



## Long Term Planning – English

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b><i>The Boy in the Striped Pyjamas</i> by John Boyne. (Literature)</b>	<b>Non-fiction Travel Writing (Language)</b>	<b><i>Macbeth</i> by William Shakespeare (Literature)</b>	<b>Short stories &amp; Narrative writing (Language)</b>	<b>Comprehension &amp; Directed Writing (Language &amp; Literature)</b>	<b>Nature Poetry (Literature)</b>
	Language analysis, characterisation, historical context, plot development	Persuasive techniques, writing for audience & purpose	Language analysis, monologue, tragedy, conflict, character, context	Narrative features, genre, structure, tension, vocabulary	Reading skills, punctuation, vocabulary, writing skills	Poetic devices, language analysis, reader effect
<b>Year 8</b>	<b><i>My Sister Lives on the Mantelpiece</i> by Annabel Pitcher (Literature)</b>	<b>Gothic short stories &amp; Narrative writing (Language)</b>	<b><i>Romeo and Juliet</i> by William Shakespeare (Literature)</b>	<b>Non-fiction Transactional writing (Language)</b>	<b>Comprehension &amp; Directed Writing (Language &amp; Literature)</b>	<b>Cultural Poetry (Literature)</b>
	Plot, context, characterisation, narrative structure, language analysis	Genre, vocabulary, tension, pathetic fallacy, narrative structure	Sonnets, soliloquy, dramatic irony, iambic pentameter, hamartia	Transactional writing, writing for audience, purpose & tone	Reading skills, SPAG, writing skills and composition	Poetic devices, dialect, culture, identity, reader effect
<b>Year 9</b>	<b><i>The Tempest</i> by William Shakespeare (Literature)</b>	<b><i>The Tempest (continued)</i> by William Shakespeare</b>	<b>Dystopian Writing (Language)</b>	<b><i>To Kill a Mockingbird</i> by Harper Lee (Literature)</b>	<b>Comprehension &amp; Directed</b>	<b>Coursework – Literature</b>
	Language analysis, monologue, conflict, character, context, structure	Language analysis, monologue, conflict, character, context, structure	Genre, vocabulary, tension, pathetic fallacy, narrative structure	Plot, context, characterisation, narrative structure, language analysis	Reading skills, SPAG, writing skills and composition	Language analysis, characterisation, historical context, plot development
<b>Additional Notes:</b>						



## Long Term Planning – English

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b>To Kill a Mockingbird</b>	<b>To Kill a Mockingbird - coursework</b>	<b>E2L Preparation</b>	<b>E2L Preparation &amp; A Streetcar Named Desire</b>	<b>E2L Preparation &amp; A Streetcar Named Desire</b>	<b>Overall Revision</b>
	Plot, context, characterisation, narrative structure, language analysis	Plot, context, characterisation, narrative structure, language analysis	Reading skills, SPAG, writing skills and composition	Reading skills, SPAG, writing skills and composition	Monologue, dramatic irony, tension, hamartia	Language analysis, context, structure, themes, writer's purpose
<b>Year 11</b>	<b>Literature revision</b>	<b>First Language Paper 1</b>	<b>First Language Paper 2</b>	<b>First Language Revision</b>	<b>Exams</b>	<b>Preparing for AS Levels</b>
	Plot, context, characterisation, narrative structure, language analysis	Reading skills, punctuation, vocabulary, writing skills	Narrative/descriptive features, genre, structure, tension, vocabulary	All skills	n/a	TBC
<b>Extras</b>						
<b>Additional Notes:</b>						



## Long Term Planning – Mathematics / Numeracy

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>Algebraic thinking</b>	<b>Place value and proportion</b>	<b>Applications of number</b>	<b>Directed number, Fractional thinking</b>	<b>Lines and Angles</b>	<b>Reasoning with number</b>
	Sequences, Algebraic notation, Equality and equivalence	Place value / ordering integers / decimals, Fraction, decimal and percentage equivalence	Solving problems with the four processes, Fractions and percentages	Operations and equations, Addition and subtraction of fractions	Constructing, measuring and using geometric notation, Developing geometric reasoning	Developing number sense, Sets and probability, Prime numbers and proof
<b>Year 8</b>	<b>Proportional Reasoning</b>	<b>Representations</b>	<b>Algebraic Techniques</b>	<b>Developing Number</b>	<b>Developing Geometry, Angles in parallel lines and polygons,</b>	<b>Reasoning with Data</b>
	Ratio and scale, Multiplicative change, Multiplying and dividing fractions	Working in the cartesian plane, Representing data, Tables and probability	Brackets, Equations and inequalities, Sequences, Indices	Fractions and percentages, Standard index form, Number sense	Area of trapezia and circles, Line symmetry and Reflection	The Data Handling Cycle, Measures of location
<b>Year 9</b>	<b>Reasoning with Algebra</b>	<b>Constructing in 2 &amp; 3 dimensions</b>	<b>Reasoning with number</b>	<b>Reasoning with Geometry</b>	<b>Reasoning with proportion</b>	<b>Representations</b>
	Straight line graphs, Forming and solving equations, Testing Conjectures	Three dimensional Shapes, Constructions and Congruency	Numbers, Using percentages, Money	Deduction, Rotation and translation, Pythagoras' Theorem	Enlargement and Similarity, Solving ratio and proportion problems, Rates	Probability Algebraic representation

**Additional Notes:** Revision Guides - [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - [www.corbettmaths.com](http://www.corbettmaths.com) - [www.studymaths.co.uk](http://www.studymaths.co.uk) - [www.khanacademy.org](http://www.khanacademy.org) - [www.purplemaths.com](http://www.purplemaths.com)



## Long Term Planning – Mathematics / Numeracy

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10 CORE</b>	<b>Number system, Squares, Cubes, Roots, Sets and Venn</b>	<b>Indices (numerically and algebraically) and Standard form Ordering of</b>	<b>Co-ordinate geometry, Bounds</b>	<b>Number sequences Practical graphs Percentages Time</b>	<b>Personal and small business finance</b>	<b>Geometrical construction, Scale drawings, Similar figures</b>
	Basic Algebra Fractions, Decimals and percentages Ordering	Estimates Equations	Ratio, Proportion and rate	Money, Graphs of functions	Geometrical language	Congruent shapes Revision
<b>Year 10 Ext.</b>	<b>Number, Ratio, HCF, LCM, Percentages, Money, Interest, BIDMAS, Growth,</b>	<b>Algebra and Graphs, Indices, Equations, Functions, Proportion, Curves, Powers</b>	<b>Algebra and Graphs, Sequences, Real-Life, Tangents</b>	<b>Coordinate Geometry, Cartesian coordinates, Gradients, Length, Midpoint Equations</b>	<b>Geometry, vocabulary, compass and ruler, scale, symmetry, Circle</b>	<b>Mensuration, Area, Perimeter, Volume, Circumference, Conversions</b>
<b>Year 11 CORE</b>	<b>Trigonometry, Vectors and Transformations</b>	<b>Probability, Statistics, Data and Graphs</b>	<b>Overspill and revision</b>	<b>Revision</b>		
	Bearings, Pythagoras, SOHCAHTOA, Translation, Reflection Rotation	Event, Scale, Frequency, Non-occurrence, Tree and Venn Diagrams				
<b>Year 11 Ext.</b>	<b>Number sequences, Quadratic equations, Trigonometry, Graphs, Direct and inverse</b>	<b>Probability, Classify, Interpret and compare, Correlation</b>	<b>Linear programming, Functions, Derivatives, Symmetry, Vectors</b>	<b>Cumulative frequency</b>	<b>Revision</b>	

**Additional Notes:** Revision Guides - [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - [www.corbettmaths.com](http://www.corbettmaths.com) - [www.studymaths.co.uk](http://www.studymaths.co.uk) - [www.khanacademy.org](http://www.khanacademy.org)  
- [www.purplemaths.com](http://www.purplemaths.com)



## Long Term Planning – Science (Chemistry / Biology / Physics)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>WHAT IS SCIENCE? AN INTRODUCTION TO THE SCIENTIFIC METHOD</b>	<b>THE CELLULAR BASIS OF LIFE</b>	<b>PARTICLES, STRUCTURE AND SUBSTANCES AND PROPERTIES</b>	<b>MATTER</b>	<b>VARIATION, EVOLUTION, HEALTH AND DISEASE</b>	<b>FORCES AND MOTION</b>
Additional details	Safety in the lab Using equipment Using the Bunsen burner What are variables? Planning investigations Collecting and recording results Drawing graphs Forming conclusions	Living, dead and never been alive Cells and cell structure Cell shape and size Diffusion and the cell membrane Working together – cells, tissues and organ systems Supplying cells – the human circulatory, digestive and gas exchange systems The human skeleton and muscles Diet and exercise Digestive system	Classifying materials Particle model for solids, liquids and gas states Particles in substances and solutions Water cycle processes Separating solutions Explaining evaporation Comparing solubility pH scale, neutralisation and acid rain	Temperature Heating and cooling Thermal conduction Thermal store of energy Floating, sinking and density Pressure in fluids Convection	Differences within species Changes in species over time – fossil evidence Identifying and classifying organisms Explaining evolution Disease and pathogens	What forces do Describing forces Balanced and unbalanced forces Friction Energy stores and transfers
<b>Year 8</b>	<b>ORGANISMS AND THEIR ENVIRONMENTS</b>	<b>EARTH IN SPACE/FORCES AND MOTION</b>	<b>BIODIVERSITY AND HUMAN IMPACTS</b>	<b>LIGHT, SOUND AND WAVES</b>	<b>ELECTRICITY AND MAGNETISM</b>	<b>PARTICLES, STRUCTURE AND CHEMICAL REACTIONS</b>
Spec points	Plant nutrition and photosynthesis Cellular respiration Food chains and food webs Interdependence within ecosystems Ecosystem components and dynamics	Planets and solar system Gravity/Mass/Weight The night sky, stars and galaxies Days and seasons Describing speed Motion graphs Changing motion Drag Hidden forces Turning effects	Biodiversity, conservation and sustainability – <i>interdisciplinary project including UNHCR focus</i>	Production and transmission of sound Characteristics of light The ‘passive eye’ model of vision Seeing in colour The ray model of light to explain images Reflection and lenses Waves on water and ropes A wave model of sound	Making circuits Electric current Voltage Static electricity Resistance Parallel circuits Magnetic fields Electromagnets	Atoms and molecules Symbols and formulae Rearrangement of atoms Formation of new substances Representing reactions Conservation of mass Reactions in solution Combustion Exothermic and endothermic reactions Trends in physical properties Atomic model Periodic patterns



<b>Year 9</b>	<b>HEREDITY AND LIFE CYCLES</b>	<b>RATES OF REACTIVITY</b> <i>KS3 finishes here</i>	<i>IGCSE starts here:</i> <b>Cell Processes</b>	<b>Energy and energy transfers</b>	<b>Atomic structure and bonding</b>  <b>B2 Animal Nutrition</b>	<b>Experimental techniques and chemistry of the environment</b>
Spec points	Heredity and genetic information The structure and function of the gamete Growth Life cycles Sexual reproduction in humans Contraception Sexual and asexual reproduction in flowering plants.	Reactivity and displacement reactions Using the reactivity series Salts Making salts Measuring rates of reaction Surface area and rate of reaction Temperature and rates Concentration and rates	B1 Characteristics of living organisms B2 Cells B3 Movement in and out of cells	P1.6 Energy, work and power (not mechanical work) P2.3 Transfer of thermal energy	C1 States of matter C2 Atoms, elements and compounds. C3.1.1,2,3,6 Formulas  B4 Biological Molecules B5 Enzymes B7 Human Nutrition	C10 Chemistry of the environment C12.1 Experimental design C12.3 Chromatography C12.4 Separation and purification

**Additional Notes: Students in year 9 complete the Key Stage 3 science curriculum in term 1. They then start the Cambridge IGCSE Coordinated Science Double Award (0654) curriculum in term 2.**



## Long Term Planning – Science (Chemistry / Biology / Physics)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b>Ecosystems</b> <b>Periodic table</b> <b>Atomic Physics</b>	<b>Plant nutrition</b> <b>Rates and energetics</b> <b>of chemical reactions</b>	<b>Forces and motion</b> <b>Disease and immunity</b>	<b>Electricity</b> <b>Respiration and</b> <b>human transport</b>	<b>Acids, Bases and salts</b> <b>Metals and the</b> <b>reactivity series</b>	<b>EM Waves and space</b>
Spec points	B18 Organisms and their environment B19 Human influences on ecosystems  C8 Periodic Table  P5 Nuclear Physics	B6 Plant nutrition B8 Plant Transport  C6 Chemical Reactions C5 Chemical energetics	P1.1 Physical quantities P1.2 Motion P1.3 Mass and weight P1.4 Density P1.5 Forces P1.7 Pressure  B10 disease and immunity B14 drugs	P4.2 Electrical quantities P4.3 Electrical circuits P4.4 Electrical Safety  B9 Transport in animals B11 Gas exchange in humans B12 Respiration	C3.1.4,5,7,8 symbol equations C7 Acids, bases and salts C12.2 Acid-Base Titrations C12.5 Identification of ions and gases  C9 Metals	P3.3 Electromagnetic spectrum P6.1 The solar system P6.2 Stars and the universe
<b>Year 11</b>	<b>Coordination and response</b> <b>Electrochemistry</b>	<b>Properties of light and sound</b> <b>Reproduction</b>	<b>Inheritance and variation</b> <b>Thermal physics</b>	<b>Organic chemistry</b> <b>Amount of substance</b>	<b>Magnetism</b> <b>Exam revision</b>	
Spec points	B13 coordination and response  C4 Electrochemistry C3.1.7 and 3.1.8 ionic equations	P3.1 Properties of Waves P3.2 Light P3.4 Sound  B15 Reproduction	B16 Variation B17 Inheritance  P2.1 Kinetic particle model P2.2 Thermal properties and temperature	C11 Organic chemistry  C3.2 Relative masses of atoms and molecules C3.3 The mole and Avogadro constant	P4.1 Simple magnetism P4.5 Electromagnetic effects	

**Additional Notes: Students in year 10 and 11 follow the Cambridge IGCSE Coordinated Science Double Award (0654) curriculum**



## Long Term Planning – History

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>ANCIENT EGYPT</b>	<b>ANCIENT EGYPT</b>	<b>ANCIENT GREECE</b>	<b>ANCIENT GREECE</b>	<b>ANCIENT ROME</b>	<b>ANCIENT ROME</b>
	Chronology (learning how to build a timeline), Geography, Religion, Architecture, Medicine, Hieroglyphs.	Civilisation and Leaders: Hatshepsut, Agriculture, Laws, Akhenaten, Ramses II, Anthony and Cleopatra	Chronology, Trade, Geography, Athens, Sparta, Persian Wars, Government	Alexander the Great, Peloponnesian Wars, Trojan War	Chronology and Origins, Romulus and Remus, Geography and the spread of the Roman Empire,	Caesar, Marian Reform, Celtic Britain, Consolidation of Power
<b>Year 8</b>	<b>NORMAN BRITAIN</b>	<b>NORMAN BRITAIN AND THE PLANTAGENETS</b>	<b>MEDIEVAL EUROPE</b>	<b>RENAISSANCE AND THE REFORMATION</b>	<b>REFORMATION AND THE TUDORS</b>	<b>FRENCH REVOLUTION</b>
	Origins, 1066 Succession Crisis, Battle for Stamford Bridge, Battle of Hastings, Castles	Bayeux Tapestry, Domesday Book, The Plantagenet King, War of the Roses, Robert the Bruce and the Battle of Bannockburn	The Feudal System, Medieval Church, Black Death and Witchcraft	Peasants Revolt Renaissance – key changes and thinkers. The Reformation, Catholics and Protestants, Martin Luther	Henry VIII, The Break with Rome, The Laws of the Reformation, The Reign of Elizabeth I.	The three estates, King Louis, Tennis court oath, Storming the Bastille, Revolution
<b>Year 9</b>	<b>HISTORY OF SEYCHELLES</b>	<b>BRITISH EMPIRE (HISTORY OF)</b>	<b>BRITISH EMPIRE (GROWTH OF)</b>	<b>WORLD WAR 1</b>	<b>WORLD WAR 1</b>	<b>THE RISE OF HITLER AND THE HOLOCAUST</b>
	Origins, Chronology, Geography, Culture, Government and Laws, Independence	Origins and growth; Transatlantic Slave Trade, The Commonwealth, British Raj	Impacts on India, Life on plantations, Abolition, Growth of the Empire, Windrush Generation	Pre-War Europe, Alliances, Balkan conflict, Causes of WWI, Trench warfare	WWI victors, Treaty of Versailles, German reaction,	German Instability following WW1, Recovery, Hitler, Holocaust – causes, effects and the role of allied forces.





## Long Term Planning – History

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b>WERE THE PEACE TREATIES OF 1919-1923 FAIR?</b>	<b>TO WHAT EXTENT WAS THE LEAGUE OF NATIONS A SUCCESS?</b>	<b>WHY HAD INTERNATIONAL PEACE COLLAPSED BY 1939?</b>	<b>WHO WAS TO BLAME FOR THE COLD WAR?</b>	<b>HOW EFFECTIVELY DID THE USA CONTAIN THE SPREAD OF COMMUNISM?</b>	<b>HOW SECURE WAS THE USSR'S CONTROL OVER EASTERN EUROPE, 1948- 1989?</b>
	Wilson, Clemenceau Lloyd George, impact on defeated, contemporary opinion	League's strengths or weaknesses, world depression, Manchuria and Abyssinia	Collapse of order, militarism of Italy, Germany, and Japan, Hitler's foreign policy	Origins, 1945 summit, US / Soviet Alliance, NATO, Warsaw Pact	Cold War, Cuban Revolution, Vietnam, North and South Korea, The UN	Soviet power, the Berlin Wall, Gorbachev
<b>Year 11</b>	<b>WAS THE WEIMAR REPUBLIC DOOMED FROM THE START?</b>	<b>WHY WAS HITLER ABLE TO DOMINATE GERMANY BY 1934?</b>	<b>THE NAZI REGIME</b>	<b>HITLER AND SUCCESS OF THE NAZIS</b>		
	<u>Depth Study: Germany 1919-1945</u> Germany emerges from defeat at the end of the First World War	<u>Depth Study: Germany 1919-1945</u> Impact of the Treaty of Versailles, Hitler dominates Germany by 1934	<u>Depth Study: Germany 1919-1945</u>  How effectively did the Nazis control Germany, 1933–45?	<u>Depth Study: Germany 1919-1945</u> Impact of the Second World War on Germany, The Final Solution		

### Additional Notes:

Coursework is completed during terms 1a and 1b in Year 11, alongside their regular lessons.



## Long Term Planning – Geography

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>Migration and Migration stories</b>	<b>Extreme Weather, Climate, Air Pressure, Rain, Clouds</b>	<b>Climate Change and Greenhouse Effect</b>	<b>Geographical Skills and Fieldwork, Map skills, Data analysis</b>	<b>Locational Knowledge, Wonders of the World - Brazil</b>	<b><i>End of year Assessment Revision. Unequal World, Development Gap</i></b>
	Migration, Human Geography, Syria Civil War 2015, Mexico to USA Migration	Recording Weather, Tropical Cyclones, Hurricanes, Latitude	Evidence, Physical and Human Causes, Impacts, Climate Analysis	Distance, Contour lines, Grid References, Measurement, Field Sketches	Human and Physical Geography of Brazil, Amazon Rainforest, Favelas	Revision from Year 7, Development, Development Gap, Solutions
<b>Year 8</b>	<b>Population and Urbanisation</b>	<b>Locational Knowledge, Africa and Kenya</b>	<b>Plastics / Pollution, Great Pacific Garbage Patch, Oceans</b>	<b>Locational Knowledge, China / Superpower Development</b>	<b>Development and Globalisation, Primary, Secondary and Tertiary Industries</b>	<b><i>End of Year Assessment Revision. Energy and Water</i></b>
	Population Change, Population Structure, Ageing Populations, Urbanisation, Slums	Population Distribution, Geography of Africa, Nairobi, Kenya	Coral Reefs, Plastic Pollution, Impact on the Seychelles, 3R's	Human and physical Geography, Population, Eco Cities, Sustainability	Economic Activity, Development, Globalisation	Revision From Year 8, Energy mix, Natural Resources, Oil, Nuclear Power
<b>Year 9</b>	<b><u>Economic Development:</u> Tourism, Growth of Tourism, Benefits,</b>	<b><u>Economic Development:</u> Industry and food Production,</b>	<b><u>The Natural Environment:</u> Ecosystems - Tropical Rainforests</b>	<b><u>The Natural Environment:</u> Ecosystems - Deserts, Sahel Region (24-26) Antarctica, Cold Regions (27-29)</b>	<b><u>The Natural Environment:</u> Plate Tectonics, Earthquakes and Volcanoes</b>	<b><i>End of Year Assessment Revision. <u>The Natural Environment:</u> Climate Change</i></b>
	Managing Tourism and Sustainability, Eco-Tourism, Machu Pichu, Peru	Inputs, Processes and Outputs, Farming, Food Shortages, Food Security, Sudan	Weather and Climate Data, Rainforests, Amazon Rainforest Uses and Threats.	Weather and Climate Data, Deserts, The Sahel, Desertification	W+C Data, Deserts, The Sahel, Desertification (23-25), Antarctica, Cold Regions (25-27)	Cause and effect, Impacts, Hazards and Opportunities, Iceland, Japan, Hunga Tonga

### Additional Notes:



## Long Term Planning – Geography

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b><u>The Natural Environment:</u></b> River processes and landforms	<b><u>Economic Development:</u></b> Indicators, Classifying production	<b><u>Economic Development:</u></b> Energy Use, Nuclear, Water Energy	<b><u>The Natural Environment:</u></b> Marine processes and landforms, Coasts	<b><u>The Natural Environment:</u></b> Weather and Extreme Weather	<i>End of year mock exam revision</i> <b><u>Paper 4: Geographical Enquiry</u></b>
	Drainage, Work of Rivers, Flooding, Hazards, Bangladesh	Employment Structure, Globalisation, TNC's, Coca Cola	Economic Threats, Sustainable Development, Natural Resources, Water	Managing Erosion, Deposition, Coral reefs and Mangroves, Hazards	Weather Equipment, Low Pressure Systems, Tropical Storms, Impacts	<i>Revisit topics from year 9 and 10.</i> Fieldwork Enquiry
<b>Year 11</b>	<b><u>Population and Settlement:</u></b> Over-Population and Change, Migration	<b><u>Population and Settlement:</u></b> Settlement Types and Patterns	<b><u>Paper 2 (2026 only):</u></b> Geographical Skills, Map skills, World Maps	<b><u>Paper 4: Geographical Enquiry</u></b>		
	Population Density, Sparsely and Densely Population Distribution Population Pyramids, Population Factors, migration	Settlement, Urban Land, Impact of Growth, Urban Sprawl, Slums	Application, Interpretation and Analysis, Location Case Studies, Map Skills	Hypothesis, Data Collection and Presentation, Evaluation, Conclusion		

**Additional Notes:**



## Long Term Planning – Health, Physical Education and Recreation

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>Fitness Skill Development</b>	<b>Volleyball Skill Development</b>	<b>Athletics Skill Development</b>	<b>Badminton Skill Development</b>	<b>Netball Skill Development</b>	<b>Summer Games Skill Development</b>
	Endurance testing, Circuit training, MFST, Games, Obstacle course	Dig, Volley, Service, Spike, Tip, Game	Long jump, High jump, Throws, Sprints, Long distance, Competition	Service, Overhead clear, Net and drop shot, Singles, Doubles	Passing and movement, Positions, Shooting, Defending, Tactics, Games	Capture the flag, Long ball, Cricket, Tennis, Rounders, Softball
<b>Year 8</b>	<b>Fitness Skill Progression</b>	<b>Volleyball Skill Progression</b>	<b>Athletics Skill Progression</b>	<b>Badminton Skill Progression</b>	<b>Netball Skill Progression</b>	<b>Summer Games Skill Progression</b>
	Endurance testing, Circuit training, MFST, Games, Obstacle course	Dig, Volley, Service, Spike, Tip, Game	Long jump, High jump, Throws, Sprints, Long distance, Competition	Service, Overhead clear, Net and drop shot, Singles, Doubles	Passing and movement, Positions, Shooting, Defending, Tactics, Games	Capture the flag, Long ball, Cricket, Tennis, Rounders, Softball
<b>Year 9</b>	<b>Fitness Skill Application</b>	<b>Volleyball Skill Application</b>	<b>Athletics Skill Application</b>	<b>Badminton Skill Application</b>	<b>Netball Skill Application</b>	<b>Summer Games Skill Application</b>
	Endurance testing, Circuit training, MFST, Games, Obstacle course	Dig, Volley, Service, Spike, Tip, Game	Long jump, High jump, Throws, Sprints, Long distance, Competition	Service, Overhead clear, Net and drop shot, Singles, Doubles	Passing and movement, Positions, Shooting, Defending, Tactics, Games	Capture the flag, Long ball, Cricket, Tennis, Rounders, Softball

**Additional Notes:**



## Long Term Planning – Health, Physical Education and Recreation

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b>Health, Fitness &amp; Wellbeing</b>	<b>Fitness</b>	<b>Anatomy &amp; Physiology</b>	<b>Skill Acquisition</b>	<b>Skill Acquisition and guidance</b>	<b>Social, Cultural &amp; Ethical Influences</b>
	Relationship between health and fitness, Diet and energy sources	Components of fitness, Test protocols	Skeleton, Joints, Muscles, Respiratory System, Circulatory System	Skill and ability, Skilled performance, Information Processing Model	Stages of Learning, Feedback, Guidance, Goal Setting	Leisure & recreation, Professional or Amateur, Sports development, Global Events, Sportsmanship
<b>Year 11</b>	<b>Anatomy and Physiology</b>	<b>Health, Fitness and Wellbeing</b>	<b>Skill Acquisition</b>	<b>Social, Cultural &amp; Ethical Influences</b>		
	Biomechanics, Aerobic & Anaerobic, Recovery, Short and long-term effects	V02Max, Methods, Principals, High altitude training, Warm up and down	Feedback, Anxiety, Guidance, Relaxation, Motivation, Goals, Personality types	Sponsorship, Media, Technology, participation, PEDS & Blood Doping, Injuries		
<b>Extras</b>						
<b>Additional Notes:</b>						



## Long Term Planning – Art

Year	Term 1A Draw It!	Term 1B Loud	Term 2A POP!	Term 2B Weird & Wonderful	Term 3A Moments in time	Term 3B The Islands
<b>Year 7</b>	<b>Fundamentals of art</b>	<b>William Morris printing</b>	<b>Tom Schamp Cartoon art</b>	<b>Jean Dubuffet sculpture</b>	<b>Georgia O'Keefe flowers</b>	<b>Student led topic</b>
	<ul style="list-style-type: none"> <li>- Use of line</li> <li>- Crosshatching</li> <li>- Shading techniques and pencil types</li> <li>- Weight of line</li> <li>- Creating movement with line</li> </ul>	About the artist - Sketch popular William Morris designs - Learn block printing techniques - Design, create and use their own block printing tile	About the artist - Alphabet art - Vehicles - Great Big Colourful World - Design and produce their own version	About the artist - Draw a Dubuffet sculpture - Intro to paper sculpture - Design and produce their own paper sculpture inspired by Dubuffet - Evaluate their sculpture	About the artist - Sketch an O'Keefe piece - Sketch a flower of their choosing - Use watercolours to paint - Evaluate their painting	Students to develop a piece of work using one of the skills learnt this year (sketching, printing, cartoon, paper sculpture, watercolour)
<b>Year 8</b>	<b>Fundamentals of art</b>	<b>Jon Burgerman</b>	<b>Andy Warhol - Grid method</b>	<b>Simon Kennedy Sculpture</b>	<b>Oil pastel insects</b>	<b>Student led topic</b>
	Charcoal drawing techniques (pencil grip, bold strokes, marks, blended, dark to light shading, stippling) - Using charcoal for shading - Smudging (using Q-tips) - Use of erasers for highlights	About the artist - Sketch Jon Burgerman characters - Sketch overlapping cartoons - Design and create their own character - Evaluate their final piece	About the artist - Learn grid method techniques - Sketch Andy Warhol food images - Sketch several food items using grid method and pop art approach	About the artist - Develop a food based sculpture inspired by the artist - Intro to papier mache techniques - Produce their own over sized food sculpture	About the artist - Intro to 6 oil pastel techniques - Sketch insects in pencil - Develop insect design - Colour using oil pastels - Evaluate their final piece	Students to develop a piece of work using one of the skills learnt this year (sketching, printing, cartoon, paper sculpture, watercolour)



Year 9	Fundamentals of art	Barbara Kruger portraits	Kurt Schwitters collage	1 and 2 point perspective	Salvador Dali surrealism	Students to develop a piece of work using one of the skills learnt this year (sketching, protest art, collage. Surrealism, perspective drawing)
	Ink pen drawing - Revise and refine cross hatching techniques - Tonal scales - Stippling - Scribbling - Combing ink drawing with wash backgrounds	About the artist - Portrait drawing techniques - step by step guide - Create their own negative and positive acrylic painting with a Barbara Kruger inspired message	- About the artist - Develop an idea around a theme that inspires them - Create a collage to send a message - Evaluate their final piece	Learn to draw using 1 point perspective - Learn to draw using 2 point perspective - Design and create their own 2 point perspective piece - Evaluate their final piece health and visual "diaries"	About the artist - Sketch a piece of work by Dali - Intro to combining unexpected items - Intro to drawing with distortion - Design and create their own surreal piece - Evaluate their final piece	

**Additional Notes:**



## Long Term Planning – Art (Art is not currently running at KS4)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 10</b>	<b>Skills Workshops</b>	<b>Introduction to Coursework &amp; Project Outline, Painting and Related Media</b>	<b>Select a theme, Developing a portfolio</b>	<b>Develop artistic ideas and processes, Painting and Related Media</b>	<b>Develop artistic ideas and processes, Painting and Related Media</b>	<b>Finalising the portfolio, Independent Student Project, Annotation, Reflection</b>
	Introduction to higher level drawing, painting, sculpting and art history	Painting, Drawing, Assemblage/collage, Print making, Mixed media	Painting and Related Media, Portfolio / Prep Boards 1-3	Portfolio / Prep Boards 4-6	Portfolio / Prep Boards 7-3	Plan and produce work for exhibition, Write an artist statement
<b>Year 11</b>	<b>Skills workshops, Painting and Related Media, Refinement of all artworks in folio</b>	<b>Skills workshops, Painting and Related Media</b>	<b>Externally set assessment, Painting and Related Media</b>	<b>Painting and Related Media Exam</b>		
	Painting, Drawing, Assemblage/collage, Print making, Mixed media	Peer Review, Art exhibition of coursework	Exam paper presented, Select topic, Portfolio / Prep Boards 1-4	8 Hour Exam, Final Piece, Bring prep boards		
<b>Extras</b>	Coursework 50% External 8hr Assessment 50%			Painting, Drawing, Assemblage/collage, Print making, Mixed media		

**Additional Notes:**





## Long Term Planning – French

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 7	<b>Introduction &amp; Hobbies</b>	<b>Mon école - les matières</b>	<b>Mon école - mes profs</b>	<b>Mon école - il est quelle heure ?</b>	<b>Mon école - mes activités</b>	<b>Assessments and Cultural Project</b>
	<ul style="list-style-type: none"><li>- Giving justified opinions</li><li>- Using a range of negatives</li></ul> Introduction to time phrases	<ul style="list-style-type: none"><li>- School subjects</li><li>- Developing opinions</li></ul> Using a range of tenses	<ul style="list-style-type: none"><li>- Describing personaties</li><li>- Extending vocabulary for reasons</li><li>- Developing negatives</li></ul> Learning about school rules	<ul style="list-style-type: none"><li>- Telling the time</li><li>- Describing the school day</li></ul> Discussing future plans	<ul style="list-style-type: none"><li>- Describing the school day in greater detail</li><li>- Break time activities and using a wider range of pronouns</li></ul> Talking about food	<ul style="list-style-type: none"><li>- Consolidating content from the year for end of year assessments</li></ul> Completing a cultural project to develop understanding of the Francophone world
Year 8	<b>Ma ville</b>	<b>Aider à la maison</b>	<b>Aider à la maison - Developing Tenses</b>	<b>On peut ...</b>	<b>Towns &amp; Tenses</b>	<b>Assessments and Cultural Project</b>
	<ul style="list-style-type: none"><li>- Describing where we live</li><li>- Using <i>aller</i></li><li>- Using infinitive structures</li></ul> Developing the future tense	<ul style="list-style-type: none"><li>- Using a wider range of verbs</li><li>- Developing opinions</li></ul> Talking about how we help out at home	<ul style="list-style-type: none"><li>- Focusing on the perfect tense</li><li>- Developing range of negatives</li><li>- Recapping the future tense</li></ul> Developing complex opinions	<ul style="list-style-type: none"><li>- Descriptive writing</li></ul> Focusing on a wider range of tenses to talk about activities in towns	<ul style="list-style-type: none"><li>- Learning how to use the imperfect and conditional tenses to extend our written and spoken French</li></ul> Discussing negatives about towns	<ul style="list-style-type: none"><li>- Consolidating content from the year for end of year assessments</li></ul> Completing a cultural project to develop understanding of the Francophone world



## Long Term Planning – French

	<b>Ma famille</b>	<b>Mes amis</b>	<b>Mes loisirs</b>	<b>La santé - la nourriture</b>	<b>La santé - mon corps</b>	<b>Mes voyages &amp; Assessments</b>
<b>Year 9</b>	<ul style="list-style-type: none"><li>- Consolidating and building on tense knowledge</li><li>- Talking about relationships with families</li><li>- Using reflexive verbs</li></ul> Developing complex opinions using a wider range of vocabulary	<ul style="list-style-type: none"><li>- Talking about activities with friends in a wide range of tenses</li></ul> Developing reflexive verb awareness	<ul style="list-style-type: none"><li>- Talking about hobbies, including sports, music, films, and reading</li><li>- Developing key grammar - depuis, comparisons, direct object pronouns</li></ul> Focusing on comprehension skills and extended writing	<ul style="list-style-type: none"><li>- Talking about food and drink</li><li>- Looking at partitive articles</li><li>- Developing accuracy in a range of tenses with a range of pronouns</li></ul> Using the simple future tense.	<ul style="list-style-type: none"><li>- The human body and health - talking about injuries linked with activities</li><li>- Staying healthy</li></ul> Extending writing with a wide range of more complex opinion structures	<ul style="list-style-type: none"><li>- Consolidating content from the year for end of year assessments</li><li>- Looking at infinitive structures</li><li>- Learning about travel around France with a key focus on functionality of language</li></ul>

### Additional Notes:

Throughout Key Stage 3, we focus on developing the four core skills of Modern Foreign Languages: reading, listening, writing, and speaking.



## Long Term Planning – French IGCSE

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 10	<b>Ma famille et mes amis</b>	<b>Ma santé</b>	<b>La vie francophone</b>	<b>Les fêtes et les traditions</b>	<b>Ma ville</b>	<b>Assessments &amp; L'environnement</b>
	<ul style="list-style-type: none"> <li>- Consolidating core tenses</li> <li>- Developing reflexive verbs to talk about relationships</li> <li>- Activities with family and friends - comparisons</li> </ul> Developing complex opinions	<ul style="list-style-type: none"> <li>- Focussing on healthy living, and staying in shape</li> <li>- Comparative &amp; superlative adjectives</li> </ul> Comprehension skills	<ul style="list-style-type: none"> <li>- Project work on multiple countries in the Francophone world to develop understanding</li> <li>- Extending range of negatives</li> </ul> Introduction to the subjunctive (first person)	<ul style="list-style-type: none"> <li>- Festivals and traditions in France and the French speaking world</li> <li>- Conditional and future perfect tenses</li> </ul> Focus on asking questions	<ul style="list-style-type: none"> <li>- Talking about where we live and our hometowns</li> <li>- Comparisons with other people's towns, and comparisons using tenses</li> </ul> Developing the subjunctive	<ul style="list-style-type: none"> <li>- Consolidating content covered over the course of the year for end of year assessments</li> </ul> Learning about the environment and protecting the planet
Year 11	<b>Mon école</b>	<b>Le travail</b>	<b>Mock Exams &amp; Le monde</b>	<b>Les vacances</b>	<b>Revision &amp; iGCSE Exams</b>	
	<ul style="list-style-type: none"> <li>- Focusing on speaking skills and role-plays</li> <li>- Talking about education: the school day, opinions, and future plans (post 16)</li> </ul>	<ul style="list-style-type: none"> <li>- Developing accurate use of 3rd person pronouns in a range of tenses</li> <li>- Talking about the world of work and future plans</li> <li>- Si clauses</li> <li>- Narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>- Students will complete a set of mock exams in preparation for their iGCSE examinations</li> <li>- Focusing on environmental issues</li> <li>- Developing complexity of language and opinions</li> <li>- Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about traveling and trips</li> <li>- Learning more about the wider Francophone world</li> <li>- Functional language</li> <li>- Activities abroad - using a secure range of tenses and vocabulary</li> <li>- In depth comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidation of key language and grammar covered over the iGCSE course</li> <li>- Consolidation of exam skills in reading, writing, speaking, and listening</li> <li>- Preparation for Y11 examinations.</li> </ul>	

### Additional Notes:

- Throughout Key Stage 4, we focus on developing the four core skills of Modern Foreign Languages: reading, listening, writing, and speaking.
- In October/November of Year 11, some students will sit their iGCSE in French as a Second Language, and then prepare for their First Language iGCSE examination in May of Year 11. Their alternative learning plan is shown in Year 11 Half Term 2-4 in *italics*.

In HT6 of Year 11, students will be invited to return and start their A-level studies. Please see French KS5 Long Term Plan to learn more about content covered in this half term.



## Long Term Planning – Digital Literacy & Computing Skills (IT)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>CAIE Safety &amp; Wellbeing</b> 7SW.01/02/03 <b>CAIE The Digital World</b> 7DW.01/02/03/05	<b>Functional IT skills</b> (email/Google/Word/Excel) & <b>CAIE Tools &amp; Content</b> <b>Creation</b> 7TC.03/04	<b>CAIE Computing:</b> <b>Programming</b> 7P.01/02/06/09 <b>Concepts, Scratch,</b> <b>Design Cycle</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 7TC.02/03/04 <b>Media, images,</b> <b>photography</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 7TC.02/03/04 <b>Media, images,</b> <b>photography, Digital</b> <b>Presentations,</b> <b>PowerPoint</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 7TC.01/05
	Cyber bullying, antagonistic behaviours, responsibilities for own digital activity, safety & wellbeing. Positive & negatives of a digital footprint. Validity of sources, risks& benefits of online communities	How to use an email, attach a document, log on to Google Classroom, etiquette of replying to different audiences. Microsoft / Google Drive & docs – Word, Excel tools	Hour of Code, Scratch codes, purpose and refining	Know that files can be stored remotely, network or cloud. Use each of these and practise saving & accessing. Use devices to take photos and edit. This about purpose. Understand file types.	Using the skills from last half terms to combine into final presentations / cross curricular impact.	Develop fluency and accuracy when typing in increasing quantity. Use track changes for editing & comments. Live use of Google docs to comment. Layouts
<b>Year 8</b>	<b>CAIE Safety &amp; Wellbeing</b> 8SW.01/02/03/04/05/06 <b>CAIE The Digital World</b> 8DW.01/02/03/04	<b>Functional IT skills</b> (email/Google/Word/Excel) & <b>CAIE Tools &amp; Content</b> <b>Creation</b> 8DW.01/03/04	<b>CAIE Computing:</b> <b>Programming</b> 8P.05/06/07/08 <b>Programming</b> <b>Concepts, Scratch,</b> <b>Python</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 8TC.02/03/04 <b>Media, images, video,</b> <b>photography, Digital</b> <b>Presentations</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 8TC.02/03/04 <b>Media, images, video,</b> <b>photography, Digital</b> <b>Presentations</b>	<b>CAIE Tools &amp; Content</b> <b>Creation</b> 8TC.01/05
	Personal identity protection, understand about metadata. Responsibilities. Security & suitability of websites & hyperlinks. Know permissions can be set on files. Validity of sources, risks& benefits of Internet of Things	How to organise an email box, revise attach a document – download to different formats. Etiquette of replying to different audiences. PDF to attach. Revise Microsoft / Google Drive/ folders/ docs /sheets – Word, Excel. Importance of making templates	Transition from block coding to text based, GUI, AI concepts. To understand the history of Python.	Revise that files can be stored remotely, network or cloud. Use each of these and practise saving & accessing. Use devices to take photos and edit to work on a shared project – collaborate and find systems to do this (GDrive). Purpose.	Using the skills from last half terms to combine into final presentations / cross curricular impact. Introduce video/music or sound	Develop fluency and accuracy when typing in increasing quantity. Use track changes for editing & comments. Live use of Google docs to comment. Layouts



Year 9	CAIE Safety & Wellbeing 9SW.01/02/03/04/05 CAIE The Digital World 9DW.01/02/03/04/05/06	Functional IT skills (email/Google/Word/Excel) & CAIE Tools & Content Creation	CAIE Computing: Programming 7P.01/02/06/09 Programming Concepts, Python, Tkinter, Design Cycle	CAIE Tools & Content Creation 9TC.02/03 Media, images, video, photography, Digital Presentations	CAIE Tools & Content Creation 9TC.02/03 Media, images, video, photography, Digital Presentations	CAIE Tools & Content Creation 9TC.01/05
	Risks of downloading & streaming from unauthorised sources. Personal responsibilities. Understand payment models in apps. Risks & benefits of gaming and esports. Metadata for targeted advertising. Source accuracy, digital divide, risks & benefits of AI.	How to organise an email box, revise attach a document – download to different formats. Send as PDF for security. Etiquette of replying to different audiences. PDF to attach. Revise Microsoft / Google Drive/ folders/ docs /sheets – Word, Excel & use more advanced techniques	Problem solving, Computational thinking, Pseudocode	Revise that files can be stored remotely, network or cloud. Use each of these and practise saving & accessing. Use devices to take photos and edit to work on a shared project – collaborate and find systems to do this (GDrive). Purpose. Move onto how to present on Social Media, Marketing	Using the skills from last half terms to combine into final presentations / cross curricular impact	Develop fluency and accuracy when typing in increasing quantity. Use track changes for editing & comments. Live use of Google docs to comment. Layouts.

**Additional Notes:** Google Interland, Incredibox, Scratch, Brackets, Python IDLE, Human Resource Machine 1 & 2, Flow.ly, Micro:Bit classroom, Raspberry Pi Online, Flowol, Blender



## Long Term Planning – Digital Literacy & Computing Skills (IT)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 10	<b>Computer Architecture, Languages and Operating Systems</b>	<b>Hardware, Input and Output devices, Memory, storage and Media</b>	<b>Programming Concepts, Pseudocode and Flowcharts</b>	<b>Data representation, Logic Gates, Cases, Code construction</b>	<b>Sensors – Raspberry Pi BBC- Microbit, Circuits</b>	<b>Ethics, Security and Hacking</b>
	Von Neumann, fetch-execute cycle, interrupts, High and low-level languages	2D and 3D scanners, interactive boards, QR codes, sound	Python, Problem solving, Errors, Computational Thinking, Solutions	Data types, Boolean, integer, float, string, code construction / format, layout	Hands on computing, building, repairing, creating circuits, Linux operating	Hack the classroom, cameras, lights, music, Different Hats
Year 11	<b>Algorithm design and Problem Solving</b>	<b>Communication and Internet technologies, Bitcoin, AI, Web Design</b>	<b>Programming Concepts, Pseudocode and Flowcharts</b>	<b>Data representation, Databases, SQL</b>	<b>Databases</b>	
	Flowcharts, Pseudocode (IGCSE format), Functions, Arrays, Computation	Serial, parallel, simplex, duplex, error checking, detection	Solving extended problems, past papers, problem solving under pressure	SQL, tables, query, Normal Form, redundancy, data types		

**Additional Notes:**



## Long Term Planning – Business (runs at Y10 and Y11 as an optional subject)

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 10	<b>Unit 1 Introduction to Business Activity</b>	<b>Unit 1 Introduction to Business Activity</b>	<b>Unit 2 People in Business</b>	<b>Unit 6 External Influences on Business Activity</b>	<b>Unit 3 Marketing</b>	<b>Unit 3 Marketing and Paper 1 Exam Practice</b>
	- wants, needs, opportunity cost, private and public sector, adding value, classification, mixed economy, entrepreneurs	- Business growth, sole traders, partnerships, ltd, plc, shareholders, joint ventures, franchising, public sector, stakeholders, business objectives	- Maslow, Herzberg, Taylor, wages, organisational structures, roles & responsibilities, leadership styles, recruitment process, training, contracts, protection, communication	- Growth, boom, recession, slump, fiscal policy, taxes, tariffs, quotas, monetary policy, environmental, sustainable development, pressure groups, ethics, exchange rates	- Market segments, socio economic groups, mass, niche, primary & secondary research, product, packaging, place, price, promotion, advertising, marketing mix	- Budget, PR, marketing strategy, legal controls, knowledge, application, analysis, evaluation, justify
Year 11	<b>Unit 4 Operations Management</b>	<b>Unit 5 Financial Information and Decisions</b>	<b>Unit 5 Financial Information and Decisions</b>	<b>Exam Practice - Paper 1 and 2</b>	<b>Revision and iGCSE assessments</b>	
	- Production, resources, consumer demand, customer expectations, productivity, inventories, lean production, costs, scale, break even analysis, location	- Finance, sources of finance, cash flow forecasting, working capital, statements of financial position	- Statement of accounts, liquidity, analysis of accounts, stakeholders,	- Knowledge, application, analysis, evaluation, justify,	- Revisiting key topics from Year 10 and Year 11; - Exam skills; - Preparation for iGCSE - assessments.	

### Additional Notes:



## Long Term Planning – Personal, Social, Health and Economic education / PSHE

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Year 7</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Relationships and Sex Education</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
	Self-Concept	Mental Health and Emotional Wellbeing	Positive Relationships	Relationship values	Learning skills	Choices and pathways
<b>Year 8</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Relationships and Sex Education</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
	Healthy Lifestyles	Drugs, alcohol and tobacco	Forming and maintaining respectful relationships	Social Influences	Work and career	Employment rights and responsibilities
<b>Year 9</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Relationships and Sex Education</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
	Managing risk and personal safety	Puberty and Sexual Health	Bullying, abuse and discrimination	Consent, Contraception and parenthood	Financial choices	Media, literacy and digital resilience

**Additional Notes:** PSHE Association Programme of Study for PSHE Education – Key stages 3 & 4, p.21-32, n.d.





## Long Term Planning – Personal, Social, Health and Economic education / PSHE

Year	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 10	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships and Sex Education	Living in the Wider World	Living in the Wider World
	Self-Concept Healthy Lifestyles	Mental Health and Emotional Wellbeing, Drugs, alcohol and tobacco	Positive Relationships, Forming and maintaining respectful relationships	Relationship values, Social Influences	Learning skills, Work and career	Choices and pathways, Employment rights and responsibilities
Year 11	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships and Sex Education	Living in the Wider World	Living in the Wider World
	Managing risk and personal safety	Puberty and Sexual Health	Bullying, abuse and discrimination	Consent, Contraception and parenthood	Financial choices	Media, literacy and digital resilience
Extras	Year 7, 8 & 9 students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.					
	Year 10 & 11 students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.					
Additional Notes: PSHE Association Programme of Study for PSHE Education – Key stages 3 & 4, p.21-32, n.d.						

