colours 2 你喜欢什么颜色？妈妈喜欢什么颜色？	
4	Revision on colours: 谁喜欢红色？	
5	Question word 吗	
6	Revision and assessment	
1	Pets 1 宠物 动物 你喜欢什么宠物/动物	
2	Pets 2 Chinese Zodiac	
3	Revision on pets and negative 谁不喜欢蛇？	
4	Vocabulary test on pets and make posters	
5	Revision and calligraphy	
6	Revision and a Chinese movie for cultural understanding	
1	Hobbies and interests 1	
2	Hobbies and interests 2	
3	Revision on hobbies and interests	
4	Sports 1	
5	Sports 2	

Subject	KEY STAGE 3 SCIENCE	
Year group	Form 3	
6	Revision and Assessment	

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	9Aa Environmental variation. 9Ab Inherited variation caused. 9Ac DNA.	Odyssey Magazine.
2	September 16	9Ad Genes and extinction. 9Ae Natural selection. 9Ae Recreating animals.	National Geographic.
3	September 23	9a test. 9Ea About ceramics. 9Eb Polymers. 9Eb Peer review.	New Scientist.
4	September 30	9Ec Composite materials. 9Ed Problems with materials. 9Ed Biased language.	Other Key Stage 3 books.
5	October 7	9Ee Recycling materials. 9Ee Material failures. 9e test.	Library books.
6	October 14	9Ia Forces and movement. 9Ib Energy for movement. 9Ib Purpose and audience.	
7	October 21	9Ic Speed. 9Ic Equations and graphs. 9Id Turning forces.	
8	October 28	<i>Half term</i>	
9	November 4	9Ie More machines. 9Ie Supplying the energy. 9I test.	
10	November 11	9Ba Reactions in plants. 9Bb Plant adaptations. 9Bc Plant products.	
11	November 18	9Bc Clarity and emphasis. 9Bd Growing crops. 9Be Farming problems.	
12	November 25	9Be Bias and validity. 9Be Organic farming. 9B test. 9Fa Types of explosion.	
13	December 2	9Fb Reactivity. 9Fc Energy and reactions. 9Fc Percentage loss or gain.	
14	December 9	9Fd Displacement. 9Fe Extracting metals. 9F test.	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	9Ja Force fields. 9Jb Static electricity.	
2	January 13	9Jc Current electricity. 9Jd Resistance. 9Jd Rounding numbers.	
3	January 20	<i>TRIP</i> . 9Je Electromagnets. 9J test . 9Ca Cells, systems and movement.	
4	January 27	9Cb Other organ systems. 9Cc Reproduction and health. 9Cd Energy in ecosystems.	
5	February 3	9Ce Genetics and evolution. 9C2 Enzyme investigation.	
6	February 10	9c test . 9Ga Separating substances. 9Gb Chemical reactions.	
7	February 17	<i>Half term</i>	
8	February 24	9Gc Physical and chemical change. 9Gd The Periodic Table. 9Ge Earth and atmosphere.	
9	March 2	9G2 Electrolysis investigation. 9Ka Models in science.	
10	March 9	9Kb Energy. 9Kc Forces. 9Kd Waves and fields.	
11	March 16	9Ke Machines. 9K2 Going faster.	
12	March 23	9K3 Speed limits. 9K test .	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
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1	April 20	9Da Diseases. 9Db Control systems.	
2	April 27	9Dc Testing medicines. 9Dc Median and quartiles. 9Dd Ecology.	
3	May 4	9De In and out. 9De Combatting pandemics. 9D test.	
4	May 11	9Ha Short answers. 9Ha Ions. 9Hb Energy transfers.	
5	May 18	9Hc Rates of reaction. 9Hd Chemical equations. 9Hd Standard form.	
6	May 25	<i>Half term</i>	
7	June 1	9He Equilibria. 9H test. TRIP.	
8	June 8	9La Physicists. 9La Differences. 9Lb Fields. 9Lb Long answers.	
9	June 15	9Lc Cause and effect. 9Ld Links between variables. 9Ld Information from graphs. 9Le Models.	
10	June 22	<i>School exams.</i>	

Detailed schemes of work/lesson plans are provided on Pearson Active Teach online.

<p>English as a Second Language 2019-20</p> <p>Teaching Group: F3</p>
<p>CEFR Level: B1</p> <p>Text: English Plus – Book 4</p> <p>Examination Aims: PET in the Summer</p>

Christmas Term

Week	Aims for the Week
1	Getting to know you and classroom language.
2	Getting to know you and error correction.

3	Starter Unit – V = verb collocations and irregular verbs. L = Present tenses and Past simple.
4	Unit 1 – Generations. V= Past decades and Use to get. R= Comparing generations. L= Present perfect and past simple. S= Talking about past events. W= Describing a decade.
5	Unit 1 – Generations. V= Past decades and Use to get. R= Comparing generations. L= Present perfect and past simple. S= Talking about past events. W= Describing a decade.
6	Unit 2 – Happy together. V= Relationships and Extreme adjectives. R= Marriage. L= Present perfect and present perfect continuous. S= Invitations. W= An email to a friend.
7 (A.W.)	Unit 2 – Happy together. V= Relationships and Extreme adjectives. R= Marriage. L= Present perfect and present perfect continuous. S= Invitations. W= An email to a friend.
8	Half Term
9	Unit 3 – Health matters. V= Medical science and Phrasal verbs. R= Alternative therapy. L= May, might, could, must can't and Past modals. S= Exchanging opinions. W= A discussion essay.
10	Unit 3 – Health matters. V= Medical science and Phrasal verbs. R= Alternative therapy. L= May, might, could, must can't and Past modals. S= Exchanging opinions. W= A discussion essay.
11	Unit 4 – Let's go! V= Travel nouns and verbs. R= Holiday advice. L= Will and be going and present simple and continuous. S= Asking for and giving information. W= An email about a visit.
12	Unit 4 – Let's go! V= Travel nouns and verbs. R= Holiday advice. L= Will and be going and present simple and continuous. S= Asking for and giving information. W= An email about a visit.
13	Unit 5 – Image and identity. V= Body decoration and commerce. R= Fashion L= Active or passive and Passive questions. S= Changing something in a shop. W= A formal letter.
14	Unit 5 – Image and identity. V= Body decoration and commerce. R= Fashion L= Active or passive and Passive questions. S= Changing something in a shop. W= A formal letter.

YEAR 3	KS3 Maths Progress		Theta 3			
TERM	UNIT / LESSON	HOURS	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."	OBJECTIVES
AUTUMN	1 Indices and standard form	10	N3 N6 N7 N9	6th	8th	
AUTUMN	2 Expressions and formulae	11	A2 A4 A5	5th	8th	

Subject	History					
Year group	Form 3					
HALF-TERM TEST						
AUTUMN	3 Dealing with data	11	S1 S2 S3 S4 S5 S6	4th	8th	
AUTUMN	4 Multiplicative reasoning	11	N3 N15 R6 R9 R11 R12 G7	6th	8th	
END OF TERM TEST						
SPRING	5 Constructions	10	R2 G2 G3 G13	5th	8th	
SPRING	6 Equations, inequalities and proportionality	11	A3 A6 A17 A18 A19 A20 A21 A22	5th	8th	
HALF-TERM TEST						
SPRING	7 Circles, Pythagoras and prisms	10	G6 G9 G16 G17 G18 G20 N15 N16	7th	9th	
END OF TERM TEST						
SUMMER	8 Sequences and graphs	12	A9 A10 A11 A12 A13 A14 A18 A19 A23 A24 A25	5th	8th	
SUMMER	9 Probability	10	P1 P2 P3 P4 P5 P6 P7 P8 P9	5th	7th	
HALF-TERM TEST						
SUMMER	10 Comparing shapes	9	G5 G6 G7 G19 G20 G21 G24 G25	6th	9th	
END OF TERM TEST						
END OF YEAR TEST						

Christmas Term

Week	Themes	Aims for Assessment	Recommended Extra Reading
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1	Britain 1890 - 1914	Source analysis- similar/different to today	worksheet
2	An Edwardian Golden Age?	Differentiation between social groups - who are the winners?	Andrew Marr sheet
3	What does the Titanic tell us about society?	Extrapolate from the case study.	
	Who were the Suffragettes?	Suffragette or Suffragist: explain and evaluate moral vs physical force	Challenge task – Investigation Emily Davison
4	Were the Suffragettes Successful?	Writing frame - essay	
5	Review and evaluate Edwardian Golden age	Using Sources - POOPIE Reflect, Improve, Targets, Success	Suffragette propaganda
6	Assessment Week	The Golden Age – GCSE style paper	
7	Causes of World War 1	Why do wars start- what is significant about the cause of WW1	On-line research- Imperial war Museum - BBC
8	MAIN - Short Term – Long Term - Triggers	Identify particular causes Explain how causes interact chronologically and thematically – MAIN consolidation	
9	Schlieffen Plan: War of Movement - Stalemate	Interpretation - identify and explain why it failed	
10	The role of propaganda – war fever/recruitment	POOPIE – source work	Use old OCR GCSE text book
11	Stalemate – what was the Western Front?	The topography of the trench system	
12	End of term exam	Causation - WW1 – source evaluation - propaganda	
13	Review Term	RITS	

Easter Term

Week	Themes	Aims for Assessment	Recommended Extra Reading
1	Living in the Trenches	Sources and typology of problems Ypres trip....	Prep project - individuals - with 5 minute group PPT presentations from groups merging research
2	The technology of War	Evaluate the most effective technology in breaking stalemate	
3	Who fought for the allies on the Western Front	New ways of interpreting/thinking - black history	
4	Assessment Week	GCSE style Exam on the Western Front	
5	Presentation and review week	Group presentations - challenge!!! use extended project presentation mark scheme - RITS	
6	Haig: Butcher of the Somme?	Challenging interpretations – writing history from different perspectives	
7	Compare and contrast - Ataturk: hero of Gallipoli	Remembrance - ANZACS Empathy - Ataturk's speech to the mothers of all the fallen	
8	Why did Germany lose WW1?	Deep knowledge i.e. connect to S-Plan 1914 – consequences become causes depending on the question	
9	Did anyone benefit from WW1? Did the soldiers return to a land “fit for heroes to live in”?	Deep knowledge - how did WW1 change the role of women in society? Winning the Vote...	
10	The Consequences of WW1: Revolutions - Ireland	The significance of individuals to events...Michael Collins	Michael Collins film
11	How did Stalin/Hitler take control?	Significance of individuals....	
12	End of term exams	RITS	

Summer Term

Week	Themes	Aims for Assessment	Recommended Extra Reading
1	Who was responsible for starting WW2?	Revisit different types of causes – concept mapping – appeasement – lebensraum/nationalism – non-aggression pact	
2	Britain can take it!	Dunkirk – Battle of Britain – The Blitz – case studies	
3	Women at War	Women's perspectives - sources	
4	A Global War - overview study	Summarise and explain the war on several fronts - Russian Front and War in the Pacific	
5	Genocide	Ability to explain the consequences of Nazis policy towards the Jews	
6	Was it necessary to drop the bomb?	Interpreting and challenging perspectives	
7	Assessment	GCSE Modern History style paper	
8	The Cold War.	How does history explain the present? North Korea/Vietnam.	
9	A New World?	The End of Apartheid in South Africa – Civil Rights in the USA.	
10	Conspiracy Theories	Did the moon landing really happen?	
11	Britain in the 1960s	Was Britain really that cool?	

FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).
4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose,</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).

		<i>read and research set text extract.</i>		<i>exam question practice.</i>		
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	<i>Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>Monologues. 1 x classical, 1 x mid-modern, 1 x modern</i>	<i>Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.</i>	<i>Group scripted/ Duologues. 1 x classical, 1 x mid- modern 1 x modern.</i>	<i>Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>Practical examinations.</i>
Performances	1 2 3 4 L6	<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4– (Devised exam) L6 – (Duologues)
Events/workshops	1 2 3 4 L6	1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips	1 2 3 4	1 2 – Woman in Black 3 4 – Woman in Black	1 – 2 3 – National Theatre 4 – National Theatre	1 – Globe – Macbeth 2 3 –	1 2 3 4	1 2 3 4

	L6	L6 WELLS – West End	L6	4 – Globe – Macbeth L6	L6	L6 ALL – West End
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Academic Year Planner 2017/18

Subject	Spanish
Form Group	Form 3
Course book	Mira 3 (VERDE and ROJO for different levels of ability Differentiated textbooks and workbooks for prep and extension activities for G and T pupils)

Week	Topic:	Recommended Extended reading
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CHRISTMAS TERM

1	Mi ordenador	See black Spanish SOW by unit folder
2	La televisión	Extra and Grammar
3	Las películas	
4	La música	
5	Fui a un concierto	
6	Revision	
7	1st Assessment Week	

8	Half term	
9	Un día en el instituto	Extra and Grammar
10	¿Qué vas a estudiar?	
11	Se debe	
12	Mi instituto	
13	Revision	
14	School Exams Week	

CHRISTMAS HOLIDAY

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Week	Topic:	Recommended Extended reading
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EASTER TERM

1	Me duele	Extra and Grammar
2	En la farmacia	
3	¿Tienes una dieta sana?	
4	La vida sana	

5	Revision	
6	1st Assessment Week	
7	Half Term	
8	Mañana, mañana	Extra and Grammar
9	Role play - Speaking	
10	Revision	
11	School Exams Week	

EASTER HOLIDAY

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Week	Topic:	Recommended Extended reading
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SUMMER TERM

1	El mundo hispano	Extra and Grammar
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2	La geografía	
3	Mi vida diaria	
4	El medio ambiente	
5	Revision	
6	1st Assessment Week	
7	Half term	
8	De viaje	
9	Una visita a León	
10	Revision of whole year topics	
11	End of Term Exams	

SUMMER HOLIDAY

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Subject	French
Form Group	Form 3
Course book	Studio 3 VERT differentiated to make the course accessible to weaker pupils as well as G and T pupils

CHRISTMAS TERM

Week	Aims for Assessment
1	Describing yourself . Using the verbs etre and avoir
2	Describing yourself .Talking about Facebook
3	Inviting someone out. Using the verb aller
4	Describing a date. Using the perfect tense
5	Describing a music event. Using the perfect tense.
6	1st Assessment Week
7	Half term 21 to 29 October
8	Learning parts of the body. Using a+the definite article.
9	Learning about sport. Using il faut
10	Learning about healthy eating. Using du, de la, des
11	Christmas in France (food, traditions ..)
12	Revision for exam week
13	Making plans to get fit. Using the near future tense.
14	Exam week

CHRISTMAS HOLIDAY

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16 December to 7 January

EASTER TERM

Week	Aims for Assessment
1	Describing levels of fitness. Using two tenses together.
2	Learning languages. Using on peut
3	Talking about your job. More practice with common irregular verbs
4	Describing what your job involves. Asking questions
5	Talking about your ambitions. Using masculine and feminine nouns
6	Half term 10 to 18 February
7	Discussing holidays. Asking questions using question words.
8	Imagining adventure holidays. Using je voudrais + infinitive
9	Talking about what you take with you on holiday + describing holiday disasters. Using reflexive verbs
10	Revision week
11	Visiting a tourist attraction. More practice with the perfect tense.
12	Assessment week

EASTER HOLIDAY

31st March to 22 April

SUMMER TERM

Week	Aims for Assessment
1	Discussing what you are allowed to do. Using j'ai le droit de + infinitive
2	Explaining what's important to you. Using mon, ma and mes
3	Talking about things you buy. Using 3 tenses together
4	Describing what makes you happy. Using infinitives to mean '–ing'
5	Revision week
6	Half term 26 May to 3 June
7	Preparation for GCSE
8	Preparation for GCSE

9	Revision week
10	End of year exam

SUMMER HOLIDAY

30 June to

Schemes of work/Academic Year Planner 2017/18

Subject		French
Group/Class		3a, 3b, 3c
Course book		Studio Rouge differentiated to make the course accessible to weaker as well as G and T pupils
Week	Date	Topic

CHRISTMAS TERM

1	September 11	Course intro Module 1: Ma vie sociale d'ado.
2	September 18	Talking about Facebook using present tense verbs.
3	September 25	Giving your opinion about someone using direct object pronouns
4	October 02	Arranging to go out using the near future tense.
5	October 9	Describing a date. Using the perfect tense.
6	October 16	1st Assessment Week + Describing a music event using three tenses.
7	October 23	Half Term.
8	October 30	Module 2: Bien dans sa peau. Learning parts of the body. Using a+the definite article.
9	November 06	Talking about sport. Using "il faut"
10	November 13	Learning about healthy eating using the future tense.
11	November 20	Making plans to get fit practising the future tense.
12	November 27	Describing levels of fitness using three tenses together
13	December 04	Revisions week.

14	December 11	EoT Exams
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EASTER TERM

1	January 08	Module 3: A l'horizon. Describing jobs using masculine and feminine nouns.
2	January 17	Learning languages using modal verbs.
3	January 22	Saying what you used to do using the imperfect tense.
4	January 29	Discussing your future and your past practising the future and imperfect tenses
5	February 05	Talking about your job using different tenses together. Assessment week.
6	February 12	Half term
7	February 19	Module 4: Special vacances. Discussing holidays. Asking questions using inversion.
8	February 26	Imagining adventure holidays. Using the conditional.

9	March 05	Talking about what you take with you on holiday. Using reflexive verbs
10	March 12	Revisions week.
11	March 19	EoT exams

SUMMER TERM

1	April 23	Describing what happened on holiday combining different tenses.
2	April 30	Visiting a tourist attraction using emphatic pronouns.
3	May 07	Module 5: Moi dans le monde. Discussing what you are allowed to do. Using expressions with "avoir".
4	May 14	Explaining what's important to you. Using direct object pronouns.
5	May 21	Revisions and Assessment Week
6	May 28	Half Term

7	June 4	Talking about things you buy. Using "si" in complex sentences.
8	June 11	Describing what makes you happy using complex structures.
9	June 18	Revision week.
10	June 25	End of Year Exam Week.

Chinese Mandarin

Week	Content	
1	Weather 1	
2	Weather 2	
3	Revision session on weather	
4	Clothes 1	
5	Clothes 2	
6	Revision on clothes and assessment	
1	Body parts 1	
2	Body parts 2	
3	Revision on body parts	
4	School subjects 1	
5	School subjects 2	
6	Revision and assessment	
1	Sports and hobbies 1	
2	Sports and hobbies 2	
3	Revision on sports and hobbies	
4	Essay writing about myself 1	
5	Essay writing about myself 2	
6	Revision and assessment	
1	Festivals 1	

2	Festivals 2	
3	Chinese quizzes 1	
4	Chinese quizzes 2	
5	Cultural activity (calligraphy, film and music)	
6	Revision	
7	Assessment	
	Form 3 Summer term	
Week 1&2	About me: my name is, I'm x years old. I was born in the years of ... I like x colour because... I enjoy shopping and reading books. Some weekends, I go to London to watch a movie with friends. I like Chinese food and I like green tea. I enjoy Chinese culture because...	
Week 3&4	Introduce my family: to include jobs, the most, but and because Introduce my friends: to include clothes, describing body parts (e.g. short curly hair) and school subjects.	
Week 5&6	Finally, to produce an essay of 80 characters to include all the above.	
Week 7&8	Chinese calligraphy and movies Week 9 revision Week 10 assessment	

MEDIA STUDIES SCHEME OF WORK TERM TWO

The Lego Movie			
	Lesson Content / Overview		Resources
Week One	Lesson 1 Introduction to Movie Poster conventions. <i>How is genre created using these conventions?</i>	Lessons 2 & 3 Breaking Down Film Posters Use the PowerPoint to introduce the concept of film poster conventions. Mind map the main genres, then include sub genres and hybrid genres Complete the genre table Using the genre images of film posters, categorise the films in to their genres.	Breaking Down Film Posters Genre table Copies of <i>The Kingdom</i> poster.
Page Break			
Week Two	Lesson 4	Lessons 5 & 6	
Week Three	Lesson 7 What is a film trailer? Conventions: The use of sound <u>Listen</u> to three trailers – identify the genre, the film and what codes tell us which film/genre it is Listen to the Godzilla Trailer. Make notes in books as per slide Watch the trailer – how close were you?	Lessons 8 & 9 Watch Godzilla trailer again Answer questions from slide (audience expectations) Complete sound and visuals worksheet Talk through the trailer structure and film narratives slides Activity: Create a movie trailer <i>see slide for detail</i>	3 trailers: Hunger Games/Harry Potter/Despicable Me 2 https://www.youtube.com/watch?v=PH-n39PCXp8 https://www.youtube.com/watch?v=5NYt1qirBWg https://www.youtube.com/watch?v=IlbnGSMJQbQ Godzilla trailer http://www.godzilla-movies.com/trailers/ Lesson 7 & 8 ppt Sound and visuals worksheet Movie trailers
Week Four	Lesson 10 Complete story boards from last lesson	Lessons 11 & 12 Using the selected footage, create the video trailer	Video footage for use with Sony Vegas

The Lego Movie			
	Lesson Content / Overview		Resources
Week One	Lesson 1 Introduction to Movie Poster conventions. <i>How is genre created using these conventions?</i>	Lessons 2 & 3 Breaking Down Film Posters Use the PowerPoint to introduce the concept of film poster conventions. Mind map the main genres, then include sub genres and hybrid genres Complete the genre table Using the genre images of film posters, categorise the films in to their genres.	Breaking Down Film Posters Genre table Copies of <i>The Kingdom</i> poster.

Page Break

Week Two	Lesson 4 Re-cap last lesson. <i>How is hybridity suggested in The Kingdom?</i> Stick posters onto A3 sheet and annotate – how the conventions of the poster fit the Action/Thriller hybrid genre. <i>Thinking Circles</i> for differentiation,	Lessons 5 & 6 Use annotations from previous lesson to answer the question: <i>How is genre suggested in The Kingdom poster?</i> Consider the idea of a "Tentpole" movie. Research what this means and how it could apply to The Avengers and The Lego Movie.	Breaking Down Film Posters Thinking Circles.
Week Three	Lesson 7 Introduce The Avengers poster. Use <i>Thinking Circles</i> to build from denotation to connotation. Consider the way audience appeal is created.	Lessons 8 & 9 <i>How does The Avengers poster use media language to appeal to its target audience?</i> Consider character hierarchy and Proppian character structure. Analyse colour palette. Place on A3 paper and annotate. Introduce <i>The Lego Movie</i> poster. Compare similarities and differences. Consider colour palette and Proppian characters. Begin annotation – <i>How is the poster targeting a family audience?</i>	Copies of <i>The Avengers</i> Poster. Thinking Circles. <i>The Lego Movie</i> – main poster.

		How is this poster being used to advertise Lego, Warner Bros. and DC products?	
Week Four	Lesson 10 What is a film trailer? Conventions: The use of sound <u>Listen</u> to three trailers – identify the genre, the film and what codes tell us which film/genre it is Listen to the Godzilla Trailer. Make notes in books as per slide Watch the trailer – how close were you?	Lessons 11 & 12 Watch Godzilla trailer again Answer questions from slide (audience expectations) Complete sound and visuals worksheet Talk through the trailer structure and film narratives slides Activity: Create a movie trailer <i>see slide for detail</i>	3 trailers: Hunger Games/Harry Potter/Despicable Me 2 https://www.youtube.com/watch?v=PH-n39PCXp8 https://www.youtube.com/watch?v=5NYt1qirBWg https://www.youtube.com/watch?v=TIbnGSMJQbQ Godzilla trailer http://www.godzilla-movies.com/trailers/ Lesson 7 & 8 ppt Sound and visuals worksheet Movie trailers
Week Five	Lesson 13 <i>The Lego Movie</i> Trailer. What conventions are being used to target the audience? Use Trailer Analysis sheets (differentiated if needed) to consider specific aspects of the trailer?	Lessons 14 & 15 How does <i>The Lego Movie</i> trailer fit into Warner Bros. marketing strategy? Consider conventions of the trailer and how they are being used to target the audience.	Evaluation of a movie trailer Trailer Analysis Sheet Trailer Analysis Sheet differentiated.
Week Six	Lesson 16, 17 & 18 Uses and Gratifications. Introduction to Blumler and Katz's <i>Uses and Gratifications Theory</i> . Use Uses and Grats word sort to promote independent thinking. Model the theory using <i>Modern Family</i> – what is an audience getting out of it. Establish the Uses and Grats heading then sub-heading. Challenge to explain in as much detail why an audience is using this text. Screen walkthrough footage of <i>The Lego Movie</i> videogame. Highlight areas of audience pleasures. Consider ideas of diversion – escaping everyday problems (Make believe world, ideas of heroism etc). Consider social interaction – <i>The Lego Movie</i> videogame does not offer online content but if it did how would this be a “pleasure”. Students to independently research the governing body controlling the sale of videogames. How are the certifications applied? Practice question: Explain an audience pleasure linked to <i>The Lego Movie</i> videogame using Blumler and Katz's <i>Uses and Gratifications theory</i> .		
Week Seven	Lesson 19 Assessment	Lessons 20 & 21 Assessment Part Two.	Television Crime Drama PowerPoint

Buckswood School GCSE Physical Education 2019: Scheme of Work

YEAR ONE

The scheme of work does not follow the order that the specification content is presented. We aim to try and teach the more complex subjects alongside Science to further support and embed the information required.

Week	Topic	Content	Learning Outcomes	Resources/Practical	Cross Curricular
Christmas Term	Health Fitness and Well Being				
1	Introduction/Health/well being	Students will explore what is Health and how it is related to but also separate from fitness.	Students to know the definition of Health from WHO and know the 3 aspects of it. Understand why we need to improve aspects of it.	Activities for health - walking, Yoga	
2	Benefits Warmup/cool down	Students will understand the importance of these routines.	Students will explore the benefits of warming up and cooling down and will design some specific to their sport	General exercises for warm ups. Games Skill focus for familiarisation	
3	Fitness	Students will explore the concept of fitness through practical and theory means. Students will understand their own level of fitness.	Students to be able to define Fitness and Know the relationship between Health and Fitness. Look at different activities for both and begin to see that there are different types of fitness.	Rugby/Football Drills focussing on different components of fitness	

4	Diet and Energy Sources	Students will look at how diet contributes to health and fitness. Students will examine their own diets.	Students to begin to understand what a balanced diet is and the 6 main nutrients it must contain. Students will explore how different activities have different energy requirements.	Rugby/Football Athletes diets for certain sports and what they contribute. Comparison of the skills needed in football and rugby	Science linking nutrients to dietary needs
5	Components of Fitness	Students will look at the 10 main components of fitness and how they are related to different sports including their own	Students will explore the different types of Health related and Skill related fitness. Students will relate these to different activities/circuit stations	Circuit training with stations based around skills in Football/Rugby	
6	Fitness Testing	Students will examine their own fitness through executing fitness testing. They will understand the relevance of these and be able to carry them out on others. Relate back to Fitness testing	Students will perform different fitness tests from both health related and skill related components. Students will begin to analyse and compare their results with the 'average' and highlight strengths and weaknesses. Students should then relate this to how to improve performance.	Completion of fitness tests X2. Once set up by teacher, once set up by students testing each other	Maths Students will create graphs or bar charts for comparison in class
7	VO2 Max/Revision/Assessment	Students will understand the role of VO2 max in showing the CV fitness of an athlete. Students will look at their own VO2 fitness	Students can define VO2 max and relate it to cardio vascular endurance. Students will be able to name factors that can affect VO2 max	Rugby/Football looking at CV endurance and how it is needed	Science Lung Capacity

6	Training Principles	Students will learn the main principles of training and apply them to their own sports	Students will be exploring what makes an effective training programme, using the SPORT principle. Further revision of the components of fitness.	Students create drills related to their own sports incorporating the principles	
7	TP Practical	Students will continue with a practical application of this knowledge.	Students will learn how to apply the principles of training as well as the principle of FITT	Gym Students to learn how to use the equipment	
8	Methods of Training	Students will understand the specificity of training and how this contributes to progression in an athlete	Students will explore the 6 different types of training method and relate to different activities. Students will also begin to understand how important specificity is.	Students will prepare a practical example of each method	
9	MoT Practical	This knowledge will be examined practically	Students will practically embed the principles learnt last week. Students will be able to design their own	Students will apply the best method to their own sports and explain why	
10	GCSE Practice Moderation				
11	GCSE Practice Moderation				
12	Revision for Christmas test		Students will have completed a revision plan and will have spoken to teacher about areas they want to revisit in lessons.		
13	Christmas Test	Assessment of results			
Easter Term Anatomy and Physiology					

1	The Skeleton/Review of test results	Students will begin the new topic of anatomy. Analysing the skeleton and its importance in the body	Students will explore the skeleton and its main functions and bones. Students will be able to name the 4 main types of bone. Students will review their exam results and create new targets.	Badminton Rules and regs Main shots	
2	Joints	Further examination of bone structure utilising practical methods	Students will be able to identify the three different types of joints and describe 2 types of freely moveable joint.	Further practice of main shots introduction to joint movement	
3	Movement at the Joints	As above	Students will be able to name the 4 main types of movement at a joint. with the directions of movement. Students can relate these to different sports.	Students will relate how certain shots are created from certain joint movements	Science Students should be studying this at the same time in Science
4	Muscles	Students will link the skeleton to muscles and how important they are to sport. Students will learn sports specific muscles	Students will be able to know and locate the main muscles in the body, and provide sporting examples of movement caused by these muscles.	Badminton Movement around the court caused by movement in the muscles	
5	Antagonistic Muscle Action	To understand how muscles work to cause movement. A difficult concept so will be supported with lots of practical	Students will explore how muscles work in pairs, and identify the action of an agonist and antagonist. Students will also explore	Looking at muscle pairs used in Badminton	

			Isotonic and Isometric contractions.		
6	Muscle Fibre Types	Understanding how there are different muscles types suited to different sports	Students will understand the difference between fast twitch and slow twitch fibres and put this into a sporting context.	Badminton Tournament	
7	Respiratory System	Exploration of the system that gives us energy, starting with how we breathe.	Students can identify the main parts of the respiratory system and describe the pathway of air through.	Table Tennis Rules/Regs main shots	
8	Mechanics of Breathing	How we breathe	Students will understand the importance of the intercostal muscles and diaphragm in the mechanics of breathing.	Table Tennis Continue as above Examine breathing during matches, high/low intensity	
9	Breathing Volumes	Exploring how an understanding of how we breathe and how effective our breathing is can contribute to better performance	Students will learnt the definition of the terms Tidal Volume, vital capacity residual volume and minute ventilation, and describe the effects of exercise on each.	Students to umpire their own games to learn the rules	
10	Blood Components	What makes up our blood and why it is important	Students will look at the structure of blood vessels, know the different types and the main components of blood.		
11	Heart Structure/CO	The Heart and its structure and how understanding it's output	Students will learn the structure of the heart and the pathway of blood through. Students will examine the		

		can help us analyse fitness and health	relationship between exercise and Cardiac Output/stroke volume		
12	Revision/Easter Test		Students will fill out a revision form/plan and liase with teacher what areas need covering.		
Summer Term Social, Cultural and Ethical Influences					
1	Energy Supply	Revision of the Respiratory system and linking it to how we get energy for sport	Students will explore how energy is converted from food, reviewing diet and sources of energy. Students will also understand the different energy systems with sporting examples.	Rounders/Cricket Main skills rules	
2	Recovery	A most important aspect and how recovery is linked to fitness	Students will learn the term Oxygen debt and how it effects recovery. Students will be able to analyse recovery times.	Rounders/Cricket recovery from exercise	
3	Short/Long term effects Exercise	The benefits of exercise	Students will practically analyse the effects of exercise on the body immediately after exercise. Students will then also look at the long term effects of exercise.	Athletics Introduction How it can benefit the body.	
4	Leisure/Recreation/Access Participation			Athletics Looking at performance of	

				professional athletes and comparison	
5	Sports Development Pyramid Sponsorship/Media/Global Events	How levers can have an effect on sports performance.	forces exerted by gravity, Students will begin to understand the pyramid and see the different levels. They will be able to explain the pathway through sport.	Athletics Different disciplines	English Newspapers, language used, adverts, headlines etc
6	Professional/Amateur	Preparation for practical options for Summer sports.	Students will understand the difference between amateur and professional and see how this is not easy to define. Sportsmanship/Gamesmanship	Athletics Further practice of different disciplines	
7	Technology in Sport/Performance enhancing drugs/doping		Students will identify the different forms of technology used in sport by officials and discuss it's impact on sport.	Athletics Further practice of different disciplines	
8	Practicals		GCSE Practice Moderation	Summer Sports	
9	Revision for Summer Test		Students will prepare revision plans to discuss with teacher.		
10	Summer Test				

Subject	GCSE Triple Science
Year group	Form 4

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	SC25a Flame tests and photometry. SC25b Tests for positive ions.	
2	September 16	SC25c Tests for negative ions. SC25c Core practical – Identifying ions.	
3	September 23	SC26a Choosing materials. SC26b Composite materials.	
4	September 30	SC26c Nanoparticles. SC25/26 test.	
5	October 7	SB1f Testing foods. SB1f Core practical – Testing foods.	
6	October 14	SB2e The brain. SB2f Brain and spinal cord problems.	
7	October 21	SB2h The eye. SB2 test.	
8	October 28	<i>Half term</i>	
9	November 4	SP7a The Solar System. SP7b Gravity and orbits.	
10	November 11	SP7c Life cycles of stars. SP7d Red shift.	
11	November 18	SP7e Origin of the Universe. SP7 test.	
12	November 25	SC13a Transition metals. SC13b Corrosion.	

13	December 2	SC13c Electroplating. SC13d Alloying.	
14	December 9	SC13e Uses of metals and their alloys. SC13 test.	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	SP2h Braking distance and energy. SP15c Pressure in fluids.	
2	January 13	SP15d Pressure and upthrust. SP15 test.	
3	January 20	SB3a Sexual and asexual reproduction. SB3d Protein synthesis.	
4	January 27	SB3e Genetic variants and phenotypes. SB3f Mendel.	
5	February 3	SB3i Missing and multiple alleles. SB3 test.	
6	February 10	SB4h GM and agriculture. SB4i Fertilisers and biological control. SB4 test.	
7	February 17	<i>Half term.</i>	
8	February 24	SB5f Virus life cycles. SB5g Plant defences.	
9	March 2	SB5h Plant diseases. SB5k Core practical – Antibiotics.	
10	March 9	SB5l Monoclonal antibodies. SB5 test.	
11	March 16	SC16a Chemical cells and fuel cells. SC14a Yields.	
12	March 23	SC14b Atom economy. SC14c Concentrations.	

Summer Term

Subject	GCSE Science		
Year group	Form 4		
Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	SC14d Titrations and calculations. SC14d Core practical – Acid-alkali titration.	
2	April 27	SC14e Molar volumes of gases. SC15a Fertilisers and the Haber process.	
3	May 4	SC15b Factors affecting equilibrium. SC14-16 test.	
4	May 11	SP4d Waves crossing boundaries. SP4e Ears and hearing.	
5	May 18	SP4f Ultrasound. SP4g Infrasound. SP4 test.	
6	May 25	<i>Half term</i>	
7	June 1	SP5a Ray diagrams. SP5b Colour.	
8	June 8	SP5c Lenses. SP5g Radiation and temperature.	
9	June 15	SP5g Core practical – Investigating radiation. SB5 test.	
10	June 22	<i>Exams.</i>	

More detailed schemes of work/lesson plans are provided on Pearson Active Teach online.

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading	Teaching hours
1	September 9	CB1a Microscopes. CB1b Plant and animal cells. CB1b Core practical – Using microscopes. CB1c Specialised cells.	Biology for You (Gareth Williams)	4
2	September 16	CB1d Inside bacteria. CB1e Enzymes and nutrition. CB1f Enzyme action. CB1g Enzyme activity. CB1g Core practical – pH and enzymes.		5
3	September 23	CB1h Transporting substances. Core practical – Osmosis in potato slices. CB1 test. CB2a Mitosis. CB2b Growth and differentiation.		5
4	September 30	CB2c Growth in plants. CB2d Stem cells. CB2e The nervous system. CB2f Neurotransmission speeds. CB2 test.		5
5	October 7	CC1a States of matter. CC2a Mixtures. CC2b Filtration and crystallisation. CC2c Paper chromatography.		5
6	October 14	CC2d Distillation. CC2d Core practical – Investigating inks. CC2e Drinking water. CC2 test. CC3a Structure of an atom.		4
7	October 21	CC3b Atomic mass and mass number. CC3c Isotopes. CC4a Elements and the periodic table. CC4b Atomic number and the periodic table.		5
8	October 28	<i>Half term</i>		
9	November 4	CC4c Electronic configurations and the periodic table. CC3/4 test. CC5a Ionic bonds. CC5b Ionic lattices. CC5c Properties of ionic compounds.		5
10	November 11	CC6a Covalent bonds. CC7a Molecular compounds. CC7b Allotropes of carbon. CC7c	Understanding Chemistry.	5

		Properties of metals. CC7d Bonding models.		
11	November 18	CC5-7 test. CP1a Vectors and scalars. CP1b Distance/time graphs. CP1c Acceleration.		5
12	November 25	CP1d Velocity/time graphs. CP1 test. CP2a Resultant forces. CP2b Newton's First Law.		5
13	December 2	CP2c Mass and weight. CP2d Newton's Second Law. CP2d Core practical – Investigating acceleration. CP2e Newton's Third Law.		5
14	December 9	CP2f Momentum. CP2g Stopping distances. CP2h Crash hazards. CP2 test.		3

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading	Teaching hours
1	January 6	CP3a Energy stores and transfers. CP3b Energy efficiency. CP3c Keeping warm. CP3d Stored energies.	Physics for You (Keith Johnson)	4
2	January 13	CP3e Non-renewable resources. CP3f Renewable resources. CP3 test.		5
3	January 20	CB3a Meiosis. CB3bi DNA. CB3bii DNA extraction. CB3c Alleles.		5
4	January 27	CB3d Inheritance. CB3e Gene mutation. CB3f Variation. CB3 test.		5
5	February 3	CB4a Evidence for human evolution. CB4b Darwin's theory. CB4c Classification. CB4d Breeds and varieties. CB4e Genes in agriculture and medicine.		4

6	February 10	CB4 test. CB5a Health and disease. CB5b Non-communicable diseases. CB5c Cardiovascular disease. CB5d Pathogens.	Biology for You	5
7	February 17	<i>Half term</i>		
8	February 24	CB5e Spreading pathogens. CB5f Physical and chemical barriers. CB5g The immune system. CB5h Antibiotics. CB5 test.		5
9	March 2	CC8a Acids, alkalis and indicators. CC8b Looking at acids. CC8c Bases and salts. CC8c Core practical – Preparing copper sulfate. CC8d Alkalis and balancing equations.		5
10	March 9	<i>TRIP.</i> CC8d Core practical – Investigating neutralisation. CC8e Alkalis and neutralisation. CC8f Reactions of acids with metals and carbonates.		5
11	March 16	CC8g Solubility. CC8 test. CC9a Masses and empirical formulae. CC9b Conservation of mass.		5
12	March 23	CC9c Moles. CC10a Electrolysis. CC10a Core practical – Electrolysis of copper sulfate. CC10b Products from electrolysis.		4

Summer Term

Week	Date	Aims for Assessment	Extra Reading	Teaching hours
1	April 20	CC11a Reactivity. CC11b Ores. CC11c Oxidation and reduction. CC11d Life cycle assessment and recycling.		4
2	April 27	CC12a Dynamic equilibrium. CC12 test. CP4a Describing waves. CP4b Waves speeds. CP4b Core practical – Investigating waves.		5

3	May 4	CP4c Refraction. CP5a Electromagnetic waves. CP5a Core practical – Investigating refraction. CP5b The electromagnetic spectrum.	Understanding Chemistry.	5
4	May 11	CP5c Using the long wavelengths. CP5d Using the short wavelengths. CP5e EM radiation dangers. CP4-5 test.		5
5	May 18	CP6a Atomic models. CP6b Inside atoms. CP6c Electrons and orbits. CP6d Background radiation. CP6e Types of radiation.		5
6	May 25	<i>Half term</i>		
7	June 1	CP6f Radioactive decay. CP6g Half-life. CP6h Dangers of radioactivity. CP6 test.	Physics for You.	5
8	June 8	<i>TRIP.</i> CP7a Work and power. CP8a Objects affecting each other. CP8b Vector diagrams.		5
9	June 15	CP7/8 test. Revision.		5
10	June 22	<i>School exams.</i>		

More detailed schemes of work/lesson plans are provided on Pearson Active teach online.

<p>English as a Second Language 2019-20</p> <p>Teaching Group: F4</p>	
<p>CEFR Level: B1</p> <p>Text: English Plus – Book 4</p> <p>Examination Aims: PET in the Summer</p>	

Christmas Term

Week	Aims for the Week
1	Getting to know you and classroom language.

2	Getting to know you and error correction.
3	Starter Unit – V = verb collocations and irregular verbs. L = Present tenses and Past simple.
4	Unit 1 – Generations. V= Past decades and Use to get. R= Comparing generations. L= Present perfect and past simple. S= Talking about past events. W= Describing a decade.
5	Unit 1 – Generations. V= Past decades and Use to get. R= Comparing generations. L= Present perfect and past simple. S= Talking about past events. W= Describing a decade.
6	Unit 2 – Happy together. V= Relationships and Extreme adjectives. R= Marriage. L= Present perfect and present perfect continuous. S= Invitations. W= An email to a friend.
7 (A.W.)	Unit 2 – Happy together. V= Relationships and Extreme adjectives. R= Marriage. L= Present perfect and present perfect continuous. S= Invitations. W= An email to a friend.
8	Half Term
9	Unit 3 – Health matters. V= Medical science and Phrasal verbs. R= Alternative therapy. L= May, might, could, must can't and Past modals. S= Exchanging opinions. W= A discussion essay.
10	Unit 3 – Health matters. V= Medical science and Phrasal verbs. R= Alternative therapy. L= May, might, could, must can't and Past modals. S= Exchanging opinions. W= A discussion essay.
11	Unit 4 – Let's go! V= Travel nouns and verbs. R= Holiday advice. L= Will and be going and present simple and continuous. S= Asking for and giving information. W= An email about a visit.
12	Unit 4 – Let's go! V= Travel nouns and verbs. R= Holiday advice. L= Will and be going and present simple and continuous. S= Asking for and giving information. W= An email about a visit.
13	Unit 5 – Image and identity. V= Body decoration and commerce. R= Fashion L= Active or passive and Passive questions. S= Changing something in a shop. W= A formal letter.
14	Unit 5 – Image and identity. V= Body decoration and commerce. R= Fashion L= Active or passive and Passive questions. S= Changing something in a shop. W= A formal letter.

English as a Second Language 2019-20

Christmas Term

CEFR Level B1-B2
 Group Name: Form 4
 Text: Compact First for School
 Examination Aims: Cambridge First

Week	Aims for the Week	Focus, Project or Trip work
1	Introduction to the course Mosquitoes project	
2	Unit 1 – Family and Friends vocabulary and reading	
3	Unit 1- present and future tenses, state verbs	
4	Unit 1 – Essay writing (sports)	
5	Unit 2 – Exploring the world vocabulary and reading	
6	Unit 2 – Past tenses for story telling/story writing	
7 (A.W.)	Assessment week	
8	Half term	
9	Unit 3 – The entertainment industry vocabulary and reading	Brighton trip – street art
10	Unit 3 – the passive, linking words, Review writing	
12	Unit 4 – Active life vocabulary and reading	
13	Unit 4 - Modal verbs, letter (giving advice)	
14 (A.W.)	Assessment week.	

Easter Term

Week	Aims for the Week
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1	Unit 5 – Learning vocabulary and reading
2	Unit 5 – Conditionals
3	Unit 6 – Natural World vocabulary and reading
4	Unit 6 – too and enough, so and such, Article writing
5	Unit 7 – People and style vocabulary and reading, letter writing
6 (A.W.)	Review and assessment
7	Half Term
8	Unit 7 – infinitive or gerund, reported speech
9	Unit 8 – Keeping up to date vocabulary and reading
10	Unit 8 – relative clauses, Essay planning and writing
11	Book review – grammar and vocabulary catch up
12 (A.W.)	Review and Assessment

Summer Term

Week	Aims for the Week
1	
2	
3	
4	
5 (A.W.)	Review and assessment
6	Half term
7	
8	

SUMMER	11 Ratio and proportion	10		N11 N13 R1 R4 R5 R6 R7 R8 R10 R11 R12 R14	4th	8th	
SUMMER	12 Right-angled triangles	10		N7 N15 R12 G6 G11 G20 G21	3rd	8th	
SUMMER	13 Probability	9		N5 P1 P2 P3 P4 P5 P6 P7 P8	3rd	8th	
SUMMER	14 Multiplicative reasoning	9		N13 R1 R7 R9 R10 R11 R13 R16 G14	5th	8th	
SUMMER	15 Constructions and bearings	10		R2 R6 G1 G2 G4 G5 G6 G7 G12 G13 G15	1st	7th	
END OF TERM 3 TEST							
END OF YEAR TEST							

YEAR 4	Edexcel IGCSE (9-1) Mathematics			Higher			
TERM	UNIT / LESSON	HOURS	PRIOR KNOWLEDGE	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."	OBJECTIVES
Key: Italic specification references are assumed prior knowledge and are covered in the prior knowledge check rather than the main teaching.							
AUTUMN	1 Number	11		N2 N3 N4 N5 N6 N7 N8 N9 N14 N15	6th	12th	
			Have a firm grasp of place value and be able to order integers and decimals and use the four operations.				
			Know integer complements to 10 and to 100, multiplication facts to				

			10×10 , strategies for multiplying and dividing by 10, 100 and 1000.				
			Have encountered squares, square roots, cubes and cube roots and have knowledge of classifying integers.				
	1.1 Number problems and reasoning		Multiply numbers in a similar format to questions later in the section.	N3 N5	6th	9th	Work out the total number of ways of performing a series of tasks.
			List possible outcomes from two events.				
	1.2 Place value and estimating		Estimate the value of a square root.	N3 N6 N14 N15	6th	7th	Estimate an answer.
			Round numbers to a specified degree of accuracy.				Use place value to answer questions.
			Apply the four operations.				
	1.3 HCF and LCM		Multiply prime factors together.	N3 N4	7th	8th	Write a number of the product of its prime factors.
			List the factors of a number.				Find the HCF and LCM of two numbers.
	1.4 Calculating with powers (indices)		Work out simple powers.	N3 N6 N7	6th	8th	Use powers and roots in calculations.
			Apply the four operations.				Multiply and divide using index laws.
							Work out a power raised to a power.
	1.5 Zero, negative and fractional indices		Convert between fractions and decimals.	N3 N6 N7	8th	12th	Use negative indices.
			Use the laws of indices for positive indices.				Use fractional indices.
	1.6 Powers of 10 and standard form		Multiply by powers of 10 when the number is written as an ordinary number and not an index.	N3 N6 N9	7th	9th	Write a number in standard form.

			Review different ways to divide by 10.				Calculate with numbers in standard form.
			Use negative indices.				
	1.7 Surds		Review the meaning of the dot in the recurring notation.	N3 N8	10th	11th	Understand the difference between rational and irrational numbers.
			Identify the missing multiple which practices the skills of searching for a perfect square factor.				Simplify a surd.
							Rationalise a denominator.
AUTUMN	2 Algebra	12		N1 N3 N8 N9 A1 A2 A3 A4 A5 A6 A7 A17 A21 A22 A23 A24 A25	6th	10th	
AUTUMN	3 Interpreting and representing data	11		G14 S1 S2 S3 S4 S5 S6	4th	8th	
			Read scales on graphs, draw circles, measure angles and plot coordinates in the first quadrant.				
			Have experience of tally charts.				
			Use inequality notation.				
			Find midpoint of two numbers.				
			Find the range, mean, median and mode of a data set.				
	3.1 Statistical diagrams 1		Work out mode, median and range from a list of numbers.	S1 S2 S3	4th	7th	Construct and use back-to-back stem and leaf diagrams.
							Construct and use frequency polygons and pie charts.
	3.2 Time series		Identify trends by noticing whether sequences of numbers increase, decrease or oscillate.	S2	6th	6th	Plot and interpret time series graphs.

							Use trends to predict what might happen in the future.
	3.3 Scatter graphs		Recognise when a line has a positive, negative or zero gradient.	S6	6th	7th	Plot and interpret scatter graphs.
			Plot points on a coordinate grid, and identify points that do not lie on a straight line.				Determine whether or not there is a linear relationship between two variables.
	3.4 Line of best fit		Understand and be able to define the meaning of correlation.	S6	6th	7th	Draw a line of best fit on a scatter graph.
			Read values from graphs.				Use the line of best fit to predict values.
	3.5 Averages and range		Find the range of a list of numbers.	S4 S5	5th	8th	Decide which average is best for a set of data.
			Find the midpoint of two numbers.				Estimate the mean and range from a grouped frequency table.
							Find the modal class and the group containing the median.
	3.6 Statistical diagrams 2		Use subtraction to find missing values.	S2	5th	6th	Construct and use two-way tables.
			Draw a bar chart.				Choose appropriate diagrams to display data.
			Draw a pie chart.				Recognise misleading graphs.
AUTUMN	4 Fractions, ratio and percentages	10		N2 N3 N8 N10 N11 N12 N13 R3 R4 R5 R6 R7 R8 R9 R10	6th	10th	
			Know the four operations of number.				
			Find common factors.				

			Have a basic understanding of fractions as being ‘parts of a whole’.				
			Define percentage as ‘number of parts per hundred’.				
			Be aware that percentages are used in everyday life.				
			Use ratio notation, and to write a ratio in its simplest form.				
	4.1 Fractions		Identify unit fractions, improper fractions and mixed numbers.	N2 N3	6th	8th	Add, subtract, multiply and divide fractions and mixed numbers.
			Multiply a whole number by a fraction.				Find the reciprocal of an integer, decimal or fraction.
			Know the priority of operations.				
	4.2 Ratios		Multiply a fraction by its reciprocal for a product of 1.	N11 N13 R4 R5	6th	7th	Write ratios in the form 1 : n or n : 1.
			Simplify ratios.				Compare ratios.
			Write ratios in the form n : 1.				Find quantities using ratios.
							Solve problems involving ratios.
	4.3 Ratio and proportion		Write one number as a proportion of the total.	N13 R4 R5 R6 R7 R8 R10	6th	8th	Convert between currencies and measures.
			Identify equivalent ratios.				Recognise and use direct proportion.
							Solve problems involving ratios and proportion.
	4.4 Percentages		Find a percentage of a given amount.	N12 N13 R9	6th	9th	Work out percentage increases and decreases.
			Work out percentage multipliers.				Solve real-life problems involving percentages.

	4.5 Fractions, decimals and percentages		Convert between fractions, decimals and percentages.	N2 N8 N10 R3 R6 R9	6th	10th	Work out percentage increases and decreases.
			Solve simple equations.				Solve real-life problems involving percentages.
AUTUMN	5 Angles and trigonometry	12		N7 N8 N15 G1 G3 G4 G6 G20 G21	6th	9th	
			Rearrange simple formulae and equations, as preparation for rearranging trig formulae.				
			Recall basic angle facts.				
			Understand that fractions are more accurate in calculations than rounded percentage or decimal equivalents.				
			Recall the properties of special types of triangles and quadrilaterals.				
	5.1 Angle properties of triangles and quadrilaterals		Recognise special types of triangle and quadrilateral.	G1 G3 G4 G6	6th	6th	Derive and use the sum of angles in a triangle and in a quadrilateral.
			Recall basic angle facts.				Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.
	5.2 Interior angles of a polygon		Name polygons and understand the meaning of 'regular polygon'.	G3	6th	7th	Calculate the sum of the interior angles of a polygon.
			Substitute numbers into an expression.				Use the interior angles of polygons to solve problems.
			Find missing angles in triangles, quadrilaterals and at a point.				

	5.3 Exterior angles of a polygon		Find missing angles on a straight line.	G3	6th	8th	Know the sum of the exterior angles of a polygon.
			Calculate the sum of interior angles of a polygon.				Use the angles of polygons to solve problems.
	5.4 Pythagoras' theorem 1		Recall square numbers and square roots.	N15 G20	7th	7th	Calculate the length of the hypotenuse in a right-angled triangle.
			Find the area of a square.				Solve problems using Pythagoras' theorem.
	5.4 Pythagoras' theorem 1		Find square roots.	N7 N8 G20	8th	8th	Calculate the length of a shorter side in a right-angled triangle.
			Recognise perfect squares.				Solve problems using Pythagoras' theorem.
			Use Pythagoras' theorem to find the length of the hypotenuse.				
	5.6 Trigonometry 1		Convert fractions to decimals.	G20	6th	9th	Use trigonometric ratios to find lengths in a right-angled triangle.
			Identify the hypotenuse.				Use trigonometric ratios to solve problems.
			Use the angle sum of a triangle to work out missing angles.				
	5.7 Trigonometry 2		Identify the opposite and adjacent sides of a given angle in right-angled triangles.	G20 G21	6th	9th	Use trigonometric ratios to calculate an angle in a right-angled triangle.
			Use the trigonometric ratios to find lengths in right-angled triangles.				Find angles of elevation and angles of depression.
							Use trigonometric ratios to solve problems.
							Know the exact values of the sine, cosine and tangent of some angles.

	TOTAL HOURS	56					
END OF TERM 1 TEST							
SPRING	6 Graphs	11		N13 A8 A9 A10 A11 A12 A14 A15 A16 A17 G11 R8 R10 R11	6th	10th	
SPRING	7 Area and volume	10		N8 N13 N14 N15 N16 R1 G1 G9 G12 G14 G16 G17 G18	6th	12th	
			Know the names and properties of 3D shapes.				
			Know the concept of perimeter and area by measuring lengths of sides.				
			Substitute numbers into an equation and give answers to an appropriate degree of accuracy.				
			Know the various metric units.				
			Identify planes of symmetry of 3D solids.				
			Sketch a net of a 3D shape.				
			Work out the volume of a 3D solid made of cuboids.				
			Recall Pythagoras' theorem.				
	7.1 Perimeter and area		Recognising units of length (perimeter) and area.	G16 G17	6th	6th	Find the perimeter and area of compound shapes.
			Work out the area and perimeter of rectangles, triangles and parallelograms.				Recall and use the formula for the area of a trapezium.
	7.2 Units and accuracy		Recall the formulae for the area of quadrilaterals and triangles. Identify the possible integer values of x from an inequality.	N13 N14 N15 N16 R1 G14 G16	6th	10th	Convert between metric units of area.

			Round numbers to a specified degree of accuracy.				Calculate the maximum and minimum possible values of a measurement.
			Work out percentages of quantities.				
	7.3 Prisms		Calculate the volume and surface area of a cuboid.	N13 N14 N15 R1 G16	7th	9th	Convert between metric units of volume.
			Calculate the volume of a shape made from cuboids.				Calculate volumes and surface areas of prisms.
	7.4 Circles		Understand 'radius' and 'diameter'.	N8 G9 G17	6th	8th	Calculate the area and circumference of a circle.
			Solve and rearrange simple equations.				Calculate area and circumference in terms of π .
	7.5 Sectors of circles		Work out fractions of a circle given the angle of a sector.	N8 N16 G9 G17 G18	8th	12th	Calculate the perimeter and area of semicircles and quarter circles.
			Simplify equations.				Calculate arc lengths, angles and areas of sectors of circles.
	7.6 Cylinders and spheres		Find the area and circumference of a circle in terms of π .	N16 G16 G17	7th	11th	Calculate volume and surface area of a cylinder and a sphere.
			Sketch a net of a cylinder.				Solve problems involving volumes and surface areas.
			Solve simple equations.				
	7.7 Pyramids and cones		Find the volume of a cube.	G17	6th	12th	Calculate volume and surface area of pyramids and cones.
			Find the side length of a cube given its volume.				Solve problems involving pyramids and cones.
			Calculate the area of a triangle.				
			Use Pythagoras' theorem to work out the length of the hypotenuse.				

SPRING	8 Transformations and constructions	10		R2 R6 G1 G2 G7 G8 G12 G13 G15 G24 G25	6th	10th	
			Recognise 2D shapes.				
			Plot coordinates in four quadrants and linear equations parallel to the coordinate axes.				
			Convert metric measures.				
			Recognise congruent and similar shapes.				
			Transform shapes using translation, reflection, rotation and enlargement.				
	8.1 3D solids		Draw 3D shapes on an isometric grid.	G12 G13	6th	7th	Draw plans and elevations of 3D solids.
			Recognise dimensions of a cuboid.				
	8.2 Reflection and rotation		Draw simple straight lines on a coordinate grid.	G8	6th	7th	Reflect a 2D shape in a mirror line.
			Know whether the image is congruent to the original following a reflection or a rotation.				Rotate a 2D shape about a centre of rotation.
							Describe reflections and rotations.
	8.3 Enlargement		Enlarge shapes on a coordinate grid in one quadrant.	R2 R6	6th	10th	Enlarge shapes by fractional and negative scale factors about a centre of enlargement.
	8.4 Transformations and combinations of transformations		Describe translations.	G7 G24 G25	7th	8th	Translate a shape using a vector.
							Carry out and describe combinations of transformations.
	8.5 Bearings and scale drawings		Convert metric measures and apply to scales.	R2 G1 G15	6th	7th	Draw and use scales on maps and scale drawings.

			Accurate drawing of right-angled triangle.				Solve problems involving bearings.
	8.6 Constructions 1		Accurate drawings of triangles given SSS and ASA.	G1 G2	6th	7th	Construct triangles using a ruler and compasses.
			Know the meaning of the terms perpendicular, bisect, arc.				Construct the perpendicular bisector of a line.
							Construct the shortest distance from a point to a line using a ruler and compasses.
	8.7 Constructions 2		Draw angles with a protractor.	R2 G1 G2	7th	8th	Bisect an angle using a ruler and compasses.
			Construct triangles and deduce information from them.				Construct angles using a ruler and compasses.
							Construct shapes made from triangles using a ruler and compasses.
	8.8 Loci			R2 G1 G2	7th	10th	Draw a locus.
							Use loci to solve problems.
SPRING	9 Equations and inequalities	9		N1 N8 A3 A4 A5 A9 A11 A18 A19 A21 A22	6th	12th	
			Understand the \geq and \leq symbols.				
			Substitute into, solve and rearrange linear equations.				
			Factorise simple quadratic expressions.				
			Recognise the equation of a circle.				
	9.1 Solving quadratic equations 1		Know that a square has two possible roots	A3 A4 A11 A18	7th	9th	Find the roots of quadratic functions.

			Find the factors of a given number.				Rearrange and solve simple quadratic equations.
			Factorise expressions.				
			Solve simple equations containing a squared term.				
	9.2 Solving quadratic equations 2		Understand the term quadratic	N8 A3 A4 A18	8th	10th	Solve more complex quadratic equations.
			Find positive and negative square roots.				Use the quadratic formula to solve a quadratic equation.
			Solve quadratic equations by factorising.				
			Expand two pairs of brackets.				
			Simplify surds.				
	9.3 Completing the square		Expand and simplify a square bracket.	A3 A4 A5 A18	7th	12th	Complete the square for a quadratic expression.
			Simplify surds.				Solve quadratic equations by completing the square.
			Solve simple equations, giving the answer in surd form.				
	9.4 Solving simple simultaneous equations		Substitute into simple algebraic expressions.	A3 A4 A5 A19 A21	8th	10th	Solve simple simultaneous equations.
			Rearrange equations.				Solve simultaneous equations for real-life situations.
	9.5 More simultaneous equations		Recall the equation of a straight line.	A3 A4 A5 A9 A19 A21	9th	9th	Use simultaneous equations to find the equation of a straight line.
			Solve simple simultaneous equations.				Solve linear simultaneous equations where both equations are multiplied.

							Interpret real-life situations involving two unknowns and solve them.
	9.6 Solving linear and quadratic simultaneous equations		Identify different types of equations.	A3 A4 A5 A19 A21	10th	12th	Solve simultaneous equations with one quadratic equation.
			Solve quadratic equations.				Use real-life situations to construct quadratic and linear equations and solve them.
	9.7 Solving linear inequalities		Understand inequality signs	A3 A4 A5 A22	6th	9th	Solve inequalities and show the solution on a number line and using set notation.
			Construct correct inequalities from given information				
SPRING	10 Probability	9		N1 P1 P2 P3 P4 P5 P6 P7 P8 P9	5th	12th	
			Understand that a probability is a number between 0 and 1, and distinguish between events which are impossible, unlikely, even chance, likely, and certain to occur.				
			Mark events and/or probabilities on a probability scale of 0 to 1.				
			Know how to add and multiply fractions and decimals.				
			Express one number as a fraction of another.				
			List all outcomes for a single event systematically.				
			Make predictions from experimental data.				
			Complete a two-way table.				

	10.1 Combined events		List all outcomes for a single event systematically.	N5 P7 P8	5th	8th	Use the product rule for finding the number of outcomes for two or more events.
			List all outcomes for two events systematically.				List all the possible outcomes of two events in a sample space diagram.
	10.2 Mutually exclusive events		Add decimals. Subtract decimals and fractions from 1.	P4 P8	6th	7th	Identify mutually exclusive outcomes and events.
			Understand the relationship between ratios and fractions.				Find the probabilities of mutually exclusive outcomes and events.
							Find the probability of an event not happening.
	10.3 Experimental probability		Simplify fractions.	P1 P2 P3 P5	6th	8th	Work out the expected results for experimental and theoretical probabilities.
			Multiply whole numbers by decimals.				Compare real results with theoretical expected values to see if a game is fair.
	10.4 Independent events and tree diagrams		Add and multiply fractions and decimals.	P1 P4 P8 P9	7th	10th	Draw and use frequency trees.
							Calculate probabilities of repeated events.
							Draw and use probability tree diagrams.
	10.5 Conditional probability		Know that the probability of something not happening is 1 minus the probability of the event happening.	P4 P8 P9	8th	12th	Decide if two events are independent.

			Draw and use probability tree diagrams.				Draw and use tree diagrams to calculate conditional probability.
							Draw and use tree diagrams without replacement.
							Use two-way tables to calculate conditional probability.
	10.6 Venn diagrams and set notation		Interpret inequalities.	P4 P6 P8 P9	6th	10th	Use Venn diagrams to calculate conditional probability.
			Use Venn diagrams.				Use set notation.
	TOTAL HOURS	49					
		49					
END OF TERM 2 TEST							
SUMMER	"11 Multiplicative reasoning "	8		"N12 N13 A2 A9 R1 R6 R9 R10 R11 R13 R14 R16 "	6th	9th	
			Find a percentage of an amount and relate percentages to decimals.				
			Rearrange equations and use these to solve problems.				
			Know speed = distance/time, density = mass/volume.				
			Convert between metric units.				
			Solve simple direct and indirect proportion problems, including currency conversion.				
	11.1 Compound percentages		Understand the use of indices.	"N12 R9 R16 "	8th	9th	Find an amount after repeated percentage changes.
			Work out the decimal multiplier for a percentage increase/decrease.				Solve growth and decay problems.

	11.2 Compound measures (density, volume, mass, flow etc. conversions)		Calculate simple rates.	"A2 R1 R11 "	6th	7th	Calculate rates.
			Substitute numbers into equations, and solve for the unknown.				Convert between metric speed measures.
			Use speed = distance/time to solve problems.				Use a formula to calculate speed and acceleration.
	11.3 More compound measures		Convert between metric units.	"N13 R1 R11 "	6th	8th	Solve problems involving compound measures.
			Recall the formulae for the area of a circle and volume of a prism.				
	11.4 Ratio and proportion		Rearrange formulae.	"A9 R6 R10 R13 R14 "	6th	9th	Use relationships involving ratio.
			Recognise graphs of $y = x$ and $y = 1/x$.				Use direct and indirect proportion.
			Find the gradient of a line given its equation.				
			Decide whether quantities are in direct proportion.				
SUMMER	12 Similarity and congruence	8		R6 R12 G5 G6 G7 G17 G19	6th	12th	
			Recognise and enlarge shapes and calculate scale factors.				
			Know how to calculate area and volume in various metric measures.				
			Measure lines and angles, and use compasses, ruler and protractor to construct standard constructions.				
			Recognise congruent shapes.				
			Know basic angle facts.				
	12.1 Congruence		Know the angle sum of interior angles of a triangle.	G5 G6	6th	10th	Show that two triangles are congruent.

			Recognise congruent shapes.				Know the conditions of congruence.
			Recall basic angle facts.				
			Find missing lengths using Pythagoras' theorem.				
	12.2 Geometric proof and congruence		Know the conditions of congruence and use correct mathematical notation for equal angles and sides.	G5 G6	12th	12th	Prove shapes are congruent.
			Recall the properties of special triangles and quadrilaterals.				Solve problems involving congruence.
	12.3 Similarity		Use geometric properties to find similarities and differences between given polygons.	"R6 R12 G6 G7 "	5th	9th	Use the ratio of corresponding sides to work out scale factors.
			Calculate scale factors.				Find missing lengths on similar shapes.
	12.4 More similarity		Find area scale factor, given length scale factor.	G6 G7 G19	9th	11th	Use similar triangles to work out lengths in real life.
							Use the link between linear scale factor and area scale factor to solve problems.
	12.5 Similarity in 3D solids		Work out the volume and surface area of a cube.	G6 G17 G19	9th	12th	Use the link between scale factors for length, area and volume to solve problems.
			Convert between metric units.				
			Work out cubes and cube roots.				
SUMMER	13 More trigonometry including 3D shapes	13		"N16 A8 A12 A13 G20 G22 G23 "	9th	12th	
			Use axes and coordinates to specify points in all four quadrants.				
			Recall and apply Pythagoras' Theorem and trigonometric ratios.				
			Substitute into formulae.				

	13.1 Accuracy		Find upper and lower bounds of a given measurement.	N16	10th	11th	Understand and use upper and lower bounds in calculations involving trigonometry.
	13.2 Graph of the sine function		Know the exact values of $\sin \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$ and 90°	A8 A12 G21	10th	12th	Understand how to find the sine of any angle.
			Use Pythagoras' theorem.				Know the graph of the sine function and use it to solve equations.
			Find angles using the sin function.				
	13.3 Graph of the cosine function		Know the exact values of $\cos \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$ and 90°	A8 A12 G21	10th	12th	Understand how to find the cosine of any angle.
			Use Pythagoras' theorem.				Know the graph of the cosine function and use it to solve equations.
			Find angles using the cos function.				
	13.4 The tangent function		Know the exact values of $\tan \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$	A8 A12 G21	10th	12th	Understand how to find the tangent of any angle.
			Use Pythagoras' theorem.				Know the graph of the tangent function and use it to solve equations.
			Find angles using the tan function.				
	13.5 Calculating areas and the sine rule		Calculate the area of a triangle using $(1/2)b \times h$	G22 G23	9th	12th	Find the area of a triangle and a segment of a circle.
			Know the formula for calculating the area of a circle.				Use the sine rule to solve 2D problems.
			Use trigonometry				
	13.6 The cosine rule and 2D trigonometric problems		Use bearings	G22 G23	10th	12th	Use the cosine rule to solve 2D problems.
			Calculate the area of a triangle.				Solve bearings problems using trigonometry.
			Solve calculations.				

	13.7 Solving problems in 3D		Use the sine and cosine rule.	G20	12th	12th	Use Pythagoras' theorem in 3D.
							Use trigonometry in 3D.
	13.8 Transforming trigonometric graphs 1		Reflect and rotate a coordiante point.	A8 A13	12th	12th	Recognise how changes in a function affect trigonometric graphs.
			Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°				
			Sketch $y = \sin x$, $y = \cos x$ and $y = \tan x$ for x from 0° to 360°				
	13.9 Transforming trigonometric graphs 2		Translate coordinate points by column vectors.	A8 A13	12th	12th	Recognise how changes in a function affect trigonometric graphs.
			Understand negative translations.				
SUMMER	14 Further statistics	10		"S1 S3 S4 "	6th	12th	
			Understand the different types of data: discrete/continuous.				
			Have experience of inequality notation.				
			Multiply a fraction by a number.				
			Understand the data handling cycle.				
	14.1 Sampling		Use fractions and percentages to work out data from a table.	"S1 "	6th	10th	Understand how to take a simple random sample.
							Understand how to take a stratifi ed sample.
	14.2 Cumulative frequency		Find the median of a data set.	S3	9th	9th	Draw and interpret cumulative frequency tables and diagrams.
							Work out the median, quartiles and interquartile range from a cumulative frequency diagram.

	14.3 Box plots		Find the median and range from a stem-and-leaf diagram.	S4	9th	9th	Find the quartiles and the interquartile range from stem-and-leaf diagrams.
							Draw and interpret box plots.
	14.4 Drawing histograms		Division calculations	S3	10th	11th	Understand frequency density.
			Draw a frequency diagram.				Draw histograms.
			Write the modal class				
			Estimate the mean mass.				
	14.5 Interpreting histograms		Write the modal class	S3	11th	12th	Interpret histograms.
			Estimate the mean mass.				
	14.6 Comparing and describing populations		Work out the mean, median and mode of data sets.	S4	9th	10th	Compare two sets of data.
			Work out the mean and range from a table.				
SUMMER	15 Equations and graphs	9		"N8 A4 A11 A12 A18 A19 A20 A21 A22 "	6th	12th	
			Solve quadratics and linear equations.				
			Solve simultaneous equations algebraically.				
	15.1 Solving simultaneous equations graphically		Know and draw graphs of circles.	A19 A21	9th	10th	Solve simultaneous equations graphically.
	15.2 Representing inequalities graphically		Know which integers satisfy an inequality	A22	6th	12th	Represent inequalities on graphs.
			Solve inequalities with one variable and show solution using set notation.				Interpret graphs of inequalities.

	15.3 Graphs of quadratic functions		Solve quadratic equations by factorising.	N8 A11 A12	8th	12th	Recognise and draw quadratic functions.
			Sketch simple quadratic graphs				
			Find coordinates of maximum point.				
	15.4 Solving quadratic equations graphically		Understand manimum and minimum points.	N8 A18 A20	9th	12th	Find approximate solutions to quadratic equations graphically.
			Find roots of an equation by completing the square and using the quadratic formula.				Solve quadratic equations using an iterative process.
	15.5 Graphs of cubic functions		Know where a graph will cross the x-axis	A4 A12 A20	10th	12th	Find the roots of cubic equations.
			Expand and simplify double brackets				Sketch graphs of cubic functions.
			Find roots of a quadratic equation by completing the square				Solve cubic equations using an iterative process.
	TOTAL HOURS	48					
END OF TERM 3 TEST							
END OF YEAR TEST							

Autumn half term 1, 2019

FORM/Period	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 (ASSESSMENT)
p1: 4B/Mu1 (Steven)	Intro&Theory Recap	Theory Grade 5 Test.	Grade 6 concepts and exercises.	Grade 6 test	Grade 6 mock
p2: Performing	Practise and perform a solo piece in assembly.	Evaluate and refine recent performance	Practise, perform and record	Assess own solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance.
p3: Composing				Harmonising in a Romantic style	

p4: Area of Study 1	Basic harmonisation	Harmonise a Baroque melody	Harmonising in a Classical style	Exam style questions and tips	Ditto using a Modern idiom.
	Listen to and follow score of set Bach and Beethoven pieces	Study Learning objectives, carry out suggested activities and learn Glossary	Wider Listening and Appraising tasks using the Elements of Music Glossary Test and Essay writing tips	Evaluation and target setting Revise vocab and Elements of Music	Mock test appraising both known and unprepared pieces, showing evidence of appropriate vocab and glossary use.

Autumn Half Term 2, 2019

FORM/Period	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5-6 (ASSESSMENT)
p1: 4B/Mu1	Intro&Theory Recap (Grade 2)	Theory Grade 2 Test	Grade 3 concepts and exercises		Grade 3 Theory Test&evaluation
p2: Performing	Practise and perform a solo piece in assembly.	Evaluate and refine recent performance	Practise, perform and record	Assess each other's solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance and evaluation
p3: Composing	Basic harmonisation + Theme&Variation brief introduced.		Harmonisation using functional	Learn to apply compositional techniques in 4 variations.	Ditto using modern harmony in final variation. Correct

p4: Area of Study 1	Listen to and follow score of Beethoven, Spalding and 'Wicked'. Mark the score accordingly.	Harmonise a melody and write a theme. Correct and improve.	harmony and apply to theme. Wider Listening and Appraising tasks using the Elements of Music	Exam style questions and tips applied to Beethoven, Spalding and 'Wicked'	Mock test appraising both known and unprepared pieces, showing progress in the use of appropriate musical vocab. Evaluation & Marking
	Essay practice (oral)	Study Learning objectives, carry out suggested activities and learn Glossary of each piece. Essay writing (oral) practice	Glossary Test and Essay writing practice proper	Evaluation of essay type answers and assess using the specification grids.	

FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.

3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).
4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x mid-modern, 1 x modern	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x mid-modern 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
Performances	1 2 3 4 L6	Drama evening: 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	Variety show: 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	Summer show: 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	English & Drama: 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4– (Devised exam) L6 – (Duologues)
Events/workshops	1	1	1	1	1	1

	2 3 4 L6	2 – Woman in Black 3 4 L6	2 3 4 L6	2 3 4 L6	2 3 4 L6	2 3 4 L6
Trips	1 2 3 4 L6	1 2 – Woman in Black 3 4 – Woman in Black L6 WELLS – West End	1 – 2 3 – National Theatre 4 – National Theatre L6	1 – Globe – Macbeth 2 3 – 4 – Globe – Macbeth L6	1 2 3 4 L6	1 2 3 4 L6 ALL – West End

GCSE French

Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary (examples)
Theme: Identity and culture				
Week 1	Who am I?: Revising family and describing people	Present tense • regular <i>-er</i> verbs • irregular verbs (<i>avoir, être</i>) Adjectival agreement		<i>Le père de ma mère est mon...</i> <i>J'ai les cheveux longs...</i>
Week 1	Who am I?: Revising places in town and activities	Definite and indefinite articles Prepositions, including <i>à</i> Present tense • irregular verb (<i>aller</i>)		<ul style="list-style-type: none"> <i>Où est le cinéma?</i> <i>Il est devant le bowling.</i> <i>Ce matin, à neuf heures et quart, je vais à la patinoire dans le centre commercial.</i>
Week 1	Who am I?: Talking about friends and what makes a good friend	Using irregular verbs in the present tense Abstract nouns	Using opinion phrases	<i>Un bon ami est sympa et gentil, mais aussi modeste.</i> <i>Je pense qu'un bon ami est une personne...</i>
Week 2	Who am I?:	Possessive adjectives Using reflexive verbs in the present tense	Learning the correct preposition to use with reflexive verbs	<i>... est le beau-père de ...</i>

	Talking about family relationships	Emphatic pronouns		<i>Il se dispute avec sa famille.</i>
Week 3	Who am I?: Making arrangements to go out and	Using the near future tense	Using different persons of the verb Giving opinions using <i>ça va être</i> + adjective	<i>Vendredi soir, je vais aller au bowling.</i> <i>Tu veux venir chez moi?</i>
Week 4	Who am I?: Describing a night out with friends	Using the perfect tense (both verbs with <i>avoir</i> and with <i>être</i>)	Using the correct auxiliary verb with the perfect tense and the correct form of the past participle	<i>Nous sommes allés en ville</i>
Week 5	Who am I?: Talking about your life when you were younger	Using the imperfect tense	Working out the meaning of new words	<i>Quand j'étais plus jeune,...</i> <i>J'habitais... J'avais...</i>
Week 6	Who am I?: Talking about role models	Using three tenses together (present, perfect, imperfect)	Using questions to structure your writing	<i>Moi, j'admire ... parce qu'il a de la créativité.</i>
Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 7	Cultural life:	Difference between <i>jouer de</i> (to play + instrument) and <i>jouer à/au</i> (to play + sport)		<i>Je fais du footing. Je trouve ça génial.</i>

	Revising sport and music			<i>Mon chanteur préféré, c'est... car j'aime ses paroles.</i>
Week 7	Daily life, Cultural life: Revising technology, films and TV	Synonyms of to like/to dislike (j'adore/je suis fan de/ j'ai horreur de...)		<i>J'ai une passion pour les films d'action, mais je n'aime pas les...</i>
Week 7	Cultural life: Talking about sport	Using <i>depuis</i> + the present tense Relative pronouns • <i>qui</i>	Changing verbs from the first to the third person to answer questions	<i>Je joue au tennis depuis cinq ans. J'aime beaucoup ça car c'est... C'est un sport qui est bon pour...</i>
Week 8	Daily life: Talking about your life online	Using the comparative Relative pronouns • <i>que</i>	Manipulating verbs, pronouns and possessive adjectives in your answers	<i>J'adore la musique depuis toujours. C'est ma passion! J'ai créé une station de radio qui s'appelle... L'été prochain, je vais travailler avec...</i>
Week 9	Cultural life: Talking about books and reading	Imperfect tense		<i>Quand j'avais x ans, je lisais... Maintenant, je lis... Je trouve que c'est bien.</i>
Week 10	Cultural life: Talking about television programmes	Using direct object pronouns • <i>le, la, les</i>	Agreeing and disagreeing with opinions	<i>Mon programme de télé préféré est un jeu télévisé qui s'appelle... Je le regarde tous les samedis. Je le trouve formidable.</i>
Week 11	Cultural life:	Using superlative adjectives		<i>Je suis fan de... depuis...</i>

	Talking about actors and films			<i>C'est l'acteur le plus talentueux.</i> <i>J'adore ses films et je les recommande.</i>
Week 12	Recap and Christmas activities			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Daily life: Talking about food and meals	The partitive article Present tense • irregular verbs (<i>boire</i> and <i>prendre</i>) <i>il faut</i> + infinitive		<i>D'habitude, pour le petit-déjeuner, je prends...</i> <i>À midi, normalement, je mange... mais aujourd'hui, j'ai mangé... J'ai bu...</i>
Week 1	Daily life: Discussing and shopping for clothes	Adjectives of colour <i>Porter</i> and <i>mettre</i> Subject and object pronouns		<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu portes normalement, le weekend?</i> ○ <i>D'habitude, je porte un jean moulant avec...</i> ○ <i>Je voudrais un tee-shirt, s'il vous plaît.</i> ○ <i>Vous faites quelle taille?</i> ○ <i>Une taille moyenne, je crois.</i>
Week 1	Daily life: Describing your daily life	Modal verbs • <i>pouvoir</i> and <i>devoir</i>	Listening carefully for negatives Asking questions	<i>J'ai cours tous les jours sauf...</i> <i>Je vais au lycée en scooter.</i> <i>Les jours d'école, je dois me lever tôt.</i>
Week 2	Daily life, Cultural life:	Using the pronoun <i>en</i>		<i>Ma fête préférée est Noël parce que j'adore...</i>

	Talking about food for special occasions			<i>D'abord on mange... suivi(e) par...</i>
Week 3	Daily life: Using polite language	Asking questions in the <i>tu</i> and <i>vous</i> forms	Understanding figures in French	<i>Je peux vous aider?</i> <i>Tu peux me tutoyer si tu veux.</i>
Week 4	Cultural life: Describing family celebrations	Using <i>venir de</i> + infinitive		<i>Je suis né(e) en...</i> <i>Je viens de fêter...</i> <i>Je suis allé(e) au... à la... avec...</i>
Week 5	Cultural life: Describing festivals and traditions	Using a combination of tenses	Giving dates	<i>Le cinq novembre, c'est...</i> <i>Chez nous, à Pâques, on...</i> <i>On fête la fin de l'année...</i> <i>C'est l'occasion de... Il y a...</i>
Week 6	Mock Orals			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 7	Town, region and country: Talking about where you live, weather and transport	Using different prepositions to say 'in'		<i>J'habite dans un petit village...</i> <i>Dans ma région, il y a... On peut...</i> <i>Ici, le climat est...</i>
Week 7	Town, region and country, Travel and tourist	<i>il y a</i> and <i>il n'y a pas de</i> Using the imperative		<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'il y a dans ta ville?</i> ○ <i>Il y a..., mais il n'y a pas de...</i> ○ <i>Où est le...?</i>

	transactions: Describing a town and asking the way			○ Tourne à droite,...
Week 8	Town, region and country: Describing a region	Using the pronoun y		<i>Une région que je connais bien, c'est l'Aquitaine, dans le.... J'y habite depuis....</i>

Week 9	Town, region and country: Talking about your town, village or district	Using negatives: • <i>ne ... pas, ne ... rien, ne ... personne. ne ... jamais, ne ... plus, ne ... que, ne ... aucun, ne ... ni ... ni...</i>	Listening for synonyms and negatives	<i>Dans la ville où j'habite, il y a plusieurs... mais il y a trop de.... Il n'y a plus de...</i>
Week 10	Town, region and country: Discussing what to see and do	Asking questions using <i>quel/quelle/quels/quelles</i>	Making your speaking sound more authentic	<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'on va faire à Dinan?</i> ○ <i>Je veux absolument visiter...</i> ○ <i>Ça ne me dit rien. Je veux...</i>
Week 11	Town, region and country: Discussing plans and weather	Using the future tense	Using questions to help you understand challenging texts	<ul style="list-style-type: none"> ○ <i>Quel temps fera-t-il lundi?</i> ○ <i>Selon la météo, il y aura du soleil.</i> ○ <i>Qu'est-ce que tu feras, alors?</i> ○ <i>J'irai à la plage...</i>
Week 12	Town, region and country: Describing community projects	Using the present, perfect and future tenses		<i>Il n'y avait rien pour les jeunes dans mon village, donc mes amis et moi avons décidé de créer un foyer pour les jeunes dans un vieux bâtiment.</i>

Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 1	Holidays: Talking about what you normally do on holiday	Using reflexive verbs		<i>Normalement, je passe mes vacances en Italie. Je voyage en train et je loge dans un camping. J'adore ça! Je vais au bord de la mer avec ma famille.</i>
Week 2	Holidays: Talking about holidays (past and future)	Using the present, perfect and near future tenses	Listening for time expressions and tenses	<i>Tous les ans, je fais du camping. L'année dernière, j'ai fait ... L'année prochaine, je vais faire...</i>
Week 3	Holidays: Talking about an ideal holiday	Using the conditional	Making your speaking sound more authentic	<i>Je logerais dans une chambre d'hôte et je regarderais le coucher du soleil. Ce serait pittoresque.</i>
Week 4-5	Holidays, Travel and tourist transactions: Booking and reviewing hotels	Using reflexive verbs in the perfect tense		<i>Nous avons passé x jours dans cet hôtel/cette chambre d'hôte. Ça s'est très bien passé.</i> <ul style="list-style-type: none"> ○ Avez-vous une chambre de libre, s'il vous plaît? ○ Quelle sorte de chambre voulez-vous? ○ Une chambre pour une personne avec salle de bains et un lit simple...
Week 6	Travel and tourist transactions: Ordering in a restaurant	Using <i>en</i> + present participle		<ul style="list-style-type: none"> ○ Vous avez fait votre choix? ○ Pour commencer, je vais prendre... et ensuite je voudrais le plat du jour. ○ Et comme boisson? ○ Nous voudrions...

Week 7	Travel and tourist transactions: Talking about travelling	Using <i>avant de</i> + infinitive	Using <i>si</i> + imperfect + conditional to impress in your writing	<i>Si j'avais le choix, pour aller au Sénégal je voyagerais en avion car c'est rapide.</i>
Week 8-9	Travel and tourist transactions: Buying souvenirs	Using demonstrative adjectives and pronouns		<ul style="list-style-type: none"> ○ <i>Bonjour, monsieur, c'est combien pour ce sac?</i> ○ <i>Celui-là... 55 dirhams, madame.</i> ○ <i>55 dirhams! Ça ne m'intéresse pas à ce prix, c'est beaucoup trop cher. Je suis prête à payer 30 dirhams...</i>
Week 10	Holidays: Talking about holiday disasters	Using the pluperfect tense	Developing your writing skills	<i>Avant de partir, j'avais réservé... Mais... Alors j'ai dû aller au commissariat. Quelle catastrophe !</i>
Week 11-12 Mock papers				

GCSE Chinese Mandarin (F)

Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary (examples)
Theme: Identity and culture				
Week 1	Who am I?: Revising family members and describing their preferences	Basic sentence structure with basic verbs: <ul style="list-style-type: none"> • like/dislike • like doing something/ dislike doing something 	Recollection of basic characters: reading and writing	家, 妈妈, 爸爸, 我, 姐姐, 妹妹, 爷爷, 奶奶, 狗, 猫, 金鱼, 喜欢, 不喜欢, 看, 听, 看 不, 谁, 没有

				家，媽媽，爸爸，我，姐姐，妹妹，爺爺，奶奶，狗，貓，金魚， 喜歡，不喜歡，看，聽，看 不，誰，沒有
Week 1	Who am I?: Revising the names of big Chinese cities such as Beijing, Shanghai and Hong Kong; expressions of date, age etc.	Basic sentence structure with basic verbs: <ul style="list-style-type: none">• be called• have got	Understanding basic introduction	姓，叫，你，岁，有，住在 姓，叫，你，歲，有，住在

Week 1	<p>Who am I?: Talking about family members and friends</p>	<p>Sentence structures:</p> <ul style="list-style-type: none"> • Subject + time + verb • Time + manner + place 	<p>Understanding and Manipulating Chinese word order</p> <p>Write short paragraphs about someone have a brief account of their daily routine in Chinese by using the sentence structures learned in the lessons</p>	<p>老师, 司机, 工程师, 医生, 服务员, 售货员, 医院, 天安门广场, 长城, 病人, 开车, 看病, 穿, 问, 讲</p> <p>老師, 司機, 工程師, 醫生, 服務員, 售貨員, 醫院, 天安門廣場, 長城, 病人, 開車, 看病, 穿, 問, 講</p>
Week 2	<p>Who am I?: Talking about family relationships</p> <p>Describing family member or a friend (appearance and personality)</p>	<p>Adjectives: tall, short, big, small etc. Adverbs: very, quite, rather, extremely, not</p>	<p>Reading and listening for details</p>	<p>个子, 电影院, 游泳池, 他, 她, 它, 短, 聪明, 懒, 胖, 瘦, 好看, 漂亮, 酷, 非常, 很, 比较</p> <p>你属什么?</p> <p>十二生肖</p> <p>個子, 電影院, 游泳池, 他, 她, 它, 短, 聰明, 懶, 胖, 瘦, 好看, 漂亮, 酷, 非常, 很, 比較</p> <p>你屬什麼?</p> <p>十二生肖</p>

Week 3	Who am I?: Hobbies, interests and daily routine	Ask and answer close questions Sentence structures: Subject + Time + Verb + Noun + ma (吗 ; 嗎)? Subject + Time + Verb (positive) + Verb (negative) + Noun?	Asking specific questions about times Understanding logical compounds such as read books, watch TV, see a doctor etc.	喜欢, 不喜欢, 回家, 电视, 爱 好, 电影, 书, 跳舞, 运动, 电 脑, 大, 看, 然后, 或者, 参观, 博物馆, 足球, 游泳, 小说, 音 乐, 比赛 喜歡, 不喜歡, 回家, 電視, 愛 好, 電影, 書, 跳舞, 運動, 電 腦, 大, 看, 然後, 或者, 參觀, 博物館, 足球, 游泳, 小說, 音 樂, 比賽
Week 3	Who am I?: Describing people's homes	Use of vocabulary in directions: between, opposite, next to, behind, at the back of, in front of	Using clues and logic in texts to answer questions Reading for details Listening for details	房间: 卧室, 客厅, 卫生间, 厨 房, 花园, 车库 家具: 沙发, 桌子, 椅子, 书架 电器: 电视, 电脑, 电话, 灯, 冰箱 楼房, 整齐, 干净, 舒服, 不 房間: 臥室, 客廳, 衛生間, 廚 房, 花園, 車庫 傢俱: 沙發, 桌子, 椅子, 書架 電器: 電視, 電腦, 電話, 燈, 冰箱 樓房, 整齊, 乾淨, 舒服, 不

Week 4	Who am I?: Socialising with family and friends	<p>Sentence structures: have/has been to 过, 了 因为.....所以..... 除了.....以外.....</p> <p>過, 了 因為.....所以..... 除了.....以外.....</p>	Skimming and scanning	<p>国家：英国，中国，美国，法国，日本.....</p> <p>语言：英文，中文，汉语，法语，日语.....</p> <p>国籍：英国人，中国人，美国人，法国人，日本人.....</p> <p>旅游，现在，地方</p> <p>國家：英國，中國，美國，法國，日本.....</p> <p>語言：英文，中文，漢語，法語，日語.....</p> <p>國籍：英國人，中國人，美國人，法國人，日本人.....</p> <p>旅遊，現在，地方</p>
Week 5	Who am I?: What makes a good friend?	<p>Revise and apply sentence structures learned: have/has been to 过, 了 因为.....所以..... 除了.....以外.....</p> <p>過, 了 因為.....所以..... 除了.....以外.....</p>	<p>Working out the meaning of new words</p> <p>Express opinions and justify them</p>	<p>觉得,</p> <p>因为</p> <p>覺得,</p> <p>因為</p> <p>Revise vocabulary learned in the previous weeks</p>
Week 6	Who am I?: Talking about role models	Revise and apply sentence structures learned	Using questions to construct a piece of writing about a role model	Recycle vocabulary learned

			Express opinions and justify them	
Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 7	Cultural life: Interests and hobbies	Difference between 做, 玩, 打, 踢。		喜欢, 不喜欢, 回家, 电视, 电影, 书, 跳舞, 运动, 电脑, 游戏, 大, 看, 然后, 或者 喜歡, 不喜歡, 回家, 電視, 電影, 書, 跳舞, 運動, 電腦, 遊戲, 大, 看, 然後, 或者
Week 8	Daily life: Revise times telling and time phrases Talking about your everyday life outside school	Word order – Subject + frequency + action Word order – duration of time Asking 'How long ' with time	Using logic to put text in the correct order	每天, 常常, 很少, 周末 起床 每天, 常常, 很少, 週末 起床

Week 9	Cultural life: Talking about books and reading	Comparisons using 没有 The preposition 里;裡 Using linking words:的, 虽然但是.....	Understand basic information about books Comparison Give and justify opinions	看, 书, 图书馆, 安静, 英文书, 中文书, 法语书等等 节目, 电视, 有意思, 有趣, 没有 意思 看, 书, 圖書館, 安靜, 英文書, 中文書, 法語書等等 節目, 電視, 有意思, 有趣, 沒有 意思
Week 10	Cultural life: Shopping	Use of 穿/戴 Measure words for clothing: 件, 条, 双; 件, 條, 雙 Comparison	Reading/ listening for specific details Using clues to find answers Agreeing and disagreeing with opinions	穿, 戴, 颜色, 漂亮, 衣服, 帽 子, 衬衣, 试穿, 试试, 时尚, 优 点, 便宜, 选择, 方便 穿, 戴, 顏色, 漂亮, 衣服, 帽 子, 襯衣, 試穿, 試試, 時尚, 優 點, 便宜, 選擇, 方便
Week 11	Cultural life: Talking about TV and film	Using superlative adjectives	Understand basic information about, TV programmes and media Comparison Give and justify opinions	电视台, 节目, 使用科技 電視臺, 節目, 使用科技
Week 12	Recap and Christmas activities			

Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Daily life: Recapping food and meals Recapping shopping for clothes		Listening carefully for negatives Asking questions	
Week 2	Daily life, Cultural life: Talking about food for special occasions (birthday)	Use of 都	Listening for details Skimming Letter/email writing	咖啡, 水果, 水, 鸡蛋, 茶, 菜, 面条, 肉, 米饭, 鸡蛋, 青菜, 中国菜, 快餐, 蛋糕, 冰淇淋, 健康, 好吃, 吃饭, 吃早饭, 吃午饭, 吃晚饭, 土豆, 三明治, 汉堡, 比萨饼 咖啡, 水果, 水, 雞蛋, 茶, 菜, 麵條, 肉, 米飯, 雞蛋, 青菜, 中國菜, 速食, 蛋糕, 霜淇淋, 健康, 好吃, 吃飯, 吃早飯, 吃午飯, 吃晚飯, 土豆, 三明治, 漢堡, 比薩餅
Week 3	Daily life: School meals Eating out in a restaurant	Use of 菜(肉菜/青菜/蔬菜) Use of 几 ; 幾 Use of 让 ; 讓 Use of 为 ; 為	Letter/email writing	各种各样 各種各樣
Week4, 5	Cultural life: Describing celebrations, festivals and traditional food	Use of 从.....来 ; 從.....來 Use of 完/好	Giving dates Writing about celebration activities	春节, 包, 饺子, 年年有余, 圣诞节, 巧克力, 火鸡, 香, 汤圆, 舞狮, 舞龙, 端午节, 粽子, 中秋节, 月饼, 作为, 活动, 传统

				春節，包，餃子，年年有餘，耶誕節，巧克力，火雞，香，湯圓，舞獅，舞龍，端午節，粽子，中秋節，月餅，作為，活動，傳統
Week 6	Mock Orals			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 7	Revise the home and where things are Describing people's homes	Relative place words Measure words	Using pictures as stimuli for writing	房间，书架，冰箱，楼， 还（also） 房間，書架，冰箱，樓， 還（also）
Week 8	Town, region and country: Describing places	Talking about proximity	Using clues in sentences to fill in gaps	旁边，离，远，近，银行，超市，购物中心，电影院，汽车站，博物馆，体育馆，动物园，公共汽车站 旁邊，離，遠，近，銀行，超市，購物中心，電影院，汽車站，博物館，體育館，動物園，公共汽車站
Week 9	Town, region and country: Talking about your town, village or district	Use of 极了；極了	Using adjectives to give opinions	夏天，风，树，湖，鸭子，散步，差别，交通，机会 夏天，風，樹，湖，鴨子，散步，差別，交通，機會
Week 10	Town, region and country:	你好！您需要帮忙吗？ 请问，您可以帮我.....吗？	Using questions to help you understand challenging texts	帮助，帮忙，看到 幫助，幫忙，看到

	Asking for help and dealing with problems	你好！您需要幫忙嗎？ 請問，您可以幫我.....嗎？		
Week 11	Town, region and country: Asking for directions	请问， 到.....怎么走？ 請問， 到.....怎麼走？	Ask questions about places Using clues in sentences to fill in gaps	直， 向右， 转， 十字路口， 过， 红 绿灯， 下， 出， 等 直， 向右， 轉， 十字路口， 過， 紅 綠燈， 下， 出， 等
Week 12	Town, region and country: Discussing about places to see and things to do	Using the present, perfect and future phrases	Skimming and scanning	参观， 值得， 听说， 可能门票， 最， 第一， 非洲， 美洲， 亚洲， 欧 洲 參觀， 值得， 聽說， 可能門票， 最， 第一， 非洲， 美洲， 亞洲， 歐 洲

GCSE Chinese Mandarin (H)

Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary (examples)
Theme: Identity and culture				
Week 1	Who am I?: Revising family members and describing their preferences	Basic sentence structure with basic verbs: <ul style="list-style-type: none"> like/dislike like doing something/ dislike doing something 	Recollection of basic characters: reading and writing	家， 妈妈， 爸爸， 我， 姐姐， 妹 妹， 爷爷， 奶奶， 狗， 猫， 金鱼， 喜欢， 不喜欢， 看， 听， 看 不， 谁， 没有 家， 媽媽， 爸爸， 我， 姐姐， 妹 妹， 爺爺， 奶奶， 狗， 貓， 金魚， 喜歡， 不喜歡， 看， 聽， 看

				不，誰，沒有
Week 1	Who am I?: Revising the names of big Chinese cities such as Beijing, Shanghai and Hong Kong; expressions of date, age etc.	Basic sentence structure with basic verbs: <ul style="list-style-type: none">• be called• have got	Understanding basic introduction	姓，叫，你，岁，有，住在 姓，叫，你，歲，有，住在

Week 1	<p>Who am I?: Talking about family members and friends</p>	<p>Sentence structures:</p> <ul style="list-style-type: none"> • Subject + time + verb • Time + manner + place 	<p>Understanding and Manipulating Chinese word order</p> <p>Write short paragraphs about someone have a brief account of their daily routine in Chinese by using the sentence structures learned in the lessons</p>	<p>老师, 司机, 工程师, 医生, 服务员, 售货员, 医院, 天安门广场, 长城, 衣服, 病人, 开车, 看病, 穿, 问, 讲</p> <p>老師, 司機, 工程師, 醫生, 服務員, 售貨員, 醫院, 天安門廣場, 長城, 衣服, 病人, 開車, 看病, 穿, 問, 講</p>
Week 2	<p>Who am I?: Talking about family relationships</p> <p>Describing family member or a friend (appearance and personality)</p>	<p>Adjectives: tall, short, big, small etc. Adverbs: very, quite, rather, extremely, not</p>	<p>Reading and listening for details</p>	<p>个子, 电影院, 游泳池, 他, 她, 它, 短, 聪明, 懒, 胖, 瘦, 好看, 漂亮, 酷, 非常, 很, 比较</p> <p>你属什么? 十二生肖</p> <p>個子, 電影院, 游泳池, 他, 她, 它, 短, 聰明, 懶, 胖, 瘦, 好看, 漂亮, 酷, 非常, 很, 比較</p> <p>你屬什麼? 十二生肖</p>

Week 3	Who am I?: Hobbies, interests and daily routine	Ask and answer close questions Sentence structures: Subject + Time + Verb + Noun + ma (吗; 嗎)? Subject + Time + Verb (positive) + Verb(negative) + Noun?	Asking specific questions about times Understanding logical compounds such as read books, watch TV, see a doctor etc.	喜欢, 不喜欢, 回家, 电视, 爱 好, 电影, 书, 跳舞, 运动, 电 脑, 大, 看, 然后, 或者, 参观, 博物馆, 足球, 游泳, 小说, 音 乐, 比赛 喜歡, 不喜歡, 回家, 電視, 愛 好, 電影, 書, 跳舞, 運動, 電 腦, 大, 看, 然後, 或者, 參觀, 博物館, 足球, 游泳, 小說, 音 樂, 比賽
Week 3	Who am I?: Describing people's homes	Use of vocabulary in directions: between, opposite, next to, behind, at the back of, in front of	Using clues and logic in texts to answer questions Reading for details Listening for details	房间: 卧室, 客厅, 卫生间, 厨 房, 花园, 车库 家具: 沙发, 桌子, 椅子, 书架 电器: 电视, 电脑, 电话, 灯, 冰箱 楼房, 整齐, 干净, 舒服, 不 房間: 臥室, 客廳, 衛生間, 廚 房, 花園, 車庫 傢俱: 沙發, 桌子, 椅子, 書架 電器: 電視, 電腦, 電話, 燈, 冰箱 樓房, 整齊, 乾淨, 舒服, 不

Week 4	Who am I?: Socialising with family and friends	<p>Sentence structures: have/has been to 过, 了 因为.....所以..... 除了.....以外.....</p> <p>過, 了 因為.....所以..... 除了.....以外.....</p>	Skimming and scanning	<p>国家：英国，中国，美国，法国，日本，德国.....</p> <p>语言：英文，中文，汉语，法语，日语，德语.....</p> <p>国籍：英国人，中国人，美国人，法国人，日本人，德国人.....</p> <p>旅游，现在，地方</p> <p>國家：英國，中國，美國，法國，日本，德國.....</p> <p>語言：英文，中文，漢語，法語，日語，德語.....</p> <p>國籍：英國人，中國人，美國人，法國人，日本人，德國人.....</p> <p>旅遊，現在，地方</p>
Week 5	Who am I?: What makes a good friend?	<p>Revise and apply sentence structures learned: have/has been to 过 · 了 因为.....所以..... 除了.....以外..... 過, 了 因為.....所以..... 除了.....以外.....</p>	<p>Working out the meaning of new words</p> <p>Express opinions and justify them</p>	<p>觉得, 因为 覺得, 因為</p> <p>Revise vocabulary learned in the previous weeks</p>
Week 6	Who am I?: Talking about role models	Revise and apply sentence structures learned	<p>Using questions to construct a piece of writing about a role model</p> <p>Express opinions and justify them</p>	Recycle vocabulary learned
Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary

Theme: Identity and culture				
Week 7	Cultural life: Interests and hobbies	Difference between 做, 玩, 打, 踢。		喜欢, 不喜欢, 回家, 电视, 电影, 书, 跳舞, 运动, 电脑, 游戏, 大, 看, 然后, 或者 喜歡, 不喜歡, 回家, 電視, 電影, 書, 跳舞, 運動, 電腦, 遊戲, 大, 看, 然後, 或者
Week 8	Daily life: Revise times telling and time phrases Talking about your everyday life outside school	Word order – Subject + frequency + action Word order – duration of time Asking 'How long ' with time	Using logic to put text in the correct order	每天, 常常, 很少, 周末起床 每天, 常常, 很少, 週末起床
Week 9	Cultural life: Talking about books and reading	Comparisons using 没有 The preposition 里;裡 Using linking words: 的, 虽然但是.....	Understand basic information about books Comparison Give and justify opinions	看, 书, 图书馆, 安静, 英文书, 中文书, 法语书等等 节目, 电视, 有意思, 有趣, 没有意思 看, 書, 圖書館, 安靜, 英文書, 中文書, 法語書等等 節目, 電視, 有意思, 有趣, 沒有意思
Week 10	Cultural life: Shopping	Use of 穿/戴 Measure words for clothing: 件, 条, 双; 件, 條, 雙 Comparison	Reading/listening for specific details Using clues to find answers	穿, 戴, 颜色, 漂亮, 衣服, 帽子, 衬衣, 试穿, 试试, 时尚, 优点, 便宜, 选择, 方便

			Agreeing and disagreeing with opinions	穿，戴，顏色，漂亮，衣服，帽子，襯衣，試穿，試試，時尚，優點，便宜，選擇，方便
Week 11	Cultural life: Talking about TV and film	Using superlative adjectives	Understand basic information about, TV programmes and media Comparison Give and justify opinions	电视台，网站，虽然.....但是..... 電視臺，網站，雖然.....但是.....
Week 12	Recap and Christmas activities			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Daily life: Recapping food and meals Recapping shopping for clothes		Listening carefully for negatives Asking questions	

Week 2	Daily life, Cultural life: Talking about food for special occasions (birthday)	Use of 都	Listening for details Skimming Letter/email writing	咖啡, 水果, 水, 鸡蛋, 茶, 菜, 面条, 肉, 米饭, 鸡蛋, 青菜, 中 国菜, 快餐, 蛋糕, 冰淇淋, 健 康, 好吃, 吃饭, 吃早饭, 吃午 饭, 吃晚饭, 土豆, 三明治, 汉 堡, 比萨饼 咖啡, 水果, 水, 雞蛋, 茶, 菜, 麵條, 肉, 米飯, 雞蛋, 青菜, 中 國菜, 速食, 蛋糕, 霜淇淋, 健 康, 好吃, 吃飯, 吃早飯, 吃午 飯, 吃晚飯, 土豆, 三明治, 漢 堡, 比薩餅
Week 3	Daily life: School meals Eating out in a restaurant	Use of 菜(肉菜/青菜/蔬菜) Use of 几; 幾 Use of 让; 讓 Use of 为; 為	Letter/email writing	各种各样 各種各樣
Week4, 5	Cultural life: Describing celebrations, festivals and traditional food	Use of 从.....来; 從.....來 Use of 完/好	Giving dates Writing about celebration activities	农历, 春节, 包, 饺子, 年年有 余, 圣诞节, 巧克力, 火鸡, 香, 汤圆, 舞狮, 舞龙, 端午节, 粽 子, 中秋节, 月饼, 作为, 活动, 传统 農曆, 春節, 包, 餃子, 年年有 餘, 耶誕節, 巧克力, 火雞, 香, 湯圓, 舞獅, 舞龍, 端午節, 粽 子, 中秋節, 月餅, 作為, 活動, 傳統
Week 6	Mock Orals			

Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 7	Revise the home and where things are Describing people's homes	Relative place words Measure words	Using pictures as stimuli for writing	房间, 衣柜, 书架, 冰箱, 炉子, 楼, 还 (also) 房間, 衣櫃, 書架, 冰箱, 爐子, 樓, 還 (also)
Week 8	Town, region and country: Describing places	Talking about proximity	Using clues in sentences to fill in gaps	寄, 张, 明信片, 展览, 附近, 离, 远, 近, 教堂, 银行, 超市, 购物中心, 电影院, 汽车站, 博物 馆, 体育馆, 动物园, 地铁站, 公 共汽车站 寄, 張, 明信片, 展覽, 附近, 離, 遠, 近, 教堂, 銀行, 超市, 購物中心, 電影院, 汽車站, 博物 館, 體育館, 動物園, 地鐵站, 公 共汽車站
Week 9	Town, region and country: Talking about your town, village or district	Use of 极了; 極了	Using adjectives to give opinions	极, 夏天, 风, 树, 空气, 新鲜, 安静, 热闹, 吵, 虽然, 湖, 鸭 子, 散步, 差别, 交通, 机会 極, 夏天, 風, 樹, 空氣, 新鮮, 安靜, 熱鬧, 吵, 雖然, 湖, 鴨 子, 散步, 差別, 交通, 機會
Week 10	Town, region and country:	你好! 您需要帮忙吗? 请问, 您可以帮我.....吗?	Using questions to help you understand challenging texts	麻烦, 困难, 帮助, 帮忙, 遇到 麻煩, 困難, 幫助, 幫忙, 遇到

	Asking for help and dealing with problems	<p>你好！您需要幫忙嗎？</p> <p>請問，您可以幫我.....嗎？</p>		
Week 11	Town, region and country: Asking for directions	<p>请问， 到.....怎么走？</p> <p>請問， 到.....怎麼走？</p>	<p>Ask questions about places</p> <p>Using clues in sentences to fill in gaps</p>	<p>直， 向右， 转， 十字路口， 过， 红绿灯， 马路， 街， 下， 出， 等</p> <p>直， 向右， 轉， 十字路口， 過， 紅綠燈， 馬路， 街， 下， 出， 等</p>
Week 12	Town, region and country: Discussing about places to see and things to do		Skimming and scanning	<p>参观， 值得， 听说， 可能门票， 最， 第一， 非洲， 美洲， 亚洲， 欧洲</p> <p>參觀， 值得， 聽說， 可能門票， 最， 第一， 非洲， 美洲， 亞洲， 歐洲</p>

Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 1	Holidays: Revising weather and transport	Means of transport Use of 最好 If...then...	Skimming and scanning Ordering sentences into a dialogue Listening for details	平均, 温度, 零下, 度, 打算, 阴 天, 季节, 春天, 秋天, 冬天, 几 乎, 暴雨, 转, 天气, 凉快, 天气 预报, 雨伞, 最好 平均, 温度, 零下, 度, 打算, 阴 天, 季节, 春天, 秋天, 冬天, 几 乎, 暴雨, 转, 天气, 凉快, 天气 预报, 雨伞, 最好
Week 2	Holidays: Revising transport	换; 換 change	Looking for clues	这样, 贵, 出租车, 旅游车, 又... 又..., 船, 请, 慢, 行李, 换, 麻 烦, 打的, 认为, 先, 省钱, 快, 便宜, 累, 安全 這樣, 貴, 計程車, 旅遊車, 又... 又..., 船, 請, 慢, 行李, 換, 麻 煩, 打的, 認為, 先, 省錢, 快, 便宜, 累, 安全

Week 3, 4	Holidays: Talking about holiday experiences	Use of 了 Use of 得	Listening to key words Skimming Developing your writing skills	上一次, 下一次, 这次, 度假, 名胜古迹, 照, 照片, 玩得开心, 星星, 月亮 上一次, 下一次, 這次, 度假, 名勝古跡, 照, 照片, 玩得開心, 星星, 月亮
Week 5, 6	Holidays, Travel and tourist transactions: Booking and reviewing hotels	Talking about the future 几'as many as' 你 and 您	Looking for clues Listening for details Skimming and scanning	计划, 将来, 爬, 长城, 大熊猫, 好吃, 正好, 新加坡, 定, 从 到, 能, 这样的, 付款, 现金, 信用卡 計畫, 將來, 爬, 長城, 大熊貓, 好吃, 正好, 新加坡, 定, 從 到, 能, 這樣的, 付款, 現金, 信用卡
Week 7	Travel and tourist transactions: Ordering in a restaurant	Use of 让; 讓 Use of 为; 為	Listening for key information Categorising Reporting results orally Reading for details	汤, 点, 碗, 饱, 胖, 渴, 瘦, 快餐, 饿, 有害, 健康, 各种各样, 庆祝, 为, 让 湯, 點, 碗, 飽, 胖, 渴, 瘦, 速食, 餓, 有害, 健康, 各種各樣, 慶祝, 為, 讓

Week 8	Travel and tourist transactions: Talking about making travel arrangements	Use of 再	Talking about sequences of activities	不见了, 丢了, 出发, 到达, 接, 旅行, 坐飞机 不見了, 丟了, 出發, 到達, 接, 旅行, 坐飛機
Week 9, 10	Travel and tourist transactions: Buying souvenirs	Use of 给; 給 因为; 因為	Looking for clues Listening for details Skimming and scanning	纪念品, 市场, 贵, 便宜 紀念品, 市場, 貴, 便宜
Week 11-12	Mock papers			

GCSE French 2-year SOW (Higher)

Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary (examples)
Theme: Identity and culture				
Week 1	Who am I?: Revising family and describing people	Present tense <ul style="list-style-type: none"> regular -er verbs irregular verbs (<i>avoir, être</i>) Adjectival agreement		<i>Le père de ma mère est mon...</i> <i>J'ai les cheveux longs...</i>
Week 1	Who am I?: Revising places in town and activities	Definite and indefinite articles Prepositions, including <i>à</i> Present tense <ul style="list-style-type: none"> irregular verb (<i>aller</i>) 		<ul style="list-style-type: none"> <i>Où est le cinéma?</i> <i>Il est devant le bowling.</i> <i>Ce matin, à neuf heures et quart, je vais à la patinoire dans le centre commercial.</i>
Week 1	Who am I?: Talking about friends and	Using irregular verbs in the present tense Abstract nouns	Using opinion phrases	<i>Un bon ami est sympa et gentil, mais aussi modeste.</i>

	what makes a good friend			<i>Je pense qu'un bon ami est une personne...</i>
Week 2	Who am I?: Talking about family relationships	Possessive adjectives Using reflexive verbs in the present tense Emphatic pronouns	Learning the correct preposition to use with reflexive verbs	<i>... est le beau-père de ... Il se dispute avec sa famille.</i>
Week 3	Who am I?: Making arrangements to go out and	Using the near future tense	Using different persons of the verb Giving opinions using <i>ça va être</i> + adjective	<i>Vendredi soir, je vais aller au bowling. Tu veux venir chez moi?</i>
Week 4	Who am I?: Describing a night out with friends	Using the perfect tense (both verbs with <i>avoir</i> and with <i>être</i>)	Using the correct auxiliary verb with the perfect tense and the correct form of the past participle	<i>Nous sommes allés en ville</i>
Week 5	Who am I?: Talking about your life when you were younger	Using the imperfect tense	Working out the meaning of new words	<i>Quand j'étais plus jeune,... J'habitais... J'avais...</i>
Week 6	Who am I?: Talking about role models	Using three tenses together (present, perfect, imperfect)	Using questions to structure your writing	<i>Moi, j'admire ... parce qu'il a de la créativité.</i>
Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary

Theme: Identity and culture

Week 7	Cultural life: Revising sport and music	Difference between <i>jouer de</i> (to play + instrument) and <i>jouer à/au</i> (to play + sport)		<i>Je fais du footing. Je trouve ça génial.</i> <i>Mon chanteur préféré, c'est... car j'aime ses paroles.</i>
Week 7	Daily life, Cultural life: Revising technology, films and TV	Synonyms of to like/to dislike (j'adore/je suis fan de/ j'ai horreur de...)		<i>J'ai une passion pour les films d'action, mais je n'aime pas les...</i>
Week 7	Cultural life: Talking about sport	Using <i>depuis</i> + the present tense Relative pronouns • <i>qui</i>	Changing verbs from the first to the third person to answer questions	<i>Je joue au tennis depuis cinq ans.</i> <i>J'aime beaucoup ça car c'est...</i> <i>C'est un sport qui est bon pour...</i>
Week 8	Daily life: Talking about your life online	Using the comparative Relative pronouns • <i>que</i>	Manipulating verbs, pronouns and possessive adjectives in your answers	<i>J'adore la musique depuis toujours.</i> <i>C'est ma passion!</i> <i>J'ai créé une station de radio qui s'appelle...</i> <i>L'été prochain, je vais travailler avec...</i>
Week 9	Cultural life: Talking about books and reading	Imperfect tense		<i>Quand j'avais x ans, je lisais...</i> <i>Maintenant, je lis...</i> <i>Je trouve que c'est bien.</i>
Week 10	Cultural life: Talking about television programmes	Using direct object pronouns • <i>le, la, les</i>	Agreeing and disagreeing with opinions	<i>Mon programme de télé préféré est un jeu télévisé qui s'appelle...</i> <i>Je le regarde tous les samedis.</i>

				<i>Je le trouve formidable.</i>
Week 11	Cultural life: Talking about actors and films	Using superlative adjectives		<i>Je suis fan de... depuis...</i> <i>C'est l'acteur le plus talentueux.</i> <i>J'adore ses films et je les recommande.</i>
Week 12	Recap and Christmas activities			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Daily life: Talking about food and meals	The partitive article Present tense • irregular verbs (<i>boire</i> and <i>prendre</i>) <i>il faut</i> + infinitive		<i>D'habitude, pour le petit-déjeuner, je prends...</i> <i>À midi, normalement, je mange... mais aujourd'hui, j'ai mangé... J'ai bu...</i>
Week 1	Daily life: Discussing and shopping for clothes	Adjectives of colour <i>Porter</i> and <i>mettre</i> Subject and object pronouns		<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu portes normalement, le weekend?</i> ○ <i>D'habitude, je porte un jean moulant avec...</i> ○ <i>Je voudrais un tee-shirt, s'il vous plaît.</i> ○ <i>Vous faites quelle taille?</i> ○ <i>Une taille moyenne, je crois.</i>
Week 1	Daily life: Describing your daily life	Modal verbs • <i>pouvoir</i> and <i>devoir</i>	Listening carefully for negatives Asking questions	<i>J'ai cours tous les jours sauf...</i> <i>Je vais au lycée en scooter.</i> <i>Les jours d'école, je dois me lever tôt.</i>

Week 2	Daily life, Cultural life: Talking about food for special occasions	Using the pronoun <i>en</i>		<i>Ma fête préférée est Noël parce que j'adore...</i> <i>D'abord on mange... suivi(e) par...</i>
Week 3	Daily life: Using polite language	Asking questions in the <i>tu</i> and <i>vous</i> forms	Understanding figures in French	<i>Je peux vous aider?</i> <i>Tu peux me tutoyer si tu veux.</i>
Week 4	Cultural life: Describing family celebrations	Using <i>venir de</i> + infinitive		<i>Je suis né(e) en...</i> <i>Je viens de fêter...</i> <i>Je suis allé(e) au... à la... avec...</i>
Week 5	Cultural life: Describing festivals and traditions	Using a combination of tenses	Giving dates	<i>Le cinq novembre, c'est...</i> <i>Chez nous, à Pâques, on...</i> <i>On fête la fin de l'année...</i> <i>C'est l'occasion de... Il y a...</i>
Week 6	Mock Orals			
Year 10 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 7	Town, region and country: Talking about where you live, weather and transport	Using different prepositions to say 'in'		<i>J'habite dans un petit village...</i> <i>Dans ma région, il y a... On peut...</i> <i>Ici, le climat est...</i>

Week 7	Town, region and country, Travel and tourist transactions: Describing a town and asking the way	<i>il y a</i> and <i>il n'y a pas de</i> Using the imperative		<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'il y a dans ta ville?</i> ○ <i>Il y a..., mais il n'y a pas de...</i> ○ <i>Où est le...?</i> ○ <i>Tourne à droite,...</i>
Week 8	Town, region and country: Describing a region	Using the pronoun <i>y</i>		<i>Une région que je connais bien, c'est l'Aquitaine, dans le.... J'y habite depuis....</i>

Week 9	Town, region and country: Talking about your town, village or district	Using negatives: <ul style="list-style-type: none"> • <i>ne ... pas, ne ... rien, ne ... personne. ne ... jamais, ne ... plus, ne ... que, ne ... aucun, ne ... ni ... ni...</i> 	Listening for synonyms and negatives	<i>Dans la ville où j'habite, il y a plusieurs... mais il y a trop de.... Il n'y a plus de...</i>
Week 10	Town, region and country: Discussing what to see and do	Asking questions using <i>quel/quelle/quels/quelles</i>	Making your speaking sound more authentic	<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'on va faire à Dinan?</i> ○ <i>Je veux absolument visiter...</i> ○ <i>Ça ne me dit rien. Je veux...</i>
Week 11	Town, region and country: Discussing plans and weather	Using the future tense	Using questions to help you understand challenging texts	<ul style="list-style-type: none"> ○ <i>Quel temps fera-t-il lundi?</i> ○ <i>Selon la météo, il y aura du soleil.</i> ○ <i>Qu'est-ce que tu feras, alors?</i> ○ <i>J'irai à la plage...</i>
Week 12	Town, region and country:	Using the present, perfect and future tenses		<i>Il n'y avait rien pour les jeunes dans mon village, donc mes amis et moi avons décidé de créer un</i>

	Describing community projects			<i>foyer pour les jeunes dans un vieux bâtiment.</i>
Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 1	Holidays: Talking about what you normally do on holiday	Using reflexive verbs		<i>Normalement, je passe mes vacances en Italie. Je voyage en train et je loge dans un camping. J'adore ça! Je vais au bord de la mer avec ma famille.</i>
Week 2	Holidays: Talking about holidays (past and future)	Using the present, perfect and near future tenses	Listening for time expressions and tenses	<i>Tous les ans, je fais du camping. L'année dernière, j'ai fait ... L'année prochaine, je vais faire...</i>
Week 3	Holidays: Talking about an ideal holiday	Using the conditional	Making your speaking sound more authentic	<i>Je logerais dans une chambre d'hôte et je regarderais le coucher du soleil. Ce serait pittoresque.</i>
Week 4-5	Holidays, Travel and tourist transactions: Booking and reviewing hotels	Using reflexive verbs in the perfect tense		<i>Nous avons passé x jours dans cet hôtel/cette chambre d'hôte. Ça s'est très bien passé.</i> <ul style="list-style-type: none"> ○ Avez-vous une chambre de libre, s'il vous plaît? ○ Quelle sorte de chambre voulez-vous? ○ Une chambre pour une personne avec salle de bains et un lit simple...
Week 6	Travel and tourist transactions:	Using <i>en</i> + present participle		<ul style="list-style-type: none"> ○ Vous avez fait votre choix? ○ Pour commencer, je vais prendre... et ensuite je voudrais le plat du jour.

	Ordering in a restaurant			<ul style="list-style-type: none"> ○ <i>Et comme boisson?</i> ○ <i>Nous voudrions...</i>
Week 7	Travel and tourist transactions: Talking about travelling	Using <i>avant de</i> + infinitive	Using <i>si</i> + imperfect + conditional to impress in your writing	<i>Si j'avais le choix, pour aller au Sénégal je voyagerais en avion car c'est rapide.</i>
Week 8-9	Travel and tourist transactions: Buying souvenirs	Using demonstrative adjectives and pronouns		<ul style="list-style-type: none"> ○ <i>Bonjour, monsieur, c'est combien pour ce sac?</i> ○ <i>Celui-là... 55 dirhams, madame.</i> ○ <i>55 dirhams! Ça ne m'intéresse pas à ce prix, c'est beaucoup trop cher. Je suis prête à payer 30 dirhams...</i>
Week 10	Holidays: Talking about holiday disasters	Using the pluperfect tense	Developing your writing skills	<i>Avant de partir, j'avais réservé... Mais... Alors j'ai dû aller au commissariat. Quelle catastrophe !</i>
Week 11-12 Mock papers				

Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Local area, holiday and travel				
Week 1	Holidays: Revising weather and transport	Means of transport Use of 最好 If...then...	Skimming and scanning Ordering sentences into a dialogue Listening for details	季节, 春天, 秋天, 冬天, 雨, 转, 天气 季節, 春天, 秋天, 冬天, 雨, 轉, 天氣
Week 2	Holidays: Revising transport	换; 換 change	Looking for clues	贵, 出租车, 旅游车, 又...又..., 便 宜 貴, 計程車, 旅遊車, 又...又..., 便 宜
Week 3, 4	Holidays: Talking about holiday experiences	Use of 了 Use of 得	Listening to key words Skimming Developing your writing skills	度假, 照, 照片, 玩得开心, 月亮 度假, 照, 照片, 玩得開心, 月亮
Week 5, 6	Holidays, Travel and tourist transactions: Booking and reviewing hotels	Talking about the future 几'as many as' 你 and 您	Looking for clues Listening for details Skimming and scanning	爬, 长城, 大熊猫, 从.....到, 能, 付款, 现金, 信用卡 爬, 长城, 大熊猫, 从.....到, 能, 付款, 现金, 信用卡

Week 7	Travel and tourist transactions: Ordering in a restaurant	Use of 让 ; 讓 Use of 为 ; 為	Listening for key information Categorising Reporting results orally Reading for details	碗, 饱, 胖, 渴, 瘦, 快餐, 饿, 健康, 各种各样, 庆祝, 为, 让 碗, 飽, 胖, 渴, 瘦, 速食, 餓, 健康, 各種各樣, 慶祝, 為, 讓
Week 8	Travel and tourist transactions: Talking about making travel arrangements	Use of 再	Talking about sequences of activities	不见了, 丢了, 出发, 到达, 接, 旅行, 坐飞机 不見了, 丟了, 出發, 到達, 接, 旅行, 坐飛機
Week 9, 10	Travel and tourist transactions: Buying souvenirs	Use of 给 ; 給 因为	Looking for clues Listening for details Skimming and scanning	纪念品, 市场, 贵, 便宜 紀念品, 市場, 貴, 便宜
Week 11-12	Mock papers			

MEDIA STUDIES SCHEME OF WORKTERM ONE 2018

The Lego Movie F5			
	Lesson Content / Overview		Resources
Week One	Lesson 1	Lessons 2 & 3	<i>Breaking Down Film Posters</i> Genre table

	<p>Introduction to Movie Poster conventions.</p> <p><i>How is genre created using these conventions?</i></p>	<p>Use the PowerPoint to introduce the concept of film poster conventions.</p> <p>Mind map the main genres, then include sub genres and hybrid genres</p> <p>Complete the genre table</p> <p>Using the genre images of film posters, categorise the films in to their genres.</p>	<p>Copies of <i>The Kingdom</i> poster.</p>
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Page Break

Week Two	<p>Lesson 4</p> <p>Re-cap last lesson.</p> <p><i>How is hybridity suggested in The Kingdom?</i></p> <p>Stick posters onto A3 sheet and annotate – how the conventions of the poster fit the Action/Thriller hybrid genre.</p> <p><i>Thinking Circles</i> for differentiation,</p>	<p>Lessons 5 & 6</p> <p>Use annotations from previous lesson to answer the question:</p> <p><i>How is genre suggested in The Kingdom poster?</i></p> <p>Consider the idea of a “Tentpole” movie. Research what this means and how it could apply to The Avengers and The Lego Movie.</p>	<p>Breaking Down Film Posters</p> <p>Thinking Circles.</p>
Week Three	<p>Lesson 7</p> <p>Introduce The Avengers poster. Use <i>Thinking Circles</i> to build from denotation to connotation. Consider the way audience appeal is created.</p>	<p>Lessons 8 & 9</p> <p><i>How does The Avengers poster use media language to appeal to its target audience?</i></p> <p>Consider character hierarchy and Proppian character structure.</p> <p>Analyse colour palette.</p> <p>Place on A3 paper and annotate.</p> <p>Introduce <i>The Lego Movie</i> poster.</p> <p>Compare similarities and differences.</p> <p>Consider colour palette and Proppian characters. Begin annotation – <i>How is the poster targeting a family audience?</i></p> <p>How is this poster being used to advertise Lego, Warner Bros. and DC products?</p>	<p>Copies of <i>The Avengers</i> Poster.</p> <p>Thinking Circles.</p> <p><i>The Lego Movie</i> – main poster.</p>
Week Four	<p>Lesson 10</p> <p>What is a film trailer?</p> <p>Conventions: The use of sound</p>	<p>Lessons 11 & 12</p> <p>Watch Godzilla trailer again</p>	<p>3 trailers: Hunger Games/Harry Potter/Despicable Me 2</p> <p>https://www.youtube.com/watch?v=PH-n39PCXp8</p> <p>https://www.youtube.com/watch?v=5NYt1qirBWg</p>

	<p>Listen to three trailers – identify the genre, the film and what codes tell us which film/genre it is</p> <p>Listen to the Godzilla Trailer. Make notes in books as per slide</p> <p>Watch the trailer – how close were you?</p>	<p>Answer questions from slide (audience expectations)</p> <p>Complete sound and visuals worksheet</p> <p>Talk through the trailer structure and film narratives slides</p> <p>Activity: Create a movie trailer see <i>slide for detail</i></p>	<p>https://www.youtube.com/watch?v=TIbnGSMJQbQ</p> <p>Godzilla trailer</p> <p>http://www.godzilla-movies.com/trailers/</p> <p>Lesson 7 & 8 ppt</p> <p>Sound and visuals worksheet</p> <p>Movie trailers</p>
Week Five	<p>Lesson 13</p> <p><i>The Lego Movie</i> Trailer.</p> <p>What conventions are being used to target the audience?</p> <p>Use Trailer Analysis sheets (differentiated if needed) to consider specific aspects of the trailer?</p>	<p>Lessons 14 & 15</p> <p>How does <i>The Lego Movie</i> trailer fit into Warner Bros. marketing strategy?</p> <p>Consider conventions of the trailer and how they are being used to target the audience.</p>	<p>Evaluation of a movie trailer</p> <p>Trailer Analysis Sheet</p> <p>Trailer Analysis Sheet differentiated.</p>
Week Six	<p>Lesson 16, 17 & 18</p> <p>Uses and Gratifications.</p> <p>Introduction to Blumler and Katz's <i>Uses and Gratifications Theory</i>.</p> <p>Use Uses and Grats word sort to promote independent thinking.</p> <p>Model the theory using <i>Modern Family</i> – what is an audience getting out of it. Establish the Uses and Grats heading then sub-heading. Challenge to explain in as much detail why an audience is using this text.</p> <p>Screen walkthrough footage of <i>The Lego Movie</i> videogame.</p> <p>Highlight areas of audience pleasures.</p> <p>Consider ideas of diversion – escaping everyday problems (Make believe world, ideas of heroism etc).</p> <p>Consider social interaction – <i>The Lego Movie</i> videogame does not offer online content but if it did how would this be a "pleasure".</p> <p>Students to independently research the governing body controlling the sale of videogames. How are the certifications applied?</p> <p>Practice question: Explain an audience pleasure linked to <i>The Lego Movie</i> videogame using Blumler and Katz's <i>Uses and Gratifications theory</i>.</p>		
Week Seven	<p>Lesson 19</p> <p>Assessment</p>	<p>Lessons 20 & 21</p> <p>Assessment Part Two.</p> <p>Introduction to TV Crime Drama</p>	<p>Television Crime Drama PowerPoint</p>

YEAR TWO

The scheme of work does not follow the order that the specification content is presented. We aim to try and teach the more complex subjects alongside Science to further support and embed the information required.

Week	Topic	Content	Learning Outcome	Practical	Cross Curricular
Christmas Term	Skill Acquisition and Psychology				
1	Skill and Ability	Students will examine how skill and ability contribute to sports performance	Students will know the difference between skill and ability and be able to give examples of each. Students will begin to learn the 8 factors that can affect learning a skill.	Netball Introduction, rules/regs main shots	
2	Skilled Performance	Students will practically explore each characteristic and refer to self and performance	Students will be able to identify the 6 main characteristics of a skilled performance and know the role of these sport. Students will begin to utilise these in sport	Netball Difference between beginner performance and more experienced	
3	Skill Classification	Students will explore the skills and how they are related to performance	Students will explore the 3 different combinations of skills and know they lay on a continuum. Students will be able to place sporting examples on this continuum.	Netball Trying to place skills on the continuum	
4	Information Processing	Students will understand the importance of exploring how decisions are made and how this can affect performance.	Students will study the 4 stages of the information processing model and be able to relate it to a sporting situation. Students will learn the difference between long term memory and short term memory and how these contribute to information processing. Students will also explore limited channel capacity and look at the	Hockey Rules, regs, main skills Decision making drills	

			two hypotheses of single channel and multi channel		
5	Stages of Learning	Students will relate how they learnt to play their respective sports/learnt a language Then will attempt to coach each other	Students will explore the 3 stages of learning and apply it to a personal situation. Students will be able to describe the characteristics of each stage and apply these to a sporting activity.	Hockey Find a skill the students to not know and go through the stages of learning	
6	Feedback	Students will learn there are different types of feedback that suit us all differently.	Students will identify four different types of feedback and explore the links with the stages of learning. Students will understand the benefit of good feedback and how it impacts performance.	Students will perform a skill and receive feedback from each other and see what suits them	
7	Assessment Week/Guidance		Students will take their test and then review their targets and grades with teacher.		
8	Guidance	Students will discuss teachers/coaches and link to guidance	Students will explore the 4 main types of guidance and know the advantages and disadvantages of each. Again this will be linked back to the stages of learning.	Mock Preparation for GCSE Moderation	
9	Psychology and Goal Setting	Students will be learning how to set goals and relate this to GCSE preparation. How does this link to sport? Anxiety?	Students will understand the principle of SMARTER goal setting and be able to apply to sport. Students will be able to explain how goal setting can control anxiety.		
10	Motivation	Students will examine what motivation means to them with different tasks and different rewards.	Students will be able to define motivation and explain intrinsic and extrinsic. Students will know what rewards and incentives are and the difference between.		
11	Arousal/Personality Types	Different athletes will be examined using the inverted	Students will be able to define arousal and how it can affect		

		U theory. Can we pre determine our sports?	performance, both under arousal and over arousal. Students will explore the inverted U theory Students will look at the two main personality types and describe their characteristics. Students will be able to suggest physical activities for each personality type.		
12	Anxiety/Relaxation	Definition of anxiety and it's relation to sports. Why do we get anxious and how can we manage it?	Students will look at 2 types of anxiety (cognitive somatic) and be able to describe 4 physiological responses to anxiety. Students will then be able to explain the benefits of relaxation in reducing anxiety. Techniques such as mental rehearsal, visualisation and deep breathing, and how they help the sports performer.		
13	Revision for Mocks		Students will complete revision of all the work completed over the last two years. They will use revision booklets as well as GCSE revision strategies such as GCSE POD		
Easter Term Biomechanics/ GCSE Moderation					
1	Practical	Students will be filmed for their practical examinations and will be marked according to the specifications.			
2	Practical				
3	Practical	Students will be filmed for their practical examinations			

		and will be marked according to the specifications.			
4	Practical	Students will be filmed for their practical examinations and will be marked according to the specifications.			
5	Practical	Students will be filmed for their practical examinations and will be marked according to the specifications.			
6	Force/Applications of Force	Biomechanics of Sport	Students will understand the meaning of Force and the relationship between force, mass and acceleration. Students will explore in relation to sport		
7	Levers	How Levers can have an effect on Sports Performance	Students will explain the forces exerted of gravity, air resistance and muscular force and the relationship between them.		
8	Practice Mocks				
9	Practice Mocks				
10	Practice Mocks				
11					
12	Practice Mocks	Students will complete a revision plan for teacher			
Summer Term					
1	Revision	Students will complete a revision plan for teacher			
2	Revision	Students will complete a revision plan for teacher			
3	Final Exam	19 th May			

Subject	GCSE Triple Science
Year group	Form 5

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Quantitative analysis (C5.11C, C5.12C).	
2	September 16	Atom economy (C5.13C – C5.15C). Concentrations (C5.8C).	
3	September 23	Titrations and calculations (C5.9C, C5.10C).	
4	September 30	Volumes of gases (C5.16C – C5.18C). Dynamic equilibria (C5.22C, C5.24C).	
5	October 7	Fertilisers and Haber process (C5. 19C, C5.23C).	
6	October 14	<i>Assessment.</i> Factors affecting equilibria (C5.20C, C5.21C).	
7	October 21	<i>Half term</i>	
8	October 28	Chemical cells and fuel cells (C5.25C – C5.27C). Sound and vibrations (P4.12P).	
9	November 4	Ultrasound (P4.13P, P4.15P). Uses of ultrasound (P4.8P, P4.14P, P4.15P).	
10	November 11	Immunisation (B5.15B). Antibiotics (B5.18B).	
11	November 18	Antibiotics (B5.18B).	
12	November 25	Monoclonal antibodies (B5.21B, B5.22B). Plant adaptations (B6.11B, B6.14B).	
13	December 2	Plant adaptations (B6.14B). Plant hormones (B6.15B).	
14	December 9	<i>Assessment.</i> Plant hormones (B6.15B).	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Ethanol production (C9.33C, C9.34C).	
2	January 13	<i>Mock exams.</i> Alcohols (C9.26C, C9.27C, C9.32C).	
3	January 20	Combustion of alcohols (C9.28C). Carboxylic acids (C9.29C – C9.32C).	
4	January 27	Bulk and surface properties of matter (C9.38C, C9.39C). Comparing uses of materials (C9.38C, C9.39C).	
5	February 3	<i>Assessment.</i> Nanoparticles (C9.35C – C9.37C).	
6	February 10	Nuclear reactions (P6.36P, P6.37P). Nuclear power (P6.38P – P6.42P).	
7	February 17	<i>Half term.</i>	
8	February 24	Nuclear fusion (P6.43P – P6.46P). Uses of plant hormones (B.6.16B).	
9	March 2	Thermoregulation (B7.10B – B7.12B). Osmoregulation (B7.10B, B7.18B, B7.21B, B7.22B).	

10	March 9	The kidneys (B7.19B, B7.20B). Factors affecting diffusion (B8.4B, B8.5B).	
11	March 16	Energy transfer (B9.7B, B9.8B). Assessing pollution (B9.16B).	
12	March 23	<i>Assessment.</i> Assessing pollution (B9.16B).	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Moments (P9.6P – P9.9P). Electromagnetism (P12.9P, P12.14P).	
2	April 27	Electromagnetic induction (P13.1P, P13.3P, P13.4P).	
3	May 4	Transformers (P13.7P, P13.11P). Gas equations (P14.16P – P14.20P).	
4	May 11	Food security (B9.11B). Rates of decomposition (B9.17B – B9.19B).	
5	May 18	<i>Assessment.</i> Revision.	
6	May 25	<i>Half term</i>	
7	June 1	Revision.	
8	June 8	Revision.	
9	June 15	<i>Course completed.</i>	
10	June 22		

Detailed schemes of work/lesson plans are provided on Pearson Active Teach online.

Subject	GCSE SCIENCE
Year group	Form 5

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	CC10a Electrolysis. CC10a Core practical – Electrolysis of copper sulfate solution. CC10b Products from electrolysis. CC11a Reactivity.	Physics for You
2	September 16	CC11b Ores. CC11c Oxidation and reduction. CC11d Life cycle assessment and recycling. CC12a Dynamic equilibrium. CC9-12 test.	
3	September 23	CP4a Describing waves. CP4b Wave speeds. CP4b Core practical – Investigating waves. CP4c Refraction. CP5a Electromagnetic waves.	Biology for You
4	September 30	CP5a Core practical – Investigating refraction. CP5b The electromagnetic spectrum. CP5c Using the long wavelengths. CP5d Using the short wavelengths. CP5e EM radiation dangers.	
5	October 7	CP4/5 test. CP6a Atomic models. CP6b Inside atoms. CP6c Electrons and orbits. CP6d Background radiation.	
6	October 14	CP6e Types of radiation. CP6f Radioactive decay. CP6g Half-life. CP6h Dangers of radioactivity. CP6 test.	
7	October 21	<i>TRIP.</i> CB6c Absorbing water and mineral ions. CB6d Transpiration and translocation. CB6 test. CB7a Hormones.	

8	October 28	<i>Half term</i>	
9	November 4	CB7b Hormonal control of metabolic rate. CB7c The menstrual cycle. CB7d Hormones and the menstrual cycle. CB7e Control of blood glucose. CB7f Type 2 diabetes.	
10	November 11	CB7 test. CB8a Efficient transport and exchange. CB8b The circulatory system. CB8c The heart. CB8d Cellular respiration.	
11	November 18	CB8d Core practical – Respiration rates. CB8 test. CB9a Ecosystems. CB9b Abiotic factors and communities. CB9b Core practical – Quadrats and transects.	
12	November 25	CB9c Biotic factors and communities. CB9d Parasitism and mutualism. CB9e Biodiversity and humans. CB9f Preserving biodiversity. CB9g The water cycle.	
13	December 2	CB9h The carbon cycle. CB9i The nitrogen cycle. CB9 test. CC13a Group 1. CC13b Group 7.	
14	December 9	CC13c Halogen reactivity. CC13d Group 0. CC14a Rates of reaction. CC14b Factors affecting reaction rates. CC14b Core practical – Investigating reaction rates.	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	CC14c Catalysts and activation energy. CC15a Exothermic and	

		endothermic reactions. CC15b Energy changes in reactions. CC13-15 test.	
2	January 13	<i>GCSE mocks.</i>	
3	January 20	CC16a Hydrocarbons in crude oil and natural gas. CC16b Fractional distillation of crude oil. CC16c The alkane homologous series. CC16d Complete and incomplete combustion. CC16e Combustible fuels and pollution.	Physics for You
4	January 27	CC16f Breaking down hydrocarbons. CC17a The early atmosphere. CC17b The changing atmosphere. CC17c The atmosphere today. CC17d Climate change.	
5	February 3	CC16/17 test. CP7a Work and power. CP8a Objects affecting each other. CP8b Vector diagrams. CP7/8 test.	
6	February 10	CP9a Electric circuits. CP9b Current and potential difference. CP9c Current, charge and energy. CP9d Resistance. CP9e More about resistance.	
7	February 17	<i>Half term.</i>	
8	February 24	CP9e Core practical – Investigating resistance. CP9f Transferring energy. CP9g Power. CP9h Transferring energy by electricity. CP9i Electrical safety. CP9 test.	
9	March 2	CP10a Magnets and magnetic fields. CP10b Electromagnetism. CP10c Magnetic forces. CP11a Transformers. CP11b Transformers and energy.	
10	March 9	CP10/11 test. CP12a Particles and density. CP12a Core practical – Investigating densities. CP12b Energy and changes of state.	

		CP12c Core practical – Investigating water.	
11	March 16	CP12d Gas temperature and pressure. CP13a Core practical – Investigating springs. CP13b Extension and energy transfers. CP12/13 test.	
12	March 23	<i>Revision.</i>	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Biology revision.	
2	April 27	Biology revision.	
3	May 4	Chemistry revision.	
4	May 11	Chemistry revision.	
5	May 18	Physics revision.	
6	May 25	<i>Half term</i>	
7	June 1	Physics revision.	
8	June 8	Physics revision.	
9	June 15	<i>Course completed.</i>	
10	June 22		

More detailed schemes of work/lesson plans are provided on Pearson Active Teach online.

English as a Second Language 2019-20 Teaching Group: F5ES1 (Advanced English Language B)		
CEFR Level: B2+		
Text: Edexcel International GCSE (9-1) Anthology texts/GCSE Spelling and Grammar Revision Guide/ Oxford Advanced Word Skills		
Examination Aims: Edexcel IGCSE (9-1) English Language B (Primary); Cambridge IGCSE English as a Second Language (Secondary)		
Christmas Term		
Week	<u>Key Reading (R) and Writing Skills (W) for examination.</u>	<i>Oxford Advanced Word Skills Prep</i>

1	Introduction to the course objectives – ‘first’ and ‘second’ language GCSEs – requirements for entry in January.	Units 1-18 ‘Expanding your vocabulary’, ‘The Body’, ‘You and Other People’.
2	Word classes	
3	(R) GAP analysis	
4	(R) Linguistic devices – understanding the strategies writers employ to convey meaning (emotive language, alliteration, simile and metaphor, personification, hyperbole, imagery etc.)	
5	TEXT – Death Valley (figurative)	
6	(W) Descriptive pieces	
7	Extension: Amazon first page gallery group work. First assessment	
8	Half term	Units 19-21 ‘You and Other People’, ‘Leisure and Lifestyle’.
9	(R) Organising responses – PEE paragraphs	Units 22-43 ‘Leisure and Lifestyle’, ‘A changing world’, ‘Institutions’, ‘News and Current Affairs’.
10	(R) The writer’s intention and effect on reader	
11	TEXT – The Explorer’s Daughter (figurative and factual)	
12	(R/W) – The senses	
13	Cross curricular – Remembrance and War Literature	
14	(W) Speeches – holding an audience TEXT – Chinese Cinderella (dialogue) Second Assessment	

Page Break

Easter Term

Week	Aims for the Week	SPAG Prep	Oxford Advanced Word Skills Prep
1	(R) Perspective and bias TEXT – ‘Valley of the Kings’ (Factual) TEXT – ‘Explorers or boys messing about?’ (W) Letters – Exam section B, transactional writing. (W) Stories – holding the reader’s attention, beginning, middle and end structure. Text – ‘Fear of Flying’ mp3 from Radio 4 (W) Discursive Essays – ‘signposted’ introductions, justification of main and supporting points, presentation of counterarguments and conclusions.		Units 45-62
2			
3			
4			
5			
6 (A.W.)			
7	Half Term		Units 63-65
8	(R) – Comparing and contrasting texts (W) Short Letter and emails (E2L)		Units 66-80
9	(W) Short Article (E2L)		

10	(W) Summaries (E2L)		
11			
12 (A.W.)	Mock Examinations		

Page Break

Summer Term

Week	Aims for the Week	SPAG Prep	Oxford Advanced Word Skills Prep
1	Revision and past papers	Proofreading p72-75	Review Units
2			
3			
4			
5			
6	Half term		
7	Edexcel English Language B Examination – Tuesday 2 June 2020		

English as a Second Language 2019-20 Teaching Group: F5

CEFR Level: B1

Text: Oxford Word Skills Intermediate

Examination Aims: IGCSE in the Summer

Christmas Term

Week	Aims for the Week	
	Exam focus	Vocabulary
1	Introduction to the course objectives	vocabulary learning, describing my progress and understanding a learner's dictionary plus exam text and reading.

2	Reading - skimming for gist	talking about English punctuation, talking about appearance and talking about character plus exam text and reading.
3	Writing an email 1	talking about relationships, talking about families and talking about weddings and funerals plus exam text and reading.
4	Summary writing - selecting information	describing the universe, talking about rivers and the sea and describing the climate plus exam text and reading.
5	Writing an article 1	describing natural disaster, describing animals and insects and describing a range of food plus exam text and reading.
6	Cohesive Devices	talking about diets and cooking, talking about money and talking about sleep plus exam text and reading.
7 (A.W.)	Writing a letter 1	talking about injuries, talking about cars and driving and describing travel problems plus exam text and reading.
8		Half Term
9	Reading - scanning for facts	talking about clothes and fashion, describing a visit to the dentist and describing a hospital procedures plus exam text and reading.
10	Writing an email 2	explaining household tasks, describing housework and talking to a hairdresser plus exam text and reading.
11	Summary writing - organising a response	describing urban life, describing parts of a building and describing objects plus exam text and reading.
12	Writing a letter 2	describing a senses, describing a painting and describing actions plus exam text and reading.
13	Summary writing - using own words	talking about crime, describing the justice system and discussing health issues plus exam text and reading.
14	Writing an article 2	talking about politics, talking about war and peace and talking about events in history plus exam text and reading.

English as a Second Language 2019-2020

Teaching Group: Form 5

CEFR Level: B1

Text: Oxford Word Skills - Intermediate

Examination Aims: IGCSE English as a Second Language

Christmas Term

Week	Aims for the Week
1	Introduction to course – Reading a text/looking at paragraphs/data
2	Dangerous animals – using paragraphs, writing articles
3	Unit 5-10 People- descriptions
4	Appearance/character/feelings
5	Relationships/families/wedding and funerals
6	Unit 11-15 The World around us
7 (A.W)	Review and Assessment

8	Half term
9	Universe/rivers/climate/natural disasters/animals and insects
10	Unit 16-23 Daily Life
11	Food/ diet and cooking/ money
12	Sleep/injuries/cars and driving
13	travel problems/clothes and fashion
14 (A.W.)	Review and assessment

Easter Term

English as a Second Language 2018-2019 Teaching Group: Form 5	
CEFR Level: B1 Text: Oxford Word Skills - Intermediate Examination Aims: IGCSE English as a Second Language	
Week	Aims for the Week
1	Unit 24-28 Getting things done
2	Dentist/hospital/household tasks/housework/hairdresser
3	Unit 29-34 Describing things
4	Urban life/buildings/objects
5	Senses/paintings/actions
6 (A.W.)	Review and assessment
7	Half Term
8	Unit 35-40 Social and Political issues
9	Crime/justice system/health issues
10	Politics/war and peace/historic events
11	Unit 41-48 Media and entertainment
12 (A.W.)	Review and Assessment

Summer Term

English as a Second Language 2018-2019 Teaching Group: Form 5	
CEFR Level: B1 Text: Oxford Word Skills - Intermediate Examination Aims: IGCSE English as a Second Language	
Week	Aims for the Week
1	Newspaper/films/art and photography/music
2	People and places/sporting events/books/festivals
3	Unit 49-54 Work and Study
4	Exams/university/jobs/career/working conditions
5 (A.W.)	Review and assessment
6	Half term
7	Unit 55-58 Business
8	Finance/companies/marketing/successful business
9	Exam preparation
10 (A.W.)	Review and assessment

YEAR 5	Edexcel IGCSE (9-1) Mathematics			Foundation			
TERM	UNIT / LESSON	HOURS	PRIOR KNOWLEDGE	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."	OBJECTIVES
Key: Italic specification references are assumed prior knowledge and are covered in the prior knowledge check rather than the main teaching.							
AUTUMN	16 Quadratic equations and graphs	11		N4 A1 A3 A4 A6 A8 A11 A12 A14 A18	6th	8th	

AUTUMN	17 Perimeter, area and volume 2	12		N8 N14 N15 N16 G9 G14 G16 G17 G18	4th	8th	
AUTUMN	18 Fractions, indices and standard form	10		N2 N3 N6 N7 N8 N9	6th	8th	
AUTUMN	19 Congruence, similarity and vectors	12		R6 R12 G3 G5 G6 G7 G17 G19 G24 G25	6th	8th	
AUTUMN	20 More algebra	12		A2 A3 A5 A6 A12 A14 A17 A19 A21 R10 R13 R14 R16	4th	8th	
END OF TERM 4 TEST							
SPRING	Revision - Numbers						
SPRING	Revision - Angles						
SPRING	Revision using gap analysis and form 4 SOW						

YEAR 5	Edexcel IGCSE (9-1) Mathematics			Higher			
TERM	UNIT / LESSON	HOURS	NOTES	GCSE (9-1) SPEC REFERENCE	"STEPS FROM ..."	"STEPS TO ..."	OBJECTIVES
Key: Italic specification references are assumed prior knowledge and are covered in the prior knowledge check rather than the main teaching.							
AUTUMN	16 Circle theorems	10		A16 G9 G10	7th	11th	
AUTUMN	"17 More algebra and functions "	13		"N8 A4 A5 A6 A7 A18 "	8th	12th	
AUTUMN	18 Vectors and geometric proof	10		G25	9th	12th	
AUTUMN	19 Proportion and graphs including transformation of graphs	13		A7 A12 A13 A14 A15 R7 R10 R13 R14 R15 R16	7th	12th	
END OF TERM 4 TEST		46					

SPRING	20 introduction to calculus	1	Graphs 9 in Pearson new Book 2				
SPRING	21 The gradient of a function	1					
SPRING	22 Differentiation	2					
SPRING	23 Stationary/turning points	2					
SPRING	24 Motion of a particle in a straight line	2					
SPRING	Revision using gap analysis and form 4 SOW	3					

1-Year Form 5	Edexcel IGCSE (9-1) Mathematics, Mixed ability	
AUTUMN	Aims for Assessment	Workbook
1	Standard form, Significant figures and decimal place, indices, factors and primes, HCF and LCM	NUMBER
		Book 1, Units 1, 2 and 3
2	Percentages, compound interest, inverse percentages	NUMBER
		Book 1, Units 1, 3 and 4
3	Algebraic expressions and solving equations, factorising, changing subject	ALGEBRA
		Book 1, Units 1, 3 and 4
4	Straight line graphs, solving simultaneous equations graphically, travel graphs, quadratic graphs	GRAPHS
		Book 1, Units 1, 2, 3 and 4
5	Pythagoras theorem, similar triangles, trigonometric ratios	SHAPE & SPACE
		Book 1, Units 2, 3 and 4
6	Statistics, averages, collecting and processing data	HANDLING DATA
		Book 1, Units 2 and 3
7	Quartiles, cumulative frequency	HANDLING DATA
		Book 1, Unit 5
8	HALF TERM	
9	Transformations	SHAPE & SPACE Book 1, Unit 5
10	Direct and Inverse proportion, recurring decimals	NUMBER

		Book 2, Unit 1
11	Graphs of curves, quadratic (book 1), cubic and reciprocal	GRAPHS, Book 1, Unit 4
		Book 2, Unit 1
12	Circle theorems (included those from Book 1)	SHAPE & SPACE
		Book 1, Unit 4
		Book 2, Unit 1
13	Sets (included principles from Book 1)	SETS, Book 1, Unit 1 Book 2, Unit 1
14		NUMBER
	Negative and fractional indices	Book 2, Unit 2
SPRING	Aims for Assessment	Workbook
1	Solving quadratic equations by algebra and graphically	ALGEBRA
		Book 2, Unit 2
2	Circles, semicircles quadrants, area and volume of similar shapes	SHAPE & SPACE
		Book 2, Unit 2
3	Compound probability	HANDLING DATA
		Book 2, Unit 2
4	Financial arithmetic	NUMBER
		Book 2, Unit 3
	Simultaneous equations, one linear and one quadratic	ALGEBRA
5		Book 2, Unit 3
6	Functions - mapping, compound and inverse functions	ALGEBRA
		Book 2, Unit 3
7	HALF TERM	
8	Tangents to a curve	GRAPHS
		Book 2, Unit 3
9	Vectors	SHAPE & SPACE Book 2, Unit 3
10	Irrational numbers, surds, Standard form, percentages, ratio	NUMBER
		Book 2, Units 4 and 5
11	Histograms, calculation tables Irrational numbers and surds	HANDLING DATA, Book 2
		Unit 3 NUMBER, Book 2, Unit 4

12	Algebraic fractions, equations with fractions	ALGEBRA
		Book 2, Unit 4
SUMMER	Aims for Assessment	Workbook
1	Differentiation, turning points and motion of a particle in a straight line	GRAPHS 9
		Book 2
2	Trigonometry in any triangle, sine and cosine rule, area of a triangle, 3D trigonometry	SHAPE & SPACE Book 2, Unit 4
3	Revision (using unit 5 and past papers)	
4		
5	Papers 1F, 3H	
	Provisional Examination (120min, AM)	
6	HALF TERM	
7	Papers 2F, 4H	
	Provisional Examination (120min, AM)	
8		
9		

GCSE SOW Paper 2 American West c1835-c1895

TOPIC	MLO	SUGGESTED ACTIVITIES	KEY VOCAB	ASSESSMENT OPPORTUNITIES (EXAM QUESTIONS)	HWK
The Plains Indians: their beliefs and their way of life	1. Who were the Plains Indians' and how did they survive on the Plains?	<ul style="list-style-type: none"> Brief overview of American West Course using timeline Categorise Indian Society card sort and complete Activity P11 textbook Mind map on buffalo, horses, nomadic lifestyle and tipis Go through exam technique for importance question Answer questions on beliefs and warfare 	Tipis Travois White Settlers Frontier Federal Trails Reservations Dog Soldiers Bands Tribes Counting Coup Scalping	Explain the following: <ul style="list-style-type: none"> The importance of the buffalo to the Plains Indians' way of life The importance of warrior societies to Plains Indian life The importance of breeding and training horses to the way of life and means of survival of the Plains Indians The importance of religion to the way of life of the Plains Indians 	Either exam question if not completed in class: Explain the following: The importance of the buffalo to the Plains Or Write a guide to Plains Indian life for new white settlers. Explain their lifestyle and beliefs.

				<ul style="list-style-type: none"> The importance of the Indian Appropriations Act 1851 to the way of life of the Plains Indians 	
The Plains Indians: their beliefs and their way of life	2. What was US government policy towards the Plains Indians?	<ul style="list-style-type: none"> Complete impact column on table titled 'How did US government policy towards the Indians change?' Go through exam technique for narrative account Use table to answer narrative account exam question. 		Write a narrative account analysing the ways in which the US government policy towards the Plains Indians developed in the period 1835-1851. You may use the following in your answer: <ul style="list-style-type: none"> The Permanent Indian Frontier c1834 The Indian Appropriations Act 1851 	<ul style="list-style-type: none">
Migration and early settlement	3. Westward migration: why did people go and what problems did they face?	<ul style="list-style-type: none"> Push and pull factors card sort Bullet point list of the consequences of the gold rush Discussion of manifest destiny cartoon Video clip - make mindmap notes 5Ws analysis - problems of the Donner Party Read through Mormon info handout and answer questions 	Missionaries Prospector Manifest Destiny Prairie	Explain two consequences of the setting up of the Oregon Trail (1836) Explain the importance of the leadership of Brigham Young to the successful settlement of the valley of the Great Salt Lake by the Mormons	Create a leaflet for pioneers advising them on how to prepare for their journey
Migration and early settlement	4. How did white settler farming develop?	<ul style="list-style-type: none"> Mind map on how white settler farming developed https://www.youtube.com/watch?v=us4WdcGyDNO 			
Conflict and tension	5. Why was there conflict between settlers and Plains Indians?	<ul style="list-style-type: none"> Annotate copy of Fig 1.10 on p28 using info from p27-28 Consequences of Fort Laramie Treaty Exam Question using model answer Bullet point list of problems with the treaty 	Scalp Claim Road Agents Mass settlement US Marshal		
Conflict and tension	6. How was lawlessness tackled in early settlements?	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=NZEhqBEt8DI Diamond 9 task on problems of law and order Questions on becoming a state Complete table on factors affecting lawlessness 	Posse Sheriff Vigilantes Lynching Mass migration		Revision for KQ1 test

		<ul style="list-style-type: none"> Plenary Quiz 			
The development of settlement in the West	7. How did settlement develop in the West?	<ul style="list-style-type: none"> Explanation of impact of Civil War Explain why ex-soldiers, losing southerners & freed slaves went West using p40 of textbook Categorise Homestead Acts Card Sort using p40-41 Mind map on Pacific Railroads Act using p42 Stick in diagram on impact of Railroad on Indians and explain greatest impact Use figure 2.3 on p44 to explain impact of railroad on settlers & farmers, cattle industry & national impacts. Students to make notes on video clip about life of homesteaders http://www.timelines.tv/index.php?t=4&e=4 Overcoming homesteader problems - match solutions on ppt slide to correct problem on table. 	Squatters Deserters	Explain two consequences of the Homestead Act (8 marks)	Exam question
The development of settlement in the West	8. How did law and order develop in the West?	<ul style="list-style-type: none"> Use L8 causes of lawlessness information sheets to add to mind map Complete solutions to law and order sheet, giving score out of 10 and explaining effectiveness 		Explain two consequences of the ending of the Civil War in 1865 for the settlement of the West. (8 marks)	Answer exam questions from L7 & 8
Ranching and the cattle industry	9. How and why did the cattle industry develop?	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=us4WdcGyDNO Use p49 to answer questions Highlight key points on Growth of Cattle Industry sheet and analyse importance of groups/individuals. Recap how to write a narrative exam question and complete question Use information sheets to complete table on life of cowboys on Long Drive and on the Ranch 	Long Drives Cattle trails Quarantine Meat packing Ranch Open range Rustling Watershed	Write a narrative account analysing the key stages in the growth of cattle ranching in the years 1861-72. You may use the following in your answer: <ul style="list-style-type: none"> Joseph McCoy and Abilene Cattle barons You must also use information of your own.	
Ranching and the cattle industry	10. Why was there rivalry between ranchers and homesteaders?	<ul style="list-style-type: none"> Use p57-8 of textbook to produce a mind map on causes of conflict Consequences exam question 		Explain two consequences of the development of ranching on the Plains in the years 1866-76 (8 marks)	
Changes in the way of life of the Plains Indians	11. What was the impact of the railroads and cattle	<ul style="list-style-type: none"> Use p59-60 to explain how each factor led to conflict between Plains Indians and whites Explain the importance exam question 		Explain the importance of the railroads for changes in the way of life of the Plains Indians	<ul style="list-style-type: none">

	industry on the Plains Indians?				
Changes in the way of life of the Plains Indians	12. What was the impact of US government policy towards the Plains Indians?	<ul style="list-style-type: none"> • Make notes on negotiators and exterminators • Write short summary of changes from looking at maps of reservations and homelands • Answer questions using p61-2 of textbook • Make notes on President Grant's Peace Policy including mnemonic and answer Q2 on p62 using source B • Predict consequences of President Grant's Peace Policy 			
Changes in the way of life of the Plains Indians	13. Why was there conflict with the Plains Indians?	<ul style="list-style-type: none"> • Explain terms of 1851 agreement with the Dakota Sioux. • Rank problems with the treaty 1-5 and explain choices • Use p63-4 to complete Activity 1 on p64 • Look through exemplar narrative answer on p105 of textbook alongside the mark scheme - students to come up with 3-5 ways answer could be improved. • Then look at examiner advice on p105-6 - stick model answer from p106 into books 		<p>Write a narrative account analysing the key events that led to the beginning of Red Cloud's War.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • The Fort Laramie Treaty (1851) • The discovery of gold in Montana <p>You must also use information of your own. (8 marks)</p>	
Changes in the way of life of the Plains Indians	14. How significant was Red Cloud's war and the Fort Laramie Treaty 1868?	<ul style="list-style-type: none"> • Highlight key points of Sand Creek Massacre and Red Cloud's War & complete the results section using p64-6 • Complete Activity on p66 • Make notes on second Fort Laramie Treaty (1868) by placing X on continuum and explaining answer. • Exam question • Team Quiz - answers are on following slides 		<p>Write a narrative account analysing the events of the Indian Wars.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Little Crow's War (1862) • The second Fort Laramie Treaty (1851) <p>You must also use information of your own. (8 marks)</p>	Activity on p67
Changes in farming, the cattle industry and settlement	15. What was the impact of changes in farming and the cattle industry?	<ul style="list-style-type: none"> • Recap problems in farming and make notes on new farming methods using p72 • Use p73-74 & diagram to make notes on consequences of overstocking and why smaller ranches became more common. 	Overstocked Share cropping	<ul style="list-style-type: none"> • Explain two consequences of the winter of 1886-7 for the life of the cowboy. 	

		<ul style="list-style-type: none"> • Use diagram to write narrative account of rise and fall of cattle industry. • Exam question 			
Changes in farming, the cattle industry and settlement	16. How and why did settlement continue to grow?	<ul style="list-style-type: none"> • Discussion - Manifest Destiny vs Manifest Racism • Exoduster Movement - mind map on reasons for... • Categorise consequences of Exoduster movement • Answer questions on Oklahoma Land Rush • Compare success of settlers, ranchers and Plains Indians at settling on Plains 			<p>Write a narrative account analysing the ways in which settlement in the West developed in the years 1876-1895</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • The Exoduster movement (1879) • The Oklahoma Land Rush (1893) <p>You must also use information of your own. (8 marks)</p>
Conflict and tension	17. What were the continuing problems of law and order?	<ul style="list-style-type: none"> • Causes of lawlessness - give each a score out of 10 and explain • Annotate around biography of Billy the Kid linking to examples of the causes of lawlessness from previous task. • Use p82 to explain why Billy the Kid was significant in the problems of law and order • https://www.youtube.com/watch?v=gWNnOQN03I0 • Give students key events sheet, read through and highlight; then watch video clip on OK Corral and Wyatt Earp and assess accuracy of clip • Give each event in table a lawlessness rating & then answer questions. 	Corral Assimilate		
Conflict and tension	18. What were the 'Range Wars'?	<ul style="list-style-type: none"> • Use p83-84 to explain why there was conflict between ranchers and homesteaders over: water; land; cattle • Highlight key points on Johnson County War factfile • Complete tasks in Activities box on p85 • Exam question - consequences and importance 		<ul style="list-style-type: none"> • Explain two consequences of the Johnson County War in 1892 • Explain the importance of the Johnson County War (1892) for law and order in the West 	

Conflict and tension	19. What was the Battle of the Little Bighorn and its significance?	<ul style="list-style-type: none"> Recap on previous causes of conflict between Plains Indians & US government https://www.youtube.com/watch?v=UM4eQBpfGIg Watch film clip and make notes Discuss plan vs reality - plot on continuum X1 - who most to blame and why Read through events of battle and give score according to extent Custer to blame; then plot X2 on continuum Mind map on consequences of battle Exam question 	Assimilate	<ul style="list-style-type: none"> Explain two consequences of the Battle of the Little Bighorn (8 marks) 	Write answers to Q2 in Activities box p88
Conflict and tension	20. What was the impact of the Wounded Knee Massacre?	<ul style="list-style-type: none"> Write max 5 sentences to explain Ghost Dance using p88 Using p88 make bullet point notes on Wounded Knee and its consequences Exam practice - narrative account Finally continuum task - did US government want total extermination of the Indians? 		<p>Write a narrative account analysing the conflict between the Plains Indians and the US government in the years 1876-1890.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> The Battle of the Little Bighorn (1876) The Ghost Dance (1890) <p>You must also use information of your own.</p>	
The Plains Indians: the destruction of their way of life	21. How are the destruction of the buffalo and reservations linked?	<ul style="list-style-type: none"> Recap Plains Indians' dependence on the buffalo Answer questions relating to source on wiping out the buffalo Create a mind map using information on p90-91 Categorise life on the reservations card sort Read source E and answer Q3 in activities box on p94 			
The Plains Indians: the destruction of their way of life	22. How did government attitudes change towards the Plains Indians?	<ul style="list-style-type: none"> Annotate diagram of changing attitudes of government adding extra detail using p94-5 Read through aims of Dawes Act and rank according to importance Plot the impacts of the Dawes Act on continuum and explain Answer questions on the closure of the frontier using p96 		Explain the importance of the Dawes Act 1887 for the way of life of the Plains Indians (8)	

	23. Review	• Overview timeline of WHOLE unit			
	24. End of Unit Test	• End of Unit Test			

Peter Miller – Drama – 2018/2020

Cambridge IGCSE Drama Long Term Planning Document

Term 1

- Introduce course structure and outline.
- Building an Ensemble
- Choosing a Monologue – Baseline Assessment
- Devising in a style (Recap Brecht, Stanislavski, Frantic Assembly, Theatre Styles)
- Watch Year 11 Performances
- Theatre Visit – The Play That Goes Wrong
- Theatre Visit – Twelfth Night (Young Vic)
- Introducing stimuli
- Devising for a specific audience
- Throughout devising process introduce the exam questions so that students can do a written mock on the devised part of the exam by the end of the term.

Term 2

- Scripted performance and assessment
- Divide class into groups and allocate script
- Theatre Visit.
- Parents/ Friends invited to performance evening.
- Performance contributes 20% of GCSE.
- Filmed and internally moderated.

Term 3

- Introduce Script from previous year's exam or Great Expectations/ Government Inspector
- Practically explore script
- Practice exam style questions.
- Students complete Mock Paper on Devised from Term 1 and script as part of Exam Week.
- After Exam week students begin preparation for Devised Performance that contributes further 20% of GCSE

Term 4

- Continue Preparation for Devised Performance.
- Devised Performance Evening for Parents/ Friends.
- Filmed and internally moderated.
- Choose Monologues and learn over October Half term.
- Monologue assessed performances in class. (20% of GCSE)
- Filmed and internally moderated.
- Exam materials released.
- Study and perform script – setting mock questions throughout rest of term and over Christmas.

Term 5

- Continue practical exploration of prescribed text and support with written Homework and timed written practice.
- Prepare Devised Performance from prescribed stimuli.
- Small scale devised performance before Easter Break.

Term 6

- Revise for written exam for all sections.
- Written Exam (40% of GCSE)

Autumn half term 1, 2018

FORM	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 (ASSESSMENT)
F1	Introduction	Rhythm 1	Rhythm 2	Samba 1	Performance assessment

F2	Introduction	Composition 1	Composition 2	Composition 3	Composition assessment
F3	Introduction	Band 1	Band 2	Band 3	Performance assessment
F4	GCSE Introduction	Free composition 1 + Dictation	Free composition 2 + Dictation	Free composition 3 + Dictation	Dictation assessment
F5	GSCE review&targets	Composition			
A1	A Level Introduction	Compositional ideas, Appraising attempts. Glossary of vocab.	Choose brief and start comp. proper, study music periods, aural games.	segue	Assessment according to brief/level. Test on vocab and period characteristics.
A2	A level review&targets	Finalising comp. and continue chorale writing. Play revision games on AoS of choice.	Harmony and choral writing in practice. Revision games and aural practice.	segue	Harmony (written and in practice) test, cadences included. AoS and dictation tests.

FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).

4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	<i>Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>Monologues. 1 x classical, 1 x mid-modern, 1 x modern</i>	<i>Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.</i>	<i>Group scripted/ Duologues. 1 x classical, 1 x mid-modern 1 x modern.</i>	<i>Public Speaking, Monologues, Group Scripted/Duologues.</i>	Practical examinations.
Performances	1 2 3 4 L6	<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4 – (Devised exam) L6 – (Duologues)
Events/workshops	1 2 3 4 L6	1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips	1 2	1 2 – Woman in Black	1 – 2	1 – Globe – Macbeth 2	1 2	1 2

3 4 L6	3 4 – Woman in Black L6 WELLS – West End	3 – National Theatre 4 – National Theatre L6	3 – 4 – Globe – Macbeth L6	3 4 L6	3 4 L6 ALL – West End
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Cambridge IGCSE (9–1) Business Studies 0986 syllabus for 2020, 2021 and 2022. 5 X/Y – 2019-2020

The aim is complete the syllabus in 24 teaching weeks (first run through) – that is complete by end of Easter term.
Sections 1-3 Autumn term, sections 4-6 Spring Term.

Subject content

In all of the following, candidates are required to apply their understanding to a variety of simple business situations. Candidates should be able to make simple decisions based upon the analysis and evaluation of information provided.

1 Understanding business activity

1.1 Business activity

1.1.1 The purpose and nature of business activity:

- Concepts of needs, wants, scarcity and opportunity cost
- Importance of specialisation
- Purpose of business activity
- The concept of adding value and how added value can be increased

1.2 Classification of businesses

1.2.1 Business activity in terms of primary, secondary and tertiary sectors:

- Basis of business classification, using examples to illustrate the classification
- Reasons for the changing importance of business classification, e.g. in developed and developing economies

1.2.2 Classify business enterprises between private sector and public sector in a mixed economy

1.3 Enterprise, business growth and size

1.3.1 Enterprise and entrepreneurship:

- Characteristics of successful entrepreneurs

- Contents of a business plan and how business plans assist entrepreneurs
- Why and how governments support business start-ups, e.g. grants, training schemes

1.3.2 The methods and problems of measuring business size:

- Methods of measuring business size, e.g. number of people employed, value of output, capital employed (profit is not a method of measuring business size)
- Limitations of methods of measuring business size

SOW 2017/18

Subject	Russian
Teacher	Elena Binet
Form Group	GCSE
Course book	Russian GCSE by K. Stepanova + online recourses

Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1 25Sep	Introduction (information about the course and Exams) Entry test (reading / writing) Feedback – Groups formation	Hand outs – Answer on Qs
w.2 2 Oct	Improving Reading/ Speaking skills Improving hand writing (Practise some basic Grammar (a few rules)	Short texts + writing
w.3 9 Oct	Improving Writing Skills (how to plan/ write a summary) Revision/ practice (Grammar)	Writing (ex from hand outs)
w.4 16 Oct	Reading and talking about Russian Literature - Chekhov:/ Ostrovski (Improving Speaking skills) Reading a few short stories Learn new Grammar (Spelling/ nouns)	Writing (180- 200 w)
w.5 23 Oct	1st Assessment Week (test on Grammar / reading)	
w.	h/T	

w.6 Nov 6	Improving Reading and Writing (Revision of Grammar – individual feedback on test)	Writing (180-200 w)
w.7 Nov 13	Learn new Grammar (Punctuation/ Spelling) Writing (Answer on Qs) (ex. Books)	Writing (180w + answer on QS)
w.8 Nov 20	Reading about Shopping / Russian Food and drink Writing (Summary) Practise new Grammar (ex.books)	Reading text+ answer on Qs
w.9 Nov 24	Revision of all during this term Grammar Individual help/ supervision	
w.10 Dec 04	School Exams Week	

CHRISTMAS HOLIDAY

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EASTER TERM

w.1	No lessons	
w.2 Jan15	Improving Speaking skills (Discussion)on Youth issues (school / interests, internet) Learn new Grammar (Spelling)	Course book (ex.) Writing 180 w
w.3 Jan 22	Talking -Giving opinions (Speaking Skills) Practise Grammar (ex)	Course book (ex)
w.4 Jan 29	To learn how to translate a text To learn new appropriate vocabulary Practise Grammar	Course book Writing 180 w
w.5 Feb 05	Improving Speaking Skills (topic – New Films) Talking about last weekend (interests) Practise new vocabulary Revision of Grammar	Writing 180 w

w.6 Feb 12	+1st Assessment Week	
	H/T	
w.7 Feb 26	A. Regional Culture Reading and talking about different regions in Russia and Different accents/ vocabulary Revision of Grammar	Writing 180 w
w.8 March 05	Learn new Grammar (Spelling/ irregular verbs of motion) Preparation for a Speaking Exam	Course book (complete all ex)
w.9 March 12	Practise Grammar Revision of all topics Preparation for a Speaking Exam	Writing (to complete all ex)
w.10 March 19	Exam /Assessment week	

EASTER HOLIDAY

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SUMMER TERM

w.1 April 23	Improve Reading /answer on QS (Summary) Learn how to write short commentary	Writing 180 w
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w.2 April 30	Improve Writing/ Speaking skills – Write/ Give an opinion about favourite books/ films	Course book Writing 180 w.
w.3 May 07	Learn/ Practise new Grammar (Spelling and Punctuation) Speaking Exams (revision of topics)	Course book (To complete all ex)
w.4 May 14	Practise Grammar Write an essay	Course book
w.5 May 21	Revision of Grammar (this term) Individual help and supervision	Course book hand outs
w.6 May 28	1st Assessment Week (
	Half term May/June	
w.7	Learn new Grammar (Punctuation) Improve Writing (180 w. on chosen topic)	Course book
w.8	Practice of Grammar (all topics -3 terms) Individual help and supervision	Course books and hand outs
w.9	End of Year Exam Week	

SUMMER HOLIDAY

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Subject	Russian
Teacher	Elena Binet
Form Group	GCSE
Course book	Russian GCSE by K. Stepanova + online recourses

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w.7 Nov 13	Learn new Grammar (Punctuation/ Spelling) Writing (Answer on Qs) (ex. Books)	Writing (180w + answer on QS)
w.8 Nov 20	Reading about Shopping / Russian Food and drink Writing (Summary) Practise new Grammar (ex.books)	Reading text+ answer on Qs
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w.10 Dec 04	School Exams Week	

CHRISTMAS HOLIDAY

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w.3 Jan 22	Talking -Giving opinions (Speaking Skills) Practise Grammar (ex)	Course book (ex)
w.4 Jan 29	To learn how to translate a text To learn new appropriate vocabulary Practise Grammar	Course book Writing 180 w
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w.6 Feb 12	+1st Assessment Week	
	H/T	
w.7 Feb 26	A. Regional Culture Reading and talking about different regions in Russia and Different accents/ vocabulary Revision of Grammar	Writing 180 w

w.8 March 05	Learn new Grammar (Spelling/ irregular verbs of motion) Preparation for a Speaking Exam	Course book (complete all ex)
w.9 March 12	Practise Grammar Revision of all topics Preparation for a Speaking Exam	Writing (to complete all ex)
w.10 March 19	Exam /Assessment week	

EASTER HOLIDAY

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SUMMER TERM

w.1 April 23	Improve Reading /answer on QS (Summary) Learn how to write short commentary	Writing 180 w
w.2 April 30	Improve Writing/ Speaking skills – Write/ Give an opinion about favourite books/ films	Course book Writing 180 w.
w3 May 07	Learn/ Practise new Grammar (Spelling and Punctuation) Speaking Exams (revision of topics)	Course book (To complete all ex)
w.4	Practise Grammar	Course book

May 14	Write an essay	
w5 May 21	Revision of Grammar (this term) Individual help and supervision	Course book hand outs
w.6 May 28	1st Assessment Week (
	Half term May/June	
w.7	Learn new Grammar (Punctuation) Improve Writing (180 w. on chosen topic)	Course book
w.8	Practice of Grammar (all topics -3 terms) Individual help and supervision	Course books and hand outs
w.9	End of Year Exam Week	

SUMMER HOLIDAY

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Year 11 Autumn term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: School				
Week 1	What school is like: Revising school subjects	Using the definite article		<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu as, le lundi?</i> ○ <i>Lundi matin, à 9 heures, j'ai anglais. Puis,...</i> <i>Ma matière préférée est la biologie parce que c'est fascinant et...</i>

Week 1	What school is like: Talking about your school	Using comparatives Using the present tense • Third person singular	Working out the meaning of new words	<i>Mon collège s'appelle... C'est un collège mixte pour les élèves de 11 à 16 ans. Les cours commencent à 8h30. La récré est à...</i>
Week 2	What school is like: Comparing school in the UK and French-speaking countries	Using the present tense • Third person plural	Using sound-spelling links to work out the meaning of new words	<i>En Angleterre on va à l'école de... ans à... ans mais en France ils vont En Angleterre l'école commence à...h et finit à....h...</i>
Week 3	What school is like: Discussing school rules	Using <i>il faut</i> and <i>il est interdit de</i>	Listening to see if somebody agrees or disagrees	<i>Dans cette école, il est interdit de... Je trouve ça juste car l'école, c'est pour apprendre.</i>
Week 4	What school is like: Talking about getting the best out of school	Using the imperative • Regular verbs • Reflexive verbs • Irregular verbs (<i>avoir</i> and <i>être</i>) Using the future tense	Making your translations sound natural	<ul style="list-style-type: none"> ○ <i>Quels sont tes plus grands accomplissements au collège, et pourquoi?</i> ○ <i>Un de mes plus grands accomplissements, c'est que je fais partie d'un groupe de théâtre.</i>
Week 5	School activities: Talking about a school exchange	Using the pronoun <i>on</i> Using past, present and future timeframes		<i>Mon correspondant anglais est arrivé vendredi soir. On a passé le premier weekend en famille et c'était super sympa...</i>
Year 11 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Future aspirations, study and work				

Week 6	Work: Discussing jobs and work preferences	Consolidation of the conditional	Using job nouns	<i>Ma mère est secrétaire, mais moi, je voudrais être journaliste parce que je suis fort en anglais et que j'aime écrire des articles.</i>
Week 7	Work: Discussing career choices	Saying 'better', 'worse', 'the best thing', and 'the worst thing'		<ul style="list-style-type: none"> ◦ <i>Quelle orientation professionnelle t'attire le plus?</i> ◦ <i>Mon ambition est de travailler dans...</i>
Week 8	Ambitions: Talking about plans, hopes and wishes	Using the perfect infinitive Understanding the subjunctive	Expressing wishes, thoughts, possibility or necessity	<ul style="list-style-type: none"> ◦ <i>Qu'est-ce que tu voudrais faire plus tard?</i> ◦ <i>Après avoir terminé mes études, j'aimerais...</i>
Week 9	Using languages beyond the classroom: Discussing the importance of languages	Using adverbs <i>En</i> + present participle	Looking for paraphrasing	<ul style="list-style-type: none"> ◦ <i>Tu parles quelles langues?</i> ◦ <i>Je parle bien allemand. Ma mère se débrouille en...</i>

Week 10	Work: Applying for jobs	Using direct object pronouns in the perfect tense	Predicting what you will hear	<i>J'ai déjà un peu d'expérience de ce genre de travail. Je parle assez bien l'espagnol, car je l'étudie depuis le collège et j'ai déjà visité l'Espagne: j'y suis allé en échange scolaire l'année dernière.</i>
Week 11	Using languages beyond the classroom, Work: Understanding case studies	Using verbs followed by <i>à</i> or <i>de</i> Complex sentences with the future tense		<ul style="list-style-type: none"> ◦ <i>En quoi consiste votre travail ?</i> ◦ <i>Actuellement, mon travail consiste à accueillir les clients et...</i> ◦ <i>Quels sont les avantages et les inconvénients de votre travail ?</i> ◦ <i>Le seul inconvénient de mon métier, c'est que les horaires</i>

				<i>sont assez chargés, surtout pendant l'été.</i>
Week 12 ○ Recap of Autumn themes and Christmas activities				
Year 11 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: International and global dimension				
Week 1	Environmental issues: Talking about what makes you tick	Relative pronouns		<ul style="list-style-type: none"> ○ <i>Qu'est-ce qui est important pour toi dans la vie?</i> ○ <i>Ce qui est important pour moi, c'est d'abord ma famille. Et toi, qu'est-ce qui te préoccupe dans la vie?</i> ○ <i>Ce qui me préoccupe, c'est l'état de la Terre.</i>
Week 2–3	Environmental issues: Talking about problems facing the world		Making connections between word types	<ul style="list-style-type: none"> ○ <i>À ton avis, quel est le plus grand problème pour la planète, et pourquoi?</i> ○ <i>...la population de la terre n'arrête pas d'augmenter...</i>
Week 4–5	Environmental issues: Talking about protecting the environment	Using modal verbs in the conditional Using a combination of tenses	Learning new verbs in the infinitive form	<ul style="list-style-type: none"> ○ <i>Que pourrais-tu faire pour mieux protéger notre planète?</i> ○ <i>Actuellement, je ne fais pas grand-chose pour protéger l'environnement, mais je pourrais trier les déchets et faire du compost à la maison.</i>
Week 6	Bringing the world together: Talking about ethical shopping	Using the passive		<ul style="list-style-type: none"> ○ <i>Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables.</i> ○ <i>Je suis d'accord. Trop de travailleurs sont exploités ou exposés à des risques.</i>
Week 7	Bringing the world together: Talking about volunteering	Using indirect object pronouns	Manipulating language to make it your own	<i>Je travaille dans un refuge avec les animaux trois soirs par semaine après le lycée. Mon</i>

				<i>travail consiste à aider les animaux qui ont été abandonnés.</i>
Week 8	Bringing the world together: Talking about big events		Giving arguments for and against	<i>D'un côté, ça unit les gens... D'un autre côté, les ouvriers qui construisent les stades sont souvent exploités. Je trouve que...</i>
Remaining weeks Spring term	Focus on speaking			
Summer term	Revision for Final exams			

GCSE Chinese Mandarin (F)

Year 11 Autumn term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: School				
Week 1	What school is like: Revising school subjects	Use of 'apart from'		除了.....以外, 也, 所以 除了.....以外, 也, 所以
Week 1	What school is like: Talking about your school	Talking about where something is Expressing opinions	Skimming and scanning Listening for details Reading for details	对面, 前边, 后边, 左边, 右边, 中间, 旁边, 学期, 休息, 东西, 觉得, 因为, 只 對面, 前邊, 後邊, 左邊, 右邊, 中間, 旁邊, 學期, 休息, 東西, 覺得, 因為, 只
Week 2	What school is like: Comparing school in the UK	Simple comparisons Use of 了 after the verb	Skimming	压力, 严格, 比, 考试, 成绩, 分数, 休息, 以前, 比, 更, 班, 到, 少, 戴, 穿

	and Chinese-speaking countries		Talking about school uniform Developing your writing skills	壓力,嚴格,比,考試,成績,分數,休息,以前,比,更,班,到,少,戴,穿
Week 3	What school is like: Discussing school rules and pressure	Using of 太.....了 to express 'too' or 'really'	Listening to see if somebody agrees or disagrees	規則,壓力,嚴格,比,考試,成績出來,太.....了 規則,壓力,嚴格,比,考試,成績出來,太.....了
Week 4	What school is like: Talking about activities outside school	Word order – frequency Word order – duration of time Asking 'How long?' with time	Making your translations sound natural Using logic to put text in the correct order Talking about school uniform Developing your writing skills	有意思 有意思
Week 5	School activities: Talking about a school trip Talking about a school exchange		Developing your writing skills and presentation skills	校際交換,交換活動,學校活動 校際交換,交換活動,學校活動
Year 11 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Future aspirations, study and work				

Week 6	Work: Discussing jobs and work preferences	Use of个, 位 ; 個, 位家 (scientist)	Using job nouns	老师, 工程师, 售货员, 服务员, 演员, 记者, 医生, 护士, 画家, 校长 老師, 工程師, 售貨員, 服務員, 演員, 記者, 醫生, 護士, 畫家, 校長
Week 7	Work: Discussing career choices校 (Boys school) Adjectives and adverbs	Skimming and scanning Listening for details Developing your writing skills	希望 希望

Week 8	<p>Ambitions: Talking about plans, hopes and wishes</p> <p>Talking about future study</p>	<p>Reporting what someone said 得+verb 'ought to' 要是.....的话；要是.....的話</p>	<p>Skimming and scanning</p> <p>Transliterating from a recording into characters</p>	<p>庆祝成功,文章,高考,学校类型,理想, 警察, 翻译, 将来, 文学,重要</p> <p>慶祝成功,文章,高考,學校類型,理想, 員警, 翻譯, 將來, 文學,重要</p>
Week 9	<p>Using languages beyond the classroom: Discussing the work experience</p>	<p>Use of 到 Use of 是.....的</p>	<p>Skimming and scanning</p> <p>Listening for understanding</p>	<p>集中,用心, 经验, 社会实践, 帮助, 哭, 努力, 药店, 兼职, 送报纸</p> <p>集中,用心, 經驗, 社會實踐, 幫助, 哭, 努力, 藥店, 兼職, 送報紙</p>
Week 10	<p>Work: Applying for jobs</p>		<p>Predicting what you will hear</p> <p>Skimming</p> <p>Using clues in single characters to work out meanings of compounds</p>	<p>面试, 成功,培训,信心,雇佣,有经验, 语言, 简历, 尊敬的</p> <p>面試, 成功,培訓,信心,雇傭,有經驗, 語言, 簡歷, 尊敬的</p>
Week 11	<p>Using languages beyond the classroom, Work: Attending job interviews</p>	<p>Complex sentences with linking words</p>	<p>Developing interaction and conversation skills</p>	<p>建立关系,职业,减少, 聘请, 工作经验</p> <p>建立關係,職業,減少, 聘請, 工作經驗</p>
Week 12	<p>Recap of Autumn themes and Christmas activities</p>			

Year 11 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: International and global dimension				
Week 1	Environmental issues: Being 'green' Access to natural resources	Use of linking words: 因为.....所以..... 除了.....以外 因為.....所以..... 除了.....以外	Developing your writing skills and presentation skills	运动 (campaign) ,公益, 自然资 源, 保护, 节约, 保护, 浪费,水, 电,煤气 運動 (campaign) ,公益, 自然資 源, 保護, 節約, 保護, 浪費,水, 電,煤氣
Week 2-3	Environmental issues: Talking about problems we are facing	因为.....所以..... 除了.....以外 因為.....所以..... 除了.....以外	Developing your writing skills and presentation skills	(空气, 水)污染, 全球变暖 (空氣, 水)污染, 全球變暖
Week 4-5	Environmental issues: Talking about protecting the environment	因为.....所以..... 除了.....以外 因為.....所以..... 除了.....以外	Developing your writing skills and presentation skills	减少,节约,保护,回收, 垃圾 減少,節約,保護,回收, 垃圾

Week 6	Bringing the world together: Sports events	Use of 第..... 次 Use of得.....	Developing your writing skills and presentation skills Reading for details Listening for details	奥运会, 举行, 开始, 运动员, 年轻, 参加, 金 (银, 铜, 奖) 牌 慈善, 公益, 体育赛事, ,奥林匹克 奧運會, 舉行, 開始, 運動員, 年輕, 參加, 金 (銀, 銅, 獎) 牌 慈善, 公益, 體育賽事, ,奧林匹克
Week 7	Bringing the world together: Music events	Using indirect object pronouns	Manipulating language to make it your own	音乐活动, 慈善, 公益 音樂活動, 慈善, 公益
Week 8	Bringing the world together: Campaigns and good causes	因为.....所以..... 除了.....以外 因為.....所以..... 除了.....以外	Giving arguments for and against	活动, 贫困, 安全 活動, 貧困, 安全
Remaining weeks Spring term	Focus on speaking			
Summer term	Revision for Final exams			

GCSE Chinese Mandarin (H)

Year 11 Autumn term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
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Theme: School				
Week 1	What school is like: Revising school subjects	Use of 'apart from'		除了.....以外, 也, 所以 除了.....以外, 也, 所以
Week 1	What school is like: Talking about your school	Talking about where something is Expressing opinions	Skimming and scanning Listening for details Reading for details	对面, 前边, 后边, 左边右边, 中间, 旁边, 学期, 休息, 东西, 觉得, 因为, 奇怪, 只 對面, 前邊, 後邊, 左邊右邊, 中間, 旁邊, 學期, 休息, 東西, 覺得, 因為, 奇怪, 只
Week 2	What school is like: Comparing school in the UK and Chinese-speaking countries	Simple comparisons Use of 了 after the verb	Skimming Talking about school uniform Developing your writing skills	压力, 严格, 比, 考试, 成绩, 分数, 休息, 以前, 比, 更, 班, 到, 少, 戴, 穿 壓力, 嚴格, 比, 考試, 成績, 分數, 休息, 以前, 比, 更, 班, 到, 少, 戴, 穿
Week 3	What school is like: Discussing school rules and pressure	Use of 太.....了 to express 'too' or 'really'	Listening to see if somebody agrees or disagrees	规则, 压力, 严格, 比, 考试, 成绩出来, 太.....了 規則, 壓力, 嚴格, 比, 考試, 成績出來, 太.....了
Week 4	What school is like: Talking about activities outside school	Word order – frequency Word order – duration of time Asking 'How long?' with time	Making your translations sound natural Using logic to put text in the correct order	酷, 有意思 酷, 有意思

			Talking about school uniform Developing your writing skills	
Week 5	School activities: Talking about a school trip Talking about a school exchange		Developing your writing skills and presentation skills	校际交换, 交换活动, 学校活动 校際交換, 交換活動, 學校活動
Year 11 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Future aspirations, study and work				
Week 6	Work: Discussing jobs and work preferences	Use of 个, 位; 個, 位家 (scientist)	Using job nouns	老师, 工程师, 售货员, 服务员, 演员, 记者, 医生, 护士, 画家, 科学家, 作家, 校长 老師, 工程師, 售貨員, 服務員, 演員, 記者, 醫生, 護士, 畫家, 科學家, 作家, 校長
Week 7	Work: Discussing career choices校 (Boys school) Adjectives and adverbs	Skimming and scanning Listening for details Developing your writing skills	打算, 计划 打算, 計畫
Week 8	Ambitions:	Reporting what someone said 得+verb 'ought to' 要是.....的话; 要是.....的話	Skimming and scanning	庆祝成功, 文章, 高考, 毕业, 学校类型, 留学生, 留学, 打算, 计划, 理想, 警

	Talking about plans, hopes and wishes Talking about future study		Transliterating from a recording into characters	察, 翻译, 目标, 将来, 文学, 设计, 重要 慶祝成功, 文章, 高考, 畢業, 學校類型, 留學生, 留學, 打算, 計畫, 理想, 員警, 翻譯, 目標, 將來, 文學, 設計, 重要
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Week 9	Using languages beyond the classroom: Discussing work experience	Use of 到 Use of 是.....的	Skimming and scanning Listening for understanding	集中,用心, 经验, 社会实践, 帮助, 哭, 努力, 药店, 兼职, 送报纸 集中,用心, 經驗, 社會實踐, 幫助, 哭, 努力, 藥店, 兼職, 送報紙
Week 10	Work: Applying for jobs		Predicting what you will hear Skimming Using clues in single characters to work out meanings of compounds	面试, 成功, 培训, 信心, 雇佣, 有经验, 心愿, 雄心, 事业, 语言, 简历, 尊敬的 面試, 成功, 培訓, 信心, 雇傭, 有經驗, 心願, 雄心, 事業, 語言, 簡歷, 尊敬的
Week 11	Using languages beyond the classroom, Work: Attending job interviews	Complex sentences with linking words	Developing interaction and conversation skills	建立关系, 进一步学习, 职业, 减少 建立關係, 進一步學習, 職業, 減少
Week 12	Recap of Autumn themes and Christmas activities			

Year 11 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: International and global dimension				
Week 1	Environmental issues: Being 'green' Access to natural resources	Use of linking words: 因为.....所以..... 要是.....的话 除了.....以外 虽然.....但是 因為.....所以..... 要是.....的話 除了.....以外 雖然.....但是	Developing your writing skills and presentation skills	运动 (campaign) ,公益, 自然资 源, 太阳能, 保存, 保护, 节约, 保 护, 浪费,水,电,煤气 運動 (campaign) ,公益, 自然資 源, 太陽能, 保存, 保護, 節約, 保 護, 浪費,水,電,煤氣
Week 2-3	Environmental issues: Talking about problems we are facing	因为.....所以..... 要是.....的话 除了.....以外 虽然.....但是 因為.....所以..... 要是.....的話 除了.....以外 雖然.....但是	Developing your writing skills and presentation skills	(空气, 水)污染, 全球变暖, 贫 困, 安全, 垃圾分类 (空氣, 水)污染, 全球變暖, 貧 困, 安全, 垃圾分類

Week 4-5	Environmental issues: Talking about protecting the environment	因为.....所以..... 要是.....的话 除了.....以外 虽然.....但是 因為.....所以..... 要是.....的話 除了.....以外 雖然.....但是	Developing your writing skills and presentation skills	减少,节约,保护,回收垃圾 減少,節約,保護,回收垃圾
Week 6	Bringing the world together: Sports events	Use of 第..... 次 Use of得.....	Developing your writing skills and presentation skills Reading for details Listening for details	奥运会, 举行, 开幕式, 开始, 运动员, 年轻, 参加, 金 (银, 铜, 奖) 牌 慈善, 公益, 体育赛事, , 全球 层面,世界杯,奥林匹克 奧運會,舉行,開幕式,開始, 運動員,年輕,參加,金 (銀, 銅,獎) 牌 慈善,公益,體育賽事, , 全球 層面,世界盃,奧林匹克
Week 7	Bringing the world together: Music events	Using indirect object pronouns	Manipulating language to make it your own	音乐活动, 慈善, 公益 音樂活動, 慈善, 公益

Week 8	Bringing the world together: Campaigns and good causes	因为.....所以..... 要是.....的话 除了.....以外 虽然.....但是 因為.....所以..... 要是.....的話 除了.....以外 雖然.....但是	Giving arguments for and against	活动, 贫困, 安全 活動, 貧困, 安全
Remaining weeks Spring term	Focus on speaking			
Summer term	Revision for Final exams			

GCSE French 2-year Scheme of Work (Higher)

Year 11 Autumn term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: School				
Week 1	What school is like: Revising school subjects	Using the definite article		<ul style="list-style-type: none"> Qu'est-ce que tu as, le lundi? Lundi matin, à 9 heures, j'ai anglais. Puis,... <i>Ma matière préférée est la biologie parce que c'est fascinant et...</i>
Week 1	What school is like: Talking about your school	Using comparatives Using the present tense <ul style="list-style-type: none"> Third person singular 	Working out the meaning of new words	<i>Mon collège s'appelle... C'est un collège mixte pour les élèves de 11 à 16 ans. Les cours commencent à 8h30. La récré est à...</i>
Week 2	What school is like:	Using the present tense <ul style="list-style-type: none"> Third person plural 	Using sound-spelling links to work out the meaning of new words	<i>En Angleterre on va à l'école de... ans à... ans mais en France ils vont</i>

	Comparing school in the UK and French-speaking countries			<i>.... En Angleterre l'école commence à...h et finit à....h...</i>
Week 3	What school is like: Discussing school rules	Using <i>il faut</i> and <i>il est interdit de</i>	Listening to see if somebody agrees or disagrees	<i>Dans cette école, il est interdit de... Je trouve ça juste car l'école, c'est pour apprendre.</i>
Week 4	What school is like: Talking about getting the best out of school	Using the imperative <ul style="list-style-type: none"> Regular verbs Reflexive verbs Irregular verbs (<i>avoir</i> and <i>être</i>) Using the future tense	Making your translations sound natural	<ul style="list-style-type: none"> <i>Quels sont tes plus grands accomplissements au collège, et pourquoi?</i> <i>Un de mes plus grands accomplissements, c'est que je fais partie d'un groupe de théâtre.</i>
Week 5	School activities: Talking about a school exchange	Using the pronoun <i>on</i> Using past, present and future timeframes		<i>Mon correspondant anglais est arrivé vendredi soir. On a passé le premier weekend en famille et c'était super sympa...</i>
Year 11 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Future aspirations, study and work				
Week 6	Work: Discussing jobs and work preferences	Consolidation of the conditional	Using job nouns	<i>Ma mère est secrétaire, mais moi, je voudrais être journaliste parce que je suis fort en anglais et que j'aime écrire des articles.</i>
Week 7	Work:	Saying 'better', 'worse', 'the best thing', and 'the worst thing'		<ul style="list-style-type: none"> <i>Quelle orientation professionnelle t'attire le plus?</i> <i>Mon ambition est de travailler dans...</i>

	Discussing career choices			
Week 8	Ambitions: Talking about plans, hopes and wishes	Using the perfect infinitive Understanding the subjunctive	Expressing wishes, thoughts, possibility or necessity	<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu voudrais faire plus tard?</i> ○ <i>Après avoir terminé mes études, j'aimerais...</i>
Week 9	Using languages beyond the classroom: Discussing the importance of languages	Using adverbs <i>En</i> + present participle	Looking for paraphrasing	<ul style="list-style-type: none"> ○ <i>Tu parles quelles langues?</i> ○ <i>Je parle bien allemand. Ma mère se débrouille en...</i>

Week 10	Work: Applying for jobs	Using direct object pronouns in the perfect tense	Predicting what you will hear	<i>J'ai déjà un peu d'expérience de ce genre de travail. Je parle assez bien l'espagnol, car je l'étudie depuis le collège et j'ai déjà visité l'Espagne: j'y suis allé en échange scolaire l'année dernière.</i>
Week 11	Using languages beyond the classroom, Work: Understanding case studies	Using verbs followed by <i>à</i> or <i>de</i> Complex sentences with the future tense		<ul style="list-style-type: none"> ○ <i>En quoi consiste votre travail ?</i> ○ <i>Actuellement, mon travail consiste à accueillir les clients et...</i> ○ <i>Quels sont les avantages et les inconvénients de votre travail ?</i> ○ <i>Le seul inconvénient de mon métier, c'est que les horaires sont assez chargés, surtout pendant l'été.</i>

Week 12

- Recap of Autumn themes and Christmas activities

Year 11 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
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Theme: International and global dimension

Week 1	Environmental issues: Talking about what makes you tick	Relative pronouns		<ul style="list-style-type: none"> ○ <i>Qu'est-ce qui est important pour toi dans la vie?</i> ○ <i>Ce qui est important pour moi, c'est d'abord ma famille. Et toi, qu'est-ce qui te préoccupe dans la vie?</i> ○ <i>Ce qui me préoccupe, c'est l'état de la Terre.</i>
Week 2–3	Environmental issues: Talking about problems facing the world		Making connections between word types	<ul style="list-style-type: none"> ○ <i>À ton avis, quel est le plus grand problème pour la planète, et pourquoi?</i> ○ <i>...la population de la terre n'arrête pas d'augmenter...</i>
Week 4–5	Environmental issues: Talking about protecting the environment	Using modal verbs in the conditional Using a combination of tenses	Learning new verbs in the infinitive form	<ul style="list-style-type: none"> ○ <i>Que pourrais-tu faire pour mieux protéger notre planète?</i> ○ <i>Actuellement, je ne fais pas grand-chose pour protéger l'environnement, mais je pourrais trier les déchets et faire du compost à la maison.</i>
Week 6	Bringing the world together: Talking about ethical shopping	Using the passive		<ul style="list-style-type: none"> ○ <i>Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables.</i> ○ <i>Je suis d'accord. Trop de travailleurs sont exploités ou exposés à des risques.</i>
Week 7	Bringing the world together: Talking about volunteering	Using indirect object pronouns	Manipulating language to make it your own	<i>Je travaille dans un refuge avec les animaux trois soirs par semaine après le lycée. Mon travail consiste à aider les animaux qui ont été abandonnés.</i>
Week 8	Bringing the world together: Talking about big events		Giving arguments for and against	<i>D'un côté, ça unit les gens... D'un autre côté, les ouvriers qui construisent les stades sont souvent exploités. Je trouve que...</i>
Remaining weeks Spring term	Focus on speaking			

Summer term	Revision for Final exams
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MEDIA STUDIES SCHEME OF WORK TERM ONE 2018

Introduction to Media			
	Lesson Content / Overview		Resources
Week One	Lesson 1 Hand out exercise books and Aexplain/establish understanding of students' knowledge of the subject. Introduce initial media terminology – Denotation/Connotation.	Lessons 2 & 3 Introduction to Media Terminology and Concepts – Genre, Narrative, Character.	Lesson One Powerpoint. Lesson Two and Three PowerPoint.
Page Break			
Week Two	Lesson 4 Introduce Camera shots & angles using the powerpoint Camera shots card sort activity Camera shots quiz	Lessons 5 & 6 Complete camera shots worksheet Complete the understanding the effects of camera shots worksheet based on scenes from Coach Carter and Pirates of the Caribbean Character functions worksheet – talk through the types of character and students complete the activity <i>complete for homework</i>	Camera shots and angles ppt Camera shots card sort activity Camera shots quiz Camera shots worksheet Understanding the effects of camera shots https://www.youtube.com/watch?v=2_fDhQk_Ro https://www.youtube.com/watch?v=x9YBJt0x14 Character functions sheet
Week Three	Lesson 7 What is a film trailer? Conventions: The use of sound <u>Listen</u> to three trailers – identify the genre, the film and what codes tell us which film/genre it is Listen to the Godzilla Trailer. Make notes in books as per slide Watch the trailer – how close were you?	Lessons 8 & 9 Watch Godzilla trailer again Answer questions from slide (audience expectations) Complete sound and visuals worksheet Talk through the trailer structure and film narratives slides Activity: Create a movie trailer <i>see slide for detail</i>	3 trailers: Hunger Games/Harry Potter/Despicable Me 2 https://www.youtube.com/watch?v=PH-n39PCXp8 https://www.youtube.com/watch?v=5NYt1qirBWg https://www.youtube.com/watch?v=IlbnGSMJQbQ Godzilla trailer http://www.godzilla-movies.com/trailers/ Lesson 7 & 8 ppt Sound and visuals worksheet Movie trailers
Week Four	Lesson 10	Lessons 11 & 12	Video footage for use with Sony Vegas

MEDIA STUDIES SCHEME OF WORK TERM TWO 2018

Long Form Television			
	Lesson Content / Overview		Resources
Week One	Lesson 1 Introduction to the concept of Long Form Television. How does it differ from short form. How any LFTV dramas can be named? Broadly establish the conventions of Long Form TV and outline what will be the content of the term. Introduce the two LFTV texts: <i>Stranger Things</i> and <i>Trapped</i> .	Lessons 2 & 3 Contextual understanding of LFTV. Use PowerPoint to establish historical background. What technological factors have increased the popularity of LFTV? Consider advertising and need to generate revenue. How is this driving LFTV? Introduce the concept of "State of the Nation TV" – students familiar with <i>Breaking Bad</i> , <i>The Wire</i> , <i>The Sopranos</i> ? If so students attempt to establish themes and why these are classed as "state of the nation".	LFTV PowerPoint
Page Break			
Week Two	Lesson 4 Influence of a "major star" in the success of LFTV – how important are they? Highlight the leading actors/actresses in the most successful LFTV dramas – are the students familiar with any outside of the shows? Why does the success of a mainstream movie often hinge on the attraction of a "big name" and yet LFTV doesn't? Introduce the concept of multi-strand narratives.	Lessons 5 & 6 Know your enemy! First screening of <i>Stranger Things</i> and <i>Trapped</i> . These don't necessarily need to be back to back but generally just to give students a feel for the texts.	LFTV PowerPoint Copy of <i>Stranger Things</i> (Season 1, Episode 1) Copy of <i>Trapped</i> (Season 1, Episode 1)
Week Three	Lesson 7 Media and Representation	Lessons 8 & 9 Work through Representation PowerPoint and focus on each image.	Media Language PowerPoint

	<p>Use Media Language and Representation PowerPoint. Establish existing knowledge of Media Language.</p> <p>Possible need to refresh. Use Media Language PowerPoint if appropriate.</p> <p>Consider representation of character using the posters for <i>Stranger Things</i> and <i>Trapped</i>. Remind about Proppian character functions.</p>	<p>Follow prompts on each slide.</p> <p>May need refresher on Camera Shots/Angles</p> <p>When considering the first two slides try to incorporate ideas of narratology. Where does this fit into Todorov's theory?</p>	<p>Media Language and Representation PowerPoint</p> <p><i>Stranger Things</i> Poster</p> <p><i>Trapped</i> Poster</p>
Week Four	<p>Lesson 10</p> <p>Continue through Media and Representation PowerPoint – set additional slides as Prep if necessary.</p> <p>Consider the idea of micro-openings as an LFTV convention.</p> <p>Mini Essay: <i>How is American Culture represented?</i></p>	<p>Lessons 11 & 12</p> <p>Continue to work through Media Language and Representation PowerPoint and set Mini Essay's where applicable.</p> <p>Re-visit narratology, Propp and reception theory.</p>	<p>Media Language and Representation PowerPoint.</p> <p>Todorov's Equilibrium PowerPoint.</p>
Week Five	<p>Lesson 13</p> <p>As above.</p> <p>Discuss the role stereotypes play in audience understanding. Are all stereotypes negative?</p> <p>Can you highlight characters where stereotypes have been subverted?</p>	<p>Lessons 14 & 15</p> <p>Second Screening of <i>Trapped</i>.</p> <p>Introduce (re-introduce) the conventions of Scandi-Noir, it's increasing popularity (why?) and it's contemporaries.</p> <p>Refresh students on multi-strand narratives.</p> <p>Reminder of the importance of knowing the character's names given the difficult language involved. Use Character Grid to help character identification. Screen episode and pause at appropriate moments for students to discuss and fill in the grids.</p>	<p><i>Trapped</i> – Character Grid</p> <p>Copy of <i>Trapped</i> (Season 1, episode 1)</p>
Week Six	<p>Lesson 16, 17 & 18</p> <p>Return to Media Language and Representation and work through slides. In all evaluative questions consider comparisons with <i>Stranger Things</i>.</p>		

	Return to and consider the context of LFTV and how this can be applied to the two texts.		
Week Seven	Lesson 19 Plan the structure of the report	Lessons 20 & 21 End of term assessment: write the analysis report	Scaffolding template

Christmas Term 2018 - English Language Yr 12 Form L6 - Craig Lappin- Language Issues and Concepts

Resources: Class notes, academic papers and Exam board materials

Week 1	Monday 10th September	Introduction to course and student expectation. Test, target setting and introduction to 21 st Century
Week 2	Monday 17th September	Language levels and critical analytical frameworks
Week 3	Monday 24th September	Phonetic symbols and sounds
Week 4	Monday 1 st October	Comparing and contrasting speech. Component 1 Analysing speech and spoken discourse
Week 5	Monday 8 th October	Spoken vs written – Understanding the differences – Mode and formality and conversation as communication
Week 6	Monday 15 th October	Assessment Week – Mock assessment
Week 7	Monday 22 nd October-	Half Term week – School Closed
Week 8	Monday 29 th October	How to write in response to a specific question – assessment feedback
Week 9	Monday 5 th November	Openings, closings and self-reference
Week 10	Monday 12 th November	Grice's Maxims and flouting of the rules in conversation. Face and threatening acts.
Week 11	Monday 19 th November	One to one interaction to develop themes for question focus. Narrow reading notes to enhance focus. Work with student on rationale and focus for question. Links to theorists.
Week 12	Monday 26 th November	Divergence, Convergence, Covert and overt prestige – Students research language variation theorists.
Week 13	Monday 3 rd December	Turn taking, transition points and vocative encouragement to speak. Accents and

		dialectal variation. Standard vs Non Standard.
Week 14	Monday 10 th December	Assessment Week- How to write essays using PEE – Revision and note taking
	17 th December - 7/1/2019	Christmas Holiday

Easter Term 2019 - English Language Yr 12 Form L6 –

Craig Lappin- Language Issues and Concepts: CLA and Standard and Non Standard English

Resources: Class notes, academic papers and Exam board materials

Week 1	Monday 7 th January	Introduction to CLA
Week 2	Monday 14 th January	Understanding the concepts for response in Component 1 part B
Week 3	Monday 21 st January	Chomsky's theories and objections
Week 4	Monday 28 th January	First steps and language landmarks
Week 5	Monday 4 th February	Skinner's nature vs nurture theories
Week 6	Monday 11 th February	Assessment Week – Mock assessment
Week 7	Monday 18 th February	Half Term week – School Closed
Week 8	Monday 25 th February	How to write in response to a specific question – assessment feedback
Week 9	Monday 4 th March	Jeanie and the wild boy of France – how does this support the theories
Week 10	Monday 11 th March	Halliday and development timelines
Week 11	Monday 18 th March	Students to work on presentation of individual theorist to enhance skills of research and reflection
Week 12	Monday 25 th March	Assessment week
		Easter Holiday

Summer Term 2019 - English Language Yr 12 Form L6 –

Craig Lappin- Language Issues and Concepts: Standard and Non Standard English – Language Change

Resources: Class notes, academic papers and Exam board materials

Week 1	Monday 22 nd April	Standard and Non standard issues and how they differ from language variation as used in Component 1 part 1
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Week 2	Monday 29 th April	What is Standard English? What is Non Standard.
Week 3	Monday 6 th May	The history of Standard English and the origins of linguistic class division
Week 4	Monday 13 th May	Loss of dialects and the emergence of Estuary English - Exploring the links between language change and SE and NSE
Week 5	Monday 20 th May	Assessment Week – Mock assessment
Week 6	Monday 27 th May	Half Term week – School Closed
Week 7	Monday 3 rd June	Language change – archaic grammar and borrowings
Week 8	Monday 10 th June	The history of English and the development of middle English
Week 9	Monday 17 th June	Archaic language, borrowings and the influence of travel/conquest – American fossilization and New Englishes
Week 10	Monday 24 th June	Assessment week

Subject	IB Chemistry SL/HL
HL / SL cohort	Mixed
Main Text book	Pearson Baccalaureate IB Chemistry SL or HL

Christmas Term

Week	Topics covered	TOK	Connections	Recommended Extra Reading
1	Introduction to the IB Course 1.1 Introduction to the particulate nature of matter and chemical change *1.2 The mole concept	How does the knowledge we gain from the natural world depend on the questions we ask and the experiments we perform?		
2	*1.2 The mole concept *1.3 Reacting masses and volumes 11.1 uncertainties and errors in measurement	Chemical equations are the universal language of chemistry. To what extent do they help	Experimental error in Biology and Physics	

	11.2 graphical techniques	or hinder the pursuit of knowledge? To what extent is mathematics effective in describing the natural world?	Graphical techniques in Maths	
3	2.1 The Nuclear Atom 2.2 Electron Configuration 12.1 Electrons in Atoms	What ways of knowing can we use to grasp the magnitude of Avogadro's number even though it is beyond the scale of our everyday experience? What role do models play in our understanding of the world and how effective are they?		
4	3.1 The Periodic Table 3.2 Periodic Trends	Inductive reasoning was used to construct the periodic table. Is inductive reasoning ever a reliable source of knowledge?		
5	3.2 periodic trends 13.1 First Row D Block 13.2 Coloured Complexes	What is the role of practical work in helping develop understanding?		
6	Assessment Week			
7	4.1 Ionic bonding and Structure 4.2 Covalent Bonding 14.1 Further aspects of covalent bonding	People often find physical models of bonding structures to be helpful does this suggest different qualities to the knowledge we		

		acquire in different ways?		
8	4.3 Covalent Structures 4.4 Intermolecular Forces 14.2 Hybridisation	Using Graphene as an example what is the role of imagination in helping direct the research of scientists?		
9	4.4 Intermolecular Forces 4.5 Metallic Bonding 14.2 Hybridisation	Which ways of knowing do we use to interpret evidence gained through the use of technology?		
10	*5.1 Measuring Energy Changes 15.1 Energy Cycles	To what extent is certainty attainable within areas of knowledge eg laws of thermodynamics?		
11	*5.1 Measuring energy changes 5.2 Hess's Law 15.1 Energy Cycles	What is the role of intuition in the pursuit of scientific knowledge?		
12	5.3 Bond Enthalpies 15.2 Entropy and Spontaneity	To what extent does a specialised vocabulary help or hinder the growth of knowledge?		
13	Assessment Week			
14	*6.1 Collision theory and rates of reaction 16.1 Rate expression and reaction mechanism			
15	*6.1 Collision theory and rates of reaction 16.1 Rate expression and reaction mechanism			
16	*6.1 Collision theory and rates of reaction			

	16.2 Activation energy			
17	*6.1 Collision theory and rates of reaction 16.2 Activation energy			
18	Assessment Week			
19	7.1 Equilibrium 17.1 The Equilibrium Law			
20	7.1 Equilibrium 17.1 The Equilibrium Law			
21	8.1 Theories of acids and bases 18.1 Lewis Acids and Bases			
22	8.1 Theories of acids and bases 18.1 Lewis Acids and Bases			
23	*8.2 Properties of acids and bases 18.2 Calculations involving Acids and Bases			
24	Assessment Week			
25	*8.3 The pH Scale 18.2 Calculations involving Acids and Bases			
26	*8.3 The pH Scale 18.3 pH curves			
27	8.4 Strong and weak acids and bases 18.3 pH Curves			
28	8.5 Acid deposition			
29	Assessment Week			
30	9.1 Oxidation and Reduction			
31	9.1 Oxidation and Reduction *9.2 & 19.1 Electrochemical Cells			
32	*9.2 & 19.1 Electrochemical Cells			
33	End Of Year Exams			

Subject	A Level year 1 and AS Biology
Year group	Lower 6

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Introduction to the course Data disease and practice questions Introduction to biological molecules.	<u>AQA Biology A level year 1 and AS: Student's Book</u> by <u>Glenn Toole</u> and Susan Toole (2015)

2	September 16	Carbohydrates and monosaccharides. Carbohydrates-disaccharides and polysaccharides Starch, glycogen and cellulose. Practice questions, maths and practical skills	<u>Advanced Biology (Advanced Science)</u> by Michael Kent
3	September 23	Lipids. Proteins. Enzyme action. Factors affecting enzyme action. Practice questions, maths and practical skills	<u>AQA A level Biology for A level Year 1 and AS</u> Pauline Lowrie Mark Smith
4	September 30	Enzyme inhibition. Structure of RNA and DNA. DNA replication. Energy and ATP. Practice questions, maths and practical skills	<u>AQA Biology AS Student Workbook</u> And <u>Model Answers</u> by Richard Allan, Tracey Greenwood and Lissa Bainbridge-Smith (8 Aug 2010)
5	October 7	Water and its functions. Methods of studying cells. Revision Practice questions, maths and practical skills	
6	October 14	Assessment week The electron microscope. Microscopic measurements and calculations. Practice questions, maths and practical skills	
7	October 21	Eukaryotic cell structure. Cell specialisation and organisation. Prokaryotic cells and viruses. Practice questions, maths and practical skills.	
8	October 28	<i>Half term</i>	
9	November 4	Mitosis The cell cycle. Structure of the cell surface membrane. Practice questions, maths and practical skills	
10	November 11	Diffusion. Osmosis. Practice questions, maths and practical skills	

11	November 18	Active transport Co-transport and absorption of glucose in the ileum. Practice questions, maths and practical skills	
12	November 25	Defence mechanisms. Phagocytosis. Practice questions, maths and practical skills	
13	December 2	T Lymphocytes and cell mediated immunity Revision. Practice questions, maths and practical skills	
14	December 9	Assessment week Practice questions, maths and practical skills	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	B Lymphocytes and humoral immunity. Antibodies. Vaccination. Human immunodeficiency virus (HIV). Practice questions, maths and practical skills	
2	January 13	Exchange between organisms and their environment Gas exchange in single celled organisms and insects. Gas exchange in fish .Gas exchange in the leaf of a plant. Limiting water loss. Practice questions, maths and practical skills	
3	January 20	Structure of the human gas-exchange system. Mechanism of breathing. Exchange of gases in the lungs. Lung disease. Enzymes and digestion. Absorption of the products of digestion. Practice questions, maths and practical skills	
4	January 27	Haemoglobin. Transport of oxygen by haemoglobin. Circulatory system of a mammal. Structure of the heart.	

		Practice questions, maths and practical skills	
5	February 3	The cardiac cycle. Blood vessels and their functions. Heart disease. Transport of water in the xylem. Transport of organic molecules in the phloem. Practice questions, maths and practical skills	
6	February 10	Assessment week Practice questions, maths and practical skills	
7	February 17	<i>Half term</i>	
8	February 24	Investigating transport in plants. Genes and the triplet code. DNA and chromosomes. The structure of ribonucleic acid. Practice questions, maths and practical skills	
9	March 2	Protein synthesis-transcription and splicing. Protein synthesis-translation Mutations. Meiosis and genetic variation. Practice questions, maths and practical skills	
10	March 9	Genetic diversity and adaptation. Types of selection. Species and taxonomy. Diversity within a community.	
11	March 16	Species diversity and human activity Investigating diversity. Quantitative investigations of variation. Revision Practice questions, maths and practical skills	
12	March 23	Assessment week Revision and past papers	

		Practice questions, maths and practical skills	
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Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Revision and past papers Practice questions, maths and practical skills	AS/A2 Level Biology AQA Complete Revision & Practice by Richard Parsons (20 Jan 2010) Look also at the Letts, Collins and oxford revision guides
2	April 27	Revision and past papers Practice questions, maths and practical skills	AQA AS Biology Student Unit Guide, unit 1: Biology and Disease by Martin Rowland and Steve Potter (26 Aug 2011)
3	May 4	Revision and past papers Practice questions, maths and practical skills	AQA AS Biology Student Unit Guide: The Variety of Living Organisms: Unit 2 by Martin Rowland and Steve Potter (28 Oct 2011)
4	May 11	Revision and past papers Practice questions, maths and practical skills	
5	May 18	Assessment week	

		Revision and past papers Practice questions, maths and practical skills	
6	May 25	Half term Revision and past papers Practice questions, maths and practical skills	
7	June 1	Revision and past papers Practice questions, maths and practical skills	<u>AQA A2 Biology: Writing the Synoptic Essay</u> by Robert Mitchell (17 May 2010)
8	June 8	Revision and past papers Practice questions, maths and practical skills	
9	June 15	Mock exams Revision and past papers Practice questions, maths and practical skills	
10	June 22	Assessment Week / Biology Olympiad	

Subject		IB Environmental Systems & Societies	
Year group		Lower 6	
Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	1. Systems	
2	September 16	2.1 Structure of Ecosystem	
3	September 23	2.1 Structure of Ecosystems 2.2 Measuring abiotic components	
4	September 30	2.3 Measuring biotic components of the system	
5	October 7	2.4 Biomes 2.5 Functions	
6	October 14	2.5 Functions.	
7	October 21	2.5 Functions. <i>Assessment week.</i>	
8	October 28	<i>Half term</i>	
9	November 4	2.6 Changes	
10	November 11	2.7 Measuring changes in the system	
11	November 18	3.1 Population dynamics	
12	November 25	3.2 Resources – natural capital	
13	December 2	3.2 Resources – natural capital	
14	December 9	<i>School exams</i>	

Christmas Term

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Internal Assessment 1	
2	January 13	3.3 Energy resources	
3	January 20	3.4 The soil system	
4	January 27	3.4 Soil Internal Assessment 2	
5	February 3	3.5 Food Resources	
6	February 10	3.5 Food resources	

7	February 17	<i>Half term</i>	
8	February 24	3.6 Water resources 3.7 Limits to growth	
9	March 2	3.7 Limits to growth	
10	March 9	3.8 Environmental demands	
11	March 16	Group presentations.	
12	March 23	<i>Assessment.</i>	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Internal Assessment 3	
2	April 27	Internal Assessment 3	
3	May 4	4.1 Biodiversity 4.2 Evaluating biodiversity and vulnerability	
4	May 11	4.2 Evaluating biodiversity and vulnerability	
5	May 18	4.2 Evaluating biodiversity and vulnerability	
6	May 25	<i>Half-term</i>	
7	June 2	4.2 Evaluating biodiversity and vulnerability	
8	June 9	4.3 Conservation of biodiversity	
9	June 16	4.3 Conservation of biodiversity	
10	June 23	Individual presentations	

Buckswood School

IB Diploma Programme

Subject	Physics
HL / SL	SL

Text book	IB Physics (OUP)
Lesson per week	3 hours
Teacher	Mr Jones
Students	TBC

Christmas Term

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (09 Sept)	6.1 Circular Motion	Theory of knowledge: • Foucault's pendulum gives a simple observable proof of the rotation of the Earth, which is largely unobservable. How can we have knowledge of things that are unobservable?		
2 (16 Sept)	6.2 Newton's Law of Gravitation.	Theory of knowledge: • The laws of mechanics along with the law of gravitation create the deterministic nature of classical physics. Are classical physics and modern physics compatible? Do other areas of knowledge also have a similar division between classical and modern in their historical development?		
3 (23 Sep)	7.1 Discrete Energy and Radiation.	Theory of knowledge: • The role of luck/serendipity in successful scientific discovery is almost inevitably accompanied by a scientifically curious mind that will pursue the outcome of the "lucky" event. To what extent might scientific discoveries that have been described as being the result of luck actually be better described as being the result of reason or intuition?		
4 (30 Sep)	7.2 Nuclear Reactions	Theory of knowledge: • The acceptance that mass and energy are equivalent was a major paradigm shift in physics. How have other paradigm shifts changed the direction of science? Have there been similar paradigm shifts in other areas of knowledge?		

5 (07 Oct)	7.3 The structure of matter.	Theory of knowledge: <ul style="list-style-type: none"> Does the belief in the existence of fundamental particles mean that it is justifiable to see physics as being more important than other areas of knowledge? 		
6 (14 Oct)	Assessment week			
7 (21 Oct)	Half term			
8 (28 Oct)	8.1 Energy sources	Theory of knowledge: <ul style="list-style-type: none"> The use of nuclear energy inspires a range of emotional responses from scientists and society. How can accurate scientific risk assessment be undertaken in emotionally charged areas? <p>Of all the scientific issues of our time, perhaps nuclear energy invokes the greatest emotional response in both scientists and non-scientists alike.</p>		
9 (04 Nov)	8.2 Thermal energy transfer.	Theory of knowledge: <ul style="list-style-type: none"> The debate about global warming illustrates the difficulties that arise when scientists cannot always agree on the interpretation of the data, especially as the solution would involve large-scale action through international government cooperation. When scientists disagree, how do we decide between competing theories? 		
10 (11 Nov)	Internal Assessment			
11 (18 Nov)	Internal Assessment			
12 (25 Nov)	Internal Assessment			
13 (02 Dec)	Revision			
14 (09 Dec)	Assessment Week			

Spring Term

Subject		A-level PHYSICS		
Year group		Lower 6		
Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (06 Jan)	Option tbc			
2 (13 Jan)	Option			
3 (20 Jan)	Option			
4 (27 Jan)	Revision			
5 (03 Feb)	Assessment Week			
6 (10 Feb)	Half Term			
7 (17 Feb)	Revision			
8 (24 Feb)	Revision			
9 (02 Mar)	Revision			
10 (09 Mar)	Revision			
11 (16 Mar)	Assessment Week			

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Use of SI units and their prefixes.	
2	September 16	Limitation of physical measurements. Estimation of physical quantities.	
3	September 23	Constituents of the atom. Stable and unstable nuclei.	
4	September 30	Particles, antiparticles and photons. Particle interactions.	
5	October 7	Classification of particles.	
6	October 14	<i>Assessment.</i> Quarks and antiquarks. Applications of conservation laws.	
7	October 21	<i>Half term.</i>	
8	October 28	The photoelectric effect. Collisions of electrons with atoms. Energy levels and photon emission.	
9	November 4	Wave-particle duality.	
10	November 11	Progressive waves. Longitudinal and transverse waves.	
11	November 18	Superposition of waves and formation of stationary waves.	
12	November 25	Interference.	
13	December 2	Diffraction. Refraction at a plane surface.	
14	December 9	<i>School exams.</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Scalars and vectors.	
2	January 13	Moments. Motion along a straight line.	

3	January 20	Projectile motion. Newton's laws of motion.	
4	January 27	Momentum. Work, energy and power.	
5	February 3	Conservation of energy. Bulk properties of solids.	
6	February 10	<i>Assessment.</i> The Young modulus.	
7	February 17	<i>Half term.</i>	
8	February 24	Basics of electricity. Current-voltage characteristics.	
9	March 2	Resistivity.	
10	March 9	Circuits. Potential divider.	
11	March 16	Electromotive force and internal resistance.	
12	March 23	<i>Assessment.</i>	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	AS revision.	
2	April 27	AS revision.	
3	May 4	AS revision.	
4	May 11	AS revision.	
5	May 18	<i>Assessment.</i>	
6	May 25	<i>Half term.</i>	
7	June 1	Circular motion. Simple harmonic motion.	
8	June 8	Simple harmonic systems.	
9	June 15	Forced vibrations and resonance. Thermal energy transfer.	
10	June 22	Ideal gases.	

Subject	AS CHEMISTRY
Year group	Lower 6

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	<i>Baseline test.</i> The basics of atomic structure. Mass spectrometry.	A-Level Chemistry (Ramsden)
2	September 16	Electron configuration. Ionisation energies.	
3	September 23	Balanced equations. The mole and the Avogadro constant.	
4	September 30	Using balanced equations quantitatively.	
5	October 7	Carrying out a titration. Indicators.	
6	October 14	<i>Assessment.</i> The Ideal Gas equation. Determining empirical and molecular formulae.	
7	October 21	<i>Half term</i>	

8	October 28	Combined calculations. Ionic bonding.	
9	November 4	Nature of covalent and dative covalent bonds.	
10	November 11	Metallic bonding.	
11	November 18	Bonding and physical properties. Types of crystalline substances. States of matter.	
12	November 25	Shapes of simple molecules and ions. Bond polarity.	
13	December 2	Forces between molecules.	
14	December 9	<i>School exams.</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Enthalpy.	
2	January 13	Hess's Law. Collision theory.	
3	January 20	Distribution of molecular energies. Equilibrium.	
4	January 27	Le Chatelier's principle. Industrial examples. The equilibrium constant.	
5	February 3	Calculating and using K_c .	
6	February 10	Effects of changes in pressure and volume. Oxidation state. Proper names and formulae of ions and compounds. Oxidation and reduction. Redox.	
7	February 17	<i>Half term.</i>	
8	February 24	Half equations. Organic oxidation and reduction reactions. Combining half equations.	
9	March 2	Blocks of the Periodic Table. Major trends across Period 3. Trends down Group 2. Solubility	

		of the Group 2 hydroxides and sulfates in water. Uses of the Group 2 elements and their compounds.	
10	March 9	Physical properties of the halogens. Redox reactions of halogens. Identification tests.	
11	March 16	Carbon – a unique element. Naming organic compounds. Alkanes.	
12	March 23	<i>Mock exams.</i> Fractional distillation of crude oil. Combustion of alkanes.	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Environmental consequences of burning fossil fuels. Physical properties of the halogenoalkanes. Synthesis and reactions of the halogenoalkanes.	
2	April 27	Alkenes. Addition polymers. Reactions of the alkenes.	
3	May 4	The physical properties of the alcohols. Reactions of the alcohols. Industrial production of ethanol.	
4	May 11	Mass spectrometry of organic compounds. Infrared spectroscopy. Identification of functional groups by test-tube reactions.	
5	May 18	Revision	

6	May 25	<i>Half term</i>	
7	June 1	Enthalpy changes in ionic compounds. Born-Haber cycles. Perfect ionic model.	
8	June 8	Enthalpy of solution. Feasible reactions. Entropy.	
9	June 15	Feasibility of a reaction. Graphical calculations.	
10	June 22	<i>School exams.</i>	

Subject	IB Biology HL
Year group	Lower 6

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Introduction and Statistics	
2	September 16	Cell Theory	
3	September 23	Prokaryotic Cells	
4	September 30	Eukaryotic Cells	
5	October 7	Membranes	
6	October 14	Cell Division	
7	October 21	Chemical elements and water	
8	October 28	<i>Half term</i>	
9	November 4	Carbohydrates, Lipids and Proteins	
10	November 11	DNA Structure and Replication	
11	November 18	Transcription and Translation	
12	November 25	Enzymes	
13	December 2	Cell Respiration and Photosynthesis	
14	December 9	<i>School exams.</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Chromosomes, Genes, Alleles and Mutations	

2	January 13	Meiosis	
3	January 20	Theoretical Genetics	
4	January 27	Genetic Engineering and Biotechnology	
5	February 3	Communities and Ecosystems	
6	February 10	The Greenhouse Effect	
7	February 17	<i>Half term</i>	
8	February 24	Populations	
9	March 2	Evolution	
10	March 9	Classification	
11	March 16	Digestion	
12	March 23	The Transport System	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Defence Against Infectious Disease	
2	April 27	Gas Exchange	
3	May 4	Nerves, Hormones and Homeostasis	
4	May 11	Reproduction	
5	May 18	DNA Structure and Replication	
6	May 25	<i>Half term</i>	
7	June 1	Protein enzymes	
8	June 8	Translation	
9	June 15	Revision	
10	June 22	<i>School exams</i>	

English as a Second Language 2019-20

Teaching Group: L6

CEFR Level: B1

Examination Aims: IELTS June to December 2020

Christmas Term

Week	Writing/Reading Focus	Grammar Focus
1	<ul style="list-style-type: none">• Introduction to the course and IELTS• Writing reports, general structure for IELTS writing task 1• Language describing speed and degree of change• Writing overviews• Writing 2 – discursive essay structure	
2		
3		
4		G – Past tenses contrasted

5	<ul style="list-style-type: none"> • Introduction to L2 Reading skills – topic sentences, paragraphing, linking ideas, unknown words • Assessment; assessment review and target setting 	
6 (A.W.)		G – Perfect tenses
7		
8	Half term	
9	<u>Tech Detox topic</u> Multiple matching Topic sentences	G – parts of speech
10	Writing 2 – discursive essay rewrites Linking phrases Cohesion and coherence	G – conditional sentences
11	<u>Wolf communication topic</u> Focus on guessing vocab from contexts, substitution and referencing.	G – relative clauses
12	Wolf topic continued, re-writes as required Self-sourced report input as differentiation	G – future forms
13	Writing assessment 1, first part of reading	G – comparatives
14 (A.W.)	Writing 2, Reading, Listening assessments	

Easter Term

English as a Second Language 2019-20 Teaching Group: L6	
CEFR Level: B1 Text: own Examination Aims: IELTS June to December 2020	
Week	Aims for the Week
1	
2	
3	
4	
5	
6 (A.W.)	
7	Half Term
8	
9	
10	
11	
12 (A.W.)	

Summer Term

English as a Second Language 2018-19 Teaching Group: L6	
CEFR Level: B1 Text: own Examination Aims: IELTS June to December 2020	
Week	Aims for the Week
1	
2	
3	Possible IELTS exam May 11th
4	
5 (A.W.)	
6	Half term
7	
8	
9	
10 (A.W.)	

English as a Second Language 2019-20

CEFR Level A2-B2

Group Name: Lower 6 / UFC

Text: The Official Cambridge Guide to IELTS

Examination Aims: IELTS

Christmas Term

Week	Aims for the Week	Focus, Project or Trip work
1	Introduction to the course Mosquitoes project	
2	IELTS reading – using reading texts and the AWL	
3	Reading – Understanding the main ideas Identifying main ideas	
4	Identifying information in the passage Reading – Locating and matching information	
5	How ideas are connected Identifying types of information	
6	Reading – Strategies Skimming and reading at speed	
7 (A.W.)	Assessment week	
8	Half term	

9	Writing Task 1 – describing a chart, table or graph	
10	Comparing and contrasting graphs and tables	
12	Describing diagrams	
13	Describing maps	
14 (A.W.)	Assessment week.	

Easter Term

Week	Aims for the Week
1	Listening – Places and Directions Following directions Labelling
2	Listening – Actions and processes Describing and action or process Understanding mechanical parts
3	Listening – Identifying attitude and opinion Persuading and suggesting Reaching a decision
4	Reading - Descriptive Passages Scanning for detail Using words from the passage
5 (A.W.)	Assessment week Practice Test 3
6	Half Term
7	Reading – Understanding the main ideas Identifying main ideas Identifying information in the passage
8	Reading – Locating and matching information How ideas are connected Identifying types of information
9	Reading – Strategies Skimming and reading at speed Global understanding
10	Reading – Discursive passages

	Identifying theories and opinions Matching features
11 (A.W.)	Assessment Week Practice Test 4 and review

Summer Term

Week	Aims for the Week
1	Speaking – Part 1 Talking about familiar topics Using the right tense – Grammatical range and Accuracy
2	Speaking – Part 2 Giving a Talk Improving fluency and cohesion Organising your notes and your talk
3	Speaking – Part 3 Talking about abstract topics Agreeing and disagreeing Improving your Vocabulary
4	Speaking – Checking, correcting and assessing Dealing with problems Pronunciation, intonation and chunking Improving your score
5	Speaking – Practice on different topics using Newsademia as a vocabulary and topic resource
6 (A.W.)	Assessment week Practice Test 5 and review
7	Half term
8	Practice Test 6
9	Practice test 7

Scheme of Work for Further Pure Mathematics One

This is Paper One of both the AS Further Mathematics and A2 Further Mathematics. It is a compulsory module

Christmas Term One :-

<u>Syll.</u>	<u>Content</u>	<u>Lessons</u>
	Introduction to Further Mathematics	

FP 1.1 and FP 6 FP 4.3 Fun FP 2.6 Interest	<p>An induction week to the A Level course which includes topics such as</p> <ol style="list-style-type: none"> Proof of well-known formulae such as the solution to quadratic equations, the cosine formula, Pythagoras' Theorem, The Circle Theorem Vector proof that the midpoints of any quadrilateral form a parallelogram Finding quadratic rules by pattern recognition and solving investigations that lead to a quadratic rule Deriving the golden number Investigating the development of measuring angles and the use of Radians in particular. Investigating the lives and achievements of famous mathematicians. <p>Note e) and f) should be given as a week-end prep.</p>	5-6
FP4.1 FP4.2 FP4.3 FP1.1 FP4.3	<p>FP4: Further Algebra and functions (with some proof)</p> <ul style="list-style-type: none"> Understanding and use the links between the roots and the coefficients of polynomial equations up to degree 4 (quartic equations). Evaluate expressions based on the roots of equations eg $\alpha^3 + \beta^3 + \gamma^3$ Finding an equation whose roots are linked to the roots of a given equation. The relationship will be a linear one and the equation will have degree at least three. Deriving the formula for the sum of integers, sum of squares and sum of cubes using pattern techniques and simultaneous equations Proving the formula for the sum of integers, sum of squares and sum of cubes by induction. Using the formula derived above find the sum of similar series eg $\sum r(r-1)(r+1)$ 	9-10
FP 1.1	<p>FP1: Proof</p> <ul style="list-style-type: none"> Proving by induction statements like $3^{2n} + 11$ is a multiple of 4 / divisible by 4 	2-3
FP 2.1 FP 2.2 FP 2.3 FP 2.1	<p>FP2: Complex Numbers</p> <ul style="list-style-type: none"> Introducing i as the square root of -1 and solving quadratic equations with complex coefficients Add, subtract, multiply and divide complex numbers- understanding the terms real and imaginary parts. Appreciate that the complex roots of equations with real coefficients form conjugate pairs Appreciate that the properties of the roots of quadratic and quartic equations still apply if the equations have complex roots. 	11-12

FP 2.4	<ul style="list-style-type: none"> Solving cubic and quartic equations with complex roots i) knowing the possibilities with regard to the nature of the roots ii) using the bus-stop method for dividing polynomials. Represent and interpret complex numbers represented in an Argand diagram and introducing the modulus and argument of a complex number 	
FP 2.5	<ul style="list-style-type: none"> Introduce modulus – argument form and converting between forms. 	
FP 2.6	<ul style="list-style-type: none"> Multiply and divide complex numbers given in modulus argument form, knowing and using the properties of modulus and argument (Radian form expected to be used) Solve simple loci problems including regions. Identify simple loci as well as finding the algebraic solution. 	

FP 3.1	FP3: Matrices <ul style="list-style-type: none"> Add, subtract and multiply matrices knowing when such operations are possible. Understand the significance of and use the zero and identity matrix Understand that 2D transformations can be represented by a 2 x 2 matrix. Transformations to include stretches parallel to the x and y axes. Combined transformations knowing AB is transformation B followed by transformation A 3D transformations – knowledge of 3D vectors is assumed. Finding the invariant points or the equation of an invariant line from a linear transformation. Calculate the determinant of a 2x2 and a 3x3 matrix. Appreciate that the determinant gives the scale factor of the enlargement in a 2D transformation and the sign of the determinant gives an indication to the orientation of the movement. Understand the terms singular and non-singular matrices Find the inverse of 2x2 and 3x3 non-singular matrices. Understand the geometrical significance of the inverse matrix. Solve simultaneous equations involving two and three equations using matrix methods. Interpret geometrically the solution or non-solution of simultaneous equations Solve simultaneous equations that involve more than 3 equations using elementary row operations/ Echelon form 	12-13
FP 3.2		
FP 3.3		
FP 3.4		
FP 3.5		
FP 3.6		
FP3.7		
FP 3.8		
Interest Optional		
FP 5.1	FP5: Further Calculus <ul style="list-style-type: none"> Introduce integration from first principles and development of the definite integral being the bounded area under a graph. Students should already have seen this work but not from a first principles starting point. From first principles derive the formulae for the generated volume of revolution. Solving a range of volume problems. 	5 - 6

	<ul style="list-style-type: none"> Finding volumes of revolution when the equation of the curves are given parametrically. <p>Finding the area under a curve given parametrically will need to be quickly looked at first</p>	
FP 6.1 FP 6.2 FP 6.3 FP 6.4 FP 6.5	<p>FP6:Further Vectors</p> <p>The ordering of the A2 scheme may be quite tight with regard to whether Vectors has already been covered and the A2 schedule in time may need to change.</p> <ul style="list-style-type: none"> Developing and using the vector equation and the Cartesian equations of a line in 3D Developing and using the vector equation and the Cartesian equation of a plane in 3D. The vector form is the one using base vectors eg $\mathbf{r} = \mathbf{i} + \mathbf{j} + \mathbf{k} + s(2\mathbf{i} - 3\mathbf{j} + \mathbf{k}) + t(\mathbf{i} - 2\mathbf{j} - 3\mathbf{k})$ Develop and use the scalar product of two vectors – finding the angle between two lines Developing and using the scalar product form for the equation of a plane eg $\mathbf{r} \cdot \mathbf{n} = d$ Use the scalar product to show or determine whether two vectors are perpendicular or not. Find the intersection of a line and a plane Calculate the perpendicular distance between two given lines. Calculate the perpendicular distance from a given point to a given line Calculate the perpendicular distance from a given point to a given plane. 	9 -10

Scheme of Work for Paper 2 AS Further Mathematics: Option 2D: Decision Mathematics

This is the first of two possible Decision Mathematics options. This represents half of the AS Further Mathematics course and one quarter of the full A2 course.

New content for 2017 syllabus (to us). Whilst working through the scheme please refer to the syllabus content with its guidance information.

Christmas Term One :-

Syll.	Content	Lessons
	<p>Introduction to Further Decision Mathematics</p> <p>An induction week to the Decision Mathematics course which could include topics such as</p> <ol style="list-style-type: none"> Drawing regions from a set of inequalities Discovering Euler's formula relating to edges, faces and vertices of solids Looking at some basic topology including traversability and the Konigsberg bridge problem The idea of nodes and arcs can be introduced at this stage. Looking a decision tree diagrams to sort a list of items. Sorting using the minimum number of questions 	3 - 4
	D1: Algorithms and Graph Theory	

D1.1	<ul style="list-style-type: none"> Developing an understanding of algorithms given as a flowchart or text and know what the order of an algorithm is. 	7 - 8
D1.2	<ul style="list-style-type: none"> Carry out a) bin packing b) bubble sort and c) (mid-item pivot) quick sort algorithms 	
D1.3	<ul style="list-style-type: none"> Understand what is a 'graph' and distinguish between the different types of graph including a) complete graphs (including k notation) b) planar and c) isomorphic graphs 	
D1.4	<ul style="list-style-type: none"> Understand how the order of the nodes determines whether a graph is Eulerian, semi – Eulerian or otherwise. Understand the term Hamiltonian cycle. Carry out the planarity algorithm for planar graphs 	
	D2: Algorithms on Graphs	8 - 9
D2.1	<ul style="list-style-type: none"> Understand the terms spanning tree and minimum spanning tree. Complete problems involving Prim's and Kruskal's (greedy) algorithms. Draw a network from a given matrix and apply Prim's algorithm with a matrix representation. 	
D2.2	<ul style="list-style-type: none"> Understand Dijkstra's and Floyds algorithms for finding the shortest path through a network. Using Floyds algorithm, unless stated otherwise, complete the first iteration on the first row, the second iteration on the second row etc..... 	
	D3: Algorithms on Graphs II	5 -6
D3.1	<ul style="list-style-type: none"> Finding the shortest route around a network, traveling along every edge at least once and ending at the start vertex- the Route Inspection / Chinese Postman Algorithm. 	
D3.2	<ul style="list-style-type: none"> The Travelling Salesman Problem including short cuts to improve the upper bound. Determining upper and lower bounds by looking at spanning trees. Using the Nearest Neighbour Algorithm 	

	D4: Critical Path Analysis	
D4.1	<ul style="list-style-type: none"> Modelling of a project by an activity matrix from a precedence table(including the use of dummies) 	
D4.2		

D4.3 D4.4 D4.5 D4.6	<ul style="list-style-type: none"> • Completion of the precedence table for a given activity, the table only showing immediate predecessors • Using an algorithm approach for finding the critical path. Finding the earliest and latest event times. Finding earliest and latest finish times. Identifying critical activities and paths • Calculating the total float of an activity and drawing a Gantt (cascade) chart. • Construct resource histograms, including resource levelling, based on the number of workers required to complete each activity • Complete the task by scheduling the activities using the least number of workers to complete the project 	8 -9
D5.1 D5.2 D5.3 D5.4	D5: Linear Programming <ul style="list-style-type: none"> • Formulation of a linear programming problem. Problems to include the use of slack, surplus and artificial variables • Graphical solutions of linear programming problems using both the objective line and vertex methods to find integer solutions. • Using the Simplex algorithm and tableau for solving maximising and minimising problems. • The two stage simplex and big M methods for solving maximising and minimising problems with both greater than and less than constraints. 	8 - 10

Scheme of Work – AS Government and Politics (Edexcel) – Unit 1 People and Politics

Introduction to Politics. Exploration of the ideas of conflict, power and authority. Overview of UK system and the three branches of government. Comparison of linear and pluralist models of UK system. To be followed by the introductory test.

	Lesson	Starter/Prior knowledge	Key Concepts/Content	Lesson Objectives	Resources	Assessment	Reading/Homework
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1	What is politics?		Politics as conflict of ideas/interests/struggle for power Power, Authority, Legitimacy, Sovereignty	<ul style="list-style-type: none"> To understand what politics is to explore the differences between power and authority To understand the differences and connections between authority, power, legitimacy and sovereignty 	Edexcel textbook p.1-7	Student led plenary at end of lesson for first assessment	Take a current newspaper/online-article and find opposite examples for countries where the ruler(s) have power with and without authority/legitimacy What kind of power, authority, legitimacy can you identify? Who has the sovereignty?
2	State, Government and branches of government	Discuss homework and revise key concepts	State Government Legislature Executive Judiciary Rule of Law	<ul style="list-style-type: none"> To identify the three branches of government To explore the different tasks of the three branches of government To discuss the meaning and limitations of tolerance and freedom in a democratic society To define the rule of law 	Edexcel textbook p.7-17 AS&A-level through Diagrams p.9 Worksheet cross words	Assess quality of homework and take notes Plenary	Short five minute presentation on social justice – Communism, Fundamentalist socialism, Liberals, Libertarians with examples/famous people p.15/16
3	Overview of government and politics in the UK	Presentation of social justice presentations and revise key concepts	Input political process Outputs Two groups: pluralist and linear analysis discussion	<ul style="list-style-type: none"> To analyse political processes and discuss different ways of interpretations 	Edexcel text book p.17-20	Marking of presentations and verbal feedback Plenary	Learn for introductory test next week about key concepts and one short essay answer

Democracy and Political Participation - What is it? Compare different types of democracy (including direct and representative), Main features of UK democracy

	Lesson	Starter/Prior knowledge	Key Concepts/Content	Lesson Objectives	Resources	Assessment	Reading/Homework
4	What is democracy?	Test	Definition of democracy, the importance of democracy Citizenship Is it always appropriate? democratical science/discussion about transition	<ul style="list-style-type: none"> To explore the term democracy to “dipp in” democratical science and discuss modern democracies and transition states 	Edexcel textbook p.24-28	Marking of introduction test Plenary	-
5	Differences between direct and representative democracy	Discuss Test results Go over key features of democracies	Direct democracy Representative democracy	<ul style="list-style-type: none"> To analyse the differences between direct and representative democracy 	UK Government and Politics 3 rd Edition p. 2-3 Exam revision notes p. 9-11 AS&A-level through diagrams p.10	Plenary	“What do you understand by the term representative democracy? (5 marks)” Question and answer guide p.13
6	Citizenship and political participation	Peer mark homework	Political participation The participation/legitimacy crisis e-democracy	<ul style="list-style-type: none"> To understand Citizenship and Democratic Citizen’s Rights and Obligations To understand the term partizipation To explore the participation and legitimacy crisis 	Edexcel texbook p. 28-30 Exam revision notes p.11-15 AS&A-level through diagrams p.48	Take notes about results from peer marking and give verbal feedback Plenary	Edexcel text book 31-38

7	Direct democracy Political participation - referendums	Why participation crisis?	Direct democracy Referendums Initiatives	<ul style="list-style-type: none"> To understand the term direct democracy To explore the advantages and disadvantages of referendums 	Edexcel text book p.31-38 UK Government and Politics 3 rd edition p. 4-13	Plenary Take notes about quality of reading homework	
8	Referendums – the UK experience	Repeat participation crisis	History of referendums in UK	<ul style="list-style-type: none"> To analyze the use of referendums in the UK 	Edexcel text book p.31-38 UK Government and Politics 3 rd edition p. 4-13 AS&A-level through diagrams p.41	Plenary	Past paper June 2013 Using an example, define direct democracy (5 marks).
9	Representative democracy and UK	Peer mark homework	Representative democracy Parliamentary democracy (advantages and disadvantages), Compare Direct and Representative democracy	<ul style="list-style-type: none"> To explore the term representative and parliamentary democracy To analyze British parliamentary democracy Does direct democracy get in the way of representative democracy? 	Edexcel textbook p.38-46 AS&A-level through diagrams p.10	Take notes about results of peer marking and give verbal feedback Plenary	History of UK Representative democracy in UK p. 38-39
10	Britain and democracy	Revise elements of parliamentary democracy Discuss homework	Liberal democracy Main features of UK democracy (democratic franchise, electoral democracy, party competition, devolved assemblies) Critique of UK democracy	<ul style="list-style-type: none"> To understand the term liberal democracy To explore the main features of the UK democracy To discuss why it could be argued that the British political system is undemocratic 	UK Government and Politics 3 rd edition p. 24-29 Question and answer guide p.13	Take notes about quality of homework as well as comments from students when discussing	Think about “How could democracy in the UK be improved?” Divide into groups: e-democracy, compulsory voting, tackling the issue

					Edexcel text book p. 40-46	Plenary	of low turnout, reducing the voting age UK Government and Politics 3 rd edition p. 21-24 p.27-28
11	How could democracy in UK be improved?	Group presentations and discussion	E-democracy compulsory voting, tackling the issue of low turnout, reducing the voting age fixed term elections	<ul style="list-style-type: none"> To explore different possibilities to improve representative democracy in the UK 	UK Government and Politics 3 rd edition p. 22-29	Mark group presentations and give verbal feedback	Learn for End of Topic test
12	Test Past Paper (e.g.) Question 1 from January 2012 paper		Test and discussion afterwards Discuss group presentations about conservative party!!!			Mark according to mark scheme	

Party Policies and Ideas

	Lesson	Starter/Prior knowledge	Key Concepts/Content	Lesson Objectives	Resources	Assessment	Reading/Homework
13	What is a political party? Examination of the features and functions of political parties.	Feedback about test	Examination of the features and functions of political parties. Discussion “left against right”	<ul style="list-style-type: none"> To define the term “political party” To examine the features and functions of political parties To understand what a party faction is To analyse what the left and right wing in UK stand for 	Edexcel textbook p.48-35 AS Uk-Government Politics p.91-94 AS&A-level through diagrams p. 42	Plenary	ev. 48-53 in text book

14	Left and right in politics 2		Left, right and centre positions in UK Discussion	<ul style="list-style-type: none"> To understand and discuss left, centre and right positions in UK 	Edexcel textbook p.52-53 AS UK-Government Politics p.91-94	Plenary	Prepare group presentations
15	Conservative party	Quick starter	Traditional conservatism Group presentation about Traditional conservatism Group presentation about Thatcherism	<ul style="list-style-type: none"> To understand and analyse Traditional conservatism To understand and analyse Thatcherism 	Edexcel textbook p. 54-63 AS UK-Government Politics p.94-99 AS&A-level through diagrams p.11, 16, 43	Mark group presentations give verbal feedback Plenary	Prepare group presentations
16	Conservative party 2	Recap of traditional conservatism and Thatcherism	Majorism Group presentation beyond Thatcherism Is the Conservative party today still genuinely 'conservative'?	<ul style="list-style-type: none"> To explore the development of the Conservative party beyond Thatcherism Is the Conservative party today still genuinely 'conservative'? 	Edexcel textbook p. 54-63 AS UK-Government Politics p.94-99 AS&A-level through diagrams p.11, 16	Mark group presentations give verbal feedback Plenary	Prepare group presentations
17	Socialism and Labour in the UK	Starter activity	Group presentation about Old Labour Group presentation about New Labour	<ul style="list-style-type: none"> To understand and analyze the concepts around Old and New Labour 	Edexcel textbook p. 68-78 AS UK-Government Politics p.99-103	Mark group presentations give verbal feedback Plenary	Prepare group presentations

					AS&A-level through diagrams p.13, 17, 44		
18	Socialism and Labour in the UK	Differences between Old and New Labour	Group presentation about current Labour policy To what extent has the Labour Party today abandoned its 'core values'?	<ul style="list-style-type: none"> To compare Old and New Labour and Third Way policy To what extent has the Labour Party today abandoned its 'core values'? 	Edexcel texbook p. 68-78 AS UK-Government Politics p.99-103 AS&A-level through diagrams p.13, 17, 44	Mark group presentations give verbal feedback Plenary	Prepare group presentations
19	Liberalism in the UK	Starter Activity	Group presentation about liberalism and core liberal values	<ul style="list-style-type: none"> To understand the term the core values of liberalism To understand the policies of the Liberal Democrats 	UK Government and Politics 3 rd edition p. 104-107 AS&A-level through diagrams p.12, 45 Edexcel text book p. 78-82	Mark group presentations give verbal feedback Plenary	Read p.83-84 for 'Test' next lesson
20	Consensus and adversary politics	Starter 'Test' Party-bingo	Ideological and policy differences within major parties	<ul style="list-style-type: none"> Political debate Labour vs. Conservative vs. Liberal Democrats 	UK Government and Politics 3 rd edition p. 107-108 Edexcel text book p. 84-86 AS&A-level through diagrams	Take notes about debate – Assess confidence of students with party policies Plenary	Learn for End of Topic test

					p.46		
21	Consensus and adversary politics	2 Starter 'Test' Party-bingo	Ideological and policy differences and similarities within major parties	<ul style="list-style-type: none"> To explore the terms consensus and adversary politics Analyze current conservative/liberal government to understand this 	UK Government and Politics 3 rd edition p. 107-108 Edexcel text book p. 84-86	Take notes about debate – Assess confidence of students with party policies Plenary	Learn for End of Topic test
22	Test Past Paper		How to write essays – practice Test and discussion afterwards			Mark according to mark scheme	

Elections

	Lesson	Starter/Prior knowledge	Key Concepts/Content	Lesson Objectives	Resources	Assessment	Reading/Homework
23	The purposes of elections and the British electoral system	Feedback about test	Purpose of elections (formation of governments, representation, public opinion) Definitions of elections (distinguish from referendums) Link between elections and democracy Mandate and manifesto	<ul style="list-style-type: none"> To distinguish between elections and referendums To explore the purpose of elections To discuss the link between elections and democracy Electoral systems 	Edexcel textbook p.89-90 AS Uk-Government Politics p.33-39 AS Exam revision notes p. 16-20	Plenary	Prepare group presentations
24	First past the post	Quick revision/quiz of	Group presentation about FPTPS	<ul style="list-style-type: none"> To understand the FPTPS 	Edexcel textbook p.90-98	Plenary	Prepare group presentations

		last lesson's content and electoral systems	<ul style="list-style-type: none"> • effects • advantages and disadvantages <p>Electoral system</p> <p>simple majority or plurality</p> <p>General elections 2010</p>	<ul style="list-style-type: none"> • To analyze General elections of 2010 and apply knowledge 	<p>AS UK-Government Politics p.39, 65-67</p> <p>AS&A-level through diagrams p. 39</p> <p>AS Exam revision notes p. 21-22</p>	Mark group presentations	
25	Features of other electoral systems used in UK 1	Revision of FPTPS	<p>Group presentations about:</p> <p>AMS</p> <p>STV</p> <p>Regional party list</p> <p>supplementary vote</p>	<ul style="list-style-type: none"> • To understand and analyze other electoral systems used in UK 	<p>Edexcel textbook p. 98-114</p> <p>AS UK-Government Politics p.47-69</p> <p>AS&A-level through diagrams p.39</p> <p>AS Exam revision notes p. 22-25</p>	<p>Mark group presentations</p> <p>give verbal feedback</p> <p>Plenary</p>	Prepare group presentations
26	Features of other electoral systems used in UK 2	Revision of FPTPS	<p>Group presentations about:</p> <p>AMS</p> <p>STV</p> <p>Regional party list</p>	<ul style="list-style-type: none"> • To understand and analyze other electoral systems used in UK 	<p>Edexcel textbook p. 98-114</p> <p>AS UK-Government Politics p.47-69</p> <p>AS&A-level through diagrams</p>	<p>Mark group presentations</p> <p>give verbal feedback</p> <p>Plenary</p>	Reading and note taking p. 104-112 Edexcel text book

			supplementary vote		p.39 AS Exam revision notes p. 22-25		
27	Proportional representation	Starter activity	Reasons for the wider use of PR electoral systems since 1997	<ul style="list-style-type: none"> Explore reasons for the wider use of PR electoral systems since 1997 	Edexcel textbook p. 101-118 AS UK-Government Politics p.40 AS Exam revision notes p. 23-25	Take notes about quality of homework Plenary	Exam paper question
28	Compare electoral systems	Starter activity Discuss homework	Compare electoral systems Impact of FPTP and PR on party presentation and political systems generally (with reference to recent UK examples)	<ul style="list-style-type: none"> To compare the different electoral systems Difference of FPTP and PR Impact on party presentation and political systems generally 	Edexcel textbook p. 104-112 AS UK-Government Politics p.40 AS Exam revision notes p. 22-25	Assess homework quality Plenary	Exam paper question
29	Compare electoral systems 2	Starter activity Discuss homework	Compare electoral systems Impact of FPTP and PR on party presentation and political systems generally (with reference to recent UK examples)	<ul style="list-style-type: none"> To compare the different electoral systems Difference of FPTP and PR Impact on party presentation and political systems generally 	Edexcel textbook p. 104-112 AS UK-Government Politics p.40 AS Exam revision notes p. 22-25	Assess homework quality Plenary	Learn for test

30	Electoral reform debate	Starter Activity	<p>Debate on the pros and cons of using alternative systems for Westminster elections. Use the handout available for pupils to read before the debate. Split students into groups and allocate them a system to argue for.</p> <p>Drawbacks of PR and strengths of FPTP including tendency towards strong and stable government, mandate democracy and the containment of political extremism</p> <p>Drawbacks of FPTP and strengths of PR including fairer representation, more legitimate power and stronger emphasis on consensus building</p>	<ul style="list-style-type: none"> To discuss an electoral reform debate – FPTP or PR? 	<p>Edexcel textbook p. 114-122</p> <p>AS UK-Government Politics p.52-58</p>	Plenary	Learn for test
31	Test Past Paper		<p>How to write essays – practice</p> <p>Test and discussion afterwards</p>			Mark according to mark scheme	

Pressure Groups

	Lesson	Starter/Prior knowledge	Key Concepts/Content	Lesson Objectives	Resources	Assessment	Reading/Homework
32	Introduction	Feedback about test	<p>What is a pressure group?</p> <p>Functions</p>	<ul style="list-style-type: none"> To define the term “pressure groups” 	<p>NS Power Point</p> <p>Edexcel textbook</p>	Plenary	Pairs choose a pressure group, access its website and make presentations to the

			Distinction from parties	<ul style="list-style-type: none"> To explore the functions of pressure groups To distinguish from and identify overlaps with political parties 	p.123-127 AS Uk- Government Politics p.114-116 AS Exam revision notes p. 63 AS&A-level through diagrams p.54		rest of the group, explaining the aims of the group, its methods and its recent achievements or failures
33	Types of pressure groups	Quick revision plus homework presentations	Types: sectional (interest) promotional (cause) 'insider' and 'outsider' groups	<ul style="list-style-type: none"> To explore different types of pressure groups To categorize the pressure groups from the homework to the different types 	Edexcel textbook p.127-132 AS Uk- Government Politics p.116-120 AS&A-level through diagrams p.54	Plenary Take notes about homework	What factors influence the success or failure of pressure groups? Read and take notes p.136-141
34	What factors influence the success or failure of pressure groups?	Starter activity	Factors: economic power, financial strengths, membership base, public support	<ul style="list-style-type: none"> To analyze and discuss what factors influence the success or failure of pressure groups? 	Edexcel texbook p. 132-138 AS UK- Government Politics	Take notes about quality of homework Plenary	

	Methods of pressure groups		Methods of pressure groups (links to executive, lobbying, links to political parties, public opinion campaigns)	<ul style="list-style-type: none"> What different methods do pressure groups use to be successful? 	<p>p.120-132</p> <p>AS&A-level through diagrams p.54</p> <p>AS Exam revision notes p. 69-70</p>		
35	Changing importance of pressure groups	Starter activity	Why have they become more important? (proliferation of groups, membership growth)	<ul style="list-style-type: none"> To understand the changing importance of pressure groups Less party members but more pressure group members – why? 	<p>Edexcel textbook p. 141-144</p> <p>AS UK-Government Politics p.125-129</p>	<p>Mark group presentations give verbal feedback</p> <p>Plenary</p>	Reading and note taking p. 129-134 AS UK Government and Politics
36	Relationship between pressure groups and democracy	Starter activity	Functional representation pluralism and pluralist democracy elitism criticism of pressure groups	<ul style="list-style-type: none"> To reflect how pressure groups fit into modern political society Are they a threat or a benefit to democracy? 	<p>Edexcel textbook p. 134-136</p> <p>AS UK-Government Politics p.129-134</p>	Plenary	Exam paper question
37	Exam practise lesson	Discuss homework	Buffer lesson to practise exam questions				

Autumn Half Term 1

p1: L6D/Mu1 (Harry)	Intro&Theory Recap	Theory Grade 5 Tests	Grade 5 concepts and exercises	Grade 5 tests	Grade 5 exam
p2: Performing					

p3: Composing	Practise and perform a Grade 7 piece in assembly	Evaluate and refine recent performance	Practise, perform and record	Assess own solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance.
p4: Area of Study 1	Basic harmonisation	Harmonise a Baroque melody	Harmonising in a Classical style	Harmonising in a Romantic style	Ditto using a Modern idiom.
p5: Writing Essay style answers	Listen and follow score	Objectives, activities and learn glossary	Wider Listening, appraising new pieces and glossary test	Evaluation and target setting	Mock and Glossary test
	Follow framework Elements of Music and using appropriate musical vocab.	Essay writing skills and Comparative writing	Listen to and discuss a few unprepared pieces, comparing and using framework based thinking and appropriate vocab	Practise essay style writing, showing informed argumentation and musical vocabulary with evidence of period/style elements	Mock essay question test
P6: Catch-up and finish-up	Compositions	Revision, singing practice	Homework tasks	Revision	Evaluation, targets

Autumn Half Term 2, 2019

p1: L6D/Mu1 (Harry)	Intro&Theory Recap	Theory Grade 5 Tests	Grade 5 concepts and exercises	Grade 5 tests	Grade 5 mock exam
p2: Performing		Evaluate and refine performances			

<p>p3: Composing</p> <p>p4: Area of Study 1</p> <p>p5: Writing Essay style answers</p> <p>P6: Catch-up and finish-up</p>	Practise and perform a Grade 7 piece in assembly		Practise, perform and record	Assess own solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance.
	Basic harmonisation practice	Harmonise a Baroque melody and write final cues for animation	Harmonising in a Classical style. Continue composition	Harmonising in a Romantic style. Correct and improve final cues	Ditto using a Modern idiom on both.
	Listen and follow Vivaldi, Wiek, Elfman and Portman scores and annotate	Carry out objectives, activities and learn glossary words	Wider Listening, appraising unfamiliar pieces and apply glossary words	Evaluation and target setting	Mock exam and Glossary test
	Follow framework Elements of Music and using appropriate musical vocab.	Essay writing skills and Comparative writing: be specific!	Listen to and discuss a few unprepared pieces, comparing and using framework based thinking and appropriate vocab	Practise essay style writing, showing informed argumentation and musical vocabulary with evidence of period/style elements	Mock essay question test
		Revision, singing practice: progress?	Be informed!		
	Composition tasks completed		Revise, revise. Singing: raise the bar!	Revision! Marked improvement in performances	Evaluation of performance and progress; targets for next term

FORM	AUTUMN	SPRING	SUMMER
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	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucinations.	Introduction to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).
4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/ Duologues. 1 x classical, 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
U6	<i>Introduction to LAMDA grade 7:</i>	<i>Monologues. 1 x classical, 1 x mid-modern,</i>	<i>Public Speaking. 1 x prepared + visual aid,</i>	<i>Group scripted/ Duologues. 1 x classical,</i>	<i>Public Speaking, Monologues,</i>	Practical examinations.




	<i>Public Speaking, Monologues, Group Scripted/Duologues.</i>	<i>1 x modern</i>	<i>1 x prepared, 1 x impromptu, knowledge/technique.</i>	<i>1 x mid-modern 1 x modern.</i>	<i>Group Scripted/Duologues.</i>	
Performances		<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues		<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4 – (Devised exam) L6 – (Duologues)
Events/workshops		1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips		1 2 – Woman in Black 3 4 – Woman in Black L6 WELLS – West End	1 – 2 3 – National Theatre 4 – National Theatre L6	1 – Globe – Macbeth 2 3 – 4 – Globe – Macbeth L6	1 2 3 4 L6	1 2 3 4 L6 ALL – West End




ACCN1 (AS) INTRODUCTION TO FINANCIAL ACCOUNTING




	LOWER SIXTH							
Sep 13	Topic	Content	Resources	Glossary	AQA			




1	An introduction to the role of an accountant	<p>The responsibilities of the accountant within business.</p> <p>The difference between financial accounting and management accounting and the purpose of each.</p> <p>The role of the accountant in developing and overseeing accounting information systems to provide reliable and relevant information for both financial and management purposes. The role of the Accountant includes overseeing the work of bookkeepers and ledger clerks.</p>	Q 1and 2 p 5,	Accountant, financial accounting, management accounting, accounting system, bookkeeper, ledger clerk				
	Types of business organization	Types of business organizations including different business ownership models.	Videos in VCL	Sole trader, unlimited liability, partnership, limited company, limited liability, private limited company, public limited company	Business organizations are: sole traders, partnerships, private (Ltd) and public limited liability companies (plc). The associated benefits and risks and the impact on business reporting.			




	LOWER SIXTH							
Sep 20	Topic	Content	Resources	Glossary	AQA			
2	Sources of finance	Sources of finance for different forms of business organisation and the risks related to those. Sources of finance are: owner's capital, partners' capital, bank overdraft, bank loan, mortgage, ordinary shares, debentures.	Tutor2u activity	Finance, short term, long term, internal, external, liability, risk, owners equity, capital, bank overdraft, bank loan, mortgage, ordinary shares, debentures, dividends, collateral, security, interest.				
	The double entry system: source documents	The double entry system including the recording of transactions from source documents in books of prime entry and ledger accounts; transferring accounts to income statements, balancing accounts and the preparation of statements of financial position.	Video: Introduction to Accounting	Source document, Invoice, credit note, cheque counterfoil, till roll, cash receipts, paying in slip counterfoils, bank statement, standing order, direct debt, credit transfer, dishonoured cheque, debit card, direct transfer	Source documents are: <ul style="list-style-type: none"> • purchase invoices • sales invoices • credit notes • cheque counterfoils • till rolls • cash receipts • paying-in slip counterfoils • bank statements (for standing orders, direct debits, credit transfers, dishonoured cheques, debit card transactions, direct transfers). 			
3	Books of prime entry	Double entry		Prime entry, day book, purchases journal, sales journal, purchases returns journal, sales returns journal, general journal, cash book, cash discount	Books of prime entry are: <ul style="list-style-type: none"> • purchases journal • sales journal • sales returns journal • purchases returns journal • general journal • three column cash book. 			




	LOWER SIXTH							
Sep 27	Topic	Content	Resources	Glossary	AQA			
	Ledgers	Prepare and understand accounting records based on source documents and use the main books of prime entry and ledger accounts.	Q1 ro 3 p 21-22 Videos: Posting transactions, Balancing a ledger account, preparing a trial balance	Ledger, receivables, payables, general ledger, income, expenditure, liquidity, accounts, ledger, pouches, credit purchases, cash purchases sales, credit sales, cash sales, trade receivables, trade payables, turnover, Capital, drawings, payables, receivables,, sales ledger, purchases ledger, balancing off accounts, general ledger, real accounts, nominal accounts Q1 p 11 Glossary: Q p 24	Ledger accounts may be subdivided into: • receivables ledger • payables ledger • general ledger accounts.			
	TEST WEEK							
Oct 4	Topic	Content	Resources	Glossary	AQA			
4	Cash books	Preparing two- and three-column cash books; recording cash discounts		Cash discount, discount allowed, discount received	Cash discount, discount allowed, discount received			
	General journal	Preparing a general journal; posting to ledger accounts.			General journal, narrative			




	LOWER SIXTH							
Oct 4	Topic	Content	Resources	Glossary	AQA			
		Discounts: trade and cash, disposal of non current assets, irrecoverable debts, contra,	QQ1-3 p 20-26	Trade discount,, non current assets, disposal, irrecoverable debt, contra,	Transactions could be for service or trading businesses and, as well as those arising from the documents listed above, could include: <ul style="list-style-type: none"> • trade and cash discounts • disposal of non-current assets • irrecoverable debts • contra entries between accounts of credit customers and credit suppliers. 			
	Capital and revenue	Capital and revenue expenditure and income	Video: capital and revenue expenditure	Capital expenditure, revenue expenditure, capital income, revenue income	The distinction between revenue expenditure and capital expenditure, and revenue income and capital income.			
Oct 11	Topic	Content	Resources	Glossary	AQA			
6	Income statements and statement of financial position	Prepare income statements (trading and profit and loss accounts) and statements of financial position (balance sheets)	Videos: Assets and Liabilities, financial statements	Cost of sales, gross profit, profit, loss, accounting equation	Financial statements could be for: <ul style="list-style-type: none"> • service businesses • trading businesses. Note: manufacturing accounts will not be examined.			
	Statement of financial position	Prepare statements of financial position (balance sheets) with subheadings.	Tutor2u activity	non current assets, current assets, current liabilities, net current assets/liabilities, non current liabilities, capital (equity)	Subheadings in a statement of financial position are: <ul style="list-style-type: none"> • non-current assets • current assets • capital (equity) • non-current liabilities • current liabilities. 			




	LOWER SIXTH							
Oct 18	Topic	Content	Resources	Glossary	AQA			
	Adjustments	The recording of adjustments in ledger accounts and financial statements.		accrual, prepayment, income received income due, true and fair view, provision for doubtful debts, depreciation, disposal of non current asset, opening and closing inventory	Adjustments are: <ul style="list-style-type: none"> • accruals • prepayments • income due • income received in advance • provisions for doubtful debts • depreciation charges • disposal of non-current assets • opening and closing inventory. 			
	Treatment of adjustments	Make entries for simple adjustments for expense prepayments and accruals in ledger accounts and in income statements and statements of financial position.						
	ASSESSMENT WEEK							
Oct 25	Topic	Content	Resources	Glossary	AQA			
	Bad debts	Make entries for irrecoverable debts in the sales ledger and financial statements.		Irrecoverable debt, provision for bad debts, bad debt recovered, schedule of debtors	Entries could include those for the recovery of Irrecoverable debts.			




	LOWER SIXTH							
Nov 8	Topic	Content	Resources	Glossary	AQA			
	Depreciation	Make entries for depreciation in the income statement and statement of financial position.	Q1-6 36-48, Q 1-2 p 61-62 Q1-4 75-77, 10 in graded questions, 5 in AQA other book, 16 in textbook, 3 OL, 6 HL	Depreciation, cost, estimated useful economic life, net cost, estimated residual value, accrual, prepayment , depreciation, straight line, reducing balance, scrap value,	Depreciation methods are: • straight line method • reducing balance method.			
	Verification of accounting records	Verification of the double entry records: trial balance			Verification techniques are: trial balance,, s			
	Bank reconciliation	Bank reconciliation	Q1-2 p 16-19, Q1-3 p 43-45 bank reconciliation questions	unpresented cheques, outstanding (undeclared) lodgements, direct debit, standing order,	bank reconciliation statements			




	LOWER SIXTH							
Nov 15	Topic	Content	Resources	Glossary	AQA			
		Suspense	Q1-2 27-29 suspense account Q 1 to 5 p 39-39, Q 6.1-6.6 stress, suspense account questions, 8 graded questions, 6 in As extra book, 2 in question bank book, 10 in textbook, 2 OI and 4 HL liquidity	Error of commission, omission, principle, original entry, complete reversal AND				
	TEST WEEK							
Nov 22	Topic	Content		Glossary	AQA			
	Control accounts	Preparing memorandum sales and purchases ledger control accounts.Benefits and limitations of control accounts.	Q1-3 p30-35 Q9.1-9,4 stress Q1-4 p 51-52 control account questions, 8 graded questions, 4 in AQA other book, 3 in AQA questions book, 8 in textbook (4), 4 OL and 4 HL Q	Sales ledger control account, purchases ledger control account, memorandum records, cancelled cheques, contra entry, returned cheque, interest, overdue accounts, debit balances and credit balances	Sales ledger control accounts, purchases ledger control accounts. Control accounts will be memorandum records and could include the following in addition to transactions stated or implied elsewhere: • contra entries • interest charged on overdue accounts • debit balances in purchases ledger • credit balances in sales ledger.			




	LOWER SIXTH							
Nov 29	Topic	Content	Resources	Glossary	AQA			
9		How to correct errors in double entry records.		Error, General journal	Correcting errors includes the use of the general journal and suspense account. Errors could include those revealed by a trial balance as well as those that are not revealed.			
		The effect of errors on profit calculations and statements of financial position.		Addition, partial omission, transposition, unequal posting, commission, omission, principle, complete reversal, compensating, original entry	<p>The benefits and limitations may include identifying errors that are revealed and those that are not revealed by the relevant verification technique.</p> <p>Errors revealed by trial balance could include:</p> <ul style="list-style-type: none"> • addition • partial omission • transposition • unequal posting. <p>Errors not revealed by trial balance could include:</p> <ul style="list-style-type: none"> • commission • complete reversal • compensating • omission • original entry • principle. 			
					Relevant errors (revealed and not revealed) from the lists above will apply to control accounts and bank reconciliations.			




	LOWER SIXTH							
Dec 6	Topic	Content	Resources	Glossary	AQA			
10	General accounting concepts	General accounting concepts.		Money measurement, duality, cost,, going concern, accruals, consistency, prudence, materiality, realisation, business entity	Concepts are: <ul style="list-style-type: none"> • money measurement • duality • cost • going concern • accruals • consistency • prudence • materiality • realisation • business entity. 			
		The use of accounting concepts in a variety of situations.		Asset, asset valuation, depreciation, non current asset, inventory, net realisable vale, sale or return	Situations are: <ul style="list-style-type: none"> • preparation of financial statements • asset valuation • depreciation of non-current assets • inventories (using cost or net realisable value as the basis for valuation). • recording the purchase of non-current assets • recording transactions in ledger accounts • goods sold on a sale or return basis. 			
Dec 13	ASSESSMENT WEEK							




	LOWER SIXTH							
Jan 10	Topic	Content	Resources	Glossary	AQA			
11	Preparation of final statements of Sole Traders	The use of concepts in the preparation of financial statements.			<p>The use of concepts will result in recording:</p> <ul style="list-style-type: none"> • accruals and prepayments • depreciation (using straight line and reducing balance methods) • disposal of non-current assets • provision for doubtful debts • irrecoverable debts • recovery of irrecoverable debts • income due • income received in advance • goods taken for own use • goods on sale or return • inventory. 			
		How to prepare financial statements of sole traders from ledger accounts including adjustments from the application of accounting concepts.			<p>Sole traders' financial statements could be for:</p> <ul style="list-style-type: none"> • service businesses • trading businesses. <p>Preparation of financial statements could include the recording of adjustments and items listed above in ledger accounts.</p>			




	LOWER SIXTH							
Jan 17	Topic	Content	Resources	Glossary	AQA			
		How to prepare income statements and statements of financial position from a trial balance including adjustments from the application of accounting concepts.		Financial statement, income statement, statement of changes in equity, statement of financial position, profit from operations, profit before tax, profit after tax	<p>The financial statements will be:</p> <ul style="list-style-type: none"> • income statements • statement of changes in equity • statement of financial position. <p>Note: these statements will be for internal use and not for publication.</p> <p>The income statement should include the distinction between:</p> <ul style="list-style-type: none"> • profit from operations • profit for the year before tax • profit for the year after tax. 			




	LOWER SIXTH							
Jan 24	Topic	Content	Resources	Glossary	AQA			
	Limited companies	How to prepare the internal financial statements of limited liability companies.		shareholders, directors, agm, private company, public company, ordinary shares, par value, nominal value, authorised capital issued capital, retained earnings, revenue reserves, corporation tax, auditors fee directors fees, operating profit, finance charges, cash and cash equivalents, net current liabilities, equity debentures, shareholders' funds, share premium, capital reserve, interim dividend, final dividend, revaluation reserve rights issue, bonus issue	<p>Statement of changes in equity could include entries for:</p> <ul style="list-style-type: none"> • opening balances • share issues including those made at a premium • dividends paid • profit (or loss) for the year • closing balances. <p>Statement of financial position will have the following sub-headings:</p> <ul style="list-style-type: none"> • current assets • non-current assets • equity • current liabilities • Non-current liabilities. <p>Note: preference shares and general reserves will not be examined.</p>			




	LOWER SIXTH							
Jan 31	Topic	Content	Resources	Glossary	AQA			
14	Analysis and evaluation of financial information	Calculation and interpretation of financial measures and ratios.	Tutor2u activity	stakeholders, gross profit margin, mark up, rate of inventory turnover, profit margin, overhead to revenue, ROCE, capital employed, current ratio, liquid capital, liquid capital ratio, receivable days, payable days, gearing	Financial ratios and measures are: <ul style="list-style-type: none"> • gross profit margin % • markup % • rate of inventory turnover • rate of inventory turnover (days) • profit in relation to revenue % • expenses in relation to revenue % • return on capital employed % • current ratio • liquid capital ratio • trade receivable days. • trade payable days • capital gearing. 			
		Appraising business performance by using financial statements and ratios.		Profitability, liquidity, efficiency, capital structure	Appraisals could focus on: <ul style="list-style-type: none"> • profitability • liquidity • efficiency • capital structure. 			
Feb 7	Topic	Content	Resources	Glossary	AQA			
	Profitability and liquidity	The difference between cash and profits and the effect of transactions on profitability and liquidity.		Cash, profits				
	Limitations of assessing business performance	The limitations of financial statements and ratio analysis when assessing business performance.			Limitations will include those relating to both financial and non-financial factors.			




	LOWER SIXTH							
Feb 14	Topic	Content	Resources	Glossary	AQA			
		ASSESSMENT WEEK						
	Budgeting	The need for budgeting in business organizations.	Tutor2u activity	Budget, budgeting	The purpose of budgeting.			
		The benefits and limitations of budgeting and budgetary control.		Budgetary control, zero based budgeting, incremental budgeting	Benefits of budgeting and budgetary control will include generic benefits as well as the benefits of preparing specific budgets. The limitations of budgeting and budgetary control will include generic limitations as well as limitations relating to specific budgets. Benefits and limitations could include consideration of: <ul style="list-style-type: none"> • zero-based budgeting • incremental budgeting. 			




	LOWER SIXTH							
Feb 28	Topic	Content	Resources	Glossary	AQA			
	Budgetary control	How budgets are used in planning and control and the calculation and control and the calculation and information. The use of accounting techniques in the preparation and analysis of budgets.		cash budget, sales budget, purchases budget, production budget, labour budget	<p>The budgets are:</p> <ul style="list-style-type: none"> • cash • sales • purchases • production • labour • financial statements: income statement • financial statements: statements of financial position. 			
Mar 6	Topic	Content	Resources	Glossary	AQA			
	Marginal Costing	Categorization of costs by behavior and understanding of terms.		Cost, direct costs, indirect costs, variable costs, semi-variable costs, fixed costs, stepped costs, marginal cost, contribution (total and per unit), break-even. Total cost, Total revenue, Profit and loss	<p>Costs and terms are:</p> <ul style="list-style-type: none"> • direct costs • indirect costs • variable costs • semi-variable costs • fixed costs • stepped costs • marginal cost • contribution (total and per unit) • break-even. 			
		Calculation and interpretation of breakeven point, interpreting break-even charts and the uses and limitations of breakeven analysis methods.		Breakeven point, margin of safety, target profit	Break-even analysis methods are break-even calculations and break-even charts.			




	LOWER SIXTH							
March 13	Topic	Content	Resources	Glossary	AQA			
	Marginal costing	The use of marginal costing in decision making situations.		Marginal costing. Special order, make or buy, price setting, limiting factor, production plan,	Decision making will involve the use of marginal costing techniques and consideration of non-financial factors. Decision making situations are: <ul style="list-style-type: none"> • make or buy • acceptance of additional work • price setting • optimum use of scarce resources • closing of potentially loss-making line or production department • target profit. 			
	Standard costing	The purpose, advantages and disadvantages of a standard costing system.		Standard cost, variance analysis, adverse variance, favourable variance	The purpose will include understanding relevant terminology: standard cost, variance analysis.			
March 20	Topic	Content	Resources	Glossary	AQA			
	Variances	Calculation and interpretation of variances. The interrelationship between variances.		Material price variance, materials usage variance, labour efficiency variance, labour rate variance, sales volume variance, sales price variance	Variances are: <ul style="list-style-type: none"> • materials (price and usage) • labour (efficiency and rate) • sales (volume and price). 			
March 27	ASSESSMENT WEEK							

		How to prepare statements and the use of accounting techniques to reconcile budgeted and actual figures.		Budget, actual cost, actual profit	Reconciliation could be of: <ul style="list-style-type: none"> • budget and actual cost • budget and actual profit. 			
	Absorption costing	The use of absorption costing to calculate the total cost of a product.		Absorption costing, allocation, apportionment, under absorption, over absorption, overhead absorption rate	The use of absorption costing will include understanding relevant terminology: allocation, apportionment, absorption, under-absorption, over-absorption. Calculations are for: <ul style="list-style-type: none"> • allocation of direct costs • apportionment of indirect costs • overhead absorption rates. 			
24 April	Topic	Content	Resources	Glossary	AQA			
	ABC	The use of activity based costing (ABC)		Activity based costing, cost pool, cost driver, attribution	The use of activity based costing will include understanding relevant terminology: cost pool, cost driver, attribution. Calculations are for: <ul style="list-style-type: none"> • allocation of direct costs • use of cost pools and cost drivers to attribute indirect costs to particular products. 			
		Use of absorption and ABC to calculate the selling price of a product.						

	LOWER SIXTH							
May 1	Topic	Content	Resources	Glossary	AQA			
		The benefits and limitations of absorption, ABC and marginal costing.						
	Capital investment appraisal	Capital investment appraisal, The benefits and limitations of the payback and net present value methods of capital investment appraisal.	Tutor2u activity	Investment appraisal, cash flow, net cash flow, payback, payback period, discounted cash flow, discount factor, net present value, cost of capital	Payback and net present value of a capital project will include understanding relevant terminology: payback period, net present value, discount factor, cost of capital. Calculate: • payback period • net present value.			
		The use of capital appraisal measures in the evaluation of projects.		Financial factor, non financial factor	The evaluation of projects could include: • financial factors • non-financial factors.			
	TEST WEEK							
8 May	Topic	Content	Resources	Glossary	AQA			
	Incomplete records	The calculation of profit of an organization where there are insufficient records to prepare income statements.		Statement of affairs	Calculations could include the use of statements of affairs.			

		<p>How accounting techniques are applied in the preparation and analysis of financial statements for a business with incomplete records.</p> <p>The benefits and limitations of maintaining accounting records using different systems including single and double entry records.</p>			<p>Techniques to find missing information are:</p> <ul style="list-style-type: none"> • control/total accounts • cash accounts • bank accounts • ratios (mark up, gross profit margin, inventory turnover, profit in relation to revenue) • depreciation of non-current assets • calculation of profit or loss on disposal of non-current assets • the use of financial statements to find missing figures. 			
15 May	Topic Assessment Week	Content	Resources	Glossary	AQA			
27	Partnership accounts	Prepare and comment on the financial statements of partnerships.			<p>Financial statements are:</p> <ul style="list-style-type: none"> • income statement • appropriation account • statement of financial position 			

		Appropriation Account		Appropriation, Interest on capital, interest on drawings, partnership salaries, interest on partners loan, profit sharing ratio, revaluation of assets, goodwill, goodwill written off	Preparing financial statements will involve the calculation and recording of: <ul style="list-style-type: none"> • interest on capital • interest on drawings • partnership salaries • interest on a partner's loan • shares of profit and losses • revaluation of assets and treatment of goodwill. 			
		Prepare capital and current accounts of partners.		Partnership Act, Deed of partnership	Financial statements and partners' accounts could require the application of the relevant terms of the Partnership Act 1890 for partners operating without agreement.			
29 May	Topic	Content	Resources	Glossary	AQA			
28		Account for changes in partnership.		Retirement of a partner, admission of a partner	Changes in partnership are: <ul style="list-style-type: none"> • the retirement of a partner • the admission of a new partner. Note: the dissolution of partnerships will not be examined.			
5 June	Topic	Content	Resources	Glossary	AQA			
	REVISION PROGRAMME							

June 12	LOWER							
	Revision							
	Programme							
June 19	Revision							
	Programme							
26 June	exams	End of Term						

COURSE DESCRIPTION

This course is designed for thirteen texts; this includes three texts in translation. To be successful in this rewarding and intellectually stimulating course, students must demonstrate their ability to express ideas with coherence, clarity, precision, and fluency in both written and oral communication and engage in independent literary criticism of known and unfamiliar works from their own and other cultures. During this course, students are actively encouraged and equipped to develop their insight into social, psychological, historical and global perspectives in literature.

Topics

The choice of IB German A1 texts unfolds in four parts as follows:

Part 1 Works in Translation – World Literature: three works chosen from the prescribed World Literature List, linked by one or more aspects like culture, genre, period, theme etc.

Internal examination externally marked: Individual Oral Commentary and Group Discussion, including Reflective Statement, Written Assignment → 25%

Proposed works for this part:

- 1.1. *Nora – Ein Puppenheim*, Henrik Ibsen (1879)
- 1.2. *Das Erwachen*, Kate Chopin (1899) (*The Awakening*)
- 1.3. *Anna Karenina*, Leo Tolstoi (1877) (HL)

[It has to be made sure that students who take A1 Literature in any other language must not read the above books. It is up to the Co-ordinator to check this, please, to avoid clashes.]

Part 2 Detailed Study: Four German works from the IBO Prescribed Book List – 3 Genres requested.

- a) Choice of text of different genres and authors for Individual Oral Commentary (internally assessed and recorded and externally marked → 15%)
- b) Basis for practising of the Written Commentary (unseen text and poem) for Paper 1 → 20%

Proposed works for this part:

- 2.1. Sachtext: Autobiografie *Mein Leben*, Marcel Reich-Ranicki (1999)
- 2.2. Prosa: *Effi Briest*, Theodor Fontane (1895)
- 2.3. Lyrik: Study of 20 poems of ONE poet. – Johann Wolfgang von Goethe (HL)

Part 3 Groups of Works: German works from the same genre, each by a different author.

External examination Paper 2 (Comparing Essay) → 25%

Proposed works for this part: *Theatre – Drama*

- 3.1. Emilia Galotti, Gotthold Ephraim Lessing (1772)
- 3.2. Kabale und Liebe – Schiller (1784)
- 3.3. Friedrich Hebbel, Agnes Bernauer (1852) or Maria Magdalena (1844)
- 3.4. Clavigo, Johann Wolfgang von Goethe (1774) - (HL)

Part 4 School's Free Choice: Three German works and one World Literature work, which is linked to the German texts by aspects like culture, theme or genre. Each work must be by a different author.

Individual Oral Presentation → 15%

Proposed works for this part: German literature (works in translation also be read)

1. L6 2016-17: *Unterm Rad*, Hermann Hesse (1906)
2. *Die neuen Leiden des jungen W.*, Ulrich Plenzdorf (1972)
3. L6 2016-17: *Jugend ohne Gott*, Ödön von Horváth (1930)
3. L6 2016-17: *Der kleine Prinz* von Antoine De Exupéry (1943)

Assessment

The five separate assessments of this course focus on both written and oral skills and allow students to demonstrate their in-depth knowledge and capacity for literary analysis.

Part 1: Written assignment: Coursework and oral exam with written comment (25% of overall marks)

Students produce a 1,500 word essay plus an additional assignment on works from the Prescribed World Literature List. These works must be originally written in a language other than German.

Part 2: Oral and written exams (35% of overall marks)

Three texts from different genres, chosen from part 2 of the Prescribed Book List, assessed via an individual oral commentary ((15%) – internally assessed

Written commentary = Unseen commentary, part of the final examination à Paper 1 (20%)

Part 3:

Final written examinations (50% of overall marks):

Paper 1 (20% of overall marks)

Paper 2 (25% of overall marks)

An essay produced under exam conditions on one freely chosen World Literature text plus three German texts chosen from Part 3 of the Prescribed Book List, linked by genre.

Part 4: Individual Oral Presentation (15%)

Three works have to be read – free choice. Students present the books in class using different means, e.g. PowerPoint Presentation, acting, worksheets in order to engage their audience.

Schedule of Work and Assessment

L6

Autumn Term

Part 4:

Book 1: Individual Oral Presentation (IOP) 2 weeks before HT

HT Prep: Prepare for book 2, Read book 3

Book 2: IOP 2 weeks after HT

Book 3: IOP 1 week before Christmas Holidays

Prep over Christmas holidays

Part 1: Read book 1

Spring Term

Book 1: Interactive Oral 1 week before HT

Prep for HT: Write Reflective Statement

1. Week after HT Write Supervised Writing (2 hours)

2. Week write Essay

Easter Holiday Prep:

Book 2: Finish reading

Summer Term

Until HT

Book 2 - Interactive Oral - Reflective Statement - Supervised Writing - CWK Essay

HT Prep:

Part 2: Read Book 1: Effi Briest, Theodor Fontane

Write essay - Schwerpunkte

Summer Holiday Prep:

Read Book 2: *Mein Leben*, Marcel Reich-Ranicki

Book List with ISBN:

Update:

A change to the schedule for L6 2015-17

HT Prep:

Finish analysing the chapters of *Das Erwachen*.

After HT:

- Prepare for the Interactive Oral and the Reflective Statement --> [See Plan for details!!](#)

Holiday Prep:

1. Write the Coursework Essay for *The Awakening - Das Erwachen* by Kate Chopin. Hand in the essay in the first lesson in September.

2. **Read Effi Briest** by Theodor Fontane. Start analysing it by reading the Secondary literature.

U6

Autumn Term

Part 2: Detailed Studies

1. *Effi Briest*, Theodor Fontane.

2. Autobiography of Marcel Reich-Ranicki, *Mein Leben*.

(20. Auflage 2013, © 1999 Deutsche Verlagsanstalt. München, verlagsgruppe Random House GmbH, ISBN 978-3-421-05149-3, which will be read in excerpts only, meaning only certain chapters will be read, Part 1: pages 11-35, 47-160. Part 2: pages 163-296. Part 3: pages 297-333. Part 4: pages 395-403, 427-437.)

This will have to be read during HT.

Assessment:

Individual Oral Commentary: 05.12.2016

Subject	Russian IB Literature A
Teacher	Elena Binet
Form Group	IB Year 1 Cover = Parts 2,4
Course book	Russian - different texts, online recourses (past papers) Exams –(IBIS) 1. Individual Oral Presentation – IOP (February – March) 2. Individual Oral Commentary IOC (May- June)

Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1	Introduction (information about the course and Exams) Entry test (reading / writing) Feedback –	Hand outs – Answer on Qs
w.2	Improving Reading/ skills (texts +Qs) Learn new terminology (Russian/Literature – Composition/ genre	texts + writing online
w.3	Improving Writing Skills (how to plan/ write an essay) Revision/ practice (Grammar)	Writing (ex from hand outs)
w.4	Reading and talking about Russian Classical literature , Reading a few short stories on 2 topics and answer on Qs (Text from part 2) Learn new Terminology	Writing
w.5	1st Assessment Week (Qs on terminology + essay)	
w.	h/T	
w.6	Improving Reading and Writing (new writers/their work – part 2 (Revision of all terminology – individual feedback on essay)	Writing
w.7	Learn new / poetry of Akhmatova Writing (Answer on Qs) (ex. Books)	Writing – individual online research)
w.8	Reading/ learn more Akhatova's work + answer on Qs Writing (learn to write discursive essay)	Reading text+ answer on Qs
w.9	Revision of all topics during this term + Terminology Individual help/ supervision	
w.10	School Exams Week (past papers _ Part2)	

CHRISTMAS HOLIDAY

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EASTER TERM

w.1	New topic – Part 2	
w.2	Preparation for Speaking IOP Russian Literature – option 4 (– short stories by Puchkin Chekhov or novels by Tolstoy “ Anna Karenina” or Bunin (Discussion)on some issues Improving Essay writing skills	book Writing
w.3	Talking -Giving opinions on texts Discussion after reading Test	book
w.4	To learn how to conduct a good presentation Practise (on individual texts)	book Writing
w.5	Improving Speaking Skills – Presentation on chosen topic Revision of all topics (this term)	Writing 200 w
w.6	t Assessment Week = Speaking Exam (IOP)	past papers
	H/T	
w.7	Topics for Part 2 (Russian society and culture) Reading a few texts (presentation on 1 topic) New Terminology writing an essay	Writing Individual research
w.8	Improving Speaking skills for Individual Commentary presentations Writng	Text book (complete all ex)
w.9	Revision of previous topics Learn new terminology Preparation for Speaking Exam	Writing (to complete all works)
w.10	/Assessment week (past paper 1)	Past Papers

EASTER HOLIDAY

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SUMMER TERM

w.1	New topics Improve Writing (Summary) Learn how to write short commentary	Writing
w.2	Improve Reading skills – Write an essay and summary Preparation for a Speaking Exam	books Writing .
w.3	Learn/ Practise new Terminology (revision for Speaking Exam	books Past papers
w.4	Practise (Speaking Exam) Write an essay (comparative)	books Past papers
w.5	Revision of all Terminology (this term) Writing - past papers Individual help and supervision	books Past Papers

w.6	Assessment Week - Speaking Exam (IOC)	
	Half term	
w.7	Drama (part 3 – Chekhov, Griboedov Theory / History (Drama Improve Writing/ Reading – past papers)	books Past papers Online resources
w.8	Practice (all topics -Drama) Individual help and supervision Essay	Past papers
w.9	End of Year Exam (past papers = Paper 2	

SUMMER HOLIDAY

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SOW - 2017

Subject	Russian
Teacher	Elena Binet
Form Group	AS
Course book	Russian1 GCE + online recourses (past papers) Exams – Edexcel 1. 6RU01 – Speaking (April – May) 2. 6RU 02 – Reading/ Writing (May- June)

Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1	Introduction (information about the course and Exams) Entry test (reading / writing) Feedback – Groups formation	Hand outs – Answer on Qs
w.2	Improving Reading/ Speaking skills Learn new topic and Vocabulary (Russian Geography Ecology/ Learn new Grammar (Spelling - nouns)	texts + writing
w.3	Improving Writing Skills (how to plan/ write an essay) Revision/ practice (Grammar)	Writing (ex from hand outs)
w.4	Reading and talking about Russian Climate / Ecology , Reading a few short stories on 2 topics and answer on Qs Learn new Grammar (Spelling/ nouns)	Writing (200 w)
w.5	1st Assessment Week (test on Topics (Russian Geography, Ecology)	
w.	h/T	
w.6	Improving Reading and Writing (Revision of Grammar – individual feedback on test)	Writing (200 w)
w.7	Learn new Grammar (Punctuation/ Spelling) Writing (Answer on Qs) (ex. Books)	Writing (200w + answer on QS)

w.8	Reading about Russian Culture + answer on Qs Writing (learn to write discursive essay) Practise new Grammar (ex.books)	Reading text+ answer on Qs
w.9	Revision of all topics during this term + Grammar Individual help/ supervision	
w.10	School Exams Week (past papers)	

CHRISTMAS HOLIDAY

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EASTER TERM

w.1	No lessons	
w.2	Topic Russian Culture – Literature Improving Reading skills – short stories by Puchkin and Chekhov (Discussion)on Youth issues (Favourite Music bands / sub cultures) Learn new Grammar (Spelling)	Course book (ex.) Writing 200 w
w.3	Talking -Giving opinions (Speaking Skills) Discussion after reading Practise Grammar (ex)	Course book (ex)
w.4	To learn how to translate a text To learn new advanced vocabulary (topic Culture) Practise Grammar	Course book Writing 200 w
w.5	Improving Speaking Skills – Presentation on chosen topic Practise new vocabulary Revision of all topics (this term)	Writing 200 w
w.6	t Assessment Week = past papers	past papers
	H/T	
w.7	Topics: Youth Issues (Education/ Interests, Sub cultures Reading and talking about different ways of young people in Russia New vocabulary Revision of Grammar	Writing 200 w
w.8	Learn new Grammar (Spelling/ Punctuation) Improving Speaking skills by Individual presentations	Course book (complete all ex)
w.9	New topic (Health and eating disorders) Learn vocabulary Preparation for Speaking Exam	Writing (to complete all works)
w.10	Exam /Assessment week	Past Papers

EASTER HOLIDAY

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SUMMER TERM

w.1	New topic: Modern technology (Internet) Improve Reading /answer on QS (Summary) Learn how to write short commentary	Writing 200 w
w.2	Improve Writing/ Reading skills – Write an essay and summary Preparation for a Speaking Exam	Course book Writing 200w.
w3	Learn/ Practise new Grammar (Spelling and Punctuation) (revision of all topics for AS Speaking Exam	Course book Past papers
w.4	Practise Grammar Write an essay (creative)	Course book Past papers
w5	Revision of Grammar (this term) Writing - past papers Individual help and supervision	Course book Past Papers
w.6	Assessment Week	
	Half term	
w.7	Learn new Grammar (Punctuation) Improve Writing/ Reading – past papers)	Course book/ Past papers
w.8	Practice of Grammar (all topics -3 terms) Individual help and supervision	Past papers
w.9	End of Year Exam	

SUMMER HOLIDAY

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Academic Year Planner 2017/18

Subject	Spanish
Form Group	Lower 6th
Course book	Edexcel Spanish for A Level

Week	Topic and objectives	Tasks
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CHRISTMAS TERM

1	Youth culture and concerns. Relationships <ul style="list-style-type: none"> Students learn and use vocabulary and 	Grammar: - Blockbusters game designed around
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	<p>phrases to describe a first date</p> <ul style="list-style-type: none"> Students revise radical changing verbs Students learn to use impersonal verbs correctly 	<p>radical changing verbs</p> <ul style="list-style-type: none"> - Introduce impersonal verbs as “verbs like gustar” and “doler”, to include (A mi, A ti, etc) - Exercises to practice, Grammar, p. 241-243 <p>Oral: Interview each other about their first date, real or imaginary</p>
2	<p>Youth culture and concerns. Values of Young people.</p> <ul style="list-style-type: none"> Students will look at what values they have and compare with young Spanish students Students will practice impersonal verbs Students will be introduced to the preterit – regular verbs 	<p>Reading: Students carry out a class survey - they write the 3 things that they value most, without consulting anyone, on 3 post-its. (One extension group will analyse and prepare a poster to illustrate based on the text below).</p> <p>Others read for understanding:-</p> <p>Edexcel p. 22 “¿Cómo son los jóvenes de hoy en día?” .</p> <p>A Comparison can be made at the end.</p> <p>Listening: GW based on the audio ¿Crees que los jóvenes de hoy tienen valores? Edexcel p. 30</p> <p>Oral: comparison of the Spanish values and the English – students discuss and create summaries of similarities and differences</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Translate sentences in the present using impersonal verbs – Grammar, p. 241-243. <p>Translation p. 243, ex: 19-26</p>
3	<p>Youth culture and concerns. Drink</p> <ul style="list-style-type: none"> Students will be introduced to the idea of the “botellón” Students will be introduced to the format of Section A of the oral exam Students will revise the formation of the preterit –regular verbs and learn common irregular forms 	<p>Oral:</p> <ul style="list-style-type: none"> - Past Edexcel AS Stimulus card (Summer 2009) - “el macro botellón” – either using a language assistant or in pairs students can be examiners/candidates - Mini debate – small groups given roles (el turista, el dueño del bar, una persona mayor, un adolescente) to discuss the possible introduction of “La ley del botellón” in our town. Extension option: a more able student can be the mayor and direct the meeting

	<ul style="list-style-type: none"> Students will learn comparatives and superlatives 	<p>Reading:</p> <ul style="list-style-type: none"> Introduce the phenomena by asking students for words they know relating to the Botellón topic to start to build a mind map (e.g. los jóvenes, el alcohol, la calle, el supermercado, barato) Edexcel p. 25 “el botellón” or Edexcel p. 35 Ex 12 Add new words to mind map (e.g. consimir/emborracharse etc.) <p>Listening</p> <ul style="list-style-type: none"> GW based on recording ¿está a favor o en contra de prohibir el consumo de alcohol en la calle?” Edexcel, p. 36. <p>Grammar:</p> <ul style="list-style-type: none"> Unit 18, p.220 Comparatives and Superlatives Unit 4, p. 35-44 The Preterite
4	<p>Youth culture and concerns. Technology</p> <ul style="list-style-type: none"> Students will discuss what they consider to be new technology and compare with those of their parents They will revise and use comparatives to describe differences (eg: la generación actual usa más el Internet que antes) Students will revise/be introduced to the imperfect tense 	<p>Oral: ¿Cuáles son los iconos importantes de los jóvenes?</p> <p>Discuss as a class and in pairs what they consider to be the important new technologies today and of their parents. Compare and contrast and place in order of importance</p> <p>Reading: Quick class survey on uses of Internet for them, Animo 1 p. 36 “Sondeo sobre los jóvenes” ¿Qué piensas de la tecnología?</p> <p>Listening: GW based on recording “la generación conectada” (Animo 1, p. 30-33)</p> <p>Grammar:</p> <ul style="list-style-type: none"> Revise comparatives and superlatives and introduce imperfect tense Use both to create sentences to compare technology today and before (e.g “mis padres valoraban mucho más sus

		<p>electrodomésticos como el microondas y la tele en color. Hoy en día los jóvenes tienen más ordenadores y aparatos tecnológicos que antes como el portátil, el ipod y el móvil")</p> <p>- Grammar, Unit 5 p. 49 Imperfect Tense</p>
5	<p>Youth Culture and Concerns. Mobile phones. Students will learn vocabulary to describe their own mobile phones (features/contract/pay as you go) and discuss their advantages and disadvantages and their importance to them.</p> <p>Students will revise preterit and imperfect and learn the differences between them and their uses.</p>	<p>Oral</p> <ul style="list-style-type: none"> • Students take out their mobiles and describe them and their features • In groups develop a list of advantages. disadvantages to share with group • AS stimulus card from Edexcel sample assessment material – “el lenguaje de los móviles” (in class or with language assistant) • Debate - Can we live without a mobile phone? <p>Reading: Edexcel p. 26 “teléfonos con lenguaje propio”</p> <p>Listening; based on recording “Los teléfonos móviles” Edexcel, p. 27</p>
6	Revision	
7	1st Assessment Week	
8	Half term	
9	<p>Lifestyle. Health and Fitness. Sports.</p> <ul style="list-style-type: none"> • Students will build on their GCSE vocabulary and knowledge of sports and look at new Spanish sports (bull fighting, la pala vasca) • Students will revise the present and imperfect continuous • Students will revise from GCSE their use of the immediate future and learn the formation of the future tense 	<p>Oral:</p> <ul style="list-style-type: none"> - Brainstorm all sports known - Activity to introduce new sports e.g. matching pictures and names as quiz - Watch video (diez Temas)/Youtube clip of either bull fighting or la pala vasca. Alternatively look at pictures from Internet of controversial sports - Discuss and debate: ¿un deporte o una fiesta? <p>Reading: Edexcel p. 38 “un tenista mallorquín”</p> <p>Listening: GW based on Sigue 1 “2.7 la tauromaquia”</p> <p>Writing: write an imaginary interview of a famous Spanish sports personality e.g. Rafael Nadal. (see Edexcel p. 38) – if possible ask assistant to check and practice. Students can also record and watch each other’s</p>
10	Lifestyle. Health and Fitness. Sport and Healthy living.	<p>Listening :Link between sport and healthy living - Mente sana, cuerpo sano. (based on Animo 1, unit 6)</p>

	<ul style="list-style-type: none"> • Students will discuss the need for a healthy lifestyle and how to keep fit and healthy • Students will look at the link between sport and keeping healthy • Students will revise the future tense and learn the conditional (this can be used to express what they should do to keep fit) 	<p>Oral:</p> <ul style="list-style-type: none"> - El deporte, ¿es esencial para una vida sana? ¿Qué deberías hacer para mantenerte en forma? - Sample assessment material – Lifestyle simple stimulus 1 (p. 32 eSPEC) “el ejercicio físico” <p>Reading: Animo 1 p. 74/5 Mente sana, cuerpo sano “El jugador de baloncesto”</p> <p>Grammar: Unit 7, p. 67 The Future and the Conditional</p> <p><u>Additional tasks/homework:</u></p> <p>Prepare a mind map of link between sport and healthy living (useful for practicing oral exam - section B)</p> <p>Reading: read through pages: Edexcel, p43-45 and note what foods Spanish people eat ready for quiz next week.</p>
11	<p>Lifestyle. Health and Fitness. Food and Diet.</p> <ul style="list-style-type: none"> • Students will study the traditional diet of the Spanish and consider whether it is changing • Students will revise the conditional and revise all tenses/concepts to date ready for a test translation next week 	<p>Oral: ¿Qué comen los españoles?</p> <ul style="list-style-type: none"> - Go over homework as quiz questions (to include some to practice the grammar topics eg: Los españoles ¿comen menos verduras que los ingleses?) - Stimulus card 1 Summer 2009 “la comida lenta” (either in class or with language assistant) <p>Reading: “Comer para vivir o vivir para comer” Animo 1 p. 88 – la dieta mediterránea se pierde</p> <p>Listening GW based on Edexcel p. 47 “Los españoles rechazan la dieta mediterránea”</p> <p>Grammar: Unit 7, p. 74-79</p> <p><u>Additional tasks/Homework:</u></p> <p>Writing: Prepare an email to a friend in Spain telling him/her if you live a healthy life and why and ask their friends to reply letting them how healthy they think their diet is.</p>
12	<p>Lifestyle. Health and Fitness. Tobacco and drugs.</p> <ul style="list-style-type: none"> • Students will look at unhealthy habits amongst young people and others • They will discuss whether we should ban smoking in public places • Students will revise all grammar topics to date 	<p>Oral:</p> <ul style="list-style-type: none"> - Brainstorm ¿Los malos hábitos de los jóvenes? - Stimulus card 1 Summer 2009 “la legalización del cannabis” <p>Reading: Edexcel p. 59 la ley antitabaco</p> <p>Listening: Los efectos de tomar drogas de diseño Edexcel p. 61 (worksheet made to look like exam questions)</p> <p>Writing: edexcel p. 61 task C “la fiesta rave”</p> <p>Grammar: quiz on PowerPoint based on “quieres ser millonario” to practice all grammar topics to date. Questions relating to the</p>

		"Lifestyle" topic also, e.g "Antes Pedro (fumar) dos paquetes de cigarillos al día".
13	Revision	
14	School Exams Week	

CHRISTMAS HOLIDAY

Holiday work:	
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Week	Topic and objectives	Tasks
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EASTER TERM

1	<p>Education and Employment. Schooling and higher education.</p> <ul style="list-style-type: none"> Students will look at subjects and career paths available in the Spanish and English Education systems. Students will have the opportunity to discuss traditional roles and the importance of parents in their schooling. Students will revise negatives and learn forms of the verbs ser and estar in all tenses studied to date. 	<p>Oral: Los estudiantes tienen que adivinar cuando empiezan el colegio/instituto en España</p> <p>¿Cuáles son las asignaturas obligatorias en el Reino Unido y España? Comparar y discutir (see also Animo 1, p. 123 – graph illustrating Education System in Spain)</p> <p>Reading: Edexcel, p. 11 Padres a jornada completa</p> <p>Listening: GW based on ¿Qué asignaturas deben ser obligatorias? Edexcel, p. 95</p> <p>Grammar:</p> <ul style="list-style-type: none"> revise and test negatives revise formation of ser and estar in present, past, future if time, what do they know about uses?
2	<p>Education and Employment. Schooling and higher education.</p> <ul style="list-style-type: none"> Students will revise and use vocabulary relating to technology and refer to its use in their school life 	<p>Oral:</p> <ul style="list-style-type: none"> Brainstorm of advantages and disadvantages of IT in teaching and learning

	<ul style="list-style-type: none"> Students will look at the importance of new technology in their education Students will revise uses of ser and estar and put them into practice 	<ul style="list-style-type: none"> Do they like it? Why? What changes would they like to see in teaching? Stimulus card (in-house) relating to need to incorporate more IT into teaching <p>Reading: Edexcel p. 95 “¿Te gusta aprender con Internet?”</p> <p>Listening: GW designed to look like past exam questions Edexcel p. 96 “La educación y las nuevas tecnologías”</p> <p>Grammar</p> <ul style="list-style-type: none"> Complete a table to cover all uses of ser and estar Practice with sentences missing either ser and estar (extension task uses a wider variety of tenses). Grammar, Unit 3, p. 32, Ejercicio 3-6 (can be prepared as a differentiated task – more able complete whole translation from English to Spanish, others can have parts already translated)
3	<p>Education and Employment. Violence in schools. Bullying</p> <ul style="list-style-type: none"> Students will learn and use vocabulary relating to violence and intimidation in schools Students will discuss the causes and solutions for violence in schools amongst students and students to teachers Students will learn different types of personal pronouns, their positions in sentences and practice how to replace nouns with pronouns.. 	<p>Oral: - La violencia en la escuela, ¿existe todavía? ¿Por qué?. Students help to create a mind map of causes and solutions</p> <ul style="list-style-type: none"> Students discuss in pairs incidences that they have witnessed or experienced in schools stimulus card, summer 2009, la intimidacion escolar. Preparation for task C, p. 102, Edexcel <p>Listening: Edexcel, “En el patio de la escuela” p. 102 (gap fill)</p> <p>Reading: Edexcel, p. 101/2 “la violencia en los colegios”</p> <p>Grammar: Unit 19, p.225</p> <p>Additional tasks/homework:</p> <ul style="list-style-type: none"> Direct and Indirect object pronouns, Edexcel, p. 103 Writing: Edexcel, p. 105 Selection of discursive writing tasks – ex B and C
4	<p>Education and Employment. Looking for a job.</p> <ul style="list-style-type: none"> Students will revise vocabulary relating to the world of work, jobs, their work experiences and learn vocabulary 	<p>Oral: Students will discuss as a class their ideal future jobs; brainstorm characteristics of these jobs (trabajar con gente; trabajar fuera o en oficinas, un horario flexible, ganar mucho dinero)</p>

	<p>related to searching for jobs and their ideal jobs in the future.</p> <ul style="list-style-type: none"> Students will discuss the advantages and disadvantages of different types of employment and whether studying or employment is better, in their view. Students will revise pronouns and look at using double object pronouns 	<ul style="list-style-type: none"> Pairwork – explain to partner where you work part time or where you completed year 11 work experience, your thoughts Pairwork - choosing 2-3 jobs, discuss which they feel are better and why Mini-debate: divide the class (if very large smaller groups) – which is better education or employment? Sample assessment material, stimulus 1 “el trabajo ideal” <p>Listening: based on Animo p. 135 ex 1a, young people talking about their choice of University degree and why.</p> <p>Reading: Edexcel, Unit 6. En busca de empleo, “mi primer empleo” p. 107 and “los que ya tienen trabajo” p. 107/8</p> <p>Grammar: Double object pronouns, Grammar, p. 239</p>
5	Revision	
6	1st Assessment Week MOCKS	
7	Half Term	
8	<p>Education and Employment. Women and jobs.</p> <ul style="list-style-type: none"> Students will learn and use the vocabulary relating to the description of stereotypical attitudes towards certain jobs Students will discuss if some jobs are more suited to men or women and if women really do have equal rights in the work place today Students will be tested on their knowledge of pronouns and learn about the passive voice. 	<p>Oral: - La situación de las mujeres en tu país (Edexcel, p. 117, task C)</p> <ul style="list-style-type: none"> Look at gender of professions (see note p. 118) (in-house) stimulus card – based on shortened version of “de cajera en el supermercado” Edexcel, p.120 see also stimulus cards for employment: Sample assessment material, Stimulus 2, p. 42 “una profesora habla de sus alumnos”. <p>Listening: Edexcel , GW based on “Habla una mujer”, p. 118</p> <p>Reading: “Hacia donde van las españolas” p. 117</p> <p>Grammar:</p> <ul style="list-style-type: none"> Test of pronouns Introduce the passive voice Grammar, Unit 12 p. 124

9	<p>The World around us. Transport</p> <ul style="list-style-type: none"> Students will revise transport methods and talk about how they can/do travel and issues where they live (e.g. congestion charge in London, lack of buses in rural areas) Students will discuss and debate what they feel is the best method of transport. Students will revise the passive and its avoidance and learn other compound tenses 	<p>Oral:</p> <ul style="list-style-type: none"> Brainstorm - medios de transporte Pairwork: ¿Cómo viajan y lo que opinan de ellos? Or Pairwork, Edexcel Task C, p. 66 Debate: ¿Cuál es el mejor medio? Y ¿Por qué? Sample assessment material, stimulus card 2 – “Sudamérica en bicicleta” <p>Reading:</p> <ul style="list-style-type: none"> Introduction. Edexcel p. 65 ¿Cuál es el mejor medio de transporte? Exam practice: “Nuevas pantallas en los buses” Legacy Edexcel exam paper - Unit 2 2008 p. 9/8 <p>Listening. GW based on “Te cuesta un ojo de la cara” Edexcel, p. 67</p> <p>Grammar:</p> <ul style="list-style-type: none"> Translation, Grammar, p. 130 ex: 12-10 Revise perfect tense and learn other compound tenses Exercises, Grammar p. 110-113 <p><u>Additional tasks/homework:</u></p> <p>Reading, Edexcel p. 67 – “los colores más seguros del coche”</p>
10	Revision	
11	Assessment	

EASTER HOLIDAY

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Week	Topic and objectives	Tasks
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SUMMER TERM

1	<p>The World around us. Travel and tourism</p> <ul style="list-style-type: none"> • Students will learn and use the vocabulary relating to different types of holidays and travel • Students will revise compound tenses and be introduced to the formation of the present subjunctive 	<p>Oral</p> <ul style="list-style-type: none"> - Discuss the need to choose a GTA for the oral exam based on their interests this year and their need to revise the vocabulary and ideas - Stimulus card – Winter 2009 “El desarrollo del turismo cultural” <p>Reading:</p> <ul style="list-style-type: none"> - Past exam question from legacy Edexcel AS - Viajar es mi prioridad” Unit 2 2008 p.6/7 <p>Writing: Unit 2 p. 10 June 2008 “Vacaciones Rotas, Maletas Perdidas”. Use a framework to ensure students develop each bullet point fully and equally.</p> <ul style="list-style-type: none"> - Use a past exemplar piece to assess or peer assess their writing against the marking grids (Assessment criteria, p. 32) - Also, for a model piece the verbs could be removed as a grammar exercise <p>Grammar:</p> <ul style="list-style-type: none"> - Revise compound tenses as translation based on writing task - Introduce the formation and general use of present subjunctive.
2	<p>The World around us. Weather, climate change.</p> <ul style="list-style-type: none"> • Students will learn and use the vocabulary relating to climate change • Students will practice their oral examination – specific focus on their chosen topic area • Students will revise the present subjunctive formation and look at some of its uses. 	<p>Oral:</p> <ul style="list-style-type: none"> - Create basic mind map on board with “cambio climático” in the centre. What words relating to this topic do they know? Eg: “las temperaturas suben”, etc. - Build this mind map further after the reading and listening lessons <p>Reading: Good introduction to topic: Edexcel, p. 163</p> <p>Additional reading tasks: Edexcel p. 163-166.</p> <p>Listening: Song on Youtube with words. “Amazonas” by Pedro Suarez Vertiz. Students listen and note all new vocabulary.</p> <p>Writing: Read the blogs on p. 166 and students write their own with their personal opinions of how young people feel about climate change. Do they really care?</p>

		Grammar: <ul style="list-style-type: none"> - Revise formation of subjunctive - Learn uses needed at AS - Grammar: Unit 13 p.131-140
3	Revision of all topics	
4	ORAL EXAMS	
5	Revision	
6	1st Assessment Week - WRITTEN EXAMS	
7	Half term June 2- 10	

SUMMER HOLIDAY

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AS French

Time	Phase	Content
September – October	Phase 1: intensive grammar programme linked to thematic content.	<ul style="list-style-type: none"> • Aspects of French-speaking society: current trends. • Artistic culture in the French-speaking world.
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	<ul style="list-style-type: none"> • Aspects of French-speaking society: current trends • Artistic culture in the French-speaking world. • Chosen film or book.
Easter – study leave	Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing,	Content focus according to assessment tasks:

Time	Phase	Content
(for those taking AS exams)	listening, reading, summary writing and translation into and from target language.	<ul style="list-style-type: none"> • essay-writing on book or film • speaking and stimulus cards • reading, listening and translation according to sub-themes and aspects.
Easter – end of year (for those by-passing AS or taking AS en route to A-level exams)	<p>Phase 3b: 'top up' teaching on film or book to meet A-level requirements.</p> <p>Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p>	Study skills required for independent research and the development of an independent research action plan ? setting targets, milestones and deadlines for the Summer holiday and beyond.

MEDIA STUDIES SCHEME OF WORK TERM TWO 2018

Long Form Television U6			
	Lesson Content / Overview		Resources
Week One	<p>Lesson 1</p> <p>Introduction to the concept of Long Form Television.</p> <p>How does it differ from short form.</p> <p>How many LFTV dramas can be named?</p> <p>Broadly establish the conventions of Long Form TV and outline what will be the content of the term.</p> <p>Introduce the two LFTV texts: <i>Stranger Things</i> and <i>Trapped</i>.</p>	<p>Lessons 2 & 3</p> <p>Contextual understanding of LFTV. Use PowerPoint to establish historical background.</p> <p>What technological factors have increased the popularity of LFTV?</p> <p>Consider advertising and need to generate revenue. How is this driving LFTV?</p> <p>Introduce the concept of "State of the Nation TV" – students familiar with <i>Breaking Bad</i>, <i>The Wire</i>, <i>The Sopranos</i>? If so</p>	LFTV PowerPoint

	students attempt to establish themes and why these are classed as “state of the nation”.	
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Page Break

Week Two	Lesson 4 Influence of a “major star” in the success of LFTV – how important are they? Highlight the leading actors/actresses in the most successful LFTV dramas – are the students familiar with any outside of the shows? Why does the success of a mainstream movie often hinge on the attraction of a “big name” and yet LFTV doesn't? Introduce the concept of multi-strand narratives.	Lessons 5 & 6 Know your enemy! First screening of <i>Stranger Things</i> and <i>Trapped</i> . These don't necessarily need to be back to back but generally just to give students a feel for the texts.	LFTV PowerPoint Copy of <i>Stranger Things</i> (Season 1, Episode 1) Copy of <i>Trapped</i> (Season 1, Episode 1)
Week Three	Lesson 7 Media and Representation Use Media Language and Representation PowerPoint. Establish existing knowledge of Media Language. Possible need to refresh. Use Media Language PowerPoint if appropriate. Consider representation of character using the posters for <i>Stranger Things</i> and <i>Trapped</i> . Remind about Proppian character functions.	Lessons 8 & 9 Work through Representation PowerPoint and focus on each image. Follow prompts on each slide. May need refresher on Camera Shots/Angles When considering the first two slides try to incorporate ideas of narratology. Where does this fit into Todorov's theory?	Media Language PowerPoint Media Language and Representation PowerPoint <i>Stranger Things</i> Poster <i>Trapped</i> Poster
Week Four	Lesson 10 Continue through Media and Representation PowerPoint – set additional slides as Prep if necessary.	Lessons 11 & 12 Continue to work through Media Language and Representation PowerPoint and set Mini Essay's where applicable.	Media Language and Representation PowerPoint. Todorov's Equilibrium PowerPoint.

	Consider the idea of micro-openings as an LFTV convention. Mini Essay: <i>How is American Culture represented?</i>	Re-visit narratology, Propp and reception theory.	
Week Five	Lesson 13 As above. Discuss the role stereotypes play in audience understanding. Are all stereotypes negative? Can you highlight characters where stereotypes have been subverted?	Lessons 14 & 15 Second Screening of <i>Trapped</i> . Introduce (re-introduce) the conventions of Scandi-Noir, it's increasing popularity (why?) and it's contemporaries. Refresh students on multi-strand narratives. Reminder of the importance of knowing the character's names given the difficult language involved. Use Character Grid to help character identification. Screen episode and pause at appropriate moments for students to discuss and fill in the grids.	Trapped – Character Grid Copy of <i>Trapped</i> (Season 1, episode 1)
Week Six	Lesson 16, 17 & 18 Return to Media Language and Representation and work through slides. In all evaluative questions consider comparisons with <i>Stranger Things</i> . Return to and consider the context of LFTV and how this can be applied to the two texts.		
Week Seven	Lesson 19 Plan the structure of the report	Lessons 20 & 21 End of term assessment: write the analysis report	Scaffolding template

Christmas Term 2018 - English Language Yr 13 Form U6 - Craig Lappin- 21st Century language and coursework

Resources: Class notes, academic papers and Exam board materials

Week 1	Monday 10th September	Introduction to course and student expectation. Test, target setting and introduction to 21 st Century
Week 2	Monday 17th September	Memes – social use and linguistic variety. Format and context

Week 3	Monday 24th September	Memes – social use and linguistic variety. Format and context
Week 4	Monday 1 st October	21 st century language – Emails and context
Week 5	Monday 8 th October	How to respond to questions regarding formality and form in emails. How to analyse texts.
Week 6	Monday 15 th October	Assessment Week – Mock assessment
Week 7	Monday 22 nd October-	Half Term week – School Closed
Week 8	Monday 29 th October	How to write in response to a specific question – assessment feedback
Week 9	Monday 5 th November	Twitter and its place in social media. Tracking its transformation
Week 10	Monday 12 th November	Facebook and the use of multi modal and personal and non-personal exchanges
Week 11	Monday 19 th November	One to one interaction to develop themes for question focus. Narrow reading notes to enhance focus. Work with student on rationale and focus for question. Links to theorists.
Week 12	Monday 26 th November	Creative writing – obituary writing – developing writing and critical frameworks
Week 13	Monday 3 rd December	Writing style and appropriate answers for coursework. Proposal complete.
Week 14	Monday 10 th December	Assessment Week- How to write essays using PEE – Revision and note taking
	17 th December - 7/1/2019	Christmas Holiday

Christmas Term 2018 - English Yr 13 Form U6 - Craig Lappin

Resources: The Tempest, Unseen Texts and Coursework

Week 1	Monday 10th September	Introduction to course and student expectation. Test, target setting and introduction to literary theory
Week 2	Monday 17th September	Literary theory – Feminism and Gender. Introduction to unseen poetry
Week 3	Monday 24th September	Video: The Tempest – detailed notes and discussion. Understanding context, language and the ‘savage other’.
Week 4	Monday 1 st October	Colonialism and Shakespeare’s satire. Dystopian Literature in preparation for coursework. Looking at the female and unreliable narrator. Dystopian literature as a means to address fears of the present.
Week 5	Monday 8 th October	Study time in preparation for assessment week. How to write a response to a detailed exam question.
Week 6	Monday 15 th October	Assessment Week – Mock assessment
Week 7	Monday 22 nd October-	Half Term week – School Closed
Week 8	Monday 29 th October	How to write in response to a specific question – assessment feedback
Week 9	Monday 5 th November	Character study in detail – Prospero and why Shakespeare has developed such an unlikeable character.

Week 10	Monday 12 th November	The fantasy of the play. Magic and spectacle in the theatre. Slavery and freedom – Caliban and Ariel
Week 11	Monday 19 th November	One to one interaction to develop themes for question focus. Narrow reading notes to enhance focus.
Week 12	Monday 26 th November	Revision on poetry and plays for assessment planning
Week 13	Monday 3 rd December	Writing style and appropriate answers for coursework. Proposal complete.
Week 14	Monday 10 th December	Assessment Week- How to write essays using PEE – Revision and note taking
	17 th December - 7/1/2019	Christmas Holiday

Easter Term 2019 - English Form U6 - Craig Lappin

Resources: The Revengers Tragedy – Thomas Middleton and Loot – Joe Orton and Poetry of Hughes and Plath

Week 1	Recap and appraisal of end of term assessment. Goal setting
Week 2	Looking at character and setting. Similarities between the texts. Hughes poetry understanding recurring themes. Strategies for writing
Week 3	Re Introduction to Middleton, Orton and context. The importance of critical assessments to help your understanding of literary texts.
Week 4	Close analysis of Alex Cox film – can texts transcend their time? Revision of techniques of writing about poetry,.
Week 5	Revenge tragedy and the use of satire to develop character and develop themes. Black comedy in Loot and the development of the use of satire. Plath recurring themes and how to link them to Hughes's work.
Week 6	Half Term week – School Closed
Week 7	Setting and stagecraft – is this play subversive?
Week 8	Close character study and the representation of women in society – the notion of sin and punishment
Week 9	Close study of language and 'dangerous wit'
Week 10	More close analysis and research into critical responses. Unseen poetry response strategies.
Week 11	Individual student study – developing an individual response – to a range of textual questions. Assessment Week- How to write essays using PEE – Revision and note taking
	Easter Holiday

Subject	IB Chemistry SL/HL
HL / SL cohort	Mixed
Main Text book	Pearson Baccalaureate IB Chemistry SL or HL

Christmas Term

Week	Topics covered	TOK	Connections	Recommended Extra Reading
1	Review of L6 Analysis of Mocks 7.1 Equilibrium 17.1 The Equilibrium Law	What ways of knowing do we use when moving from macroscopic to microscopic scales?		
2	8.1 Theories of acids and bases 18.1 Lewis Acids and Bases	To what extent can scales used in Science be considered arbitrary or artificial?		
3	*8.2 Properties of acids and bases 18.2 Calculations involving Acids and Bases	Can entrenched prior knowledge hinder our fuller understanding of new knowledge?		
4	*8.3 The pH Scale 8.4 Strong and weak acids and bases 18.2 Calculations involving Acids and Bases	Though all rain water is acidic, the term acid rain only applies to some rain water. Can language influence communication in science?		
5	8.4 Strong and weak acids and bases 18.3 pH Curves 8.5 Acid deposition			
6	Assessment Week			
7	9.1 Oxidation and Reduction	What ways of knowing can we use to distinguish between the charge on an ion and the oxidation state?		
8	9.1 Oxidation and Reduction *9.2 & 19.1 Electrochemical Cells	Would using a different half cell as a standard for electrode potentials make a difference to the study of electrochemistry?		
9	*9.2 & 19.1 Electrochemical Cells			
10	10.1 Fundamentals of Organic Chemistry 20.1 Types of Organic Reaction	The word organic is used in different contexts beyond the chemistry of carbon		

		compounds. Does this confuse or enhance communication?		
11	10.1 Fundamentals of Organic Chemistry 20.1 Types of Organic Reaction	To what extent is chemistry a separate language? What are the main differences between the language of chemistry and your mother tongue?		
12	IA Preperation			
13	Assessment Week			

Subject	A2 PHYSICS
Year group	Upper 6

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Molecular kinetic theory model.	
2	September 16	Fields. Newton's law.	
3	September 23	Gravitational field strength. Gravitational potential.	
4	September 30	Orbits of planets and satellites.	
5	October 7	Coulombs law. Electric field strength.	
6	October 14	Electric potential. Capacitance.	
7	October 21	Parallel plate capacitor. Energy stored by a capacitor.	
8	October 28	<i>Half term</i>	
9	November 4	Capacitor charge and discharge.	
10	November 11	Magnetic flux density.	
11	November 18	Moving charges in a magnetic field. Magnetic flux and flux linkage.	
12	November 25	Electromagnetic induction.	
13	December 2	Alternating currents. The operation of a transformer.	
14	December 9	<i>School exams</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Rutherford scattering. Alpha, beta and gamma radiation.	
2	January 13	Radioactive decay.	
3	January 20	Nuclear instability.	
4	January 27	Nuclear radius. Mass and energy.	
5	February 3	Induced fission. Safety aspects.	
6	February 10	<i>Assessment.</i> Optional topic.	
7	February 17	<i>Half term.</i>	
8	February 24	Optional topic.	
9	March 2	Optional topic.	
10	March 9	Optional topic.	
11	March 16	Revision.	
12	March 23	<i>Assessment.</i>	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Revision.	
2	April 27	Revision.	
3	May 4	Revision.	
4	May 11	Revision.	
5	May 18	Revision.	
6	May 25	<i>Half term</i>	
7	June 1	Revision.	
8	June 8	Revision	
9	June 15	Revision.	
10	June 22	<i>Course completed..</i>	

Subject	A-level CHEMISTRY Year 2
Year group	Upper 6

2019-2020 Academic Year

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Enthalpy changes in ionic compounds. Born-Haber cycles.	
2	September 16	Born-Haber cycles. Enthalpy of solution.	
3	September 23	Feasible reactions. Entropy. Feasibility of a reaction.	
4	September 30	Graphical calculations. The rate equation.	
5	October 7	The Arrhenius equation. Methods of determining rate of reaction. Rate monitoring.	
6	October 14	Order linked to mechanism of a reaction. Mole fractions. Partial pressure.	
7	October 21	K_p . Elements of Period 3.	
8	October 28	<i>Half term.</i>	
9	November 4	Oxides of elements in Period 3. Trends in the melting points of the Period 3 oxides. Structure of the acids and anions.	
10	November 11	Optical isomerism. Optical activity. The carbonyl group. Aldehydes and ketones.	
11	November 18	Reactions of aldehydes and ketones. Carboxylic acids.	
12	November 25	Esters. Vegetable oils and fats. Derivatives of carboxylic acids.	
13	December 2	The history of the structure of benzene. Addition and substitution reactions. Electrophilic substitution.	
14	December 9	<i>School exams</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	The structure of amines. Naming amines. Preparation of primary amines. Preparation of aromatic amines. Basic properties of amines.	
2	January 13	Nucleophilic properties of amines. Redox equilibria. Cell conventions and EMF.	

3	January 20	Redox reactions and feasibility of reactions. Conventional cell representation. Commercial applications of electrochemical cells.	
4	January 27	Condensation polymerisation. Biodegradability of polymers. Amino acids, proteins and DNA.	
5	February 3	Protein structure. Fibrous and globular proteins. Enzymes in our diet. Hydrolysis of proteins. DNA.	
6	February 10	<i>Assessment.</i> DNA structure. Bronsted-Lowry theory of acids and bases.	
7	February 17	<i>Half term.</i>	
8	February 24	pH. Ionic product of pure water. pH of weak acids. Dilutions and neutralisations.	
9	March 2	Titration curves. Buffers.	
10	March 9	Organic synthesis. NMR spectroscopy.	
11	March 16	Chromatography.	
12	March 23	<i>Assessment.</i> General properties of transition metals. Complex formation.	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Ligand substitution. Shapes of complex ions. Formation of coloured ions.	
2	April 27	Ions in aqueous solution. Oxidation states of transition metals.	
3	May 4	Redox titrations. Catalytic activity.	
4	May 11	Revision: CHEM1 Past Papers.	
5	May 18	Revision: CHEM2 Past Papers.	
6	May 25	<i>Half term.</i>	
7	June 1	Revision: CHEM4 Past Papers.	
8	June 8	Revision: CHEM5 Past Papers.	
9	June 15	Revision: CHEM5 Past Papers.	
10	June 22	Revision: Practical Skills	

Buckswood School IB Diploma Programme

Subject	Physics
HL / SL	SL
Text book	IB Physics (OUP)

Lesson per week	3 hours
Teacher	Mr Jones
Students	TBC

Christmas Term

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (09 Sept)	6.1 Circular Motion	Theory of knowledge: • Foucault's pendulum gives a simple observable proof of the rotation of the Earth, which is largely unobservable. How can we have knowledge of things that are unobservable?		
2 (16 Sept)	6.2 Newton's Law of Gravitation.	Theory of knowledge: • The laws of mechanics along with the law of gravitation create the deterministic nature of classical physics. Are classical physics and modern physics compatible? Do other areas of knowledge also have a similar division between classical and modern in their historical development?		
3 (23 Sep)	7.1 Discrete Energy and Radiation.	Theory of knowledge: • The role of luck/serendipity in successful scientific discovery is almost inevitably accompanied by a scientifically curious mind that will pursue the outcome of the "lucky" event. To what extent might scientific discoveries that have been described as being the result of luck actually be better described as being the result of reason or intuition?		
4 (30 Sep)	7.2 Nuclear Reactions	Theory of knowledge: • The acceptance that mass and energy are equivalent was a major paradigm shift in physics. How have other paradigm shifts changed the direction of science? Have there been similar paradigm shifts in other areas of knowledge?		
5 (07 Oct)	7.3 The structure of matter.	Theory of knowledge: • Does the belief in the existence of fundamental particles mean that it is justifiable to see physics as being more important than other areas of knowledge?		
6 (14 Oct)	Assessment week			

7 (21 Oct)	Half term			
8 (28 Oct)	8.1 Energy sources	Theory of knowledge: <ul style="list-style-type: none"> The use of nuclear energy inspires a range of emotional responses from scientists and society. How can accurate scientific risk assessment be undertaken in emotionally charged areas? Of all the scientific issues of our time, perhaps nuclear energy invokes the greatest emotional response in both scientists and non-scientists alike.		
9 (04 Nov)	8.2 Thermal energy transfer.	Theory of knowledge: <ul style="list-style-type: none"> The debate about global warming illustrates the difficulties that arise when scientists cannot always agree on the interpretation of the data, especially as the solution would involve large-scale action through international government cooperation. When scientists disagree, how do we decide between competing theories? 		
10 (11 Nov)	Internal Assessment			
11 (18 Nov)	Internal Assessment			
12 (25 Nov)	Internal Assessment			
13 (02 Dec)	Revision			
14 (09 Dec)	Assessment Week			

Spring Term

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (06 Jan)	Option tbc			
2 (13 Jan)	Option			
3 (20 Jan)	Option			
4 (27 Jan)	Revision			
5 (03 Feb)	Assessment Week			
6 (10 Feb)	Half Term			
7 (17 Feb)	Revision			
8 (24 Feb)	Revision			

9 (02 Mar)	Revision			
10 (09 Mar)	Revision			
11 (16 Mar)	Assessment Week			

Subject	IB Biology HL
Year group	Upper 6

Christmas Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	September 9	Human Nutrition	
2	September 16	Digestion	
3	September 23	Functions of the Liver	
4	September 30	The heart	
5	October 7	Hormones and Metabolism	
6	October 14	Transport of Respiratory Gases	
7	October 21	Molecular Biology part 1	
8	October 27	<i>Half term</i>	
9	November 4	Molecular Biology part 2	
10	November 11	Cell Biology	
11	November 18	Cell Metabolism	
12	November 25	Animal Physiology Systems	
13	December 2	Disease	
14	December 9	<i>School exams.</i>	

Easter Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	January 6	Movement	
2	January 13	Reproduction	
3	January 20	Plant Biology	
4	January 27	Ecology	
5	February 3	Communities and Ecosystems	
6	February 10	Genetics HGP	
7	February 17	<i>Half term</i>	
8	February 24	Modification and Biotechnology	
9	March 2	Theoretical Genetics	
10	March 9	Evolution	
11	March 16	Classification of Biodiversity	
12	March 23	Revision	

Summer Term

Week	Date	Aims for Assessment	Recommended Extra Reading
1	April 20	Revision	
2	April 27	Revision submit IA	
3	May 4	Course Complete	
4	May 11		
5	May 18		
6	May 25	<i>Half term</i>	

Subject	Environmental Systems and Societies
HL / SL	SL
Text book	Environmental Systems and Societies (OUP)
Lesson per week	3 hours
Teacher	Mr Lawless
Students	

7	June 1		
8	June 8		
9	June 15		
10	June 22	<i>School exams.</i>	

Buckswood School
IB Diploma Programme

Christmas term (U6th)

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (9 Sept)	5.3 Soil degradation and conservation			
2 (16 Sep)	6.1 Introduction to the atmosphere			

3 (23 Sep)	6.2 Stratospheric ozone			
4 (30 Sep)	6.3 Photochemical smog 6.4 Acid deposition	Environmental problems are often emotive—under what circumstances should we maintain a detached relationship with the subject matter under investigation? To what extent does the recognition of the ethical responsibility of knowledge influence the further production or acquisition of knowledge?	6.3 Chemistry (topic 5) Geography (option G), 6.4 Chemistry (topic 8);	
5 (07 Oct)	7.1 Energy choices and security	To what extent does the recognition of the ethical responsibility of knowledge influence the further production or acquisition of knowledge?	Chemistry (topic 8);	
6 (14 Oct)	Internal Assessment			
7 (21 Oct)	Internal Assessment			
8 (28 Oct)	Half term			
9 (04 Nov)	Internal Assessment			
10 (11 Nov)	Internal Assessment			
11 (18 Nov)	Internal Assessment			
12 (25 Nov)	Internal Assessment			
13 (02 Dec)	Revision			
14 (09 Dec)	Assessment Week			

Easter term (U6th)

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (06 Jan)	7.2 Climate change—causes and impacts 7.3 Climate change—mitigation and adaptation	There has been considerable debate about the causes of climate change does our interpretation of knowledge from the past allow us to reliably predict the future?	Chemistry (option C) Physics (topic 8) Geography (topics 3 and 4);	
2 (13 Jan)	8.1 Human population dynamics 8.2 Resource use in society	A variety of models and indicators are employed to quantify human population dynamics—to what extent are the methods of the human sciences “scientific”?	8.1 Biology (option C);	

		As resources become scarce, we have to make decisions about how to use them—to what extent should potential damage to the environment limit our pursuit of knowledge?	Geography (topic 1); 8.2 Physics (topic 8) Geography (topic 4)	
3 (20 Jan)	8.3 Solid domestic waste 8.3 Solid domestic waste	The circular economy can be seen as a paradigm shift—does knowledge develop through paradigm shifts in all areas of knowledge?	Chemistry (option A); Geography (topic 4 and option B)	
4 (27 Jan)	Revision			
5 (03 Feb)	Revision			
6 (10 Feb)	Assessment Week			
7 (17 Feb)	Half Term			
8 (24 Feb)	Revision			
9 (02 Mar)	Exam practise			
10 (09 Mar)	Exam practise			
11 (16 Mar)	Exam practise			
12 (23 Mar)	Assessment Week			

Summer Term

Week	Topics covered	TOK Question	Connections	Recommended Extra Reading
1 (20 April)	Revision			
2 (27 Apr)	Revision			
3 (4 May)	Revision			
4 (11 May)	Exams			
5	Exams			

English as a Second Language 2019-20

CEFR Level A2-B2
 Group Name: Lower 6 / UFC
 Text: The Official Cambridge Guide to IELTS
 Examination Aims: IELTS

(18 May)				
6 (25 May)	Half term			
7 (01 Jun)				
8 (08 Jun)				
9 (15 Jun)				
10 (22 Jun)				

Christmas Term

Week	Aims for the Week	Focus, Project or Trip work
1	Introduction to the course Mosquitoes project	
2	IELTS reading – using reading texts and the AWL	
3	Reading – Understanding the main ideas Identifying main ideas	
4	Identifying information in the passage Reading – Locating and matching information	
5	How ideas are connected Identifying types of information	
6	Reading – Strategies Skimming and reading at speed	
7 (A.W.)	Assessment week	
8	Half term	
9	Writing Task 1 – describing a chart, table or graph	

10	Comparing and contrasting graphs and tables	
12	Describing diagrams	
13	Describing maps	
14 (A.W.)	Assessment week.	

Easter Term

Week	Aims for the Week
1	Listening – Places and Directions Following directions Labelling
2	Listening – Actions and processes Describing and action or process Understanding mechanical parts
3	Listening – Identifying attitude and opinion Persuading and suggesting Reaching a decision
4	Reading - Descriptive Passages Scanning for detail Using words from the passage
5 (A.W.)	Assessment week Practice Test 3
6	Half Term
7	Reading – Understanding the main ideas Identifying main ideas Identifying information in the passage
8	Reading – Locating and matching information How ideas are connected Identifying types of information
9	Reading – Strategies Skimming and reading at speed Global understanding
10	Reading – Discursive passages Identifying theories and opinions Matching features
11 (A.W.)	Assessment Week Practice Test 4 and review

Summer Term

Week	Aims for the Week
1	Speaking – Part 1 Talking about familiar topics Using the right tense – Grammatical range and Accuracy
2	Speaking – Part 2 Giving a Talk Improving fluency and cohesion Organising your notes and your talk
3	Speaking – Part 3 Talking about abstract topics Agreeing and disagreeing Improving your Vocabulary

4	Speaking – Checking, correcting and assessing Dealing with problems Pronunciation, intonation and chunking Improving your score
5	Speaking – Practice on different topics using Newsademia as a vocabulary and topic resource
6 (A.W.)	Assessment week Practice Test 5 and review
7	Half term
8	Practice Test 6
9	Practice test 7

Buckswood School

IB Maths studies SOW

2018-2019

SCHEME OF WORK FOR IB MATHEMATICAL STUDIES SL

Main resource: Mathematics, Mathematical Studies for the international student. Haese and Harris publications.

PART 1

Number and algebra, (syllabus ref: 1.2 – 1.3, 1.5 – 1.6)

Standard form. Operations with numbers expressed in the form $a \times 10^k$, where $1 \leq a \leq 10$ and $k \in \mathbb{Z}$.

SI and other basic units of measurements: kg, m, s, l, m/s, Celsius scale.

Approximations, estimation. Rounding; decimal places, significant figures.

Percentage error.

Currency conversions.

Basic algebra: Laws of exponents, expanding brackets, linear equations, formula substitution and formula rearrangement. (Presumed knowledge)

Linear simultaneous equations in two variables, by use of GDC. Including problem solving.

Quadratic equations. Including problem solving.

(Chapter 2, 3, 4)

Test (Approx. end of September, year 1)

PART 2

Number and algebra, (syllabus ref: 1.7 – 1.9)

SEQUENCES AND SERIES

Arithmetic sequences, and their applications.

Use of the formula $u_n = u_1 + (n - 1)d$ for the n^{th} term of an arithmetic sequence.

Geometric sequences and their applications.

Use of the formula $u_n = u_1 r^{n-1}$ for the n^{th} term in a geometric sequence.

Financial applications of geometric sequences and series: Compound interest. Annual depreciation.

(Chapter 5)

Statistics 1, (syllabus ref: 2.1 – 2.6)

Classification of data as discrete or continuous.

Use of sigma notation. Frequency tables.

Grouped data: frequency tables, mid-interval values, upper and lower boundaries.

Histograms.

Cumulative frequency tables for grouped data.

Cumulative frequency graphs, median and quartiles.

Box and whisker plots.

Percentiles and quartiles.

Averages: mean, mode and median.

Estimated mean from grouped data.

Modal class.

Measures of dispersion: range, interquartile range, standard deviation.

Use of calculator.

(Chapter 6)

Test (Approx. end of November, year 1)

PART 3

Sets, logic and probability 1 (syllabus ref: 1.1, 3.5 – 3.7)

SETS AND VENN DIAGRAM

Number sets: natural numbers, integers, rational numbers and real numbers.

Basic concepts of set theory: subsets, intersection, union, complements of sets.

Venn diagrams and simple applications.

PROBABILITY

Sample space: event A and complementary event A' . $P(A') = 1 - P(A)$

Probability of an event A given by $P(A) = \frac{n(A)}{n(U)}$

Probability from tree diagram and Venn diagram.

Solution of problems using “with replacement” and “without replacement”.

Laws of probability.

Combined events:

$$P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

Mutually exclusive events:

$$P(A \cup B) = P(A) + P(B)$$

Independent events:

$$P(A \cap B) = P(A)P(B)$$

Conditional probability:

(Problems should be solved using the most appropriate method in solving individual questions).

(Chapter 7, 9)

Test (Approx. end of January, year 1)

PART 4

Introduction to the Internal Assessment, the project. (End of January)

Statistics 2, (syllabus ref: 4.1 – 4.4)

The normal distribution. The concept of a random variable, the parameters μ and σ , the bell shape, the symmetry about $x = \mu$.

Diagrammatic representation.

Normal probability calculations.

Expected value.

Inverse normal calculations.

Bivariate data.

Scatter diagram, the concept of correlation, interpretation of positive, zero and negative correlation.

Measuring correlation: Pearson’s correlation coefficient. Use of calculator to calculate r is expected.

Regression line. Use of regression line for prediction purposes. Dependent and independent variables, outliers. Use of calculator to find regression line is expected.

The χ^2 test for independence.

The null hypothesis and the alternative hypothesis.

Significance levels. Degrees of freedom. Use of tables for critical values.

Contingency tables, expected values.

Degrees of freedom.

The p -values.

Use of calculator to find χ^2 in the examination.

(Chapter 10, 11)

Test (Approx. beginning of March, year 1)

PART 5

Geometry and trigonometry, (syllabus ref: 5.1)

Distances between points. Midpoints.

Gradients, intercepts, points of intersection between lines.

Parallel lines and perpendicular lines.

Equation of a line, the forms $y = mx + c$ (gradient- intercept form) and $ax + by + c = 0$ (general form).

(Chapter 13)

Mathematical models, (syllabus ref: 6.1 – 6.7)

Concept of a function, domain, range and graph.

Function notation.

Linear models. Linear functions and their graphs, $f(x) = mx + c$.

(Chapter 16)

Quadratic models.

Quadratic functions and their graphs, $f(x) = ax^2 + bx + c$.

Properties of a parabola: vertex, intercepts on the x-axis and y-axis,

zeros, axis of symmetry; $x = -\frac{b}{2a}$, vertex, intercepts, transformations of graphs.

(Chapter 17)

Work on examination questions or test. (Approx. end of April, year 1)

Exponential models.

Exponential functions and their graphs:

$$f(x) = ka^x + c$$

$$f(x) = ka^{-x} + c$$

$$a \in \mathbb{Q}, a \neq 1, k \neq 0$$

Concept and equation of a horizontal asymptote.

(Chapter 18)

Models using functions of the form $f(x) = ax^m + bx^n + \dots$, $m, n \in \mathbb{Z}$

Functions of this type and their graphs.
The y-axis as a vertical asymptote.

(Chapter 19)

Drawing accurate graphs. Creating a sketch from information given. Transferring a graph from GDC to paper. Included all the functions above and additions and subtractions. Use GDC to solve equations involving combinations of the functions above.

Test. (Approx. end of May, year 1)

Work on Internal Assessment

PART 6

Introduction to differential calculus, (syllabus ref: 7.1 – 7.6)

Concept of the derivative as a rate of change. Tangent to a curve.

Simple rules of differentiation.

Notation $f'(x) = \frac{dy}{dx}$

Gradients of curves for given values of x.

Equation of the tangent at a given point.

Equation of the line perpendicular to the tangent at a given point.

Increasing and decreasing functions.

Interpretation of:

$$f'(x) > 0$$

$$f'(x) = 0$$

$$f'(x) < 0$$

Values of x where the gradient of a curve is zero.

Solution of $f'(x) = 0$.

Stationary points

Local maximum and minimum points.

Optimizing problems.

Behaviour of the gradient of the line as one point approaches the other.

(Chapter 20, 21)

Test (Approx. beginning October, year 2)

PART 7

Sets, logic and probability 2 (syllabus ref: 3.1 – 3.4)

LOGIC

Basic concepts of symbolic logic: propositions, notations.

Compound statements:

Implication \Rightarrow

Equivalence \Leftrightarrow

Negation \neg

Conjunction \wedge

Disjunction \vee

Exclusive disjunction $\underline{\vee}$

Distinction between “disjunction” and “exclusive disjunction”.

Translation between verbal statements, symbolic form and Venn diagram.

Truth tables. A maximum of three propositions will be used.

Concepts of logical contradiction and tautology.

Definition of implication:

Converse

Inverse

Contrapositive

Logical equivalence.

(Chapter 8)

Geometry and trigonometry (syllabus ref: 5.2 – 5.5)

And

Number and algebra. (syllabus ref: 1.4)

SI-units.

Use of the ratios of sine, cosine and tangent of right angled triangles.

Angles of depression and elevation.

The sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ or

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

The cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$ or

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

The area of a triangle: $A = \frac{1}{2} ab \sin C$

Construction of labelled diagrams from verbal statements.

Geometry of three-dimensional shapes: Cuboid
Prism Pyramid Cylinder Sphere
Hemisphere Cone

Volume and surface areas of the three-dimensional solids. Three-dimensional

problems including:

Size of angles between two lines and between lines and planes.

REVISION

U6 IB SL SOW 2019-2020

Syllabus component	Teaching hours Weeks	Week	Syllabus content	Aim of the topic	Links
Topic 1	9		1.1 Arithmetic sequences and series; sum of finite arithmetic series; geometric sequences and series; sum of finite and infinite geometric series. Sigma notation. Applications		Int: The chess legend (Sissa ibn Dahir). Int: Aryabhatta is sometimes considered the
Algebra	3 weeks	1		The aim of this topic is to introduce students to some basic algebraic concepts and applications.	“father of algebra”. Compare with al-Khawarizmi. Applications. Examples include compound interest and population growth. TOK: How did Gauss add up integers from 1 to 100? Discuss the idea of mathematical intuition as the basis for formal proof.

			<div>2</div> <div>1.2 Laws of exponents; laws of logarithms. Change of base.</div>		<div>TOK: Debate over the validity of the notion of “infinity”: finitists such as L. Kronecker consider that “a mathematical object does not exist unless it can be constructed from natural numbers in a finite number of steps”.</div> <div>TOK: What is Zeno’s dichotomy paradox? How far can mathematical facts be from intuition?</div>
			<div>3</div> <div>1.3 The binomial theorem: expansion of $(a + b)^n$</div>		
<div>Topic 2</div> <div>Functions and equations</div>	<div>24</div> <div>8 weeks</div>	<div>4</div> <div>2.1 Concept of function $f: x \mapsto f(x)$. Domain ,range, Composite functions, Inverse functions</div> <div>5</div> <div>2.2 The graph of a function; its equation $y = f(x)$</div> <div>6</div> <div>2.3 Transformations of graphs.</div> <div>7</div> <div>2.4 The quadratic function $x \mapsto ax^2 + bx + c$: its graph, y-intercept $(0, c)$. Axis of symmetry</div> <div>8</div> <div>2.5 The reciprocal function ; the graph and self-inverse nature.</div> <div>9</div> <div>2.6 Exponential functions and their graphs: Logarithmic functions and their graphs: Relationships between these functions:</div> <div>10</div> <div>2.7 Solving equations, both graphically and analytically. Use of technology to solve a variety of equations, including those where there is no appropriate analytic approach.</div> <div>11</div> <div>2.8 Applications of graphing skills and solving equations that relate to real-life situations.</div>	<div>The aims of this topic are to explore the notion of a function as a unifying theme in mathematics, and to apply functional methods to a variety of mathematical situations. It is expected that extensive use will be made of technology in both the development and the application of this topic, rather than elaborate analytical techniques.</div>	<div>TOK: How accurate is a visual representation of a mathematical concept? (Limits of graphs in delivering information about functions and phenomena in general, relevance of modes of representation.)</div>	

<p>Topic 3</p> <p>Circular functions and trigonometry</p>	16		<p>3.1 The circle: radian measure of angles; length of an arc; area of a sector.</p> <p>3.2 Definition of $\cos \theta$ and $\sin \theta$ in terms of the unit circle.</p>		<p>Int: Seki Takakazu calculating π to ten decimal places.</p>
	5 weeks	12		<p>The aims of this topic are to explore the circular functions and to solve problems using trigonometry. On examination papers, radian measure should be assumed unless otherwise indicated.</p>	<p>Int: Hipparchus, Menelaus and Ptolemy.</p> <p>Int: Why are there 360 degrees in a complete turn? Links to Babylonian mathematics.</p> <p>TOK: Which is a better measure of angle: radian or degree? What are the “best” criteria by which to decide?</p> <p>TOK: Euclid’s axioms as the building blocks of Euclidean geometry. Link to non-Euclidean geometry.</p>
		13	3.3 The Pythagorean identity; Double angle identities for sine and cosine. Relationship between trigonometric ratios.		<p>Aim 8: Who really invented “Pythagoras’</p>
		14	<p>3.4 The circular functions $\sin x$, $\cos x$ and $\tan x$: their domains and ranges; amplitude, their periodic nature; and their graphs.</p> <p>Composite functions of the form</p> $f(x) = a \sin(b(x + c)) + d$ <p>Transformations, Applications</p>		<p>theorem”?</p> <p>Appl: Physics 4.2 (simple harmonic motion).</p>
		15	Solving trigonometric equations in a finite interval, both graphically and analytically. Equations leading to quadratic equations in $\sin x$, $\cos x$ or $\tan x$.		

		16	Solution of triangles. The cosine rule. The sine rule, including the ambiguous case. Area of a triangle. Applications		
Topic 4	16		4.1 Vectors as displacements in the plane and in three dimensions.		Appl: Physics 1.3.2 (vector sums and differences) Physics 2.2.2, 2.2.3 (vector resultants). TOK: How do we relate a theory to the author? Who developed vector analysis: JW Gibbs or O Heaviside?
Vectors	5 weeks	16	Operations with vectors. Vectors in coordinate form	The aim of this topic is to provide an elementary introduction to vectors, including both algebraic and geometric approaches. The use of dynamic geometry software is extremely helpful to visualize situations in three dimensions.	Aim 8: Vector theory is used for tracking displacement of objects, including for peaceful and harmful purposes. TOK: Are algebra and geometry two separate domains of knowledge? (Vector algebra is a good opportunity to discuss how geometrical properties are described and generalized by algebraic methods.)
		16	4.2 The scalar product of two vectors. Perpendicular vectors; parallel vectors. The angle between two vectors.		
		19	4.3 Vector equation of a line in two and three dimensions: $\mathbf{r} = \mathbf{a} + t\mathbf{b}$. The angle between two lines.		
		20	4.4 Distinguishing between coincident and parallel lines. Finding the point of intersection of two lines. Determining whether two lines intersect.		
		21	Applications of vectors in Mechanics		
Topic 5	35 (12 weeks)	22	5.1 Concepts of population, sample, random sample, discrete and continuous data. Presentation of data: frequency distributions (tables); frequency histograms with equal class	The aim of this topic is to introduce basic concepts. It is expected that most of the	Appl: Psychology: descriptive statistics, random sample (various places in the guide).

Statistics and probability	6 weeks		intervals; box-and-whisker plots; outliers.	calculations required will be done using technology, but explanations of calculations by hand may enhance understanding. The emphasis is on understanding and interpreting the results obtained, in context.	<p>Aim 8: Misleading statistics.</p> <p>Int: The St Petersburg paradox, Chebychev, Pavlovsky.</p> <p>Appl: Psychology: descriptive statistics (various places in the guide).</p> <p>Appl: Statistical calculations to show patterns and changes; geographic skills; statistical graphs.</p> <p>Appl: Biology 1.1.2 (calculating mean and standard deviation); Biology 1.1.4 (comparing means and spreads between two or more samples).</p> <p>Int: Discussion of the different formulae for variance.</p> <p>TOK: Do different measures of central tendency express different properties of the data? Are these measures invented or discovered? Could mathematics make alternative, equally true, formulae? What does this tell us about mathematical truths?</p> <p>TOK: How easy is it to lie with statistics</p>
		23	<p>5.2 Statistical measures and their interpretations. Central tendency: mean, median, mode. Quartiles, percentiles. Dispersion: range, interquartile range, variance, standard deviation.</p> <p>Effect of constant changes to the original data</p>		

		24	5.3 Cumulative frequency; cumulative frequency graphs; use to find median, quartiles, percentiles.		<p>Aim 8: The gambling issue: use of probability in casinos. Could or should mathematics help increase incomes in gambling?</p> <p>TOK: Is mathematics useful to measure risks?</p> <p>TOK: Can gambling be considered as an application of mathematics? (This is a good opportunity to generate a debate on the nature, role and ethics of mathematics regarding its applications.)</p>
		25	5.4 Linear correlation of bivariate data. Pearson's product-moment correlation coefficient r . Scatter diagrams; lines of best fit. Equation of the regression line of y on x . Use of the equation for prediction purposes. Mathematical and contextual interpretation		
		26	<p>5.5 Concepts of trial, outcome, equally likely outcomes, sample space (U) and event.</p> <p>The probability of an event A is $P(A) = \frac{n(A)}{n(U)}$.</p> <p>The complementary events A and A' (not A). Use of Venn diagrams, tree diagrams and tables of outcomes.</p>		
		27	<p>5.6 Combined events, $P(A \cup B)$. Mutually exclusive events: $P(A \cap B) = 0$. Conditional probability; the definition</p> $P(A B) = \frac{P(A \cap B)}{P(B)}$ <p>Independent events; the definition</p> $P(A B) = P(A) = P(A B')$ <p>Probabilities with and without replacement.</p>		
Mathematical exploration (10 hours)	3 hours 1 week	28	Internal assessment in mathematics SL is an individual exploration. This is a piece of written work		

			that involves investigating an area of mathematics.		
	Assessment	29	Assessment week 1		
		30	Assessment week 2		
		31	Assessment week 3		
		32	Assessment week 4		
Total	99 hours	33			
End of the year 1					

Scheme of Work for Further Pure Mathematics One

This is Paper One of both the AS Further Mathematics and A2 Further Mathematics. It is a compulsory module Christmas Term One :-

Syll.	Content	Lessons
FP 1.1 and FP 6 FP 4.3 Fun FP 2.6 Interest	<p>Introduction to Further Mathematics</p> <p>An induction week to the A Level course which includes topics such as</p> <ol style="list-style-type: none"> Proof of well-known formulae such as the solution to quadratic equations, the cosine formula, Pythagoras' Theorem, The Circle Theorem Vector proof that the midpoints of any quadrilateral form a parallelogram Finding quadratic rules by pattern recognition and solving investigations that lead to a quadratic rule Deriving the golden number Investigating the development of measuring angles and the use of Radians in particular. Investigating the lives and achievements of famous mathematicians. <p>Note e) and f) should be given as a week-end prep.</p>	5-6
FP4.1 FP4.2 FP4.3 FP1.1 FP4.3	<p>FP4: Further Algebra and functions (with some proof)</p> <ul style="list-style-type: none"> Understanding and use the links between the roots and the coefficients of polynomial equations up to degree 4 (quartic equations). Evaluate expressions based on the roots of equations eg $\alpha^3 + \beta^3 + \gamma^3$ Finding an equation whose roots are linked to the roots of a given equation. The relationship will be a linear one and the equation will have degree at least three. Deriving the formula for the sum of integers, sum of squares and sum of cubes using pattern techniques and simultaneous equations Proving the formula for the sum of integers, sum of squares and sum of cubes by induction. Using the formula derived above find the sum of similar series eg $\sum r(r-1)(r+1)$ 	9-10
FP 1.1	<p>FP1: Proof</p> <ul style="list-style-type: none"> Proving by induction statements like $3^{2n} + 11$ is a multiple of 4 / divisible by 4 	2-3
FP 2.1 FP 2.2 FP 2.3 FP 2.1	<p>FP2: Complex Numbers</p> <ul style="list-style-type: none"> Introducing i as the square root of -1 and solving quadratic equations with complex coefficients Add, subtract, multiply and divide complex numbers- understanding the terms real and imaginary parts. Appreciate that the complex roots of equations with real coefficients form conjugate pairs Appreciate that the properties of the roots of quadratic and quartic equations still apply if the equations have complex roots. Solving cubic and quartic equations with complex roots i) knowing the possibilities with regard to the nature of the roots ii) using the bus-stop method for dividing polynomials. 	11-12

FP 2.4	<ul style="list-style-type: none"> Represent and interpret complex numbers represented in an Argand diagram and introducing the modulus and argument of a complex number 	
FP 2.5	<ul style="list-style-type: none"> Introduce modulus – argument form and converting between forms. 	
FP 2.6	<ul style="list-style-type: none"> Multiply and divide complex numbers given in modulus argument form, knowing and using the properties of modulus and argument (Radian form expected to be used) Solve simple loci problems including regions. Identify simple loci as well as finding the algebraic solution. 	

FP 3.1 FP 3.2 FP 3.3	FP3: Matrices <ul style="list-style-type: none"> Add, subtract and multiply matrices knowing when such operations are possible. Understand the significance of and use the zero and identity matrix Understand that 2D transformations can be represented by a 2 x 2 matrix. Transformations to include stretches parallel to the x and y axes. <p>Combined transformations knowing AB is transformation B followed by transformation A</p> <p>3D transformations – knowledge of 3D vectors is assumed.</p>	
FP 3.4 FP 3.5 FP 3.6 FP3.7 FP 3.8 Interest Optional	<ul style="list-style-type: none"> Finding the invariant points or the equation of an invariant line from a linear transformation. Calculate the determinant of a 2x2 and a 3x3 matrix. Appreciate that the determinant gives the scale factor of the enlargement in a 2D transformation and the sign of the determinant gives an indication to the orientation of the movement. Understand the terms singular and non-singular matrices Find the inverse of 2x2 and 3x3 non-singular matrices. Understand the geometrical significance of the inverse matrix. Solve simultaneous equations involving two and three equations using matrix methods. Interpret geometrically the solution or non-solution of simultaneous equations Solve simultaneous equations that involve more than 3 equations using elementary row operations/ Echelon form 	12-13
FP 5.1	FP5:Further Calculus <ul style="list-style-type: none"> Introduce integration from first principles and development of the definite integral being the bounded area under a graph. Students should already have seen this work but not from a first principles starting point. From first principles derive the formulae for the generated volume of revolution. Solving a range of volume problems. Finding volumes of revolution when the equation of the curves are given parametrically. Finding the area under a curve given parametrically will need to be quickly looked at first 	5 - 6
FP 6.1 FP 6.2 FP 6.3 FP 6.4 FP 6.5	FP6:Further Vectors <p>The ordering of the A2 scheme may be quite tight with regard to whether Vectors has already been covered and the A2 schedule in time may need to change.</p> <ul style="list-style-type: none"> Developing and using the vector equation and the Cartesian equations of a line in 3D Developing and using the vector equation and the Cartesian equation of a plane in 3D. The vector form is the one using base vectors eg $\mathbf{r} = \mathbf{i} + \mathbf{j} + \mathbf{k} + s(2\mathbf{i} - 3\mathbf{j} + \mathbf{k}) + t(\mathbf{i} - 2\mathbf{j} - 3\mathbf{k})$ Develop and use the scalar product of two vectors – finding the angle between two lines Developing and using the scalar product form for the equation of a plane eg $\mathbf{r} \cdot \mathbf{n} = d$ Use the scalar product to show or determine whether two vectors are perpendicular or not. Find the intersection of a line and a plane Calculate the perpendicular distance between two given lines. Calculate the perpendicular distance from a given point to a given line Calculate the perpendicular distance from a given point to a given plane. 	9 -10

This is the third paper out of four making up the full A2 Further Mathematics. This module will start in the September of the second year of the course.

Key : **New content for 2017 syllabus (to us)** and **Problems to resolve and ambiguities with new specs**

Whilst working through the scheme please refer to the syllabus content with its guidance information.

Christmas Term One :-

Syll.	Content	Lessons
FP1.1 FP1.2 FP1.3 FP1.4	FP2 1: Complex Numbers <ul style="list-style-type: none"> Review the complex numbers from FP1 , in particular i) solving equations, extend to $z^3 - 1 = 0$ b) modulus argument form and c) representation on the Argand diagram. Developing and using De Moivre's Theorem. Applications to include i) developing trigonometric identities for multiple angles (eg $\sin 5x$) ii) developing the results $z - 1/z = 2i \sin \phi$ iii) sums of series eg $1 + z + z^2 + \dots + z^{n-1} = 1 + \cot(\pi/2n)$ see specification/exam board information for additional guidance etc Understand and use the form $e^{i\phi} = \cos \phi + i \sin \phi$ and $z = r e^{i\phi}$. Develop the identities for $\cos \phi$ and $\sin \phi$ in terms of $e^{i\phi}$ and $e^{-i\phi}$ Find the n distinct roots of $re^{i\phi}$ and know that the representation on the Argand diagram is a regular polygon with n sides. Use the (complex) roots of unity to solve geometric problems. 	9-10
FP2.1 FP2.2 FP2.3	FP2 2: Further Algebra and Functions <ul style="list-style-type: none"> Reviewing work of FP1 on series Using the method of differences to sum a series, particularly involving the use of partial fractions Introducing Maclaurin's Theorem for expressing a function in x as a series of ascending powers of x. Being able to write down the rth term of a Maclaurin's expansion. Be able to form , recognise and use the Maclaurin's expansions for e^x, $\ln(1+x)$, $\sin x$, $\cos x$ and $(1+x)^n$. 	4-5
FP3.1 FP3.2 FP3.3 FP3.4 FP3.5	FP2.3: Further Calculus <ul style="list-style-type: none"> Review Integration from the first year of the course but it must be remembered that Integration in the second year of the A2 is likely to be later in the year. Evaluate improper integrals which are integrals where either the range of integration extends to infinity or where the integrand is undefined at a value within the range of the integration. Understand and evaluate the mean value of a function. Integration involving the use of partial fractions. Differentiation of inverse trigonometric functions . To integrate functions using a trigonometric change of variable i.e. $4 / (4 + x^2)$. 	7-8

FP 4.1 FP 4.2 FP 4.3	FP2.4: Polar Coordinates <ul style="list-style-type: none"> Understand and use polar coordinates and be able to convert between a polar and Cartesian coordinate ie remember that $x = r \cos \phi$ and $y = r \sin \phi$ Can draw a wide range of polar curves including $r^2 = a^2 \cos 2\phi$. It is not clear if finding the Cartesian equation of a polar curve will be asked considering the wording of FP4.1 Find an area enclosed by a polar curve. Problems can involve tangents to polar curves that are both parallel and perpendicular to the initial line. 	5 - 6
FP 5.1	FP2.5: Hyperbolic Functions <ul style="list-style-type: none"> Understand and use the definitions of the hyperbolic functions, their domains and ranges and their graphs. 	

FP 5.2	<ul style="list-style-type: none"> Differentiate and integrate the hyperbolic functions, using the three main rules of differentiation:-the chain rule and the product and quotient rule. 	7 - 8
FP 5.3	<ul style="list-style-type: none"> Understand and use the definitions of the inverse hyperbolic functions, their domains and ranges. 	
FP 5.4	<ul style="list-style-type: none"> Derive and use the logarithmic form of the inverse hyperbolic functions. 	
FP 5.5	<ul style="list-style-type: none"> Integrate functions of the form $1/(a^2 + x^2)^{1/2}$ and choosing appropriate substitutions to integrate similar functions. 	
	FP2.6:Differential Equations	14 -16
FP 6.1	<ul style="list-style-type: none"> Review differential equations from A2; solving equations with variables separable. 	
FP 6.2	<ul style="list-style-type: none"> Using the integrating factor method to solve an appropriate first order differential equation. 	
FP 6.3	<ul style="list-style-type: none"> Finding general and particular solutions and sketching a family of solutions. 	
FP 6.4	<ul style="list-style-type: none"> Use differential equations to model in Kinematics – completed in Christmas term 2 of A2 	
FP 6.5	<ul style="list-style-type: none"> Developing Solve second order differential equations using the auxiliary equation 	
FP 6.6	<ul style="list-style-type: none"> Extending FP6.4 to finding the particular integral to add to the complimentary function. 	
FP 6.7	<ul style="list-style-type: none"> Distinguish between the different cases for the value of the discriminant of the auxiliary equation, in determining the solution to differential equations. 	
FP 6.8	<ul style="list-style-type: none"> Solve the differential equation of simple harmonic motion $d^2x/dt^2 = -\omega^2x$ and be able to relate the solution to the motion of the body. 	
FP 6.9	<ul style="list-style-type: none"> Model damped oscillations using second order differential equations and be able to interpret the solutions. 	
	<ul style="list-style-type: none"> Analyse and interpret models of situations with one independent variable and two dependent variables as a pair of coupled first order simultaneous equations eg $dx/dt = ax + by + f(t)$ and $dy/dt = cx + dy + g(t)$ and solve them. Reference predator – prey models. 	

Scheme of Work for Year One of the Two Year A2 Course

This content is the Paper One : Pure Mathematics and 50-60% of Paper Three : Mechanics and Statistics of the A2 syllabus and Paper One : Pure Mathematics and Paper Two : Mechanics and Statistics for the AS examination.

Please note that the standard of questions on the Paper One : Pure Mathematics will be more challenging in the second year of the course as compared to Paper One : Pure Mathematics taken for AS despite the content being the same.

Whilst working through the scheme please refer to the syllabus content with its guidance information.

Experience from last year is that the scheme of work is one that is challenging to complete within the time scale. Despite this some extra time has been allocated to most statistical and mechanics topics.

Christmas Term One :- Based on a seven week term

Syll.	Content	Lessons
	Introduction to A Level Mathematics	
P2	An induction week to the A Level course which includes topics such as- staff to decide topics	8
P3	a) Solving quadratic equations by i) factorization ii) the formula iii) (simple) completing the square	
P6	b) Understand and use the form $y = mx + c$ c) Solving simple trigonometric problems	
P6	d) Use of the sine and cosine rules e) The circle theorems f) <i>Algebraic proof.</i>	
P3	Mymaths could be a useful tool to ensure students complete a lot of independent work outside of	
P1	lessons in a short period of time. This period will include an Induction test to assess the suitability of the students to this course.	
	P2: Algebra and functions (Chapters 1, 2 and 3 : Pure)	
P2.1 P2.2	<ul style="list-style-type: none"> Understanding and using the rules of indices 	15
P2.3	<ul style="list-style-type: none"> Understanding and using the rules of surds. Linking surds and indices 	
	<ul style="list-style-type: none"> Solving quadratic equations using a variety of methods – harder completing the square 	
P2.4	<ul style="list-style-type: none"> Drawing graphs of quadratic functions and linking to the discriminant 	
P2.5	<ul style="list-style-type: none"> Knowing the conditions for real and equal roots 	
	<ul style="list-style-type: none"> Solve a quadratic and a linear equation simultaneously 	
	<ul style="list-style-type: none"> Solve linear and quadratic inequalities – be able to graphically represent the solution 	

	<ul style="list-style-type: none"> Be able to express solutions to inequalities using 'And', 'Or' or through set notation 	
P 3.1	P3: Coordinate Geometry in the (x,y) plane (Chapter 5 : Pure) <ul style="list-style-type: none"> Introducing the forms $y - y_1 = m(x - x_1)$ and $ax + by + c = 0$ Knowing about parallel and perpendicular line (ie $m_1 = m_2$ and $m_1 \times m_2 = -1$ respectively Be able to model using straight line graphs eg use a straight line graph to convert $^{\circ}\text{C}$ to $^{\circ}\text{F}$ 	6
P 7.1 P7.2 P7.3	P7: Introducing Differentiation (Chapter 12 : Pure) <ul style="list-style-type: none"> Introducing gradients of curves and finding gradient function by first principles Use the language and notation of differentiation including ' rates of change' 'stationary pts' Sketching the gradient function of a curve – this could be in the context of velocity and acceleration for example Differentiate a range of expressions using a term by term approach Solving problems using tangents and normal to curves Solve problems involving stationary points :- maxima and minima Identify the values of x for which a function is increasing or decreasing <p>It is not clear at which stage students should be able to differentiate $\sin x$ and $\cos x$. Be aware that this might be tested on A2 paper One but not on A/S paper One. Reference to derivatives of sin and cos are made in the Edexcel content mapping document.</p>	12

Christmas Term Two

Based on a seven week term

S1.1	S1:Statistical Sampling (Chapter 1 : S & M) <ul style="list-style-type: none"> Understand the terms population, census and sample and appreciate the need to sample. Advantages and disadvantages of sampling and census Understand the sampling techniques of a) simple random sampling b) systematic sampling c) stratified random sampling d) quota sampling e) opportunity/convenience sampling Be able to compare and criticise the relative benefits of different sampling techniques in any given situation 	4
S2.1 S2.2 S2.3 S2.4	S2:Data presentation and interpretation (Chapter 2 - 3 : S & M) <ul style="list-style-type: none"> Interpreting a range of statistical diagrams including histograms, frequency polygons, cumulative frequency curves and box plots Use of scatter diagrams and correlation Understand the terms explanatory variable, response variable, interpolation and extrapolation Use a calculator to find the equation of a regression line (non-formula approach) Understand that a high correlation does not prove causation Measures of location and variation from discrete and continuous data including a) averages from grouped data, b) median, percentiles and IQR through interpolation, c) the standard deviation from a formula d) means using coding of data Identifying outliers in a set of data using $Q_1 - 1.5 \times \text{IQR}$, $Q_3 + 1.5 \times \text{IQR}$, $\text{mean} \pm 3 \times \text{sd}$ Be able to select an appropriate presentation form or comment upon a given presentation choice within the context of the statistical problem undertaken Clean data dealing with anomalies or missing data. 	22
P2.6 P2.7 P2.8	2:Algebra and Functions (continued) (Chapters 4 and 7 : Pure) <ul style="list-style-type: none"> Manipulating Polynomials – factorisation, expansion of brackets and division of polynomials Prove, understand and use the Factor Theorems- factorising cubic expressions etc The explicit use of the remainder theorem is no longer required Curve sketching – know the shapes of well-known graphs $y = a/x$, $y = a/x^2$, $y = 2^x$, quadratics, cubics and quartics Understand and use direct proportional relationships and the consequent graphical links eg for a circle $C \propto d$ so $C = kd$ and the graph of C against d is a straight line graph Transformation of curves – the six transformations at GCSE with emphasise on the well-known curves covered in P2.7 and $y = \sin x$ and $y = \cos x$ 	8

P4.1	4: Binomial Theorem : Sequences and series (Chapter 8 : Pure) <ul style="list-style-type: none"> Introducing the nC_r notation with its links to probability, combinations and Pascal's triangle. Introducing the Binomial Theorem for $(a + bx)^n$. Using a Binomial expansion to find approximations and knowing for what values the expansion is valid. 	5

Spring Term One

Based on a five week term

P8.1 P8.2 P8.3	8: Integration (Chapter 13 : Pure) <ul style="list-style-type: none"> Introducing Integration as the reverse of differentiation Simplify expressions and integrate term by term Knowing a point on a curve and the gradient function find the equation of the curve Evaluating the definite Integral and areas under a curve Using the definite integral to find the area under a curve, knowing areas below the axis of integration will give a negative answer. 	8
M6.1 M7.1 M7.2 M7.3	7: Kinematics (Chapter 8 and 9 : S & M) <ul style="list-style-type: none"> Understand and use quantities and units used in Mechanics Understand the language of kinematics including position, distance travelled and displacement Understand and draw speed-time and distance-time graphs. Know the significance of the gradient and area under the graph for a velocity time graph. Derive, understand and use the SUVAT equations of motion for constant acceleration problems 	9
P5.1 P5.2 P5.3 P2.1 P5.4 P2.3	P5: Trigonometry (Chapters 9 and 10 : Pure) <ul style="list-style-type: none"> Deriving and using the sine and cosine rules and the formula $A = \frac{1}{2} ab \sin C$ Introducing Sin, Cos and Tan for any angle Use of trigonometric graphs and the symmetry properties of the 3 trigonometric functions Proving and using the formulae $\tan x = \sin x / \cos x$ and $\cos^2 x + \sin^2 x = 1$ and use these to prove other identities Solving trigonometric equations including problems leading to a quadratic in sin, or cos or tanx 	10
P1.1	P1: Proof (Chapter 7 : Pure) <ul style="list-style-type: none"> Mathematical proof by deduction including use of completing the square Proof by counter example and proof by exhaustion 	2

Spring Term Two

Based on a five week term

S3.1	S3: Probability (Chapter 5 : S & M) <ul style="list-style-type: none"> Probability problems including understanding of independent and mutually exclusive events Solving problems related to tree and venn diagrams 	4
S4.1	S4: Probability Distributions (Chapter 6 : S & M) <ul style="list-style-type: none"> Solve problems for discrete probability distributions including the uniform distribution Understanding and using the Binomial distribution Be able to use a non- calculator and calculator techniques to find individual and cumulative probabilities for binomially distributed data. Modelling real life situations using discrete probability distributions 	9
S5.1 S5.2	S5: Hypothesis testing (Chapter 7 : S & M) <ul style="list-style-type: none"> Understand and use the language used in hypothesis testing including 'null and alternative hypotheses', 'significance level', 'critical values and regions', 'tailed test' and 'p values'. Interpret a given correlation coefficient using a given p value or critical value. Values of r may be required to be found using a calculator but use of PMCC formula is not required. Conducting a statistical hypothesis test 	6
After the end of term Assessment students should use the data set provided by the exam board in the context of a mini project to show understanding of the whole of the Statistical content. This could form the basis of the Easter holiday prep. This aspect of the new examination system will need department Inset time for the teachers concerned.		
P6.1 P6.2 P6.3 P6.4 P6.5 P6.6 P6.7	P6: Exponentials and Logarithms (Chapter 14 : Pure) <ul style="list-style-type: none"> Understanding the function ax. Drawing the graph of $y = a^x$. Introducing the exponential function, e^x. Knowing the gradient of the function e^{kx} is ke^{kx} and using this to know when an exponential model is appropriate. Introducing logarithms and appreciating that $y = e^x$ and $y = \log_e x$ are inverse functions. Being able to sketch logarithmic curves. Understanding, using and proving the rules of logarithms. Solving equations with unknowns as powers including quadratic equations in 2^x or e^x. Use of the change of base formula is allowed in solving problems Plotting log graphs to find a rule from a given data set eg if suspected that a relationship for given data in x and y is $y = ax^n$ use a graphical approach to find a and n. Solving problems involving exponential functions including exponential growth and decay Modelling with the exponential function ie for population growth or drug concentration decline. This may include limitations / looking at large t and refinements to models 	10

Summer Term One and Two

Based on a six week term followed by a 4 week term.

P3.2	P3: Coordinate Geometry (continued) <ul style="list-style-type: none"> Introducing the equation of a circle , being able to find the centre and radius of a given circle Use of the properties of circles and tangents to circles to solve problems Finding the equation of a tangent to a given circle at a given point 	4
P9.1	P9: Vectors <ul style="list-style-type: none"> Introducing vectors in 2D with use of i and j – perpendicular unit vector 	

P9.2	<ul style="list-style-type: none">Understanding magnitude and direction of vector: unit vectors	6	
P9.3	<ul style="list-style-type: none">Understanding triangle of vectors and polygon of vectors ie $\mathbf{OA} + \mathbf{AB} = \mathbf{OB}$		
P9.4	<ul style="list-style-type: none">Introducing the idea of positional vectors and using them to find the distance between two points		
P9.5	<ul style="list-style-type: none">Solving a range of problems using vectors in the context of Pure Mathematics and Mechanics, including finding the <i>position vector of a point that divides a line segment in a given ratio.</i>		
M8: Forces and Newtons Laws (Chapter 10 : S & M)			10
M8.1	<ul style="list-style-type: none">Understanding Forces and Newtons First Law		
M8.2	<ul style="list-style-type: none">Newton's second law and straight line motion with constant acceleration. Dealing with forces that are either parallel or perpendicular to the direction of motion. Use of Force vectors.		
M8.3	<ul style="list-style-type: none">Understand the use of weight in straight line motion under gravity.		
M8.4	<ul style="list-style-type: none">Understanding Newton's third law. Forces and motion including connected particles and pulley's, including lift problems		
M7 : Variable Acceleration (Chapter 11 : S & M)			3
M7.4	<ul style="list-style-type: none">Using calculus in Kinematics to solve problems..		
Preparation for the End of Year Lower Sixth Examination			
Review of Problematic Topics and Past Papers			
A range of Rich AfL activities can be undertaken as students build up to the end of year examinations in June. Such activities can include Team Challenge, 3-2-1, Carousel and Ask the Expert. Past papers should be taken as a class collaborative activity as well as under test conditions. As a collaborative activity nominating an 'Expert' to be the go to person on an individual question can be very effective. A similar approach can be taken on ' Exam Paper Feedback' where a question level analysis can be used to identify who the 'Expert was'			

Scheme of Work for Year Two of the Two Year A2 Course

Whilst working through the scheme please refer to the syllabus content with its guidance information.

- This Scheme works through the content of Paper Two Pure Mathematics and that part of Paper Three, Statistics and Mechanics, that has not already been taught in the first year of the course.

Colleagues may wish to start the year with review assessments based on the content of the lower sixth course and areas of weakness identified by the end of year lower sixth examination.

Christmas Term One :- Based on a seven week term

Syll.	Content	Lessons
	P2 Algebra and Functions	
P2.1	<ul style="list-style-type: none">Introducing rational functions – simplifying rational functions	9-10
P2.2	<ul style="list-style-type: none">Introducing the modulus function – sketching modulus functions and using graphs to solve equations and inequalities involving modulus functions	
P2.3	<ul style="list-style-type: none">Composite and Inverse functions	
P2.4	<ul style="list-style-type: none">Transformations of curves including modulus functions - $y = f(x)$ and $y=f x$	
P2.5	<ul style="list-style-type: none">Introducing partial fractions- use of rational functions with linear or repeated terms in the denominator to be re written into partial fractions	
P2.6	<ul style="list-style-type: none">Using functions to model situations	
	P6 : Differentiation	
P6.1	<ul style="list-style-type: none">Review differentiation from Paper One including the derivative of e^x and e^{3x} .Develop the derivatives of $\sin x$ and $\cos x$ from first principles. This can be deferred to Spring term One when the trigonometry module is covered.(Alternative approach) Use the infinite power series expansions of \sin and \cos to find their derivatives	16 - 20
P6.2		
P6.3	<ul style="list-style-type: none">Understand the second derivative is the rate of change of gradientKnowing the properties of the first and second derivatives relating to maximum, minimum and points of inflection, including at a point of inflection there is a sign change for $f''(x)$Introduce the chain rule and use it to find the derivatives of $\sin 2x$, e^{5x}, e^{x^2}, a^x and a^{kx}.	

P6.4	<ul style="list-style-type: none"> Introduce both the product rule and the quotient rule Develop the derivatives of $\tan x$ and $\cot x$ using the quotient rule and $\sec x$ and $\operatorname{cosec} x$ using the chain rule 	
P6.5	<ul style="list-style-type: none"> Finding the derivatives of $x^3 \sin x$, $x^2 e^{5x}$, $x^3 \ln 2x$, e^{2x}/x, $\sin(x^2)$ and $\cot^5 3x$. Introducing parametric and implicit differentiation. Finding the equations of tangents and normal to curves given implicitly or parametrically. Construct simple differential equations in a range of contexts including M8 and population growth. Colleagues may decide to leave this topic and cover it during P7 Integration 	
S3: Probability		
S3.1	<ul style="list-style-type: none"> Reviewing probability from last year namely understanding of independent and mutually exclusive events and solving problems related to Tree and Venn diagrams. 	6-8
S3.2	<ul style="list-style-type: none"> Understanding and using conditional probability including two way tables, Tree and Venn diagrams. Using the rules of probability and solving problems involving independence and the complement of an event. 	
S3.3	<ul style="list-style-type: none"> Modelling with probability ie questioning the fairness of a die or coin. Commenting on assumptions made and their effects-critiquing 	

Christmas Term Two

Based on a seven week term

based on a seven week term		
P 4.1	P4: Sequences and series <ul style="list-style-type: none">Review of Binomial Theorem for $(a + b)^n$ from paper oneExtending the Binomial Theorem for any index i.e. $(1 + X)^n$Solving problems such as a) use of partial fractions and b) approximations c) range of validityGenerating sequences given an nth term or a recurrence relationship.Can determine whether sequences are increasing, decreasing or periodic.Understanding and using the sigma notation for the sum of a series.Introducing and solving problems involving arithmetic sequences including S_n proofIntroducing and solving problems involving geometric sequences including S_n proof and problems involving the sum to infinity knowing $r < 1$ for convergence.Using sequences and series in modelling i.e. compound interest. Recognition that a given formula may generate a sequence that is an AP or a GP.	12 - 14
P4.2		
P4.3		
P4.4		
P1.1		
P4.5		
P4.6		
M7.3	M7: Kinematics <ul style="list-style-type: none">Review of the SUVAT equations of straight line motion with constant accelerationExtend using vectors in two dimensions ie using $\mathbf{v} = \mathbf{u} + \mathbf{at}$ and $\mathbf{r} = \mathbf{ut} + \frac{1}{2}\mathbf{at}^2$Review using calculus in Kinematics and extend to using 2D vectorsProjectiles: modelling motion in a vertical plane under gravity	8 - 10
M7.4		
P3.1	P3: Coordinate Geometry in the (x,y) plane <ul style="list-style-type: none">Introducing the idea of a parameter and the parametric equation of a curveDrawing curves from their parametric equations carefully noting the domainKnow the parametrizations of well-known curves i.e. $x=2\cos t$ and $y=2\sin t$ is a circleTo be able to convert between the Cartesian and parametric equations of a curve.Use parametric equations in a variety of contexts including M7 – constant velocity problems	4 - 5
P3.2		
P7.1	P7: Integration <ul style="list-style-type: none">Using integration as the reverse of differentiation to integrate $1/x$, $\sin 2x$, e^{5x}, $\sec^2 3x$Showing the definite integral represents the area under a curve and solve area problems including the area contained between two curves.Understand the idea of integration as a limiting sum.Introduce the idea of exact integration.Introduce integration by substitution (change of variable) and integration by parts	
P7.2		
P7.3		
P7.4		

P7.5 P7.6 P7.7	<ul style="list-style-type: none"> Using partial fractions to solve an integration problem Solving first order differential equations with variables separable and finding particular solutions. Sketching the 'family' of curves that represent the general solutions. Interpreting a solution to a differential equation in a given context including M7 kinematics. Limitations of solutions should be considered as well validity for large values. Finding areas under curves that have been given parametrically 	15 -16
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Spring Term One

Based on a Five week term

S4.1 S4.2 S4.3	S4: Statistical Distributions <ul style="list-style-type: none"> Reviewing the Binomial Distribution work from last year Introducing the normal distribution. Know the shape of the normal distribution and the properties associated with normally distributed data. Links to Histograms and knowing about the location of points of inflection on a normal curve Calculating probabilities associated with given normally distributed data, including problems that may lead to solving simultaneous equations. Using a calculator to generate the probabilities associated with normally distributed data. Understand links between the normal distribution and the binomial distribution and when the shapes of the distributions are particularly similar Knowing the conditions that the normal can be used as acceptable approximation to the normal Applying the continuity correction when the normal approximates the binomial Modelling with the Binomial and the Normal – appreciating when such a model is not appropriate. 	7-8
S5.1 to S5.2 S5.3	S5: Statistical Hypothesis Testing <ul style="list-style-type: none"> Reviewing hypothesis testing covered last year. Carry out a statistical hypothesis test for the mean of normally distributed data with known variance Hypothesis testing involving the population correlation coefficient. 	4-5
Carrying out statistical calculations using the Data Sets supplied for Edexcel, focusing on testing for normality within a data set....		
P5.1 P5.3 P5.4 P5.5 P1.1 P5.6 P1.1 P5.7 P1.1 P5.8 P5.2	P5: Trigonometry <ul style="list-style-type: none"> Review trigonometry from year one, solving trigonometric equations in particular. Introducing radian measure and the area of a sector and the length of arc formulae. Solving trigonometric equations, giving answers in radian from Knowing the sin, cos and tan of well-known angles, particular angles given in terms of π. Introducing cosecant, secant and cot: understanding their graphs, range and domains Understand and use arcsinn, arccos, arc tan : understanding their graphs, range and domains Developing the formulae $1 + \tan^2 x = \sec^2 x$ and $1 + \cot^2 x = \operatorname{cosec}^2 x$ and to solving wider of range of trigonometric equations involving all six ratios. Developing the compound angle formula starting with a formal geometric proof of the $\sin(A + B)$ and $\cos(A+B)$ identities and using these to prove the $\tan(A + B)$ identity. Developing the double angle formulae and the associated half angle formulae Understand the R-method and use it to solve equations of the form $5\cos x - 3\sin x = 4$ Prove a wider range of trigonometric proofs based on areas developed in this module Use trigonometric functions to model/solve problems in context i.e. using the Rmethod to develop a relationship for the depth of water at the end of a pier etc Understand and use the small angle approximations for $\sin x$ and $\cos x$. <p>Develop the derivatives of $\sin x$ and $\cos x$ from first principles- deferred from earlier?</p>	20-22

Spring Term Two

Based on a five week term

M8.1 to 8.4 M8.5 M8.6	M8: Kinematics <ul style="list-style-type: none"> Review Newtons Laws from the first year of the course Understand the use of addition of forces: resultant forces – use of vectors and vector diagrams. Dynamics of motion in a plane – this could be a key topic Introducing the coefficient of friction between a body and a plane Understanding $F = \mu R$ and when $F < \mu R$, $F < \mu R$ and $F = \mu R$ Solve problems involving limiting friction with an understanding of the effect of a force on R which will in turn have an effect on F. More dynamics problems with limiting friction. 	10-12
M9.1	M9: Moments <ul style="list-style-type: none"> Understand the concept of a moment of a force Appreciate that for a body to be in equilibrium that the overall force in any direction is equal to zero and the total moment, about any point, of the forces acting on the body is zero. Solve a range of statics problems using moments including ladder problems . 	4 - 5
P8.1 P8.2 P8.3 P8.4	P8: Numerical Methods <ul style="list-style-type: none"> Locating roots to an equation by considering sign changes in an appropriate interval and being aware that sign changes can be misleading if the interval is not appropriate. Find approximate solutions to equations using an iterative method. Drawing the associated cobweb and staircase diagram. Solve equations using the Newton Raphson or other recurrence relationships. Appreciate how or why such methods may fail. Using the trapezium rule to approximate the area under a curve. Appreciate if the trapezium rule gives an over or under estimate. By considering the area of appropriate rectangles find an upper limit and a lower limit to the area under a curve. Links to integration by first principles. Use numerical methods of this module to solve problems in context 	10-12
P9.1	P9: Vectors <ul style="list-style-type: none"> Review vectors from paper one and extend this work to using vectors in three dimensions. 	3-4
P1.1	P1: Proof <ul style="list-style-type: none"> Mathematical proof by contradiction including the proof of root 5 being irrational number and the infinite number of prime numbers. Proof by exhaustion and counter-example can be re-visited as necessary. 	1-2

Completion of Course : Review of Problematic Topics and Past Papers

A range of Rich AfL activities can be undertaken as students build up to the final examinations in May and June. Such activities can include Team Challenge, 3-2-1, Carousel and Ask the Expert.

Past papers should be taken as a class collaborative activity as well as under test conditions.

As a collaborative activity nominating an 'Expert' to be the go to person on an individual question can be very effective. A similar approach can be taken on 'Exam Paper Feedback' where a question level analysis can be used to identify who the 'Expert was'

Scheme of Work for Paper 2 AS Further Mathematics: Option 2D: Decision Mathematics

This is the first of two possible Decision Mathematics options. This represents half of the AS Further Mathematics course and one quarter of the full A2 course.

New content for 2017 syllabus (to us). Whilst working through the scheme please refer to the syllabus content with its guidance information.

Christmas Term One :-

Syll.	Content	Lessons
	Introduction to Further Decision Mathematics An induction week to the Decision Mathematics course which could include topics such as <ol style="list-style-type: none"> Drawing regions from a set of inequalities Discovering Euler's formula relating to edges, faces and vertices of solids Looking at some basic topology including traversability and the Konigsberg bridge problem The idea of nodes and arcs can be introduced at this stage. Looking a decision tree diagrams to sort a list of items. Sorting using the minimum number of questions 	3 - 4
D1.1 D1.2 D1.3 D1.4	D1: Algorithms and Graph Theory <ul style="list-style-type: none"> Developing an understanding of algorithms given as a flowchart or text and know what the order of an algorithm is. Carry out a) bin packing b) bubble sort and c) (mid-item pivot) quick sort algorithms Understand what is a 'graph' and distinguish between the different types of graph including <ol style="list-style-type: none"> complete graphs (including k notation) planar and isomorphic graphs Understand how the order of the nodes determines whether a graph is Eulerian, semi – Eulerian or otherwise. Understand the term Hamiltonian cycle. Carry out the planarity algorithm for planar graphs 	7 - 8
D2.1 D2.2	D2: Algorithms on Graphs <ul style="list-style-type: none"> Understand the terms spanning tree and minimum spanning tree. Complete problems involving Prim's and Kruskal's (greedy) algorithms. Draw a network from a given matrix and apply Prim's algorithm with a matrix representation. Understand Dijkstra's and Floyds algorithms for finding the shortest path through a network. Using Floyds algorithm, unless stated otherwise, complete the first iteration on the first row, the second iteration on the second row etc..... 	8 - 9
D3.1 D3.2	D3: Algorithms on Graphs II <ul style="list-style-type: none"> Finding the shortest route around a network, traveling along every edge at least once and ending at the start vertex- the Route Inspection / Chinese Postman Algorithm. The Travelling Salesman Problem including short cuts to improve the upper bound. Determining upper and lower bounds by looking at spanning trees. Using the Nearest Neighbour Algorithm 	5 -6

D4.1 D4.2 D4.3 D4.4 D4.5 D4.6	D4: Critical Path Analysis <ul style="list-style-type: none"> Modelling of a project by an activity matrix from a precedence table(including the use of dummies) Completion of the precedence table for a given activity, the table only showing immediate predecessors Using an algorithm approach for finding the critical path. Finding the earliest and latest event times. Finding earliest and latest finish times. Identifying critical activities and paths Calculating the total float of an activity and drawing a Gantt (cascade) chart. Construct resource histograms, including resource levelling, based on the number of workers required to complete each activity Complete the task by scheduling the activities using the least number of workers to complete the protect 	8 -9
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D5.1	D5: Linear Programming <ul style="list-style-type: none"> Formulation of a linear programming problem. Problems to include the use of slack, surplus and artificial variables Graphical solutions of linear programming problems using both the objective line and vertex methods to find integer solutions. Using the Simplex algorithm and tableau for solving maximising and minimising problems. The two stage simplex and big M methods for solving maximising and minimising problems with both greater than and less than constraints. 	8 - 10
D5.2		
D5.3		
D5.4		

Scheme of Work for Further Mathematics : Further Mechanics One

This is the fourth paper out of four making up the full A2 Further Mathematics. This module will start in the September of the second year of the course. It must be appreciated that depending on the strengths and the needs of the students following on to the second year of the Further Mathematics course that a different module maybe selected.

Key : **New content for 2017 syllabus (to us)** and **Problems to resolve and ambiguities with new specs**

Whilst working through the scheme please refer to the syllabus content with its guidance information.

Christmas Term One :-

<u>Syll.</u>	<u>Content</u>	<u>Lessons</u>
	M1: Momentum and Impulse	
M1.1	<ul style="list-style-type: none"> Introduce the concepts of momentum of a body and the impulse exerted on one body by another. Understand and use the principle of conservation of linear momentum Understand that the impulse exerted between bodies are equal in magnitude and opposite In direction. Solve problems on impulse and momentum when the velocities of the bodies are given as vectors. 	6 - 8
	M2 Collisions	
M2.1	<ul style="list-style-type: none"> Introducing Newtons law of restitution and solving problems involving direct impact of elastic bodies Introducing the concept of kinetic energy Finding the loss of mechanical energy/ kinetic energy due to a collision 	6 - 8
M2.2	<ul style="list-style-type: none"> Solving problems that involve successive collisions between bodies and /or a smooth wall. 	
	M3: Centres of Mass	
M3.1	<ul style="list-style-type: none"> Introduce the idea of the moment of a force. This is also introduced in the two year A2 towards the end of the spring term 2 of the second year of the course. Introducing the idea of the centre of mass for uniform and non-uniform bodies. 	8 - 10
M3.2	<ul style="list-style-type: none"> Solving problems involving centre of mass of plane figures or composite plane figures. Solving problems involving centre of mass of frameworks. 	
M3.3	<ul style="list-style-type: none"> Using given results in the formulae book to solve centre of mass problems Solve centre of mass problems and bodies in equilibrium e.g. a body suspended from a fixed point or rotating about a fixed axis. 	
	M4: Work and Energy	
M4.1	<ul style="list-style-type: none"> Extending work on Kinetic energy and introducing potential energy. Solving problems using the work energy principle, problems may involve variable resistance. Understanding and using the principle of mechanical energy 	6 - 8

	M5: Elastic strings and springs	
M5.1	<ul style="list-style-type: none"> Introducing stretchable string and springs and applying Hooke's law Introducing the concept of elastic energy. Using the work energy principle to solve problems involving strings and springs. 	6 - 8

Autumn Half Term 1

P1:U6A/Mu1 (Mone)	Intro&Theory Recap	Theory Grade 5 Test	Grade 6 concepts and exercises	Grade 6 test	Grade 6 mock
p2: Performing	Practise and perform a Grade 7 piece in assembly	Evaluate and refine recent performance	Practise, perform and record	Assess own solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance.
p3: Composing	Basic Bach harmonisation and set composition revisited	Harmonise a short Baroque melody and recap	Chorale style elements: passing/aux notes	Practice Bach chorales on piano and applying orchestral writing techniques	Mock Chorale writing test and assessment of composition 1 acc. to brief/level requirements
p4: Area of Study 1 revisited	Listen to and follow score of set pieces, revising information	compositional devices			
p5: writing essay style answers	Follow framework Elements of Music and using appropriate musical vocab.	Learning Objectives, do activities and learn glossary and info	Wider Listening, appraising new pieces and glossary test	Evaluation and target setting	Mock and Glossary test
P6: Catch-up and finish-up	Compositions, Chorale writing	Essay writing skills and Comparative writing	Listen to and discuss a few unprepared pieces, comparing and using framework based thinking and appropriate vocab	Practise essay style writing, showing informed argumentation and musical vocabulary with evidence of period/style elements	Mock Essay question test
		Revision, piano practice	Homework tasks	Revision	Evaluation, new targets

P1:U6A/Mu1 (Mone)	Piano Grade 8 preparation	Schubert and Bach pieces (syllabus)	Scales and Arps	Aural exercises, cadences, style	Sight reading tests and mock exam
p2: Performing	Practise and perform an A level ensemble piece in assembly Bach style harmonisation and set composition revisited	Evaluate and refine performance	Continue practising for performance opportunities	Assess own solo and ensemble performances according to specification grid	Mock solo performance; mock ensemble performance.
p3: Composing	Listen to, follow and annotate/revisit scores of Wieck, Elfmann and Portman, revising information Continue to follow framework of the Elements of Music , using appropriate musical vocab. Go to concerts!	Harmonise short Baroque melody and recap composition al devices	Apply APN and PN in harmony lines. Add suspension s, prepare cadences	Practice Bach chorales on piano and applying orchestral writing techniques in own film score	Mock Chorale writing test and assessment of composition 1 acc. to brief/level requirements
p4: Area of Study 1 revisited	Composition continued, Chorale writing exercises continued	Learning Objectives, do activities and learn glossary words	Read and listen around the subject. Be informed about period history and culture	REVISION Continue to practise essay style writing, showing informed argumentation and musical vocabulary with evidence of period/style elements	Mock and Glossary test
p5: writing essay style answers		Essay writing skills and Comparative writing. Be specific, read and answer the question! (one a week)	Apply this knowledge in essay questions. (one a week)	Composition nearing completion?	Mock Essay question test and evaluation, assess level and mark
P6: Catch-up and finish-up		Corrections, suggestions re orchestration/ style	AoS of previous half term revisited, abridged		

		followed up and evaluated.			Film score edited and written brief added
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FORM	AUTUMN		SPRING		SUMMER	
	1 - (7 wks)	2 - (6 wks)	3 - (6 wks)	4 - (5 wks)	5 - (5 wks)	6 - (4 wks)
1	Introduction to drama, expectations, getting to know each other and basic skills.	Harry Potter & the Philosopher's Stone (combined with English) – adapting from page to stage.	Script – Ernie's Incredible Illucination s.	Introductio n to Shakespeare – Macbeth (abridged modern language.)	Storytelling – Revolting Rhymes.	War (combined with English – Goodnight Mr Tom). WWII – evacuees.
2	Ghost stories - Darkwood Manor/Haunted House.	The Woman in Black (duologues).	Improvising and devising. Developing skills and teamwork.	Shakespeare – Romeo & Juliet (abridged).	Treasure Island (combined with English). Devised and scripted scenes.	Treasure Island (combined with English). Devised and scripted scenes.
3	Signs & symbols, communicating meaning to an audience. <i>Genre. Polished improvisation.</i>	Let The Right One In. Script extracts in small groups.	Silent movies, slapstick comedy & melodrama. Train Track Terror.	Devising from a stimulus – Poetry (linked to English Poetry Anthology).	Practitioners – understanding different styles and approaches to theatre. Applied to MSND (linked to English).	Shakespeare - A Midsummer Night's Dream (combined with English and following on from practitioners work).
4	Introduction to IGCSE Drama and understanding of course outline. Devising from a stimulus – Practice practical plus exam questions.	Monologues – Exam performance.	Scripted extract – Practice practical plus exam questions.	Devising from a stimulus.	Devising from a stimulus – Exam performance.	Scripted extract – set piece and initial blocking.
5	<i>Scripted extract – Exam performance rehearsal.</i>	<i>Scripted extract – Exam performance. Receive pre-release material for written exam – research stimuli and choose, read and research set text extract.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Mocks – week 3. Mock feedback.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice.</i>	<i>Devising from a stimulus & set text study – creating & production ideas and exam question practice. Written exam (date TBC).</i>	Written exam (date TBC).
L6	Introduction to LAMDA grade 6: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x modern.	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu,	Group scripted/ Duologues. 1 x classical,	Public Speaking, Monologues, Group Scripted/Duologue s.	Practical examination s.




			knowledge/technique.	1 x modern.		
U6	Introduction to LAMDA grade 7: Public Speaking, Monologues, Group Scripted/Duologues.	Monologues. 1 x classical, 1 x mid-modern, 1 x modern	Public Speaking. 1 x prepared + visual aid, 1 x prepared, 1 x impromptu, knowledge/technique.	Group scripted/Duologues. 1 x classical, 1 x mid-modern 1 x modern.	Public Speaking, Monologues, Group Scripted/Duologues.	Practical examinations.
Performances	1 2 3 4 L6	<u>Drama evening:</u> 1 – Harry Potter 2 – WinB duologues 3 – LTROI 4 – Monologues L6 – Monologues	1 2 3 4 L6	<u>Variety show:</u> 1 – Macbeth 2 – Devised pieces 3 – Train Track Terror 4 – Scripted extract L6	<u>Summer show:</u> 1 – Revolting Rhymes 2 3 4 – (Devised exam) L6 – (Duologues)	<u>English & Drama:</u> 1 – (War – Evacuees) 2 – Treasure Island 3 – MSND 4 – (Devised exam) L6 – (Duologues)
Events/workshops	1 2 3 4 L6	1 2 – Woman in Black 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6	1 2 3 4 L6
Trips	1 2 3 4 L6	1 2 – Woman in Black 3 4 – Woman in Black L6 WELLS – West End	1 – 2 3 – National Theatre 4 – National Theatre L6	1 – Globe – Macbeth 2 3 – 4 – Globe – Macbeth L6	1 2 3 4 L6	1 2 3 4 L6 ALL – West End




Scheme Of Work U6 Accounting 2018/19




Date	Topic	Content	Keywords			
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13 Sept						
	Sources of finance	Assessing different types of finance: internal, shares, debentures, bank loans and overdrafts, mortgages	Finance, short term, long term, internal, external, liability, risk, owners equity, capital, bank overdraft, bank loan, mortgage, ordinary shares, debentures, dividends, collateral, security, interest.			
	Incomplete records	Calculating profit based on changes in capital over time.				
20 Sept						
	Incomplete records	Determining missing information required for final accounts: sales, purchases, capital balances; using mark-up and margin to calculate missing trading account figures.				
27 Sept						
	Incomplete records	Developing skill in preparing full final accounts and balance sheets from incomplete records.				
		Drawbacks of maintaining incomplete records.				
	TEST WEEK	Unit 1 and Unit 3				
4 October						
	Partnerships Accounts	Preparing final accounts, including appropriation accounts, and balance sheets for partnerships. Use of capital and current accounts.	Appropriation, Interest on capital, interest on drawings, partnership salaries, interest on partners loan, profit sharing ratio, revolution of assets, goodwill, goodwill written off			
11 October						
	Partnerships Accounts	Nature of partnership agreements; how profits and losses are shared where there is no agreement; sharing profits and losses where agreements change during the year.	Partnership Act, Deed of partnership			

Date	Topic	Content	Keywords			
		Revaluation of assets including goodwill upon the retirement of a partner				
		Revaluation of assets including goodwill upon the admission of a new partner.				
18 October						
		Dissolution of partnership; application of the ruling in Garner v. Murray.				
	ASSESSMENT	Unit 1 and Unit 3				
25 October						
	Published accounts of limited companies	Why companies publish their accounts. Main elements of published reports. How user groups would use published accounts; value of published accounts to these groups.				
		Limitations of published accounts. Prepare schedules of non-current assets. Differences between duties of directors and auditors				
8 November						
		Cash flow statements based on the indirect method following format given in IAS7: developing skills in comparing balance sheets, using information from final accounts, treating non-cash items, recording dividends, tax payments, etc.				
		Assessing cash flow statements. Value of cash flow statements.				
15 November						

Date	Topic	Content	Keywords			
	Accounting standards	Introduction to accounting standards: reasons for, benefits of, etc. Key features of international accounting standards. Purpose and importance of IAS 1, 2, 7, 8, 10, 16, 18, 36, 37 and 38.				
	TEST WEEK	Unit 2 and Unit 4				
22 November		Assessing cash flow statements.				
	Stock valuation	Use of FIFO and AVCO methods of stock valuation; effect on profits in the short term. Reconciliation of stock values with actual stock.				
29 November						
	Manufacturing accounts	Preparing manufacturing accounts to show prime cost, total overheads, adjustment for work in progress, as part of the final overheads, adjustment for work in progress, as part of the final accounts and balance sheets of manufacturing organisations.	manufacturing account, prime cost, direct costs, manufacturing overheads, production cost of manufactured goods, royalties, indirect costs, work in progress, finished goods, transfer price, factory profit, unrealised profit on finished goods,			
		Profit on manufacture: how recorded; provisions for unrealised profit.				
6 December						
	Marginal costing, absorption costing and activity based costing	Review breakeven and marginal costing	marginal cost, variable cost, fixed cost, semi variable cost, contribution, breakeven point, margin of safety, limiting factor,			
		What absorption costing means; comparison with marginal costing. Uses of absorption and marginal costing; limitations of each method. Calculation of profit using absorption and marginal costing				

Date	Topic	Content	Keywords			
15 December						
	ASSESSMENT WEEK	Unit 2 and Unit 4				
10 January						
		<p>Cost centre; the allocation and apportionment of costs.</p> <p>Calculation and application of overhead absorption rates using machine hour and labour methods.</p> <p>Activity based costing: meaning of terms, cost pools and cost drivers.</p> <p>Comparison of marginal, absorption and activity based costing: uses and limitations.</p>	<p>cost unit, allocation, apportionment, cost centre, production department, labour intensive, machine intensive, device department, overhead absorption rate, full cost, under absorption, over absorption, cost pool, cost driver</p>			
17 January						
	Standard cost and variance analysis	<p>Standard costing: meaning, purpose, advantages and disadvantages.</p> <p>Variance analysis: purpose and value of; calculation of variances for sales, materials and labour.</p> <p>Possible explanations of variances; interrelationship of variances.</p> <p>Reconciliation of actual and budget figures using variances.</p> <p>7 and 8</p> <p>Capital investment appraisal</p> <p>Purpose of</p>				
24 January						

Date	Topic	Content	Keywords			
	Revisit investment appraisal	Purpose of capital investment appraisal. Use of payback and net present value methods including calculation of estimated cash flows. Comparison of methods including advantages and disadvantages of each method; limitations of methods. Report on capital investment appraisals; making recommendations based on appropriate financial analysis.	Investment appraisal, cash flow, net cash flow, payback, payback period, discounted cash flow, discount factor, net present value, cost of capital, Financial factor, non financial factor			
31 January						
	Budgeting	Review of budgetary control: purpose, advantages and disadvantages. Preparation of purchases, sales, production, labour, debtor and creditor budgets. Comment on budgets including their relationship with master budget. Preparation of forecast operating statements and balance sheets.	budget, master budget budgeting, budget centre, budgetary control, sales budget, production budget, purchases budget, labour budget, trade receivables budget, trade payables budget forecast financial statement,			
7 February						
	MOCK WEEK					
14February						
	Other factors affecting decision making: social accounting	Explain why non-financial factors should be considered. Social accounting including ethical factors. Effect of business decisions from the viewpoint of stakeholders including employees, the local and national economy and the environment.	socio accounting, stakeholders			
28 February						
	REVISION PROGRAMME					

Date	Topic	Content	Keywords			
	TEST WEEK					
6 March						
	REVISION PROGRAMME					
13 March						
	REVISION PROGRAMME					
20 March						
	ASSESSMENT WEEK	PAPER 3				
24 April						
	REVISION PROGRAMME					
May 1						
	TEST WEEK					
May 8						
	REVISION PROGRAMME					
15 May						
	REVISION PROGRAMME					
29 May						
	REVISION					
June 5						
	REVISION PROGRAMME					
	ASSESSMENT WEEK					
12 Jun						
	EXAMS					

Week	Modules by term		Staff teaching
	Term 1- Corporate & Functional Objectives and Strategies (Internal Environment)		
1	Corporate Objectives and Strategy This section considers what the organisation is attempting to achieve, and how this helps to determine its strategies. Understanding Mission, Aims and Objectives <ul style="list-style-type: none"> • mission statements • corporate aims and objectives • corporate strategies • differing stakeholder perspectives. Students should understand the purpose and nature of corporate strategies and their relationship with aims and objectives. They should understand differing stakeholder perspectives and the potential for conflict and the pressure that stakeholders may bring to decision making.		
2 - 3	Marketing Objectives and Strategies This section considers the development of marketing strategies for larger businesses through a scientific approach to decision making. Understanding Marketing Objectives <ul style="list-style-type: none"> • marketing objectives • assessing internal and external influences on marketing objectives. Internal influences on marketing should include finance, HR, operational issues and corporate objectives. External influences should include: competitors' actions, market factors and technological change. Analysing Markets and Marketing <ul style="list-style-type: none"> • reasons for, and the value of, market analysis • methods of analysing trends • the use of information technology in analysing markets • difficulties in analysing marketing data. Reasons for analysing markets should include: gathering evidence for devising a new strategy, identifying significant patterns in sales. Students should be familiar with moving averages, test markets and extrapolation as methods of measuring and forecasting sales. Students should understand how correlation can be used in analysing markets. Selecting Marketing Strategies <ul style="list-style-type: none"> • low cost versus differentiation • market penetration • product development and market development strategies • diversification 		

	<ul style="list-style-type: none"> • assessing effectiveness of marketing strategies. <p>Ansoff's matrix should be used to assess marketing strategies in a national and an international context. Marketing strategies should consider the methods, risks and benefits involved in entering international markets.</p> <p>Developing and Implementing Marketing Plans</p> <ul style="list-style-type: none"> • components of marketing plans • assessing internal and external influences on marketing plans • issues in implementing marketing plans. <p>Components of marketing plans include: objectives, budgets and sales forecasts and marketing strategies. Influences on the marketing plan might include: finance available, operational issues and competitors' actions.</p>		
4-5	<p>Operational Objectives and Strategies</p> <p>This section considers the operational objectives and strategies that a business may use to achieve success in its particular market.</p> <p>Understanding Operational Objectives</p> <ul style="list-style-type: none"> • operational objectives • assessing internal and external influences on operational objectives. <p>Operational objectives should include: meeting quality, cost and volume targets, innovation, efficiency (including time) and environmental targets. Influences on operational objectives might include: competitors' performance, resources available, the nature of the product and demand.</p> <p>Operational Strategies: Scale and Resource Mix</p> <ul style="list-style-type: none"> • choosing the right scale of production: economies and diseconomies of scale • choosing the optimal mix of resources: capital and labour intensity. <p>Students should be aware of a range of economies of scale including: purchasing, technical and specialisation. Diseconomies of scale to include communication and co-ordination issues. Students should understand the benefits and drawbacks of capital and labour intensive strategies.</p> <p>Operational Strategies: Innovation</p> <ul style="list-style-type: none"> • innovation, research and development • purpose, costs, benefits and risks of innovation. <p>Students should be aware that a strategy of innovation has implications for finance, marketing and human resources.</p> <p>Operational Strategies: Location</p> <ul style="list-style-type: none"> • methods of making location decisions 		

	<ul style="list-style-type: none"> • benefits of optimal location • the advantages and disadvantages of multi-site locations • issues relating to international location. <p>The focus should be on expansion and/or relocation (including off-shoring). Methods of deciding on location should take into account quantitative (investment appraisal, for example) and qualitative factors. Reasons for international location include: global markets, cost reduction and avoidance of trade barriers.</p> <p>Operational Strategies: Lean Production</p> <ul style="list-style-type: none"> • the effective management of time • assessing the value of critical path analysis • the effective management of other resources through methods of lean production. <p>Students should be able to interpret and complete critical path networks by entering ESTs and LFTs and understand the significance of critical and non-critical activities. Students should be aware of lean production techniques, including just-in-time production and kaizen.</p>		
6 & 9	<p>Financial Objectives, Strategies and Accounts</p> <p>This section examines the financial objectives of larger businesses, the ways in which financial performance might be measured and the strategies they may deploy.</p> <p>Understanding Financial Objectives</p> <ul style="list-style-type: none"> • financial objectives • assessing internal and external influences on financial objectives. <p>Financial objectives should include: cash flow targets, cost minimisation, ROCE targets and shareholders' returns.</p> <p>Using Financial Data to Measure and Assess Performance</p> <ul style="list-style-type: none"> • analysing balance sheets • analysing income statements • using financial data for comparisons, trend analysis and decision making • assessing strengths and weaknesses of financial data in judging performance. <p>Analysing financial data should focus on assessing performance and potential. Pupils should understand the importance of working capital, depreciation, profit utilisation and profit quality.</p>		

	<p>Interpreting Published Accounts</p> <ul style="list-style-type: none"> • conducting ratio analysis: the selection, calculation and interpretation of ratios to measure financial performance • assessing the value and limitations of ratio analysis in measuring a business's performance. <p>Students should understand the following ratios: liquidity (current and acid test ratios), profitability (ROCE), financial efficiency (asset turnover, inventory [stock] turnover, payables [creditor] and receivables [debtor] days), gearing and shareholder ratios (dividend per share and dividend yield).</p> <p>Pupils will be given a table of relevant formulae for ratios as part of assessments/assignments where appropriate.</p> <p>Selecting Financial Strategies</p> <ul style="list-style-type: none"> • raising finance • implementing profit centres • cost minimisation • allocating capital expenditure. <p>Students should understand how these strategies interrelate with other functions and be able to assess their value in given circumstances.</p> <p>Making Investment Decisions</p> <ul style="list-style-type: none"> • conducting investment appraisal: selection of appropriate methods, calculation and interpretation of findings • investment criteria • assessing the risks and uncertainties of investment decisions • evaluating quantitative and qualitative influences on investment decisions. <p>Students should understand the reasons why businesses invest and the ways in which investment can help businesses to reach functional objectives.</p> <p>Quantitative measures of investment should include: payback, average rate of return, and net present value.</p>		
7	Assessment Week		
8	Half Term		

10-11

Human Resource Objectives and Strategies

This section considers the strategies available to businesses in managing their human resources

Understanding HR Objectives and Strategies

- HR objectives
- assessing internal and external influences on HR objectives
- HR strategies.

HR objectives might include: matching workforce skills, size and location to business needs, minimising labour cost, making full use of the workforce's potential and maintaining good employer/employee relations. Students should be aware of 'hard' and 'soft' strategies to HR and the strengths and weaknesses of each.

Developing and Implementing Workforce Plans

- components of workforce plans
- assessing internal and external influences on workforce plans
- issues in implementing workforce plans
- the value of using workforce plans.

Students should be aware of the influences on workforce planning, including other functional decisions, eg innovation may require greater diversity, legislation and labour market trends including migration. Issues involved in implementing workforce plans might include: employer/employee relations, cost, corporate image and training. Students should recognise that these issues can have positive and negative effects.

Competitive Organisational Structures

- factors determining choice of organisational structures
- adapting organisational structures to improve competitiveness.

Methods of adapting organisational structures to improve competitiveness should include: centralisation and decentralisation, layering and flexible workforces. Candidates should be aware of the issues involved with implementing and operating each of these approaches. Flexible workforces should include the notion of core and peripheral workers, outsourcing and home working.

Effective Employer/Employee Relations

- managing communications with employees
- methods of employee representation
- methods of avoiding and resolving industrial disputes.

Students should understand the importance of communication in employer/employee relations. Students should know the advantages and disadvantages of employee representation. Methods of employee representation might include: works councils, employee groups as well as trade unions.

12-13	<p>Relationship between Businesses and the Economic Environment (T2)</p> <ul style="list-style-type: none"> • assessing the effects of the following factors on business organisations: impact of economic factors, trends in key economic variables, globalisation of markets, developments in emerging markets • evaluating the strategies businesses might deploy in response to these changes. <p>Students should be familiar with the following economic factors: the business cycle, interest rates, exchange rates, inflation, unemployment and economic growth.</p>		
14	Assessment Week – Exam (Week 1-11 Topics)		
	<p>Term 2 - Assessing Changes in the Business Environment</p> <p>This section examines the relationships between organisations and their external environment. Students should understand the opportunities and threats created by changes in the contemporary business environment. The importance of acquiring and managing information and of communicating effectively should be considered throughout.</p>		
1 - 2	<p>Relationship between Businesses and the Political / Legal Environment</p> <ul style="list-style-type: none"> • assessing the effects of: government intervention in the economy, government economic policies, political decisions affecting trade and access to markets, the impact of legislation relating to businesses • evaluating responses of businesses to a changing political and legal environment. <p>Consideration might be given to the provision of products by the government, government regulation and legislation and other forms of intervention such as tax and subsidy. Monetary, fiscal policy and supply side policies should also be considered.</p> <p>Political decisions should include issues such as: the enlargement of the European Union, Brexit and moves towards greater freedom of trade. Legislation affecting businesses should include: employment law, consumer protection, environmental protection and health and safety legislation on businesses. A broad understanding of scope and impact is all that is required.</p>		
3 - 4	<p>Relationship between Businesses and the Technological Environment</p> <ul style="list-style-type: none"> • assessing the effects of technological change • evaluating the response of businesses to technological change. 		

	The impact of technological change should be considered in terms of a range of issues including: marketing opportunities, the culture of the business and the processes and systems used within the business.		
5	Assessment Week		
7	Half Term		
6 & 8	Relationship between Businesses and the Social Environment <ul style="list-style-type: none"> • assessing the effects of changes in the social environment the changing nature of the ethical environment • evaluating responses of businesses to a changing social environment including corporate social responsibility. <p>Changes in the social environment might include demographic factors and environmental issues. Candidates should be aware of the actions that businesses can take to demonstrate corporate social responsibility and consider whether these reflect genuine values or are just a form of public relations.</p>		
9 -10	Relationship between Businesses and the Competitive Environment <ul style="list-style-type: none"> • assessing the effects of changes in competitive structure • evaluating responses of businesses to a changing competitive environment. <p>Changes in the competitive structure might include: new competitors, dominant businesses (eg through takeover or merger), changes in the buying power of customers and/or changes in the selling power of suppliers.</p>		
11	Revision and Coursework 2		
12	Assessment Week (Cumulative.)		
	Term 3 - Managing Change <p>Organisations operate in a changing environment and change creates opportunities and threats. Candidates should understand how businesses plan for and manage change, and how external and internal change is linked.</p>		
1 – 2	<ul style="list-style-type: none"> • purpose of corporate plans • assessing internal and external influences on corporate plans • assessing the value of corporate plans. 		

Corporate planning should include contingency planning.

Key Influences on the Change Process:

Leadership

- the meaning of leadership
- the range of leadership styles
- assessing internal and external factors influencing leadership style
- the role of leadership in managing change
- assessing the importance of leadership.

Candidates should consider the difference between the roles of leaders and managers.

Key Influences on the Change Process:

Culture

- types of organisational culture
- reasons for and problems of changing organisational culture
- assessing the importance of organizational culture.

Types of organisational culture might include: power, entrepreneurial and task.

Making Strategic Decisions

- the significance of information management
- the value of different approaches to decision making
- assessing influences on corporate decision-making.

Influences on corporate decision-making include ethical position (real or perceived), resources available and relative power of stakeholders. The range of management approaches to decision making from scientific to intuition.

3 - 4	<p>Implementing and Managing Change</p> <ul style="list-style-type: none"> • techniques to implement and manage change successfully • assessing the factors that promote and resist change. <p>Techniques to implement and manage change might include: project champions, project groups. Factors that promote and resist change might include: clear objectives, resources and training.</p>		
5	Revision		
6	Half Term		
7	Portfolio Completion and Revision		
8	Final Exams & Awards Week		

COURSE DESCRIPTION

This course is designed for thirteen texts; this includes three texts in translation. To be successful in this rewarding and intellectually stimulating course, students must demonstrate their ability to express ideas with coherence, clarity, precision, and fluency in both written and oral communication and engage in independent literary criticism of known and unfamiliar works from their own and other cultures. During this course, students are actively encouraged and equipped to develop their insight into social, psychological, historical and global perspectives in literature.

Topics

The choice of IB German A1 texts unfolds in four parts as follows:

Part 1 Works in Translation – World Literature: three works chosen from the prescribed World Literature List, linked by one or more aspects like culture, genre, period, theme etc.

Internal examination externally marked: Individual Oral Commentary and Group Discussion, including Reflective Statement, Written Assignment à 25%

Proposed works for this part:

- 1.1. *Nora – Ein Puppenheim*, Henrik Ibsen (1879)
- 1.2. *Das Erwachen*, Kate Chopin (1899) (*The Awakening*)
- 1.3. *Anna Karenina*, Leo Tolstoi (1877) (HL)

[It has to be made sure that students who take A1 Literature in any other language must not read the above books. It is up to the Coordinator to check this, please, to avoid clashes.]

Part 2 Detailed Study: Four German works from the IBO Prescribed Book List – 3 Genres requested.

- a) Choice of text of different genres and authors for Individual Oral Commentary (internally assessed and recorded and externally marked à 15%)
- b) Basis for practising of the Written Commentary (unseen text and poem) for Paper 1 à 20%

Proposed works for this part:

- 2.1. Sachtext: Autobiografie *Mein Leben*, Marcel Reich-Ranicki (1999)
- 2.2. Prosa: *Effi Briest*, Theodor Fontane (1895)
- 2.3. Lyrik: Study of 20 poems of ONE poet. – Johann Wolfgang von Goethe (HL)

Part 3 Groups of Works: German works from the same genre, each by a different author.

External examination Paper 2 (Comparing Essay) à 25%

Proposed works for this part: *Theatre – Drama*

- 3.1. Emilia Galotti, Gotthold Ephraim Lessing (1772)
- 3.2. Kabale und Liebe – Schiller (1784)
- 3.3. Friedrich Hebbel, Agnes Bernauer (1852) or Maria Magdalena (1844)
- 3.4. Clavigo, Johann Wolfgang von Goethe (1774) - (HL)

Part 4 School's Free Choice: Three German works and one World Literature work, which is linked to the German texts by aspects like culture, theme or genre. Each work must be by a different author.

Individual Oral Presentation à 15%

Proposed works for this part: German literature (works in translation also be read)

1. L6 2016-17: *Unterm Rad*, Hermann Hesse (1906)
2. *Die neuen Leiden des jungen W.*, Ulrich Plenzdorf (1972)
3. L6 2016-17: *Jugend ohne Gott*, Ödön von Horváth (1930)
3. L6 2016-17: *Der kleine Prinz* von Antoine De Exupéry (1943)

Assessment

The five separate assessments of this course focus on both written and oral skills and allow students to demonstrate their in-depth knowledge and capacity for literary analysis.

Part 1: Written assignment: Coursework and oral exam with written comment (25% of overall marks)

Students produce a 1,500 word essay plus an additional assignment on works from the Prescribed World Literature List. These works must be originally written in a language other than German.

Part 2: Oral and written exams (35% of overall marks)

Three texts from different genres, chosen from part 2 of the Prescribed Book List, assessed via an individual oral commentary ((15%) – internally assessed

Written commentary = Unseen commentary, part of the final examination à Paper 1 (20%)

Part 3:

Final written examinations (50% of overall marks):

Paper 1 (20% of overall marks)

Paper 2 (25% of overall marks)

An essay produced under exam conditions on one freely chosen World Literature text plus three German texts chosen from Part 3 of the Prescribed Book List, linked by genre.

Part 4: Individual Oral Presentation (15%)

Three works have to be read – free choice. Students present the books in class using different means, e.g. PowerPoint Presentation, acting, worksheets in order to engage their audience.

Schedule of Work and Assessment

L6

Autumn Term

Part 4:

Book 1: Individual Oral Presentation (IOP) 2 weeks before HT

HT Prep: Prepare for book 2, Read book 3

Book 2: IOP 2 weeks after HT

Book 3: IOP 1 week before Christmas Holidays

Prep over Christmas holidays

Part 1: Read book 1

Spring Term

Book 1: Interactive Oral 1 week before HT

Prep for HT: Write Reflective Statement

1. Week after HT Write Supervised Writing (2 hours)

2. Week write Essay

Easter Holiday Prep:

Book 2: Finish reading

Summer Term

Until HT

Book 2 - Interactive Oral - Reflective Statement - Supervised Writing - CWK Essay

HT Prep:

Part 2: Read Book 1: Effi Briest, Theodor Fontane

Write essay - Schwerpunkte

Summer Holiday Prep:

Read Book 2: *Mein Leben*, Marcel Reich-Ranicki

Book List with ISBN:

Update:

A changee to the schedule for L6 2015-17

HT Prep:

Finish analysing the chapters of *Das Erwachen*.

After HT:

- Prepare for the Interactive Oral and the Reflective Statement --> [See Plan for details!!](#)

Holiday Prep:

1. Write the Coursework Essay for *The Awakening - Das Erwachwn* by Kate Chopin. Hand in the essay in the first lesson in September.
2. **Read *Effi Briest*** by Theodor Fontane. Start analysing it by reading the Secondary literature.

U6

Autumn Term

Part 2: Detailed Studies

1. *Effi Briest*, Theodor Fontane.

2. Autobiography of Marcel Reich-Ranicki, *Mein Leben*.

(20. Auflage 2013, © 1999 Deutsche Verlagsanstalt. München, verlagsgruppe Random House GmbH, ISBN 978-3-421-05149-3, which will be read in excerpts only, meaning only certain chapters will be read, Part 1: pages 11-35, 47-160. Part 2: pages 163-296. Part 3: pages 297-333. Part 4: pages 395-403, 427-437.)

This will have to be read during HT.

Assessment:

Individual Oral Commentary: 05.12.2016

SOW RUSSIAN CSE (A2)

Subject	Russian
Teacher	Elena -Binet
Form Group	A2 Class
Course book	Russian2 GCE + online recourses (past papers) EXAM – EDEXCEL 1) 6RUO3 – Orals (April – May) 2) 6RU4- Writing (June)

Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1	Introduction (information about the course and Exams) Entry test (reading / writing) Feedback – Groups formation	Hand outs – Answer on Qs
w.2	Improving Reading/ Speaking skills	texts + writing

	Learn new topic and Vocabulary (Russian Politics/ Economy Learn new Grammar (Spelling)	
w.3	Improving Writing Skills (how to plan/ write a course work) Revision/ practice (Grammar)	Writing 250w
w.4	Reading and talking about Democracy in Russia under Putin's leadership ,Reading a few short stories (online) on 2 topics and answer on Qs Learn new Grammar (Spelling/ nouns)	Writing (200 w)
w.5	1st Assessment Week	
w.	h/T	
w.6	Improving Reading and Speaking Skills – topics: University Education , Work and unemployment (Revision of Grammar – individual feedback on test) Course work :Selecting a topic Prepare a summary/ plan	Writing (200 w)
w.7	Learn new Grammar (Punctuation/ Spelling) Writing (Answer on Qs) (ex. Books) Course work :Selecting a topic	Writing (200w + answer on QS)
w.8	Reading about Russian Culture + answer on Qs Writing (learn to write discursive essay) Practise new Grammar (ex. books)	Reading text+ answer on Qs
w.9	Revision of all topics during this term + Grammar Individual help/ supervision	Past papers
w.10	Mock Exams Week (past papers)	

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CHRISTMAS HOLIDAY

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EASTER TERM

w.1	-	
w.2	Topic : Globalisation in Russia (advantages/ disadvantages) Improving Reading skills – online texts (Discussion)on Youth issues (Problems :sub cultures, excessive drinking, smoking) Learn new Grammar (Spelling)	Course book (ex.) Writing 200 w
w.3	Talking -Giving opinions on chosen topics (Speaking Skills) Discussion after reading Course work (draft) Practise Grammar (ex)	Course book (ex) Past papers
w.4	To learn how to translate a text To learn new advanced vocabulary (topic- Business Practise Grammar	Course book Writing 250 w
w.5	Improving Speaking Skills – Presentation on chosen topic Practise new vocabulary Course work (independent research) Revision of all topics (this term)	Writing 250 w
w.6	Assessment Week	
	H/T	
w.7	Topics: Youth Issues (Interests, young families with children)	Writing 250 w Past papers

	Reading and talking about life of young people in Russia New vocabulary Revision of Grammar	
w.8	Learn new Grammar (Spelling/ Punctuation) Improving Speaking skills by Individual presentations on chosen topic from recommended list	Course book (complete all ex)
w.9	New topic (Health and eating disorders, bad habits) Learn vocabulary Preparation for Speaking Exam (debate)	Writing (to complete all works)
w.10	Exam /Assessment week	

EASTER HOLIDAY

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SUMMER TERM

w.1	New topic: Modern technology (Internet) Improve Reading /answer on QS (Summary) Learn how to write short commentary	Writing 250 w
w.2	Improve Writing/ Reading skills – Write creative essay on Preparation for a Speaking Exam (Course book Writing 200w.
w.3	Translation (Exams practice) (revision of all topics for AS Speaking Exam	Course book Past papers
w.4	Translation (Exams practice) Practise Grammar Write an essay (creative)	Course book Past papers
w.5	Translation (Exams practice)	Course book

	Writing - past papers Individual help and supervision	Past Papers
w.6	1st Assessment Week	
	Half term	
w.7	Revise Grammar (Punctuation) Improve Writing/ Reading – past papers)	Course book Past papers
w.8	Revision/ Practice of Grammar (all topics -3 terms) Individual help and supervision	Course books
w.9	End of Year Exam	

SUMMER HOLIDAY

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SOW – 2017 IB Year 1

Subject	Russian IB Literature A
Teacher	Elena Binet
Form Group	IB Year 1 Cover = Parts 2,4
Course book	Russian - different texts, online recourses (past papers) Exams –(IBIS) 1. Individual Oral Presentation – IOP (February – March) 2. Individual Oral Commentary IOC (May- June)

Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1	Introduction (information about the course and Exams) Entry test (reading / writing) Feedback –	Hand outs – Answer on Qs
w.2	Improving Reading/ skills (texts +Qs) Learn new terminology (Russian/Literature – Composition/ genre	texts + writing online
w.3	Improving Writing Skills (how to plan/ write an essay) Revision/ practice (Grammar)	Writing (ex from hand outs)
w.4	Reading and talking about Russian Classical literature , Reading a few short stories on 2 topics and answer on Qs (Text from part 2) Learn new Terminology	Writing
w.5	1st Assessment Week (Qs on terminology + essay)	
w.	h/T	
w.6	Improving Reading and Writing (new writers/their work – part 2 (Revision of all terminology – individual feedback on essay)	Writing
w.7	Learn new / poetry of Akhmatova Writing (Answer on Qs) (ex. Books)	Writing – individual online research)
w.8	Reading/ learn more Akhatova's work + answer on Qs Writing (learn to write discursive essay)	Reading text+ answer on Qs

w.9	Revision of all topics during this term + Terminology Individual help/ supervision	
w.10	School Exams Week (past papers _ Part2)	

CHRISTMAS HOLIDAY

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EASTER TERM

w.1	New topic – Part 2	
w.2	Preparation for Speaking IOP Russian Literature – option 4 (– short stories by Puchkin Chekhov or novels by Tolstoy “ Anna Karenina” or Bunin (Discussion)on some issues Improving Essay writing skills	book Writing
w.3	Talking -Giving opinions on texts Discussion after reading Test	book
w.4	To learn how to conduct a good presentation Practise (on individual texts)	book Writing
w.5	Improving Speaking Skills – Presentation on chosen topic	Writing 200 w

	Revision of all topics (this term)	
w.6	1st Assessment Week = Speaking Exam (IOP)	past papers
	H/T	
w.7	Topics for Part 2 (Russian society and culture) Reading a few texts (presentation on 1 topic) New Terminology writing an essay	Writing Individual research
w.8	Improving Speaking skills for Individual Commentary presentations Writing	Text book (complete all ex)
w.9	Revision of previous topics Learn new terminology Preparation for Speaking Exam	Writing (to complete all works)
w.10	2nd Assessment week (past paper 1)	Past Papers

EASTER HOLIDAY

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SUMMER TERM

w.1	New topics Improve Writing (Summary) Learn how to write short commentary	Writing
w.2	Improve Reading skills – Write an essay and summary Preparation for a Speaking Exam	books Writing .
w.3	Learn/ Practise new Terminology (revision for Speaking Exam)	books Past papers
w.4	Practise (Speaking Exam)	books

	Write an essay (comparative)	Past papers
w5	Revision of all Terminology (this term) Writing - past papers Individual help and supervision	books Past Papers
w.6	Assessment Week - Speaking Exam (IOC)	
	Half term	
w.7	Drama (part 3 – Chekhov, Griboedov Theory / History (Drama Improve Writing/ Reading – past papers)	books Past papers Online resources
w.8	Practice (all topics -Drama) Individual help and supervision Essay	Past papers
w.9	End of Year Exam (past papers = Paper 2	

SUMMER HOLIDAY

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SOW – 2017 IB Year 2

Subject	Russian IB Literature A
Teacher	Elena Binet
Form Group	IB Year 2 Parts: 1,3

Course book	Books , different texts, online recourses (past papers) Exams –(IBIS) Course work (1,500 words) February 1. Paper 1 = 2 hours (May-June) 2. Paper 2 = 2 hours (May- June)
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Week	Date	Topic	Recommended Extended reading
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CHRISTMAS TERM

w.1	Introduction (information about the course and Exams) Checking home work (reading books during Summer) Foreign literature (4 writers) Feedback –	Hand outs – Answer on Qs
w.2	Improving Writing skills (summary +Qs) Learn new terminology Part 1 – English writes = S, Bronte	texts + writing online
w.3	Improving Writing Skills (how to plan/ write coursework) Discussion (different topics/ issues (novels)	Writing Reading texts on- line
w.4	Learn new terminology and theory Practice	Writing
w.5	1st Assessment Week (Qs on terminology + essay)	
w.	h/T	
w.6	(new writers/their work – part 1 (Revision of all terminology – individual feedback on essay)	Writing
w.7	Learn about French Literature (G.Flober “ Madame Bovary”) Writing (Answer on Qs) (ex. Books)	Writing – individual online research)

w.8	Reading/ learn more Flober's work + answer on Qs Writing (learn to write discursive essay)	Reading text+ answer on Qs
w.9	Revision of all topics during this term + Terminology Individual help/ supervision Decision on course work topics	
w.10	School Exams Week (past papers _ Part1)	

CHRISTMAS HOLIDAY

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EASTER TERM

w.1	New topic – Part 1	
w.2	Course work (plan/ possible topics on 1 book From Part 1 (Discussion)on some issues Improving Essay writing skills	book Writing
w.3	Talking -Giving opinions on individual texts Discussion after reading Revision of all new terminology	Book On-line resources

w.4	To learn how to conduct a good presentation on work of G. Flaubert or S. Brontë (own choice) Practise (on individual texts) Feedback	book Writing
w.5	Improving course work writing Skills – Draft on introduction or main part	Writing
w.6	Assessment Week = essay	past papers
	H/T	
w.7	Working on course work (presentation on 1 topic) New Terminology writing main part (3- 5 arguments) References	Writing Individual research
w.8	Improving course work Writing with examples (from original text)	book on-line
w.9	Completion Submission of the draft Feedback	Writing (to complete all work)
w.10	/Assessment week (essay and Qs on tests	

EASTER HOLIDAY

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SUMMER TERM

w.1	Revision of previous topics (Part 1) Final feedback on c/w	Writing On-line
w.2	Submission of course work Introduction to new Part 3 (Drama)	books Writing .

w3	Practise new Terminology Drama Griboedov's (Comedy)	books Past papers
w.4	Practise (writing an answer on Paper 2) Write an essay (QS/ Paper 2)	books Past papers
w5	Revision of all Drama Terminology Writing - past papers Individual help and supervision	books Past Papers
w.6	Assessment Week - essay (Paper 2)	Past Papers
	Half term	
w.7	Drama (– Chekhov, Griboedov Theory / History (Drama Improve Writing/ Reading – past papers)	books Past papers Online resources
w.8	Practice (all topics -Drama) Individual help and supervision Essays	Past papers
w.9	End of Year Exam (past papers)	

SUMMER HOLIDAY

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Academic Year Planner 2017/18

Subject	Spanish
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Form Group	Upper 6th
Course book	Edexcel Spanish for A level

Week	Topic and objectives	Tasks
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CHRISTMAS TERM

1	Introduction to the A2 specifications and course	
2	Youth culture and concerns. Communication and the media. Radio and Television	
3	Youth culture and concerns. Communication and the media. Newspapers.	
4	New technologies. For and against the technological advances. What will happen in the future?	
5	New technologies. Controversies	Research-based essay Geography: description of a key event and its importance for the region studied
6	Revision. Past paper	
7	1st Assessment Week	
8	Half term	

9	Global issues. The future of the planet.	<p>Research-based essay:</p> <p>Geography: Main economic sectors in the region studied.</p> <p>Film: Social and cultural environment.</p>
10	New technologies and communication	<p>Short film “Diez minutos”. Research-based essay geography : Tourism</p> <p>Research-based essay film : Life of the main character changed by the events in the film.</p>
11	The impact of new technologies on its users. Medical advances.	<p>Listening “Que piensan los usuarios?”</p> <p>Translation</p> <p>Grammar: Por/para</p> <p>Reading: ¿Bebes a la carta?</p> <p>Debate.</p> <p>Research-based essay geography: Traditions</p> <p>Film: stylistic techniques</p> <p>Essay: Advantages and disadvantages of the new technologies</p>
12	Electronic and free time. Climatic change.	<p>Reading « Videojuegos con conciencia ». Translation</p> <p>Grammar : conditional, subjunctive. Reading « El cambio climatico ».</p> <p>Debate.</p>

		<p>Essay : To design a videogame who could solve a social problem.</p> <p>Research-based essay geography :Environmental problems</p> <p>Film : Main characters</p>
13	Revision. Past paper	
14	School Exams Week	

CHRISTMAS HOLIDAY

Holiday work:	
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Week	Topic and objectives	Tasks
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EASTER TERM

1	Human rights. Rights of women. Euthanasia.	<p>Reading “La mujer y la publicidad”, translation.</p> <p>Grammar: verbs followed by gerund. Reading “Lo que piensan los españoles de la eutanasia”. Debate sobre la eutanasia.</p>
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		<p>Essay: "How are women discriminated in adverts"</p> <p>Research-based essay geography: Evolution of the population</p> <p>Film: Main event.</p>
2	Globalization. Human rights and international conflicts	<p>Reading "Enmendar un entuerto", translation.</p> <p>Grammar: The passive and avoiding it</p> <p>Reading "Guerra y terrorismo", debate.</p> <p>Essay: Las manifestaciones antiglobalización ¿ayudan o entorpecen? ¿Qué clase de protesta es más eficaz en tu opinión?</p> <p>Research-based essay geography: demography</p> <p>Film: Main theme</p>
3	Citizens of the world. Discrimination and racism. Immigration.	<p>Reading "Choque de civilizaciones", translation.</p> <p>Grammar: si clauses</p> <p>Reading "Blog sobre la inmigración" . Debate Inmigración</p> <p>Essay: Es más fácil combatir el racismo abierto que el encubierto. ¿Estás de acuerdo? Justifica tu respuesta.</p> <p>Research-based essay geography: Cultural traditions</p> <p>Film: Society</p>

4	European Union. Life in present Europe. Environmental problems.	<p>Reading “Pros y contras para la economía”, translation</p> <p>Reading “Protejamos nuestro entorno”, Debate pros y contras del progreso</p> <p>Grammar: subjunctive, linking words.</p> <p>Essay: ¿Cómo quieres que sea la Europa del futuro? ¿Cómo crees o esperas que funcione? ¿Cuántos estados miembros habrá?</p> <p>Research-based essay geography: Environmental problems</p> <p>Film: Main scenes</p>
5	Revision	
6	1st Assessment Week MOCKS	
7	Half Term	
8	Crime and punishment. Security and freedom in the technological age. To punish or to rehabilitate?	<p>Reading “Nuevos tiempos, nuevos delitos”, translation</p> <p>Grammar: Review of past tenses, subjunctive after indefinite antecedents</p> <p>Reading “La cárcel”, Debate.</p> <p>Essay: El papel de las tecnologías en el crimen y la justicia</p> <p>Research-based essay geography: social and political changes</p> <p>Film: Most influential character</p>

9	Equals before the Law. Security in the city. The noise.	<p>Reading “Agentes antidisturbios” translation.</p> <p>Grammar: review of linking words</p> <p>Reading “Protesta vecinal en el barrio de la Barceloneta”, listening “Gritos en el parque”, Debate.</p> <p>Essay: Causas que conducen del placer del deporte al caos (C, pag. 254)</p>
10	Revision	
11	Assessment	

EASTER HOLIDAY

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Week	Topic and objectives	Tasks
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SUMMER TERM

1	Future and present Europe. Problems of the new block. The future of the planet.	<p>Reading “Los retos y los desafíos”, translation.</p> <p>Grammar: Review of tenses, linking words.</p> <p>Reading: ¿Eres capaz de comer menos...? Debate.</p> <p>Essay: ¿Disponemos de un poder europeo relevante en un escenario mundial nuevo, el de la globalización?</p>
2	Art. Musical tendencies in Spain and Latin-America.	<p>Reading: “Juanes y sus raíces colombianas”, translation</p> <p>Reading “La Oreja de Van Gogh”, listening “La reina del Pop”. Debate. Types of music.</p> <p>Presentation of a cultural aspect of a Spanish-speaking country.</p>
3	Revision	
4	ORAL EXAMS	
5	Revision	
6	1st term Assessment Week	
7	Half term June 2- 10	
8	Revision. Exam practice	
9	WRITTEN EXAMS	
10		

11		
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SUMMER HOLIDAY

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A2 French

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	<ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. Study of second work.
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.	<ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.

Time	Phase	Content
		<ul style="list-style-type: none"> Study of second work.
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	The content and skills aspects of the A-level course are now completed.
March – study leave	Phase 4: intensive and comprehensive exam preparation.	All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

Lower 6 (Upper 6 As re-takers) Schemes of Work 2015-2016		
Christmas Term		
Week	content	Materials
1	Healthy Eating And Lifestyle: 第一课：银河外卖店	As textbook
2	第二课：at a party 烧烤晚会	

3	第三课：a lively morning 热闹的早晨	Chinese Made Easy Text book and Workbook 3/4/5
4	第四课：health and longevity 健康与长寿	
5	第五课：Chinese medicine 中医中药	
6	Revision week	
7	Assessment week	
8	Half term holiday	
9	Travel and tourism: 第六课：A diary 日记	
10	第七课: A Beautiful Town 美丽的小镇	
11	第八课：Tour around 自助游	
12	第九课：A travel advertisement 旅行社广告	
14	Revision and assessment	
Easter Term		
Week		Materials
1	第十课：city transport 城市的交通	As textbook
2	Education and Career 第十一课 Dong Hai Middle School	

3	第十二课 See You in 20 Years’ Time 在过 20 年来我们相见	Chinese Made Easy Text book and Workbook 3/4/5
4	Revision week	
5	第十三课 Are the “little emperors” really happy “小皇帝”们幸福吗？	
6	Revision and Assessment week	
7	Holiday week	
8	第十四课： The advantages and disadvantages of school students taking on a part time job 中学生做兼职的利与弊	
9	第十五课： The story of someone who is the same age as me 同龄人的故事	
10	Revision week	
11	assessment week	
Summer Term		
Week	Content	Materials
1	Chinese Festivals 第十六课 Spring Festival Preparation 欢迎春节	As textbook Chinese Made Easy Text book and Workbook 3/4/5
2	第十七课 Spring Festival 欢度春节	

3	第十八课 An unforgettable outdoor activity 一次难忘的野外活动	
4	第十九课：Qinming Festival 清明节	
5	Controlled Assessment Speaking exam	
6	第二十课：Youth and entertainment 青少年的兴趣爱好	
7	Assessment week	
8	General revision on all topics 1	
9	General revision on all topics 2	
10	Past paper	
11	Assessment week	

English as a Second Language 2019-20

Teaching Group: IE1

CEFR Level: A1

Text: Oxford Word Skills Basic

Examination Aims: PET in the Summer

Christmas Term

Week	Aims for the Week
1	Vocabulary on numbers, time and dates plus weekly spelling test.
2	Vocabulary on countries, nationalities, classroom and language plus weekly spelling test.
3	Vocabulary on asking/answer, personal information and filling in a form plus weekly spelling test.
4	Vocabulary on family, physical actions and body parts plus weekly spelling test.
5	Vocabulary on describing people, talking about characters and relationships plus weekly spelling tests.
6	Vocabulary on how I feel, my routine and clothes plus weekly spelling test.
7 (A.W.)	Vocabulary on money, illness and at the chemist plus weekly spelling test.
8	Half Term
9	Vocabulary on meat and fish, fruit and vegetables and buying food plus weekly spelling test.
10	Vocabulary on ordering in a café, ordering in a restaurant and getting around on buses plus weekly spelling test.
11	Vocabulary on asking for and giving directions, talking about roads and traffic and understanding signs and notices plus weekly spelling test.
12	Vocabulary on understanding signs and notices, talking about countries and talking about my town plus weekly spelling test.

SCHEME OF WORK IE1	
CEFR Level: A2 Text: ENGLISH PLUS 1 Examination Aims: KET	
13	Vocabulary on describing the countryside, talking about shops and talking about my home plus weekly spelling test.
14	Vocabulary on talking about home, describing a kitchen and describing a bedroom and bathroom plus weekly spelling test.

Christmas Term 2019

Week	Aims for the Week
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1	V: Free time R- Verbs expressing preference L- Hobbies and interests S- Greeting and introducing people W- Email G – Have got and prepositions: <i>about, of and by</i>
2	V: Places in a town R: A description of a modern city L: Describing places S: Asking for travel information. W: A description of a town G: <i>Is there..? Are there...?</i> Expressing quantity
3	V: Countries and Nationalities R: A cosmopolitan city L: Routines/ Adverbs of frequency W: Country and language report G: Present simple: Affirmative and negative
4	V: Animals R: The red list: Recognising verbs L: Animal behaviour W: A description of a wildlife photo G: Present continuous. Affirmative and negative
5	V: Activities in and out of school R: Boarding school. Collocations L: Food and drink
6	S: Invitations W: An email about school G: <i>Can</i> for ability and permission
7	Revision and Review. Assessment week- KET PAST PAPER

8	HALF TERM
9	V: Jobs R: The history of English L: Strange town USA multiple choice W: An article about a town G: Past simple of regular verbs
10	V: Sport R: Video games L: Describing people
11	S: Talking about past events W: Sports biography G: Past simple regular and irregular verbs
11	V: Travel equipment R: An adventure story Weather conditions- write a story.
12	L: Weather conditions W: A blog G: <i>Be going to</i>
13. (A.W.)	Assessment week Revision and review. KET PAST PAPER practice Assessment.

Easter Term

English as a Second Language 2017-18 Teaching Group:	
CEFR Level: Text: Examination Aims:	
Week	Aims for the Week
1	
2	
3	
4	
5	
6 (A.W.)	
7	Half Term
8	
9	
10	
11	
12 (A.W.)	

Summer Term

English as a Second Language 2017-18 Teaching Group:	
CEFR Level:	
Text:	
Examination Aims:	
Week	Aims for the Week
1	
2	
3	
4	
5 (A.W.)	
6	Half term
7	
8	
9	
10 (A.W.)	

English as a Second Language 2019-20

Teaching Group: IE2

CEFR Level: A1

Text: Oxford Word Skills Basic

Examination Aims: PET in the Summer

Christmas Term

Week	Aims for the Week
1	Vocabulary on numbers, time and dates plus weekly spelling test.
2	Vocabulary on countries, nationalities, classroom and language plus weekly spelling test.
3	Vocabulary on asking/answer, personal information and filling in a form plus weekly spelling test.
4	Vocabulary on family, physical actions and body parts plus weekly spelling test.
5	Vocabulary on describing people, talking about characters and relationships plus weekly spelling tests.
6	Vocabulary on how I feel, my routine and clothes plus weekly spelling test.
7 (A.W.)	Vocabulary on money, illness and at the chemist plus weekly spelling test.
8	Half Term
9	Vocabulary on meat and fish, fruit and vegetables and buying food plus weekly spelling test.
10	Vocabulary on ordering in a café, ordering in a restaurant and getting around on buses plus weekly spelling test.
11	Vocabulary on asking for and giving directions, talking about roads and traffic and understanding signs and notices plus weekly spelling test.
12	Vocabulary on understanding signs and notices, talking about countries and talking about my town plus weekly spelling test.

English as a Second Language 2019

CEFR Level A2
Group Name: IE2
Text: Key for Schools
Examination Aims: KET

13	Vocabulary on describing the countryside, talking about shops and talking about my home plus weekly spelling test.
14	Vocabulary on talking about home, describing a kitchen and describing a bedroom and bathroom plus weekly spelling test.

Christmas Term

Week	Aims for the Week	Focus, Project or Trip work
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1	Ice breakers. Getting to know each other activities. Vocabulary for family, food, weather, clothes	Hastings trip – Castle and Caves. Fish and Chips
2	Daily habits and routines v- days of week, houses and homes, clothes r- diary of a students' typical week w- your typical week g- Adverbs of frequency, present simple. Prepositions of time and place	
3	. Daily life, people - r-family and friends, w- an email, v-numbers, family members, g – pres simple	
4	Food and drink – r – multiple choice questions about a birthday cake, w- a letter inviting a friend about a party, l- a teacher talking about a school cooking club, v-school lunches, school phrases, g – countable and uncountable nouns, much or many.	
5	Sport – r- five conversations about sport, w– completing notes about summer sports classes, l- conversations about prices and times, v- sports with do/play, prices, nationalities, g – comparatives, superlatives, prepositions of time	
6	Places and buildings- r-comp games club, w-email about comp problem, v-technology verbs	
7 (A.W.)	Revision and review Assessment week	

8	Half term	
9	Natural world/weather – r- notices about cafes and restaurants. KET reading part 1 practice – signs and notices.	Brighton trip Royal Pavilion. London Dungeons- history of London
10	Holidays w- message about a holiday, v-buildings, directions, g- past simple, imperatives	
11	Entertainment and media – r-an article about a film fan, w-completing notes about an exhibition, v-suggesting-accepting/refusing, adjectives, g- past continuous, can, can't couldn't.	
12	Health and fitness – r-multiple choice questions, w-multiple choice questions about a new timetable at school, v-parts of the body, dates, ordinal numbers, what's the matter/ ailments g-first conditional.	
13	Hobbies and Leisure – r- notices about clubs, exhibitions and courses, w- completing notes about a talk at a bookshop, l-conversation about learning to sail, v- hobbies, adverbs, jobs, g- pres.perf with for and since. May and might	
14	Revision, review and Assessment week	

English as a Second Language 2019-2020

Teaching Group: IE2

CEFR Level: A1-A2

Text: Oxford Q:skills for Success Reading and Writing

Examination Aims: Cambridge KET/PET

Christmas Term

Week	Aims for the Week
1	Introduction to the course.
2	Unit 1 – Social Psychology – descriptive adjectives, identifying topics and main ideas.
3	Writing simple sentences. Present simple verb to be
4	Describe yourself.

5	Unit 2 – Education – word families, scanning for information
6	Capitalisation and punctuation, Present simple
7 (A.W)	Review and Assessment
8	Half term
9	Unit 3 – Cultural studies – celebrating with food, scanning for information
10	Using a dictionary, adjectives and adverbs, writing complete sentences
11	Unit 4 – Sociology, money or fun? Verb + noun collocations
12	Subject and object pronouns, writing – how do you have fun?
13	Unit 5 – Architecture, reading about home, underlining and highlighting
14 (A.W.)	Review and assessment

Easter Term

Week	Aims for the Week
1	Unit 5 – Word categories, prepositions of location, subject verb agreement
2	Unit 6 – Health science, When does a change become a Habit? Pronoun references.
3	Unit 6 – Vocabulary collocations, Modal verbs
4	Unit 7 – Urban Planning – Why live in a city? Building reading fluency
5	Unit 7 – Word families, Past simple (be), completing sentences
6 (A.W.)	Review and assessment
7	Unit 8 – Developmental Psychology, Past simple irregular and regular
8	Using connectives, write about an important event.
9	
10	
11	
12 (A.W.)	Review and Assessment

Summer Term

Week	Aims for the Week
1	
2	
3	
4	
5 (A.W.)	Review and assessment
6	Half term
7	
8	
9	
10 (A.W.)	Review and assessment