

# Curriculum Overview



**West Exe School**

community • opportunity • success

# WEST EXE SCHOOL - YEAR 7 - CURRICULUM OVERVIEW

| Subject                     | Cycle 1   | Cycle 2  | Cycle 3   |
|-----------------------------|---|--|---|
| English                     | <b>Narrative conflict.</b> Storytelling through the ages. Greek Tradition. Narrative Structure. Monologue Form. Grammar and punctuation.  | <b>Powerful Language &amp; Prejudice.</b> Powerful Orators and Oracy. Art of Rhetoric: Ethos, Pathos, Logos. Powerful language. Speeches/Articles/ letters. IMPACTS. Using evidence. Grammar and punctuation.  | <b>Analysing The writer's craft.</b><br>Whole text study: Power/conflict/social justice. Writers' intention. Academic points. Texts in context.   |
| Maths                       | <b>Number:</b> The foundations of number on which to build on.<br><b>Algebra:</b> An introduction to algebra in secondary school.   | <b>Number:</b> Types of fractions and percentages.<br><b>Algebra:</b> Solving linear equations.<br><b>Ratio:</b> Simplification and sharing, application of number and ratio.  | <b>Geometry:</b> Angles and 2D shapes.<br><b>Data handling:</b> Averages and spread; displaying data; probability.  |
| Science                     | Life processes. Cell Biology. Organ systems. Digestive system. Enzymes.   | Lab safety. States of matter. The Particle model. Separating Mixtures. The periodic table. Structure of atoms. Chemical reactions. Chemical equations.   | Energy stores and transfers. Heat transfer. Energy resources. Speed and acceleration. Motion graphs.  |
| Geography                   | What is geography? Continents & Oceans. Biomes of the world and the UK. Deforestation. Coral reefs.   | Population change & pyramids. Population increase and decrease. Managing population. Migration patterns. Types of migration.   | Tectonic hazards. Earthquakes, volcanoes and tsunamis. Effects and responses. Managing risk.  |
| History                     | The Development of Ancient Rome.<br>What did the Romans do for us?<br>The invasion of 1066 and Normanisation.   | What was life like in the Middle Ages?<br>How much did the War of the Roses change England? What is Protestantism? Why did Henry VIII want to break from the Catholic Church?  | Henry VIII's legacy.<br>The Elizabethan Age.<br>Why did Monarchy go out of fashion?   |
| Spanish                     | Describing a location; saying what someone is like; what people have; what people do and don't do.<br><i>Estar, ser, tener; using hay; numbers; indefinite articles; gender agreement; plurals; negatives with 'no'; questions with intonation; reglar -ar verbs.</i> | Describing the things around us; talking about giving and wanting things; family; asking and answering questions; what we do with other people.<br><i>Using hay; definite article; dar, tener, hacer, querer; order of nouns and adjectives; regular -ar verbs; poder; asking questions.</i> | Describing what people must do; about places and locations; describing what people are like today and in general; describing people; talking about possessions.<br><i>Deber, estar, ser; -ar verbs; -er and -ir verbs; possessive. adjectives; the verb ir.</i> |
| Art                         | <b>Tone.</b> Exploring tone through still life drawing. Gaining an understanding of composition. Practical skills: sketching, collage.  | <b>Portraits.</b> Learning about the proportion of the faces and techniques for facial structures.<br>Alongside exploring the Fauvism art movement and colour theory.<br>Practical skills: Drawing, painting, mixing, artist research.   | <b>World Patterns.</b> Observing patterns from around the World and their different cultural meanings. Developing the use of line. Practical skills: print making, painting, drawing.   |
| Drama                       | Introduction to learning new skills in drama and how to work well with people.  | How to create an atmosphere. Character creation and development.   | Whole class production of an abridged midsummer night's dream.  |
| Music                       | <b>Junk Orchestra and Back to basics.</b> Blues and film music. Rhythm, ensemble and instrumental skills.   | <b>African drumming and Pentatonic composition.</b> Complex rhythms, composition. Introduction to DAWS.  | <b>Blues and film music</b> – Understanding notation, scales and main features of film music.   |
| West Exe Baccalaureate      | <b>Values and Aspirations (1a).</b> Christianity (1b). Personal values. Community values. Aspirations. Beliefs and practices of Christians.   | <b>British values (2a). Islam (2b).</b> Human rights. The Universal Declaration of Human rights. British values. Modelling British values. Core Muslim beliefs. Practices of Muslims. The Five Pillars Festivals.  | <b>Personal skills, part 1 (3a.) Public speaking competition (3b).</b> Communication, teamwork and problem solving. Competition preparation and participation.  |
| Creative Tech               | <b>Digital Literacy:</b> eSafety, cyber security, apps, cloud computing and file structures.  | <b>Design Technology:</b> Design and make it; Morag Myerscough inspired picture frame.   | <b>iMedia:</b> Creating a digital product; Animation.   |
| Sport, Health and Nutrition | Introduction to the kitchen, including health and safety and food safety and healthy eating. Focusing on a range of ball sports and developing skills and techniques.   | Nutrition – Understanding the uses and sources of the key nutrients including vitamins and minerals.<br>Practical sessions: Vegetable soup, apple crumble. Enabling students to feel a sense of belonging through developing skills in PE lessons through physical, social and thinking me.  | Consolidation of knowledge of healthy eating, nutrients, and energy balance. Practical sessions: Pizza toast, stir fry, blueberry muffins. Students are able to develop their skills in summer sports to include Athletics.                                     |

# WEST EXE SCHOOL - YEAR 8 - CURRICULUM OVERVIEW

| Subject                     | Cycle 1  | Cycle 2  | Cycle 3   |
|-----------------------------|--|--|---|
| English                     | <b>Animal Farm.</b> Academic paragraphs. Discursive essays. IMPACTS. Rhetorical devices. Propaganda.   | <b>Exploring diverse voices: language as power.</b> Discursive texts. Perspectives. Comparison. Social Justice. Inference. IMPACTS. Texts in context. Speeches. Articles. 19th Century Poetry.   | <b>Shakespeare.</b> Tragic form. Elizabethan/Jacobean context. Audience response. Academic writing. Premise. Embedding context.   |
| Maths                       | <b>Number:</b> Prime factors; estimation, negative numbers.<br><b>Algebra:</b> Algebraic manipulation; sequences.  | <b>Number:</b> Roots and indices, fractions, percentage multipliers.<br><b>Algebra:</b> Solving equations and inequalities.<br><b>Ratio:</b> Proportion and scale, compound measures.  | <b>Geometry:</b> Angles in parallel lines; 2D compound shapes, 3D shapes.<br><b>Data handling:</b> Averages; displaying data; probability.  |
| Science                     | Transporting substances. Structure of DNA. Inheritance. Evolution. Natural selection. Health and Disease.  | Atomic structure. Ions. Groups of the periodic table. Rates of reaction. Fuels. Atmosphere and climate change. Acids, bases and indicators.  | Types of waves. Electromagnetic spectrum. Density. Resistance and electrical safety. Solar System.  |
| Geography                   | Weather systems. Extreme weather. Tropical storms. Climate change causes, consequences & management.   | Factors affecting development. Sustainable development. Top-down/ bottom-up.<br>Natural resources. Types of energy – renewable vs non-renewable. Food supply and population growth – Boserup vs Malthus.   | River processes. River landforms. Hydrographs. Causes and management of flooding.<br>Synoptic country study of Ethiopia.  |
| History                     | What were the Silk Roads? Slavery on the Silk Roads. Islam on the Silk Roads.  | Why is it so important to remember the British Empire? What impact did the British Empire have on its colonies? How should we remember the British Empire?   | Is David Olusoga right to say slavery allowed Britain to prosper? What legacy has the Triangular Trade left on the world we live in today?  |
| Spanish                     | Describing things in the present and past; talking about people and places now and in general; describing what people do at home and in school; describing how people feel.<br><i>Preterit –ar verbs; ser, estar, hacer; poder; present tense –er and –ir verbs; preterite –er and –ir verbs; tener.</i> | Describing what people do with technology; Talking about future plans; Describing travel in the past and present; describing relationships.<br><i>Querer; future tense with ir; regular verbs in the present and preterite; personal 'a'; using me and te.</i> | Describing a series of events; giving opinions; talking about family members and their jobs; comparing things; talking about how people feel.<br><i>OVS word order; gustar type verbs; para + infinitive; possessive adjectives; comparatives; demonstratives; ir in the preterite.</i> |
| Art                         | <b>Elements of Art.</b><br>Exploring all seven elements of art through different mediums.<br>Practical skills: painting, pen drawing, collage.   | <b>Monochrome Landscapes.</b><br>Developing the use of mixing and observing tone through one colour. Referencing artists that have used the theme of landscapes.<br>Practical skills: Mixed media, ink, painting, mark making.                                 | <b>Pop Art Food.</b><br>Researching and learning about the Pop Art movement. Creating assemblages with bold colours and simple forms. Practical skills: Sculpture, painting, design.  |
| Drama                       | Commedia dell'Arte. Learning how to be funny and physical.   | Blood brothers. Learning how to interpret a script and develop appropriate characters.   | Making a stand – from Antigone to Rosa Parks. Devising drama based on a theme.  |
| Music                       | <b>4 chords and pop ensemble.</b> Instrumental and ensemble skills, song structures and using DAWS.  | <b>Music for media and samba.</b> Composing for different forms of media and learning aspects of world music.  | <b>Dance music and fusion song.</b> Exploring styles of dance music. Structures and world music.  |
| West Exe Baccalaureate      | <b>Buddhism and Sikhism (1a). The environment and animal rights (1b).</b> The beliefs and practices of Buddhists and Sikhs. Environmental issues. Uses of animals.   | <b>First aid (2a). Identity and relationships(2b).</b> Primary survey. Recovery position. Signs, symptoms and treatments. CPR and AEDs. Gender identity. Families. LGBTQ+ rights. Introduction to consent. Forms of contraception.                             | <b>Online safety (3a). Global issues (3b).</b> Staying safe online. Cyber bullying. Social media. Global issues. MUN conference.  |
| Creative Tech               | <b>Design Technology:</b> Glasses holder; research, design and make task.  | <b>Design Technology:</b> Biomimicry; the use of structures and forms in nature to inspire design ideas.   | <b>iMedia:</b> An ePostcard from Devon.   |
| Sport, Health and Nutrition | <b>Nutrition through the life stages.</b><br>The effects of a poor diet on health. Functions of ingredients in bread. Practical sessions: Bread, pizza wheels. Students develop key skills in PE, building on year 7.  | <b>Factors that affect food choice.</b><br>Practical sessions: Alu tamatar masala, mini carrot cakes, savoury muffins. Developing ball skills and strategic game play.   | <b>The influence of culture and religion on diets.</b><br>Functions of ingredients in pastry. Practical sessions: Cheese scones, shortbread, cheese and onion triangles. Summer sports focus.   |

# WEST EXE SCHOOL - YEAR 9 - CURRICULUM OVERVIEW

| Subject                | Cycle 1   | Cycle 2  | Cycle 3  |
|------------------------|---|--|--|
| English                | <b>A Christmas Carol.</b> Political texts. 19th Century England. Conceptualised academic writing. Cyclical structure. Writer's intention.                                   | <b>An Inspector Calls.</b> Morality play. Modern plays. Britain in 1912 and 45. Stagecraft. Characterisation. Academic writing. Class system and social injustice. Patriarchy.                                     | <b>P&amp;C poetry.</b> Analysing poetry. Analysing form. Dramatic Monologues. Romanticism. War Poetry. Comparing poetry.   |
| Maths                  | <b>Number:</b> Bounds and laws of indices.<br><b>Algebra:</b> Graphing and quadratics.  | <b>Number:</b> Fractions and surds.<br><b>Algebra:</b> Formulae and plotting inequalities.<br><b>Ratio:</b> Combining ratio, direct and inverse proportion and compound measures.                                  | <b>Geometry:</b> Angles and 2D shapes.<br><b>Data handling:</b> Averages and spread; displaying data; probability.   |
| Science                | Plants and photosynthesis. Cell transport. Enzymes. Ecosystems. Material cycles.  | States of matter. Separating techniques. Chemistry calculations. Atomic structure. Groups of the periodic table. Rates of reaction.  | Types of waves. Electromagnetic spectrum. Motion. Forces and momentum.   |
| Geography              | Globalisation. Role of TNCs. Superpowers & emerging powers. Neo-colonialism. Environmental damage.  | Extreme environments. Tourism on Everest. Antarctica. Glaciation. Hot deserts – location, ecosystem, challenges & opportunities. Great Garbage Patch. Formation of Mariana trench.                                 | Urbanisation and megacities. Rural-urban migration. Informal housing. City in the UK – challenges & opportunities. Sustainable cities.   |
| History                | Was a World War Inevitable in the 20th century? How was the war truly a world war? What was a catalyst for women's suffrage?  | Why does Dikotter believe the cult of personality was so dangerous in the 20th century? What impacts did authoritarian regimes have on the world? What was the Holocaust, and why did it happen?                   | What battles did the minorities of Britain have in the 20th century? What does the word 'terrorism' mean to different people in the world?   |
| Spanish                | <b>Mi gente y mis intereses.</b> Talking about friends and family; discussing marriage; Social media; how we use mobile phones.   | <b>Tiempo Libre.</b> Things we do to relax; how to eat healthily; sports and physical activity.  | <b>Mi Ciudad y los Costumbres.</b> Talking about festivals and customs in the UK and Spain. Describing where we live and our local area.   |
| Art                    | <b>Natural Forms:</b> Growing a GCSE project. Artist research and development of ideas. Practical skills: drawing, painting, photography, mixed media.                      | <b>Medium Experiments:</b> Trying and experimenting with new materials linked to artists and the individual styles.<br><b>Practical Skills:</b> Lino printing, mono printing.                                      | <b>Distorted Portraits:</b> Using hand cut editing techniques to distort and edit facial features to create unique and abstracted outcomes.  |
| Performing Arts        | Developing a group identity and "playing" with new dramatic ideas.  | Introduction to practitioners – physical theatre (frantic assembly/ complicité/gecko) and introduction to brecht.  | Stanislavski and naturalistic theatre – focus on "bassett" by James Graham.  |
| Music                  | <b>Music through the decades.</b> Appreciation, performance, reproduction and stylistic qualities.  | <b>Performance and composition.</b> Ensemble work, interpretation and writing music.   | <b>World music and classical.</b> Feature of different world music and classical styles.   |
| West Exe Baccalaureate | <b>Mental health first aid (1a). Making moral decisions (1b).</b> Signs and symptoms of mental health issues. Supporting mental health. Ethical theories. Codes of conduct. | <b>Personal skills, part 2 (2a.) Prejudice and discrimination (2b).</b> Leadership. Innovation. Proactivity. Aiming high. Steps and types of prejudice. Challenging and tackling prejudice. The Equality Act.      | <b>Intimate relationships (3a). Human rights campaign (3b).</b> Consent. Contraception and STIs. Sources of advice / support. Human rights issues. Producing a campaign.   |
| Business               | Entrepreneurship values. Market segmentation. Financial calculations. Business Ownership. Enterprise £5 activity.   | Market research and research project. Fixed and Variable cost. Market Mapping.<br>Plant base Case study – Enterprise.<br>Gym Shark – Case study.   | Changes in technology / Forms of Finances.<br>Equity capital. PLC and Franchise + Midpoint   |
| Citizenship            | <b>Rights and responsibilities (1.1).</b> Legal and moral right and responsibilities. Human rights documents. Political rights. Balancing rights.                           | <b>The law (1.2) The legal system (1.3):</b> Sources of law. Types of law. Legal principles. Types of court. Citizens in the justice system. Youth justice. Causes of crime.                                       | <b>Identities and diversity (3.1):</b> Multiple identities. British citizenship. Forms of migration. Asylum seeking. Community cohesion.   |
| Classical Civilisation | <b>Gods and Temples:</b> How and who did the Greeks and Romans worship? What is the significance of great temples such as the Parthenon?                                    | <b>Great Heroes and Foundation Story:</b> A study of significant heroes in Greek and Roman history (Hercules and Theseus). A look at the foundation story of Rome and the tale of Romulus, Remus and the She Wolf. | <b>Symbols of Power, Death and Burial and Journeying to the Underworld:</b> How did the Romans and Greeks communicate their power? We will explore famous stories of the Underworld and what the Greeks and Romans believed about the afterlife. |

# WEST EXE SCHOOL - YEAR 9 - CURRICULUM OVERVIEW

| Subject                                    | Cycle 1  | Cycle 2  | Cycle 3  |
|--|--|--|--|
| <b>Food Prep and Nutrition</b>             | Building on existing health and safety knowledge, developing a deeper knowledge of Food Science and Nutrition and practising more technical cooking methods.                     | Developing an understanding of pastry making and bread making. Developing Food Science and cookery terminology. Plan and create an afternoon tea, thinking about planning, timings, cost and presentation. | Macro and Micro nutrients and introducing key concepts of nutrition to build on prior knowledge. Students focus on special diets and food choices.                               |
| <b>Health &amp; Social Care</b>            | <b>Component 1</b> - Understanding human growth and development across life stages and the factors that affect a person's development.   | <b>Component 2</b> - Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.                        | <b>Component 3</b> - Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators.                                    |
| <b>iMedia</b>                              | R093 – Creative iMedia and the Media Industry.   | R09: Preparation for Animation with Sound, acquiring software skills in animation and sound.   | R096: Understanding animation methods and equipment, sound recording techniques and using assets in animation.   |
| <b>Photography</b>                         | <b>The History of Photography.</b><br>The development of photography, processes in camera and out of camera. Introduction to the formal elements and Pictorialism as a movement. | <b>Camera Skills.</b><br>Adjust aperture and depth of field through creating a miniature world. Explore shutter speed through movement; frozen, blurred and night photography.                             | <b>Architectural Photography.</b><br>Introduction to compositional elements and context in photos. Cubism. Working with paper versus digital files. Creating a 'sense of place'. |
| <b>Sociology</b>                           | <b>Sociological approaches.</b> Cultures, values and norms. Key sociologists. Important sociological theories. Nature v Nurture.   | <b>Research methods.</b> Pilot studies. Interviews. Surveys. Questionnaires. Primary and secondary sources. Ethical considerations. Theoretical issues.  | <b>Families.</b> Family diversity. Power in the family. Perspectives. Marriage and divorce. Parent / child relationships. Symmetrical family.                                    |
| <b>Sport, Health and Nutrition</b>         | Food safety. Handling of raw meat<br>Practical sessions: Mini toad in the hole, scotch eggs, Chelsea buns.   | Sustainability in food. Practical sessions: Risotto, pasta fiorentina, pizza. Students have a broad and rich curriculum In PE following the different sports through a rotation alongside nutrition.       | How packaging and marketing affects food choice. Developing key skills in Athletics in Cycle 3 through, physical, social and thinking me.  |
| <b>Sport Studies</b>                       | R185: TA1 – Practical performance in two sports. R185: TA2 – Evaluation and improvement in performance.  | R185: TA1 – Practical performance in two sports. R185: TA3 – Planning and risk assessing a sports activity session.  | R187: TA3 – Plan and participate in an outdoor activity. R187: TA 4 – Evaluate participation in an outdoor activity.   |
| <b>Stats and Further Maths</b>             | Unit 6 – Probability. Unit 1 – Collection of Data. Unit 2 – Processing, representing and analysing data.   | Unit 3 – Summarising data.   | Unit 4 – Scatter diagrams and correlation. Unit 5 – Times series. Recap and review units 1-6.<br><b>Bees Spreadsheet project.</b>  |
| <b>Technology &amp; Engineering Design</b> | <b>Materials.</b> Physical, mechanical and working properties.   | <b>Natural &amp; manufactured timbers.</b> Hardwoods, softwoods and manufactured boards.   | <b>Manufacturing processes.</b> Volumes, automation & ecological implications.   |

# WEST EXE SCHOOL - YEAR 10 - CURRICULUM OVERVIEW

| Subject                | Cycle 1   | Cycle 2  | Cycle 3  |
|------------------------|---|--|--|
| English                | <b>Shakespeare.</b> Fate vs Free Will. Audience responses over time. Greek Love. Elizabethan London. The Renaissance.   | <b>Unseen Poetry.</b> Mastering academic writing. Revision of core texts. Mastering academic writing. Retrieval of powerful knowledge and quotations. Mastering conceptual responses.  | <b>Revision &amp; NEA.</b> Ethos, Pathos, Logos. Rhetorical devices. Tone and voice. Articles. Grammar and punctuation.  |
| Maths                  | Percentages. Equations and Inequalities.<br>Rates of change. Probability.   | Rates of change, measures and real-life graphs. Transformations and vectors with congruence and similarity. Algebraic fractions, simultaneous equations and quadratics.  | Circles, cylinders and spheres. Pythagoras and Trigonometry. Averages and statistical diagrams.  |
| Science                | <b>Biology.</b><br>Cells and Control. Genetics and Inheritance. Natural selection and GM. Health and disease.   | <b>Chemistry.</b><br>Chemical bonding. Chemical calculations. Atomic structure. Acids and Alkalis. Electrolysis. Extracting Metals.  | <b>Physics.</b><br>Forces and momentum. Ionising radiation. Energy. Electricity and circuits.  |
| Geography              | Natural hazards. Tectonics. Impacts & responses. Tropical storms. Hazard management. Climate change.  | Changing economic world. Economic development and quality of life. Reducing the development gap. Case study of rapid economic development – Nigeria.<br>Economic futures in the UK. Environmental and social change.         | Physical landscapes of the UK. Rivers & coasts option – processes, landforms and management.   |
| History                | Medieval, Renaissance, Industrial and Modern Medicine development through time. 1250-Present.   | Who was Elizabeth I, her government and what were her choices for religion? What challenges did Elizabeth face early in her reign? What was Elizabethan society like?  | The end of WW1 in Germany. What was the Weimar Republic? How did the Nazi's seduce the nation?   |
| Spanish                | Mis Vacaciones. Talking about holidays past, present and future.  | Mi Colegio y Mis Planes. Giving opinions on school and subjects, talking about our plans for after school; discussing jobs that our families do; our futures.  | Hacia un Mundo Mejor. Talking about social and global issues that threaten the World.  |
| Art                    | <b>Sustained project.</b><br>Perspective.<br>Develop, Record, Refine, Present.  | <b>Sustained project.</b><br>Perspective. Develop, Record, Refine, Present: Artist research. Experimentation.<br>Reflection. Development of themes and ideas.  | <b>Sustained project.</b><br>Perspective.<br>Develop, Record, Refine, Present.   |
| Performing Arts        | Introduction to Component 1 of BTEC Tech awards in performing arts – Broke by the Paper Birds and one man, two guvnors by Richard Beam.                               | Component 1: Matthew Bourne's Cinderella. Completing research and submission of final piece of coursework.   | Introduction to Component 2: Exploration and development of skills and research of appropriate text for performance.   |
| Music                  | Component 1: Genres and musical styles.   | Component 2: Developing performance, production and compositional skills.  | Component 2: Developing performance, production and compositional skills.  |
| West Exe Baccalaureate | <b>Work skills (1a). Holocaust and other genocides (1b).</b> Covering letters and CVs. Interview skills. The Holocaust. Stages of genocide. Post-Holocaust genocides. | <b>Relationship values (2a). Democracy (2b).</b> Signs of healthy and unhealthy relationship. Positive relationship values. Types of democracy. UK and US political systems. Political parties and policies. Voting systems. | <b>Exploring influences (3a). Ethical issues (3b).</b> Gang culture. Knife crime. Drugs and alcohol. Abortion and euthanasia. Capital punishment.  |
| Business               | <b>Product life cycle.</b> Design mix. Marketing mix. Business Objectives.  | <b>Recruitment and selection.</b> Financial and non-financial motivation. Impact of unemployment and employment law.<br>International trade.   | <b>Stakeholders.</b> Business Location sales process/ quality logistics. Government Tariffs and Batch process.   |
| Citizenship            | <b>The UK and the wider world (3.2):</b> International organisations. International Humanitarian Law. The UK's involvement in global events.                          | <b>Citizenship Action.</b> Planning. Conducting. Evaluating. Democracy (2.1): Types of democracy. Features and values of democratic systems. Voting systems. Political parties.  | <b>Forms of government (2.2) The British constitution (2.3).</b> National, local, regional, devolved governments.<br>Nature and operation of the UK's constitution.  |
| Classical Civilisation | <b>Roman Housing and society:</b> We will explore Roman housing and how they used to live; from the rat infested insulas to the large Domus houses for the wealthy.   | <b>Entertainment and Theatre:</b> Gladiators, charioteers and theatre. We will explore how the Romans sought entertainment and what life was like for all those involved.  | <b>Satires:</b> Horace, Juvenal, Petronius – How did these famous satirists feel about Roman life and how do they communicate this in their writing? We will consider what this tells us about Roman life. |

# WEST EXE SCHOOL - YEAR 10 - CURRICULUM OVERVIEW

| Subject                                    | Cycle 1  | Cycle 2   | Cycle 3   |
|--|--|---|---|
| <b>Food Prep and Nutrition</b>             | Food Safety is the key concept of Cycle 1 with Food, allowing students to effectively and safely further develop their skills in the kitchen. Students also develop an understanding for Food Science. | The theoretical aspects which underpin Food, Nutrition and Health and explore the diet related diseases associated with food choices. Delving deeper into the chemical and functional properties. | Food provenance and developing awareness and understanding of the social impact on food choice, and the sustainability of food and the environmental impact. Introduction to the NEA process. |
| <b>Health &amp; Social Care</b>            | Students will use knowledge from Component 1 to complete an internal assessment on Growth and Development.   | Students will use knowledge from Component 2 to complete an internal assessment on the range of healthcare conditions and services available.   | <b>Component 3</b> - Learners will study the factors that affect health and wellbeing and create health and wellbeing plans to support individuals with these factors.                        |
| <b>imedia</b>                              | Pre-production documents, camera angles, storyboards and scripts. Preparation for NEA.   | NEA: R096 Animation with Sound.   | Completion of NEA. Revisit elements of R094 and preparation for NEA R094: Visual Identity and Digital Graphics NEA.   |
| <b>Photography</b>                         | <b>Natural Forms.</b><br>Review of light qualities, camera skills, assessment objectives, artist research & analysis. Formal elements and understanding the language of photography. Abstraction.      | <b>Portraits &amp; Identity.</b><br>Genres of portraiture. Understanding context behind photos – documentary/self-portraiture/abstraction. Exploring lighting for portraiture.                    | <b>The Sustained Project.</b><br>Preceded by 6 weeks of creative development. Choice of theme from a past AQA paper. Personal investigation. Support/feedback given throughout.               |
| <b>Sociology</b>                           | <b>Education.</b> The role of education. The hidden curriculum. Perspectives. Types of schools. Social policy and the marketisation of education.  | <b>Education.</b> (continued) Social groups and achievement in education. Teacher-student interactions. <b>Crime and deviance.</b> Crime and deviance. Formal and informal social control.        | <b>Crime and deviance</b> (continued). Perspectives. Social groups and crime. Media coverage of crime. Sources of crime data. Delinquent subcultures.   |
| <b>Sport, Health and Nutrition</b>         | How food affects mood.<br>Food provenance.<br>Huevos rancheros. Churros, burrito.  | Nutrition into adulthood. Food provenance<br>Macaroni cheese, garlic bread, tiramisu. Students are able to develop their skills in PE that they have built on through 7, 8 and 9.                 | Working to a budget.<br>Food provenance.<br>American pancakes, sloppy joes, giant cookie. Physical, social and thinking me in PE.   |
| <b>Sport Studies</b>                       | R187: TA1 – The provision of outdoor activities. R187: TA2 – Clothing, equipment, technology & terrain needed for outdoor activities.  | R185: TA1 – Practical performance in two sports. R185: TA4 – Delivery of a planned sports activity session. R185: TA5 – Evaluation of delivery of a sports activity session.                      | R185: TA1 – Practical performance in two sports.<br>R185: TA5 – Evaluation of delivery of a sports activity session.  |
| <b>Stats and Further Maths</b>             | Unit 7 – Index numbers. Unit 6 – Probability. Unit 8 – Probability distributions.  | Recap and review all units.<br>Past paper walk throughs and practise.   | <b>Revision and GCSE exams.</b><br>Large dataset project.   |
| <b>Technology &amp; Engineering Design</b> | <b>Mechanical devices.</b><br>Functions, types of movement, forces, levers, linkages and rotary systems.   | <b>Energy generation, storage and sustainability issues.</b><br>Energy sources, oceanic atmospheric pollution and the 6 R's.  | <b>New and emerging technologies.</b><br>Enterprise, innovation, market push/pull.  |

# WEST EXE SCHOOL - YEAR 11 - CURRICULUM OVERVIEW

| Subject                | Cycle 1  | Cycle 2  | Cycle 3  |
|------------------------|--|--|--|
| English                | <b>Exploring and writing fiction texts.</b><br>Fluency and comprehension. Monologue form. Inference. IMPACTS.  | <b>Exploring and Writing Non-Fiction Texts.</b><br>19th Century texts. Synthesising details across 2 texts. Comparison of perspectives. Writing effective arguments: Letters, Speeches, Articles, Essays.                              | Revision and GCSE exams.   |
| Maths                  | Angles and proof. Algebra and non-linear<br>Graphs. Rates of change. Constructions and loci.   | Bespoke revision plans for individual classes.   | Bespoke revision and GCSE exams.   |
| Science                | <b>Biology.</b><br>Coordination and control. Circulatory system. Respiration.<br>Revision of key concepts.   | <b>Chemistry.</b><br>Rates of reaction. Periodic table and reactivity of groups. Fuels. Changing atmosphere.<br>Revision of key concepts.  | <b>Physics.</b><br>Density. Bending and Stretching. Gas pressure. Magnetism. Revision of key concepts.<br>Revision and GCSE exams.                 |
| Geography              | The living world. Tropical rainforests. Hot deserts. Desertification.<br>Resource management. Food, water and energy in the UK.  | Demand and supply of energy. Strategies to increase energy supply.<br>Urban Issues & challenges. Factors affecting urbanisation<br>Consequences of urbanisation. Study of a city in a NEE/LIC (Nigeria) and a city in the UK (London). | Issues evaluation & geographical skills practice.<br>Revision and GCSE exams.  |
| History                | How did the Nazis consolidate their power? What was life like in Nazi Germany? What was Medicine and surgery like on the Western Front?  | What were the Superpowers in 1945?<br>How did the Cold War develop? What intensified tensions between the superpowers? What were the key crises of the Cold War? The thawing of the Cold War.  | Revision and GCSE exams.   |
| Spanish                | Revision of Theme 1.<br>Mini-mock speaking exam.<br>Mock exams in Listening, Reading and Writing.  | Revision of Theme 2.<br>Mock speaking exam.<br>Mock exams in Listening, reading and writing.   | Revision of Theme 3.<br>Speaking exam.<br>GCSE exams.  |
| Art                    | <b>Mock exam preparation.</b><br>Presenting a personal and individual final piece.   | <b>Externally Set Assignment.</b><br>Selecting from seven topics in the exam paper to complete sketchbook work in preparation for the 10-hour exam.  | <b>Presentation of portfolio.</b> 60% and the exam 40% to form the complete course. Before May half term.  |
| Performing Arts        | Preparation and submission of final Component 2 - Performance and evaluation.  | Introduction to Component 3: Discussion of the brief and development of ideas. Written exam on development of ideas. Beginning of rehearsal process.   | Component 3 - Rehearsal and final performance plus written exam on skills and rehearsal development and final performance.                         |
| Music                  | <b>Unit 1: Music industry.</b> Completion of unit 7: Introduction music, sequencing, creating a guide on how to use a DAW.   | <b>Unit 4: Composition:</b> Creating musical ideas to fit a brief. <b>Unit 5: Introducing music performance:</b> Documenting, preparing and delivering two music performances.   | Final submission of coursework.  |
| West Exe Baccalaureate | <b>Financial skills (1a). Unhealthy relationships (1b).</b> Budgeting. Student loans and credit. Bank accounts. Stalking and coercive control. The law and sources of support. | <b>Peace and conflict (2a). Preparing for exams (2b).</b> Causes of conflict. Pacifism. Just War theory. Weapons of Mass Destruction. Dealing with exam stress. Practical advice. Revision techniques.                                 | Independent study and preparation for GCSE exams.  |
| Business               | The barrier to effective communication. Customer service + pressure group. Post-sales service. Objective form growth to survival Organic Growth.                               | Environmental sustainability Procurement / increases the productivity. International trade Employees permanent contracts.  | Revision and GCSE exams.   |
| Citizenship            | <b>The economy (2.4). The media (2.5).</b> Economic role of the government. Funding public services. Media rights and duties. Press freedom and regulation.                    | <b>Active citizenship (2.6). Politics beyond the UK (2.7).</b> Active citizenship. Increasing participation. NCS and UKYP. Community projects. Democracy rankings. Comparing the UK's with China and Switzerland.                      | Exam preparation and GCSE exams. Paper 1: Citizenship in perspective. Paper 2: Citizenship in Action. Paper 3: Our rights, our society, our world. |
| Classical Civilisation | <b>Pliny's Letters:</b> Letters written by Pliny give us an interesting insight into Roman life and the pros and cons of living in the city.                                   | Revision of year 9 content for paper 1   | Revision of year 10 content for paper 2  |



# WEST EXE SCHOOL - YEAR 11 - CURRICULUM OVERVIEW

| Subject                         | Cycle 1  | Cycle 2   | Cycle 3   |
|---------------------------------|--|---|---|
| Computing                       | Component 1 - Refresher based on Year 9 Mock.<br>Official November Mock.   | Component 2 - Refresher based on Year 10 Mock.<br>Official March Mock.  | Revision and GCSE exams.  |
| Food Prep and Nutrition         | NEA assessment focus on the scientific knowledge learnt in Year 10. Students will look at the functional and chemical properties of ingredients in detail.                                       | NEA assessment focus on the scientific knowledge learnt in Year 10 looking at the functional and chemical properties of ingredients in detail. Focus on NEA 2: Showcasing skills through a research portfolio and a practical exam.                   | Completing NEA coursework and revision for the summer exam. To include the following topics: Food safety, Food nutrition and health, Food Science, Food Choice and Food provenance. |
| Health & Social Care            | Component 1 and 2 recap focussing on growth and development and healthcare services.   | Component 3 recap focusing on health and wellbeing plans and how they can be used to support individuals.   | Revision of Component 1, 2 and 3 for external assessment.   |
| imedia                          | Complete the NEA R094: Visual Identity and Digital Graphics.   | Revision and preparation for final assessment R093.   | Revision and GCSE exams.  |
| Photography                     | <b>Coursework Completion.</b><br>Enhance and develop work using new skills and processes. Refinement of sustained project followed by mock exam. Opportunities to review and refine Component 1. | <b>Externally Set Task.</b><br>Exam paper issued and theme chosen. Approximately 12 weeks to develop project and gather evidence. Followed by the controlled assessment. Component 2 submission.  | Component 1 submission.   |
| Sociology                       | <b>Social stratification.</b> Perspectives. Social class. Life chances and social mobility. Wealth and poverty. Power in society.  | <b>Exam preparation.</b> Revision. Past paper questions. Exam technique.  | <b>GCSE exams.</b><br>Paper 1: The sociology of families and education. Paper 2: The sociology of crime and deviance and social stratification.                                     |
| Sport, Health and Nutrition     | Students are able to develop their skills in PE that they have built on through, 7, 8, 9 and 10.   | Students are able to develop their skills in PE that they have built on through, 7, 8, 9 and 10.  | Revision and GCSE exams.  |
| Sport Studies                   | R185: Review of coursework.<br>R184: TA1 – Issues which affect participation in sport.<br>R184: TA2 – The role of sport in promoting values.   | R185: Review of coursework.<br>R184: TA2 – The role of sport in promoting values.<br>R184: TA3 – The implications of hosting a major sporting event.<br>R184: TA4 – The role of national governing bodies. R184: TA5: The use of technology in sport. | R185: Review of coursework.<br>R184: Revision and exam.   |
| Stats and Further Maths         | Number – Indices, surds and product rule.<br>Algebra – Functions, sequences, simultaneous equations.   | Coordinate geometry.<br>Calculus.<br>Matrices.  | Revision and level 2 exams.   |
| Technology & Engineering Design | <b>NEA Design principles.</b><br>The design context, market research, design influences, design brief and specification, design iteration.   | <b>NEA Making principles.</b><br>Satisfying the requirements of the brief/specification, development of prototypes, manufacturing processes, QA/QC, evaluation.   | Completion of NEA, revision and GCSE exam.  |







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