

CURRICULUM MAP 2025-2026: English

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	7	Writing and Spoken English: Autobiography Reading h/w: Waiting for Anya	Reading and Writing: Waiting for Anya	Reading and Writing: Waiting for Anya & Poetry	Reading in class: The Tempest Reading h/w: Tom's Midnight Garden	Reading in class: The Tempest Reading h/w: Tom's Midnight Garden	Reading & Writing: & Exam preparation Reading h/w: Tom's Midnight Garden
	8	Writing and Spoken English: Descriptive Writing Reading h/w: The Other Side of Truth	Reading in class: The Other Side of Truth Exam Preparation	Reading in class: The Other Side of Truth	Reading and Writing: Poetry: Ballads Reading h/w: Kiss the Dust	Writing: 19th Century Adventure Stories Reading h/w: Kiss the Dust	Reading and Spoken English: Persuasive Writing and Speeches Reading h/w: Kiss the Dust
	9 La	Writing: Memoirs - Personal Writing Gothic genre	Reading: Roll of Thunder Study	Reading: Roll of Thunder Study	Reading: Poetry Comparison Topic: Other Cultures	Spoken English: Persuasive Speaking	Reading: Julius Caesar
	Lit	Sign of the Four	Sign of the Four	Sign of the Four	Sign of the Four	Sign of the Four	Sign of the Four
	10 La	Reading Non-Fiction: Selecting Evidence comparing & summarising, analysing language Topics: MLK, poverty, Malala, Greenwich fair	Reading Non-Fiction: comparing writers' viewpoints Topics: poverty, prisons Writing a Viewpoint: article	Writing a Viewpoint: formal letter Narrative Writing	Spoken English Speeches	Reading Fiction: Selecting Evidence, analysing language and structure Texts: Brighton Rock, Jamaica Inn, Alex Cold	Reading Fiction: Critical analysis, Texts: Brighton Rock, Jamaica Inn, Alex Cold
	Lit	Animal Farm	Animal Farm	Animal Farm/ Macbeth	Macbeth	Macbeth	Macbeth
	11 La	Descriptive Writing: describing a place and describing a person	Reading Non-Fiction: selecting evidence, comparing & summarising, Topics: prisons, dark stores, snow		Reading and responding to fiction analysing language, structure and critical analysis	Exam revision: Both papers	Study Leave
	Lit	Poetry Anthology Macbeth Act 4	Poetry Anthology	Poetry Anthology/ Unseen Poetry	Jekyll and Hyde/ Macbeth Act 5	Animal Farm revision	Study Leave

Yesodey Hatorah Senior Girls School
Scheme of Work 2025-2026

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Restless Earth Assessment - range of short and long questions	Restless Earth Assessment - extended writing	Earning a living	Maps and mapping International development	Africa (with links to population) In the horn of Africa Assessment - extended writing	World issues
8	Weather and climate Assessment - range of short and long questions	Weather and climate Assessment - extended writing	Urbanisation Assessment - range of short and long questions	Urbanisation mini field-work Assessment - extended writing	Asia/Southwest china Assessment - range of short and long questions	Using G.IS Assessment - extended writing
9	River landscapes	River landscapes	Global development	Global development	Global development Case study - Tanzania	Global development case study - Tanzania
10	Coastal landscapes	Coastal landscapes	The Changing landscapes of the UK	Changing cities case study Sao Paulo and Bristol	Coastal fieldwork and fieldwork techniques	Urban fieldwork and fieldwork techniques
11	Weather hazards and climate change	Ecosystems, biodiversity and management	Resource management Water management	U.K Challenges O.S map skills	Revision – past papers GCSE 2019	GCSE

CURRICULUM MAP 2025-2026: Mathematics

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	7	Negatives and BIDMAS Expressions and Equations Construction and Measuring Angles		Number and Calculations 2D & 3D Shapes Fractions Decimals and Percentages		Sequences Factors and Multiples Probability Transformations	
	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	
	9	Algebra Award: Expressions Equations Formulae and Inequalities Graphs and Real-life graphs Sequences		Angles and polygons Fractions and Reoccurring Decimals Percentages Ratio and proportion Transformations & Constructions		Handling data Calculations Estimation Standard form Working in 2D and Circles Probability	
	10	Pythagoras Theorem and Trigonometry Formulae and Functions Algebraic Fractions and Proofs Compound Measures		Equations and Inequalities - Quad & Simultaneous Graphs 1 - Linear, Real life and Quadratics Inequalities and Regions		Grouped and Bivariate Data Indices & Surds Probability Sequences	
	11	Probability and Combined events Working in 3D Similar Shapes Pythagoras and Trigonometry 2 Bounds		Circle Theorems Units and Proportionality Sequences Advanced Graphs 2 Vectors		Factors, Powers, Roots, Surds	

CURRICULUM MAP 2025-2026: PSHCE

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE and Citizenship	7	Transitions/ Change PSHCE- Starting out	Rules, Fairness and responsibilities Communities and Identities	Managing Personal Money	Healthy Lifestyles Positive Communication	Emotional Wellbeing Laws and Justice System	Relationships
	8	Desert Island living- Communities, Governance, Laws	Managing Stress and Anxiety Emotional Wellbeing during exam time	Moral thinking- Opinions, Values, Beliefs, Facts Thought Experiments	Moral thinking- decision making, Armageddon	My future- career paths	British Society
	9	Human Rights	The real game- Careers, Lifestyles, Finances	Business Enterprise project	Business Enterprise project	Drugs and Alcohol	PSHCE through current affairs
	10	Weekly Reflection Person of the week Word of the week Quote of the week					
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PSHCE links in Current affairs:

- Citizenship and Political Literacy
- Mental Health and Wellbeing
- Physical Health and Wellbeing
- Relationships
- Financial Literacy and Careers

CURRICULUM MAP 2023-2024: Science

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	7	Acids and alkalis Chemical reactions Cells and tissues Microbes		Energy Electricity Particle theory Solutions		Habitats Classification Feeding relationships Forces	
	8	Elements, compounds The Periodic Table Light		Sound The EM Spectrum The Solar system Gravity and space		Reactivity series Practical skills	
	9	Atomic structure RP6 Calculating Rf values Balancing equations Particle model, changes of state, density, pressure. (Leave out SHC, SLH and internal energy) Force and pressure		The periodic table Conservation and dissipation of energy (include RP6 Hooke's Law in P1.5) Energy transfer by heating		Energy resources Specific heat capacity, specific latent heat and internal energy Structure and bonding Motion	
	10	Chemistry: Chemical calculations (Topic 3) Excluding titration. Chapter 5 till 5.4 – Chemical changes.	Physics: Radioactivity	Chemistry: Titration from chapter 4 Chapter 5 Chemical changes from 5.5 till end Electrolysis Possibly to try chapter 7 in this term.	Physics: Electric circuits Electricity in the home	Chemistry: Energy changes Rates and equilibrium – got moved to year 11 term 1 as of 2025/26	Physics: Wave properties Electromagnetic waves Light – if time.
	11	Chemistry: Crude oil and fuels Organic reactions Polymers Chemical analysis	Physics: Forces in balance Motion Force and motion Force and pressure	Chemistry: The Earth's atmosphere The Earth's resources Using our resources	Physics: Light Electromagnetism Chapter 16 Space	Chemistry: Mocks and revision	Physics: Mocks and revision

CURRICULUM MAP: Food & Nutrition

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food & Nutrition	9 <u>Practical</u>	Getting to know the kitchen & beginning basic cooking & baking skills.	Basic practical skills, connecting very basically to theory knowledge learned so far.	Basic practical skills & recipes, connecting very basically to theory knowledge learned so far	Basic practical skills & recipes, 2 dishes in 1 session. Connecting deeper with theory knowledge, plus basic self assessment of work.	Basic recipes. Time management, cooking various dishes consecutively.	Basic recipes. Comparison cooking. 2 course meals to set specification. Food science analysis. Meal planning & time management.
	9 <u>Theory</u>	Nutrition & its relationship with diet & health. Food science.	Food science. Modifying a recipe. Macro & Micro nutrients. Technological developments.	Nutrients in foods. Technological developments. Sensory properties. Food Science. Basic investigation task.	Food provenance. Food security. Adapting a recipe. Create shopping list for cooking.	Food provenance. Culinary traditions.	Factors influencing food choice. Culinary traditions. Introduction to basic meal planning.
	10	Factors influencing food choice. Food safety. Introduction to GCSE requirements. Introductory food assessment task. Cooking meal concentrating on meal planning & time management.	GCSE food assessment task. Food safety. Introduce food preparation task. Cooking dishes with all accompanying work/charts.	Review practical skills requirements. (section D) Analysis & evaluation skills. Sample food preparation task. GCSE food preparation task – rough planning.	GCSE food preparation task. Practice theory papers.	Practice theory papers. Revision. Mock GCSE theory paper. GCSE.	

CURRICULUM MAP 2025-2026: History

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	7	What is history? Chronology and timelines Evidence – primary, secondary, oral and written.	Who killed the Princes in the Tower? Tower of London Remembrance Day Monarchy	What was life like before 1066? Background to Britain before BCE Romans Anglo-Saxons Sutton Hoo and Runes	What was life like before 1066? Vikings Royal family and lines of succession Background to 1066	What's the big deal about 1066? Battle of Hastings Harrying of the North Castles	What was life like during the middle ages? Feudal system Doomsday Book Life during the middle ages.
	8	How did Elizabeth deal with her problems? Tudor family tree Elizabeth's Golden Age The views of women in Tudor times Elizabeth's Problems: Propaganda	Was Elizabeth's reign a Golden Age? Elizabeth's Problems: MQS Elizabeth's Problems: Armada Elizabeth's Problems: Religion Elizabeth's Problems: Poverty Elizabeth's death – introduction of Stuarts James I – Uniting the Kingdoms	Were the Catholics framed for the Gunpowder Plot? James I and the Gunpowder plot	What caused the English Civil war? English Civil War – Long and Short Term causes Charles I execution Cromwell – hero or villain?	How did the industrial and agricultural revolutions impact Britain? Declaration of Breda and Charles II James II Glorious Revolution industrial and agricultural revolution 6 main changes Case study: Josiah Wedgewood and Richard Arkwright Children in the Mills	Rule Britannia: Was the British Empire a force for good or bad? What is an empire and a colony? Motives for Empire How did Britain grow and lose its colonies?
	9	Why should we remember the First World War? Causes of WWI Life in the Trenches Battle of the Somme	What was the impact of WW1 on Europe? Treaty of Versailles The rise of the dictators – communism vs fascism	Why was there a Second World War so soon after the First? Rise of the Nazi party Cause of WWII Battle of Britain	What was the impact of WW2 on Europe and the wider world? The Blitz Holocaust Dropping of the Atomic bomb	Why did women not have the right to vote in 1900? Female Suffrage Movement	How were Jews in Hackney affected by WWI and WWII? Local Study – Jews in Hackney
	10	Russia 1894-1945	Russia 1894-1945	Conflict and tension between East and West 1945-72	Conflict and tension between East and West 1945-72	Conflict and tension between East and West 1945-72	Elizabethan England c1568-1603 and historic environment
	11	Elizabethan England c1568-1603 and historic environment	Elizabethan England c1568-1603 and historic environment	Migration, empires and the people c790 to present day	Migration, empires and the people c790 to present	Migration, empires and the people c790 to present day	Revision and final exam

CURRICULUM MAP:

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
music	7	<ul style="list-style-type: none"> ● warm up and warm down ● vocal as an instrument- how to project sound ● singing techniques and exercises <ul style="list-style-type: none"> - students learn how to perform exercises to warm up and warm down their vocals. It is important to prevent injuries while performing vocal exercises. - Gain awareness of how the vocals are projected and the body parts that are activated when singing. Breathing and posture when singing. Recognising and feeling the vocal registers, discussing possible damages when vocals are used incorrectly. - students will learn about primal sounds used in singing as a technique: cry, whinge, calling, sigh. - performing different exercises such as ss, zz, vv, ts (backpressure sounds) to gain control over the breath by strengthening the diaphragm and vocal cords' muscles. Crying Ma, Me, Mi Mo, Mu for resonance and "roller coaster" Uhhh, Ohh, Ahh, Ihhh, Ehhh for Mixed voice. 		<ul style="list-style-type: none"> ● classification of classical instruments ● music theory ● playing/performance <ul style="list-style-type: none"> - recognising and naming a variety of classical instruments - reading and composing simple rhythm patterns using whole, half, quarter and eight notes. Defining terms such as tempo, pitch, intervals. Reading melody from notation within the C Major Scale and treble clef (for advanced pupils playing the bass clef and adding a higher harmony. They will also notate 2-3 bars of a simple melody). Naming notes C, D, E, F, G, A, B, C. - Playing on percussion instruments such as djembe, bongo, shakers. Locating notes on keyboard and xylophone. Performance solo and in duet. 		<ul style="list-style-type: none"> ● prehistoric music, Ancient Music, Middle age music and Folk ● choral music, ensemble <ul style="list-style-type: none"> - Pupils will learn about the historical context, ancient instruments, purpose of music and english folk music. - Learning about choral music and singing song in a choral setting 	

	8	<ul style="list-style-type: none"> ● warm up and warm down ● vocal as an instrument- how to project sound ● singing techniques ● ethos of behaviour during performance both as a performer and audience - students will recall and perform exercises to warm up and warm down their vocals. They will discuss tips for vocal hygiene. They will also reinforce awareness on vocal projection by locating the vocal chords and diaphragm in the human body and explain their role in voice projection. - students perform songs implementing primal sounds. - Communication skills when performing on stage, eye contact. Respect, kindness and empathy when on stage or audience. 	<ul style="list-style-type: none"> ● classification of any instrument based on sound projection ● music theory ● playing keyboards, bongo, djembe, recorder, xylophone, guitar - students will learn about instruments from different places in the world. Making instruments and classifying them into their families - playing and composing rhythm in $\frac{3}{4}$ and $\frac{4}{4}$. Recognising $\frac{2}{2}$, $\frac{2}{4}$ and $\frac{3}{8}$ time signatures in songs. Pupils will use whole, half, quarter and eighth notes and rests. Playing the main melody and bass line in C major scale. Finding higher and lower harmonies in practice and notation. (for advanced, playing in A minor scale). - playing the recorder, piano and guitar individually and in ensemble 	<ul style="list-style-type: none"> ● baroque, classical, romantic Eras ● composers: Mozart, Beethoven, Tchaikovsky, Chopin, Verdi. - learning about musical innovations in the three musical eras mentioned above. -pianoforte, -concerto, -storytelling through music, -tension and release, -dynamics, -expression - became available for all classes. - researching about composers, creating posters, painting while listening to classical music, body percussion to “waltz of the flower”, dancing waltz. Mozart, Beethoven, Tchaikovsky, Chopin, Verdi, Bach
	9	<ul style="list-style-type: none"> ● Building scales ● Improvisation ● Playing with two hands on piano or guitar 	<ul style="list-style-type: none"> ● introduce DAW ● recording a beat in cubase and audacity ● creating sound samples ● recording and editing the voice in 	<ul style="list-style-type: none"> ● chassidic niggunim 20th century music ● Modernism and contemporary ● digital instruments ● song structure

		<ul style="list-style-type: none"> • composition 	<p>DAW</p> <ul style="list-style-type: none"> ● presentation of project - Students learn how to record their music and create melodies on DAW - setting the right sounds to match the emotions, learning about sound pollution and how to make music from everyday sounds such as washing machine, blow drier, cornflakes etc. - presenting their work: being able to discuss the process and intention. 	<ul style="list-style-type: none"> - pupils will learn about the characteristics and meaning of Chassidic niggunim. Importance of music in Judaism and Jewish music around the world - they will learn characteristics of modern styles such as country, jazz, reggae and salsa
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CURRICULUM MAP: P.E.

	Yr	Autumn	Spring	Summer
P E K S 3	7	<p>Introduction to Invasion Games:</p> <ul style="list-style-type: none"> Developing core skills such as throwing, catching, shooting. <p>Importance of warming up and cooling down safely</p> <p>Develop the principles of games through learning and keeping to the rules</p> <p>Take part in competitive sports and activities such as Sports day, and intra-school netball matches.</p>	<p>Developing skills and performance:</p> <ul style="list-style-type: none"> Selecting and applying tactics for attack and defence <p>Using warm-ups to build physical resilience and capacity</p>	<p>Evaluating and improving performance:</p> <ul style="list-style-type: none"> Assessing own strengths and weaknesses and suggesting areas for improvement Working further to develop throwing and catching techniques <p>Making and applying decisions:</p> <ul style="list-style-type: none"> Devise strategies to outwit opponents Implement strategic and tactical decisions
	8	<p>Outwitting/overcoming an opponent:</p> <ul style="list-style-type: none"> Use a range of strategies through team and individual games (netball, volleyball, badminton) developing the principles of attack and defence <p>Develop physical and mental capacity:</p> <ul style="list-style-type: none"> Encourage pupils to evaluate their skills 	<p>Making informed choices about healthy, active lifestyles:</p> <ul style="list-style-type: none"> Highlight the benefits of taking part in sporting activities Discuss the importance of staying healthy and active <p>Develop skills and performance further:</p> <ul style="list-style-type: none"> Further develop fundamental principles of play through well-chosen tactics of attack and defence e.g. following through, intercepting 	<p>Making and applying decisions:</p> <ul style="list-style-type: none"> Implement tactical decisions based on the movement of the ball into space Provide opportunities to work in pairs or referee small groups to develop communication and decision-making skills e.g. relay races <p>Evaluating and Improving:</p> <ul style="list-style-type: none"> Analyse their own performance to improve on own game and achieve their personal best Using peer observation and evaluation
G C S E	9	<p>Unit 4, Component 2: Health, Fitness and Wellbeing</p> <ul style="list-style-type: none"> Physical, emotional and social health Lifestyle choices and their impact Sedentary lifestyles and consequences Balanced diet and the role of nutrients Dietary manipulation for sport Optimum weight <p>Unit 1 (part), Component 1: Applied Anatomy and</p>	<p>Unit 1, Component 2 cont'd: Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> Antagonistic muscles Fast and slow twitch muscle fibres Structure and function of the cardiovascular system Arteries, capillaries and veins Vascular shunting Components of blood and their significance for physical activity 	<p>Unit 2, Component 1 cont'd: Movement Analysis</p> <ul style="list-style-type: none"> Movement possibilities at joints; utilization of movement in physical activity Joint classification and impact on movement axes Planes and axes – generalised movement patterns <p>Unit 5, Component 2: Sports Psychology</p> <ul style="list-style-type: none"> Goal setting – SMART targets Classification of skills

		Physiology <ul style="list-style-type: none"> ○ Functions of the skeletal system ○ Classification of bones ○ Classification and roles of muscles ○ Location and roles of key voluntary muscles 	<ul style="list-style-type: none"> ○ Respiratory system – composition of air; lung volumes ○ Location and roles of principal components of respiratory system ○ Structure and function of alveoli ○ Energy sources; aerobic and anaerobic exercise and short-term effects of exercise Unit 2, Component 1: Movement Analysis <ul style="list-style-type: none"> ○ Lever system – first, second- and third-class levers ○ Mechanical advantage in sport and physical activity 	<ul style="list-style-type: none"> ○ Forms of practice – theory and practical application ○ Types of guidance – theory and practical application ○ Use of data ○ Mental preparation for performance; types of feedback Revision Mock Examination
	10	Unit 7, Component 3 & 4: Health Fitness and Wellbeing (Ongoing alongside theory) <ul style="list-style-type: none"> ○ PEP to develop personal health ○ Introduction to using a PEP to develop fitness, health, exercise and performance Unit 3, Component 2: Physical training <ul style="list-style-type: none"> ○ PARQs; warmups and cool downs ○ Components of fitness ○ Fitness tests – theory and practice (i), (ii) and (iii) ○ Principles of training ○ Application of principles of training to a PEP ○ Methods of training ○ Application of methods of training to a PEP ○ Long term effects of training on the musculo-skeletal system ○ Long term effects of training on the cardio-respiratory system 	Unit 3, Component 2 cont'd: Physical training <ul style="list-style-type: none"> ○ Identification and treatment of injury ○ Injury prevention in physical activity ○ Performance enhancing drugs (i) and (ii) Unit 6, Component 2: Socio cultural influences <ul style="list-style-type: none"> ○ Factors affecting participation in physical activity (i), and (ii) ○ Participation rate trends – use of data ○ Commercialization and the media ○ Advantages and disadvantages of commercialization (i) and (ii) ○ Sporting behaviours ○ Deviance in sport 	Review of full course content Mock Examination Revision, Exam practice and techniques
P E K	10-11	Outwitting/overcoming an opponent: <ul style="list-style-type: none"> ○ Combine and perform more advanced skills ○ Develop confidence in movement ○ Consistently apply greater accuracy and improved techniques 	Develop knowledge about a healthy active lifestyle: <ul style="list-style-type: none"> ○ Demonstrating an understanding of the benefits of healthy living ○ Linking mental, physical and social aspects to involvement in sport (feel-good factor) 	Evaluate and Improve performance: <ul style="list-style-type: none"> ○ Recognising the importance of flexibility of response within a game of attack and defence. ○ Ability to make strategic decisions ○ Choice of skill execution

S 4		<p>Develop mental and physical capacity:</p> <ul style="list-style-type: none"> ○ Warming up and cooling down as a tool in developing physical resilience ○ Work on physical exertion to build capacity <p>Application of the result of self-assessment and peer observation to encourage development of tactics</p>	<p>Deepen understanding of warm ups and cool downs for all muscle groups</p>	<p>Analysis of performance through evaluation of strengths and weaknesses</p>
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CURRICULUM MAP: CHILDCARE

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Childcare	9	Unit 1: <ul style="list-style-type: none">PILES – Milestones for Physical, Intellectual, Language, Emotional and Social for ages 0 – 5 years Unit 2: <ul style="list-style-type: none">Nature and nurture; Biological and environmental factors		Unit 2 cont'd: <ul style="list-style-type: none">effects of biological and environmental factorsTransitions: types of transition; the impact of transitions of the child's developmentSupport strategies Unit 3: <ul style="list-style-type: none">basic care needsbasic care routines and play activities to support the child's developmentbasic care routinesplay activities		Unit 4: <ul style="list-style-type: none">types of early years provisionthe purpose of early years' (EY) provisiontypes of early years' settings in EY provision Unit 5: <ul style="list-style-type: none">regulatory authoritylegislation and frameworks which underpin policy and procedurelegislation, framework, policy and procedure definitionhealth and safety proceduresequality and inclusion procedure (part 1)	
	10	Unit 5 cont'd: <ul style="list-style-type: none">equality and inclusion proceduressafeguarding proceduresconfidentiality procedures Unit 6: <ul style="list-style-type: none">expectations of the EY practitionerappearance and behavior, attendance and punctuality Unit 7: <ul style="list-style-type: none">roles and responsibilities with in EY settingsEY practitioner rolesPartnership working in the EYHow partnership working benefits the child, family and practitionerSpecialist roles within and without EY settings Unit 8: <ul style="list-style-type: none">The importance of observations in EY childcareObservations and recording methodsHow observations support child developmentObjective and subjective observationsComponents of recording observationsDifferent methods of observationSharing observations		Unit 9: <ul style="list-style-type: none">The purpose of a child-centered approachThe purpose of the planning cycleThe planning cycle Coursework Unit: <ul style="list-style-type: none">Preparation for courseworkCoursework unit		EXAMINATION	

CURRICULUM MAP 2025-2026: Art & Design

Subject	Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	7	The value of Art/Careers Tools/Equip Introduction to Formal Elements Tone, Line , shape and 3D Effects	Growth Mindset/Beautiful Opps! Observational drawing of natural forms Artist connection Art assessment	Formal Elements continued Colour Theory 1 The Colour Wheel Colour Theory 2 Hot/Cold Tints, shades and tone Artist connections	Artist Research Experimental Colour mixing and Formal element continued Introduction to texture using a variety of media Artist connections Art assessment	Texture continued – Skill development using a variety of media Formal elements continued Introduction to composition Artist connections	Formal elements introduction to pattern: Artist workshop Art assessment
Art and Photography	8	Application of the formal elements and introduction to creative strategy Focus observational drawing Exploring media and processes through themed based tasks. Research relevant artists	Presentation of the creative learning journey including art assessment. (Sketchbooks or display boards) Creative strategy: Layering Artist connections Art assessment	Introduction to different genres (categories of art) Portraits: Experimental drawing. Pop art/Expressionist Artist connections	Portraits continued Drawing, painting, collage, printing and text art Creative strategy: Connection making Artist connections Art assessment	Skies, Landscape and mood Creative strategy: Art Movement and Artist connections	Discussion, word association, drawing, painting and print making Creative strategies continued SCAMPER Artist connections Art assessment Year 8 Transition
	9	Set tasks to assess prior learning skill and creative application GCSE Unit 1 Introduction to Art & Photography and assessment objectives Primary observations Secondary source materials Contextual studies	Assessment tasks continued Contextual studies Art- GCSE Unit 1 Assessment tasks; a range of short activities related to project theme Photograph-camera investigations and camera functions Learning and applying knowledge through visual and verbal communication 1 to 1 tutorial	GCSE Unit 1 Introduction Investigate past exam theme in line with the formal elements of art and contextual studies Investigate and analyse visual sources and document responses using ppt's or written in sketchbooks	GCSE Unit 1 continued Investigate past exam theme Art, Craft, Design and photography development process and contextual studies Development of experimental work processes, refinements 1 to 1 tutorial	Personalisation Art GCSE Unit 1 Primary observations of still life objects Experiment using different media particularly IT Contextual studies Personalisation Photography GCSE Unit 1 Primary observations of urban environment/ architecture Experiment to demonstrate photographic skills	Personalisation Art GCSE Unit 1 3d model making Print-making Contextual studies Personalisation Photography GCSE Unit 1 Primary Observation of Portraiture and nature Experiment to demonstrate photographic skills Use different media IT Contextual studies ppt 1 to 1 tutorial

						Use different media IT Contextual studies ppt	
	10	Personalisation Art & Photography GCSE Unit 1 Introduction to Mock exam Criteria students follow Contextual studies 1 to 1 tutorial in prep for mock exam	Personalisation GCSE Unit 1 Mock exam – GCSE Unit 1 (60%) Personal response	Personalisation Unit 2 (40%) Externally Set Assignment Introduction of Externally Set Assignment by AQA board Group work to discuss theme 1 to 1 tutorial for final exam prep Preparation for AO1 (Artist research)	Personalisation Externally Set Assignment Unit 2 preparation Continued AO2/3 Extra curriculum workshops Explore, refine all creative mediums 1 to 1 tutorial prep	Personalisation Independent skillful and creative application of complex concepts and outcomes 1 to 1 tutorial prep	Personalisation GCSE Unit 2 AO4 (PERSONAL RESPONSE) Controlled assessment
Textiles	7	Health & Safety Basic use of sewing machine use of iron	Health & Safety Basic use of sewing machine use of iron	Basic hand and machine stitches	Basic hand and machine stitches Picture project	Consolidate skills Insert a zip Patchwork,	Consolidate skills Design & Make a bib using applique
	8	Design and Patchwork and Quilting Bag: Lining/pocket/handles/Zip	Design and Patchwork and Quilting Bag cont.	Use of commercial pattern: Design & Make a doll with Clothes	Use of commercial pattern: Design & Make a doll with Clothes	Baby Book: Consolidate making skills: Quilting, patchwork, and applique techniques.	Baby Book: Consolidate making skills: Quilting, patchwork, and applique techniques.
	9	Learning to use a Pattern Creating samples of different instructions	Sewing a garment following a simple pattern	Sewing a garment following a more complicated pattern	Adapting a pattern using creative techniques	Sewing a garment by adapting the pattern	Consolidating skills
	10	Sewing a garment using material that has a bias or nap		Creating a portfolio of skills		Adapting a pattern using different skills	

CURRICULUM MAP 2025-2026: 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
Computer Science	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 Intro to Microsoft Excel (if time) Revision	Intro to Excel here (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
	8 80 mins a wk	Algorithms: plan practical Flowcharts using ClickCharts software Computer Systems	Binary – How computers work (links to data measurements & Systems) Bits and Bytes	ASCII Digital Literacy: Modelling with Microsoft Excel. E-Safety Scratch recap: create a game	Keywords: Sequence, Selection KODU (a second graphics programming language): planning, designing, coding.	Logical Thinking (leads in to programming) If time: Practical Micro:bit experiments (a text based programming language)	Revision of all topics – 1 lesson per Summer exam
	9 120 min a wk	AI & Robotics (what is it? Ethics) Embedded Systems RECALL Green Book pages 1-10 Software: The Operating System Lesson 3: Intro to Python: Data types, print command, operators, theory	Binary recap (ASCII, Photoshop re Pixels, Storage in bits and bytes) Further Excel. Binary recap (calculator in Excel and the IF command). Searching/Sorting records in Excel Lesson 3: Intro to Python: Concatenation, input, if/else, theory	Winter exam Intro to Databases E-Safety / Networks (Internet/WWW/WiFi) Hyperlinks Digital Music / Sound (Using CuBase to create our own music) Lesson 3: Intro to Python: if/elif/else, while loops, commands, theory	Cybersecurity (Encryption) Revision Spring Test Lesson 3: Intro to Python: Libraries, more commands, lists, for loops	Logic Gates Why do we program? Python basics – textual programming ALL lessons: Intro to Python: revision	Revision of all topics – 1 lesson per Summer exam

Red indicates spiral curriculum.

CURRICULUM MAP 2025-2026: Computer Science KS4

	Autumn 1 – Sep/Oct	Autumn 2 – Nov/Dec	Spring 1 – Jan/Feb	Spring 2 - March	Summer 1	Summer 2
10 120 min a wk	<u>Edexcel GCSE year 1</u> Topic 6 Programming in Python (IDE, syntax, data types, input, sequence , selection) Topic 1: Computational Thinking, Flowcharts , Linear and Binary search. Bubble and Merge sort	Python Topic 6 More selection: using and, or, not, more commands Topic 1: Truth tables, Python theory up to while/for loop Winter exam: Topic 1 questions / written Python (or Jan)	Winter exam: Topic 1 questions / written Python Programming Exam mid Jan. Topic 2: Binary , Adding binary numbers, Two's complement, Binary shifts, images Python: more practice with while loops, for loops	Topic 2: Hexadecimal Spring Topic 2 test Python: libraries: math, time, turtle, while, for, lists.	Topic 3 Systems: Stored program concept, FE cycle, the CPU , secondary storage, Embedded systems , Software Topic 1: Trace tables	Full recap of the year and revision for exams Summer exam theory only Then Summer HW Topic 4: Network types , topology, wired vs wireless , speeds, threats. If time: Python subprograms (procedures vs functions)
11 120 mins a wk?	Edexcel GCSE year 2 Python recap mini test Topic 4 Networks Topic 5 for Homework Python Subprograms, 2D arrays	Python Python Files (read and write to). Winter exam/First mocks Paper 1 (give past papers for revision)	Winter Exam Paper 2 Finish the syllabus: Teach some of Topic 5. Give classwork on all other gaps in knowledge. Focus on Python in class Python: tackling Q5 & Q6	Theory Revision All Topics Python practice Mocks in the Gym and on computer in the Suite Sunday revision?	Revision – NEED much more Python practice – Use Sundays? GCSE EXAMS: May	
10 ICT	<u>Word</u>	Word Word mock during Winter exams	Word exam in January PowerPoint	PowerPoint PowerPoint mock before end of term	Or PP Exam here	Resits for Word/PowerPoint during Summer exam Excel basics
11 ICT	<u>Excel</u>	Excel Excel mocks	Excel exam during Winter exams	Start IP	IP exam	Resits

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