Curriculum Map 2026–2027

Subject: Art and Design

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Develop a growth mindset and discuss the value of art and creative careers. Use the Austin's Butterfly example to practise improving work through feedback; experiment with ink, tea, coffee and paint, and record choices in a sketchbook.	Observe a still-life arrangement and practise tone, line and shape. Build 3D effects using geometric forms, contour lines, a range of values and mark-making; review work against assessment criteria.	Use positive and negative space in an intuitive drawing. Apply the colour wheel, warm and cool colours, tints and shades to create a layered abstract composition; refer to relevant artists.	Explore texture and media through animal and foliage studies. Create a collage or painting, develop an imaginative response and connect choices to artists.	Use primary and secondary observations of leaves to explore composition. Combine lettering and design with observational work, and refer to relevant artists.	Create a pattern based on natural forms and develop it through polystyrene-board printing, colour washes and stencils. Review the work against assessment criteria and link it to artists.
Year 8	Explore scale and layering through observational drawing of man-made objects in different sizes. Use a mood board and sketchbook to develop a themed outcome, test media, research artists and review progress.	Study natural forms using viewfinders, enlargement and tonal blending. Use secondary sources and the SCAMPER strategy to develop ideas; record the creative process and respond to relevant artists.	Explore art genres through portraiture. Draw facial features from observation using expressive line and tone; test media and compare portrait approaches.	Develop a portrait using mirror, text and grid strategies, collage or weaving. Explore Pop, Expressionist and modern art references, then refine and review the work.	Explore landscapes through painting and photography. Use word association, colour theory and technique studies to represent mood, sky and land; compare traditional, contemporary, modern and abstract approaches.	Construct a three-dimensional architectural model using layers and tunnel effects. Apply two- and three-point perspective, horizon and vanishing points; use technical drawing, review the outcome and prepare for Year 9.
Year 9	Complete a baseline task to review prior skills and creative decision-making. Introduce GCSE Art and Design Unit 1, assessment objectives and contextual study; make primary and secondary observations using drawing and painting.	**GCSE UNIT 1**: Explore the project theme through short practical tasks. Select and test media, annotate decisions visually and in writing, and use individual tutorials to review progress against AO1 and AO2.	Investigate a past exam theme using formal elements and contextual sources. Analyse visual references, experiment with processes and record observations and ideas in a sketchbook (AO1–AO2).	Develop and refine experimental work for Art, Craft and Design. Use contextual studies and individual tutorials to review decisions and progress (AO2–AO3).	Personalise Unit 1 study through primary observations of natural and man-made still-life objects. Experiment with media and photography, including Photoshop Elements, and document contextual links (AO1–AO3).	Extend the personal investigation through paper and clay modelling, printmaking and reduction printing. Link experiments to contextual sources and use a tutorial to set next steps (AO2–AO3).
Year 10	Prepare for the Unit 1 mock by reviewing the assessment criteria, contextual references and personal investigation. Use tutorials to set specific preparation targets (AO1–AO3).	Complete the five-hour Unit 1 mock (60%) and develop a personal response. Use internal assessment feedback to review the work and record a provisional grade (AO3–AO4).	**GCSE UNIT 2:** Begin the AQA Externally Set Assignment (Unit 2, 40%; 12-week period from January). Discuss the theme, choose a personal title with tutorial support, create a mood board and begin artist research (AO1).	Continue the independent ESA investigation. Develop, test and refine media and ideas, document progress (AO1–AO3), attend additional workshops and review next steps in tutorials.	Refine the ESA outcome by applying skills and ideas independently. Demonstrate control and creative decision-making, link choices to the investigation and use a tutorial to prepare for final assessment (AO3).	Complete the Unit 2 controlled assessment in May and present a personal response (AO4). Review Unit 1 work, use the stated one-week improvement period, complete internal standardisation and submit grades to AQA by **31 May**.

Curriculum Map 2026–2027

Subject: Biblical Hebrew

Year Group	Autumn	Spring	Summer
Year 7	Read pointed Hebrew and identify phonemes. Recognise the gender of nouns and adjectives. Use personal pronouns accurately.	Identify the main verb tenses. Recognise and use past-tense verbs. Recognise and use future-tense verbs.	Use vav conversive forms to change future tense to past tense. Recognise and use imperative verbs. Identify locative heh and gentilic yod, including yod of origin.
Year 8	Recognise and use participle verbs. Distinguish strong and weak dageshim. Identify active and passive forms in the past and future tenses.	Use vav conversive forms before a yod with sheva. Recognise active and passive imperative forms. Identify regular and irregular forms of the definite article. Identify regular and irregular forms of interrogative heh.	Use possessive, objective and prepositional pronominal suffixes. Recognise Piel and Pual verbs in the past tense. Recognise Piel and Pual verbs in the future tense.
Year 9	Identify the vav conjunctive. Use vav conversive forms to change past tense to future tense. Conjugate regular roots in the past and future tenses. Study interactive roots. Identify preformative and afformative letters.	Conjugate regular roots in the participle and imperative forms. Study weaknesses in verb roots across all conjugations. Study Paper 2 Set Text 1: The Miracles of Elisha.	Study weaknesses in verb roots across all conjugations. Use the construct form. Continue Paper 2 Set Text 1: The Miracles of Elisha. Practise Paper 1 Questions 19 and 20.
Year 10	Study Paper 2 Set Text: The Miracles of Elisha. Use the infinitive absolute. Use the construct form. Study the pluperfect. Recognise gentilic yod.	Study Paper 2 Set Text: The Rise of Joseph. Practise Paper 1 Questions 1–18. Optional: practise translating from English into Biblical Hebrew.	

Curriculum Map 2026–2027

Subject: Childcare

Year Group	Autumn	Spring	Summer
Year 9	**Unit 1:** Study PILES developmental milestones (physical, intellectual, language, emotional and social) from birth to age five. **Unit 2:** Explore nature and nurture, including biological and environmental influences on development.	**Unit 2:** Explain how biological and environmental factors can affect development. Transitions: identify types of transition and explain their possible impact on a child's development. Support strategies: identify ways to support children through transitions. **Unit 3:** Describe children's basic care needs, routines and play activities that support development.	**Unit 4:** Compare types and settings of early-years provision and explain their purpose. **Unit 5:** Identify the role of regulatory authorities. Explain how legislation and frameworks underpin policies and procedures, and define the key terms. Describe health and safety procedures. Describe equality and inclusion procedures (Part 1).
Year 10	**Unit 5:** Apply equality and inclusion procedures (continued), safeguarding procedures and confidentiality procedures. **Unit 6:** Describe expectations of an early-years practitioner, including appearance, behaviour, attendance and punctuality. **Unit 7:** Explain roles and responsibilities within early-years settings. Describe partnership working and its benefits for children, families and practitioners. Identify specialist roles within and outside early-years settings. **Unit 8:** Explain the purpose of observations and describe recording methods. Distinguish objective from subjective observations; explain how observations support development and how records are shared.	**Unit 9:** Explain the purpose of a child-centred approach. Describe the purpose and stages of the planning cycle. **Coursework unit:** Prepare for and complete the required coursework.	Childcare examination.

Curriculum Map 2026–2027

Curriculum Map 2026-2027: Computer Science KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sep / Oct	Nov / Dec	Jan / Feb	Mar	May / June	July
Year 7 80 min a wk	Using Computers Effectively: (Basic Computer Literacy) Touch Typing. What is a Computer? Input/Output	Digital Applications: Word/PowerPoint Folders and Files Save and Save As Formatting & Layout.	Intro to Excel (National Curriculum begins for KS3) Graphic based Programming: Algorithms – What are they? Introduction to SCRATCH: basic sequences.	Graphic based Programming: Introduction to SCRATCH: basic sequences, looping, shapes.	Programming: SCRATCH – the next steps – if-then, input, variables. Creating games. Why do we need variables?	*Creative Project: The History of Computers (leads in to Binary & Computer Systems Year 8)* Revision of all topics for Summer exam
Year 8 80 min a wk	Computer Systems Binary – How computers work (links to data measurements & Systems)	Bits and Bytes ASCII Storage sizes: converting from bytes to kilobytes and megabytes (If time: bitmap images)	Algorithms: plan practical Flowcharts using ClickCharts software Scratch recap: create a game E-Safety	*Practical Micro:bit* (text based programming)	*Practical Micro:bit* (text based programming) Digital Literacy: Modelling with Microsoft Excel.	Summer exam KODU (a second graphics programming language)
Year 9 80 min a wk	AI & Robotics (what is it? Ethics) Embedded Systems Software: The Operating System Intro to Python: print command, maths operators, variables	Binary recap (ASCII, Storage in bits and bytes) Further Excel. Binary recap (Binary calculator in Excel, Sorting records.) Intro to Python: Data types, user input.	Winter re test (if needed) Further Excel: Searching for records, Filtering Intro to Databases E-Safety / Networks (Internet/ WWW/ WiFi, Lan, WAN), Hyperlinks Spring Test Python: Recap. Commands, useful commands.	PhotoShop / Bitmap Images 'Define a pixel' Lesson 3: Sequence vs Selection. More commands. Practical Exam. Python: If/else, relational operators	Digital Music / Sound (Using CuBase to create our own music) The theory of Computational Thinking Encryption competition Python Basics recap	Revision of all topics – 1 lesson per Summer exam Last week of term will focus on Python for the GCSE

Red indicates spiral curriculum.

Curriculum Map 2026–2027

Curriculum Map 2026-2027: Computer Science KS4

	Autumn 1 – Sep/Oct	Autumn 2 – Nov/Dec	Spring 1 – Jan/Feb	Spring 2 – March	Summer 1 -May	Summer 2 -June/July
Year 10 **120 min a wk**	Edexcel GCSE year 1 Topic 6 Programming in Python (Recap from year 9) **Topic 1:** Computational Thinking, Flowcharts, Linear and Binary search. Bubble and Merge sort Test x 2 Python Test x 1 Theory + Homework	Python Topic 6 Repetition/Iteration Challenges **Topic 1**: Truth tables, Python theory of Computational Thinking Recap and revision from Blue book/Pearson revision guide	Winter exam: Topic 1 only **Topic 2:** Binary, Adding binary numbers, Two's complement, Binary shifts Python: Lists, Libraries, More commands Programming Exam mid Jan.	**Topic 2**: Hexadecimal, recap/revision Spring Topic 2 test Python: RECAP pages 12-39 in Blue CGP Programming test March	**Topic 3** Systems: Stored program concept, FE cycle, Inside the CPU, secondary storage, Embedded systems, Software Python: Subprograms	**Topic 1**: Trace tables Revision of all topics Python & Theory Summer exam over two lessons each.
Year 11 **120 mins a wk**	Edexcel GCSE year 2 Python recap mini test **Topic 4:** Networks workbook then homework Topic 4 Test Python Subprograms, Functions vs Procedures	Python GCSE sample questions Python Subprograms, Functions vs Procedures, Parameters, Local vs Global variables, Intro to 2D arrays Winter Exam Topic 1 only	Winter exam – Programming only Paper 2 up to level 7 only Finish the syllabus: **Topics 1-5** Python: 2D arrays and Reading/Writing to a file. Tackling Q5 & Q6	Theory Revision All Topics Python GCSE practice Mocks in the Gym and on computers in both Suites and laptops	Revision – Python Workshop pre-Pesach or a Sunday Python extra lessons after school GCSE EXAMS: Start May FINISHED May	

Red indicates spiral curriculum.

Curriculum Map 2026–2027

Curriculum Map 2026-2027: ICT (Leading to a Level 2 ICDL Certificate)

	Autumn 1 – Sep/Oct	Autumn 2 – Nov/Dec	Spring 1 – Jan/Feb	Spring 2 – March	Summer 1 -May	Summer 2 -June/July
Year 10 ICT	Word	Word Word mock during Winter exams or actual Exam	Word exam resit in February/March PowerPoint	PowerPoint PowerPoint mock before end of term	PowerPoint Exam	Resits for Word/PowerPoint during Summer exam Excel basics
Year 11 ICT	Excel	Excel Excel paper mocks If ready: Excel actual exam	Excel actual exam or resit Start IP (End Jan/Feb)	IP mock during year 10 GCSE Mocks	IP exam (during Computer Science GCSE Paper 1)	Resits during GCSEs

Red indicates spiral curriculum.

Curriculum Map 2026–2027

Subject: English

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Write an autobiography and develop spoken English. Begin reading Waiting for Anya for homework.	Read Waiting for Anya in class and practise close reading, discussion and written responses.	Continue studying Waiting for Anya and develop evidence-based reading responses.	Read and write poetry, exploring language, form and meaning.	Study Shakespeare's The Tempest.	Read a class reader and revise reading and writing skills in preparation for examinations.
Year 8	Develop descriptive writing and begin reading The Other Side of Truth for homework.	Study The Other Side of Truth in class and prepare for examinations.	Continue close reading of The Other Side of Truth and develop written responses.	Read and write about ballads, focusing on poetic language and form.	Write 19th-century adventure stories, using relevant features of the genre.	Develop persuasive writing and spoken English through speeches.
Year 8 – Kiss the Dust	Begin reading Kiss the Dust and build understanding of the novel.	Continue reading Kiss the Dust and practise comprehension and discussion.	Continue studying Kiss the Dust and develop written responses to the novel.	Continue studying Kiss the Dust and practise using evidence in responses.	Complete the planned study of Kiss the Dust and review key ideas.	Revisit Kiss the Dust and consolidate understanding of the novel.
Year 9 – Language	Develop Gothic writing and begin studying The Sign of the Four.	Continue close reading of The Sign of the Four and develop written analysis.	Compare poems on the theme of other cultures, using evidence to explain interpretations.	Study Roll of Thunder, Hear My Cry and develop close-reading skills.	Continue studying Roll of Thunder, Hear My Cry and write memoirs.	Study Macbeth and practise analysing language, character and theme.
Year 10 – Language	Analyse language and structure in fiction, using Brighton Rock and The Tiredness of Rosabel.	Write descriptive pieces about places and people, making deliberate choices about detail and language.	Write a viewpoint letter and prepare a speech, adapting ideas for audience and purpose.	Write a viewpoint letter or article and deliver a speech, using appropriate structure and evidence.	Read non-fiction and select evidence; compare, summarise and analyse language in texts on Martin Luther King, poverty, Malala and Greenwich Fair.	Compare writers' viewpoints in non-fiction texts about poverty and prisons.
Year 10 – Literature	Study Animal Farm and develop close-reading and literary analysis.	Continue studying Animal Farm and support interpretations with evidence.	Complete Animal Farm and begin Julius Caesar.	Study Julius Caesar and analyse character, language and theme.	Continue studying Julius Caesar and practise extended responses.	Review Julius Caesar and prepare for the Literature examination.
Year 11 – Language	Develop descriptive writing about places and people.	Respond to fiction by analysing language and structure and developing critical interpretations.	Read non-fiction, select evidence, compare and summarise writers' ideas, and analyse language in texts about prisons, dark stores and snow.	Write viewpoint articles and narrative pieces, developing viewpoint, structure and atmosphere.	Revise content and skills for both examination papers.	Study leave.
Year 11 – Literature	Study the poetry anthology and Julius Caesar.	Continue analysing poems from the anthology.	Compare anthology poems and practise responding to unseen poetry.	Study Jekyll and Hyde and Julius Caesar.	Revise Animal Farm and review key Literature skills.	Study leave.

Curriculum Map 2026–2027

Subject: Food and Nutrition

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 – Practical	Learn kitchen safety and equipment routines. Practise basic food preparation, cooking and baking skills.	Apply basic preparation and cooking techniques in simple recipes and link practical choices to theory studied so far.	Prepare simple recipes and explain how practical choices relate to food and nutrition theory.	Prepare two dishes in one session. Improve organisation and time management, then evaluate the finished work using theory knowledge in a self-assessment.	Practise preparing several basic dishes in sequence, using time effectively.	Plan and prepare a basic two-course meal to a set specification. Compare cooking methods, meal planning and explain relevant food science.
Year 9 – Theory	Explain links between nutrition, diet and health; introduce key food science concepts.	Food science: Modify a recipe and study macro- and micronutrients and technological developments in food.	Identify nutrients in foods and explore sensory properties and food technology. Complete a basic food-science investigation.	Study food provenance and food security. Adapt a recipe and prepare a shopping list for practical work.	Explore food provenance and culinary traditions.	Explain factors that influence food choice, explore culinary traditions and begin meal planning.
Year 10	Explore factors that influence food choice and food safety. Introduce GCSE requirements and complete an introductory assessment task, including meal planning and time management.	Complete a GCSE food assessment task. Review food safety and practise the food-preparation task, including the supporting work and charts.	Review practical requirements for Section D. Practise analysis and evaluation and complete a sample food-preparation task. Rough planning of GSCE food preparation task.	Practise the GCSE food-preparation task and develop a rough plan. Practise answering GCSE theory questions and revise key content.	Complete revision and a mock GCSE theory paper before the final GCSE assessment.	GCSE.

Curriculum Map 2026–2027

Subject: Geography

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Study the Restless Earth and answer short and extended questions using relevant geographical knowledge.	Continue the Restless Earth unit and write a structured extended response.	Explore how people earn a living in different places.	Develop map-reading and mapping skills.	Study population and development in Africa, including the Horn of Africa, and write an extended response.	Compare world issues
Year 8	Study weather and climate and answer short and extended questions.	Continue the weather and climate unit and complete an assessment on this topic.	Explain patterns and effects of urbanisation and answer geographical questions.	Complete a short urban fieldwork investigation and present findings in an extended response.	Study Asia, including south-west China, with a strong focus on different map types.	Continue the Asia unit, including south-west China, and answer questions using geographical evidence
Year 9	Explore river landscapes, their features and the processes that shape them.	Continue studying river landscapes and apply knowledge to examples.	Examine global development and how it is measured.	Compare development patterns and explain factors that influence them.	Study global development through a case study of Tanzania.	Continue the Tanzania case study and practice GCSE questions on this topic.
Year 10	Study coastal landscapes and the processes that shape them.	Continue the coastal landscapes unit and apply knowledge to examples.	Explore how landscapes in the UK are changing.	Compare changing cities through the case studies of São Paulo and Bristol.	Practise coastal fieldwork methods and collect relevant data.	Practise urban fieldwork methods and consider how to present findings.
Year 11	Explain weather hazards and consider how climate change affects their frequency and impacts.	Study ecosystems, biodiversity and approaches to environmental management.	Explore resource management, focusing on water management.	Study UK challenges and develop Ordnance Survey map skills.	Revise GCSE content and practise exam questions using past papers.	Complete GCSE examinations.

Curriculum Map 2026–2027

Subject: History

History | Key Stage 3

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	***What is history?*** Chronology and timelines Historical evidence: primary and secondary sources; oral and written evidence.	***Who killed the Princes in the Tower?*** The Tower of London Remembrance Day The monarchy	***What was life like in Britain before 1066?*** Historical background to Britain before 1066 Roman Britain Anglo-Saxon Britain Sutton Hoo and Runes	***What was life like in Britain before 1066?*** Viking Britain The royal family and lines of succession The events leading to 1066	***Why was 1066 significant?*** The Battle of Hastings The Harrying of the North Castles	***What was life like in the Middle Ages?*** The feudal system The Domesday Book Everyday life in the Middle Ages
Year 8	***How did Elizabeth I deal with her problems?*** The Tudor family tree Elizabeth's Golden Age Women's position in Tudor society Elizabethan propaganda	***Was Elizabeth I's reign a Golden Age?*** Mary, Queen of Scots The Spanish Armada Religion and poverty Elizabeth I's death and the beginning of the Stuart period James I and the union of the kingdoms	***Were Catholics framed for the Gunpowder Plot?*** James I and the Gunpowder Plot	***What caused the English Civil War?*** Long- and short-term causes of the English Civil War The execution of Charles I Cromwell: hero or villain?	***How did the agricultural and Industrial Revolutions affect Britain?*** The Declaration of Breda and Charles II James II The Glorious Revolution Six major changes brought by industrialisation Case studies: Josiah Wedgwood and Richard Arkwright Children in the mills	***Rule Britannia: was the British Empire a force for good or bad?*** The meaning of empire and colony Motives for empire How Britain expanded and lost its colonies
Year 9	***Why should we remember the First World War?*** Causes of the First World War Life in the trenches The Battle of the Somme	***What was the impact of the First World War on Europe?*** The Treaty of Versailles The rise of dictatorships: communism and fascism	***Why did a Second World War follow so soon after the First?*** The rise of the Nazi Party Causes of the Second World War The Battle of Britain	***What was the impact of the Second World War on Europe and the wider world?*** The Blitz The Holocaust The dropping of the atomic bomb	***Why did women not have the right to vote in 1900?*** The women's suffrage movement	***How were Jewish people in Hackney affected by the two world wars?*** Local study: Jewish communities in Hackney

Curriculum Map 2026–2027

History | Key Stage 4

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Russia, 1894–1945	Russia, 1894–1945	Conflict and tension between East and West, 1945–1972	Conflict and tension between East and West, 1945–1972	Conflict and tension between East and West, 1945–1972	Elizabethan England, c. 1568–1603, and the historic environment
Year 11	Elizabethan England, c. 1568–1603, and the historic environment	Elizabethan England, c. 1568–1603, and the historic environment	Migration, empires and the people, c. 790 to the present day	Migration, empires and the people, c. 790 to the present day	Migration, empires and the people, c. 790 to the present day	Revision and final examination

Curriculum Map 2026–2027

Subject: Mathematics

Year Group	Autumn	Spring	Summer
Year 7	Negatives and BIDMAS Expressions and Equations Construction and Measuring Angles	Place Value and Ordering Number and Calculations 2D & 3D Shapes Fractions Decimals and Percentages Fractions and Percentages of Amounts	Sequences Factors and Multiples Probability Transformations
Year 8	Ratio and Proportion Area of Shapes and Circles Graphs Brackets and Indices	Equations & Inequalities Operations with Fractions Percentages Handling Data & Representing Data	Measure of location Tables and probability Sequences Angles in parallel lines & polygons Line symmetry and reflection
Year 9	**Algebra Award:** Expressions Equations Formulae and Inequalities Graphs and Real-life graphs Sequences	Angles and polygons Fractions and Recurring Decimals Percentages Ratio and proportion Transformations & Constructions	Handling data Calculations Estimation Standard form Working in 2D and Circles Probability
Year 10	Pythagoras Theorem and Trigonometry Formulae and Functions Algebraic Fractions and Proofs Compound Measures	Equations and Inequalities - Quad & Simultaneous Indices & Surds Grouped and Bivariate Data	Graphs 1 - Linear, Real life and Quadratics Inequalities and Regions Probability
Year 11	Probability and Combined events Working in 3D Similar Shapes Pythagoras and Trigonometry 2 Bounds	Circle Theorems Units and Proportionality Sequences Graphs 2 Vectors	

Curriculum Map 2026–2027

Modern Hebrew | Key Stage 4

Year	Term 1	Term 2	Term 3
9	**Theme 1: Identity and culture** **Me, my family and friends** **Learning focus:** • Introduce and describe yourself and people close to you, including appearance, personality, relationships and family activities. • Ask and answer familiar questions; express opinions and give reasons. • Build topic vocabulary and practise present-tense verbs, possessive forms, adjective agreement and question words.	**Technology in everyday life** **Free-time activities** **Learning focus:** • Discuss devices, communication, media and hobbies. Describe routines, compare preferences, and explain advantages and disadvantages. • Practise listening and reading for key details, spoken responses and short connected writing; consolidate the present tense and use time phrases and connectives.	**Customs and festivals** **Learning focus:** • Describe familiar customs, festival preparations and celebrations. • Use topic vocabulary and sequencing language to explain what happens and give opinions with reasons. • Practise understanding and giving short spoken and written descriptions, and use past, present and future forms in familiar contexts.
10	**Theme 2: Local, national, international and global areas of interest** **Home, town and region; social issues; healthy and unhealthy living; health and services; global issues; travel and tourism** **Learning focus:** • Describe where you live and local facilities; discuss health, social and global issues, and travel. • Express views, describe experiences and explain future plans. • Build topic vocabulary, extend answers and practise listening, reading, speaking, writing and translation across familiar contexts.	**Theme 3: Current and future study and employment** **My studies; life in school; education post-16; jobs, career choices and ambitions** **Learning focus:** • Compare subjects and school experiences; discuss post-16 options, jobs and career plans; explain ambitions and reasons. • Develop longer spoken and written answers, respond to questions, and practise comprehension and translation. • Consolidate accurate use of present, past and future forms, time phrases and connectives.	**Mock examinations and preparation** **Learning focus:** • Review vocabulary and content across all three themes. • Practise timed listening, reading, speaking and writing tasks, including translation and extended responses. • Use mock feedback to identify priorities, correct recurring vocabulary and grammar errors, and improve examination technique.

Hebrew script, vocabulary, and listening, speaking, reading and writing skills are developed across all themes.

Curriculum Map 2026–2027

Music | Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**Knowledge:** Note values, equivalent rests, dotted notes and ties. **Practical:** Sing and clap note values; play a rhythm on percussion; compose a four-bar rhythm.	**Knowledge:** 2/4, 3/4 and 4/4 time signatures; bar lines; grouping notes correctly; Italian musical terms (Part 1). **Practical:** Perform a composed rhythm with a suitable piece of music; listen for two, three and four beats.	**Knowledge:** Key names from C to C; the stave; treble and bass clefs; middle C in both clefs. **Practical:** Identify key names on the keyboard and explore pitch.	**Knowledge:** Accidentals and cancellations; tones and semitones; building a major scale; Italian musical terms (Part 2). **Practical:** Read and play very simple right-hand melodies.	**Knowledge:** Scales and key signatures of C, G, D and F major; tonic triads; degrees of the scale; Italian musical terms (Part 3). **Practical:** Play a simple melody using dynamics and tempo; explore chords where appropriate.	**Knowledge:** Revise the full syllabus and work towards ABRSM Grade 1 Theory. **Practical:** Develop ensemble singing through choir work, solos and harmonies, as time allows.
8	**Knowledge:** Note values, equivalent rests, dotted notes and ties. **Practical:** Sing and clap note values; play a rhythm on percussion; compose a four-bar rhythm.	**Knowledge:** 2/4, 3/4 and 4/4 time signatures; bar lines; grouping notes correctly; Italian musical terms (Part 1). **Practical:** Perform a composed rhythm with a suitable piece of music; listen for two, three and four beats.	**Knowledge:** Key names from C to C; the stave; treble and bass clefs; middle C in both clefs. **Practical:** Identify key names on the keyboard and explore pitch.	**Knowledge:** Accidentals and cancellations; tones and semitones; building a major scale; Italian musical terms (Part 2). **Practical:** Read and play very simple right-hand melodies.	**Knowledge:** Scales and key signatures of C, G, D and F major; tonic triads; degrees of the scale; Italian musical terms (Part 3). **Practical:** Play a simple melody using dynamics and tempo; explore chords where appropriate.	**Knowledge:** Revise the full syllabus and work towards ABRSM Grade 1 Theory. **Practical:** Develop ensemble singing through choir work, solos and harmonies, as time allows.
9	**Knowledge:** Note values, equivalent rests, dotted notes and ties. **Practical:** Sing and clap note values; play a rhythm on percussion; compose a four-bar rhythm.	**Knowledge:** 2/4, 3/4 and 4/4 time signatures; bar lines; grouping notes correctly; Italian musical terms (Part 1). **Practical:** Perform a composed rhythm with a suitable piece of music; listen for two, three and four beats.	**Knowledge:** Key names from C to C; the stave; treble and bass clefs; middle C in both clefs. **Practical:** Identify key names on the keyboard and explore pitch.	**Knowledge:** Accidentals and cancellations; tones and semitones; building a major scale; Italian musical terms (Part 2). **Practical:** Read and play very simple right-hand melodies.	**Knowledge:** Scales and key signatures of C, G, D and F major; tonic triads; degrees of the scale; Italian musical terms (Part 3). **Practical:** Play a simple melody using dynamics and tempo; explore chords where appropriate.	**Knowledge:** Revise the full syllabus and work towards ABRSM Grade 1 Theory. **Practical:** Develop ensemble singing through choir work, solos and harmonies, as time allows.

Curriculum Map 2026–2027

Subject: Photography

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Analyse composition in photographs and complete a baseline assessment. Introduce GCSE Unit 1, its assessment objectives, the history of photography, photographic genres and key camera functions.	Complete short practical tasks exploring photographic formal elements and conventions. Study relevant artists and communicate findings visually, orally and through written annotations; review progress in individual tutorials.	Study selected photographers and apply photographic conventions. Analyse and annotate primary observations of the school environment, linking work to AO1 and AO2.	Develop experimental photography for AO2 and AO3. Practise controlling exposure through aperture, shutter speed and ISO, and review progress in tutorials.	Collect primary images of natural, manufactured, portrait and urban subjects. Experiment with camera modes and digital and paper processes; refine work in Photoshop Elements, annotate decisions and make contextual links (AO1–AO3).	Continue developing the personal investigation through primary photography and experimentation with camera modes and creative processes. Refine and annotate work in Photoshop Elements, make contextual links and review progress in tutorials (AO1–AO3).
Year 10	Prepare for the Unit 1 mock by applying assessment criteria to the portfolio. Practise photo manipulation and contextual research, and use tutorials to set preparation targets (AO1–AO3).	Complete the five-hour Unit 1 mock (60%) and develop a personal response. Use internal assessment and tutorial feedback to review and refine the work (AO3–AO4).	Begin the AQA Externally Set Assignment (Unit 2, 40%; 12-week period from January). Discuss the theme, select a title with tutorial support, create a mood board and begin artist and photographer research (AO1).	Continue the independent ESA investigation and refine work across AO1–AO3. In a Jodi Ohl photography workshop, use personal photographs as inspiration for an abstract or mixed-media artwork rather than copying them directly. Use tutorials to review progress.	Prepare the ESA response by applying skills and ideas independently. Demonstrate technical control and creative decision-making, and use 1:1 tutorial to set final preparation targets (AO3).	Complete the Unit 2 controlled assessment in May and present a personal response (AO4). Complete internal standardisation and final grade review; use the stated one-week improvement period for the Unit 1 presentation and submit grades to AQA by 31 May.

Curriculum Map 2026–2027

Subject: PSHCE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Explore the transition to secondary school and ways to manage change.	Learn about rules, rights and responsibilities; discuss communities and identity.	Identify ways to manage personal money and recognise financial exploitation and scams (Part A).	Apply safe financial decision-making strategies and recognise financial exploitation and scams (Part B).	Learn about laws and the justice system.	Discuss emotional wellbeing, allergy awareness, risk and safety, and identify appropriate ways to seek help.
Year 8	'My Future' - Explore career pathways and link future choices to personal finance studied in Year 7.	Recognise stress and anxiety and practise strategies for managing exam-related emotional wellbeing.	Explore knife crime and conflict resolution, including choices and possible consequences.	Explore aspects of British society.	Use a desert-island scenario to discuss communities, governance and laws.	Moral thinking A: Use moral dilemmas, including Armageddon, to practise decision-making. Moral thinking B: Explain the roles of opinions, values, beliefs and facts.
Year 9	Use The Real Game to explore careers, lifestyles and financial choices.	Recognise exam stress and practise strategies for managing it; take part in the planned workshop.	Plan and develop the first part of a Business Enterprise project, applying collaboration and basic business planning.	Complete and present the Business Enterprise project; explain decisions and reflect on the work.	Make informed decisions about drugs and alcohol, and study human rights.	Discuss allergy awareness. Current affairs embedded with relevant PSHCE themes.
Year 10	Weekly Reflection Person of the week Word of the week Quote of the week PSHCE links in Current affairs: ➢ Citizenship and Political Literacy ➢ Mental Health and Wellbeing ➢ Physical Health and Wellbeing ➢ Relationships ➢ Financial Literacy and Careers			**KEY TO CORE THEMES:** **➢ Citizenship and Political Literacy** **➢ Mental Health and Wellbeing** **➢ Physical Health and Wellbeing** **➢ Relationships** **➢ Financial Literacy and Careers**		
Year 11						

Additional information

Workshop dates are to be confirmed.

- Key Stage 3: Shema Koli safeguarding workshop.
- Key Stage 3: Noa mental health and emotional wellbeing workshops.
- Key Stage 4: safeguarding, Prevent and First Aid workshops.

JTEEN curriculum coverage in Key Stage 3 includes mental health and wellbeing, healthy lifestyles (including allergy awareness), and relationships (positive communication).

Curriculum Map 2026–2027

Subject: Science

Science | Key Stage 3

Year Group	Autumn	Spring	Summer
Year 7	Classify acids and alkalis, describe common chemical reactions, and identify cells and tissues. Explain the role of microbes and consolidate learning through practical and written work.	Explore energy, electricity, particle theory and solutions through practical activities and written questions. Use key scientific vocabulary to explain these ideas.	Classify habitats and organisms, describe feeding relationships and investigate forces. Apply these ideas in practical and written work and review key concepts.
Year 8	Distinguish elements from compounds, use the Periodic Table and explore how light behaves. Apply these ideas to scientific questions.	Explore sound and the electromagnetic spectrum. Study the Solar System, gravity and space, using scientific models and questions to explain them.	Use the reactivity series and develop practical skills. Study breathing, muscles, cells and fitness, and consolidate learning through practical work.
Year 9	Study atomic structure and balance equations. Complete Required Practical 6 by calculating Rf values. Use the particle model to explain changes of state, density and pressure, and study forces and pressure.	Use the Periodic Table to explain patterns. Study conservation and dissipation of energy and energy transfer by heating. Complete and analyse the Hooke's Law practical (RP6, P1.5).	Study energy resources, specific heat capacity, specific latent heat and internal energy. Explore structure and bonding and motion, and apply learning to practical and examination questions.

Science | Key Stage 4

Year Group	Autumn Chemistry	Autumn Physics	Spring Chemistry	Spring Physics	Summer Chemistry	Summer Physics
Year 10	Complete Topic 3 chemical calculations, excluding titration, and Chapter 5 sections 5.1–5.4 on chemical changes.	Study radioactivity and practise applying key concepts to examination questions.	Study titration (Chapter 4), chemical changes (Chapter 5, section 5.5 onwards) and electrolysis. Introduce Chapter 7 if time allows.	Study electric circuits and electricity in the home.	Study energy changes. Rates and equilibrium are scheduled for Year 11, Autumn 1.	Study wave properties and electromagnetic waves; include light if time allows.
Year 11	Study crude oil and fuels, organic reactions, polymers and chemical analysis.	Study forces in balance, motion, force and motion, and force and pressure.	Study the Earth's atmosphere, the Earth's resources and resource use.	Study light, electromagnetism and Space (Chapter 16).	Revise course content and practise mock examination questions.	Revise course content and practise mock examination questions.

Curriculum Map 2026–2027

Textiles | Key Stage 3

Year	Autumn Term	Spring Term	Summer Term
Year 7	Health & Safety Basic hand and machine stitches: 1. Hand Sewing 1 – Needle card: Threading needles, variety of stitches 2. Sewing Machine 1 – using a sewing machine without thread 3. Hand Sewing 2 – Hand embroidered Bib: cutting out, bias binding, design, press stud 4. Sewing Machine 2 – threading up a sewing machine 5. Hand Sewing 3 – sewing buttons 6. Hand Sewing 4 – raw material, thread, fabric, dyeing 7. Sewing Machine 3 – different types of stitches Use of Iron	Use of sewing machine: 1. Sewing Machine 4 – using a sewing machine practically: seams, zigzag edge, seam allowance, stitch length, reinforcing ends Sewing a Thread bag with drawstring Creating a keyring with Applique Various embroidery stitches	Pencil Case: 2. Sewing machine skills 3. Applique Coin Purse Hand embroidered Cushion Cover Extension: Scrunchie
Year 8	Learning to use a simple pattern: 1. Use of formal pattern to make a fabric bag with handles, pockets 2. Creating samples of 4 types of machine stitches 3. Button and buttonhole samples 4. Reading a pattern 5. Laying out a pattern on fabric 6. Cutting out the fabric 7. Overlocking and casing	Use of commercial pattern: Design & Make a doll with Clothes	Design & Make a doll with Clothes

Curriculum Map 2026–2027

Textiles | Key Stage 4

Year	Autumn Term	Spring Term	Summer Term
Year 9	Sewing a garment: 1. Unit 101 outcome 5 – Health and safety 2. Unit 105 task 1 – Research techniques to choose pattern 3. Unit 102 – Create portfolio of skills: Complete 9 samples 4. Unit 101 outcome 5; Unit 105 task 1 – Research properties of fabrics and select appropriate fabric for skirt 5. Offsite outing to buy fabric	6. Unit 105 – adapting pattern using creative techniques and completing garment (skirt) 7. Unit 105 – skirt garment file for skirt complete 8. Unit 102 – portfolio of skills: 8 more samples	9. Unit 101 – assemble art tasks from years 7 & 8 into design file 10. Unit 101 – portfolio of skills: fabric dyeing, paper manipulation and wax resist 11. Unit 102 – portfolio of skills: additional 5 regular samples and 2 ‘intricate’ samples 12. Unit 106 – sketch for next garment (top) to be completed 13. Unit 106 – offsite to buy fabric (if time allows)
Year 10	1. Unit 105 – completion of garment file in time for C & G moderator visit 2. Unit 102 – portfolio of skills: additional 4 regular and 4 intricate samples 3. Unit 105 – complete sketch and research for top	4. Unit 102 – complete sample file 5. Unit 105 – Continue with main part of top	6. Unit 101 – update design file with additional tasks 7. Unit 106 – completion of top and its accompanying garment file 8. All files and garments ready to be marked and sent in to City and Guilds