



Our Lady & St Chad Catholic Academy

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CURRICULUM AT OUR LADY AND ST CHAD CATHOLIC ACADEMY

SUBJECT	6/7	7	8	9	10	11	12	13
ART		<p>Mark Making Project</p> <ul style="list-style-type: none"> • Tonal shading • Mark making • Texture • Observational drawing <p>Colour Theory project</p> <ul style="list-style-type: none"> • Primary, Secondary & Tertiary colours • Mixing colours • Tints and Shades • Vincent Van Gogh painting style <p>The Big Hoot / Wolves in Wolves</p> <ul style="list-style-type: none"> • Pattern design • 3D clay sculpture 	<p>Poppy Project / Natural forms</p> <ul style="list-style-type: none"> • Observational drawing • Colour blending • 3D sculpture <p>Pop Art project</p> <ul style="list-style-type: none"> • Artist research • Text, lettering • Painting • Tonal shading <p>Ugly mug project</p> <ul style="list-style-type: none"> • Gargoyle drawing • Sculpture research • 3D clay pottery mug 	<p>Quad title poster</p> <ul style="list-style-type: none"> • Lettering • Designs • Working to a brief • Colour • Batik wax • Painting <p>Mini GCSE style skills project</p> <p>Drawing Painting Print making 3D craft</p>	<p>BTEC Lv1/2</p> <p>Unit 3: Street festivals</p> <p>(A) explore 2D visual language and working practices</p> <p>(B) investigate how artists, craftspeople and designers communicate in 2D</p> <p>(C) communicate ideas using 2D knowledge and skills in response to a brief.</p> <p>Unit 6: Urban environment</p> <p>(A) investigate historical and contemporary art, craft and design practice</p> <p>explore art, craft and design examples relevant</p>	<p>BTEC Lv1/2</p> <p>Unit 3 / 6 Review and refinements</p> <p>Improving and completing work from the two units.</p> <p>BTEC Lv1/2</p> <p>External Exam Creative Project in Art and Design</p> <p>(A) develop creative ideas, skills and intentions in response to a project brief</p> <p>(B) produce final outcomes that meet the requirements of the brief.</p> <p>10 Hour exam</p>	<p>BTEC Lv3</p> <p>Unit 12: Mix media</p> <p>(A) Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work</p> <p>(B) Apply fine art materials, techniques and processes to produce work for a brief</p> <p>(C) Review and reflect on own use of fine art materials, techniques and processes.</p> <p>Unit 1: Visual Recording and communication EXAM</p> <p>AO1 Understand how recording is</p>	<p>BTEC Lv3</p> <p>Unit 12: Library sculpture (Cont)</p> <p>Completing unit work in sketchbooks.</p> <p>Unit 1: Visual Recording and communication EXAM (1)</p> <p>AO1 Understand how recording is used to communicate visually in the work of others</p> <p>AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording</p> <p>AO3 Demonstrate ability to record to communicate intentions</p> <p>AO4 Evaluate visual recording and</p>

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					to your own work.		<p>used to communicate visually in the work of others</p> <p>AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording</p> <p>AO3 Demonstrate ability to record to communicate intentions</p> <p>AO4 Evaluate visual recording and communication skills</p>	<p>communication skills</p> <p>Unit 2: Critical and Contextual Studies in Art and Design</p> <p>EXAM (2)</p> <p>AO1 Be able to apply an effective investigation process to inform understanding of creative practitioners</p> <p>AO2 Demonstrate the ability to visually analyse the work of creative practitioners</p> <p>AO3 Demonstrate understanding of how contextual factors influence creative practitioner's work</p> <p>AO4 Communicate independent judgments demonstrating understanding of the work of creative Practitioners</p>
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COMPUTING	N/A	<ul style="list-style-type: none"> • Intro Unit - Using Computers Safely, Effectively and Responsibly • Unit 1 - Introduction to coding through Kodu • Unit 2 – Graphics • Unit 3 - Control systems with Flowol 	<ul style="list-style-type: none"> • Unit 4 - Games Programming in Scratch • Unit 5 - HTML and Website Development • Unit 6 - Understanding Computers 	GCSE Computer Science (Edexcel 2016) <ul style="list-style-type: none"> • Unit 1 - Principles of Computer Science • Unit 2 - Application of Computational Thinking 	GCSE Computer Science (Edexcel 2016) <ul style="list-style-type: none"> • Unit 1 - Principles of Computer Science • Unit 2 - Application of Computational Thinking 	GCSE Computer Science (Edexcel 2016) <ul style="list-style-type: none"> • Unit 3 – Project 	BTEC Computing 2016 (NQF) <ul style="list-style-type: none"> • Unit 8 - Business Applications of Social Media • Unit 11 - Digital Graphics and Animation • Unit 15 - Website Development 	BTEC Computing 2016 (NQF) <ul style="list-style-type: none"> • Unit 1 - Principles of Computer Science • Unit 2 - Fundamentals of Computer Systems (Exam) • Unit 7 - IT Systems Security and Encryption
ICT	N/A	N/A	N/A	CiDA (Edexcel) <ul style="list-style-type: none"> • DA201 - Developing Web Products (Exam) • DA202 - Creative Multimedia 	CiDA (Edexcel) <ul style="list-style-type: none"> • DA201 - Developing Web Products (Exam) • DA202 - Creative Multimedia 	BTEC ICT (Edexcel) <ul style="list-style-type: none"> • Unit 1 - Online World • Unit 3 – Integrated Digital Technology • Unit 4 - Digital Animation • Unit 6 - Digital Graphics 	N/A	N/A
SCIENCE								
GEOGRAPHY		<p>Half term 1 - Economic Activity</p> <p>Half term 2 – International Development</p> <p>Half term 3 – Rivers</p>	<p>Half term 1 – Population and Urbanisation</p> <p>Half term 2 – Tectonics</p> <p>Half term 3 – China</p>	<p>Half term 1 – AQA Rivers</p> <p>Half term 2 – AQA Natural Hazards/Tectonic Hazards</p> <p>Half term 3 – AQA UK Physical</p>	<p>Half term 1 – AQA Hot Deserts</p> <p>Half term 2 – AQA Weather Hazards</p> <p>Half term 3 – AQA Urban Issues and</p>	<p>Half term 1 – AQA The Changing Economic World</p> <p>Half term 2 – AQA Resource Management</p> <p>Half term 3 – AQA Food</p>	<p>Half term 1 – OCR Disease Dilemmas/Coasts</p> <p>Half term 2 – OCR Disease Dilemmas/Coasts</p> <p>Half term 3 – OCR Changing Spaces:</p>	<p>Half term 1 – OCR Earth’s Life Support Systems – DL/Human Rights - STU</p> <p>Half term 2 – OCR Earth’s Life Support Systems – DL/Human Rights - STU</p> <p>Half term 3 – OCR Future of</p>

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		<p>Half term 4 – Hydrology and Coasts</p> <p>Half term 5 – Weather and Climate</p> <p>Half term 6 – Russia</p>	<p>Half term 4 – Glaciation</p> <p>Half term 5 – Rainforests</p> <p>Half term 6 – Geology and Soils</p>	<p>Landscapes/Coasts</p> <p>Half term 4 – AQA Ecosystems/Tropical Rainforests</p> <p>Half term 5 – AQA Hot Deserts</p> <p>Half term 6 – AQA Weather Hazards</p>	<p>Challenges</p> <p>Half term 4 – AQA Resource Management</p> <p>Half term 5 – AQA Fieldwork</p> <p>Half term 6 – AQA Fieldwork/Issue Evaluation</p>	<p>Half term 4 – AQA Weather Hazards</p> <p>Half term 5 – AQA Climate Change</p> <p>Half term 6 - Revision</p>	<p>Making Places</p> <p>Half term 4 – OCR Changing Spaces: Making Places</p> <p>Half term 5 – OCR Skills/Fieldwork</p> <p>Half term 6 –</p>	<p>Food/Global Migration</p> <p>Half term 4 – OCR Future of Food/Global Migration</p> <p>Half term 5 – Revision of 2 years</p> <p>Half term 6 – Revision of 2 years</p>
HEALTH & SOCIAL CARE	n/a	n/a	n/a	<p>Introduction to BTEC Tech Award</p> <ul style="list-style-type: none"> Human Lifespan Development Physical, Intellectual, Emotional and Social Development across the life stages What influences you and your health and wellbeing? Who looks after us when we need support? What jobs 	<p>Unit 1 – Human Lifespan Development</p> <ul style="list-style-type: none"> Development of Year 9 work Application to example assessment and coursework <p>Unit 3 – Factors Influencing our Health and Wellbeing</p> <ul style="list-style-type: none"> What influences our health and wellbeing How can we improve our health 	<p>Unit 3 - Factors Influencing our Health and Wellbeing</p> <ul style="list-style-type: none"> Exam preparation <p>Unit 2 – Care Values</p> <ul style="list-style-type: none"> How do you look after different individuals? What values do you need in Health and Social Care? How can you demonstrate these values? How can 	<p>Unit 1 – Human Lifespan Development</p> <ul style="list-style-type: none"> Development across the life stages Theories of language development and emotional attachment Factors influencing development How to overcome barriers to development Application to scenarios and exam 	<p>Unit 2 – Working in Health and Social Care</p> <ul style="list-style-type: none"> Revision and exam preparation Role of different professionals Multi-disciplinary teams How to treat a range of individuals Legislation Barriers to service users

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				<p>are there in Health and Social Care</p> <p>What is the life of a nurse/doctor/social worker/nutritionist/psychologist etc. like?</p>	<p>and wellbeing?</p> <ul style="list-style-type: none"> • How do I know how healthy I am? • How to interpret data and nutritional information • How can I improve an individual's health and wellbeing? <p>What are the barriers to improving health and wellbeing?</p>	<p>you empower individuals?</p> <ul style="list-style-type: none"> • Why is it important to treat people as individuals? • How would you plan care and look after someone? • What are the rules and regulations in health and social care environments <p>What are the consequences of poor care?</p>	<p>preparation</p> <p>Unit 5 – Meeting Individual Care and Support Needs</p> <ul style="list-style-type: none"> • Issues to consider when planning care • Values and principles of meeting care and support needs • Ethical issues when personalising care • Barriers to overcome to provide good quality care • Multi-agency working <p>Unit 7 – Principles of Safe Practice in Health and Social Care</p> <ul style="list-style-type: none"> • Professional responsibilities • Legal duty of care • Types of abuse/negl 	<p>Unit 14 – Physiological Disorders and their Care</p> <ul style="list-style-type: none"> • Nature of physiological disorders • Role of different professionals in providing care • Different types of treatment and support • Creating a treatment plan • Understand the support and treatment strategies <p>Unit 19 – Nutritional Health</p> <ul style="list-style-type: none"> • Understanding the nutritional value of food
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							<ul style="list-style-type: none"> ect and how to recognise and deal with them Risk assessments How to deal with accidents and emergencies Application to scenarios for coursework <p>Unit 2 – Working in Health and Social Care</p> <ul style="list-style-type: none"> Brief summary of the unit <p>Introduction to different roles and responsibilities in health and social care</p>	<ul style="list-style-type: none"> Knowledge of the dietary sources and function of different nutrients in the body Individual dietary needs Dietary recommendation Factors influencing nutrition <p>Promotion of nutritional health</p>
HISTORY		<p>Theme: Power & Control half term 1 - Romans * significance</p> <p>Half term 2 – Medieval Life & 1066 * Cause & Consequence</p>	<p>Theme: Conflict Half term 1 – British Empire & The Slave Trade * Interpretation</p> <p>Half term 2 – World War One *Significance</p>	<p>Theme: Conflict Half term 1 – Crime & Punishment</p> <p>Half term 2 – Crime & Punishment</p>	<p>Theme: Conflict Half term 1 – Nazi Germany</p> <p>Half term 2 – Nazi Germany</p>	<p>Theme: Conflict Half term 1 – Local Study</p> <p>Half term 2 – Local Study</p>	<p>Theme: Conflict Half term 1 – English Civil War</p> <p>Half term 2 – English Civil War</p>	<p>Half term 1 – Independent Topic</p> <p>Half term 2 – Independent Topic</p>

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		<p>Half term 3 – Tudors * Similarities & differences</p> <p>Half term 4 – English Civil War * Interpretation</p> <p>Half term 5 – French Revolution *Similarities & differences</p> <p>Half term 6 – Industrial Revolution</p>	<p>Half term 3 – World War Two *Cause & Consequence</p> <p>Half term 4 – Holocaust * Change & Continuity</p> <p>Half term 5 – Terrorism *Similarities & differences</p> <p>Half term 6 - *Independent enquiry</p>	<p>Half term 3 – Elizabeth 1</p> <p>Half term 4 – Elizabeth 1</p> <p>Half term 5 – Nazi Germany</p> <p>Half term 6 - Revision</p>	<p>Half term 3 – USA</p> <p>Half term 4 – USA</p> <p>Half term 5 – Revision: Crime & Punishment</p> <p>Half term 6 – Revision: Elizabeth 1</p>	<p>Half term 3 – USA</p> <p>Half term 4 – USA</p> <p>Half term 5 – Revision</p> <p>Half term 6 - Revision</p>	<p>Half term 3 – Germany</p> <p>Half term 4 – Germany</p> <p>Half term 5 – Revision</p> <p>Half term 6 – Independent study topic (Preparation for Year 13)</p>	<p>Half term 3 – Russia’s Rulers</p> <p>Half term 4 – Russia’s Rulers</p> <p>Half term 5 - Revision</p>
<p>MATHS (Foundation)</p>	<p>Foundation Half Term 1</p> <ul style="list-style-type: none"> Analysing and Displaying Data Number Skills <p>Half Term 2</p> <ul style="list-style-type: none"> Expressions, Functions and Formulae Fractions <p>Half Term 3</p> <ul style="list-style-type: none"> Angles and Shapes Decimals <p>Half Term 4</p> <ul style="list-style-type: none"> Equations <p>Half Term 5</p> <ul style="list-style-type: none"> Multiplicative reasoning Perimeter, Area and Volume 	<p>Foundation Half Term 1</p> <ul style="list-style-type: none"> Number Area and Perimeter <p>Half Term 2</p> <ul style="list-style-type: none"> Expressions and Equations Real-life Graphs <p>Half Term 3</p> <ul style="list-style-type: none"> Decimals and Ratio Lines and Angles <p>Half Term 4</p> <ul style="list-style-type: none"> Calculating with Fractions <p>Half Term 5</p> <ul style="list-style-type: none"> Straight Line Graphs Percentages, 	<p>Foundation Half Term 1</p> <ul style="list-style-type: none"> Integers and Decimals Indices Factors, Multiples and Primes <p>Half Term 2</p> <ul style="list-style-type: none"> Algebra Basics Expanding and Factorising Expressions and Substitution <p>Half Term 3</p> <ul style="list-style-type: none"> Charts and Graphs Pie Charts Scatter Graphs <p>Half Term 4</p>	<p>Foundation Half Term 1</p> <ul style="list-style-type: none"> Graphs Transformations Ratio and Proportion <p>Half Term 2</p> <ul style="list-style-type: none"> Pythagoras Trigonometry Probability Percentages <p>Half Term 3</p> <ul style="list-style-type: none"> 3D Shapes Plans and Elevations Constructions and Loci <p>Half Term 4</p> <ul style="list-style-type: none"> Algebra Basics Quadratics 	<p>Foundation and Higher Half Term 1</p> <ul style="list-style-type: none"> Number Revision <p>Half Term 2</p> <ul style="list-style-type: none"> Algebra Revision <p>Half Term 3</p> <ul style="list-style-type: none"> Shape and Space Revision <p>Half Term 4</p> <ul style="list-style-type: none"> Data Revision and Exam Techniques <p>Half Term 5</p> <ul style="list-style-type: none"> Past Papers and Exam Techniques 	<p>Half Term 1</p> <ul style="list-style-type: none"> Algebra and Functions Further Algebra <p>Half Term 2</p> <ul style="list-style-type: none"> Coordinate Geometry Trigonometry Kinematics 1 Forces <p>Half Term 3</p> <ul style="list-style-type: none"> Vectors Proof Kinematics 2 <p>Half Term 4</p> <ul style="list-style-type: none"> Differentiation Integration Statistical Sampling Data Presentation 	<p>Half Term 1</p> <ol style="list-style-type: none"> Successive transformations Functions Exponential growth & decay Extending differentiation & integration Differentiating exponentials & logarithms Trigonometry Modulus Function <p>Half Term 2</p> <ol style="list-style-type: none"> Solving equations numerically The Chain Rule Differentiating products Volumes of revolution 	

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		<p>Half Term 6</p> <ul style="list-style-type: none"> Sequences and Graphs 	<p>Decimals and Fractions</p> <p>Half Term 6</p> <ul style="list-style-type: none"> Statistics, Graphs and Charts 	<ul style="list-style-type: none"> Fractions, Decimals and Percentages Equations <p>Half Term 5</p> <ul style="list-style-type: none"> Inequalities Sequences Properties of Shapes <p>Half Term 6</p> <ul style="list-style-type: none"> Angles Sampling Averages 	<ul style="list-style-type: none"> Area and Volume Circles and Cones <p>Half Term 5</p> <ul style="list-style-type: none"> Fractions Indices and Standard Form Similarity Vectors <p>Half Term 6</p> <ul style="list-style-type: none"> Rearranging Graphs Simultaneous Equations 		<p>and Interpretation</p> <p>Half Term 5</p> <ul style="list-style-type: none"> Exponentials and Logarithms Probability Distributions <p>Half Term 6</p> <ul style="list-style-type: none"> Hypothesis Testing 	<p>5. Simpson's rule</p> <p>Half Term 3</p> <ol style="list-style-type: none"> Differentiating trig functions integration Parametric equations Vectors Binomial expansion <p>Half Term 4</p> <ol style="list-style-type: none"> Rational functions Differential equations Curves defined implicitly Scalar products of vectors
MATHS (Higher)		<p>Higher Half Term 1</p> <ul style="list-style-type: none"> Analysing and Displaying Data Number Skills <p>Half Term 2</p> <ul style="list-style-type: none"> Expressions, Functions and Formulae Decimals and Measure <p>Half Term 3</p> <ul style="list-style-type: none"> Fractions Probability <p>Half Term 4</p> <ul style="list-style-type: none"> Ratio Proportion <p>Half Term 5</p> <ul style="list-style-type: none"> Lines and Angles Sequences and Graphs <p>Half Term 6</p>	<p>Higher Half Term 1</p> <ul style="list-style-type: none"> Factors and Powers Working with Powers <p>Half Term 2</p> <ul style="list-style-type: none"> 2D shapes and 3D solids Real-life Graphs <p>Half Term 3</p> <ul style="list-style-type: none"> Transformations Fractions, Decimals and Percentages <p>Half Term 4</p> <ul style="list-style-type: none"> Constructions Loci <p>Half Term 5</p> <ul style="list-style-type: none"> Probability Scale Drawings and Measures 	<p>Higher Half Term 1</p> <ul style="list-style-type: none"> Indices Factors, Multiples and Primes Standard Form Surds <p>Half Term 2</p> <ul style="list-style-type: none"> Algebra Basics Equations Rearranging Sequences <p>Half Term 3</p> <ul style="list-style-type: none"> Averages Representing and Interpreting Data Area and Perimeter Circles <p>Half Term 4</p>	<p>Higher Half Term 1</p> <ul style="list-style-type: none"> 3D Forms Volume/Surface Area Accuracy and Bounds Transformations <p>Half Term 2</p> <ul style="list-style-type: none"> Constructions and Loci Quadratics Simultaneous Equations Inequalities <p>Half Term 3</p> <ul style="list-style-type: none"> Probability Proportion Compound Measures Similarity Functions 	<p>Foundation and Higher Half Term 1</p> <ul style="list-style-type: none"> Number Revision <p>Half Term 2</p> <ul style="list-style-type: none"> Algebra Revision <p>Half Term 3</p> <ul style="list-style-type: none"> Shape and Space Revision <p>Half Term 4</p> <ul style="list-style-type: none"> Data Revision and Exam Techniques <p>Half Term 5</p> <ul style="list-style-type: none"> Past Papers and Exam Techniques 	<p>Half Term 1</p> <ul style="list-style-type: none"> Algebra and Functions Further Algebra <p>Half Term 2</p> <ul style="list-style-type: none"> Coordinate Geometry Trigonometry Kinematics 1 Forces <p>Half Term 3</p> <ul style="list-style-type: none"> Vectors Proof Kinematics 2 <p>Half Term 4</p> <ul style="list-style-type: none"> Differentiation Integration Statistical Sampling Data Presentation and Interpretation 	<p>Half Term 1</p> <ol style="list-style-type: none"> Successive transformations Functions Exponential growth & decay Extending differentiation & integration Differentiating exponentials & logarithms Trigonometry Modulus Function <p>Half Term 2</p> <ol style="list-style-type: none"> Solving equations numerically The Chain Rule Differentiating products Volumes of revolution Simpson's rule <p>Half Term 3</p>



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		<ul style="list-style-type: none"> Transformations 	<p>Half Term 6</p> <ul style="list-style-type: none"> Graphs 	<ul style="list-style-type: none"> Fractions Percentages Scatter Graphs <p>Half Term 5</p> <ul style="list-style-type: none"> Ratio and Proportion Angles Pythagoras <p>Half Term 6</p> <ul style="list-style-type: none"> Trigonometry Graphs 	<p>Half Term 4</p> <ul style="list-style-type: none"> Congruence Graphs of Trigonometric Functions Further Trigonometry <p>Half Term 5</p> <ul style="list-style-type: none"> Collecting Data Cumulative Frequency Histograms Graphs Circle Theorems <p>Half Term 6</p> <ul style="list-style-type: none"> Surds Algebraic Fractions Rearranging Formulae Vectors 		<p>Half Term 5</p> <ul style="list-style-type: none"> Exponentials and Logarithms Probability Distributions <p>Half Term 6</p> <ul style="list-style-type: none"> Hypothesis Testing 	<ol style="list-style-type: none"> Differentiating trig functions integration Parametric equations Vectors Binomial expansion <p>Half Term 4</p> <ol style="list-style-type: none"> Rational functions Differential equations Curves defined implicitly Scalar products of vectors
ENGLISH		<p>Autumn 1: Gothic Writing</p> <p>Autumn 2: Class Reader</p> <p>Spring 1: Nature Poetry</p> <p>Spring 2: Shakespeare (Either: The Taming of the Shrew or A Midsummer Night's Dream)</p> <p>Summer 1: Childhood- Language Paper 2 Non-fiction focus</p>	<p>Autumn 1: Moonfleet- Language Paper 1 Fiction focus</p> <p>Autumn 2: War Poetry</p> <p>Spring 1: Animal Welfare- Language Paper 2 Non-fiction focus</p> <p>Spring 2: Class Reader</p> <p>Summer 1: Shakespeare (Either The Tempest or Othello)</p>	<p>Autumn 1: Modern Prose (Either: An Inspector Calls, Animal Farm, Anita and Me or Lord of the Flies)</p> <p>Autumn 2: Society- Language paper 2 Non-fiction focus</p> <p>Spring 1 and Spring 2: Shakespeare (Either: Macbeth, The Merchant of Venice or Romeo</p>	<p>Autumn 1: Power and Conflict Poetry</p> <p>Autumn 2: Power and Conflict- Language paper 1 Fiction focus</p> <p>Spring 1 and 2: Pre-1900 Prose (Either: A Christmas Carol, Jane Eyre, Sign of Four, Frankenstein)</p> <p>Summer 1: Journeys- Language Paper 2</p>	<p>Autumn 1: Pre-1900 Prose</p> <p>Autumn 2: Literature Paper 2</p> <p>Revision: Modern Text and Poetry</p> <p>From Spring Term there will be key revision for all exam papers.</p>	<p>Coursework Element: Jerusalem</p> <p>Texts in Time: The Bloody Chamber and unseen texts</p> <p>Poetry and Drama pre-1900</p> <p>Paradise Lost and Measure for Measure</p>	<p>Coursework Element: Half of a Yellow Sun and Wilfred Owen Poetry</p> <p>Texts in Time: Dracula and unseen extracts</p> <p>Drama and Poetry pre-1900</p> <p>The Duchess of Malfi</p> <p>Exam texts from year 12 will also be revisited.</p>

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		Summer 2: Writing to Argue	Summer 2: Writing to Describe	and Juliet) Summer 1: Different Culture- Language Paper 1 Fiction focus Summer 2: Time and Age Poetry	Non-fiction focus Summer 2: Shakespeare Revision			
MFL		<p>Year 7 French follows 'Allez 1' and Spanish follows 'Zoom 1'. The topics studied run largely parallel in each language and cover:</p> <ul style="list-style-type: none"> • 'All about • School • Home and local area • Food • Lifestyle and free-time activities • Holidays <p>Key grammatical and linguistic concepts include:</p> <ul style="list-style-type: none"> • The present tense • Adjectives and nouns • The perfect tense 	<p>Year 8 French follows 'Allez 2' and builds on the language and grammatical concepts covered in Year 7. The topics covered include:</p> <ul style="list-style-type: none"> • Entertainment and advertising • Technology • Issues for teenagers • Healthy Living • Holidays • Home and local area • Jobs and ambitions <p>Year 8 Spanish follows 'Zoom 2' and builds on the language and grammatical concepts covered</p>	<p>Students begin to study for their GCSE qualification in Year 9. We currently follow the new AQA Specification which is made up of three themes at both foundation and higher level:</p> <ol style="list-style-type: none"> 1. Identity and Culture 2. Local, national, international and global areas of interest 3. Current and future study and employment <p>The key areas covered in Year 9 are:</p> <ul style="list-style-type: none"> • Me, my 	<p>Year 10 is the second year of the GCSE course and the key areas covered are:</p> <ul style="list-style-type: none"> • Festivals and customs in French speaking countries /communities • Travel and Tourism • Social Issues: Healthy Living; • Education Post-16 and future career choices and ambitions 	<p>Year 11 is the final year of the GCSE course and the key areas covered are:</p> <ul style="list-style-type: none"> • Technology in everyday life • The environment • Charity/voluntary work • Homelessness/poverty • Exam preparation 		

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		<ul style="list-style-type: none"> Expressing opinions The near future tense 	<p>in Year 7. The topics covered include:</p> <ul style="list-style-type: none"> Life in Spanish speaking countries Fashion Leisure Transport and travel Healthy Living Future plans The environment 	<p>family and friends</p> <ul style="list-style-type: none"> Home, town, neighbourhood and region Freetime activities Life at school and college 				
Drama		<p>Drama is offered to all year 7 in a rotation system with all students having at least 6 weeks of Drama. In this time they will learn and explore basic drama techniques and skills. They will learn how to perform in front of others and evaluate their own and others' performance's. Drama in year 7 helps them to grow In</p>	<p>Drama is offered to all year 8 in a rotation system with all students having at least 6 weeks of Drama. In this time they will learn and explore basic drama techniques and skills and look at genres and styles. They will learn how to perform in front of others and evaluate their own and others' performance's. Drama in year 8</p>	<p>In year 9 students can pick Drama as one of their options and will study a BTEC level 2 Tech Award in Drama. The qualification is for those looking to further their career in Drama or study Drama in a higher education course. The course encourages them to grow in confidence and develop as an actor. The BTEC Tech</p>	<p>In year 10 students will continue to study a BTEC level 2 Tech Award in Drama. The qualification is for those looking to further their career in Drama or study Drama in a higher education course. The course encourages them to grow in confidence and develop as an actor. The BTEC Tech award consists of</p>	<p>In year 11 students will continue to study a BTEC level 2 Tech Award in Drama. The qualification is for those looking to further their career in Drama or study Drama in a higher education course. The course encourages them to grow in confidence and develop as an actor. The BTEC Tech award consists of</p>	<p>At Post 16 Drama is offered as an A level in Drama and Theatre. This course is suitable for students who wish to further their career in the Drama and Theatre industry and who have studied at drama from KS3. The course consists of three components. Component 1: Devising. Component 2:</p>	<p>In year 13 students will continue to study A level Drama and Theatre studies. This course is suitable for students who wish to further their career in the Drama and Theatre industry and who have studied at drama from KS3. The course consists of three components. Component 1: Devising.</p>

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		confidence.	helps them to grow In confidence	award consists of 3 units: Exploring the Performing Arts Developing Skills and Techniques in the Performing Arts Performing to a Brief.	3 units: Exploring the Performing Arts Developing Skills and Techniques in the Performing Arts Performing to a Brief.	3 units: Exploring the Performing Arts Developing Skills and Techniques in the Performing Arts Performing to a Brief.	Text in Performance. Component 3: Theatre Makers in Practice.	Component 2: Text in Performance. Component 3: Theatre Makers in Practice.
Dance		Dance in Year 7 is offered through Core PE and students will have a 6/7 week block of this activity. During this they will learn the basic skills needed as a dancer and key choreographic and performance skills. Afterschool and Lunch clubs are also offered for Year 7.	Dance in Year 8 is offered through Core PE and students will have a 6/7 week block of this activity. During this they will learn the basic skills needed as a dancer and key choreographic and performance skills. Afterschool and Lunch clubs are also offered for Year 8.	In Year 9 students can pick dance as one of their options studying Btec Level 2 Tech Award Dance. The qualification is for learners who are interested and have a passion for dance with a view to a further career in this or progressing to a higher education course. You study Dance through both theory and practical contexts and are assessed on 3 units: Exploring the	Btec Level 2 Tech Award Dance. The qualification is for learners who are interested and have a passion for dance with a view to a further career in this or progressing to a higher education course. You study Dance through both theory and practical contexts and are assessed on 3 units: Exploring the Performing Arts Developing Skills	Btec Level 2 Tech Award Dance. The qualification is for learners who are interested and have a passion for dance with a view to a further career in this or progressing to a higher education course. You study Dance through both theory and practical contexts and are assessed on 3 units: Exploring the Performing Arts Developing Skills	At P16, Dance is offered through studying BTEC Level 3 National Extended Certificate in Performing Arts (Dance) The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside dance, with a view to progressing to a wide range of higher education courses. You study through both theory and practical contexts and are assessed on 3 core units	BTEC Level 3 National Extended Certificate in Performing Arts (Dance) The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside dance, with a view to progressing to a wide range of higher education courses. You study through both theory and practical contexts and are assessed on 3 core units and one specialist units. Core Units

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				<p>Performing Arts</p> <p>Developing Skills and Techniques in the Performing Arts</p> <p>Performing to a Brief.</p>	<p>and Techniques in the Performing Arts</p> <p>Performing to a Brief.</p>	<p>and Techniques in the Performing Arts</p> <p>Performing to a Brief.</p>	<p>and one specialist units.</p> <p>Core Units</p> <p>Investigating Practitioners Work</p> <p>Developing Skills and Techniques for Live Performances</p> <p>Group Performance Workshop</p> <p>Specialist Units</p> <p>Jazz Dance Technique</p> <p>Street Dance Technique</p> <p>Contemporary Dance Technique</p>	<p>Investigating Practitioners Work</p> <p>Developing Skills and Techniques for Live Performances</p> <p>Group Performance Workshop</p> <p>Specialist Units</p> <p>Jazz Dance Technique</p> <p>Street Dance Technique</p> <p>Contemporary Dance Technique</p>
RE		<p>What does it mean to belong?</p> <p>Students will study the meaning and purpose of a community, applying their knowledge and understanding to the school community. They</p>	<p>Family: Why should we care about others? Looking at what family means and how we should treat the elderly as a society and community.</p> <p>Who is God?</p> <p>Addressing the</p>	<p>Study of a World Faith: Judaism – exploring beliefs and practices of Jews today.</p>	<p>Foundational Catholic Theology: Origins and Meaning/ Good and Evil. Exploring Catholic teaching on how the world was created, how they should look after the environment.</p>	<p>Applied Catholic Theology: Life and Death, Sin and Forgiveness.</p> <p>Students will explore the Catholic teaching on Life After Death using religious sources to support their</p>	<p>Follow OCR exam board studying Philosophy Ethics and Christianity.</p> <p>Philosophy:</p> <p>Ancient Philosophical influences. Soul, Mind and Body. Arguments based on observations.</p>	<p>Follow OCR exam board studying Philosophy Ethics and Christianity.</p> <p>Philosophy:</p> <p>The nature or attributes of God</p> <p>Religious Language: negative, analogical or</p>

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		<p>will learn about the five House saints.</p> <p>Is there more to life than meets the eye? Within this module students will study the seven sacraments and the festivals Christians celebrate throughout the year. Learning the meaning and purpose and explain the influence they have on individuals.</p> <p>Vocation: Students will look at what vocation means, how we are all called to a vocation and what needs to be done to achieve that vocation.</p> <p>World Faith: Hinduism. Exploring the beliefs and practices of Hinduism.meaning</p>	<p>philosophical questions of whether God exists? Who is he? Using scholars to form an argument on the existence of God e.g. William Paley’s watch theory.</p> <p>World faiths: Islam and Sikhism, exploring practices and beliefs within those religions Evil and Suffering: Students will start to explore the Christian teaching on Evil and Suffering using the Holocaust as a study to apply their knowledge and start to develop their knowledge on Judaism for Year 9</p>		<p>Non-religious views are also explored with reference to Humanist. Students will also question the existence of Good and Evil, why God allows it to take place if he is omnibenevolent.</p>	<p>understanding. They will also look at the Seven Sacraments and the impact they have on individuals as well as Crime and punishment and the Church teaching on forgiveness and sin.</p>	<p>Arguments based on Reason. Ethics: Natural Law Situation Ethics Kantian Ethics Utilitarianism Euthanasia Business Ethics Christianity: Augustine’s Teaching on Human Nature Death and the After Life Knowledge of God’s Existence The Person of Jesus Christ Christian moral principles Christian moral actions.</p>	<p>symbolic Religious Language: twentieth-century perspectives and philosophical comparisons Ethics: Meta-Ethical Theories Conscience Sexual Ethics Christianity: Religious pluralism and theology Religious pluralism and society Gender and society Gender and theology The challenge of secularism Liberation theology and Marx</p>
MUSIC		<ul style="list-style-type: none"> • “Stomp” – introduction to key musical 	<ul style="list-style-type: none"> • Reggae • Music Tech – Disco 	<ul style="list-style-type: none"> • GCSE content AoS 1-5 key features 	<ul style="list-style-type: none"> • GCSE content AoS 1-5 in depth • Music theory 	<ul style="list-style-type: none"> • GCSE content AoS 1-5 revision • Music theory 		

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		<ul style="list-style-type: none"> skills • Music Tech Introduction to DAW software • Rap • Music Tech - Introduction to notation software 	<ul style="list-style-type: none"> • Mozart & Beethoven Music Tech - Remixing 	<ul style="list-style-type: none"> • Music theory • Solo performance • Ensemble performance • Introduction to composition • Listening skills 	<ul style="list-style-type: none"> • Trial recording for coursework • Composition 1 • Listening skills 	<ul style="list-style-type: none"> • Solo and ensemble coursework recordings • Composition 2 Listening skills 		

For additional information for each subject please contact the relevant Head of School.

Lower School – Mr. Taylor

Middle School – Miss. Coombs

Upper School – Mr. Durkin