

	Foundation	Higher
<p>MATHS</p> <p>Head of Faculty Miss S L Jackson</p> <p>Teachers: Mrs Rowe Mr Killick Miss Short Mrs Wright</p>	<p>Term 1 Paper 1F 3D Shapes Percentages 2 Statistical Measures Inequalities "Graphs Review/ Extension"</p> <p>Term 2 Paper 2F Measure Graphs 2 "Constructions/ Loci"</p> <p>Term 3 Paper 3F Probability 2 Congruence and Similarity Algebra Review</p> <p>Term 4 Paper 1F Simultaneous Equations Trigonometry 1 Quadratic Equations</p> <p>Term 5 Paper 2F Volume Direct and Inverse Proportion</p> <p>Term 6 3 Papers F Area/Perimeter 2 Analysis, Reflection and Improvement</p>	<p>Term 1 Paper 1H Percentages 2 Measures Statistical Measures Probability</p> <p>Term 2 Paper 2H Surds Congruence and Similarity Simultaneous Equations Probability</p> <p>Term 3 Polygons Quadratics Pythagoras and Trigonometry</p> <p>Term 4 Paper 1H Equations 2 Volume Simultaneous Equations Sketching graphs: including sketching quadratics</p> <p>Term 5 Paper 2H Circle Theorems Iterations Equation of a Circle</p> <p>Term 6 3 Papers Direct and Inverse Proportion Vectors Analysis, Reflection and Improvement</p>

<p>ENGLISH</p> <p>Head of Faculty Miss S Gardner</p> <p>Teachers: Mr Morris Mr Holleman Miss Wilson</p>	<p>Term 1 and 2 Love and Longing Language Paper 1 Section A - all Lit Paper 1 Section A Starting with this moment in the play, explain how far Shakespeare presents as.....</p> <p>Text Choice Romeo and Juliet/Macbeth</p> <p>Poems My Last Duchess/War Photographer/Remains/Ozymandias</p> <p>Term 3 and 4 19th Century Novel Language Paper 1 Section B Q5. Lit Paper 1 Section B Starting with this extract, write about how Dickens presents Scrooge as an outsider.</p> <p>Text choice A Christmas Carol/Jekyll and Hyde</p> <p>Poems London/Poppies/Checking Out Me History/Kamikaze</p> <p>Term 5 and 6 Formal speaking and presenting skills. World wars. Lit Paper 2 Section C END OF YEAR EXAM - ALL LANGUAGE PAPER 2, ALL LIT PAPER 1</p> <p>Text choice The Emigree/Storm on the Island/The Prelude/Tissue</p>
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SCIENCE Head of Faculty Mr T Regan Teachers: Miss Smith Mrs Barfield Miss Anderson Miss English	Featured Practical Work (FPW) Extended Writing Activity (EWA)						
	Combined	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topics	C6 C7 P4	B1	B3	C3	P5	B5
	Assessment	End of Topic Tests C6, C7, P4	End of Topic Tests B1	End of Topic Test B3	End of Topic Test C3	End of Topic Tests P5	End of Year Exam
	Required Practicals	RP11	RP1, RP2			RP18, RP19	RP6
	Separate Sciences	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topics	C6 C7 P4	B1	B3	C3	P5	B5
	Assessment	End of Topic Tests C6, C7, P4	End of Topic Tests B1	End of Topic Test B3	End of Topic Test C3	End of Topic Tests P5	End of Year Exam
	Required Practicals	RP11	RP1, RP2	RP22		RP18, RP19	RP6, RP23

<p>PE</p> <p>Head of Faculty Mr K Strange</p> <p>Teachers Miss G French Mr M Cox Miss English</p>	<p>Invasion games Swimming Gymnastics Athletics Striking and fielding</p>
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<p>GEOGRAPHY</p> <p>Head of Faculty Mr W Ahmad (Temporary)</p> <p>Teachers: Mr Hallett Mr Heffernan Mrs Sharpe Mrs Mithani</p>	<p>Term 1 and 2 Living World Physical Paper 1: Hot deserts. Case study investigation. Physical Paper 1: Hot deserts. Opportunities and challenges.</p> <p>Case Studies The Thar Desert / Western Desert / The Amazon Rainforest / Malaysia / Epping Forest / Hot Desert or Cold Environment</p> <p>Geographical skills Distribution of ecosystems around the World, map skills, statistical analysis, longitude and latitude, photographic analysis, climate graphs.</p> <p>Term 3 and 4 Economic World</p> <p>Human Paper 2: Economic development and quality of life. Human Paper 2: Economic development in Nigeria.</p> <p>Case Studies UK / Tourism in Tunisia / HS2 / Liverpool / Nigeria / Cambridge hi-tech hub / Torr Quarr - industrial sustainability / Outer Hebrides</p> <p>Geographical skills Choropleth maps, flow diagrams, map skills, distribution of wealth analysis, longitude and latitude, photographic analysis.</p> <p>Term 5 and 6 Physical Landscapes Rivers and Coasts Physical Paper 1: Characteristics, landforms and management of rivers.</p> <p>Case Studies UK Rivers / Tees and Banbury / Jubilee River Flood Relief Channel/ Dorset Coast / Swanage Bay / Holderness / Coastal realignment in Medmerry.</p> <p>Geographical skills Storm hydrograph, map skills, OS map analysis, diagrams, photographic analysis. OS map analysis, diagrams, photographic analysis, 4 and 6-figure grid references,</p>
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HISTORY

Head of Faculty
Mr W Ahmad (Temporary)

Teachers:
Miss Elsey
Mr Heffernan
Mrs Sharpe
Mrs Oates

Term 1 to 3

Paper 2: Shaping the nation - Thematic Study - Health and the people: c1000 to the present day

- End of units: 1 - Medicine stands still, 2 - The beginnings of change, 3 - A revolution in medicine, 4 - Modern medicine
- "Part one: Medicine stands still
- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.

- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century."

Term 4-6

Paper 2: Shaping the nation - British Depth Study - Elizabethan England, c1568 - 1603 - 42 lessons minimum

End of units: 1 - Elizabeth's court and parliament, 2 - Life in Elizabethan times, 3 - Troubles at home and abroad. 4 - The historic environment of Elizabethan England

"Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: The historic environment of Elizabethan England.

FRENCH

Head of Faculty
Miss S Gardner

Teacher:
Mrs Simpkin
Mr Greenwood
Miss Wilson

Term 1:

De la ville a la campagne - towns and geography

Theme 2: Local, national, international and global areas of interest

Types of towns, weather phrases, modes of transport, places in a town, directions, geographical features, cultural activities, what you can do somewhere.

Term 2

De la ville à la campagne - towns and geography

Theme 2: Local, national, international and global areas of interest

Talking about future plans, community projects, environment, pollution

Term 3

Le grand large - travel and tourism

Theme 2: Local, national, international and global areas of interest

Countries, going on holiday, a past holiday, booking and reviewing hotels, buying souvenirs, eating out on holiday, travel and transport

Term 4:

Le grand large - travel and tourism

Theme 2: Local, national, international and global areas of interest

Ideal holidays, holiday disasters, problems in a hotel

Term 5:

au college

Theme 3: Current and future study and employment

revising school subjects, timetable, describing school , comparing it to your primary school, discussing school rules and uniform

Term 6:

au college

Theme 3: Current and future study and employment

French school system , problems at school, dealing with exam stress, school exchanges and visits

PD

Term 1 and 2

PERSONAL: Health and safety – assessing risk What is risk? What different situations might pose a risk? When and where should you be aware of your safety?

SOCIAL: Challenging extremism What is extremism? What can we do about it? Media reporting on extremism

HEALTH: Mental Health & Emotional Awareness. Asking are they ok, helping in those time of stress, stressful situations: grief, loss and imprisonment, how can we promote mental health around our school?

CITIZENSHIP: Global citizenship including What is migration, displacement and the movement of people? Case study: refugees – seeking safety (see resources), our community and migration

CAREERS: Post 16 options – what is available to me? Academic v Vocational Pages 1-4 of the booklet.

Term 3 and 4

PERSONAL: Understanding Brexit. What is the EU and how does it affect my life? What are the issues Brexit has been about? How has the EU been reported in the media and is this balanced and just? What are the big Brexit issues for our community and how might they affect us?

SOCIAL: 'The Apprentice' Watch clip/s. What skills are they demonstrating? Why are these skills important for you? When might you use such skills? Are you ambitious?

HEALTH: • Recognising triggers for unhealthy coping strategies How do you know when someone isn't okay? How do you know when you're not okay? What can you do if you're not coping? What causes us not to cope?

CITIZENSHIP: Campaign for Change. What is a campaign? What makes a campaign successful? What issues might we look at? How do you organise a campaign?

CAREERS: • Higher Education and study abroad. Pages 5-9 of the booklet

Term 5 and 6

PERSONAL: Diversity in relationships, gender equality and sexual orientation. What are gender norms? Why is it important that everyone is treated fairly? How have gender issues been addressed in the media? Does the media make it more difficult? How have gender issues evolved over time?

SOCIAL: Resolving conflict and restorative justice. What is restorative justice? How do we use restorative justice? Does it always work? Why do you think this? What is conflict? How are conflicts resolved on a small and large scale?

HEALTH: Accessing help, advice and support Personal networks, local networks, resources – who can help, how do they help and how do I access their support? Links to class clips are on the team drive.

CITIZENSHIP: Voting and elections. What are elections? At what age can you vote? Is the age of voting fair? What is the process behind elections? Who gets elected? What is an MP?

CAREERS: 'Futures Five' Planning the next steps after year 11. Pages 10-12 of the booklet.

RE	<p>Term 1 and 2 Religion and Medicine</p> <ul style="list-style-type: none"> • When does life begin? • Consider what is necessary for “life” – what characteristics would you use to define “life”? • Use the images of developing foetus – debate when does life begin? • Discuss and explain ideas • Sanctity of life v quality of life – which is more important? • Focus on quality of life in this part • Discuss what makes life worthwhile – watch the video clip about Nick Vujicic – does this affect their opinion? • Who decides when life is worthwhile? • (Could link to decisions about abortion/euthanasia – will look at this in more detail in lesson 4) • Sanctity of life – how is it different from quality of life? • What does it mean? How would it affect people’s understanding about how life should be treated – whether it is worthwhile – who decides? • Modern medicine can improve quality of life and raise questions regarding beliefs in the sanctity of life – which is more important – quality or sanctity of life? • Abortion– what issues does it raise? • Arguments for and against abortion - https://www.truetube.co.uk/film/pro-life-vs-pro-choice - what arguments can they identify – how do they relate to the ideas of quality of life and sanctity of life? • Use the information about beliefs – debate scenario or diamond nine activity • Euthanasia – what issues does it raise? – what is it? Different types of euthanasia • http://www.truetube.co.uk/film/euthanasia-playing-god • Arguments for and against euthanasia – could use the card sort to sort arguments and use as basis for discussion • Case studies - euthanasia – should people be allowed to decide when and how their life ends? - Consider Terry Pratchett video clip and arguments for/against assisted dying • How do beliefs relate to attitudes to euthanasia? • Should we allow euthanasia in this country? If so, what should the conditions be? <p>Term 3 and 4 Crime and Punishment</p> <ul style="list-style-type: none"> • Introduction to crime and punishment • From petty crime to rape and murder, what do Brits consider to be the worst of all crimes? And what about a punishment to fit the crime? When can rehabilitation or community service be justified over a prison sentence or even the death penalty - https://www.truetube.co.uk/film/crime-punishment • Punishment diamond nine card sort • Aims of punishment • What’s the point of punishing people? • Which punishment is more effective and why? • Introduction to Capital punishment • What is it?
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- Why do some people believe it should be reintroduced in this country – agree/disagree?
- Brief discussion – initial reactions to capital punishment – is it ever right to execute a person for a crime? If so, what kind of crimes would be suitable?
- Refer to previous learning – how would someone who believed in the sanctity of life respond to this?
- Arguments about capital punishment – religious and non-religious opinions
- Consider the case study of Stanley Tookie Williams – should he have been executed? – apply aims of punishment – beliefs about value of life (victim and criminal) etc
- Has their opinion changed? Why?
- What is forgiveness – should we forgive people who have harmed us or our friends/family?
- Does forgiving mean that they “get away with it”?
- Can forgiveness help the offender?
- Is it ever ok to break the law?
- Consider Martin Luther King &/or Rosa Parks – were they right to break the law?
- Can they think of any other examples where personal belief might conflict with the law?

Term 5 and 6

Human Relationships

- Relationships introduction – how many different types of relationships can they come up with?
- Focus on family relationships for this session
- What is the purpose of families – different types of families
- What roles do parents and children have?
- What is the purpose of families?
- Religious and non-religious perspectives
- What happens when this goes wrong?
- Case study - Read the article on Sean Mercer, the murderer of Rhys Jones.
- Are his parents to blame for his crimes? Did they not raise him correctly and teach good morals?
- Or does the responsibility lie with himself?
- What’s the purpose of marriage? Why get married?
- Is marriage still relevant in the 21st century? What do couples promise each other in marriage?
- Is polygamy acceptable? Or is it breaking marriage vows?
- Divorce and remarriage – reasons for divorce?
- Should marriage be for life – should divorce be allowed? – what do Christianity and Islam say about divorce? Are they realistic?
- Should divorce be easy?
- Should there be more support for marriages in difficulty – what kind of support?
- Contraception – religious and non-religious perspectives
- The types of contraception available, including natural and artificial.
- Consider which types religions may approve of and why and which they may not approve of and why.