



# Highclare School

## U4 Curriculum Plan

This curriculum plan includes an outline of the topics and themes studied in each subject throughout the year. In addition to this U4 pupils have two half hour session a week on Skills and Values, covering a variety of co-curricular content, such as Character Education and British Values.

The table below shows the time allocated to each subject per week.

Subject	Hours
Art	1
Design & Technology	1
Drama	1
English	4
Food & Nutrition	1

Subject	Hours
MFL	2
Geography	1
History	1
ICT / Computing	1
Mathematics	4

Subject	Hours
Music	1
Physical Education	2.5
PSHCE	0.5
Religious Studies	1

Subject	Hours
Science: Biology Chemistry Physics	3

All KS3 pupils have internal school examinations in all subjects (except Drama, PSHCE and PE) in the week before half term in the summer term.

In the case where a student has a clear aptitude for MFL, we also offer a second language using some of the flexibility in our Period 7 on the timetable, without impacting on their other subjects.

We hope that you find the plan informative and useful.

Mr M Coles  
Deputy Head of Senior School: Academic

## Subject

### Autumn term

### Spring term

### Summer term

## Art

Introduction to the theme 'About Face' and exploration of portraiture:  
How to accurately draw and shade eyes  
Drawing with pen and ink  
Using mixed-media techniques  
Assessed work  
Mixed media eye with tear drips  
Begin exploration of abstract and surreal portraits  
Experimentation with techniques and materials including:  
Collage, Splicing, Photomontage and Photoshop

Proportions of the human face, and further exploration of drawing realistic facial features.

Assessed work  
Half realistic celebrity drawing

Proportions of the human skull, and exploration of the skull in Art.

Exploration of Day of the Dead festival through illustration and printmaking.

Assessed  
Day of the Dead inspired Skull design (End of year examination)

Mini project on Photography, focussing on composition.

## Design & Technology

### Unit 1 – Textiles (Cushion Covers)

- Needs of the User
- Product Analysis
- Mood boards
- Colour Theory
- Other research techniques
- Design Brief and Specification
- Design Ideas
- Design Development
- Modelling

### Unit 1 - (cont)

- Planning
- Materials preparation and sampling
- Dyeing
- Manufacture
- Evaluating, Testing and User feedback on final product

### Unit 2 – Table Lamp Project

- Needs of the User
- Product Analysis
- Design Brief and Specification

### Unit 2 – (cont)

- Design Ideas
- Design Development
- Modelling
- Additional circuit theory
- Soldering
- Circuit testing
- Fault finding and rectification
- Planning
- Manufacture
- Evaluating, Testing and User feedback on final product

## Drama

Melodramatic technique and how to structure a pantomime.  
Revising acting skills in a workshop context

Pantomime and touring theatre  
Devising a 20 minute pantomime in groups that will be taken to local primary schools in the Summer term

Pantomime and touring theatre cont.  
Final rehearsals, costume and theatre make up.  
Performing at local feeder schools.

## Subject

### Autumn term

### Spring term

### Summer term

## English

Baseline spelling and reading assessment.

Creative writing: dystopian fiction: eg: *1984*, *Fahrenheit 451*, *Examination Day*, *Sound of Thunder*.  
Studying and writing a short story.

House poetry competition

Class novel: *Of Mice and Men*

Weekly spelling test of 10 spellings and grammar task. Independent reading skills and writing challenges.

GCSE Language Skills: Fight For Freedom paper 2 skills. Range of non-fiction and argumentative writing.

*Macbeth* by William Shakespeare

GCSE paper 1 skills: creative reading and writing skills.

AQA GCSE Power and Conflict poetry – *Ozymandias*, *Exposure*, *The Emigree*.

Spoken presentation to the class linked to the poems studied.

## Food & Nutrition

Food safety  
Functional properties of ingredients  
Advice for healthy eating

Eggs  
Dairy  
Factors affecting food choice  
Packaging and the environment  
Where and how ingredients are grown

Convenience food  
Where and how ingredients are grown  
Food waste

Practical demonstrations and practical skills lessons throughout the year

## French

### **Talking about hobbies**

TV programmes /films  
Reading  
Internet  
What you did yesterday evening

**Culture:** Christmas in France, MFL  
House Christmas card competition

### **A visit to Paris**

Tourist activities in Paris  
Saying when you did things  
Understanding information about a tourist attraction  
Where you went and transport

### **My identity**

Personality  
Relationships  
Music  
Clothes  
Your passions

### **Where I live**

Describing your town  
Describing your home  
Meals  
Buying food and quantities  
Talking about an event

### **Healthy Living**

Body parts  
Benefits of sport  
Healthy eating plans  
Plans to get fit

**Culture:** Film study – *Les Choristes*

# Subject

## Autumn term

## Spring term

## Summer term

### German

#### Holidays (Ich leibe Ferien!)

Places in Town  
Holiday accommodation  
Weather  
What you did on holiday  
Forms of transport

**Grammar:** present and imperfect tenses / perfect tense with haben & sein

#### Media (Bist du ein Medienfan?)

Films and TV programmes  
Books  
Discussing screen time  
**Grammar:** Perfect tense/ modal verbs wollen and sollen / prepositions with dative case

#### Food and Healthy lifestyles (Bleib gesund)

Breakfast  
Understanding recipes  
Traditional German food  
Healthy lifestyles

**Grammar:** verbs essen & nehmen/ Du form of imperative/ verb müssen /  
**School trip (Klassenreisen machen Spaß!)**

Understanding rules  
Daily routine  
Understanding and giving directions  
Describing a festival

**Grammar:** dürfen and müssen/ reflexive verbs / Imperatives/ adjectival endings

#### Going out (Wir gehen aus!)

Clothes and style  
Making plans to go out  
Getting ready to go out  
How the date went

**Grammar:** adjective endings after 'a/an'/ word order with wenn / using werden to form future tense / time-manner-place)

**Culture:** Film Study - Das Wunder von Bern

### Geography

#### Earth's processes

Structure of the Earth  
Pangea and plate tectonics  
Volcanoes  
Earthquakes  
Tsunami  
Managing risk.

#### Resources and Trade

Natural resources and Water  
Aral Sea Case Study  
Energy  
Sustainable use of natural resources  
Solar Power and Case Study  
International relations  
**Place study:** Middle East human and physical geography, trade, resources and oil.

#### Coasts

What is a coast  
Coastal processes  
Erosion, transport and deposition  
Erosional features  
Depositional features  
Managing the coastline – hard and soft engineering.

### History

#### The First World War

The causes of World War One  
Trench warfare  
The Battle of the Somme  
The end of the war in 1918  
Two assessed essays

#### The Inter-war years

The Treaty of Versailles  
Democracy and dictatorships  
The Depression  
The rise of Adolf Hitler  
Assessed group work

#### The Second World War

The causes and events of World War II including:  
Appeasement  
The Battle of Britain  
D-Day  
Hiroshima  
End of year examination

## Subject

### Autumn term

### Spring term

### Summer term

## ICT & Computing

Website Design Project using HTML, CSS & JavaScript  
Animation techniques  
Experience AI – an introduction

Adobe Animate CC Animation project  
Binary Numbers

Promote Your Product ICT challenge - end of Key Stage project

## Mathematics

Decimal places and significant figures for estimations  
Upper and lower bounds  
Reciprocals, recurring decimals  
Probability: addition rule OR, multiplication rule AND, tree diagrams, two way tables, Venn diagrams  
Percentages: Increase, decrease, multiplier method, VAT/Tax  
Simple interest, compound interest  
Ratio and proportion:  
Simplifying ratio, division in a given ratio, direct and inverse proportion  
Algebra: expanding and simplifying brackets

Area and volume including:  
Trapezium, arcs and sectors, prisms  
Pythagoras theorem  
Algebra: The subject of a formula, substitution, forming and solving equations, nth term, simultaneous equations, inequalities  
Straight line graphs  
Graphical representation of inequalities

Solving quadratic equations  
Transformations: reflections, rotations, translations and enlargements

## Music

Ensemble – playing in an orchestra and awareness of tempo  
Music for a purpose  
Sending a Message – BandAid!

Film Music (elements of music, instruments of the orchestra, diegetic & non-diegetic music)  
Introducing the 'classics'

Songwriting  
Free composition project to a selection of set briefs

## Physical Education

Netball  
Hockey  
Football  
Rugby  
Badminton  
Basketball

Badminton  
Volleyball  
Health and fitness  
Netball  
Hockey  
Football  
Rugby  
Basketball

Athletics - track and field  
Rounders  
Cricket  
Softball  
Tennis

## Subject

### Autumn term

### Spring term

### Summer term

## PSHCE

Dressing appropriately  
Body image and healthy living -  
nutrition and what makes a healthy  
diet?  
Gangs and violence  
E-safety

Politics and parliament in the United  
Kingdom.  
Exploring human rights - looking at  
identity; immigration; race and  
prejudice; asylum seekers and  
associated legal implications  
Prejudice and discrimination  
Human rights – the Equality Act and  
the rights of the child

Appropriate behaviour  
The age of consent - arranged  
marriage; FGM and CSE; control in  
relationships  
Contraception and STI's  
Careers morning – pupils take part in  
an information morning with visiting  
speakers.  
Career stereotypes challenged  
Cascaid Kudos – an introduction to the  
computer based programme focussing  
on careers.

## Religious Studies

History of Christianity  
How did Christianity begin?  
Who is Constantine and the council of  
Nicea?  
What is the Great Schism?  
What happened during the  
reformation?  
Who are the Quaker and the Amish?  
How and why are some Christians  
persecuted?  
End-of-topic assessment

Islam 3  
Prophets in Islam  
Angels in Islam  
Holy books and Islam  
Eid-ul-Fitr  
Eid-ul-Adha  
Key word assessment and Ashura

Ethics 1  
What is ethics? Is it easy to make  
decisions?  
Is there any law that should not be  
broken?  
The sanctity of life  
Why does Nietzsche say that God is  
dead?  
How should we make decision on  
what is right and wrong?  
Key word assessment and what  
should  
we do with the runaway train?

Ethics 2  
Should we treat animals as equals?  
Is pacifism possible in today's world?  
How should we treat the poor?  
Should the death penalty be  
allowed?  
The environment and stewardship.  
End-of-topic assessment

Philosophy 1  
The argument from design.  
The argument from first cause  
Why did Descartes doubt everything?  
What did the Masters of Suspicion  
believe about religion?  
Key word assessment and are the  
New Atheists right about faith?

Philosophy 2  
What do people in the UK  
believe?  
Can evil exist in a universe  
created by God?  
ICT paired task and presentation  
(2-3 lessons)

## Subject

### Autumn term

### Spring term

### Summer term

## Science: Biology

**Cell Biology:** Students learn about the structures of eukaryotic and prokaryotic cells, Cell specialisation and differentiation and develop their procedural knowledge of microscopy.

**Organisation:** This unit looks at the human digestive and respiratory systems and link these to the composition of blood and associated non-communicable disorders including Coronary Heart disease. Students will be introduced to plant tissues for the first time also.

**Communicable diseases:** This unit builds on the unit of cell biology and examines the diseases caused by bacteria, viruses, fungi and protists and their core method of control. The human defence system is also covered as well as the way vaccines work to increase immunity.

**Bioenergetics (Photosynthesis):** Students build on their KS3 understanding of this topic by looking at the factors that control photosynthesis and methods of investigation.

**Bioenergetics (Respiration):** This unit makes links to photosynthesis but looks at the differences between aerobic and anaerobic respiration and how exercise causes changes to the body as a result of the impact on metabolic reactions.

**Human coordination and response;** Students are introduced to homeostasis in relation to both chemical (hormones) and electrical (nervous system) responses.

## Chemistry

**Atomic structure, elements and the Periodic Table:** This crucially important unit explores the fundamental nature of matter in relation to atomic structure and builds on KS3 learning by explaining trends in the periodic table by linking to differences between elements in a group. Understanding how ideas regarding the periodic table are important in this unit also.

**Chemical bonding (pt 1):** Students learn about ionic bonding.

**Energy:** A unit that lays the foundations for the rest of physics, students will learn about energy stores, transfers and conservation. The unit advances students beyond their prior knowledge by looking at energy as a quantity that can be calculated depending on its store – gravitational, kinetic and elastical.

**Electricity:** Students learn about current in a circuit in relation to the rate of charge flow and how resistance reduces this flow. Students investigate different resistors and their affects on a circuit.

**Quantitative chemistry:** Using and advancing their understanding of atomic and molecular structure, students look at atomic and formula mass, the conservation of mass during chemical reactions and finally learn about the 'mole' as a quantity.

**Energy changes:** This unit looks at exothermic and endothermic reactions

**Chemical bonding (pt 2):** Unit consolidates learning on ionic bonding and study covalent and metallic bonding.

**Particle model of matter:** Building on the topic of energy and KS3 forces, students learn about density and changes of state and internal energy of molecules.

**Atomic structure:** In this topic, students look at ionising radiation types of alpha, beta and gamma. Students learn about their relative ionising abilities and their penetrative properties. How particles cause contamination and how unstable atoms decay is also covered.

**Forces:** This unit examines contact and non-contact forces in relation to vector and scalar properties and students learn how to resolve forces acting on an object.

**Chemical changes:** This expansive unit allows students to study chemical reactions in terms of oxidation, reduction, displacement and the reactivity series. Students also look at reactions involving acids and bases (neutralisation) before looking at the role of electrolysis as a method of separation.

**Waves:** Students will learn about differences and examples of transverse and longitudinal waves as well as their general properties. They will then progress to learn about the electromagnetic spectrum, considering the uses and dangers of the different regions.

## Physics

Some GCSE Science topics are covered in the U4 and where appropriate GCSE required practicals will be completed.

## Subject

## Spanish

### Autumn term

#### **My holidays (Mis vacaciones)**

Talking about a past holiday  
What activities you did  
Describing the last day  
Saying what the holiday was like

**Grammar:** preterite or regular  
AR/ER/IR verbs

#### **All about me (Todo sobre mi vida)**

Mobile phone usage  
Music preferences  
TV programmes  
What you did yesterday  
Grammar: Revise present tense/  
comparatives/ using present and  
preterite together.

### Spring term

#### **Mealtimes (¡A comer!)**

Opinions about food  
Describing mealtimes  
Ordering a meal  
Future plans  
Giving an account of a party

**Grammar:** wide range of opinions /  
negatives / usted/ustedes/ near future  
3 tenses together

#### **Plans for going out (Qué hacemos?)**

Arranging to go out  
Making excuses  
Preparing to go out  
Clothes you are going to wear  
Talking about sporting events  
Grammar: me gustaría + infinitive / querer  
and poder/ reflexive verbs/ this and these/  
using three tenses

### Summer term

#### **Holiday plans (Operación verano)**

Holiday homes  
Activities you will do  
Asking for directions  
Summer camps  
Grammar: comparative/ superlative /  
imperative / 3 tenses

**Culture** - Film studies – Voces  
Innocentes (El Salvador civil war)