Art and Design
GCSE Photography

Year 7	Year 8	Year 9	GCSE Art and Design	GCSE Photography
Colour Theory ● Graphic Designer ● Interior Designer ● Fashion Designer ● Brand Designer ● Illustrator Sea Life ● Marine Biologist ● Wildlife Illustrator ● Concept Artist ● Animator ● Environmental Educator Relief Models ● Set Designer ● Architect ● Product Designer ● Sculptor ● Model Maker Insect Drawings ● Natural History Illustrator ● Entomologist ● Scientific Illustrator ● Animator ● Textile Designer Monsters ● Concept Artist ● Game Designer ● Illustrator ● Special Effects Artist	Pop Art ● Graphic Designer ● Advertising Creative ● Illustrator ● Marketing Designer ● Art Director Food ● Food Stylist ● Packaging Designer ● Chef ● Product Designer ● Illustrator African Masks & Artwork ● Textile Designer ● Museum Curator ● Cultural Illustrator ● Set Designer ● Art Therapist Landscapes ● Landscape Architect ● Environmental Illustrator ● Concept Artist ● Travel Photographer ● Art Teacher Futuristic Robots & Models ● Product Designer ● 3D Modeller ● Concept Artist ● Animator ● Robotics Engineer	Pop Art Trainers ● Footwear Designer ● Fashion Designer ● Graphic Designer ● Illustrator ● Marketing Creative Portrait Drawing & Photography ● Portrait Artist ● Photographer ● Illustrator ● Film / TV / Media Make-up Artist ● Art Director Photoshop Use ● Digital Artist ● Photo Retoucher ● Graphic Designer ● Web Designer ● Creative Director Animals & the Environment ● Wildlife Illustrator ● Conservation Officer ● Environmental Designer ● Zoologist ● Marine Biologist Metamorphosis ● Concept Artist ● Animator ● Illustrator ● Costume Designer	Fine Art & Creative Practice ● Fine Artist ● Illustrator ● Sculptor ● Printmaker Skills from GCSE: AO1 → Researching artists and styles AO2 → Experimenting with media like paint, charcoal, or printmaking AO3 → Developing sketchbook work and observational drawings AO4 → Creating finished artwork for exhibitions Design Careers ● Graphic Designer ● Product Designer ● Fashion Designer ● Interior Designer Skills from GCSE: AO1 → Researching trends, brands, and design movements AO2 → Testing ideas using materials, digital tools, and mock-ups AO3 → Sketching and developing design ideas AO4 → Producing polished design outcomes or prototypes Media, Advertising & Digital Design ● Advertising Designer ● Social Media Content Creator ● Digital Illustrator UX/UI Designer Skills from GCSE: AO1 → Understanding target audiences and visual communication AO2 → Using digital software and editing tools AO3 → Planning layouts, compositions, and visuals	Photography ● Fashion Photographer ● Portrait Photographer ● Fine Art Photographer ● Editorial Photographer Skills from GCSE: AO1 → Developing ideas from artists and trends AO2 → Experimenting with lighting, angles, editing AO3 → Capturing strong, meaningful images AO4 → Producing a final portfolio Media, Marketing & Content Creation ● Social Media Content Creator ● Advertising Photographer ● Brand/Commercial Photographer ● Digital Marketer Skills from GCSE: AO1 → Understanding audiences and visual styles AO2 → Editing and enhancing images AO3 → Creating eye-catching content AO4 → Producing polished, professional outcomes Film, TV & Digital Media ● Film Stills Photographer ● Cinematographer (Director of Photography) ● TV Camera Operator ● Visual Content Creator Skills from GCSE: AO1 → Storyboarding and visual research AO2 → Experimenting with lighting and composition AO3 → Recording sequences and narratives AO4 → Creating final visual stories

• Comic Book Artist Character Development • Animator • Game Designer • Comic Book Artist • Storyboard Artist • Film Director Ceramics • Ceramicist • Product Designer • Art Therapist • Museum / Gallery Curator • Teacher	Ceramics • Ceramicist • Product Designer • Art Therapist • Interior Stylist • Gallery / Studio Owner Cardboard Relief • Set Designer • Theatre / Film Designer • Exhibition Designer • Product Designer • Model Maker	• Special Effects Artist Direct Observational Drawings • Fine Artist • Architect • Product Designer • Medical Illustrator • Animator	AO4 → Producing professional digital outcomes Film, Animation & Game Design • Animator • Concept Artist • Game Designer Skills from GCSE: AO1 → Researching narratives, characters, and visual styles AO2 → Experimenting with animation or digital drawing techniques AO3 → Developing sketches, sequences, and storyboards AO4 → Creating final animations or concept visuals Architecture & Spatial Design • Architect • Landscape Designer • Set Designer (theatre/film) • Urban Designer Skills from GCSE: AO1 → Researching structures, spaces, and architectural styles AO2 → Experimenting with 3D models and design ideas AO3 → Drawing plans, sketches, and visualisations AO4 → Producing final design proposals or models Creative Industries & Freelance Careers • Art Therapist • Creative Director • Curator (gallery/museum) • Freelance Artist/Designer Skills from GCSE: AO1 → Researching themes, audiences, and contexts AO2 → Exploring a wide range of creative methods AO3 → Building a portfolio of evidence and development AO4 → Presenting finished work professionally.	Design & Creative Industries • Graphic Designer • Web Designer • Visual Merchandiser • Photo Editor/Retoucher Skills from GCSE: AO1 → Researching design styles AO2 → Using editing software (Photoshop skills) AO3 → Creating visuals for purpose AO4 → Final designs for clients or audiences Documentary & Real-World Careers • Photojournalist • Documentary Photographer • Wildlife Photographer • Travel Photographer Skills from GCSE: AO1 → Researching issues and themes AO3 → Observational photography AO2 → Adapting to real environments AO4 → Telling meaningful stories through images

Business, Computing and IT

Year 7	Year 8	Year 9	Year 10	Year 11
Activity where you take on the role of a caravan site owner who needs a new digital map of the site. Analysis of a range of quantitative data using spreadsheets. These are linked to a range of business scenarios such as gym memberships, car sales and employee holiday entitlement. Production of charts and graphs to visually demonstrate data creating a simple dashboard used in businesses. Discussion activity around job roles using Python as a programming language. Homework is linked to careers that use databases, what different types of organisations would use them and what data they would store. How to use email software and the Microsoft Office suite.	Cyber Girls First Event - visit for girls to learn about careers within cyber security and the digital industry. Analysis of how an organisation like Google utilises computational thinking to develop Google Maps. Discussion activity around job roles / career opportunities in web design. Creation of a webpage using HTML coding. Activity to consider jobs and careers where spreadsheets might be used. Focus on environmental impacts and sustainability by gathering data and incorporating it into a spreadsheet. Understanding of the basic principles of computer programming through computational thinking practices that could be used in business. Understanding of the different types of networks and security practices that could be found in organisations, including the different job roles.	Careers lesson considering careers available within the digital industry, what they would involve and what the entry route is. Cyber Girls First Event - visit for girls to learn about careers within cyber security and the digital industry. Understanding the different types of businesses and how they are set up. Consideration given to the different business sectors and competition. Looking at what an entrepreneur is and the skills, characteristics and risks and rewards of being one. Activity around target audience, the target market, who the competitors are and competitive advantage. Lesson linked to methods of promotion for a business, with consideration given to the use of e-commerce. Activity to create a business plan for their own business idea, developing their innovative skill set. Discussion activity around job roles using Python as a programming language. Create a poster to advertise a job in the digital industry. Broadening the mind of students to see the wide range of digital industry jobs. Activity looking at what the role of an app developer looks like and involves. Generating an app idea for a business, acting in the role of an app developer, carrying out market research, producing wireframes, identifying the target audience and coming up with a business model.	BIMA Digital Day. Opportunities to work with industry experts in app development. Activities include project based work, where students work in small teams and are given a client brief where they have to come up with a digital solution. Conversations with the experts in the industry and what careers are available to them and the entry routes into them. Creating a simple user interface for a specific business client, working from a brief provided. Project planning techniques used where students are asked to produce a gantt chart to plan a user interface project. Activity where students have to produce a proposal for a specific client brief considering user requirements and accessibility needs. Creation of a digital dashboard for a business client to display relevant data about that business in real time (sales data, bookings etc) Interpretation of different types of business data that could be used to make business decisions and judgements. In Business students will learn about business ownership structures, enterprise, business planning and how to grow a business. Lessons around the Human Resources department, such as interpreting market research data, selecting pricing strategies, methods of promotion and product life cycles. Activities around the recruitment process, training & development within the workplace and employment law. In Computer Science students learn how to write an algorithm for a specific task or client brief. Discussion around the different job roles available for programming. Activity around why businesses compress data and the benefits and drawbacks of different methods.	BTEC Learning Aim A teaches the students about modern technologies and the uses and impacts on organisations. BTEC Learning Aim B teaches the students about cyber security and how businesses can protect themselves. BTEC Learning Aim C teaches the students about collaboration and sharing of data within businesses and how legislation can protect both businesses and employees. BTEC Learning Aim D teaches the students about how organisations use different forms of notation to explain systems, data and information. In Business students will learn about providing good customer service and the sales process, supply chain management and logistics. Plus production methods and stock control methods. Students will learn how to interpret financial data and analyse business performance. There are lessons on the ethical and environmental considerations an organisation has to think about. Activity around why businesses compress data and the benefits and drawbacks of different methods. Lessons on different software a business might use, plus lessons on networking and the different types and topologies that would be used by different organisations. Activities on how SQL & Relational Databases are used within organisations. Use of Python programming to create a programme to meet a specific client brief. Careers in technology lessons, providing a focus on different careers within the tech industry.

Design and Technology

Year 7	Year 8	Year 9	Year 10	Year 11
Textiles: investigate textiles related careers in other industries and create job advert, e.g. use of textiles in agriculture, geotextiles, fashion etc. Textiles: Looking at manufacturing processes used in industry; printing etc. Clock: Industry processes vs. handmade, links to scales of production and methods of using prototypes within industry as part of the design process Food: Consideration of careers linked to food within lessons where appropriate, e.g. Nutritionists and Sports Nutritionist when discussing the Eatwell guide. STEM: In the CNY project we look at skills learned relating to Scaling that can apply to Engineers, Architect, Urban/Town Planners, Designers and Manufacturers. And then look at Materials Engineering when examining the properties of Smart Materials. In the Life on Mars project we look at Environmental and Energy generation and its various subset. We then look at Habitable design, both internal and external design and planning. We then move onto some code (programming) work when locating and positioning a Hub/Campus installation through the Micr:bit hardware and associated programming language.	STEM: Wind turbine placement task: Taking on specific job roles to consider criteria and devise a plan as a team that is efficient, cost effective and within legal requirements.(including roles such as engineer, estimator, team leader etc). In the second project whilst exploring environmental science and the impact of production and use of plastics and while working in teams students act as Graphics and Copywriting professionals in delivering a presentation (pitch). Metals: Working with a brief aimed at developing a product to be sold at Tynemouth Surf company on behalf of Surfers Against Sewage; considering the needs of the two different clients. Storage: CAD/CAM careers starter - what job roles are there? (starter) Storage: Skills developed with projects that are sought after by employers and key industries/job roles that link closely to woodwork (starter)	Spatial: Working with branding as part of brand image as a design influence for redesigning the HQ foyer of given companies to reflect their ethos. Spatial: developing drawing skills to reflect those used in industry (engineering) Food: Links seen in lessons to roles within the food industry, including manufacturing processes in factories and on mass scales Textiles: General theory covers processes used within industry to manufacture textiles, highlighting potential roles and careers within the industry.	Engineering: Different roles and industries relating to engineering discussed across lessons and tasks. Discussion around roles as designers and manufacturers link in to both NEA tasks as well as exam questions. Roles within different industries linked to manufacturing, Automation, design and even waste disposal. Group tasks where roles are taken Analysis work but with different roles in mind as it is completed. Use of a range of qualitative and quantitative data and how to analyse this. Use of ranking matrices in NEA1. Skills developed linking directly to specific roles, e.g. draghtment through developing orthographic drawing DTech: Theory lessons looking at industry related processes and strategies such as lean manufacturing, funding strategies etc. DTech/Engineering: Scales of Production DTech: Key Designers and Brands DTech: Research skills including gathering and analysing quantitative and qualitative data CD: Visit to nursery	DTech: NEA working with clients and using feedback to develop and refine design ideas and prototype DTech: NEA considering industry standards and processes within work, costing implications of this/creating a costing sheet for the intended prototype Engineering: Different roles and industries relating to engineering discussed across lessons and tasks. Discussion around roles as designers and manufacturers link in to both NEA tasks as well as exam questions. Roles within different industries linked to manufacturing, Automation, design and even waste disposal. Lessons on JIT/Process Planning Labour costs/production costs/capital costs. Use of a range of qualitative and quantitative data and how to analyse this - linked to exam questions where information has to be understood.

Drama

Year 7	Year 8	Year 9	Year 10	Year 11
Exploring areas of design (costume, props, lighting and sound) in Macbeth (Spring Term). Students are required to focus as performers and create ideas which incorporate design elements into the 'witches' scene. Exploring costume, set design and journalism for 'Our Day Out'. Students create ideas for design in homework project (Summer Term) Encourage students to participate in school production (performing/ technical crew) Explore opportunities for practical workshops and/or theatre visits as part of enrichment/enhancing cultural capital.	Exploring design roles as part of a homework project for 'Blood Brothers'. Encourage students to participate in school production (performing/ technical crew) Explore opportunities for practical workshops and/or theatre visits as part of enrichment/enhancing cultural capital.	Introduce Year 9 students to careers topics on Google Classroom to find opportunities in local theatres for courses/ work experience in the performing arts industry. Autumn Term - exploring working with script, working as a small company and elements of musical theatre performing. Spring Term - 'The Crucible' exploring costume and set design as well as acting style (Naturalism). Summer Term - 'Diversity' - exploring the role of playwrights and drama practitioners who have shaped the world of drama/acting. Encourage students to participate in school production (performing/ technical crew) Explore opportunities for practical workshops and/or theatre visits as part of enrichment/enhancing cultural capital.	Introduce Year 10 students to careers topics on Google Classroom to find opportunities in local theatres for courses/ work experience in the performing arts industry. Encourage individuals to research such opportunities. Organise theatre visits to support GCSE Drama curriculum. Encourage students to focus upon design elements for examination purposes. Encourage students to participate in school production (performing/ technical crew). Students encouraged to lead / facilitate parts of the production preparation. Explore opportunities for practical workshops and/or theatre visits as part of enrichment/enhancing cultural capital.	Continue to develop/add to careers topic on Google Classroom to find opportunities in local theatres for courses/ work experience in the performing arts industry.Encourage individuals to research such opportunities. Organise theatre visits to support GCSE Drama curriculum. Encourage students to focus upon design elements for examination purposes. Explore opportunities for practical workshops and/or theatre visits. Explore opportunities for practical workshops and/or theatre visits as part of enrichment/enhancing cultural capital.

English and Media

Year 7	Year 8	Year 9	Year 10	Year 11
Focus on oracy and spoken language skills throughout the year - culminating in an extended presentation on Power & Leadership in Animal Farm Extended writing and translation skills throughout the year. Students develop critical writing skills in their study of The Woman in Black, Animal Farm & A Midsummer Nights Dream Students develop persuasive writing skills, with career links to college/job applications, through their film study of Love & Relationships in The Book Thief. Students develop vocabulary and descriptive writing and translation through their study of Gothic Literature Bi-weekly spelling & vocabulary tests Students develop performance/role-play skills in A Midsummer Night's Dream reading Students enhance questioning, interview techniques, creative media skills and working to a brief in their Animal Farm political campaign Research opportunities embedded through each module in Year 7 Exploration, judgment and demonstration of leadership and teamwork in Animal Farm leadership project	Focus on oracy and spoken language skills throughout the year - culminating in extended presentation and role-play in the Marden She Wrote investigation Students develop critical writing skills in their study of Life of Pi, Romeo & Juliet and Arthur Conan Doyle short stories Students develop persuasive writing skills, with career links to college/job applications, through their film study of gender/cultural identity in Bend it like Beckham Students develop vocabulary and descriptive writing and translation through their study of World Literature Bi-weekly spelling & vocabulary tests Students develop performance/role-play skills in A Romeo & Juliet Students enhance critical evaluation, questioning, interview techniques, inference and working to a brief in their Marden She Wrote investigation Research opportunities embedded through each module in Year 8 Careers and travel explored as part of cultural study of World Literature - inc. Japan, Scandinavia, USA, France etc. Introduction to the judicial system, interrogation, team-work and roles within a system for Marden She Wrote.	Students develop critical writing skills in their study of Dystopian/Adolescent fiction, World Poetry and An Inspector Calls Students develop persuasive writing skills, with career links to college/job applications, through their film study of I, Daniel Blake Students take part in MPs Question Time, featuring local MP, with an opportunity for students to visit Parliament Students develop vocabulary and descriptive writing and translation through their study of Dystopian/Adolescent fiction Bi-weekly spelling & vocabulary tests Students develop performance/role-play skills in An Inspector Calls Students enhance critical evaluation, questioning, interview techniques, inference in their key-stage transition study of An Inspector Calls Research opportunities embedded through each module in Year 9 Careers explored explicitly as part of key stage transition, with taster lessons in Media Studies. Students explore the importance of different experiences, voices and opinions, and how they can co-exist as part of the World Poetry module.	Students study viewpoint/persuasive writing as part of their Viewpoints & Perspectives module - including formal letter writing. Literacy framework includes enhanced focus on stop-and-edit strategies to improve the accuracy and quality of student communication Spoken Language accreditation requires students to prepare and deliver a formal five-minute presentation, followed by a questions from the audience All set products support the need for independence, creativity, critical thinking, communicating ideas with confidence, logic, and being analytical. Students expected to engage with new technologies in all platforms: music, TV, films, radio, news media, advertising. Extended focus on transferable ICT skills with set products taught through online materials. Students must respond to a brief for the non-exam assessment, producing an industry-standard media product. Students explore ideas of the consumer through media audiences strand of the course, and how products can appeal to an audience Students explore media industries, including job structures, in various media sectors, including news media, advertising, film industry and video games.	The importance of independence, organisation, resilience and expectations, linking final exams to future careers Embedded exam literacy study aims to enhance a series of fundamental, transferable skills including approach, strategy, communication, deconstructing questions and extract material, and judging objectives and requirements. Exploration of roles, perspectives and responses to power and conflict in poetry anthology

Geography

Year 7	Year 8	Year 9	Year 10	Year 11
Focus on renewable energy, linking to LMI and local training and job opportunities. Designing a sustainable city to fulfil the aims of a design brief. Working collaboratively to present their plan to the rest of the class. Homework linked to researching careers linked to Geography and local job opportunities. Analysis of a range of qualitative and quantitative data to identify the impacts of climate change on different countries of the world. Writing and delivering a speech on the impacts of climate change and ways to mitigate. DME- Which parts of our coastline should we protect with coastal management strategies? Evaluate the social, environmental and economic impacts of the tourism industry in Whitley Bay. Create solutions to problems which have been identified. Ecotourism- Designing an Eco tourism resort to meet the aims of a brief and within a given budget.	NEA workshop on achieving carbon zero Jobs linked to monitoring and predicting tectonic hazards- USGS Charities and organisations involved in responding to natural disasters. The different job roles needed in disaster emergency relief and how to prioritise aid. Cartographic skills- producing climate graphs from data sets. UK flooding- assessing the social, environmental and economic impacts using a range of evidence. Creating a flood management scheme for a specified location. Cartographic skills- creating a choropleth map from data. Analysis of development indicator data. Using data to identify challenges linked to standard of living and quality of life. Identifying key needs of people living in the favelas and designing ways to improve their standard of living	Focus on the roles of major IGOs- UN, UNICEF and NATO. Look at the different job roles within these organisations. Focus on the roles of NGOs- DEC, Oxfam, WaterAid. Look at the different job roles within these organisations. Using data to track a tropical storm on a map. Cartographical skills. Jobs linked to monitoring and predicting weather and atmospheric hazards such as tropical storms- NOAA, Met Office. DME- Should a road be built through the Amazon rainforest? Analysing the costs and benefits for different stakeholders.	Fieldwork- use of a range of primary and secondary data collection methods.Use of a range of graphical and cartographic techniques to present data. Analysis of qualitative and quantitative data to prove or disprove a hypothesis. Design infrastructure which can help mitigate or adapt to the impacts of natural hazards such as earthquakes and tropical storms. Use of a range of qualitative and quantitative data to prove/disprove climate change. Cost/ benefit analysis of hard and soft engineering strategies to protect the coastline. Create a Coastal Management Plan for our local area. Analysis of world population data. Manipulation of data, interpretation of a range of maps and graphs. Assessing the effectiveness of urban planning strategies. Looking at the importance of effective transport infrastructure in a capital city. How this impacts the economic development of the city. Assessing the negative impacts of transport on the environment and looking into ways to make transport more sustainable. Assess the effectiveness of an urban regeneration scheme- such as Olympic Park and Whitley Bay. Identifying the costs and benefits to different stakeholders. Understanding the importance of environmental, economic and social sustainability involved in town planning.	Interpretation of a hydrograph and linking the information to the risk of flooding in the area. Direct link to the Environment Agency and careers. Cost/benefits analysis of hard and soft engineering strategies to protect an area from flooding. Focus on the flood management scheme for Morpeth Discuss how countries develop both in an economic and social manner. Looking at the employment levels in different economic sectors, the impacts of trading blocs and investment in infrastructure. Discussing different governmental approaches and priorities for economic development. Correlation of a range of social and economic development indicators- use of graphs and statistics to identify patterns and links. Evaluating the effectiveness of the tourism industry in reducing the development gap. Discussion of the multiplier effect, increase of taxes, investment in infrastructure, movements from primary to tertiary economic sectors. Costs and benefit analysis of a TNC investing in Nigeria. Discussion of economic development at the cost of the environment. Understanding how the UK economy has been impacted by de-industrialisation, government policies and investment in infrastructure. Assess the impacts of a range of government strategies used to reduce the north south divide. Evaluated the costs and benefits of the UK leaving the EU. Understand how trading partners have changed and how migration has been impacted. DME- linked to the pre release information for Paper 3 exam.

History

Year 7	Year 8	Year 9	Year 10	Year 11
Students complete a unit on the skills they need to be a historian. Links to research job opportunities. Roman infrastructure and discussions around what makes a successful infrastructure Development of power and the monarch in Anglo-Saxon times. Links to the political system. Norman England and the development of the taxation system. Students study each of the Tudor monarchs and their costumes. Discussion on costume design and textiles industries.	The unit Tudor Life allows discussions based on the new middle classes and focuses on merchants. Discussions about trade and the different roles involved in trade. Within the slavery unit students study the “Triangle trade” links to trade and development of new industries cotton, sugar and the impact this had on the economy. Discussions on profit and what that looks like - links to the financial industry. Industrial revolution examines the development of machinery, factories and steam power. Students are signposted to manufacturing processes and discussions around health and safety and manufacturing jobs. Entrepreneurs within the Industrial Revolution discussed. Students study different entrepreneurs during the industrial revolution - links made to what an entrepreneur is and what opportunities this can bring. Crime and punishment discussed and the different roles within the justice system. Students are given a clear understanding of the role of a police officer, magistrate and a judge.	Within the WW1 unit students study different forms of propaganda to gain an understanding of advertisement and how that industry developed after the government used propaganda to influence civilians. Advertisement links made throughout WW1, WW2, Nazi Germany and the Cold War. Different roles within the armed forces are covered in WW1, WW2 and the Cold War. Discussions about government use of spies and the link made to security forces. The role of politics is covered in the unit Global politics. Discussions over how different governments are formed and the roles within government to gain an understanding of the roles within politics available for students to access.	Science and technology discussed throughout the Health and the People Unit. Medical developments discussed and the role of scientists as well as medical professionals within the NHS. Students given an understanding of key roles within medical research and frontline NHS. The American boom during the 1920s discussed assembly lines and mass production. Links made to Nissan in the North East for students to have a modern example of a successful assembly line developed for Henry Ford. Consumer goods discussed and the advertisements used to influence people's purchasing habits. Banking system analysis and clear understanding of the role of banks within the economy. The Munitions industry examined and discussed the impact of supply and demand. Political systems within the US discussed and an understanding of the legal system and how laws are changed and passed. Discussions around feminism and civil rights, equal pay addressed.	Global politics discussed the role of the UN and different political ideologies and the link to different roles. Military tactic involved in the Korean and Vietnam War discussions about the role of the military - links to different armed forces roles. Norman invasion logistics involved in the planning and preparation of the Norman invasion - logistics and project management. Discussing different governmental approaches and priorities for economic development. Feudal system, Domesday Book links to the taxation system that governments follow. Growth of towns due to Castles and cathedrals links to the economy and the service sectors needed to support tourism.

Languages

Year 7

Topics covered

- Introduction to French and the French-speaking world
- Family
- Basic verbs
- Pets and animals
- School
- Film and music
- Life in French-speaking countries

Careers Links
This unit supports careers linked to working abroad and options in other countries

- Jobs in travel
- Hospitality
- Retail
- Customer service
- International business
- Summer job
- Gap year jobs

Employability skills developed
Students learn how to:

- Use greetings to communicate with French people
- Develop confidence in speaking and listening
- Wider understanding of the world around them and our place in Europe
- Use transactional language

Year 8

Topic Covered

- Description of what there is/isn't in your town
- Modal verbs
- Directions
- Modal verbs and invitations
- Clothes
- Different looks and opinions
- Weather and outfits
- Use of quand and si
- Christmas activities
- Prepositions
- Leisure activities
- Time
- Daily routine
- Music

Careers Links This unit supports careers linked to:Tourism and visitor services

- Retail and customer service
- Hospitality and events
- Travel and tour guiding
- Fashion and retail
- Media and advertising
- Event management
- Tourism and hospitality
- Marketing and social media
- Visual merchandising

Employability Skills Developed Students learn how to:

- Express opinions and justify preferences
- Describe appearance and style confidently
- Adapt communication to different situations and seasons
- Develop creativity and presentation skills
- Use conditional language to discuss choices and plan

Year 9

Topics Covered

- Countries
- Holiday preferences
- Accommodation and locations
- Dream holidays
- Immediate future tense
- Body vocabulary
- Ailments and illness
- Making an appointment
- Sports
- Describing leisure activities and active holidays
- Describing sports personalities
- Volunteering and charity work
- Future tense
- Expressions with avoir
- Comparing life in different French-speaking countries

Careers Links This unit supports careers linked to:

- Tourism and hospitality
- Travel agencies
- Aviation and transport
- Hotel management
- Customer service
- International business
- Event planning
- Charity work

Employability Skills Developed Students learn how to:

- Communicate preferences and opinions clearly
- Discuss travel arrangements and accommodation
- Use transactional language for booking and planning
- Develop confidence speaking in unfamiliar situations
- Improve listening skills through authentic travel contexts

Year 10

Topics covered

- Identity
- Descriptions
- Routines
- Role-models
- Celebrations
- Sport
- Health and well-being
- Music
- Tv and film
- Reading
- Online issues
- School life
- Future plans
- Career plans
- Studying

Careers Links This unit supports careers linked to:

- Creative industries
- Design
- Admin
- Education
- Academic administration
- Fitness and well-being
- Technology sector

Employability Skills Developed Students learn how to:

- Discuss future plans and aims
- Talk about technology in both languages
- Develop creativity
- Understanding of physical and mental well-being

Year 11

Topics covered

- Town
- Key places in town
- Opinions
- Advantages and disadvantages of where you live
- Environmental issues
- Holiday destinations
- Accommodation
- Travel options
- Global issues
- Big events
- Charity and volunteering

Careers Links This unit supports careers linked to:

- Environmental agencies
- Travel and tourism
- Town planning and local issues
- Housing
- Charity work and volunteering

Employability Skills Developed Students learn how to:

- Discuss environmental problems and identify local issues
- Develop travel itineraries in target language
- Use transactional language in a foreign setting

Maths

Year 7	Year 8	Year 9	Year 10	Year 11
Unit 2 - The four operations - Manufacturing and Engineering: Used to calculate when different machines will complete a cycle at the same time to coordinate production lines. Negative numbers - Meteorology and Science: Weather forecasters, scientists, and technicians use negative values for temperatures below zero and to represent positions, such as elevation below sea level. *Unit 3 - Perimeter, area and units* Landscaping & Fencing: measuring perimeter to determine fence requirements and area for lawn turf or decking Incorrect conversion of units essential to ensure accurate and efficient design and construction *Unit 4 - Angles and 2D shapes* Builders and carpenters: measure and cut precise angles for roofing, furniture, and joints. *Unit 6 - Fractions, decimals and percentages* Retail managers analyze sales growth, profit margins, and discounts. *Unit 7 - Introducing algebra* Doctors/nurses: substitute patient weight, age, or health numbers into formulas to calculate correct medication dosages. *Unit 8 - Straight-line graphs* Straight-line graphs model constant rates of change — used in finance for cost analysis, science for experimental data, engineering for speed and distance, and business for sales forecasting and break-even analysis.	*Unit 4 - 3D shapes* Volume calculates capacity and space, essential in architecture, packaging design, civil engineering, and medicine (dosage calculations). Surface area determines material quantities and heat transfer, applied in manufacturing, construction, and chemical engineering. Both skills underpin efficient design, cost estimation, and resource management across engineering, science, and creative industries. *Unit 7 - probability* Sample spaces map all possible outcomes, used in risk assessment, insurance, and financial forecasting. Two-way tables analyse relationships between variables, applied in healthcare research, marketing, and data science. Venn diagrams visualise overlapping categories, useful in database management, cybersecurity, and business intelligence. All three support data-driven decision-making across analytical careers. *Unit 8 - algebra* Collecting like terms simplifies complex data and financial figures, useful in accounting and data analysis. Expanding brackets models relationships between variables, applied in engineering, physics, and economics. Factorising breaks problems into components, essential in computer programming, cryptography, and optimising engineering designs. All three underpin logical, structured problem-solving across STEM careers.	*Unit 2 - Powers and Roots* Standard form - used by scientists/researchers e.g. distances between galaxies, bacteria; engineers e.g. material stress. *Unit 6 - 2D Shapes* Town planning/Urban planning - people taking the diagonal path, rather than the two shorter paths (desire paths/social paths). Pythagoras - carpenters: building a roof/stair case; mason and foundation builders's use of the 3-4-5 rules to ensure a building's foundations are square; crime scene investigators - trajectory of a bullet or blood splatter. *Unit 7: 3D Shapes* Logistics - packaging size to minimise the cost of packaging e.g. reducing surface area but maximising volume. Packaging fitting in vans and minimising the empty space. *Unit 10 - Percentages* Simple v. compound interest - financial advisors/wealth managers; accountants/auditors. Growth/decay - marketing managers and digital analysts - which campaigns are driving growth so you can decide which campaigns to keep and which to kill. Retail buyers, public health/epidemiologists. *Unit 11 - Constructions, loci and bearings* Urban planning - Planners must ensure that certain services are accessible to the public while keeping hazardous sites at a distance. Robotics and Automation Engineers - When a robot arm moves, it has a "work envelope," which is the locus of all points its "hand" (end-effector) can reach. Telecommunications Engineers - The "bars" on your phone are determined by the locus of a radio signal.	***Foundation*** *Unit 1 - Rounding and error intervals* Students look at upper and lower bounds, which are used for profit margins and manufacturing tolerances *Unit 2 - Percentages* Students look at percentage profit and loss within context, which is useful for various businesses. *Unit 3 - Ratio and Proportion* Students look at recipes and value for money (relevant for many businesses) *Unit 5 - Volume and surface area* are both useful when considering the logistics for packaging *Unit 6 - Angles and Bearings* are used by air traffic control and naval navigation. ***Higher*** *Unit 2 - Drawing graphs and graphing inequalities* Break even points are from graphing inequalities (carpet problem) *Unit 6 - Congruence and similarity* Product technician for packaging and filling uses area/volume scale factors *Unit 10 - Bounds and compound measures* Bounds are used for profit margins as well as manufacturing tolerances *Unit 13 - Histograms, cumulative frequency and box plots* Data to be represented by businesses	***Foundation*** *Unit 1 - Multiple and factors* Prime factors are used in banking/cyber security to encrypt private data *Unit 4 - Indices and standard form* Standard form is used in many STEM fields for very large and very small values e.g. concentration of solutions in Chemistry, measurements and tolerances for microchip manufacturing. *Unit 5 - Area, perimeter and right angled triangles* Pythagoras is used within architecture and engineering. Trigonometry is also used in the above, robotics, game design and medical imaging. ***Higher*** *Unit 3 - Advanced trigonometry* Architecture e.g. calculate roof angles, structural loads and spatial design *Unit 4 - Vectors* Medicine and imaging - MRI and CT scanning technology uses vector mathematics to reconconstruction images from raw signal data

Music

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Music	Film music composition - discuss the role of a composer and how they create music for films. Look at famous composers such as John Williams and Danny Elfman	Learn industry skills on two different DAWs including Ableton and the Ableton push. Discuss how DJs might use the ableton push for live performance	Discuss role of singer/song writer Discuss role of the producer A cover lesson investigates different roles in the music industry.	Based around the Edexcel GCSE syllabus Discuss role of producer in relation to composition and how to turn a draft / acoustic version into a finished track Discuss careers in relation to different musicians. Esperanza (Emily) Spalding who is a Jazz musician who reinvents her style and sound regularly. She also does interesting performance art such as creating an album live from start to finish. Discuss film music and the history behind film music including how different inventions and trends have impacted it Discuss patronage in relation to the set work by Bach and how this might influence how music is created	

Science

Year 7	Year 8	Year 9	Year 10	Year 11
Organisms topic: Slide with links to research careers associated with using microscopes. Careers slide for jobs associated with muscles and skeleton. Ecosystems topic: Careers slide for jobs associated with conservation and nature. Genes topic: Careers slides for careers associated with reproduction and pregnancy. Forces: Careers slides linked to; mechanical engineering, sports scientist, Autospace engineer and physiotherapist Electromagnetism: Careers slides linked to; Electrical engineer, Electronics Technician, MRI Technician and a Data Centre Engineer. Energy: Careers slides linked to; Renewable Energy engineer, Energy Analyst, Environmental Consultant and Nuclear Engineer. Earth: Careers slide on Mineral Resource petrologist, and other careers related to earth eg. volcanologist, Geologists, astronaut,	STEMfest- A hands-on exhibition with local businesses which work within the stem sector. Kielder Observatory- Astronomers come in and talk about planets and constellations. Stem Club- Technician Project, Stem to Stars etc. Ecosystems topic: Link between photosynthesis and a horticulturist. Climate change is linked to being a climatologist as a career. Organisms topic: Links to food science careers. Food tests investigation as a food scientist to identify nutrients in food. Genes topic: Links between natural selection and research job at the natural history museum. Preserving biodiversity- talks through a range of careers linked to conservation and what they involve. Links to science research when talking about the discovery of DNA. Slide discussing careers associated with genetics. Forces: Careers slides linked to; Civil Engineer, Hydraulic Engineer, Orthopaedic Surgeon, F1 Engineer. Electromagnets:Careers slides linked to; Biomedical Engineer, Telecommunications Engineer. Waves: Careers slides linked to; Acoustic Engineer, Optical Engineer.	Wind Turbine Project- Careers panel with a range of employees from Equinor (wind turbine company). Involves a trip to visit Equinor and Catapult. IOP Limit-Less Careers Lesson Renewable Energy Resources - Roles such as Sustainability Consultant and Renewable energy engineer, that use the knowledge of the lesson to make decisions. Insulation - Roles such as Building Surveyor and Builder, who use the knowledge in that lesson to insulate homes. Efficiency - Looking at the groundwork for engineers who need to make their work more efficient, and why. Microscopy-examples of careers that use microscope skills Infection and response topic: Contains multiple examples of ways that diagnosis, treatment and research careers are using the skills developed. E.g. Microbiology careers linked to the growing microorganisms are practical.	NHS Careers Visit- Students go to Newcastle University to learn about different careers within the NHS. Josiah Riley (Nano Particles)- Use of nano particles in careers across his time at Cambridge in MSC and pHD **Hydrogen Fuel Cells-** (Northumbrian Water/Northern Gas??) Students were given small hydrogen fuel cell cars to trial. They saw how electrical energy was used to electrolyse water, producing hydrogen and oxygen. The hydrogen and oxygen were then used by the fuel cell to generate electricity and make the car move! Topic 3: Chemical calculations - we link when a chemical engineer uses each calculation eg. calculating yield and profit. Evaluating which chemical pathways to use **Introduction to Topic 4** - Chemical Changes - Starter slide about which careers will need to think about Chemical Changes **Introduction to Topic 5** - Energy Changes - Starter slide about which careers will need to think about Energy Changes **Introduction to Topic 6** - Rates of Reactions - Starter slide about which careers will need to think about Rates of Reaction Organisation: Careers in cardiac sciences.	**CF Fertilisers Workshop** (M1 & D1)- Industrial manufacture of Fertilizers and career pathways into chemical engineering. **Northumbria Water Talk** - Whole year group **Introduction to Topic 7 - Organic Chemistry** - lots of applied content about the Petroleum industry - Whole project on Fractional distillation **Introduction to Topic 8** - Chemical Analysis- Starter slide about which careers will need to think about Chemical Analysis P5 Forces: Careers slides linked to; Automotive Engineer

Religious Education

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
RE	Skills in RE - exploring explicit transferable skills developed within religious education. Evaluating the impact of religion in believers lives - charity work ect Design and present presentations in class with a focus on persuasion and engagement. Religious festivals and the impact they have on individuals and communities. Places of worship research task, independent enquiry and research skills. Philosophy for children topic - focus on critical and philosophical thought. Development of debating skills and persuasive argument.	Religious lifestyles - the impact belief has upon action, behaviour, clothing, diet and how this presents in society. Evaluation of the application of the convention of human rights in different parts of the world. Research task around current Amnesty International projects. Assessing the actions of people who fought for human rights, and the social impact they have had. Careers based task about human rights law as a career. Environmental and moral implications of global warming, deforestation and micro plastics. Renewable and non-renewable energy - benefits and drawbacks. Animal rights - links to careers in animal care, medicine, conservation work.	Philosophical theories of the origins of the universe - students encouraged to engage in critical thought using philosophical and scientific theories. Analyse religious responses to suffering - belief in action in society. Causes of evil and types of punishment used in society - prison systems etc Exploring how wildlife crime impacts on the environment and communities. Medical ethics - abortion, euthanasia and genetic engineering. Terrorism and how society responds to it (policing, justice system). Nuclear weapons, War, Just war theory - to what extent can violence be necessary in terms of national defence. Use of diplomacy as a response to conflict.	Evaluating the impact of religion in believers lives - street pastors, charity work, food banks. The impact of the global church - Christian Aid, Cafod, The Barnabus Fund, The Corymella Community. Mission and evangelism as a vocation or calling. Monasteries and living as a monk - choosing a life based around spirituality. The psychological impact of meditation and mindfulness. The importance of following moral guidelines to support social peace and equality.	Exploring how treatment of animals impacts on the environment and communities. Medical ethics - abortion and euthanasia. Social impact of conservation work. Nuclear weapons, War, Just war theory - to what extent can violence be necessary in terms of national defence. Peacekeeping as a career choice. Global justice systems including aims of prison systems. Global exploitation - unfair pay, human trafficking and pay day loans. How are these issues tackled in society? Global inequality of wealth and the work done by individuals/organisations to combat this.