



**George Eliot  
Academy**

Part of The Millard Academies Trust



# **Curriculum Overview 2022-2023**

**SELF-DISCIPLINE TENACITY AMBITION RESPONSIBILITY**



English
Maths
Art
Child Development and Care
Computer Science
Design Technology
Digital Information Technology
Drama
Food Preparation and Nutrition
French
Geography
Health and Social Care
History
Music
PE
Photography
PSHE
RE

	Autumn term	Spring term	Summer term
Year 7	<p><u>The Odyssey</u> by Homer <u>Greek myths and legends</u></p> <p>What does it mean to be brave and resilient?</p>	<p><u>Romeo and Juliet</u> by William Shakespeare <u>Tragedy:</u></p> <p>How is conflict represented in society?</p>	<p><u>Rhetoric in the world around me</u></p> <p>How do I engage with the world around me?</p>
Year 8	<p><u>The Woman in Black</u> by Susan Hill <u>Gothic Fiction</u></p> <p>Why are we afraid of the unknown?</p>	<p><u>Richard III</u> by William Shakespeare <u>Ambition in Shakespeare</u></p> <p>What are the consequences of my actions?</p>	<p><u>Long Way Down</u> by Jason Reynolds <u>The modern novel and descriptive writing</u></p> <p>Is revenge ever justified?</p>
Year 9	<p><u>To Kill a Mockingbird</u> by Harper Lee <u>Modern texts</u></p> <p>The marginalisation of the outsider</p>	<p><u>WW1 poetry</u> and <u>Journey's End</u> by R C Sherriff <u>Voices from war and revolutions</u></p> <p>What is the reality of conflict?</p>	<p><u>An Inspector Calls</u> by J B Priestley <u>GCSE Transition unit: Modern dram texts</u></p>
Year10	<p><u>A Christmas Carol</u> by Charles Dickens <u>Social responsibility</u> <u>Human identity and the outsider</u></p> <p>Language paper 1</p>	<p><u>Macbeth</u> <u>Honour and pride</u> <u>Duality of man</u> <u>Corruption and tyranny of power</u></p> <p>Language paper 2</p>	<p><u>Spoken language and Anthology poetry</u> <u>The human impact and consequence of War</u> <u>Power of nature</u> <u>Human identity and voice</u></p>
Year 11	<p><u>An Inspector Calls</u> and <u>unseen poetry</u> <u>Society and responsibility</u></p> <ul style="list-style-type: none"> <li>Language paper 2 revision</li> </ul>	<p>Revision</p>	<p>Revision</p>



# Maths

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Place Value Directed Number	Expressions Equations	Polygons Perimeter and Area	Fractions Percentages	Angles Constructions Properties of Integers	Statistics
<b>Year 8</b>	Properties of Integers Sequences	Ratio and Proportion Coordinates and Graphs	Equations Transformations	Perimeter, Area and Circles	Number Sense Expressions	Probability
<b>Year 9</b>	Whole Numbers and Decimals Indices and Standard Form	Pythagoras and Trigonometry Bearings	Inequalities Statistics	Fractions, Percentages, FDP and Iteration	Linear Graphs 3D Shapes Ratio and Proportion	Compound Measures Averages
<b>Year 10</b>	Equations and Quadratics Inequalities Transformations	Surface Area and Volume Congruence and Similarity	Multiplicative Relationships Angles and Circle Theorems	Rearranging Formulae and Simultaneous Equations	Pythagoras and Trigonometry Probability	Linear Graphs and Further Graphs
<b>Year 11 Foundation</b>	Number Index Laws and Standard Form	Expressions Constructions Bearings FDP	Exam Preparation	Exam Preparation	Exam Preparation	Exam Preparation
<b>Year 11 Crossover</b>	Ratio and Proportion Index Laws and Standard Form	Equations Constructions Bearings Statistics	Exam Preparation	Exam Preparation	Exam Preparation	Exam Preparation
<b>Year 11 Higher</b>	Functions Proof Vectors	Iterations Transformations of Graphs	Exam Preparation	Exam Preparation	Exam Preparation	Exam Preparation

# Art



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Observation skills. Pencil skills and understanding tone	How to observe still life	Colour theory	Formal elements	Portraiture	
<b>Year 8</b>	Perspective techniques		Still life		Human form	
<b>Year 9</b>	Refining observation		Responding to artists		Exploration of materials	
<b>Year 10</b>	Coursework Unit 1A Starting points: Indulgence, inside/outside, distorted, fragments, organic forms.				Coursework Unit 1B Starting points: Derelict, culture, protest, in the news, reflections	
<b>Year 11</b>	Continuation of coursework Unit 1B Starting points: Derelict, culture, protest, in the news, reflections		Coursework Unit 2: Externally set title.			

# Computer Science



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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Binary Representation	Python Turtle	Flow Charts	Python	E-Safety	Computational Thinking
<b>Year 8</b>	Systems Architecture	Python	Databases	Security and Attack	Python Project	Computer Animation
<b>Year 9</b>	Algorithms	Advanced Python	Computer Networks	Advanced Spreadsheets	Data Representations	Computational Thinking with Python
<b>Year 10 CS</b>	Programming	Programming / Data Representation	Programming / Systems Architecture	Programming / Memory	Programming / Networking	Legal and Ethical
<b>Year 11 CS</b>	Programming / Algorithms, SQL, Languages and IDEs	Data Representation	Revision	Revision	Revision	Revision
<b>Year 10 BTEC</b>	Component 1	Component 1	Component 2	Component 2	Component 2	Component 2 Assessment
<b>Year 11 BTEC</b>	Component 2 Assessment	Component 3	Component 3	Component 3	Component 3	Component 3

<b>Design Technology Rotation</b>	
<b>Year 7</b>	<p>Unit 1: Plastics, Sustainability and designing Unit 2: Desk Tidy Practical, timbers, inclusive design, CAD/CAM Unit 3: Paper and Boards - Furniture Model, inclusive design, iterative design, evaluation Unit 4: Textiles – Doughnut practical, Fair trade All units include; Respond to a context, develop ideas, develop an outcome, evaluate outcomes.</p>
<b>Year 8</b>	<p>Unit 1: Light box practical, inclusive design, isometric drawing, 3D CAD, evaluating outcomes Unit 2: Textiles and Smart Materials practical, responding to the work of designers, Decorative techniques for textiles, smart materials Unit 3: Pewter Keyring Practical, Metals, Responding to a design challenge, inclusive design All units include; Respond to a context, develop ideas, develop an outcome, evaluate outcomes.</p>
<b>Year 9</b>	<p>Unit 1: Automata toy practical, Cams, levers and motion, responding to a design challenge Unit 2: Phone Stand Design and Make Challenge, Woods and commercial processes, Plastics and commercial processes, planned obsolescence, independent material choice and making, evaluating for development All units include; Respond to a context, develop ideas, develop an outcome, evaluate outcomes.</p>

# Design Technology

## Year 10.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><b>Material Developments</b> Market Pull/ Technology Push Technical Textiles Composite Materials</p> <p>Practical: Box Proect</p>	<p><b>Designing Principles</b> Industry and enterprise People, culture, and society</p> <p><b>Core Technical Principles</b> Sustainability &amp; the Environment Ecological &amp; Social Footprint</p> <p><b>Designing Principles</b> Production Techniques &amp; systems Scales of Production</p>	<p><b>Mock NEA</b> Recap polymers and timbers - Sources, origins and properties Working with polymer based materials and fixings Commercial manufacturing &amp; quality control</p>	<p><b>Mock NEA</b> Common Specialist Principles Forces and stresses on materials and objects from Year 9 Mechanical devices</p> <p><b>Designing Principles</b> Informing design decisions Investigation, primary and secondary data The work of others Design strategies</p> <p><b>Core Technical Principles</b> Systems approach to designing</p>	<p><b>Mock NEA</b> <b>Making principles</b> Selection of Materials and Components Tolerances and Allowances Material Management and marking out</p> <p><b>Designing Principles</b> Evaluating for improvement, consideration to commercial production</p> <p><b>Designing &amp; Making Principles</b> Specialist tools, equipment. Techniques and processes. Surface treatments and finishes. Improving Functionality.</p>	<p><b>NEA</b> A01 - Identify, investigate and outline design possibilities</p> <p>A: Identify, investigate and outline design possibilities <i>Handling data - Understanding and representing data including bar charts, pie charts. Presentation of data. Diagrams, bar charts and histograms.</i></p> <p>B: Producing a design brief &amp; specification A02 - Design and make prototypes that are fit for purpose.</p> <p>C: Generating Design Ideas 3 design ideas pages with inspiration.</p>



# Design Technology

## Year 11.



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11</b>	<p><b>NEA</b> A02 - Design and make prototypes that are fit for purpose. D: Developing design ideas Review of ideas against spec Card modelling Model evaluation Design development Sketches Model development and reviews Parts layout drawings Solid works <i>Recognising and using expression in decimal and standard form. Basic measuring and number</i></p>	<p><b>NEA</b> A02 - Design and Make Prototypes that are fit for purpose. E: Realising Design Ideas  A03 Analysing &amp; Evaluating F: Analysing &amp; Evaluating  <i>Costing using basic number and calculating areas of triangles, rectangles, rectangles and volumes of cubes. To determine material needed and calculate waste.</i></p>	<p><b>Core Technical Principles</b> Energy Generation Energy Storage Six Rs recap  DTT</p>	Exam Revision	Exam Revision	

# Digital Information Technology



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Component 1 A</b> Investigate user interface design for individuals and organisations		<b>Component 1 B</b> Use project planning techniques to plan and design a user interface		<b>Component 1 C</b> Develop and review a user interface	
	<b>Component 3</b> Modern technologies	<b>Component 3</b> Cyber security	<b>Component 3</b> The wider implications of digital systems	<b>Component 3</b> Planning and communication in digital systems	<b>Exam</b>	
<b>Year 11</b>	<b>Component 2 A</b> Investigate the role and impact of using data on individuals and organisations	<b>Component 2 B</b> Create a dashboard using data manipulation tools		<b>Component 2 C</b> Draw conclusions and review presentation methods		
	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Exam</b>		

# Drama



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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Greek Theatre	Capoeira	Commedia Dell'Arte	Mime and Mask	Melodrama	Pantomime
<b>Year 8</b>	Elizabethan Theatre	Naturalism	Epic Theatre	Verbatim Theatre	Total Theatre	Theatre of Cruelty
<b>Year 9</b>	Exploring Style through Professional Repertoire		Creating for Performance		Performing Professional Repertoire	
<b>Year 10</b>	Component 1: Exploring the Performing Arts		Component 2: Developing Skills and Techniques in the Performing Arts		Devising Workshops	
<b>Year 11</b>	Component 2: Developing Skills and Techniques in the Performing Arts		Component 3: Responding to a Brief		Coursework	

# Food Preparation and Nutrition

## Years 7-8



<b>Year 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
	Health and safety in the kitchen. Washing up	Enzymic browning and knife skills FRUIT SALAD	Cooker safety PASTA SALAD	Weighing and measuring. ROCK BUNS	Danger zone CHEESE AND TOMATO PINWHEELS	Nutrients MINI TORTILLA QUICHE	Eat well guide BREAKFAST BARS	Healthy eating top tips MELTING MOMENT BISCUITS	Deficiencies TOMATO PASTA SAUCE
	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
Carbohydrates SAVOURY SCONES	Fruit and vegetables QUESADILLA	Protein CHICKEN NUGGETS	Eggs - provenance TASTING	Vegetarians and Vegans CHEESE AND POTATO PIE	Dairy and taste testing Final assessment	CHOCOLATE CHIP MUFFINS	Fats (oils and spreads) Sugar	Function of eggs END OF MODULE EVALUATION	
<b>Year 8</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
	Health and safety Eat well guide	CROQUE MONSIEUR	Macro Nutrient/ carbohydrates	CHEESECAKE Assessment one	Macronutrients- Protein Fats	MACARONI CHEESE Micro nutrients	Nutritional needs in different stages of life	BOLOGNAISE Factors affecting food choice.	Special diets END OF MODULE EVALUATION
	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
JAM TARTS Energy needs	Cooking methods Heat transfer	CUPCAKES	Pastry making Cake making	BREAD BASED PIZZA Bread making	Food waste Final assessment	CHOCOLATE BROWNIES Feedback from assessment	Food provenance Grain chain	Milk production British cuisine	

# Food Preparation and Nutrition

## Year 9



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Year 9	Health and safety Danger zone & food safety, bacterial contamination	VEGETABLE PASTIES	Buying & storing food, food sources	DEVONSHIRE APPLE CAKE	Functional & chemical properties of Carbohydrates	TAGLIETELLE CARBONARA	Functional & chemical properties of Proteins	SWISS ROLL Eatwell Guide & 8 Healthy Eating Tips.	Function of nutrients Preparing, cooking and serving food.
	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
	FLAVLOURED BREAD Heat transfer and cooking methods	Dietary needs of life stages. Intolerance – coeliac and lactose	LEMON MERINGUE PIE	Vegetarians and vegans. Religions and food	FAJITAS CHD – heart health	revision Final assessment	SPANISH MEAT BALLS Feedback from assessment	Technological development associated with better health and food production.	CHICKEN TIKKA MASALA END OF MODULE EVALUATION

# Food Preparation and Nutrition

## Year 10-11



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p>Food safety/ micro-organisms/enzymes.</p> <p>Sensory evaluation.</p> <p>Buying and storing food</p> <p>C hicken portioning.</p> <p>Micro-organisms in food production.</p> <p>Heat transfer.</p> <p>Why we cook food.</p> <p>Cooking methods.</p> <p>Making informed choices.</p>	<p><u>Protein</u>- high and low biological.</p> <p><u>Fats</u>- saturated and unsaturated.</p> <p><u>Carbohydrates</u>- sugar, starch, NSP.</p> <p><u>Vitamins</u>- water and fat soluble.</p> <p><u>Minerals/water hydration</u>.</p> <p>Adapting recipes.</p> <p>Making informed choices.</p> <p>Energy needs.</p> <p>Nutritional analysis.</p>	<p><u>Protein</u>- denaturation and coagulation.</p> <p><u>Carbohydrates</u>- gelatinisation, dextrinisation, caramelisation.</p> <p><u>Fats and oils</u>- plasticity, emulsification, aeration</p> <p>shortening.</p> <p><u>Raising agents</u>- Chemical, physical, biological.</p>	<p>Factors that affect food choice.</p> <p>Religion.</p> <p>Food choice considerations.</p> <p>Nutritional analysis.</p> <p>Food labelling and marketing influences.</p>	<p>Product analysis.</p> <p>International cuisine.</p> <p>Food sources.</p> <p>Food waste.</p> <p>Packaging.</p> <p>Food miles/ carbon footprint, food and the environment.</p> <p>Sustainability of food.</p> <p>Food production.</p> <p>Technological development.</p>	<p>Cake.</p> <p>Bread.</p> <p>Vegetables.</p>
<b>Year 11</b>	<p>Non-exam assessment 1.</p>	<p>Mock exam 1.</p> <p>Non-exam assessment 1 conclude.</p> <p>Non-exam assessment 2.</p>	<p>Non-exam assessment 2 – complete.</p>	<p>Exam revision.</p>	<p>Exam revision.</p>	<p>Exam revision.</p>

# Geography



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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Planet Earth	Physical landscapes	Diverse Africa		Development Gap	
<b>Year 8</b>	Weather and Climate		Urban Spaces	Globalisation	Beautiful and Exploited Oceans	
<b>Year 9</b>	Global Forests		Fieldwork Enquires	Management of the Physical world	Living with natural hazards	Urbanising World
<b>Year 10</b>	Tectonic Hazards	Development Dynamics	Tropical Cyclones	Urbanising World	Physical landscapes and Rivers (inc fieldwork)	Human landscapes and Birmingham (inc fieldwork)
<b>Year 11</b>	Rivers, Human landscapes and Fieldwork	Human landscapes (inc fieldwork) People, biosphere and forests	People, biosphere and forests Energy	Energy Exam prep	Exam prep	

# Health and Social Care

## Years 10-11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<u>Human Lifespan Development</u>			<u>Health and Social Care Services and Values</u>		
	Understand human growth and development across life stages and factors that affect it.			Understand the different types of health and social care services and barriers to accessing them.		
	Investigate how individuals deal with life events.			Demonstrate care values and review own practices.		
<b>Year 11</b>	<u>Health and Wellbeing</u>			Coursework	Exam	Exam
	Factors that affect health and wellbeing.			Catch up -		
	Interpreting health indicators.			services and		
	Health and wellbeing improvement plans.			values		





	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Skills Introduction – debunking dysfluency  How did the Roman invasion change Britain?	How did England become Norman?	How did the power of Medieval Kings change over time?	How problematic was it to be a Tudor Monarch?	Was Britain a parliamentary democracy by the end of the 17 <sup>th</sup> century?	Defend or Attack – To what extent did Britain’s defence systems evolve over time
<b>Year 8</b>	Was the British Empire a force for good or bad?	What promoted the growth of the trade in enslaved Africans and was it ever really abolished?	How did Industrial development lead to political change?	Was World War One really the war to end all wars?	Were the dictatorships of the 1930s and 1940s doomed to failure?	How and why did the Holocaust happen?
<b>Year 9</b>	Did World War Two mark the begin of the end for Britain?	Has the world become a more dangerous or safer place since WW2?	In what ways has the development of the USA challenged Britain’s place in the World?	Is Coventry a town with national significance?	Medicine in the Middle Ages	Medicine in the Renaissance
<b>Year 10</b>	Medicine in the Industrial Era	Modern Medicine and Medicine on the Western Front	Weimar and Nazi Germany			The American West
<b>Year 11</b>	The American West	The American West  Henry VIII and his Ministers	Henry VIII and His Ministers	Revision		

# Music



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Musical Ingredients	Keyboard skills	I've got Rhythm	Composition skills (take 5 with structures)	Great Composers	Live Lounge
<b>Year 8</b>	Reggae	Blues	Musical Styles from Around the World	Compositional devices (Minimalism/EDM/T&V)	Musical Theatre	Hip-hop
<b>Year 9</b>	The birth of pop	4 chord song	Film Music	Covers and Remix	Professional skills for the music industry	
<b>Year 10</b>	Component 1 "Exploring Music Products and Styles"		Component 1 "Exploring Music Products and Styles"		Component 2 "Music skills development"	
<b>Year 11</b>	Component 2 "Music skills development"		Component 3 "Responding to a Commercial Brief"		Component 3 "Responding to a Commercial Brief"	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Components of Fitness Warm Ups	Benefits of Exercise Warm Ups	Skeletal System: Structure & Function	Goal Setting Types of Guidance	Diet & Nutrition	Types of Muscle Label Voluntary Muscles
<b>Year 8</b>	Effects of Exercise	Sports Injury & Treatment	Antagonistic Pairs Muscle Fibre Types	Fitness Testing	Commercialisation Sportsmanship Gamesmanship Deviance	Methods of Training
<b>Year 9</b>	Health, Fitness & Wellbeing Consequences of a Sedentary Lifestyle	Factors Affecting Participation	Principles of Training	Performance Enhancing Drugs (PED's)	Cardio-Respiratory System	Aerobic & Anaerobic Exercise
						Skill Classification
<b>Year 10</b>	Musculo-Skeletal System	Physical Training	Cardio-Respiratory System	Effects of Exercise	Optimising Training	Sports Psychology
						Movement Analysis
<b>Year 11</b>	PEP	Health, Fitness and Well being	Socio-Cultural	Practical	Revision	

### OCR Sport Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	Contemporary Issues in Sport	Developing Sport Skills (practical)	Working in the Sport Industry			
<b>Year 11</b>	Sports Leadership	Intervention	Course Complete			

# Photography



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	Introduction to photography concepts and techniques.	Responding to photographers	Developing ideas		Realising intentions through a final piece.	Coursework Unit 1A Starting points: Indulgence, inside/outside, distorted, fragments, organic forms.
<b>Year 11</b>	Continuation of coursework Unit 1A Starting points: Indulgence, inside/outside, distorted, fragments, organic forms.				Coursework Unit 2: Externally set title.	

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Health and wellbeing	Health and wellbeing	Relationships	Careers	Living in the wider world	Citizenship
<b>Year 8</b>	Health and wellbeing	Careers	Citizenship	Relationships	Relationships	Living in the wider world
<b>Year 9</b>	Health and wellbeing	Relationships	Careers	Relationships	Citizenship	Living in the wider world
<b>Year 10</b>	Careers	RE – Life and death	Health and Wellbeing	RE – War & Peace	Relationships	RE – Diverse Britain
<b>Year 11</b>	Careers/Finance	RE – Human rights	Health and Wellbeing	RE – Big Question	Revision	

**PSHE**



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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Big Questions	Big Questions  Is Jesus a role model or a rebel?	Is Jesus a role model or a rebel?	Following in the footsteps of Muhammad	Following in the footsteps of Muhammad.  What is good and challenging about being a young person in Britain today?	What is good and challenging about being a young person in Britain today?
<b>Year 8</b>	The life of Jesus	Christian Denominations	Life of Muhammad	Christian practices	Islam	Humanism
<b>Year 9</b>	Good and evil	Good and evil	Marriage and the family	Marriage and the family	Christian beliefs	Christian beliefs
<b>Year 10</b>	Christian beliefs	Islam beliefs	Islam beliefs  Life and Death	Life and Death	Christian practices	Christian practices



		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>		Introduction to science. Particle theory, elements, Compounds, Mixtures and Separating Techniques.	Energy stores and Pathways.  Cells and movement.	Forces.	The Periodic Table.	Digestion and Circulation.	Electricity.
<b>Year 8</b>		Reactions of Metals and Acids.	Waves.  Magnets.	Inheritance.	Earth and the Universe.	Chemical Energy.	Photosynthesis and Ecology.
<b>Year 9</b>		Cells and Energy.	Atomic Structure, Periodic Table and Bonding.	Organisation.	Electricity	Particle model and Chemical Change.	Infection and Response.
<b>Year 10</b>	<b>Biology</b>	Bioenergetics.	Bioenergetics.	Homeostasis and response.	Homeostasis and Response	Genetic Variation and Evolution.	Genetic Variation and Evolution.
	<b>Chemistry</b>	Quantitative chemistry.	Energy Changes.	Rates of Chemical Changes.	Rates of Chemical Changes.	Organic Chemistry.	Organic Analysis.
	<b>Physics</b>	Atomic Structure.	Atomic Structure.	Forces.	Forces.	Waves.	Waves.
<b>Year 11</b>	<b>Biology</b>	Ecology.	Ecology.	Required Practical and Exam Preparation.			
	<b>Chemistry</b>	The Atmosphere	Using resources.	Required Practical and Exam Preparation.			
	<b>Physics</b>	Forces 2	Forces 2 and Space.	Required Practical and Exam Preparation.			

Year Group & Key focus	Content	Impact Measures	Gatsby Benchmarks
Year 7	<ol style="list-style-type: none"> <li>1. Why is getting employment important?</li> <li>2. How have jobs changed over time?</li> <li>3. What does the law say about pay?</li> <li>4. The Real Game</li> <li>5. The Real Game / Evaluation</li> </ol>	<p>By the end of Year 7, students will have evidence of:</p> <ul style="list-style-type: none"> <li>• Being able to identify a diverse range of careers from different fields.</li> <li>• Being able to describe a variety of means of working.</li> <li>• Expressing initial preferences for career choices.</li> <li>• Identifying key skills for employment &amp; associative links between school and self.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> </ul>	1, 3, 7
Year 8	<ol style="list-style-type: none"> <li>1. What is stereotyping in the world of work?</li> <li>2. What are your legal rights? (Employment Law)</li> <li>3. Clean up your act- what does your Facebook tell an employer about you?</li> <li>4. How do I get experience when I don't have any?</li> <li>5. May I present myself?</li> <li>6. Isn't work something you get paid for doing?</li> </ol>	<p>By the end of Year 8, students will have evidence of:</p> <ul style="list-style-type: none"> <li>• Developing their understanding of employment in its widest sense.</li> <li>• Exploring and challenge stereotyping in the work place and in different fields of employment.</li> <li>• Being able to explore how social media can enhance and also decrease employment prospects.</li> <li>• Exploring ways of gaining experience of work and the acquisition of work readiness skills.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> </ul>	1, 2, 3, 4, 5
Year 9	<ol style="list-style-type: none"> <li>1. What subjects do I like and why?</li> <li>2. Subject skills links to STEM</li> <li>3. Who and what could/should influence my choices?</li> <li>4. 'I could' ICT skills and aptitudes survey</li> <li>5. What to ask on options evening</li> </ol>	<p>By the end of Year 9, students will have evidence of:</p> <ul style="list-style-type: none"> <li>• Evaluating their subject choices with a focus clearly on future career aspirations.</li> <li>• Exploring STEM subjects and link these to different careers sectors through lessons and additional activities.</li> <li>• Identify the factors that may influence career choices and decisions.</li> <li>• Using local LMI information to see the present and future employment trends locally.</li> <li>• The opportunity attending a careers Fair with a range of employers, higher education and further education providers.</li> <li>• Being involved in a series of assemblies designed to explore different subjects and future opportunities.</li> </ul>	1, 3, 4, 5, 6





Year Group & Key focus	Content	Impact Measures	Gatsby Benchmarks
Year 10 (1)	<ol style="list-style-type: none"> <li>1. Past, Present and Future</li> <li>2. Employment opportunities in Coventry and Warwickshire</li> <li>3. Qualities and skills for work</li> <li>4. Making an application</li> <li>5. Applying for an apprenticeship (1)</li> <li>6. Applying for an apprenticeship (2)</li> </ol>	<p>By the end of Year 10, students will have evidence of:</p> <ul style="list-style-type: none"> <li>• Full awareness of the range of local, regional and national options for Post-16 &amp; Post 18 destinations including apprenticeships and non-academic pathways.</li> <li>• Draft CV &amp; Personal Statement contextualised through key employability skills and supported with evidence of relevant practical experiences.</li> <li>• Knowing a range of employability skills such as team work, leadership listening and self-presenting.</li> <li>• Draft an application form for an apprenticeship of post 16 provider.</li> <li>• Experience a practice interview with employer of careers advisor.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers.</li> <li>• Visiting local post 16 providers through open days and events to support post 16 choices.</li> </ul>	1,3,4,6,7
Year 10(2) Year 11	<ol style="list-style-type: none"> <li>1. Individualised guidance through MAT Careers and Employability Manager (L6 qualified)</li> <li>2. Exposure to second round of interview techniques and self-evaluative review.</li> <li>3. Time to start to 'Brag'</li> <li>4. What are my Post 16 options?</li> <li>5. Building your CV</li> <li>6. My personal statement</li> <li>7. Getting to your destination – Action planning (1)</li> </ol>	<p>By the end of Year 11, students will have evidence of:</p> <ul style="list-style-type: none"> <li>• Having engaged with at least one 1:1 interview with the Careers and Employability Manager to confirm individual career path and personal action plan.</li> <li>• Successful application to Post-16 destinations including interviews.</li> <li>• GDPR self-review prior to Post-16 application.</li> <li>• Creation of 'professional' online identity through developing profile on 'Brag Folder'.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers.</li> </ul>	1,3,4,6,7,8