



Curriculum Overview

Art

Art	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><i>An Introduction to Drawing</i></p> <p>Learning a range of essential 'foundation skills and knowledge'.</p> <p>Line, tone, texture, pattern</p>	<p><i>An introduction to Drawing</i></p> <p>Learning a range of essential 'foundation skills and knowledge'.</p> <p>Line, tone, texture, pattern</p>	<p><i>An introduction to Colour</i></p> <p>The basics of colour theory and its uses in art</p> <p>Colour wheel, painting skills</p>	<p><i>An Introduction to Colour</i></p> <p>The basics of colour theory and its uses in art</p> <p>Colour wheel, painting skills</p>	<p><i>An introduction to Materials</i></p> <p>Experimenting and exploring different creative materials</p> <p>Clay, collage, printing, assemblage</p>	<p><i>An introduction to Materials</i></p> <p>Experimenting and exploring different creative materials</p> <p>Clay, collage, printing, assemblage</p>
Year 8	<p><i>Surrealism</i></p> <p>Developing an appreciation of a key period in art history Imaginative drawing, illustration and design, performance art, collaborative work</p>	<p><i>Surrealism</i></p> <p>Developing an appreciation of a key period in art history Imaginative drawing, illustration and design performance art, collaborative work</p>	<p><i>Pop Art</i></p> <p>Developing an appreciation of a key period in art history Drawing, painting, printing</p>	<p><i>Pop Art</i></p> <p>Developing an appreciation of a key period in art history Drawing, painting, printing</p>	<p><i>Dystopia</i></p> <p>Developing knowledge on a dystopian theme across different subject areas Painting, typography, paired work</p>	<p><i>Contemporary Art</i></p> <p>Developing an appreciation of a key period in art history Experimental drawing, painting, designing</p>
Year 9	<p><i>Graphics</i></p> <p>Studying art which exploits 'the graphic elements' of line, flatness, text, stylized forms</p>	<p><i>Graphics</i></p> <p>Studying art which exploits 'the graphic elements' of line, flatness, text, stylized forms</p>	<p><i>Identity</i></p> <p>Taking 'Identity' as a loose starting point to explore outcomes on the theme of 'myself'</p>	<p><i>Identity</i></p> <p>Taking 'Identity' as a loose starting point to explore outcomes on the theme of 'myself'</p>	<p><i>Hidden Figures</i></p> <p>Looking at selected major art movements that shaped art history to put student's learning so far into context Cross Curricular scheme</p>	<p><i>Cultures</i></p> <p>Developing knowledge of the art of other cultures – making original work in response to starting points</p>

<p>Year 10</p>	<p>Concealment</p> <p>Introducing students to GCSE working methods and expectations</p> <p>Exploring the concept of <i>disguising, secrecy, distortion and hidden identity</i></p>	<p>Concealment</p> <p>Introducing students to GCSE working methods and expectations</p> <p>Exploring the concept of <i>disguising, secrecy, distortion and hidden identity</i></p>	<p>Concealment</p> <p>Introducing students to GCSE working methods and expectations</p> <p>Exploring the concept of <i>disguising, secrecy, distortion and hidden identity</i></p>	<p>Details</p> <p>Developing advanced GCSE drawing and painting skills.</p> <p>Developing confidence with a range of materials</p> <p>Exploring details in nature, such as feathers, flowers and animal skulls</p>	<p>Details</p> <p>Developing advanced GCSE drawing and painting skills.</p> <p>Developing confidence with a range of materials</p> <p>Exploring details in nature, such as feathers, flowers and animal skulls</p>	<p>Details</p> <p>Developing advanced GCSE drawing and painting skills.</p> <p>Developing confidence with a range of materials</p> <p>Exploring details in nature, such as feathers, flowers and animal skulls</p>
<p>Year 11</p>	<p>Natural & Man-made</p> <p>Advancing students' independent thinking and furthering skills in diverse materials: clay, paper-cutting, printing</p> <p>Exploring natural and man-made form</p>	<p>Natural & Man-made</p> <p>Advancing students' independent thinking and furthering skills in diverse materials: clay, paper-cutting, printing</p> <p>Exploring natural and man-made form</p>	<p>GCSE Art Externally Set Assignment (Exam)</p> <p>Students receive a set of themes from</p> <p>Prep work period for chosen theme</p>	<p>GCSE Art Externally Set Assignment (Exam)</p> <p>Students receive a set of themes from</p> <p>Prep work period for chosen them</p> <p>Personal response produced under exam conditions</p>	<p>Coursework refinement and completion</p>	

Drama

KS3 Drama aims to develop students’ confidence and interpersonal skills as well as exploring pupils’ spiritual, moral, social and cultural development.

Throughout KS3 pupils use drama techniques to explore a variety of themes and issues. Some of these themes include: contemporary and historical real-life events as well as fictional themes that promote imagination and creativity.

KS4 Pupils will learn how collaborate with others, think analytically and evaluate effectively; they will also explore and develop their performance skills in much more detail. Pupils will gain the confidence to pursue their own ideas, reflect and refine their efforts.

Drama	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><u>Improvisation</u> An introduction to drama providing all the necessary skills for students to start the course. Tailored toward building confidence and team work.</p>	<p><u>Pantomime</u> Pupils will explore another totally different genre of theatre and how acting styles and ‘rules’ will need to adapted to suit this particular style of drama.</p>	<p><u>Into the Forrest</u> This unit re-enforces the skills and techniques learned in the previous units as well as introducing a new genre of theatre – Physical Theatre.</p>	<p><u>Shakespeare</u> Pupils will be introduced to the work of Shakespeare, we will aim to demystify the language and introduce the students to A Midsummer Night’s Dream,</p>	<p><u>The Railway Children</u> Pupils will learn how to create an intricate character with more subtlety than they have before. They will study a live performance and how a script turns into a production.</p>	<p><u>The Railway Children</u> Pupils will learn how to create an intricate character with more subtlety than they have before. They will study a live performance and how a script turns into a production. There is flexibility built into here, so teachers can adapt to the needs of their classes and implement super teach lessons.</p>
Year 8	<p><u>Conventions</u> This unit revises and builds upon knowledge built during year 7. Students will explore a range of Dramatic conventions.</p>	<p><u>Harry Potter</u> In this unit of work students will become witches and wizards will join their Hogwarts houses, stage duels with their enemies and transform into iconic characters.</p>	<p><u>Silent Comedy</u> Pupils will explore another totally different genre of acting and how acting styles and ‘rules’ will need to adapted to suit this particular style of drama.</p>	<p><u>Cautionary Tales</u> An exploration of Storytelling and melodrama. Students will enhance and refine their devising skills using Grizzly Tales for Gruesome Kids as a stimulus.</p>	<p><u>They Both Die at the End</u> This unit explores the theme of Dystopia. By using the Book “They Both Die at the end” as a stimulus. This is a cross curricular scheme with English, Art and Music</p>	<p><u>They Both Die at the End</u> This unit explores the theme of Dystopia. By using the Book “They Both Die at the end” as a stimulus. There is flexibility built into here, so teachers can adapt to the needs of their classes and implement super teach lessons.</p>

<p>Year 9</p>	<p><u>Curious Incident</u></p> <p>Students will explore the play text "Curious Incident of a dog in the night time". They will explore how scripts are taken from page to stage, characters can be developed and enhanced as well as physical theatre.</p>	<p><u>Master Class</u></p> <p>Students will explore key skills through Master Class activities that will give them a taste on what to expect on the KS4 Courses.</p>	<p><u>Ghost Stories</u></p> <p>Students will explore site specific promenade performance. They will devise their own ghost story to be performed in an unconventional theatre space.</p>	<p><u>Hidden Figures</u></p> <p>Students will Explore theatre as a means of change, stimuli will include the Black Lives Matter movement, LGBT and Disabled history.</p> <p>This is a cross curricular scheme with Art and Music.</p>	<p><u>Hidden Figures</u></p> <p>Students will Explore theatre as a means of change, stimuli will include the Black Lives Matter movement, LGBT and Disabled history.</p> <p>This is a cross curricular scheme with Art and Music</p>	<p><u>Soap Opera</u></p> <p>This unit of work will look at kitchen sink and soap opera acting.</p> <p>There is flexibility built into here, so teachers can adapt to the needs of their classes and implement super teach lessons.</p>
<p>Year 10</p>	<p>GCSE:</p> <p>Intro to GCSE Drama: Making, performing, responding</p> <p>Ghost Stories</p>	<p>GCSE:</p> <p>Intro to GCSE Drama: Making, performing, responding</p>	<p>GCSE:</p> <p>Component 2 Devising Theatre</p>	<p>GCSE:</p> <p>Component 2 Devising Theatre</p>	<p>GCSE:</p> <p>Component 1 Blood Brothers</p>	<p>GCSE:</p> <p>Component 1 Blood Brothers</p>
<p>Year 11</p>	<p>GCSE:</p> <p>Component 1 Response to Live theatre</p>	<p>GCSE:</p> <p>Component 3 Scripted Performance</p>	<p>GCSE:</p> <p>Component 1 Exam Technique</p>	<p>GCSE:</p> <p>Component 3 Scripted Exam</p>	<p>GCSE:</p> <p>Component 1 Written paper masterclasses Written exam</p>	<p>Course completed</p>

English

English	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 Villains	‘Oliver Twist’- the play What kind of character is Bill Sikes?		‘The Tempest’ Is Caliban a victim or a villain?		Wider genre study – ‘Frankenstein’ ‘Although the monster commits many appalling crimes, the real villain in the story is Dr Frankenstein.’ To what extent do you agree?	
	Descriptive and Narrative Writing: A description of a villain.			Writing to express a point of view: How should we punish people who do bad things?		
Year 8 Nightmare Worlds	‘The Giver’ What kind of world does Lois Lowry create in ‘The Giver’?		Poetry How are nightmare worlds presented in the poems you have studied?		‘Animal Farm’ How does Orwell present the farm as a nightmare world? Why does he do this?	
	Descriptive and Narrative Writing: A description of a dystopian setting.			Writing to express a point of view: Are we currently living in a dystopian world?		
Year 9 Relationships	‘Romeo and Juliet’ How does Shakespeare present different types of love in the play?		‘Love and Relationships’ poetry How are relationships between parents and children presented in two poems you have studied?		‘Of Mice and Men’ How does Steinbeck present friendship and marriage in his novel?	
	Descriptive and Narrative Writing: Describe a character undergoing a transformation into their alter ego.			Writing to express a point of view: Writing and presenting a TED talk.		
Year 10	Morality and Responsibility		The Natural World		Individual Power	
	<u>Half term 1</u> An Inspector Calls	<u>Half term 2</u> A Christmas Carol	<u>Half term 3</u> English Language Paper 1 Section B	<u>Half term 4</u> English Language Paper 1 Section B	<u>Half term 5</u> Macbeth	<u>Half term 6</u> Macbeth
	Power and Conflict Poetry Interleaved throughout the year in 3 termly clusters HT 1 AND 2: War Photographer, COTLB, Remains, London, Bayonet Charge HT 3 AND 4: Storm on the Island, Extract from the Prelude, Kamikaze, Tissue HT 5 AND 6: Ozymandias, My Last Duchess, Tissue, COMH, The Emigree, Poppies					
Year 11	<u>Half term 1</u> English Language Paper 1 Section A	<u>Half term 2</u> English Language Paper 2 Section A	<u>Half term 3</u> English Language Paper 2 Section B	<u>Half term 4</u> Revision and Intervention	<u>Half term 5</u> Revision and Intervention	<u>Half term 6</u>
	<u>Interleaved Topics</u> Macbeth and Paper 1	<u>Interleaved Topics</u> Unseen Poetry	<u>Interleaved Topics</u> An Inspector Calls and A Christmas Carol			

Film Studies – KS4

Film Studies	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Introduction to Film Studies Core study areas of Cinematography, Mis-en-Scen, Editing and Sound)	Component 2 Contemporary UK film – Skyfall – focusing on the film's aesthetic qualities – its style	Component 2 Global English language film – Slumdog Millionaire - focusing on narrative	Introduction to Component 3 NEA Production Project – Film making or script writing.	Component 2 Global Non-English language film – The Farewell – focusing on representation	Component 1 US Independent Film – Specialist Writing on Film – Juno – focusing on ‘Finding the Frame’.
Year 11	Component 1 Integrated Study of Film: The comparative US film study Dracula and The Lost Boys	Component 1 Key developments in film and film technology.	Component 3 NEA Production Project Film making or script writing.	Revision and consolidation for Component 1 and 2	Revision and consolidation for Component 1 and 2	

French

FRENCH	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Le Tour de France – My Life <ul style="list-style-type: none"> Greetings Names and ages Dates and birthdays Physical descriptions Personality Opinions and relationships Pets and descriptions Paris, French revolution, French icons, the Louvre, monuments 	Le Tour de France – My Life <ul style="list-style-type: none"> Greetings Names and ages Dates and birthdays Physical descriptions Personality Opinions and relationships Pets and descriptions Paris, French revolution, French icons, the Louvre, monuments 	Allons en Haïti – My Town <ul style="list-style-type: none"> Houses and locations Rooms of the house Furniture and layout of a house Opinions of a house Places in town Activities in town Port-au-Prince, Haitian revolution, Christmas in France 	Allons en Haïti – My Town <ul style="list-style-type: none"> Houses and locations Rooms of the house Furniture and layout of a house Opinions of a house Places in town Activities in town Port-au-Prince, Haitian revolution, Christmas in France 	L’Afrique Francophone – My School <ul style="list-style-type: none"> Subjects and opinions Teachers and descriptions School facilities Descriptions and opinions School uniform Times and school day Break and canteen Daily routine The different cultures and languages of French-speaking Africa 	L’Afrique Francophone – My School <ul style="list-style-type: none"> Subjects and opinions Teachers and descriptions School facilities Descriptions and opinions School uniform Times and school day Break and canteen Daily routine The different cultures and languages of French-speaking Africa
Year 8	Me, My Family, and Friends <ul style="list-style-type: none"> Description of family members Family relationships Qualities of a good friend Recent outing Future plans Role models Marriage 	Free-time Activities & Technology in Everyday Life <ul style="list-style-type: none"> Activities on the internet Pros and cons of technology Sport Television and cinema Music Books Pocket money Future plans 	Free-time Activities & Technology in Everyday Life <ul style="list-style-type: none"> Activities on the internet Pros and cons of technology Sport Television and cinema Music Books Pocket money Future plans 	Customs and Festivals in French-speaking Countries <ul style="list-style-type: none"> Food Daily routine French and English customs French festivals Last Christmas A special day 	Home, Town, Neighbourhood, Region <ul style="list-style-type: none"> Describing a house Places in town Weather Shopping habits Town vs. countryside Recent activities Where to live in the future 	Travel and Tourism <ul style="list-style-type: none"> Summer activities Weather in different tenses Past holiday Accommodation Future holiday Dream holiday

<p style="text-align: center;">Year 9</p>	<p>Travel and Tourism</p> <ul style="list-style-type: none"> • Summer activities • Weather in different tenses • Past holiday • Accommodation • Future holiday • Dream holiday 	<p>My Studies & Life at School/College</p> <ul style="list-style-type: none"> • Description of school • School facilities • Subjects and teachers • School uniform • School rules • Primary school • French vs. English schools • Extracurricular activities • School trips • Resolutions 	<p>Jobs, Career Choices, and Ambitions</p> <ul style="list-style-type: none"> • Chores and part-time jobs • Work experience • Plans for after exams • University • Year abroad • Importance of learning languages • Jobs and careers • Future ambitions 	<p>Social and Global Issues</p> <ul style="list-style-type: none"> • Diet and exercise • Bad habits • Giving advice • Social issues • Environmental issues • Saving the planet 	<p>GCSE Exams</p> <ul style="list-style-type: none"> • Revision of all topics • Exam preparation 	<p>Modern Foreign Languages Film Projects</p> <ul style="list-style-type: none"> • Les Choristes (French) • Des Leben Der Anderen (German) • La Vita è Bella (Italian) • Voces Inocentes (Spanish)
--	---	--	--	---	---	---

Geography

Geography	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Our Amazing World! An introduction to key geographical themes and concepts.	Our Amazing World! An introduction to key geographical themes and concepts.	How do rivers shape our landscape?	Why should tropical rainforests matter to us?	What is the Tropical Rainforest Ecosystem?	Wildfires: Natural Hazard or Man-Made Disaster?
Year 8	Global hazards-how do plate tectonics shape our world?	Global hazards-how do plate tectonics shape our world?	Why do more than half of the world's population live in cities?	Why do more than half of the world's population live in cities?	What makes coastal landscapes distinctive?	Why is conflict a global threat?
Year 9	<u>Seven Worlds One Planet.</u> What makes different landscapes around the world distinctive? What challenges exist within these landscapes?	<u>Seven Worlds One Planet.</u> What makes different landscapes around the world distinctive? What challenges exist within these landscapes?	<u>Are we set for a sustainable future?</u> Why is there a development gap?	<u>Are we set for a sustainable future?</u> Why is there a development gap? Do we have enough resources to go around?	<u>Are we set for a sustainable future?</u> Do we have enough resources to go around?	<u>Are we set for a sustainable future?</u> Why is climate change a threat to planet earth?
Year 10	Urban Futures	Dynamic Development	Resource Reliance	UK in 21 st Century	UK in the 21 st Century Distinctive Landscapes	Distinctive Landscapes
Year 11	Distinctive Landscapes Global Hazards	Global Hazards Changing Climate	Changing Climate Sustaining Ecosystems Map Skills	Sustaining Ecosystems Fieldwork	Revision/Skills Exams	

History

History	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	How Manchester became the city it is today?	What was life like in Neolithic Britain?	Anglo-Saxons, Vikings and Normans – what impact did they have on England?	What problems did Medieval rulers face?	How did Mansa Musa become the richest person in history?	How angry were the Aztecs?
Year 8	How diverse was Tudor England?	What challenges did Elizabeth face during her reign?	What was the Mughal Empire?	Why did 2 kings lose their heads? A comparison of the Civil War and the French Revolution	What impact did the British Empire have on the world?	What was the Transatlantic Slave trade?
Year 9	Suffragettes or Suffragists – who got women the vote?	Why was WWI called ‘the war to end all wars’?	Were the ‘Roaring Twenties’ really that roaring?	How did the persecution of Jewish people escalate from 1933-1945?	What can we learn from the My Voice project about the Holocaust?	How far did the 1960s change life in Britain?
Year 10	Medicine in Britain, c.1250-present.			Anglo-Saxon and Norman England 1060-1088		American West 1835-1895
Year 11	American West 1835-1895		Weimar and Nazi Germany 1918-1939			Exams

Computing

Computing	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	E-Safety (Digital Literacy)	E-Safety (Digital Literacy)	Market Research 1 (I.C.T)	Market Research 1 (I.C.T)	Computer Graphics (I.C.T)	Computer Graphics (I.C.T)
	Computational Thinking (Computer Science)	Computational Thinking (Computer Science)	Hardware, Software and types of Computer (Computer Science)	Hardware, Software and types of Computer (Computer Science)	Turing Labs (Computer Science)	Turing Labs (Computer Science)
Year 8	Computer Crime & Cyber Security (Digital Literacy)	Computer Crime & Cyber Security (Digital Literacy)	Market Research 2 (I.C.T)	Market Research 2 (I.C.T)	Computer Animation (I.C.T)	Computer Animation (I.C.T)
	Physical Computing (Computer Science)	Physical Computing (Computer Science)	Understanding Computers (Computer Science)	Understanding Computers (Computer Science)	Introduction to Python (Computer Science)	Introduction to Python (Computer Science)
Year 9	Ethical, Legal, Environmental Concerns (Digital Literacy)	Ethical, Legal, Environmental Concerns (Digital Literacy)	Product Development & Financial Modelling (I.C.T)	Product Development & Financial Modelling (I.C.T)	Web Design (I.C.T)	Web Design (I.C.T)
	Problem solving- (Computer Science)	Problem solving- (Computer Science)	Computer Networks (Computer Science)	Computer Networks (Computer Science)	Python Programming (Computer Science)	Python Programming (Computer Science)

Computing

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<u>OCR CAMNAT -E&M</u> R067 Exam- Enterprise and Marketing Theory Topic Area 2 & Customer Profiles	<u>OCR CAMNAT -E&M</u> R068-NEA will begin	<u>OCR CAMNAT -E&M</u> R068 – NEA continues including some interleaved teaching of R067- Enterprise and Marketing Theory Topic Area 3	<u>OCR CAMNAT -E&M</u> R068- NEA will be completed by Easter break	<u>OCR CAMNAT -E&M</u> R067 Exam - Enterprise and Marketing Theory Topic Area 4	<u>OCR CAMNAT -E&M</u> R069- NEA
	<u>WJEC ICT Level 2 Technical Award</u> U1 - Understanding ICT U1 - Data, Information & knowledge U2 - (NEA Prep) Digital Graphics	<u>WJEC ICT Level 2 Technical Award</u> U2 NEA prep - Data Processing Spreadsheets U1 - Data Capture Methods	<u>WJEC ICT Level 2 Technical Award</u> U2 - NEA Prep Data Processing Databases	<u>WJEC ICT Level 2 Technical Award</u> U2 - NEA Prep Automated Documents	<u>WJEC ICT Level 2 Technical Award</u> U2 - NEA	<u>WJEC ICT Level 2 Technical Award</u> U2 - NEA
	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 2 - Data Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 2 - Data Topic 3 - Computers	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 3 - Computers Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 3 - Computers Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 3 - Computers Topic 5 - Issues & Impact Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 4 - Networks Topic 6 - Problem Solving with Programming

Year 11	<u>OCR CAMNAT -E&M</u> R069 NEA pitch	<u>OCR CAMNAT -E&M</u> R069 NEA-Task 5	<u>OCR CAMNAT -E&M</u> R067 Exam Topics 1 - 5	<u>OCR CAMNAT -E&M</u> Results	<u>OCR CAMNAT -E&M</u> R067 Resit opportunity	
	<u>WJEC ICT Level 2 Technical Award</u> U2 NEA	<u>WJEC ICT Level 2 Technical Award</u> U2 NEA	<u>WJEC ICT Level 2 Technical Award</u> U1 Exam prep ICT in Society	<u>WJEC ICT Level 2 Technical Award</u> U1 Exam prep ICT in Society	<u>WJEC ICT Level 2 Technical Award</u> U1 Exam	
	<u>Edexcel Computer Science</u> Topic 3 - Computers Topic 4 - Networks Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 3 - Computers Topic 5 - Issues & Impact Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 2 - Data Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Topic 1 - Computational Thinking Topic 5 - Issues & Impact Topic 6 - Problem Solving with Programming	<u>Edexcel Computer Science</u> Exam Practice	

KS3 Mathematics

Mathematics is taught through a spiral curriculum with reference to the new National Curriculum that divides the subject into 5 main strands.

- Number
- Ratio and Proportion
- Algebra
- Shape
- Statistics and Probability

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across different mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. In each year students will study topics to a greater depth with the aim of building mastery and fluency.

Maths	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Ratio Baseline assessments Number	Algebra Fractions Decimals Percentages	Angles Assessment 2 Indices	Perimeter and Area Averages Probability Sequences	Graphs of functions Solving equations Assessment 3	Transformations Volume and surface area Statistics Proportion
Year 8	Ratio Algebra Fractions	Assessment 1 Decimals Percentages Angles	Indices Compound shapes Probability Averages	Assessment 2 Sequences Graphs of functions	Solving equations Transformations Volume and surface area	Assessment 3 Statistics Proportion
Year 9	Algebra Assessment 1 Fractions Percentages	Angles Indices Pythagoras and Trigonometry	Assessment 2 Probability Sequences Graphs of functions	Solving Equations Assessment	Transformations Volume and surface area Proportion	Ratio Algebra Statistics Geometry

Maths– KS4 H & F Tier

Mathematics is taught through a spiral curriculum with reference to the Edexcel exam specifications that divides the subject into 5 main strands.

- Number
- Ratio and Proportion
- Algebra
- Shape
- Statistics and Probability

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across different mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. In each year students will study topics to a greater depth with the aim of building mastery and fluency.

Maths	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 F TIER	Data Number Ratio and proportion	Number Ratio and proportion Algebra Assessment 1	Number Data Algebra	Algebra Ratio and proportion Shape Assessment 2	Shape Data Probability	Probability Shape Assessment 3
Year 10 H TIER	Number Algebra	Data Number Assessment 1	Ratio and proportion Shape	Algebra Assessment 2	Shape	Algebra Assessment 3
Year 11 F TIER	Algebra Shape Ratio and proportion	Trial Exam 1 Number Statistics	Trial Exam 2 Preparation for GCSE Exam	Preparation for GCSE Exam	Preparation for GCSE Exam	Preparation for GCSE Exam
Year 11 H TIER	Ratio and proportion Shape Algebra	Trial Exam 1 Algebra Statistics	Trial Exam 2 Preparation for GCSE Exam	Preparation for GCSE Exam	Preparation for GCSE Exam	Preparation for GCSE Exam

Music KS3

	001-Keyboards		109-Music ICT		003-Access to practise rooms Ukulele, drums, bass guitar, guitar, keyboards	
Year 7	Keyboard trainers & Für Elise	Pentatonic Melody	Cartoon Music	What makes a piece of Music?	Intro to Ensemble work: Ukuleles	Intro to band skills: Adding instruments
	1f, 1g, 1h, 2a, 2b, 3a, 3b, 3c, 3d, 3g, 3h	1b, 1e, 1f, 1g, 1h, 2a, 2b, 2d, 2e, 3a, 3b, 3d, 3g, 3h	1b, 1i, 2a, 2d, 2e	1b, 1d, 1g, 1i, 2a, 2e, 3a, 3c, 3d, 3i	1a, 1c, 1d, 1g, 2c, 3b, 3c, 3d, 3e, 3i	1a, 1c, 1d, 1g, 2c, 3b, 3c, 3d, 3e, 3f, 3i
Year 8	Riffs and Ostinato	Soundtracks	EDM	Music for a Commission or Dystopia	Developing Band Skills	Marple Hall Live Lounge or Dystopia
	1b, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2d, 3a, 3c, 3d, 3g, 3h	1e, 1f, 1g, 1h, 2a, 2b, 3a, 3b, 3f, 3g, 3h, 3i	1b, 1d, 1f, 1g, 1i, 2a, 2d, 2e, 3c, 3d, 3f, 3g, 3h, 3i	1a, 1b, 1i, 2a, 2d, 2e, 3b, 3e, 3f	1a, 1c, 1d, 1e, 1g, 2c, 3c, 3d, 3e, 3f, 3i	1a, 1c, 1d, 1g, 2c, 3b, 3c, 3d, 3e, 3f, 3i
Year 9	The Beatles	The Big 6	Gaming Music	Music & Media or Hidden Figures	Band Work: Manchester Music	Marple Hall Live Lounge or Hidden Figures
	1d, 1f, 1g, 1h, 2a, 2b, 3a, 3b, 3c, 3d, 3g, 3h, 3i	1d, 1f, 1g, 1h, 2a, 2b, 3a, 3b, 3c, 3d, 3g, 3h, 3i	1d, 1i, 2d, 2e, 3c, 3d, 3f	1b, 1d, 1f, 1g, 1i, 2a, 2d, 2e, 3a, 3c, 3d, 3f, 3i	1a, 1c, 1d, 1e, 1g, 2c, 3c, 3d, 3e, 3f, 3i	1a, 1c, 1d, 1g, 2c, 2e 3c, 3d, 3f, 3i

<p><u>Skills</u></p> <p>1a) Rhythm: Clap the beat, copy rhythms, simple drum kit patterns 1b) Improvise: rhythms and melodies 1c) Read chord boxes on ukuleles and guitars. Be able to play at least 3 chords fluently on each 1d) Form chords on keyboard and identify major and minor 1e) Play classic riffs 1f) Read and play melodies from notation 1g) Play in time 1h) Good piano technique (using 5 fingers, two hands together) 1i) Compositional techniques</p>	<p><u>Knowledge</u></p> <p>2a) Where the notes are on the piano 2b) How notes on a staff relate to sound 2c) How chord boxes relate to finger position on the ukulele/guitar/bass 2d) Elements of music through MAD T-SHIRT 2e) Structure of a composition (song/theme and variations/use of riffs) 2f) Great composers and musicians</p>
<p><u>Concepts</u></p> <p>3a) Notes are C-B Octave equivalence 3b) Time is counted in beats 3c) Chords=notes played together 3d) Melody=one note at a time 3e) Pulse=count of the beat 3f) Rhythm=pattern of beats over the pulse 3g) Notation-higher line=higher pitch 3h) Notes go line-space-line-space 3i) Bass= lowest</p>	<p><u>Learning attributes</u></p> <p>4a) Communication 4b) Independence 4c) Resilience 4d) Teamwork 4e) Creativity 4f) Leadership 4g) Critical engagement and reflection</p>

Music KS4

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 (GCSE)	Starting points -Music theory -Solo performance -Baseline composition	C1: Western Classical Tradition (1650-1910) AOS 1 C2: Solo performance	C3: Composition Techniques C1: Popular Music AO2	C3: Composition Techniques 2 C2: Ensemble performance	C1: Traditional Music AOS 3 C2: Solo performance	C1: Study Pieces Little Shop of Horrors C2: Ensemble performance
Year 10 (BTec)	Component 1: Exploring Music Products and Styles Exploring 8 different genres of Music Creating 3 different Music Products (Music for Media, an original song composition, a live performance)				Component 2: Music Skills Development Exploring professional and commercial skills for the music industry. Applying and developing individual musical skills and techniques.	
Year 11	C1: Study Piece Mozart C2: Solo performance recording C3: Free Composition	C1: Western Classical Tradition since 1910 AOS 4 C3: Free Composition	C3: Composition to a Brief C1: Revise Study Pieces Little Shop of Horrors	C3: Composition to a Brief Revision for C1 exam C2: Ensemble performance recording	Revision for Component 1 Exam	N/a
Year 11 (BTec)	Component 2: Music Skills Development continued Exploring professional and commercial skills for the music industry. Applying and developing individual musical skills and techniques.		Component 3 Exam: Responding to a Commercial Brief Learners will be given the opportunity to develop and present music in response to a given commercial music brief.		Completing the course	N/a

Philosophy KS3

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Worldviews: What is the lens through which I see the world?		The Abrahamic Worldview: What is the related story of Judaism, Christianity & Islam?		Human Rights: How are rights enjoyed, defended and violated?	
Year 8	Mythology: Can ancient myths have significance in the modern world?		The Buddhist Worldview: How do Buddhists try to achieve Enlightenment?		Peace & Conflict: Why do some people hold extremist views?	Peace & Conflict: Is it possible to live in peace?
Year 9	Philosophy: What is the meaning of life?	Ethics: How do we deal with moral dilemmas?	Equality: How can we create gender equality?	Equality: Is the gap between rich and poor bad for everyone?	The Hindu Worldview: How can Hindu beliefs support a caste-system?	The Sikh Worldview: In what ways is Sikhism a reaction to the caste-system?

RS KS4

EDEXCEL RELIGIOUS STUDIES B	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	1.a Christian Beliefs		2.a Muslim Beliefs	1.b Marriage & The Family	2.b Crime & Punishment	1.c Living the Christian Life
Year 11	2.c Living the Muslim Life	1.d Matters of Life & Death	2.d Peace & Conflict	Revision	Revision	

Science

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	1. Energy stores and transfers 2. Particles	3. Cells 4. How Science Works 5. The solar system	6. Elements, compounds and mixtures 7. Variation and classification	8. Health and disease 9. Waves	10. Chemical changes and reactions 11. Energy changes in reactions	12. Reproduction
Year 8	1. Interdependence & environment 2. Respiration	3. Atomic structure 4. The Periodic table 5. Forces	6. Plants and photosynthesis 7. The Earth	8. Electricity 9. Food and digestion	10. Metals 11. Neutralisation	12. Heating and cooling 13. Floating and sinking
Year 9	1. Infectious disease 2. Moving by force 3. Environmental chemistry	4. Evolution 5. Magnets and electromagnets	6. Bioenergetics	7. Atomic structure and the periodic table 8. Particle model of matter	9. Atomic structure	10. Cell biology and respiration
Year 10	Biology - Cell Biology Chemistry - Bonding, structure, and the properties of matter Physics - Energy	Biology - Organisation Chemistry - Bonding, structure, and the properties of matter Physics - Energy	Biology - Organisation Chemistry - Quantitative chemistry Physics - Electricity	Biology - Organisation Chemistry - Chemical changes Physics - Electricity	Biology - Infection and response Chemistry - Energy changes Physics - Forces	Biology - Infection and response Chemistry - The rate and extent of chemical change Physics – Forces
Year 11	Biology - Homeostasis and response Chemistry - Organic chemistry Physics - Forces	Biology - Homeostasis and response Chemistry - Chemical analysis Physics - Waves	Biology - Inheritance, variation and evolution Chemistry - Chemistry of the atmosphere Physics - Waves	Biology – Ecology Chemistry - Using resources Physics - Magnets and Electromagnets		

Spanish

SPANISH	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>Talking about myself.</p> <ul style="list-style-type: none"> Greetings Names and ages Dates and birthdays Physical descriptions Personality <p>La Vuelta a España</p> <p>Comunidades Autónomas</p> <p>Spanish culture</p>	<p>Talking about myself</p> <ul style="list-style-type: none"> Who's in your family Opinions and relationships Pets and description <p>Christmas and New Year in Spain</p> <p>Start where I live</p> <ul style="list-style-type: none"> Location of town What your house is like 	<p>Where I live</p> <ul style="list-style-type: none"> Where you live What your house is like Rooms of a house Furniture <p>Cuba + la Habana</p>	<p>Where I live</p> <ul style="list-style-type: none"> Places in a town Opinions on city What you can do in your city <p>La Feria de Abril</p> <p>Easter in Spain</p>	<p>My school</p> <ul style="list-style-type: none"> Opinions on subjects Opinions on teachers Description of school Facilities in school <p>Trip to Latino America (Guatemala focus)</p>	<p>My school</p> <ul style="list-style-type: none"> Describing your school uniform School day breaktime school trip <p>Maya, Aztec, Inca (Trip to Latinoamerica)</p>
Year 8 GCSE Year 1	<p>Hobbies</p> <ul style="list-style-type: none"> Free time activities Tv and films Sports Role models 	<p>Technology</p> <ul style="list-style-type: none"> Reading preferences Use of mobile phone Social media Young people and phones 	<p>Family + relationships</p> <ul style="list-style-type: none"> Family Descriptions Relationships Marriage Describing a photo 	<p>School</p> <ul style="list-style-type: none"> Opinions on school subjects Describing your school (facilities, primary school, breaktime, school day) 	<p>School continued</p> <ul style="list-style-type: none"> Talking about uniform and rules School exchange Extra-curricular activities <p>Begin holidays</p> <ul style="list-style-type: none"> Recap of free time activities Holiday preferences 	<p>Holidays</p> <ul style="list-style-type: none"> Holiday activities Weather Past holiday + accomodation Best/worst thing Future holiday plans

<p style="text-align: center;">Year 9 GCSE Year 2</p>	<p>Town</p> <ul style="list-style-type: none"> • Places in town • Describing your house • Describing what you can do in your city • Features of a region • Future trip • Town vs countryside • Shopping and opinions • Environmental and global issues 	<p>Festivals and customs</p> <ul style="list-style-type: none"> • Festivals in Spain • Opinions on food • Mealtimes • Ordering food in a restaurant • Marriage • Daily routine • Pains and illnesses • Describing a special day (Christmas and birthday) • Healthy eating 	<p>Jobs</p> <ul style="list-style-type: none"> • What jobs people do • Opinions on jobs • Earning money and chores • Post 16 plans and future ambitions • Gap year • Work experience • Why learn languages 	<p>Environment recap and revision</p> <ul style="list-style-type: none"> • Environmental issues • How to protect the environment • Global issues e.g. homelessness and poverty • Healthy eating <p>Exam technique</p>	<p>GCSE Exams</p> <ul style="list-style-type: none"> • Revision of all topics • Exam preparation 	<p>Modern Foreign Languages Film Projects and introductory language lessons</p> <ul style="list-style-type: none"> • Les Choristes (French) • Des Leben Der (German) • La Vita è Bella (Italian) • Voces Inocentes (Spanish)
--	---	---	--	---	---	---

Technology

Technology	Project 1	Project 1	Project 2	Project 2	Project 3	Project 3
Y7	Fashion & Textiles: Day of The Day (DOTD)	Fashion & Textiles: Day of The Day (DOTD)	Food Studies: Back to basics	Food Studies: Back to basics	Product Design (Timbers): Ball Bearing Game	Product Design (Timbers): Ball Bearing Game
Y8	Fashion & Textiles: Cultured Lantern	Fashion & Textiles: Cultured Lantern	Food Studies: Super skills	Food Studies: Super skills	Product Design (Electronics and CAD/CAM): Drawer Detective	Product Design (Electronics and CAD/CAM): Drawer Detective
Y9	Fashion & Textiles: Trainer	Fashion & Textiles: Trainer	Food Studies: Nutrition and recipe adaptation	Food Studies: Nutrition and recipe adaptation	Product Design (Timbers): Pizza Cutter	Product Design (Timbers): Pizza Cutter

NCFE course	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y8 Food & Cookery	Food Preparation H&S	Food Preparation Food Legislation Written assessment 1	Food Preparation Nutritional balanced diets	Food Preparation Food Choice Written assessment 2	Food Preparation Recipe amendment and development	Food Preparation skills Menu planning Written assessment 3
Y9 Food & Cookery	Recap of previous year Basic food preparation skills NEA brief released	NEA Written assessment 1	NEA practical task	Food practical activities Live examination	Food practical activities underpinned by cultural capital enrichment	Food practical activities underpinned by cultural capital enrichment

KS4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 Food & Cookery	Food Preparation H&S	Food Preparation Food Legislation Written assessment 1	Food Preparation Nutritional balanced diets	Food Preparation Food Choice Written assessment 2	Food Preparation Recipe amendment and development	Food Preparation skills Menu planning Written assessment 3
Year 10 Design Technology	Knowledge pre-test Penguin kettle project Paper and board theory Polymers theory Textiles theory	Timbers theory Manufactured board theory Metal & Alloys theory Lamp Project Material swatch theory	Isometric drawing Sustainability and environment Production techniques and systems	Industry and enterprise People, culture and society Designing for disability	Designing for disability continued Energy generation and storage Modern materials Smart Materials Designers and movements	Start NEA (50% of final GCSE grade)
Year 10 Photography	Introduction to Photography Basic skills Technical principles Mini Brief 1	Introduction to Photography Basic skills Technical principles Mini Brief 1	Development Phase directed project Skills and understanding in response to a project Explore visual concepts Technical principle mini brief 1	Development Phase directed project Skills and understanding in response to a project Explore visual concepts Technical principle mini brief 2	Development Phase directed project Skills and understanding in response to a project Explore visual concepts Technical principle mini brief 2	Development Phase directed project Skills and understanding in response to a project Explore visual concepts Technical principle mini brief 2/3
Year 10 Graphic Design	Components of graphic design	Components of Graphic Design	Work of Graphic Designers	Requirements of a Graphic Design brief	Planning, development and experimentation	Graphic Design production

KS4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	
Year 11 Food & Cookery	Recap of key knowledge and skills Basic food preparation skills NEA brief released	NEA Exam preparation	NEA Exam preparation	Exam preparation Food practical activities	Live examination	
Year 11 Design Technology	NEA Practicing exam technique	NEA work Practicing exam technique	NEA deadline Practicing exam technique.	Practicing exam technique.	Practicing exam technique Live examination	
Year 11 DT: Fashion & Textiles	NEA Theoretical knowledge	NEA Theoretical knowledge	NEA Practicing exam technique	Practicing exam technique.	Practicing exam technique. Live examination	
Year 11 Photography	Technical principle mini brief 3 Sustained phase of planning for future tasks and realization of intentions	Technical principle mini brief 3 Sustained phase of planning for future tasks and realization of intentions Exam brief released	Exam preparation	Exam preparation Live exam (10 hours)		
Year 11 Graphic Design	Display, present and promote graphic design work	External NEA	External NEA Practicing exam technique	Practicing exam technique	Practicing exam technique Live examination	

Sport and Social Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 Embedding fundamental skills	Outdoor adventurous Activities		Hockey Rugby Netball		Striking and Fielding games Net and Wall Games Athletics (4-week rotation)	
	All lessons include knowledge on the location of Bones and Muscles 12 Dance lessons over a term per class					
Year 8 Developing Skills for competition	HRE Badminton Handball		Gymnastics Trampolineing	HRE Badminton Handball	Striking and Fielding games Net and Wall Games Athletics	
	All lessons include knowledge on the location of Bones and Muscles					
Year 9 Extending skills to outwit opponents		Badminton HRE Basketball Handball Hockey Benchball/Dodgeball			Striking and Fielding games Net and Wall Games Athletics	
	All lessons include knowledge on the location of Bones and Muscles					
Year 8 Health and Fitness	Understand the structure and function of the body systems and how they apply to health and fitness	Understand the effects of health and fitness activities on the body		Understand health and fitness and the components of health and fitness	Understanding the principles of training	
Year 9 Health and Fitness	Understand the impact of lifestyle on health and fitness	Understand how to test and develop components of fitness		Understand how to apply health and fitness analysis and set goals Understand the structure of a health and fitness programme and how to prepare safely Synoptic project		

KS4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 Edexcel GCSE PE	Component 1 Topic 1: Applied Anatomy & Physiology - Musculoskeletal System - Cardiorespiratory System		Component 1 Topic 2: Movement Analysis Component 1 Topic 3: Physical Training		Component 4: Controlled Assessment	
	Volleyball		Netball		Handball	Athletics
Year 11 Edexcel GCSE PE	Component 4: Controlled Assessment	Component 2 Topic 1: Health, fitness and wellbeing	Component 2 Topic 2: Sport psychology	Component 2 Topic 3: Socio-cultural influences	Exam technique/revision strategies	
	Indoor Rock Climbing		Practical Exam			
Year 10 OCR CNAT Sports Studies	R184 LO1 Issues which affect the participation in sport	R1841 LO2 The roles of sport in promoting values	R184 LO3 The importance of hosting major sporting events	R185 LO2 Be able to apply practice methods to supporting improvement in a sporting activity	R185 LO3+4 Organising and planning a sports activity session Delivering a sports activity session	R185 LO3+4 Organising and planning a sports activity session Delivering a sports activity session
	R185 LO1 Demonstrate skills as an individual performer	R185 LO2 Demonstrate skills as a team performer	R185 LO2 Be able to apply practice methods to supporting improvement in a sporting activity			
Year 11 OCR CNAT Sports Studies	R184 LO3 The importance of hosting major sporting events	R184 LO4 The role of the National Governing Body in sport	R184 LO5 The use of technology in sport.	R184 Full course revision	R184 Full course revision	R184 Full course revision
	R185 LO3+4 Organising and planning a sports activity session Delivering a sports activity session	R185 LO5 Reviewing your own performance in planning and delivering a sports activity session.	R187 LO1 Provision of different types of OAA	R187 Equipment, clothing and safety aspects of participating in OAA	R187 Plan for and be able to participate in an OAA	R187 Evaluate participation in an OAA

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 GCSE Dance	<p>Theory Work 1: A Linha Curva</p> <p>Practical Technique and Motif Development</p>	<p>Theory Unseen stimulus/ choreographic process and</p> <p>Work 2: Shadows</p> <p>Practical Working from stimulus choreography</p>	<p>Theory Performance Skills</p> <p>Practical Set phrase - Breathe</p>	<p>Theory Work 3: Infra / exam technique</p> <p>Practical Technique/ Infra choreography</p>	<p>Theory Work 4: Within Her Eyes</p> <p>Practical Set phrase – Shift/ safe practice in the studio</p>	<p>Theory Work 5: E of E</p> <p>Practical Duo/ trio choreography</p>
Year 11 GCSE Dance	<p>Theory Anthology recap/ exam technique and</p> <p>Work 6: Artificial Things</p> <p>Practical Set phrases recap/ workshop choreography questions</p>	<p>Theory Choreographic process (section A) and Performance skills in relation to own work (section B)</p> <p>Practical Set phrases and duo/trio choreography</p>	<p>Theory Performance skills/ exam technique</p> <p>Practical duo/trio and own choreography</p>	<p>Theory Exam technique</p> <p>Practical duo/trio and own choreography</p>	<p>Theory Revision (where necessary)</p> <p>Practical duo/trio and own choreography</p>	<p>Theory Revision</p>

Statistics – KS4

Statistics	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Collecting Data Planning – Types of Data – Population & Sampling – Estimation – Collecting Data		Processing, Representing & Analysing Data Tabulation, Diagrams & Representation		Processing, Representing & Analysing Data Measures of Central Tendency, Dispersion, Scatter Diagrams & Correlation	
Year 11	Processing, Representing & Analysing Data Time Series Graphs Probability Experimental & Theoretical Probability, Summary Statistics		Probability Distributions Probability Distributions Processing, Representing & Analysing Data Standardised Scores – Quality Assurance	Statistical Enquiry Cycle/AO3 Practice Mini Investigation Exam Preparations GCSE Preparations	Exam Preparations GCSE Preparations	

Travel and Tourism – KS4

Travel and Tourism	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Component 1: Travel and Tourism Organisations and Destinations		Component 1: Mock Coursework	Component 1: Internal Assessment	Component 2: Customer Needs in Travel and Tourism	
Year 11	Component 2: Mock Coursework	Component 2: Internal Assessment	Component 3: Influences on Global Travel and Tourism		Component 3: External Assessment	