



Launceston College

Part of the Launceston College Multi Academy Trust

Curriculum Overviews

by faculty

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English

At Launceston College, we seek to provide students with a broad and challenging English curriculum. Our intent is to provide students with opportunities to become rich in knowledge, building on what they already know. Speaking and listening, reading and writing are discrete strands of English and we seek to develop students' confidence and abilities in all these areas. We seek to develop mastery but also foster curiosity and prepare students for future life, learning or employment.

Our English curriculum aims to promote high standards of language and literacy as well as a love of reading. In order to achieve this we strive to provide opportunities for students to:

Enjoy a range of texts from the worlds of fiction and non-fiction, helping them to empathise and make connections with the world around them

Develop the habit of reading widely and often.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Develop reading skills such as inference and analysis and make connections with a range of universal themes, thus appreciating our rich and varied literary heritage.

Develop reading skills such as recognising bias so that they are able to challenge what they read as well as being creative but responsible users of language themselves.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Contribute to learning through discussion, explaining thoughts and ideas clearly, respectfully, coherently and, where appropriate, persuasively and creatively.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	History of Language The development of the English language from its origin in Northern Europe in 500 CE. The influence of Chaucer and William Shakespeare	Myths and Legends Greek Myths The legend of King Arthur	Pilgrimages and Travel Writing The Knight's Tale, The Prioress, The Wife of Bath. Write persuasively about a local area.		Stormy Shakespeare The Tempest Shakespearean context Theatrical context Evaluate and review a production of the play.	

Year 8	Revenge Tragedy Hamlet Shakespearean context Theatrical context		Romantic Poetry A range of poems to cover the Romanic era, including second wave Romantics. For example, Wordsworth, Blake, Keats and Byron.		Gothic Fiction Frankenstein Write discursively about justice, morality and cloning	
Year 9	War Poetry A range of poems to include a range of conflicts over time. For example, Tennyson, Owen, Agard and Pope		Dystopian Fiction Animal Farm		Global Fiction Of Mice and Men	
Year 10	19th Century Novel, Poetry, Language Paper 1		Writers Viewpoints and Perspectives, Poetry Language Paper 2		Modern Text, Creative Writing Language Paper 1, Literature Paper 2	
Year 11	Shakespeare, Unseen Poetry Literature Paper 1 and 2		Poetry – Power and Conflict, Revision of Literature Texts Literature Paper 2		Class Specific Revision	
Year 12 Language	Introduction to key linguistic concepts Standard and non-standard English Language and situation Language levels	Linguistic concepts and the written mode	Linguistic concepts and the spoken mode	Linguistic concepts and the spoken mode	Revision of spoken and written modes	NEA Language and identity
Year 12 Literature	Othello/Unseen Poetry Paper 1	Othello/Wuthering Heights Paper 1	Poetry Anthology/Wuthering Heights Paper 1	Poetry Anthology/Unseen Poetry Paper 1	Essay skills Using specified pre-1900 text for examples.	NEA Linking texts
Year 12 Film studies	Intro to film form Macro and micro elements of film form, meaning and response, contextual influences, production	Global & British film. E.g: Pan's Labyrinth Trainspotting	Global & British film. E.g: City of God Shaun of the Dead	Hollywood. E.g: Blade Runner	Classic Hollywood. E.g: Vertigo	NEA Storyboarding, script writing & evaluation or short film making and evaluation. This is on-going personal study

Year 13 Language	NEA (continues independently) Language change over time and 21st Century English	Language change over time and 21st Century English	Language concepts and issues. Spoken language	Language concepts and issues. Spoken language	Creative writing and synoptic revision	Synoptic revision
Year 13 Literature	The Handmaid's Tale/A Streetcar Named Desire Literature Paper 2 (5 th hour to be dedicated to NEA)		Unseen Prose/Poetry Collection Literature Paper 2		Class Specific Revision	Class Specific Revision
Year 13 Film studies	American mainstream & Experimental Film. E.g: No Country for old Men Pulp Fiction	American independent & documentary. E.g: Captain Fantastic Amy	Silent film. E.g: Keaton's Cops		Exam skills/preparation & revision	Exam skills/preparation & revision

Covid changes for Sept 2020-2021

Year 10	19th Century Novel, Poetry, Language Paper 1	Writer's view points and perspectives (2-3 weeks) Poetry - Power and Conflict Language Paper 2, Literature paper 2	Poetry - Power and Conflict and introduction to the Modern Text, Literature Paper 2
Year 11	Shakespeare, Writers Viewpoints and Perspectives, Literature Paper 1 Language Paper 2	Poetry – Power and Conflict assessment Language assessments Revision of Macbeth	Shakespeare assessment

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p>Exam board N/A</p> <p>Core texts Year 7: <i>Beowulf</i> <i>Mermaid of Zennor</i> <i>Excalibur</i> Non-fiction travel writing <i>The Unlikely Pilgrimage of Harold Fry</i>, Rachel Joyce <i>The Tempest</i>, William Shakespeare</p> <p>Year 8: <i>Hamlet</i>, William Shakespeare Selection of Romantic poetry <i>Frankenstein</i>, Mary Shelley</p> <p>Year 9: Selection of war poetry <i>Animal Farm</i>, George Orwell <i>Of Mice and Men</i>, John Steinbeck</p>	<p>Exam board AQA</p> <p>Core texts <i>A Christmas Carol</i>, Charles Dickens <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson AQA GCSE poetry anthology (Power and Conflict) <i>Lord of the Flies</i>, William Golding <i>An Inspector Calls</i>, J.B Priestly <i>Macbeth</i>, William Shakespeare</p>	<p>Exam board AQA (English literature) Eduqas (English language and film studies)</p> <p>Core texts <u>English literature:</u> <i>Othello</i>, William Shakespeare <i>Wuthering Heights</i>, Emily Bronte <i>AQA literature anthology (Love through the Ages (Pre-1900))</i> <i>The Handmaid's Tale</i>, Margaret Atwood <i>A Streetcar Named Desire</i>, Tennessee Williams <i>Skirrid Hill</i>, Owen Sheers <i>Feminine Gospels</i> Carol Ann Duffy</p> <p><u>English language</u> (suggested wider reading and revision): <i>A Little Book of Language</i>, David Crystal <i>Revision Express, English Language</i></p> <p><u>Film studies:</u> <i>Pan's Labyrinth</i> (Del Toro, Spain, 2006) <i>City of God</i> (Mereilles, Brazil, 2002) <i>Captain Fantastic</i> (Ross, 2016) <i>No Country for Old Men</i> (Coen Bros, 2007) <i>Vertigo</i> (Hitchcock, 1958) <i>Blade Runner</i> (Scott, 1982) <i>Trainspotting</i> (Boyle, 1996) <i>Shaun of the Dead</i> (Wright, 2004) <i>Amy</i> (Kapadia, 2015)</p>

		Cops and other silent films (Keaton, 1922) Pulp Fiction (Tarantino, 1994)
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Maths

Mathematics is a creative subject with many highly interconnected disciplines that has developed over centuries. It is essential to everyday life, the means of looking at patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. It is critical to science, technology and engineering, and necessary for our students to have good numerical literacy for most forms of employment.

We aim to provide high quality mathematics education, providing a foundation for understanding the world, through studying: Algebra; number; ratio and proportion; geometry and statistics at KS3 and 4. We encourage students to develop their mathematics further learning new skills and studying pure; mechanics; statistics and discrete mathematics at KS 5.

We set high expectations for all pupils to have a 'can do' attitude who can make connections in their learning. For students to discuss and reason methods, with a desire to learn and to improve on mistakes. They develop fluency through varied practice so that students can solve problems by applying their mathematical understanding to a variety of problems. Explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of mathematics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Algebraic Thinking Sequences Algebraic notation Equality and equivalence between expressions	Place Value and Proportion Ordering integers and decimals Fraction, decimal and percentage equivalence	Applications of Number Solving problems with addition, subtraction multiplication & division	Directed Number Four operations with directed numbers - negative numbers Fractional Thinking Solving problems with fractions	Lines and Angles Geometric notation Geometric reasoning	Reasoning with Number Number sense Sets and probability Prime numbers and mathematical proof
Year 8	Proportional Reasoning Ratio and scale Multiplicative change Multiplying and dividing fractions	Representations Working in the Cartesian plane - coordinates Representing data Tables & probability	Algebraic Techniques Brackets, equations and inequalities Sequences Indices -powers	Developing Number Fractions and percentages Standard index form Number sense	Developing Geometry Angels in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	Reasoning with Data The data handling cycle Measures of location and spread
Year 9	Reasoning with Algebra	Constructing in 2 and 3 Dimensions	Reasoning with Number	Reasoning with Geometry	Reasoning with Proportion	Representations and Revision

	<p>Straight line graphs Forming and solving equations Testing conjectures</p>	<p>3 dimensional shapes Constructions and Congruency</p>	<p>Numbers Using percentages Maths and money</p>	<p>Deduction - solving angle problems Rotation and translation Pythagoras' Theorem</p>	<p>Enlargement and similarity Solving ratio & proportion problems Rates - distance, speed and time; density, mass and volume</p>	<p>Probability Algebraic representation - drawing and interpreting graphs Revision</p>
Year 10	<p>Similarity Congruency, similarity and enlargement Trigonometry</p>	<p>Developing algebra Representing solutions of equations and inequalities Simultaneous equations</p>	<p>Geometry Angles and bearings Working with circles Vectors</p>	<p>Proportions and proportional change Ratios and fractions Percentages and interest Probability</p>	<p>Delving into data Collecting, representing and interpreting data.</p>	<p>Using number Non-calculator methods Types of number and sequences Indices and roots</p>
Year 11	<p>Graphs Gradients and lines Non-linear graphs Using graphs</p>	<p>Algebra Expanding and factorising Changing the subject Functions</p>	<p>Reasoning Multiplicative reasoning Geometric reasoning Algebraic reasoning</p>	<p>Revision and communication Transforming and constructing Listing and describing Show that...</p>	<p>Revision</p>	<p>Examinations</p>
Year 12 AS Maths	<p>Pure: Polynomials Functions and graphs Dividing and factorising</p> <p>Pure: Binomial Expansion Combinations</p>	<p>Pure: Vectors Understanding notation Working with vectors</p> <p>Mechanics: Kinematics Displacement & distance Speed & velocity</p>	<p>Pure: Differentiation Gradient using tangents Differentiation from first principles Differentiating polynomials Applications</p>	<p>Pure: Integration Fundamental theorem of calculus Applications</p> <p>Statistics: Binomial distribution</p>	<p>Mechanics: Variable acceleration Applying calculus</p> <p>Pure: Exponential and logarithms Exponential functions & logarithms</p>	<p>Revision</p> <p>End of year assessment</p> <p>Pure: Differentiation Shape of curves The Chain Rule The product & quotient rules</p>

	<p>Using the binomial expansion</p> <p>Pure: Surds & indices Understanding surds Understanding indices</p> <p>Pure: Quadratic functions Quadratic graphs and equations The quadratic formula</p> <p>Statistics: Data collection, processing, presentation & interpretation Collecting data Single variable data Bivariate data</p>	<p>Constant acceleration formulae</p> <p>Pure: Equations and inequalities Solving simultaneous equations Solving inequalities</p> <p>Pure: Coordinate geometry Points and straight lines Circles</p> <p>Pure: Graphs & transformations Sketching graphs Transformations of graphs</p>	<p>Mechanics: Forces and motion Force diagrams and equilibrium Applying Newton's second law Connected objects</p> <p>Pure: Trigonometry Trigonometric functions & identities Trigonometric equations The sine & cosine rules</p> <p>Statistics: Probability Working with probability Probability distributions</p>	<p>Introduction to the binomial distribution</p> <p>Statistics: Statistical hypothesis testing Introducing hypothesis testing Applying the binomial distribution Critical regions</p>	<p>The exponential function & the natural logarithm Modelling curves</p> <p>Pure: Problem-solving Solving mathematical problems Methods of proof</p>	<p>Rates of change</p> <p>Pure: Trigonometry Working with radians Circular measure & small angle approximations</p> <p>Pure: Series and Sequences Notation & definitions Arithmetic sequences Geometric sequences</p>
<p>Year 12 AS Further Maths</p>	<p>Pure: Matrices Manipulation Transformations Invariance</p> <p>Pure: Determinant</p>	<p>Discrete: Networks Minimum spanning trees The travelling salesperson problem</p>	<p>Discrete: Linear Programming Formulate & solve constrained optimisation problems.</p> <p>Discrete: Critical path analysis</p>	<p>Pure: Polar Coordinates Notation Sketching polar curves</p> <p>Pure: Further Calculus</p>	<p>Pure: Hyperbolic Functions Introduction to hyperbolic functions</p> <p>Revision</p>	<p>End of Year Assessment</p> <p>Pure: Further algebra & graphs Further rational functions Reciprocal graphs Modulus graphs</p>

	<p>Calculating the determinant of a matrix Inverse matrices</p> <p>Discrete: Graphs The language of graphs Graph theory</p> <p>Pure: Complex Numbers Extending the number system Manipulation & representation</p> <p>Pure: Roots of polynomials Roots & coefficients Solving equations with complex roots</p> <p>Pure: Vectors & 3D space Finding the angle between two vectors The vector equations of a line Finding distances</p>	<p>Pure: Sequences & series Notation Using standard results Method of differences Proof by induction Maclaurin series</p> <p>Pure: Rational functions Graphs of rational functions Solving inequalities</p> <p>Mechanics: Work, energy and power Energy and momentum Gravitational potential energy Power</p> <p>Mechanics: Impulse and Momentum Impulse Conservation of momentum Newton's law of impact</p>	<p>Constructing an activity network Identifying critical paths</p> <p>Discrete: Network Flows Route inspection problem Network flows</p> <p>Pure: Conics Conic sections and their graphs</p> <p>Pure: Complex Numbers and Geometry The modulus and argument Loci in the Argand diagram</p> <p>Mechanics: Circular Motion Motion in a circle with constant speed</p>	<p>Volumes of revolutions Mean value theorem</p> <p>Discrete: Game Theory Play-safe strategies and stable solutions Optimal mixed strategy</p> <p>Discrete: Binary Operations Properties of binary operations</p> <p>Mechanics: Elastic & springs Hooke's Law Work and energy</p> <p>Mechanics: Dimensional Analysis Dimensions of quantities & units Dimensional consistency</p>	<p>Pure: Matrices Working with 3x3 matrices Solving simultaneous equations with 3 variables Factorising a determinant</p> <p>Pure: Complex Numbers De Moivre's theorem Applications of de Moivre's theorem</p> <p>Mechanics: Moments Equilibrium of rigid bodies Sliding and toppling</p>
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<p>Year 12 Mathematical Studies</p>	<p>Modelling Using spreadsheets Graphical representation to model real life situations</p> <p>Finance Problem solving in a financial context Percentages Savings & investments</p> <p>Statistics Graphs, charts and numerical data interpretation Standard deviation</p>	<p>Modelling Using shape and straight-line modelling in designing logos Estimation and quantifying real life practice</p> <p>Finance Borrowing VAT Exchange rates Managing money</p> <p>Statistics Scatter graphs, correlation and regression</p>	<p>Modelling Using statistics to compare and evaluate real life situations</p> <p>Finance Tax and insurance Monitoring inflation Budgeting</p> <p>Statistics Normal distribution</p>	<p>Modelling Critical analysis of case studies Fermi estimation</p> <p>Finance Cost of university Mortgages Iteration</p> <p>Statistics Confidence intervals</p>	<p>Work on the preliminary material</p> <p>Revision</p> <p>Examinations</p>	
<p>Year 13 A Level Maths</p>	<p>Pure: Functions Functions, graphs and transformations Composite and inverse functions The modulus function</p> <p>Pure: Trigonometric Functions</p>	<p>Pure: Further Differentiation Differentiating exponentials and logarithms Differentiating trigonometric functions Implicit differentiation</p> <p>Pure: Trigonometric Identities</p>	<p>Pure: Integration Finding areas Integration by substitution Integration by parts</p> <p>Pure: Parametric equations Parametric curves Parametric differentiation</p>	<p>Pure: Proof Revision of AS techniques Proof by contradiction</p> <p>Mechanics: Moments of forces Working with rigid bodies</p> <p>Mechanics: Projectiles</p>	<p>Pure: Numerical Methods Solutions to equations Numerical integration</p> <p>Mechanics: A model for friction Working with friction</p> <p>Revision</p>	<p>Revision</p> <p>Examinations</p>

	<p>Reciprocal trigonometric functions Inverse trigonometric functions</p> <p>Pure: Further Algebra The general binomial expansion Rational expressions Partial fractions</p> <p>Statistics: Probability Conditional probability</p>	<p>The compound angle formulae Harmonic form</p> <p>Mechanics: Kinematics Motion in 2D</p> <p>Statistics: Statistical Distributions The normal distribution</p>	<p>Mechanics: Forces and Motion Resolving forces Newton's second law in 2D</p> <p>Pure: Vectors Vectors in 3D</p> <p>Statistics: Statistical hypothesis testing Revisiting the binomial distribution Using the normal distribution in hypothesis testing</p>	<p>Introduction General equations</p> <p>Pure: Differential Equations Forming and solving differential equations</p> <p>Statistics: Statistical hypothesis testing Testing for correlation</p>		
<p>Year 13 A Level Further Maths</p>	<p>Pure: Conics Applying composite transformations</p> <p>Pure: Further Calculus Improper integrals Inverse trigonometric functions</p> <p>Pure: Series and induction</p>	<p>Pure: Series and limits Maclaurin series Limits L'Hopitals rule</p> <p>Pure: Polar Coordinates Areas in polar curves</p> <p>Discrete: Networks Revision</p>	<p>Pure: Further Calculus Integrals with partial fractions</p> <p>Discrete: Game theory Formulating a game as a linear programming problem</p> <p>Pure: First order differential equations</p>	<p>Pure: Hyperbolic Functions Reciprocal hyperbolic functions Inverse hyperbolic functions Calculus and hyperbolic functions</p> <p>Pure: Further Integration Integration techniques</p>	<p>Pure: Numerical Methods Numerical integration Differential equations</p> <p>Discrete: Group theory Properties of groups Subgroups Isomorphisms</p>	<p>Revision Examinations</p>

	<p>Method of difference using partial fractions</p> <p>Pure: Further Matrices Eigenvalues and eigenvectors</p> <p>Discrete: Graphs Planar graphs Kuratowski's theorem Isomorphism</p> <p>Mechanics: Centre of Mass Finding centres of mass Solids of revolution Plane figures</p>	<p>Discrete: Critical Path Analysis Gantt charts and resource histograms</p> <p>Discrete: Network Flows Flow augmentation Upper and lower capacities</p> <p>Discrete: Linear Programming The simplex algorithm</p> <p>Mechanics: Circular Motion Motion in a horizontal circle Motion in a vertical circle</p>	<p>Separation of variables Integrating factors</p> <p>Pure: Vectors The equation of a plane</p> <p>Mechanics: Impulse and momentum Working in 2D</p>	<p>Reduction formulae Arc length and surface area</p> <p>Pure: Second order differential equations Homogeneous differential equations Modelling oscillations Non-homogeneous differential equations Systems of differential equations</p> <p>Pure: Vectors Lines and planes The vector product</p>	<p>Revision and exams</p>	
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Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
	<p>Exam board Edexcel</p> <p>Core texts Edexcel GCSE (9-1) Mathematics - Pearson Revise Edexcel GCSE (9-1) Mathematics Revision Guide</p>	<p>Exam board AQA https://www.aqa.org.uk/subjects/mathematics/as-and-a-level https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350</p>

	<p>Revise Edexcel GCSE (9-1) Mathematics Workbook Revise Edexcel GCSE (9-1) Mathematics Practice Papers +</p>	<p>Core texts</p> <p>AS Maths Hodder AQA A Level Mathematics Year 1</p> <p>AS Further Maths: Hodder AQA A Level Further Mathematics For Core Year 1 and AS Hodder AQA A Level Further Mathematics Discrete Hodder AQA A Level Further Mathematics Mechanics</p> <p>Mathematical Studies Hodder AQA Level 3 Certificate in Mathematical Studies (Core Maths)</p> <p>A Level Maths Hodder AQA A Level Mathematics Year 1</p> <p>A Level Further Maths Hodder AQA A Level Further Mathematics For Core Year 2 Hodder AQA A Level Further Mathematics Discrete Hodder AQA A Level Further Mathematics Mechanics</p>
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Science

Science plays a fundamental role in shaping our daily lives, giving us the tools to explain the universe around us. At Launceston College, the Science Faculty is committed to ensuring excellent outcomes for all the students we teach, and to ensuring they understand the relevance of science to their lives, both now and in the future. Our science curriculum is designed around seven big ideas, and we aim to enable students to have a deep understanding of each idea, as well as how they interconnect both within science, and into other subjects. The curriculum is challenging, engaging, and practical-based, with fantastic opportunities for students both inside and outside of the classroom.

Launceston College Big Ideas of Science

1. All material in the Universe is made of very small particles, and these particles can interact
2. Objects can only be affected by forces acting on them
3. Energy can be in different stores, can be transferred, but cannot be created or destroyed
4. Organisms are organised on a cellular basis
5. Organisms depend on each other and interactions with their environment
6. Genetic information is passed down through generations, and leads to evolution
7. The development of scientific knowledge requires evidence, which leads to theories and models that explain the evidence at the time.

Green = biology

Red = chemistry

Blue = physics

Blue = general science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	These topics are taught on rotation: Cells, tissues organs, and the reproductive system Particles and matter		These topics are taught on rotation: Forces and their effects on objects Atoms, elements and compounds		These topics are taught on rotation: Energy stores and heat Ecology and food chains Science fair	
Year 8	These topics are taught on rotation: Photosynthesis and respiration Light and sound		These topics are taught on rotation: Chemical reactions 1: Acids, Alkalis, and Energetics Electrical circuits and magnetism		These topics are taught on rotation: Inheritance Earth's atmosphere and climate Science Fair	

Year 9	<p>These topics are taught on rotation:</p> <p>Diet and the digestive system Chemical reactions 2: Neutralisation and salts Speed and acceleration (with electricity recap)</p>	<p>These topics are taught on rotation:</p> <p>Chemical formulae and materials science Waves and space Working like a scientist (introducing GCSE practical work)</p>	<p>Ecosystems and interdependence Using Earth's resources Energy transfers by heating, and energy resources</p>
GCSE Combined Science (Trilogy)			
Year 10	<p>These topics are taught on rotation:</p> <p>Cells Particle model of matter Atomic structure Electricity Organisation and transport in organisms</p>	<p>These topics are taught on rotation:</p> <p>Organisation and transport in organisms (continued) Structure, bonding and quantitative chemistry Radioactivity Energy stores and transfers Chemical changes</p>	<p>These topics are taught on rotation:</p> <p>Energy stores and transfers (continued) Infection and response Chemical reactions and energetics Photosynthesis and respiration</p>
Year 11	<p>These topics are taught on rotation:</p> <p>Homeostasis and response Forces and motion Rate of reaction Organic chemistry Chemical analysis Inheritance, variation and evolution</p>	<p>These topics are taught on rotation:</p> <p>Inheritance, variation and evolution (continued) Chemistry of the atmosphere and resources Waves Electromagnetism Ecology</p>	<p>Revision and exams</p>
GCSE Separate Science			
Year 10	<p>Cells Organisation and transport in organisms Atomic structure Structure, bonding and quantitative chemistry Particle model of matter Electricity Radioactivity</p>	<p>Organisation and transport in organisms (continued) Infection and response Photosynthesis and respiration Structure, bonding and quantitative chemistry (continued) Chemical changes Radioactivity (continued) Energy stores and transfers Forces and motion</p>	<p>Homeostasis and response Rate of reaction Organic chemistry Forces and motion (continued)</p>

Year 11	Homeostasis and response (continued) Inheritance, variation and evolution Organic chemistry (continued) Chemical analysis Waves and light Electromagnetism	Ecology and interdependence Chemistry of the atmosphere and resources Space	Revision and exams
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Level Biology						
Year 12	Biological molecules, nucleic acids	Cell structure, transport, Immunity	Exchange DNA, genes and protein synthesis	Mass transport Genetic diversity Biodiversity	Revision and exams	Energy and ecosystems Populations in ecosystems
Year 13	Photosynthesis Inherited change	Respiration Populations and evolution	Response to stimuli Gene expression	Homeostasis Gene expression Recombinant DNA technology	Revision and exams	

A Level Chemistry						
Year 12	Atomic Structure Bonding		Kinetics and equilibria Fundamentals of organic chemistry	Chemistry of the periodic table Analysis of organic compounds	Revision and exams	Thermodynamics
Year 13	Thermodynamics Equilibrium constants Carbonyl chemistry	Electrode potentials Aromatic chemistry	Acids, bases and buffers Organic synthesis	Transition metal chemistry Structure determination	Revision and exams Unit title	

A Level Physics

Year 12	Measurements and uncertainties Mechanics Particles and radiation	Mechanics and materials Particles and radiation	Waves Electricity		Revision and exams	Periodic motion and fields
Year 13	Further mechanics Fields and their consequences	Thermal energy Capacitance	Astrophysics Magnetic fields	Astrophysics Nuclear physics	Revision and exams	

A Level Psychology						
Year 12	Social Influence Research Methods Approaches	Social Influence Research Methods Psychopathology	Memory Research Methods Psychopathology	Memory Research Methods Attachment	Biopsychology Revision Attachment	Revision and exam Approaches
Year 13	Biopsychology Research Methods Issues and debates	Biopsychology Research Methods Schizophrenia	Research Methods Aggression	Revision Relationships	Revision and exams	

Level 3 BTEC Applied Science						
Year 12	Unit 1: Chemistry Unit 2: Learning Aim A - Titrations	Unit 1: Physics Unit 2: Learning Aim B – Cooling curves	Unit 1: Biology Unit 2: Learning Aim C - Chromatography	Revision Unit 2: Learning Aim D – Reflective Journal	Revision and exam	Unit 3: Science Investigation Skills
Year 13	Unit 8: Learning Aim A – Musculoskeletal system Unit 3: Science Investigation Skills	Unit 8: Learning Aim B – Lymphatic system Unit 3: Science Investigation Skills	Unit 8: Learning Aim A – Musculoskeletal system Unit 3: Science Investigation Skills	Unit 3: Science Investigation skills	Revision and exams	

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Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p>Exam board We have developed our KS3 curriculum in house, with reference to the AQA KS3 curriculum</p>	<p>Exam board AQA</p> <p>Core texts Online versions of the key textbooks are available for students at kerboodle.com (log in required, contact science teacher) CGP revision guides are extensive and available to purchase through the College at certain times of the year.</p>	<p>Exam board A Levels – AQA BTEC – Pearson Edexcel</p> <p>Core texts Online versions of the key textbooks are available for students at kerboodle.com or pearsonactivelearn.com (log ins required, contact teacher) CGP revision guides are extensive and available to purchase through the College at certain times of the year.</p>

French

The purpose of the Modern Foreign Languages curriculum at Launceston College is to provide a curriculum that is accessible to all pupils and opportunities for all pupils to develop a high level of literacy in MFL required for success in adult life. In the MFL Faculty, we aim to broaden pupils' horizons through a range of social and cultural opportunities, fostering positive attitudes towards other cultures and races. We aim to develop resilience to help pupils overcome the challenges they are likely to encounter in adult life.

The curriculum plan for KS3 follows the national curriculum plan for Languages and is using Pearson's Active Learn as a resource to enable students to gain confidence in their language learning by having access to online learning whilst at home. In KS4, pupils follow the AQA GCSE specifications in the language of their choice, enabling them to potentially achieve the English Baccalaureate. The MFL curriculum incorporates grammar and vocabulary as well as linguistic competence. In lessons, students will use the 4 skills of listening, speaking, reading and writing, as well as translating. Students will study a variety of topic areas as well as use authentic materials such as stories, books and films to enhance their cultural awareness. They will also study aspects of the target language world. We have planned a MFL curriculum that includes enrichment activities that helps develop our students' cultural understanding such as, European day of languages activities, cultural immersive learning days, French and Spanish exchanges, International Festival, etc... The curriculum at all key stages is underpinned by a mastery approach, equipping pupils with the potential for further study or future careers. Pupils' aspirations are raised through links and visits to local Higher Education establishments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Phonics and Alphabet Classroom items	Me and My Family	Family and Pets	Family Relationships	Where I live	School and Subjects
Year 8	Jobs	Food	Clothes and Accessories	Weather and Free Time	Daily Routine	Holidays
Year 9	Family		Leisure		Customs	
Year 10	Town		Holidays		School	Mocks
Year 11	Future Jobs	Mocks	Global and Social Issues		Revision and Exams	
Year 12	Family Cinema	Cyberspace Film Study	Volunteering Music	Cultural Heritage Film Study	Speaking Practice Essay Writing and Exam Techniques	

Year 13	Novel Marginalisation	Youth and Politics Marginalisation	Demonstrations and Strikes Criminality	Immigration Criminality	Speaking Practice, Revision film and Essay Writing	
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Texts and exam boards

Years 7-8	GCSE (Years 9-11)	A-level (Years 12-13)
Core texts Conti's EPI and The Language Gym.	Exam board AQA Core texts Studio, Active Learn and Conti's EPI.	Exam board AQA Core texts Oxford Textbooks and Kerboodle.

Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Phonics and Alphabet Classroom items	Me and My Family	Family and Pets	Family Relationships	Where I live	School and Subjects
Year 8	Jobs	Food	Clothes and Accessories	Weather and Free Time	Daily Routine	Holidays
Year 9	Holidays		School		Family	
Year 10	Leisure		Town		Customs	Mocks
Year 11	Future Jobs	Mocks	Global and Social Issues		Revision and Exams	
Year 12	Family Values Regional Identity Film Study	Gender Equality Regional Identity Film Study	Cyberspace Cultural Heritage Film Study	Influence of Celebrities Cultural Heritage Film Study	Speaking Practice Essay Writing Exam Technique	
Year 13	Immigration The Youth in Today's Society	Racism The Youth in Today's Society	Conviviality Popular Movements	Monarchy and Dictatorships Popular Movements	Speaking Practice, Revision film and Essay Writing	

Texts and exam boards

Years 7-8	GCSE (Years 9-11)	A-level (Years 12-13)
Core texts Conti's EPI and The Language Gym.	Exam board AQA Core texts Viva, Active Learn and Conti's EPI.	Exam board AQA Core texts Oxford Textbooks and Kerboodle.

Year 7 Humanities

The aim of the humanities curriculum is to develop students' knowledge and understanding of the environment and community. This curriculum contributes to developing students' cultural capital, through the study of place and the impact that social, economic, environmental, political and religious factors have on the identity of place and people over time. We encourage students to investigate, question and challenge to what extent these factors may promote economic and social equality. Through this understanding we encourage students to consider different approaches to governance, environmental responsibility, economic growth and take part in ethical and philosophical debate. We develop students' understanding of the fundamental British values and the changing role that the UK has within the global community. The curriculum aims to engage and ignite a passion for learning within humanities, developing opportunities for experiences to be shared and developed outside of the classroom and school day. The humanities curriculum develops the skills and subject specific literacy required within each area to be successful whilst developing the skills that students need to be responsible, informed, active citizens within their local, national and global communities.

Year 7 Humanities

The aim of the curriculum in year 7 is to develop students' knowledge and understanding of place; the environment and community that they live in. Investigating and questioning the importance of the physical and human landscape and how and why they have changed over time. The curriculum aims to engage and ignite a passion for learning within humanities and through local study will promote opportunities for experiences to be shared and developed outside of the classroom and school day. This curriculum builds up the skills that students need to be successful within the humanities over the next 7 years. These skills include source analysis, evaluation, data presentation and analysis, interpretation and evaluation of different viewpoints and drawing informed conclusions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	Cornwall, location and physical landscape Location Coastal Landscape Moorland Landscape (Bodmin Moor)	Cornwall Prehistory Bronze Age Bodmin Moore: interaction with the landscape, religion and community Sacred Cornwall Iron Age Cornwall	Cornwall History: Roman The Roman Empire Romans in Cornwall Christianity and the Age of the Saints	Medieval Cornwall Cornwall and the Dark Ages Life in Medieval Launceston The impact of the Monarchy in our community: Launceston Castle in our community The impact of the Church in our community: Launceston Priory	21st Century Cornwall: Characteristics of Launceston's changing population Challenges facing our town Opportunities in our town Developing fieldwork skills		

History

History

The history curriculum is designed to develop students' understanding of the process of change and how key factors; social, political, economic, religious, ideological and military factors have changed societies, identities and the relationships between different groups overtime. Students develop their core historical skills; source analysis, critical thinking, weighing up evidence and arguments to come to informed judgements, whilst being encouraged to develop their ability to ask probing questions to challenge evidence. The history curriculum covers local, national and global history across the key stages; with local history underpinning much of the year 7 humanities curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8	Tudors and Stuarts		The English Civil War		Victorian England and the Age of Empire	
Year 9	Suffragettes First World War		Treaty of Versailles		WW2 Home Front	
Year 10	Paper 2: Britain Health and The People Medieval/Renaissance/Industrial/Modern Day		Paper 2: Source Skills/Source Comprehension		Paper 2: Historic Environment	
Year 11	Paper 1: Conflict and Tension		Paper 1: America 1920-1973		America 1920-1973/Revision/ Exams	
Year 12	Tudors Henry VII Cold War 1945-1949	Tudors Henry VII Cold War 1945-1949	Tudors Henry VII Cold War 1949-1952	Tudors Henry VIII Cold War 1949-1952	Tudors Henry VIII Cold War 1952 -1963	Tudors Henry VIII/ revision Cold War 1952-1963/ revision
Year 13	Tudors Edward VI Cold War 1963-1975 NEA	Tudors Edward VI Cold War 1963-1975 NEA	Tudors Mary I Cold War 1975-1992 NEA	Tudors Mary I/ Elizabeth I Cold War 1975-1992	Tudors Elizabeth I/ revision Cold War 1975-1992/ revision	Tudors Elizabeth I/ revision Cold War 1975-1992/ revision

	The development of African American Civil Rights in the USA	The development of African American Civil Rights in the USA	The development of African American Civil Rights in the USA	NEA (complete by Easter) The development of African American Civil Rights in the USA		A' Level Exams (June)
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Texts and exam boards

Key Stage 3 (Years 8-9)	GCSE (Years 10-11)	A-level (Years 12-13)
	<p>Exam board – AQA Paper 1 /Paper 2</p> <p>Core texts:</p> <p>AQA GCSE History: Health and the People (Hodder Education)</p> <p>AQA GCSE History: Elizabethan England c1568-1603 (Hodder Education)</p> <p>AQA GCSE History: Understanding the Modern World (Hodder Education)</p>	<p>Exam board – AQA</p> <p>Cold War Paper (2R) Tudor Paper (1C)</p> <p>Core texts</p> <p>AQA A 'Level approved text: The Tudors, England 1485-1603 (Hodder Education)</p> <p>AQA A 'Level approved text: The Cold War: C1945-1991 (Oxford Press)</p>

Citizenship

The curriculum is designed to enable the building of knowledge and develop depth of understanding across the 4 years. The key themes that underpin the curriculum are: active citizenship, rights and responsibilities and fundamental British values; democracy, the rule of law, individual liberty, mutual respect and tolerance. The curriculum empowers students to actively participate within their local national and global communities, develop their ability to critically weigh up evidence, understand different view-points and put forward reasoned arguments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8 Fundamental British Values – What does it mean to live in a democracy?	Democracy Political system Parliament Electoral system Political parties Political campaigns	Rule of Law The rule of law The Criminal Justice System in the UK Citizens involvement in the Criminal Justice System	How citizens can be involved in the democratic process Methods of campaigning Pressure groups Social movement Contemporary issues within society Active citizenship		Rights and Responsibilities United Nations Convention on the Rights of the Child Case studies: Right to education and child trafficking Active citizenship	
Year 9 Global Rights and Responsibilities	Global Commons Threats to the global commons Global responsibility Global governance The Antarctic Treaty		Human Rights United Nations Declaration of Human Rights: legislation Conflicting human rights Violation of human rights across the world Active citizenship		Global inequality Globalisation Trade and development Working towards equality Active citizenship	Relationships and the Law How the law protects people within relationships.
Year 10	Rights and Responsibilities The Criminal Justice System The nature of crime Human Rights International human rights law				Active Citizenship Project Individual active citizenship project Plan and take-action to make a difference	Politics and Participation (continue into Year 11) Democracy Electoral systems and governance

Year 11	Politics and Participation Electoral systems and governance Active citizenship within the democratic process How other countries govern.	Life in Modern Britain Identity Population changes in the UK Diversity and unity Respect and Tolerance	Revision for GCSE Exam
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Texts and exam boards

GCSE (Years 10-11)
Exam board AQA

Geography

The curriculum is designed to enable the building of geographical knowledge, conceptual understanding and skills across the 4 years (and through to post 16 education). We aim to nurture pupils' knowledge about diverse places, people, resources and natural and human environments. We also intend to develop pupils conceptual understanding to enable them to 'thinking like a geographer'. The conceptual understanding that we consider integral are; how human and physical processes shape places, appreciation of scale (spatial, temporal and individual to global) and change, interconnections, knowledge and understanding of locations, places and environments, awareness of environmental interaction and sustainable development and consideration of geographical issues and diversity. We intend to inspire pupils to; become enquiring geographers who are competent with the skills required to pose and explore geographical questions, develop a fascination with the world and its people and strive to act as responsible citizens in local, national and global communities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8 Human and physical geography	Rivers Importance of rivers Erosional landforms Flooding	Physical geography: Japan and Nigeria Location and key characteristics Map skills Climate Ecosystems	Human geography: Japan and Nigeria Population Development Industry	Influencing the Environment Ecosystem cycles and the human effect Pollution Air pollution and management Farming and soils National Parks	Micro-climate fieldwork Micro-climates in urban and rural areas Data collection methods Data evaluation	
Year 9 Opportunities and challenges	Volcanoes in Contrasting Areas Tectonics Vulcanicity Cause, effect and response: Mount Nyiragongo and Mount Etna	Contrasting urban areas: Lagos and Tokyo Processes of urbanisation Opportunities Challenges (issues) Management	Oceans: opportunities and challenges Impacts of sea level rise Plastic Links to the water and carbon cycle Coral reefs Oceans and life on earth	Changing places and future issues Enquiry process Investigating change in the local setting Sustainable cities Economic inequality Environmental degradation Global security		
Year 10	Introduction to Development: The Changing	Ecosystems/Tropical Rainforests	Urban Issues and Challenges	Coastal Landscapes in the UK	Resource Management and Energy/Fieldwork skills	

	Economic World					
Year 11	The Challenge of Natural Hazards	The Challenge of Resource Management: Energy	The Living World (Hot deserts or Cold environments)	Issue evaluation	Glacial Landscapes in the UK (Physical Landscapes in the UK)	Fieldwork skills /Revision A3s
Year 12	Changing Places/Coasts			Contemporary Urban Environments/Non Examined Assessment		
Year 13	Non Examined Assessment Contemporary Urban Environments/Ecosystems Under Stress			Global governance and global systems Revision		

Texts and exam boards

Key Stage 3 (Years 8-9)	GCSE (Years 10-11)	A-level (Years 12-13)
Core texts CGP Key Stage Three Geography Complete revision & practice	Exam board: AQA Core texts CGP GCSE AQA Geography Complete revision & practice https://www.coolgeography.co.uk/ https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc	Exam board: AQA Core texts CGP A-Level Geography Complete revision & practice https://www.coolgeography.co.uk/ https://www.tutor2u.net/geography/store/selections/core-resource-packs-for-aqa-a-level-geography

Religious Studies

Religious Studies

Our priorities for this curriculum are to develop students' religious literacy and ability to ask philosophical and ethical questions. We encourage students to explore and reflect on their own beliefs and values whilst learning about different religions, values and traditions within modern Britain. Through this curriculum students will develop an awareness of self and others' beliefs, authority and practices, knowledge and understanding about the role of faith in modern British society, critical analysis of religious text and secular research, knowledge and understanding of morality, an understanding of the connection between the natural environment and spirituality and an understanding of the importance of awe and wonder.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8	Buddhism Beliefs/Practices and Duties		Science and Religion		Islam Beliefs/Practices and Duties	
Year 9	Christianity Beliefs and Teachings		Christianity Worship and Festivals	Role of the Church Worldwide Community	Religion, Crime and Punishment	
Year 10	Islam Beliefs and Worship		Islam Duties and Festivals		Religion, Peace and Conflict	
Year 11	Religion and Life	Relationships and Families	Revision			

Texts and exam boards

GCSE (Years 9-11)
Exam board – AQA CGP revision guide: Religious Studies
Audiopi- podcasts for Christianity and Islam.

Design and Technology

The design and enterprise faculty curriculum intends to successfully equip students with transferable life skills. Student learning and progress is central to everything we strive to do. Our curriculum is designed to give all students every opportunity to develop the skills, qualities and attributes required to prepare them effectively for adult and working life.

The design and enterprise faculty is committed to providing students access to a wide range of subjects. The breadth of our curriculum offers all students the opportunity to be able to achieve, to develop decision making skills, to challenge themselves, to work as a team, to develop research and problem-solving skills and to further their creativity whilst drawing on their cross curricular knowledge and expertise.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Pod Students will be exploring polymers.	Print Students will be exploring printing and textiles.	Food Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.	Jewellery Students will be exploring metals and timbers.		
Year 8	Metals Students will be developing their knowledge of materials and processes.	Storage Students will be developing their knowledge of textile materials and processes.	Speaker Students will be developing their knowledge of polymers, timbers and basic electronics.	Food Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.		
Year 9	Fashion Students will explore the world of fashion to manufacture a pair of shorts.	Lamp Students will be developing their knowledge of timbers and textiles within one product.	Food Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.	Contextual Challenge Students will explore and solve a contextual challenge.		

Year 10 Fashion & Textiles	Skills Students will investigate a range of core textile skills to manufacture a kit roll.	Christmas Hoodie Students will investigate fashion design, fabrics and applique to manufacture a hoodie.	Jewellery Students will research, design and develop jewellery designs which will be realised using polymers and metals.	Interiors Students will explore timbers and textiles to create an interior product.	Contextual Challenge Students will work with a given contextual challenge to solve problems.	NEA Students will begin work on section A of their NEA using contexts set by the exam board.
Year 10 Product Design	Skills Students will investigate core skills in timbers, metals and polymers.	Design and Make Students will develop their designing and making skills.	Design and Make Students will develop their designing and making skills.	Contextual Challenge Students will develop their problem-solving skills.	Contextual Challenge Students will develop their problem-solving skills.	NEA Students will begin work on section A of their NEA using contexts set by the exam board.
Year 10 Food Preparation & Nutrition	Nutrition and Health Students demonstrate an understanding of macro and micronutrients with a combination of theory and practical skills.	Nutrition and Health Students demonstrate an understanding of macro and micronutrients with a combination of theory and practical skills.	Food Science Students explore the key terms through theory and practical lessons.	Food Safety Theory and practical skills using high-risk foods to demonstrate awareness of food safety based on the 4 C's.	Food Choice Students study factors affecting food choice, British and International cuisine, sensory analysis, labelling and marketing.	Food Provenance Students explore sustainability, food processing and production, technological developments, genetically modified and smart foods.
Year 11 Fashion & Textiles	NEA Students will focus on sections B and C of their NEA.	NEA Students will focus on sections C and D of their NEA.	NEA Students will focus on section E of their NEA.	NEA & Exam Preparation Students will focus on section F of their NEA and begin exam preparation.	Exam Preparation Students will work on exam preparation and technique.	Exam Preparation Students will work on exam preparation and technique.

Year 11 Product Design	NEA Students will focus on sections B and C of their NEA.	NEA Students will focus on sections C and D of their NEA.	NEA Students will focus on section E of their NEA.	NEA & Exam Preparation Students will focus on section F of their NEA and begin exam preparation.	Exam Preparation Students will work on exam preparation and technique.	Exam Preparation Students will work on exam preparation and technique.
Year 11 Food Preparation & Nutrition	NEA 1 Students will begin working on their NEA 1 set by the exam board.	NEA 2 Students will begin working on their NEA 2 set by the exam board.	NEA 2 Students will continue working on their NEA 2 and complete the practical exam.	Exam Preparation Students will work on exam preparation and technique.	Exam Preparation Students will work on exam preparation and technique.	Exam Preparation Students will work on exam preparation and technique.
Year 12 Product Design	Design and Make Students will develop their designing and making skills, concentrating on timber-based products including movements and mechanisms.	Materials Investigation Students will develop their investigative skills looking at materials and processes. AS NEA Students will focus on sections A and B.	AS NEA Students will focus on sections D and C. Mock NEA Students will explore a mock NEA.	AS NEA Students will focus on section E. Mock NEA Students will explore a mock NEA.	Exam Preparation Students will work on exam preparation and technique.	NEA Students will begin work on section A of their NEA using contexts set by the exam board.
Year 13 Product Design	NEA Students will focus on sections B and C of their NEA.	NEA Students will focus on section C of their NEA.	NEA Students will focus on sections D and E of their NEA.	NEA & Exam Preparation Students will complete their NEA and will begin exam preparation.	Exam Preparation Students will work on exam preparation and technique.	Exam Preparation Students will work on exam preparation and technique.

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
Design and Technology National Curriculum	AQA Design and Technology 8552 Food Preparation and Nutrition 8585 Core texts Collins AQA GCSE 9-1 Revision Design and Technology Food Preparation and Nutrition	AQA Product Design 7552 Core texts AQA AS/A Level Design and Technology Product Design

Business

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 BTEC Tech Award in Enterprise	Exploring Enterprises Examine the characteristics of enterprises Explore how market research helps enterprises meet customer needs and understand competitor behaviour Investigate the factors that contribute to the success of an enterprise	Exploring Enterprises Examine the characteristics of enterprises Explore how market research helps enterprises meet customer needs and understand competitor behaviour Investigate the factors that contribute to the success of an enterprise	Exploring Enterprises Examine the characteristics of enterprises Explore how market research helps enterprises meet customer needs and understand competitor behaviour Investigate the factors that contribute to the success of an enterprise	Exploring Enterprises Examine the characteristics of enterprises Explore how market research helps enterprises meet customer needs and understand competitor behaviour Investigate the factors that contribute to the success of an enterprise	Unit 1 Exploring Enterprises Examine the characteristics of enterprises Explore how market research helps enterprises meet customer needs and understand competitor behaviour Investigate the factors that contribute to the success of an enterprise	Unit 3 Promotion and Finance Preparation for external examination in February.
Year 11	Promotion and Finance Preparation for external examination in February.	Promotion and Finance Preparation for external examination in February.	Planning for and Running an Enterprise Prepare, Plan and Pitch an Enterprise Activity Idea	Planning for and Running an Enterprise Prepare, Plan and Pitch an Enterprise Activity Idea	Planning for and Running an Enterprise Operate and review the success of a micro-enterprise activity	Planning for and Running an Enterprise Operate and review the success of a micro-enterprise activity
Year 12 AS/A level business	Marketing and People	Marketing and People	Managing Business Activities	Managing Business Activities	Managing Business Activities	Managing Business Activities
Year 12 BTEC Business	Exploring business and Developing a	Exploring business and Developing a	Exploring business and Developing a	Exploring business and Developing a	Exploring business and Developing a	Exploring business and Developing a

	Marketing campaign Coursework unit and external assessment	Marketing campaign Coursework unit and external assessment	Marketing campaign Coursework unit and external assessment	Marketing campaign Coursework unit and external assessment	Marketing campaign Coursework unit and external assessment	Marketing campaign Coursework unit and external assessment
Year 13	Business Decisions and Strategy	Business Decisions and Strategy	Business Decisions and Strategy	Global Business	Global Business	Global Business
Year 13 BTEC Business	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment	Personal and Business Finance and Recruitment and Selection Process Coursework unit and external assessment

Texts and exam boards

BTEC Tech Award Enterprise	A-level (Years 12-13)	BTEC Business
Exam board Pearson	Exam board Pearson	Exam board Pearson
Core texts BTEC Tech Award Enterprise Student Book Pearson Cathy Richards	Core texts Edexcel AS/A Level Business Dave Hall	Core texts Pearson BTEC National Business Student Book 1 2016

Computing/ICT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introduction and Baseline Students will have an introduction to the computer systems at college and undertake a baseline assessment.</p>	<p>Digital Life Students will explore the digital world, the importance of accurate and bias websites, cyberbullying and being safe online.</p>	<p>Computational knowledge and understanding Students will explore binary, encryption, The Legal and ethical impact of computers on the world.</p>	<p>Graphics and Animation A project-based task looking at vector and bitmap graphics linked with animation.</p>	<p>Microbits Students will use BBC Microbits to program their own code using the block editor and advancing into Python code.</p>	<p>IDEA - Inspiring Digital Enterprise Bronze Award Students will become digital all-rounders, but will be given the opportunity to take their learning deeper in different areas of digital learning.</p>
Year 8	<p>Binary and Logic Gates Students will know how the binary system works, accurately converting binary to denary and vice versa. Students will draw up simple and combined truth tables and accurately determine the output from logic gates.</p>	<p>Networks and the internet Students will learn about LAN's and WAN's being able to describe and explain the differences between them.</p>	<p>Logo Programming Students will get an introduction to the logo programming language, using programming techniques to make more efficient code so solve given problems.</p>	<p>Computer Hardware Students will learn about the key components inside a computer.</p>	<p>Web design Students will be able to define HTML, apply HTML tasks to style a web page to a set given scenario.</p>	<p>IDEA - Inspiring Digital Enterprise Silver Award Learners will continue to make progress with their bronze award and becoming the digital all rounders as first started in Year 7, making progress towards completing bronze.</p>
Year 9	<p>Digital World Students will explore the digital world and the</p>	<p>Back to the future Students will complete weekly</p>	<p>Python Programming</p>	<p>Digital Life Students will understand the</p>	<p>Web Design Students will create a logical web</p>	<p>IDEA - Inspiring Digital Enterprise Gold Award</p>

	reliability of sources with the topic focus of : Content, Propaganda and contact	modules from the past linking to : Encryption, Problem solving and logic gates.	Students will use a programming language “Python”, which is textual, to solve a variety of computational problems; making appropriate use of data structures; design and develop modular programs that use procedures and functions.	concept of critical thinking and apply it to examples online. Looking at Fact and opinion. Students will evaluate what is trustworthy online.	design structure to solve a given task, using advanced features web design software offers to integrate advance features such as rollovers and enhance user interaction.	Students are independently challenging themselves to complete the Bronze, Silver and to be released Gold award (2020) as part of the IDEA award (Inspiring digital enterprise award)
Year 10	Computer Hardware The CPU Memory Storage	Algorithms Computational Thinking Writing Algorithms Search Algorithms Sorting Algorithms,	Development Programming Theory Defensive Design Testing Translators and IDE’s	Logic Binary Logic Logic Gates Truth Tables Logic Circuits Logic Expressions	Data Representation Binary Number System Hexadecimal Number System Character Sets Image Representation Compression	Procedural Programming Linked to support NEA.
Year 11	Procedural Programming Linked to support NEA.	Procedural Programming Linked to support NEA.	Networks Local Area Networks Wide Area Networks Internet Communication System Security	Software Operating Systems Utility Software	Exam Preparation	Exams Preparation
	BTEC ICT					
Year 12	Creating Systems to Manage Information.			Using Social Media in Business		

	<p>Students will demonstrate knowledge of database development terminology, standards, concepts and processes</p> <p>Students will apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief</p> <p>Students will analyse information about database problems and data from test results to optimise the performance of a database solution</p> <p>Students will evaluate evidence to make informed judgements about the success of a database's design and performance</p> <p>Students will be able to develop a database solution to meet a client brief with appropriate justification</p>	<p>Students will explore the impact of social media on the ways in which businesses promote their products and services</p> <p>Students will develop a plan to use social media in a business to meet requirements</p> <p>Students will Implement the use of social media in a business.</p>
<p>Year 13</p>	<p>Website Development</p> <p>Students will understand the principles of website development</p> <p>Students will design a website to meet client requirements</p> <p>Students will develop a website to meet client requirements.</p>	<p>Information Technology Systems</p> <p>Students will demonstrate knowledge and understanding of information technology terms, standards, concepts and processes</p> <p>Students will apply knowledge and understanding of information technology terms, standards, concepts and processes</p> <p>Students will select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context</p> <p>Students will analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems</p> <p>Students will make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems</p>

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p>Core texts National Curriculum Programme of study</p>	<p>Exam board OCR J277</p> <p>Core texts OCR GCSE Computer Science eTextbook Second Edition</p> <p>GCSE Computer Science for OCR Student Book</p>	<p>Exam board Pearson BTEC</p> <p>Core texts Revise BTEC National Information Technology Units 1 and 2 Revision Workbook</p> <p>Revise BTEC National Information Technology Revision Guide</p>

Hair and Beauty

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Follow health and safety in the salon	Introduction to the hair and beauty sector.	Presenting a professional image in a salon	Styling women's hair	Plaiting and twisting hair	Create a hair and beauty image
Year 11	Providing basic manicure treatment	Exploring the world of hair and beauty	Science of Hair and Beauty	Design in the hair and beauty sector	Synoptic assignment	Level 2 Hair and Beauty Studies – Theory exam
Year 12	Health and Safety/ Cross unit.	Advise and consult clients	Style and finish hair.	Set and dress hair	Shampoo, treat and condition hair.	Plait and twist hair.

Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12-13)
<p>Exam board City and Guilds. Year 10 – Level 1 certificate in Hair and Beauty. This qualification includes ongoing assessments that are practical and theory related. They are individually graded as pass, merit and distinction.</p> <p>Year 11- Level 2 Technical award in Hair and Beauty This qualification contains an externally set exam and synoptic assignment which is carried out towards the end of the course.</p>	<p>Exam board City and Guilds Level 2 NVQ hairdressing units. These units have been chosen to prepare you for an apprenticeship. These skills will develop your knowledge and practical skills to be able to support the stylist within the salon and develop them further towards your chosen hairdressing route.</p>

Motor Vehicle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Health & Safety in the work place</p> <p>Locating, interpreting and using technical information</p>	<p>Applying engineering techniques in an automotive environment.</p> <p>Knowledge relating to automotive foundation skills</p>	<p>Health & safety practices in a maintain and repair environment</p> <p>Disposal of materials such as oil, brake fluid and acids</p>	<p>Health & safety practices in a valeting and detailing environment.</p> <p>Compression ignition engine system components and operation</p>	<p>Compression ignition engine system components and operation</p> <p>Identify major components of a Diesel engine and remove and refit a cylinder head to the required standard.</p>	<p>Compression ignition fuel system maintenance.</p> <p>High pressure pumps, Common fuel rails and how to deal with contaminated fuel.</p>
Year 11	<p>Preparing to become a vehicle driver.</p>	<p>Spark ignition engine system components and operation</p>	<p>Light vehicle braking system components and maintenance</p>	<p>Light vehicle braking system components and maintenance</p>	<p>Electrical foundation skills</p>	<p>Electrical foundation skills</p>

Texts and exam boards

GCSE (Years 10-11)
<p>Exam board IMI awards</p> <p>Core texts Level 1 certificate in transport maintenance Generic This engaging and motivating Vocationally Related Qualification (VRQ) is generally</p>

aimed at learners 14-19 years old, who have a keen interest to learn about the maintenance of various types of transport and the job roles that are available within the sector.

Professional Cookery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Food safety in Catering	Health and safety awareness in catering and hospitality	Introduction to kitchen equipment	Prepare and cook food by boiling, poaching and steaming	Prepare and cook food by grilling, baking and roasting	Prepare and cook food by deep frying and shallow frying
Year 11	Food safety in Catering.	Health and safety awareness in catering and hospitality	Introduction to kitchen equipment	Prepare and cook food by boiling, poaching and steaming	Prepare and cook food by grilling, baking and roasting	Prepare and cook food by deep frying and shallow frying
Year 12	Food safety in Catering	Prepare and cook stocks, sauces and soups	Prepare and cook fruit and vegetables	Prepare and cook meat, offal and poultry	Prepare and cook fish and shellfish	Prepare and cook hot and cold puddings and hot and cold desserts

Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12)
<p>Exam board City and Guilds Level 1 award introduction to Culinary skills.</p> <p>You are new to the industry and want to gain a good basic understanding of catering work, enough to succeed in a job or move on to further study</p>	<p>Exam board City and Guilds Level 2 Diploma in culinary skills</p> <p>You want to gain a formal qualification and increase your skills so that you can take on a more senior role.</p>

Childhood Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Patterns of Child Development	Promoting Children's Development through play	Promoting Children's Development through play	Promoting Children's Development through play	Promoting Children's Development through play	Promoting Children's Development through play
Year 11	The Principles of Early Year's Practice	The Principles of Early Year's Practice	The Principles of Early Year's Practice	The Principles of Early Year's Practice	The Principles of Early Year's Practice	

Exam boards:

GCSE (Years 10-11)
BTEC exam: January (Year 10) Unit 1: Patterns of Child Development

Health and Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Human Lifespan Development</p> <p>LAA: Students will understand human growth and development across life stages and the factors that affect it</p>	<p>Human Lifespan Development</p> <p>LAA: Students will understand human growth and development across life stages and the factors that affect it</p>	<p>Human Lifespan Development</p> <p>LAA: Students will understand human growth and development across life stages and the factors that affect it</p>	<p>Human Lifespan Development</p> <p>LAB: Students will investigate how individuals deal with life events</p>	<p>Human Lifespan Development</p> <p>LAB: Students will investigate how individuals deal with life events</p>	<p>Human Lifespan Development</p> <p>LAB: Students will investigate how individuals deal with life events</p>
Year 11	<p>Health and Social Care Services and Values</p> <p>LAA: Students will understand the different types of health and social care services and barriers to accessing them</p>	<p>Health and Social Care Services and Values</p> <p>LAB: Students will demonstrate care values and review own practice</p>	<p>Health and Wellbeing</p> <p>LAA: Students will understand factors that affect health and wellbeing</p>	<p>Health and Wellbeing</p> <p>LAB: Students will be able to interpret health indicators</p>	<p>Health and Wellbeing</p> <p>LAC: Students will understand Person-centred health and be able to create wellbeing improvement plans</p> <p>Exam: Mid May</p>	
Year 12	<p>Human Lifespan Development</p> <p>LAA: Students will understand human growth and development across life stages and the factors that affect it</p>	<p>Human Lifespan Development</p> <p>LAB: Students will investigate how individuals deal with life events</p>	<p>Health and Social Care Services and Values</p> <p>LAA: Students will understand the different types of health and social care services and</p>	<p>Health and Social Care Services and Values</p> <p>LAB: Students will demonstrate care values and review own practice</p>	<p>Health and Wellbeing</p> <p>LAA: Students will understand factors that affect health and wellbeing</p>	

		<p>Health and Social Care Services and Values</p> <p>LAA: Students will understand the different types of health and social care services and barriers to accessing them</p>	<p>barriers to accessing them</p> <p>LAB: Students will demonstrate care values and review own practice</p>	<p>Health and Wellbeing</p> <p>LAA: Students will understand factors that affect health and wellbeing</p>	<p>LAB: Students will be able to interpret health indicators</p> <p>LAC: Students will understand Person-centred health and be able to create wellbeing improvement plans</p>	
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Exam boards:

GCSE (Years 10-11)
BTEC exam: May (Year 11) Health and Wellbeing

Travel & Tourism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>UK as a destination This unit will research how the UK has become a tourist destination both for inbound and domestic tourists and will identify where tourist visit and why they go there. The students will also research what different types of tourist will need to have a successful holiday in the UK</p>		<p>Investigating the Travel & tourism sector This unit looks at the business sectors that make up the travel and tourism industry and identifies: How they work together to provide an integrated product What can affect the ways of working and the profitability of the industry.</p>		<p>Long Haul Destination This unit looks at the areas of the world (outside of Europe) that are favourite travel destinations for UK tourist. Identifying what makes them popular and what might prevent or discourage UK tourists from visiting. This unit also includes the opportunity to develop a holiday itinerary for a long haul destination</p>	
Year 13	<p>Preparing for employment in Travel & Tourism This unit allows the student to investigate the wide range of job roles and career progression within the sector and to prepare themselves for applying for employment by completing CV's, letters and application forms as well as practicing interview techniques. The also study recruitment in the industry from the point of view of the employer.</p>		<p>The Business of Travel & Tourism This unit looks at: The importance of Travel & tourism to the economy of the UK and other countries How businesses in the industry are structured to allow them to be profitable. How they are financed and regulated The students have the opportunity to pitch a business plan for a Travel and tourism enterprise.</p>		<p>Customer Service in the Travel & tourism industry This unit assesses the importance of good customer service to the profitability of an organisation It also looks at what is good customer service in the travel & tourism industry. Students will have opportunity to understand how to deliver good customer service in certain situations</p>	

Texts and exam boards

A-level (Years 12-13)
<p>Exam board Pearson BTEC Sub diploma in Travel & Tourism</p> <p>Core texts BTEC Travel & Tourism e-Books (available through the College)</p>

PE

In our Physical Education curriculum, we aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Across KS3 students will develop competence and confidence in executing skills, techniques, tactics and strategies in a broad range of physical activities. Activities: Hockey, Football, Netball, Basketball, Handball, Badminton, Volleyball, Table Tennis, Tennis, Gymnastics, Dance, Health Related Fitness, Cricket, Softball, Rounders, Athletics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic: Responsibility Students will create routines of being organised in PE (Kit and Equipment) Students will develop responsibility for theirs and others learning within PE.	Topic: Responsibility Students will create routines of being organised in PE (Kit, Equipment) Students developing responsibility for theirs and others learning within PE. Students develop understanding of how their actions can affect others in their PE.	Topic: Creativity What creativity looks like in different PE activities. Attacking and defending concepts in PE Identify and implement fundamental choreography strategies. Using stimuli for inspiration	Topic: Creativity Develop ability to reflect on self and peer performance. Explore and develop tactics and strategies within physical activities.	Topic: Health How can high effort and resilience levels impact our skill development and fitness? Explore the body's response to exercise. Responding to failure in a proactive way.	Topic: Health The promotion of health and wellbeing through physical activity and exercise <i>'The power of practise'</i> How practice improves knowledge and skill development in PE. Different types of fitness how they help sports performance.
Year 8	Topic: Responsibility Undertaking the roles and responsibilities of the official Respect sportsmanship and fair play in sport. Develop effective communication skills.	Topic: Responsibility Demonstrate cooperation and develop skills to work effectively as a team. Understanding others needs to promote effective teamwork.	Topic: Creativity Understand how composition effects overall performance. <i>'The power of practise'</i> Adapting practice to seek challenge and develop skills.	Topic: Creativity The use of tactics, strategies and choreographic ideas to improve performance Develop skills to evaluate performance and provide feedback.	Topic: Health Nutrition in sports performance. Social benefits of physical activity	Topic: Health Health The long-term impact of regular physical activity on physical health. Goal Setting to improve skill performance and fitness levels
Year 9	Topic: Responsibility Effective sports leadership skills and attributes	Topic: Responsibility Effective sports leadership skills and attributes	Topic: Creativity Appreciation for how performance looks to an audience or an observer	Topic: Creativity Analysing and evaluating sports	Topic: Health Improve different areas of fitness through a	Topic: Health Physiology understanding how the

	Leadership styles and the application of Sports Leadership. Principles of coaching and providing constructive and effective feedback.	Leadership styles and the application of Sports Leadership Principles of coaching and providing constructive effective feedback.		performance to refine and improve skill. Problem Solving in PE	variety of training methods. Using motivation to improve sports performance	body works during physical activity. Identify different methods to measure fitness levels.
Year 10/11 Core PE	Take responsibility of personal health, wellbeing and physical activity. Explore a range of activities to develop skills, tactics and strategies.					
Year 10 BTEC	Unit 1: Fitness for Sport and Exercise <i>Know about the components of fitness and the principles of training</i> Unit 6: Leading Sports Activities <i>Know the attributes associated with successful sports leadership</i>	Unit 1: Fitness for Sport and Exercise <i>Explore different fitness training methods</i> Unit 6: Leading Sports Activities <i>Undertake the planning and leading of sports activities</i>	Unit 1: Fitness for Sport and Exercise <i>Investigate fitness testing to determine fitness levels.</i> Unit 6: Leading Sports Activities <i>Undertake the planning and leading of sports activities</i>	Unit 2: Practical Performance in Sport <i>Understand the rules, regulation and scoring systems for a selected sport</i> Unit 6: Leading Sports Activities <i>Undertake the planning and leading of sports activities</i>	Unit 2: Practical Performance in Sport <i>Practically demonstrate skills, techniques and tactics in selected sports</i> Unit 6: Leading Sports Activities <i>Undertake the planning and leading of sports activities</i>	Unit 2: Practical Performance in Sport <i>Be able to review performance.</i> Unit 6: Leading Sports Activities <i>Review the planning and leading of sports activities</i>
Year 11 BTEC	Unit 3: Applying the Principles of Personal Training <i>designing a personal fitness training programme</i>	Unit 3: Applying the Principles of Personal Training. <i>musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</i>	Unit 3: Applying the Principles of Personal Training. <i>Implement a self-designed personal fitness training programme to achieve own goals and objectives</i>	Unit 3 Applying the Principles of Personal Training. <i>Review a personal fitness training programme</i>	Exams	Exams
Year 12	Anatomy & Physiology Exercise Physiology Skill Acquisition	Anatomy & Physiology Exercise Physiology Sports Psychology	Biomechanics Exercise Physiology Sport and Society	Biomechanics Exercise Physiology Sport and Society NEA: Coursework/	Revision/Exam preparation	Anatomy & Physiology Sports psychology

	NEA: Coursework/practical performance	NEA: Coursework/practical performance	NEA: Coursework/practical performance	<i>practical performance</i>		
Year 13	Anatomy & Physiology Sports Psychology NEA: Coursework/practical performance	Anatomy & Physiology Biomechanics Contemporary issues in Sport NEA: Coursework/practical performance	Biomechanics Contemporary issues in Sport NEA: Coursework/practical performance	Revision/Exam preparation	Revision/Exam preparation	Revision/Exam preparation

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p>Core texts</p> <p>Power of practise: https://www.matthewsyed.co.uk/resource/bounce-the-myth-of-talent-and-the-power-of-practice/</p>	<p>Exam board Pearson BTEC Level 1/Level 2 First Award in Sport</p> <p>Core texts Specification: https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPECS_ISS4.pdf</p>	<p>Exam board OCR A Level PE</p> <p>Core texts Specification: https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf Text Book: OCR A Level PE ISBN: 9781510473317</p>

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	About Me Introduction	Colours, Synaesthesia	Skills Project, Japanese illustration work	3D Project Clay	Cultural Project – Aboriginal Art	
Year 8	Drawing/Negative Space	Perspective 1	Perspective 2	3D Project	Art History: Rousseau/Cezanne/Munch/African Art	
Year 9	Art History Op Art/Pop Art/Street Art		3D Project Cylinder Pots and Clay Animal Heads		Skills Project/Face Drawing	
Year 10	Ernst Haekel Drawing	Nunzio Paci	3D		Drawing Project/Portraiture	
Year 11	Continuation of Year 10 Work		GCSE Examination Work			
Year 12	Skills Based Project drawing, painting, monoprints, collage, artists introduction		AS Exam Topic Creating Artwork in response to exam paper			
Year 13	A Level written essay, 1500 – 4,000 words		Personal investigation related to written essay			

Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12-13)
Exam board OCR Description Art GCSE	Exam board OCR Description Fine Art and Photography
Core texts	Core texts

Drama

	Autumn	Autumn	Spring	Spring	Summer	Summer
Year 7	Mime		Greek Theatre		Romeo and Juliet	
Year 8	Melodrama		The Mansion		Macbeth and Stage Combat	
Year 9	Let 'im have it Devised Piece		Fame and Celebrity Response to Stimulus Material		Stone Cold	
Year 10	Discrimination Devised Piece with Analysis and Evaluation	An Inspector Calls Text and Performance	Devised Assessment Piece and Portfolio Mock Exam Live Theatre visit			
Year 11	Devised Assessment Piece and Portfolio Internally Assessed Practical Exam		Text and Performance		Exam Preparation	
Year 12	Curious Incident of the Dog in the Night Time, Brecht, Devised Piece and Portfolio		The Accidental Death of an Anarchist, Exam Techniques and Preparation		Lysistrata Exam Preparation	
Year 13	The Crucible and Stanislavski		Text and Performance		Accidental Death of an Anarchist, Lysistrata, Exam Preparation	

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
Core texts Romeo and Juliet by Shakespeare Macbeth by Shakespeare	Exam board Edexcel Core texts An Inspector Calls by JB Priestley	Exam board Edexcel Core texts

Stone Cold by Joe Standerline and Robert Swindells		The Curious Incident of the Dog in the Night time by Simon Stephens Lysistrata by Aristophanes Accidental Death of an Anarchist by Dario Fo
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Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	The Haunted House – Exploring the Elements of Music		Drumbeats and Rap		March Tune and Melody Composition	
Year 8	Stand by Me – Exploring musical textures		Music and the Moving Image		12 Bar Blues	
Year 9	Remix and Variations		Motivic Music and Dance Music		Song writing	
Year 10	Introduction to GCSE	First Composition and First Performance Intro to set works	Completion of First Composition Further input on set works	Initial Work on Further Composition and Further Performance Further input on set works	Further Work on Further Composition and Further Performance Further input on set works	Completion of Further Composition Further input on set works
Year 11	Initial Work on Briefed Composition and Ensemble Performance Revision of set works	Further Work on Briefed Composition and Ensemble Performance Revision of set works	Final Work on Briefed Composition and Solo Performance Revision of set works	Final Work on Free Composition and Ensemble Performance Revision of set works	Revision and final exam preparation	

Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
N/A	Exam board Edexcel	Exam board Edexcel

IAG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to College Life The Launceston College Project	Review of the Launceston College Project Responsibilities	Relationships and Understanding Others	Enterprise 10X Challenge	Emotional Wellbeing Residential Preparation	Residential Review Starting a New Year
Year 8	Looking After Yourself Financial Capability	You Are Awesome	The Global Village Conflict Resolution	CEIAG	Drugs and Alcohol Education First Aid and CPR	Rights and Responsibilities Starting a New Year
Year 9	Emotional Wellbeing British Values	PREVENT Radicalisation	Options Talks CEIAG	Emotional Wellbeing	Emerging Gender Identity	Skills and Bills (KS2 KS4 prep) Starting GCSE Year 10
Year 10	Mental Health Sexual Health	CEIAG	Study Skills/Revision Skills	Staying Safe – Drugs and Alcohol	Is Money Real?	Writing a CV Preparation for Work Experience Starting Year 11
Year 11	Reflection, Evaluation/Study Skills	Sixth Form Presentations and Applications CEIAG	Strategies for Final Revision	Personal Revision	Personal Revision	

Year 12	Sixth Form Learner	Beyond the classroom	Work Experience and progression preparation	Investigating Higher Education	Personal Revision	Personal Statements and UCAS applications
Year 13	UCAS Applications	Beyond the Sixth Form	Revision Skills	Personal Revision 6th Form Experience Student Review	Personal Revision	

Covid changes for Sept 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to College Life The Launceston College Project	Review of the Launceston College Project Responsibilities	Relationships and Understanding Others	Enterprise 10X Challenge	Continuation of 10X Challenge Emotional Wellbeing	Starting a New Year

	Autumn 1
All Years	Initial 2 weeks on Emotional Wellbeing