



Art Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
THIS IS FOR A GROUP WITH ONE TEACHER.	Unit 4: Expressive Landscapes, Fine Art		Unit 5: Organic / Inorganic, Graphic Communication		Unit 6: My World Fine Art/ Lens Based Media
8	<p><u>Introduction to Expressionism in Landscape.</u> Contextual studies: Analysing the work of a range of artists- Kurt Jackson, Barbara Rae, David Prentice. <b>Techniques.</b> Colour mixing, Colour theory, using different tools. Exploring texture and colour as visual language. <b>(Looking at how the Expressionists have used colour to express emotion)</b></p>	1 5  2	<p><u>Introduction to Graphic Design</u> Observational drawing from a range of plants. <b>Techniques.</b> Lead pencil, charcoal, pen and ink. Contextual studies: Analysing logos and branding. (Key terms: geometry, synthesis, contrast, negative space, organic, growth.)</p>	6	<p><u>Introduction to Recording the World</u> Contextual studies: Analysing the work of a range of international artists whose work communicates cultural messages. (South American, Japanese, Pacific / Australasia, British, African) <b>Techniques.</b> Printmaking ( polyblock), photography, collage, painting. Exploring culturally specific visual language.</p>
6	<p><b><u>Introduction to landscape art.</u></b> <i>Prep work for day trip.</i> Andy Goldsworthy and Richard Long. Making responses within the environment.  <i>Coombe Abbey trip? Art and landscape.</i>  Pupils create their own response within the environment. This may be a sculpture or photographic piece.</p>	6	<p><b><u>Developing design sheets.</u></b> Producing ideas for a logo for a horticulture business such as a nursery or specialist plant stockist. These are developed from previous drawings. <b>Techniques:</b> Scanning, Photoshop. ( Key terms: Select, copy, paste, colour charts, scaling, layers, history, resolution, jpeg, compression) Contextual studies: product placement on television comparison. Researching business promotion.</p>	6	<p><b><u>Developing photoshoots to explore British youth culture.</u></b> Looking at composition / structure of paintings / photographs.  The concept of a dramatic moment in time across the history of art and how a composition can be dynamic or static.  Pupils develop a photograph that captures a dramatic moment in time related to their lives and youth culture.</p>

Computing Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
1	E-Safety (Social Networking)	8	Programming with Scratch	4	Robotics using Lego Mindstorms
7	Computer Hardware & Networks	5	Programming in Python	4	App Design using App Inventor
7	Web design using HTML & CSS				

## Drama Department

NO. OF WEEKS	AUTUMN TERM	NO. OF WEEKS	SPRING TERM	NO. OF WEEKS	SUMMER TERM
3	PHYSICAL THEATRE	3	ANIMAL MYTHS	5	GREEK THEATRE
2	SOUND COLLAGE	3	ISLAND LIFE	4	MEDIEVAL THEATRE
2	SYNCHRONISATION	3	STORYBAG		
2	PHYSICAL COMEDY	4	POMPEII		
2	SKETCH COMEDY				
3	COMMEDIA DELL'ARTE				

## English Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
Half-term	<p><b>Novel</b></p> <p>Stone Cold, Holes , Hound of the Baskervilles</p> <p>(R) Analytical essay (character or theme)</p>	Half-term	<p><b>Travel writing</b></p> <p>Byrd, Murphy, Palin, Edwards, Bryson</p> <p>(W) creative piece</p>	Half-term	<p><b>Poetry</b></p> <p>Modern 9/11 poetry or Rossetti/Blake</p> <p>(R) comparative essay</p>
Half-term	<p><b>Shakespeare</b></p> <p>Twelfth Night, Merchant of Venice</p> <p>(R) Analytical essay (character or theme)</p> <p>(S &amp; L) Drama</p>	Half-term	<p><b>The Language of persuasion</b></p> <p>Persuasion and rhetoric</p> <p>(S &amp; L) Persuasive speech</p>	Half-term	<p><b>Looking at film</b></p> <p>Creative piece (script etc.)</p> <p>(w) written piece – creative or script</p>

**French Department**

Time	Autumn Term	Time	Spring Term	Time	Summer Term
Approx 8 weeks	<p><b>Module 1: Famille et domicile</b></p> <p><b>Unit 1</b> Talking about families Using -er verbs</p> <p><b>Unit 2</b> Talking about jobs people do Using masculine and feminine nouns</p> <p><b>Unit 3</b> Talking where people live Using <i>depuis</i></p> <p><b>Unit 4</b> Describing the weather Using connectives <i>quand</i> and <i>si</i></p> <p><b>Unit 5</b> Describing a typical day Using -ir and -re irregular verbs</p>	Approx 6 weeks	<p><b>Module 3: Les sorties</b></p> <p><b>Unit 1</b> Making and reacting to invitations Using the verb <i>vouloir</i></p> <p><b>Unit 2</b> Making excuses Using the verbs <i>pouvoir</i> and <i>devoir</i></p> <p><b>Unit 3</b> Talking about clothes Adjectival agreement</p> <p><b>Unit 4</b> Using <i>plus/moins</i> with adjectives</p> <p><b>Unit 5</b> Understanding a longer text including a variety of tenses. Using comparatives and superlatives</p>	Approx 12 weeks	<p><b>Module 5: Les vacances</b></p> <p><b>Unit 1</b> Talking about countries and languages Using the prepositions <i>à</i> and <i>en</i></p> <p><b>Unit 2</b> Talking about holidays Asking questions using question words</p> <p><b>Unit 3</b> Giving opinions and reasons Describing a holiday centre</p> <p><b>Unit 4</b> Asking questions in the perfect tense</p> <p><b>Unit 5</b> Finding information about a holiday destination Taking part in unscripted dialogues</p>
	<p><b>Module 2: Temps libre</b></p> <p><b>Unit 1</b> Talking about last weekend The perfect tense with <i>avoir</i></p> <p><b>Unit 2</b> Talking about yesterday evening The perfect tense with irregular past participles</p> <p><b>Unit 3</b> Talking about TV programmes you have watched Giving opinions using <i>c'était</i></p> <p><b>Unit 4</b> Talking about where you went The perfect tense with <i>être</i></p> <p><b>Unit 5</b> Talking about events in the past Extending and linking sentences</p>		Approx 6 weeks		<p><b>Module 4: Manger et boire</b></p> <p><b>Unit 1</b> Talking about food The definite article after <i>aimer</i> and <i>préférer</i></p> <p><b>Unit 2</b> Talking about French meals Using the partitive articles</p> <p><b>Unit 3</b> Preparing for a party Using <i>il faut</i> + infinitive</p> <p><b>Unit 4</b> Shopping for food Using <i>de</i> + quantities</p> <p><b>Unit 5</b> Eating at a restaurant Taking part in short dialogues</p>

## Geography Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
10	Coasts	12	China	4	Changing climates
10	TRF	8	Changing climates	6	Tourism
2	Environment project			4	Revision and school exam
				6	Tourism and USA

## German Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
12	<p><b><u>Module 1: Hallo</u></b></p> <p><b><u>Unit 1: Wie heißt du?</u></b> Practising saying hello and giving name Introducing yourself Saying how old you are</p> <p><b><u>Unit 2: Ich wohne in Deutschland</u></b> Saying where you live Using verbs with <i>ich, du, er</i> and <i>sie</i></p> <p><b><u>Unit 3: Das Alphabet</u></b> Spelling in German Using the definite article (<i>der, die, das</i>) to say 'the'</p> <p><b><u>Unit 4: Hast du einen Bleistift?</u></b> Describing what you have in your school bag Using the indefinite article (<i>ein, eine</i>) to say 'a'</p> <p><b><u>Unit 5: Wann hast du Geburtstag?</u></b> Saying when your birthday is Using different question words</p>	12	<p><b><u>Module 3 : Das ist meine Familie</u></b></p> <p><b><u>Unit 1: Das ist meine Familie</u></b> Giving information about family members Using the possessive adjectives <i>mein</i> and <i>dein</i> ('my' and 'your')</p> <p><b><u>Unit 2: Wie sieht sie aus?</u></b> Describing people's appearance Using adjectives with nouns</p> <p><b><u>Unit 3: Er ist lustig</u></b> Talking about people's characteristics Making sentences more interesting</p> <p><b><u>Unit 4: Haustiere</u></b> Talking about pets Using the plural forms of nouns</p> <p><b><u>Unit 5: E-mails</u></b> Understanding a longer email and writing a reply Finding out the meanings of new words</p>	12	<p><b><u>Module 5: Mein Zuhause</u></b></p> <p><b><u>Unit 1: Wo wohnst du?</u></b> Saying where you live Learning to read long words</p> <p><b><u>Unit 2: Mein Haus</u></b> Saying what you do in different rooms Using <i>es gibt</i> to say what there is Irregular verbs</p> <p><b><u>Unit 3: In meinem Zimmer</u></b> Describing your room Understanding that the verb has to be the second idea</p> <p><b><u>Unit 4: Wo ist es?</u></b> Saying what is in your room Using prepositions to describe where things are (dative)</p> <p><b><u>Unit 5: Liebes Traumhaus-Team</u></b> Saying what you don't like about your room Recognising and using sentences about the past</p>

12	<p><b><u>Module 2: Die Schule</u></b></p> <p><b>Unit 1: Was ist dein Lieblingsfach?</b> Giving your opinions about school subjects Using <i>und</i> and <i>aber</i> to make longer sentences</p> <p><b>Unit 2: Wie viel Uhr ist es?</b> Talking about the school timetable Telling the time</p> <p><b>Unit 3: Pausenbrot</b> Talking about what you eat and drink at break Checking verb endings</p> <p><b>Unit 4: Was trägst du in der Schule?</b> Describing what you wear at school Revising <i>einen, eine, ein</i></p> <p><b>Unit 5: Meine Schule</b> Learning about school life in German-speaking countries Understanding a longer text Word order</p>	12	<p><b><u>Module 4: Freizeit</u></b></p> <p><b>Unit 1: Sport</b> Talking about sports Using <i>gern</i> to show what you like doing</p> <p><b>Unit 2: Hobbys und Lieblingssachen</b> Talking about your hobbies and favourite things Using <i>sein</i> (his) and <i>ihr</i> (her)</p> <p><b>Unit 3: Wie oft spielst du Fußball?</b> Saying how often you do things Using <i>wir</i> (we)</p> <p><b>Unit 4: Möchtest du ins Kino gehen?</b> Arranging to go out and when to meet Using <i>möchtest du ...?</i> (would you like ...?) with an infinitive</p> <p><b>Unit 5: Abenteuer im Freien</b> Understanding information about an adventure sports centre Using <i>man kann</i> to say what activities there are there</p>	12	<p><b><u>Module 6: Stadt und Land</u></b></p> <p><b>Unit 1: Wo liegt das?</b> Learning about some towns and cities in Germany, Austria and Switzerland Talking about the weather</p> <p><b>Unit 2: In der Stadt</b> Saying what there is in a town, and talking about types of transport Recognising plural forms</p> <p><b>Unit 3: Wo ist der Markt?</b> Asking for and giving directions Understanding the difference between <i>du</i> and <i>Sie</i></p> <p><b>Unit 4: An der Imbissbude</b> Buying food and drink at a snack stand using euros Using <i>ich möchte</i> to say what you would like</p> <p><b>Unit 5: In den Sommerferien</b> Talking about your plans for the summer holidays Talking about the future (using the present tense)</p>
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## History Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
2 weeks	War of the Roses and Henry VII	4 weeks	Causes and events of English Civil War	4 weeks	Glorious Revolution/ Act of Union/ Hanoverian Succession/Jacobite Revolution/Enlightenment
4 weeks	English Reformation (Henry VIII) and Catholic Restoration	4 weeks	Cromwell and Interregnum	1 week	Revision
4 weeks	Elizabeth I	4 weeks	Atlantic Slave Trade	1 week	Exam
1 week	James I - Gunpowder Plot			4 weeks	French revolution
4 weeks	Causes and events of English Civil War				

## Latin Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
7*	Cambridge Latin Course Stage 7 'cena' Grammar: subject expressed by verb ending without noun; different patterns in the formation of perfect tense. Background: Roman beliefs about life after death.	7	Stage 11 'candidati' Grammar: additional uses of the dative; different ways of asking questions Background: Local government and elections.	7	Stage 14 'apud Salvium' Grammar: agreement of adjectives Background: The Romans in Britain.
7	Stage 8 'gladiatores' Grammar: accusative plural (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> declensions); superlative of regular adjectives Background: Gladiatorial and other shows in the amphitheatre.	7	Stage 12 'Vesuvius' Grammar: complete imperfect & perfect tense of regular verbs, and imperfect of <i>sum</i> Background: The destruction and excavation of Pompeii.	7	Stage 15 'rex Cogidubnus' Grammar: relative clauses; imperfect tense of <i>possum</i> etc Background: Cogidubnus, king of the Regnenses.
7	Stage 9 'thermae' Grammar: dative case, singular and plural (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> declensions) and nominative, accusative & dative of <i>ego</i> and <i>tu</i> Background: Roman baths	7	Stage 13 'in Britannia' Grammar: infinitives; present tense of <i>volo</i> , <i>nolo</i> , <i>possum</i> ; <i>-que</i> Background: Britannia; farms in Roman Britain.	7	Stage 16 'in aula' Grammar: pluperfect tense Background: The palace at Fishbourne.
7	Stage 10 'rhetor' Grammar: 2 <sup>nd</sup> & 3 <sup>rd</sup> person singular, present tense; complete present tense of <i>sum</i> ; comparative form of regular adjectives Background: Roman education				

\*timings are approximate

## Maths Department

Lessons	Autumn Term	Lessons	Spring Term (and summer up until school exams)	Lessons	Summer Term – after school exams
7	Pythagoras	10	Ratio and Proportion including functional skills task	7	Sequences
12	Data handling including investigation	14	Geometry – three dimensions	4	Constructions
3	Explaining – presenting concise, logical arguments	14	Algebra – manipulating expressions	3	Problem solving
7	Non-linear equations	7	Percentages		
10	Probability	7	Coordinates and graphs		

## Music Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
8/9 Lessons	<p><b>Music of African Origin</b></p> <p>Whole class introduction to African drumming, Blues and Gospel styles. Polyrhythms, call and response texture, historical context, Blues scale, 12-bar Blues, and major/minor triad chords explored through listening tasks, whole class performances and work in small groups.</p>	8 Lessons	<p><b>Key Skills</b></p> <p>Practical application of theoretical concepts. How to read and recognise different rhythms, how to work out chord progressions that always work, how to fit a melody to chords/chords to a melody, and an introduction to melodic dictation.</p>	8 Lessons	<p><b>Latin American Music</b></p> <p>Whole class introduction to Samba, Tango and Flamenco. Different styles discovered through listening tasks and whole class performances. Then a group composition/performance task in one of those styles.</p>
8 Lessons	<p><b>Music and Art</b></p> <p>Group composition task using extra-musical stimuli. Similarities between music and art are explored through listening work, whole class performances, discussions and rehearsing/performing pieces inspired by art works.</p>	8/9 Lessons	<p><b>Cover Versions</b></p> <p>How to use the musical elements to change existing songs. Includes listening tasks and arranging/performing task for small groups.</p>	2 Lessons	<p><b>Recap Projects</b></p> <p>Revision Lessons.</p>
				6 Lessons	<p><b>Jingles</b></p> <p>How do jingles work? The importance of a good, memorable melody, hooks and riffs. Group composition/performance task of a whole advert/jingle.</p>

## Physical Education Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
3	<b>Progression assessments:</b> Cooper run; co-ordination; ball skills	12	<b>Football</b> Build on Y7 skills and develop attacking and defending skills; introducing set play.	6	<b>Tennis</b> Build up Y7 skills and develop more attacking play.
12	<b>Hockey</b> Build on Y7 skills and develop attacking and defending skills; introducing set play.	12	<b>Fitness</b> Build on Y7 skills and improve on key fitness tests and methods of training.	10	<b>Athletics</b> Build up Y7 skills and develop technique in each event to be able to throw/jump/run further.
12	<b>Netball</b> Build on Y7 skills and develop attacking and defending skills; introducing set play.	3	<b>Competitions</b> House football and XC	10	<b>Cricket</b> Introduction into the basic of cricket: Key skills of batting, bowling and fielding; play small side games.
12	<b>Gymnastics</b> Build on Y7 skills of floor and box work. Introduce apparatus and more themed group routines		<i>Depending on the length of the spring term depends on when we start the summer sports. But the end of the spring term we start the summer sports.</i>	4	<b>Competitions</b> House rounders and tennis, sport day and House cricket after school
6	<b>Competitions</b> Performances in gymnastics and house competitions in hockey and netball	6	<b>Rounders</b> Build on Y7 skills and develop more tactical play.		<i>If there are any lessons left over in Y8 girls can develop one of their summer sports further. But with the weather and missed lessons for exams and trips, this is rare.</i>

## Religious Education Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
6 lessons plus home-work	<b>Atheism:</b> <b>Why do some people not believe in God?</b> Rise of secularism Introduction to Humanist perspectives on the world	6 lessons plus homework	<b>Ethics of Money and Social Justice</b> A Comparison of Christianity and one other religion (of student's choice) on the issue of rich/poor and the use of money	6 lessons plus homework	<b>What has religion ever done for women?</b> A feminist approach to religion Investigation into women in religion.
6 lessons plus home-work	<b>Buddhism and the meaning of life</b> Historical roots of Buddhism Life of the Buddha Key Teachings: 4 noble truths, 8fold path Importance of meditation	4 -6 lessons plus homework	<b>Hinduism:</b> Student led investigations into Hinduism – history, key beliefs and living as a Hindu.	6 lessons plus homework	<b>Sikhism and Equality</b> Analysis of key Sikh teachings and practices which promote the idea of equality including: Life of Guru Nanak Gurdwara Sewa

## Science Department

Lessons	Autumn Term	Lessons	Spring Term	Lessons	Summer Term
4	<b>Shottery Science 2</b> Revision of Lab Safety. Risk assessments. Graph drawing skills.	6	<b>Road Safety (Foundation iGCSE)</b> Speed calculations. Stopping distances. Car safety.	10	<b>Metals (Foundation iGCSE)</b> Reactions of metals. Making predictions using the reactivity series.
10	<b>Feeding Relationships (Foundation iGCSE)</b> Adaptations of plants and animals. Predator prey relationships.	10	<b>Nutrition (Foundation iGCSE)</b> Healthy eating. Testing for nutrients. Digestion and the digestive system.	10	<b>Adaptation (Foundation iGCSE)</b> Adaptation of plants and animals for survival. Living in extreme environments.
8	<b>Energy and Efficiency (Foundation iGCSE)</b> Types of energy. Energy transfers and transformations.	8	<b>Electricity (Foundation iGCSE)</b> Energy in electric circuits.	8	<b>Respiration and Photosynthesis (Foundation iGCSE)</b> Understanding the differences between the processes of respiration and photosynthesis.
10	<b>Solutions and Separation (Foundation iGCSE)</b> Solutions and solubility. Different techniques for separating mixtures.	8	<b>Journey to the Centre of the Earth</b> Identifying main rock groups. Fossils. The rock cycle.	8	<b>Forensic Science</b> Uses of Scientific procedures to solve crimes.
8	<b>Variation and Selective Breeding (Foundation iGCSE)</b> Environmental and inherited variation. Using genes to predict inherited characteristics. Ethical issues relating to genetics.				
10	<b>Atomic Structure (Foundation iGCSE)</b> Development and use of the Periodic Table. Atoms and compounds. Ionic bonding.				

Spanish Department

Time	Autumn Term	Time	Spring Term	Time	Summer Term
12 (Weeks 1-6)	<p><b>MODULE 1: ¡Vamos!</b>  <b>Unit 1: ¡Hola!</b>                      Introducing yourself; getting used to Spanish pronunciation.  <b>Unit 2: ¿Cuántos años tienes?</b>                      Counting up to 15; using the verb <i>tener</i> to give your age.  <b>Unit 3: ¡Feliz cumpleaños!</b>                      Counting up to 31; saying when your birthday is.  <b>Unit 4: Hablamos español</b>                      Learning about Spanish-speaking countries; understanding regular <i>-ir</i> verbs.  <b>Unit 5: En mi mochila</b>                      Learning the Spanish alphabet; using the indefinite article <i>un/una</i> ('a')  <b>Unit 6: En clase</b>                      Talking about the classroom; understanding the definite article <i>el/la</i> ('the')</p>	10 (Weeks 12-16)	<p><b>MODULE 3: Mi familia</b>  <b>Unit 1: ¿Tienes hermanos?</b>                      Talking about your family; using <i>tener</i> (to have)  <b>Unit 2: ¿Tienes animales?</b>                      Talking about your pets; making colours agree with nouns  <b>Unit 3: ¿Cómo eres?</b>                      Talking about your appearance and character; using the verb <i>ser</i> (to be)  <b>Unit 4: Tengo los ojos azules</b>                      Talking about eyes and hair; using adjectives after nouns  <b>Unit 5: ¿Cómo es?</b>                      Using <i>tener</i> and <i>ser</i> in the he/she forms; using texts as a model for creative writing.</p>	10 (Weeks 23-27)	<p><b>MODULE 5: El tiempo libre</b>  <b>Unit 1: Mi tiempo libre</b>                      Saying what you do in your free time; using <i>salir</i> (to go out) and <i>hacer</i> (to do)  <b>Unit 2: ¿Qué hora es?</b>                      Telling the time; using the verb <i>ir</i> (to go)  <b>Unit 3: ¿Qué deportes haces?</b>                      Talking about sports; practising pronunciation  <b>Unit 4: Me gusta ir al cine</b>                      Saying what you like to do; using <i>me gusta</i> + infinitive  <b>Unit 5: ¿Qué vas a hacer?</b>                      Saying what you are going to do; using <i>ir a</i> ('to be going to') + infinitive (near future)</p>
10 (Weeks 7-11)	<p><b>MODULE 2: En el instituto</b>  <b>Unit 1: ¿Qué estudias?</b>                      Talking about your school subjects; using the <i>-ar</i> verb <i>estudiar</i> (to study).  <b>Unit 2: ¿Qué haces en clase?</b>                      Saying what you do in lessons; understanding regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs.  <b>Unit 3: Los profesores</b>                      Talking about your teachers; using adjectives that end in <i>-o/-a</i>.  <b>Unit 4: Me gusta el español</b>                      Subjects: likes/dislikes with reasons; understanding all adjective agreements.  <b>Unit 5: ¿Qué comes?</b>                      Talking about snacks; counting up to 100.</p>	10 (Weeks 17-22)	<p><b>MODULE 4: En casa</b>  <b>Unit 1: Vivimos en Europa</b>                      Describing where you live; adding extra detail into sentences  <b>Unit 2: ¿Cómo es tu casa?</b>                      Talking about your home; writing a longer passage  <b>Unit 3: ¿Qué haces?</b>                      Talking about activities you do in your house; using stem-changing verbs  <b>Unit 4: En mi dormitorio</b>                      Describing your bedroom; using prepositions  <b>Unit 5: Mi rutina diaria</b>                      Talking about your daily routine; using reflexive verbs</p>	10 (Weeks 28-32)	<p><b>MODULE 6: En la ciudad</b>  <b>Unit 1: ¿Cómo es tu ciudad?</b>                      Saying what your town is like; using comparatives  <b>Unit 2: ¿Qué hay?</b>                      Asking where something is in a town; giving directions  <b>Unit 3: ¿Quieres ir al cine?</b>                      Making and responding to invitations; using <i>querer</i> ('to want')  <b>Unit 4: ¿Qué tiempo hace?</b>                      Talking about the weather; using <i>cundo</i> ('when') to join bits of information.  <b>Unit 5: Este fin de semana</b>                      Saying what you do in town; using two tenses together (present and near future).</p>

## Technology Department

Design Technology			
Time/Lessons	Autumn Term	Spring Term	Summer Term
1	Introduction to Mechanisms and types of movement and the use of cams to change rotary motion into reciprocating motion.	Cutting and manufacture of the toy automata. Logging of new tools and processes that have been used.	<p style="text-align: center;"><b>This programme of study is then repeated with the other half of the year group during the remainder of the school year.</b></p>
1	Introduction to Techsoft 2D Design. Dimensional accuracy, the ability to change design quickly and easily,	Using 2D design to create an ellipse and using copy and transform function to create 3D images.	
1	Spur and Bevel edged gears Rack and pinion and worm and wheel. Modelling using Lego.	Cutting and manufacture of the toy automata. Logging of new tools and processes that have been used.	
1	Use of snap and delete part line to be able to create accurate drawing.	Complete the drawing of the frame and the 3D image of the automata. Transfer this data onto word and write a description of how the mechanism works.	
1	Using Try square, Marking Gauge, Bench Hook, Tenon saw, G cramp to mark out and pine.	Finishing off and testing automata and problem solving in order to make the mechanism work.	
1	Importing and tracing of an image		
1	Drilling holes using pillar drill and countersink drill to create a pilot, clearance and countersunk hole.		
1	Engraving an image using the Modela MDX 15		
1	Using dowel to lock material in place when using a countersunk wood screw to secure two pieces of material together.		
1	Using isometric grid to create a 3D image. The benefits of virtual 3D modelling using a computer		
1	Using Lego to model out the automata image to be used on the frame that has been made.		

<b>Textiles Department</b>			
<b>Time</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
100 mins	Introduction to Textiles working safely, risk assessment. Colour application.	Making and cutting from a pattern. Construction	
50 mins	The sewing machine, introduction to techniques.	Construction of bunting, reintroduce applique to students.	
100 mins	Design specification for juggling bags – batch production. Designing – introduction to colour and the colour wheel.	Making	
50 mins	<b>Dem construction of juggling bags, marking out, cutting techniques.</b>	<b>Evaluation – peer making</b>	
100 mins	Threading machine, making seams. Start construction of juggling bags.	<p><b>This programme of study is then repeated with the other half of the year group during the remainder of the school year.</b></p>	
50 mins	Natural and man-made fabrics – basic facts about fabrics and choosing fabrics, Smart materials		
100 mins	Construction of bags.		
50 mins	<b>Construction of bags</b>		
100 mins	Filling of bags and stitching top edge. Spot demo as required. Weight - making sure each bag is consistent.		
50 mins	Evaluation peer group working.		
100 mins	Introduction to new brief – Bunting, history and purpose, look at trends. Mood boards based on theme Summer.		
50 mins	Produce 4 different designs from mood boards.		
100 mins	Evaluation of designs, list materials needed, find fabrics, if you want to use your own.		
50 mins	Review		