



Curriculum Maps

2024-25



Community



Love of Learning



Character

Curriculum Maps contained in this booklet:

- Art
- Biology
- Careers
- Chemistry
- Computing
- Drama
- DT
- Economics
- English
- French
- Geography
- History
- Latin
- Maths
- Music
- Pastoral
- PE
- Physics
- Psychology
- RS
- Spanish

Departments
that have
reviewed their
curriculum using
the IESE's
Inclusive
Curriculum
Framework :

- History
- Biology
- PE

Art Department Curriculum Map

“Logic will get you from A to B. Imagination will take you everywhere.”

Albert Einstein

We aim to inspire, engage and challenge our students. We encourage all students to develop the vital skills that are at the heart of art education; ‘generating ideas’ and ‘problem-solving’. We instil the importance of Art, the individual, within society; art is ‘everything’; the clothes you wear, the house you live-in, the transport you take, it all starts with a ‘creative idea’. We provide a wide variety of opportunities for students to gain inspiration and engage in diverse ways (Visiting galleries to see Art in the flesh, delivering our exciting annual Fashion Show and showcasing our students’ artwork in our annual Art Exhibition). We have extremely high expectations of our students; we stretch and challenge our students at all times by encouraging them to produce ambitious, creative, limitless, personal, exciting and brave artwork.

We inspire our students by **teaching/learning for creativity** through three key factors;

- **Comfort with ambiguity**; in art, students are not looking for ‘one correct answer’, they are experimenting and exploring to discover something new; their own personal way to success. Therefore, when posed with an open-ended task there is an element of ‘discomfort’, we aim for students understand that this ‘discomfort’ is part of the creative process. We encourage students to feel ‘comfortable with this discomfort’ by creating an ambiguous classroom where students’ ideas and interests lead the learning.

- **Generating Ideas**; we aim to explore students creative thinking by asking students to discover their own answers through recording their own personal ideas/responses. Students work across a range of disciplines including drawing, painting, print-making, sculpture, fashion/textiles, installation and video-art. This experimentation of media, techniques and processes develops our students’ curiosity and problem-solving skills in order to produce exciting, brave and stimulating artwork.

- **Transdisciplinary research**; in Art, students research dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes. Ideas lead students to research, contextualise and explore knowledge. Through analysis, students gain an appreciation and understanding of artists, craft-makers and designers from the history of art through to the present day. This gained knowledge inspires, influences and informs students own art-making allowing research to be embedded into their art practice.

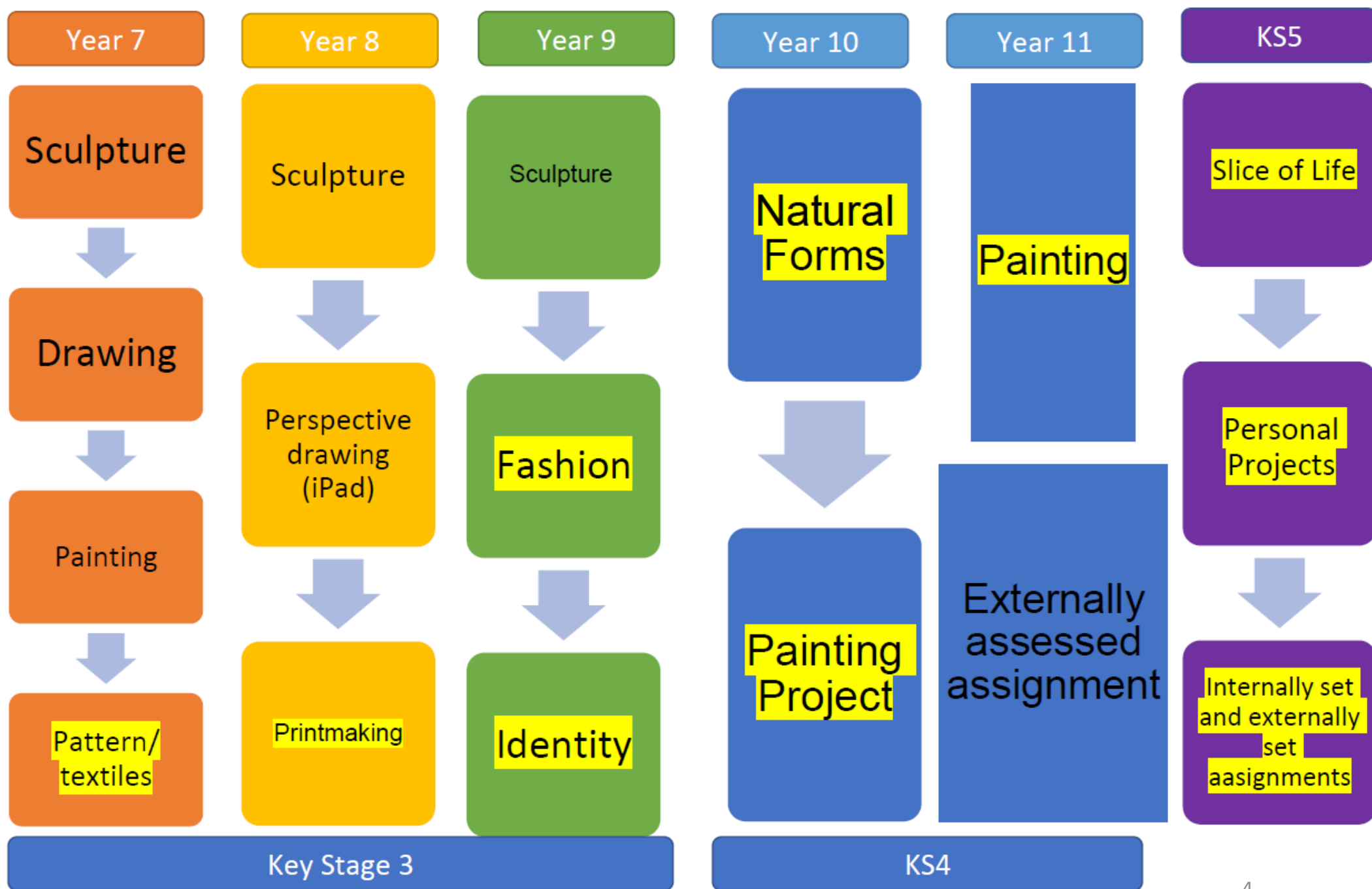
“Art as an act of shared communication is in a way saying; I can make the world, I don’t simply inherit it”.

Antony Gormley

Art Curriculum Map

Assessment for all disciplines
Assessment Objective 1 : Artist research task
Assessment Objective 2 : Experimenting
Assessment Objective 3 : Sustained technique
Assessment Objective 4 : Final piece

EDI modules



BIOLOGY

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

Broad skills development

- develop scientific knowledge and conceptual understanding of biology
- develop understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

INHERITANCE

Reproduction *

Reproduction

Mitosis *

Meiosis *

Genetic disorders

Evolution

Gene technology

Mendelian genetics

METABOLISM

Respiration

Photosynthesis

Immune system *

Digestion

Protein synthesis

DNA

Disease

Polymerisation

Growth responses in plants

CELLS

structure

specialisation

movement

pathogens

transport

POPULATIONS

Communities

Intro to ecology

Abundance *

Diversity

Populations

Abundance *

Human impact

ANATOMY

Respiratory

muscular system

Digestive system

reproductive system

the nervous system

The brain, eye and kidney

Insects, fish & mammals

Curriculum Skills

<p>Core skills</p> <p><u>Scientific attitude</u> Accuracy, precision, repeatability and reproducibility</p> <p><u>Experiment and investigation</u> Asking questions Making predictions Planning and carrying out investigations Working accurately and safely Collecting and recording data Identifying independent, dependent and control variables.</p> <p><u>Analyse and evaluate data</u> Apply mathematical concepts to calculate results Apply statistical tests to determine significance Evaluate data and experimental methodology, considering sources of error. Understand how different data sets should be displayed Construct and interpret frequency tables and diagrams, bar charts and histograms</p> <p><u>Measurement</u> Use SI units and formulae to take accurate measurements</p> <p><u>Maths and data</u> Use formulae to calculate calculate rate changes plot and draw appropriate graphs selecting appropriate scales for the axes. Make order of magnitude calculations Understand that $y = mx + c$ represents a linear relationship Calculate areas of triangles and rectangles, surface areas and volumes of cubes</p>

Equality, Diversity & Inclusion

<p>EDI</p> <p>Understand the contributions of peoples around the world to the development of scientific understanding and scientific enquiry</p> <p>Understanding the effect of the application of scientific theories on peoples around the world</p> <p>To experience an inclusive and welcoming classroom space that values the contributions and ideas of all students. This includes the use of inclusive language by staff and students alike</p> <p>To experience a range of teaching techniques to enable all students to engage with and enjoy the learning. To expect to contribute to all lessons and work with a range of your peers</p> <p>To develop critical analysis skills</p> <p>To be able to explore a range of opportunities outside of the curriculum to explore Biology and lead other students in the formation of or contribution to Biology focused clubs and journals</p> <p>To be given the support your need as an individual to thrive in your Biology education</p> <p>Expect to be reflective, not only about your own practice but that of your peers and the material we are learning.</p>

The Tiffin Girls' School Careers Programme Overview 2023-24



Vision Statement

To prepare all our students for the transition to life beyond secondary school and to support them in making informed decisions which are suitable and ambitious for them

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Milestones and Learning Outcomes

Year 13

- Able to identify the most appropriate post-18 option for their future ambitions
- Know how to successfully put into action their post-A level plan

Year 12

- Understand the full range of post-18 options available to them, including university, apprenticeships and gap years
- Know how to represent their skills, experiences and qualities in a CV and interview

Year 11

- Understand the implications of post-16 choices on their future options
- Be able to make an informed choice about their post-GCSE pathway
- Know what skills employers value and how to develop them

Year 10

- Understand the post-16 and post-18 pathways open to them, the key decisions to make at each stage, and the help available
- Understand what people in different roles do in their daily working lives and the different routes into jobs

Year 9

- Understand their KS4 options and the implications of these on their future opportunities
- Able to make informed GCSE choices
- Understand the concept of entrepreneurship

Year 8

- Understand the main post-16 study options
- Understand some of the study and career opportunities relating to STEM subjects
- Be able to assess their own careers and skills knowledge
- Understand how to develop transferable skills

Year 7

- Transition successfully into secondary school
- Develop friendships and relationships with others
- Be aware of the value of leadership

Key Events and Experiences

Year 13

- UCAS & apprenticeships application support
- Degree apprenticeships application workshop
- University open day visits
- 1:1 interviews on request
- Thursday lunchtime careers drop-in

Year 12

- Pastoral Curriculum Careers Unit
- Post-18 options (HE) programme
- University open day visits
- 1:1 interviews on request
- Thursday lunchtime careers drop-in

Year 11

- Post-16 Options Talk (S Thames Colleges Group)
- Post-16 Options Fair
- Work experience
- 1:1 interviews on request
- Wednesday lunchtime careers drop-in

Year 10

- Pastoral Curriculum Careers Unit, including apprenticeships/T Levels talk and employer talks
- 1:1 interviews on request
- Stock Market Challenge
- Wednesday lunchtime careers drop-in

Year 9

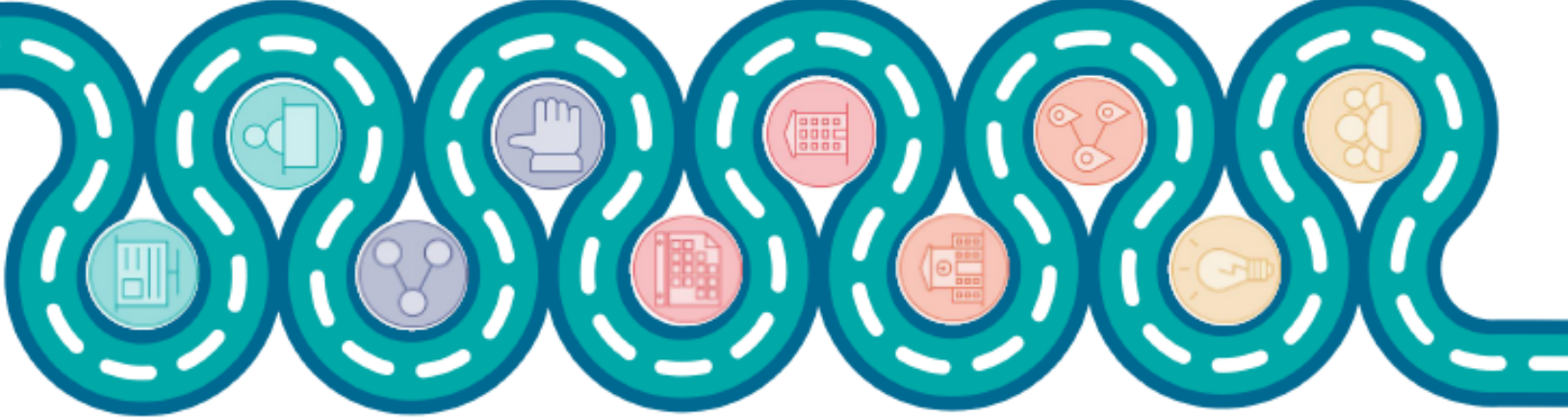
- GCSE Options Support including Assembly & Options Evening
- Mini Enterprise
- 1:1 interviews on request
- Wednesday lunchtime careers drop-in

Year 8

- Pastoral Curriculum Aspirations and Choices Unit, including employer talks and skills development
- Alternative pathways talk (South Thames Colleges Group)

Year 7

- Secondary school transition activities
- Creating a Start Careers Platform profile
- Leadership Day



Inspiring and preparing young people for the world of work.

Computing @TGS

KS3 - 40/40/20

- > Programming (40%)
 - Object-based (20%)
 - Coding-based (20%)
- > Digital Literacy (40%)
- > Apps for Life (20%)

KS4/5 - 50/50

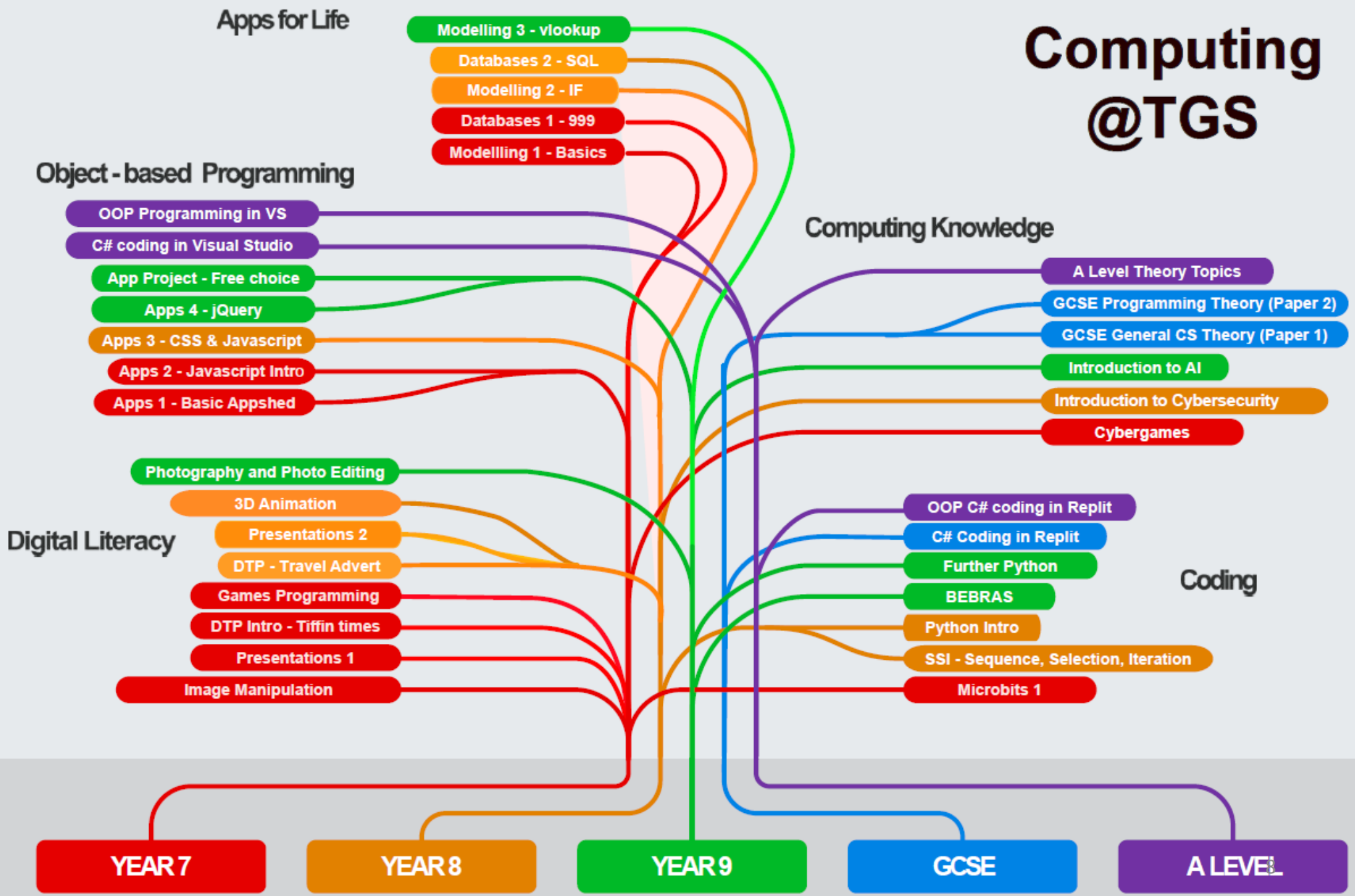
- > Programming (50%)
- > Theory (50%)

EDI / Careers

- > Girls Into Computing
 - BEBRAS
 - CyberFirst
 - CyberCenturion
 - Open UK
 - AWS



Computing @TGS



CHEMISTRY

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

CORE SKILLS

How Science Works

- Making hypotheses and predictions
- Understanding variables
- Collecting evidence
- Data processing, tables and graphs
- Describing patterns
- Conclusions from evidence
- Evaluating processes and data

Other Activities

- Crest awards
- Olympiads
- Chemistry challenges

Applied Chemistry & Resources

- Air
- Reaction of metals
- Atmosphere
- Earth's resources

Physical Chemistry & Calculations

- Mass and Equations
- Calculations
- Calculations
- Energy changes
- Enthalpy and entropy
- Amount of substance

Organic Chemistry

- Crude oil and Hydrocarbons
- Organic chemistry
- Alkanes and Alkenes
- Alcohols
- Halogenoalkanes
- Carbonyls
- Synthesis
- Arenes
- Nitrogen compounds

Building Blocks of Matter & Periodicity

- States of matter
- Atoms, elements and compounds
- Solutions
- Separation
- How science works
- Atoms, bonding and moles
- Structure and bonding
- Periodic table
- Atoms, ions and compounds
- Periodicity
- Reactivity trends
- Transition metals

Chemical Changes

- Chemical reactions
- Acids and Alkalis
- Reaction of metals
- Chemical changes
- Acid/base equilibria and redox

Analytical Chemistry

- Analysis
- Analysis
- Spectroscopy
- Instrumental Techniques

Drama Department

Curriculum Vision

The Drama curriculum is at the forefront of promotion of building character and furthering social justice. From foundational Drama skills through to a development of specific professional and transferable skills, pupils are taught to be culturally aware of themselves through exploration techniques identifying different character traits, behaviours and relationships. Learning about historical, social, political and cultural contexts through a diverse curriculum shows pupils empathy skills which allows for a better judgement on their own character and also identifying areas of social justice. Drama education continues past the classroom, and through extra-curricular activities, such as rehearsals, performances, workshops and trips to professional theatres, developing confidence, creativity, critical thinking, team work, communication, leadership and cultural awareness, all skills and experiences which shape pupil's moral judgement.

Key Concepts

Create

- Styles
- Practitioners
- Strategies
- Social, Historical, Political Context
- Scripts
- Production Elements

Rehearse

- Techniques
- Feedback
- Refinement

Perform

- Physical skills
- Vocal skills
- Health and safety

Analyse and Evaluate

- Interpretation
- Communicating meaning
- Understanding intentions and aims
- Identifying the successes and weaknesses

Domains of Knowledge



Styles

Slapstick, Shakespearian, Abstract, Melodrama, Modern, Physical Theatre, Naturalism and Realism, Musical Theatre, Epic Theatre, Total theatre, Poor theatre, and Verbatim

Practitioners

Brecht, Stanislavski, Berkoff, Boal, Frantic Assembly, Alecky Blythe, DV8, Artaud, Belarus Free Theatre, Paperbirds, Max Stafford Clarke



Strategies

Still image, thought tracking, marking the moment, status, split stage, cross-cutting, narration, physical theatre, chorus, movement and mime, and soundscape.

Physical Skills

Movement, body language, posture, gesture, gait, co-ordination, stillness, timing, physical control, facial expression; eye contact, listening, muscle tension, proxemics and spatial awareness, interaction with other performers, dance and choral movement



Vocal Skills

Diction, inflection, accent, intonation and phrasing, pace, pause, projection, pitch, tone, song, choral speaking.

Social, historical, political, context

- Socio-historical context, e.g. historical events, performance conditions, styles and conventions, influences, audiences, cultural influences and movements
- Political context: e.g. world and national events, legislation, censorship, propaganda, satire, the influence of the court, religious thought
 - Economic context: e.g. patronage, private/public funding and sponsorship
- Technological contexts, e.g. stage technology, communication technology, digital technologies applied to performance and audiences



Script work

Research, understanding of the context, setting, and characters. Exploration of dialogue, subtext, and intentions.

Production elements and values

Designers: Set, props and furniture, costume, lighting and sound



Health and safety

Suitability of staging, floor surfaces, space, portable appliances, equipment, lighting, props, and storage of items. Suitability of areas for special effects, assessment of any accessibility issues. Physical control, warming up the body and the voice.

Analysis and Evaluation

Understanding how something is communicated and the value it adds to performance



Equality, Diversity, and Inclusion

Each unit of work incorporates opportunity for EDI. Through practical work the use of modelling is utilised. Scripts have been chosen to not only explore issues but allow for discussion and practical responses. Through devised work students are presented with stimuli that generate further opportunities to explore EDI topics.



Trips



Student in Role

Volunteering and Skills



Extra-curricular

Transferable Skills

Confidence

Self presentation

Teamwork and collaboration

Time management and organisational skills

Self-awareness

Self-discipline

An open mind and the ability to move beyond boundaries

and experiment with different ideas

Communication skills

Analytical, critical and research skills

The ability to cope with criticism and learn from it

Stamina

Assessment for all disciplines

- Performance skills using the correct style and genre
- Ability to analyse a text for a performance
- Ability to devise a group performance and write about the process of devising theatre
- Ability to apply practitioner work to performance
- Ability to analyse a text for performance and be able to clearly communicate these ideas within an essay
- Ability to analyse and evaluate performances of professionals in a Live Theatre essay
- Ability to recognise how texts are influenced by the social, historical and political context of the time period they are written in and use this to inform performance work
- Ability to develop design ideas including: set, costume, sound and lighting.

EDI modules

Most modules have been written or developed with EDI in mind. Some of the ways we include EDI is through selecting students working groups with diversity and inclusion in mind, using students cultural backgrounds to enhance performance work, and discussing the social, historical and political context of plays



Design Technology Curriculum Map



<p>Year 7 1 lesson a week</p>	<p>Cushion Cover based on the work of a designer (hand drawn) Design and make a pop up book</p>	<p>Cushion Cover - Fabrics Variety of Recipes Pop up book - paper and board</p>	<p>Picking most successful designs Practical outcomes of food</p>	<p>Textiles - Machine and hand sewing, applique, heat press, construction skills and fibre theory Food - Basic cooking skills such as boiling, chopping and baking, nutrition Pop up book - Mechanisms</p>	<p>Equality, diversity, inclusion</p>
<p>Year 8 1 lesson a week</p>	<p>Design a Memphis egg cup using onshape (CAD) Modelling Egg cup with card Design a seed packet on gravit designer (CAD) Designing lid for box (isometric drawing)</p>	<p>Wooden Box - Plywood Egg Cup - Acrylic Seed packet</p>	<p>Practical outcome of Memphis</p>	<p>Wood - sewing, finger joints and Theory Acrylic - Line bending, laser cutting Computer Aided design (CAD) Product analysis</p>	<p>Decoration of box based on culture of own choice</p>
<p>Year 9 1 lesson a week</p>	<p>Jewellery - Thumbnail sketches, modelling and CAD mold designs Clock - thumbnail, initial designs, Modelling and final isometric drawing Recipe cards</p>	<p>Jewellery - Pewter Clock - Resistant materials of Students own choice Variety of Recipes</p>	<p>Jewellery - working with a client as inspiration for design work Clock - Evaluation of final make</p>	<p>Pewter casting and finishing Metals (Theory) Wood - dowel and halving joints Acrylic - Thermoforming Client Profile Food - Basic cooking skills such as boiling, chopping and baking, nutrition</p>	<p>Working with a client in the jewellery project Students own choice of Architect as inspiration for clocks Students experiment with a range of different cuisines</p>
<p>Year 10 (GCSE) 1 theory and 1 Practical a week</p>	<p>Design and Make a lamp in the style of GCSE designers Design and make a souvenir from an exhibition</p>	<p>Resistant Materials - Lamp Graphics - a souvenir from an exhibition</p>	<p>Evaluation through out NEA to assess the success Evaluative questions in theory</p>	<p>Theory - Industry, Energy, Environment and Materials Practical - Continuing to build upon workshop skills RM - Turning, More complex joints, vacuum Forming Graphics - Laser cutting, Printing, Vinyl cutter</p>	<p>Inclusive Design (theory)</p>
<p>Year 11 (GCSE) 1 theory and 1 Practical a week</p>	<p>Designing a successful product that fits the given context. Can be done using a variety of techniques including hand drawn, CAD and isometric</p>	<p>Independent project set by Exam board</p>	<p>Evaluation through out NEA to assess the success Evaluative questions in theory</p>	<p>Theory - Systems, Mechanisms, Smart and modern materials, Designing principles, Designers and their work Students apply all previous practical skills in own independent project.</p>	<p>Students select any context provided to make a project to suit their needs</p>
<p>Year 12 (A level) 2 theory and 2 practical a week</p>	<p>Designing a successful product that fits the given context. Can be done using a variety of techniques including hand drawn, CAD and isometric</p>	<p>Independent project based on 3 contexts set by school</p>	<p>Evaluation through out NEA to assess the success Evaluative questions in theory</p>	<p>Theory - Material areas including Papers, Timbers, Polymers and Metals. Introduction into design theory including movements and designers and Responsible design Practical - Developing workshop skills in a range of material areas including introduction to brazing hearth, lathe and routing. Through practice NEA</p>	<p>Students select any context provided to make a project to suit their needs</p>
<p>Year 13 (A level) 2 theory and 1 practical a week</p>	<p>Designing a successful product that fits chosen context. Can be done using a variety of techniques including hand drawn, CAD and isometric Resistant materials e.g woods, metals, plastics Product Design - mixture of above materials -Food</p>	<p>Independent project</p>	<p>Evaluation through out NEA to assess the success Evaluative questions in theory</p>	<p>Theory - Industrial practices, Health and Safety, CAD and CAM, Developments in Technology Practical - Apply practical workshops to independent project</p>	<p>Students investigate a context of their own choosing</p>

ENGLISH

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

CORE SKILLS

Analysis:

- Inferring Meaning
- Analysis of language, form and structure
- Critical thinking
- Comparative analysis
- Contextual analysis
- Authorial intent
- Use of literacy criticism

Communication:

- Literacy
- Discussion
- Public speaking
- Creative writing
- Analytical writing

NOVELS

- The Island at the End of Everything** (Modern) *
- Gothic Literature (Romanticism)
- Bildungsroman Novel (Modern) *
- Victorian Short Stories (Victorian) *
- Lord of the Flies (Modern)
- 19th Century Novel (Victorian)
- The Great Gatsby (Modern)
- The Grapes of Wrath (Modern)

CREATIVE WRITING

- Detective Fiction (Fiction)
- Journalism (Non-Fiction)
- Stories From Around The World (Fiction) *
- Gothic Writing (Fiction)
- Food Criticism (Non-Fiction)
- World War Poetry (Fiction)
- Persuasive Writing (Non-Fiction)
- LP1 Section B (Fiction)
- LP2 Section B (Non-Fiction)

LITERARY CONTEXT

- Medieval (Renaissance)
- Renaissance (Romanticism)
- Victorian (Modern)
- Renaissance (Modern)
- Renaissance (Modern)

DRAMA

- Shakespearean Comedy (Renaissance)
- Shakespearean Comedy (Renaissance)
- Tragedy (Renaissance) *
- Macbeth (Renaissance)
- A Doll's House (Victorian)
- The Crucible (Modern) *
- Hamlet (Renaissance)

POETRY

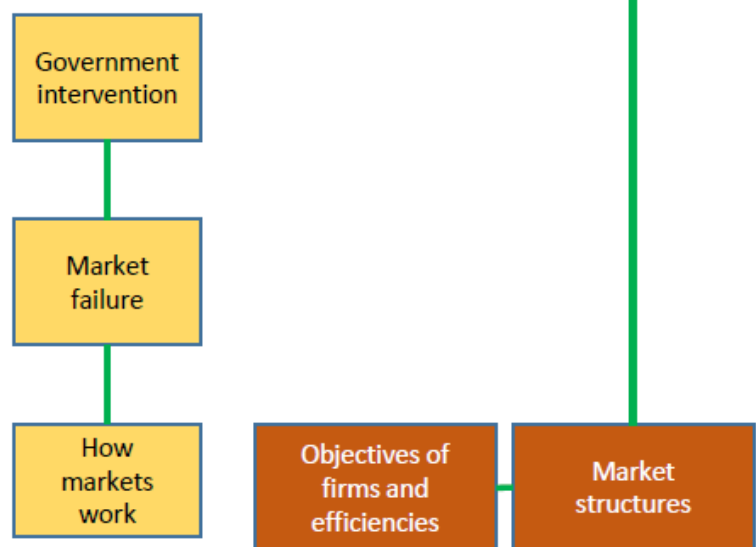
- Shakespearean Comedy (Renaissance)
- Romantic Poetry (Romanticism)
- Independent Poetry (Renaissance-Modern) *
- World War 1 Poetry Anthology (Modern) *
- Power and Conflict Anthology (Romanticism-Modern) *
- Comparative Coursework (Victorian-Modern) *
- Selected Poems (Victorian)



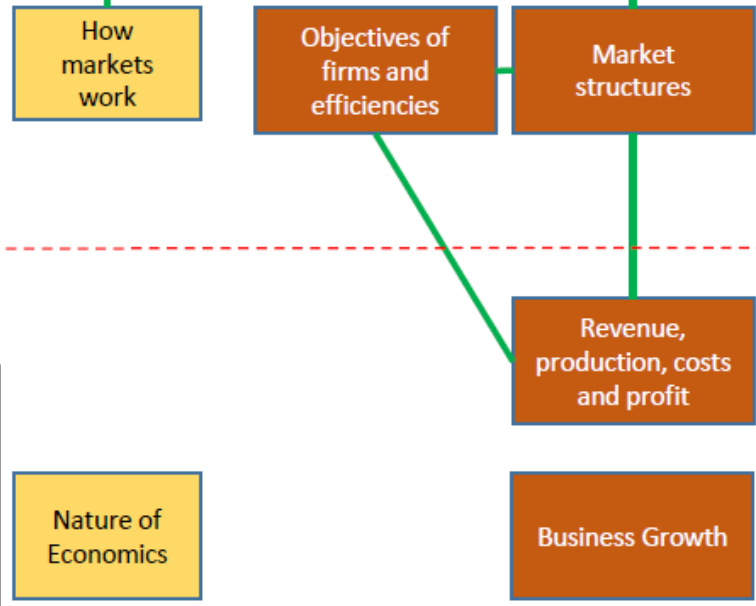
Workers and government intervention in labour markets



Consumers, firms and government intervention in markets



Foundations of markets

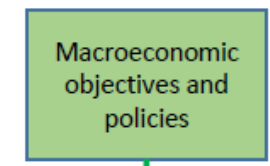


- Skills to demonstrate**
- Accurate knowledge
 - Accurately labelled diagrams that are used to develop answers
 - Clear chains of reasoning
 - Impact on economic agents
 - A balanced argument

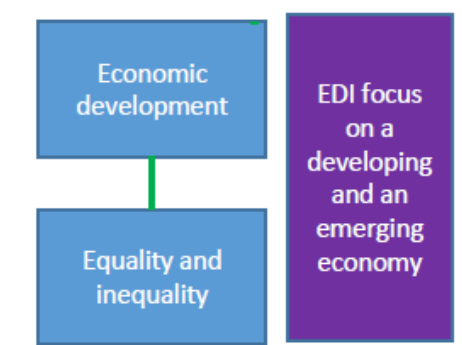
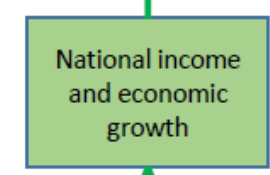
Year 12 → Year 13

Microeconomics

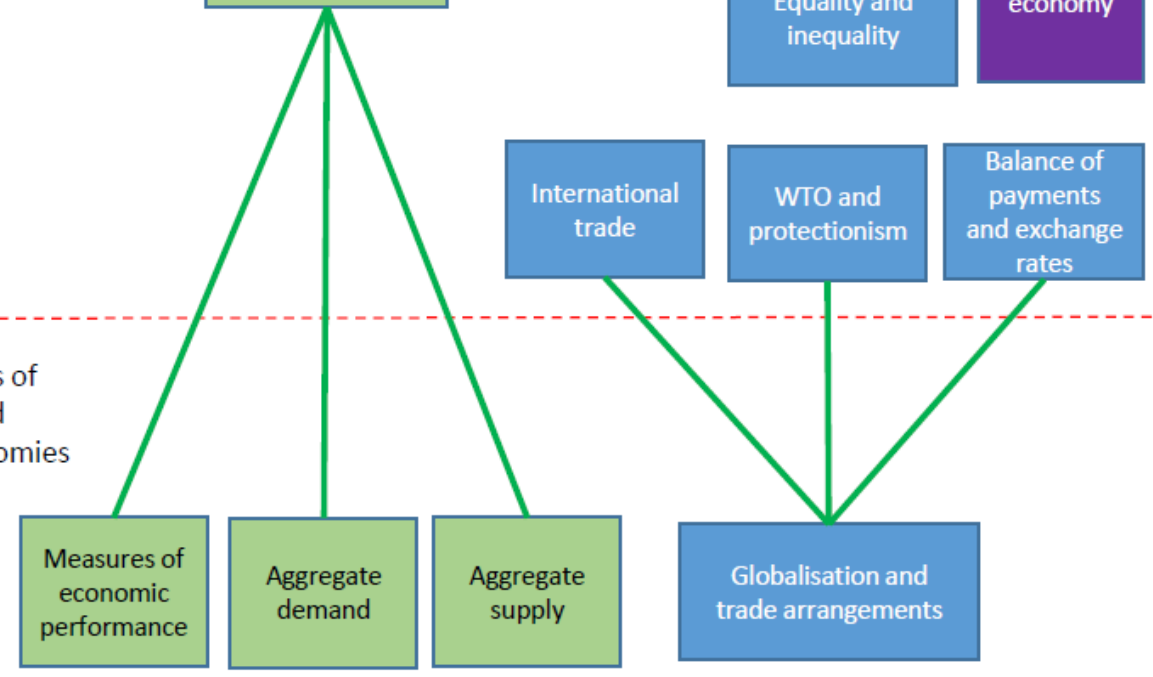
Macroeconomic policy



Economic growth and development



Foundations of national and global economies



Year 12 → Year 13

Macroeconomics

Economics Curriculum Map

FRENCH

YEAR 7

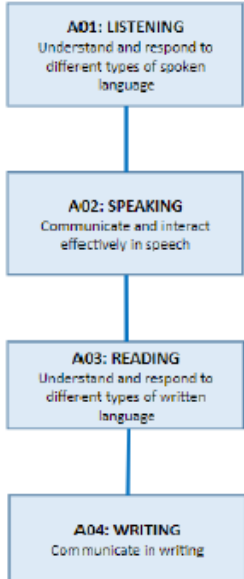
YEAR 8

YEAR 9

GCSE

A LEVEL

CORE SKILLS



Where I live

- Where I live
- Countries
- Transport
- Hobbies
- Town, neighbourhood, region

Culture

- Free time activities *
- French film
- Family and friends *
- French culture *
- Global issues
- Travel and tourism
- Study of a film
- Study of a text

Social issues

- Weather and seasons
- Holidays
- Customs and festivals *
- Social issues
- Aspects of French-speaking society
- Current trends *
- Political life

Education & careers

- School
- Technology
- Free time activities *
- School
- The perfect tense
- School
- Future plans
- Life at school and college
- Jobs & career choices

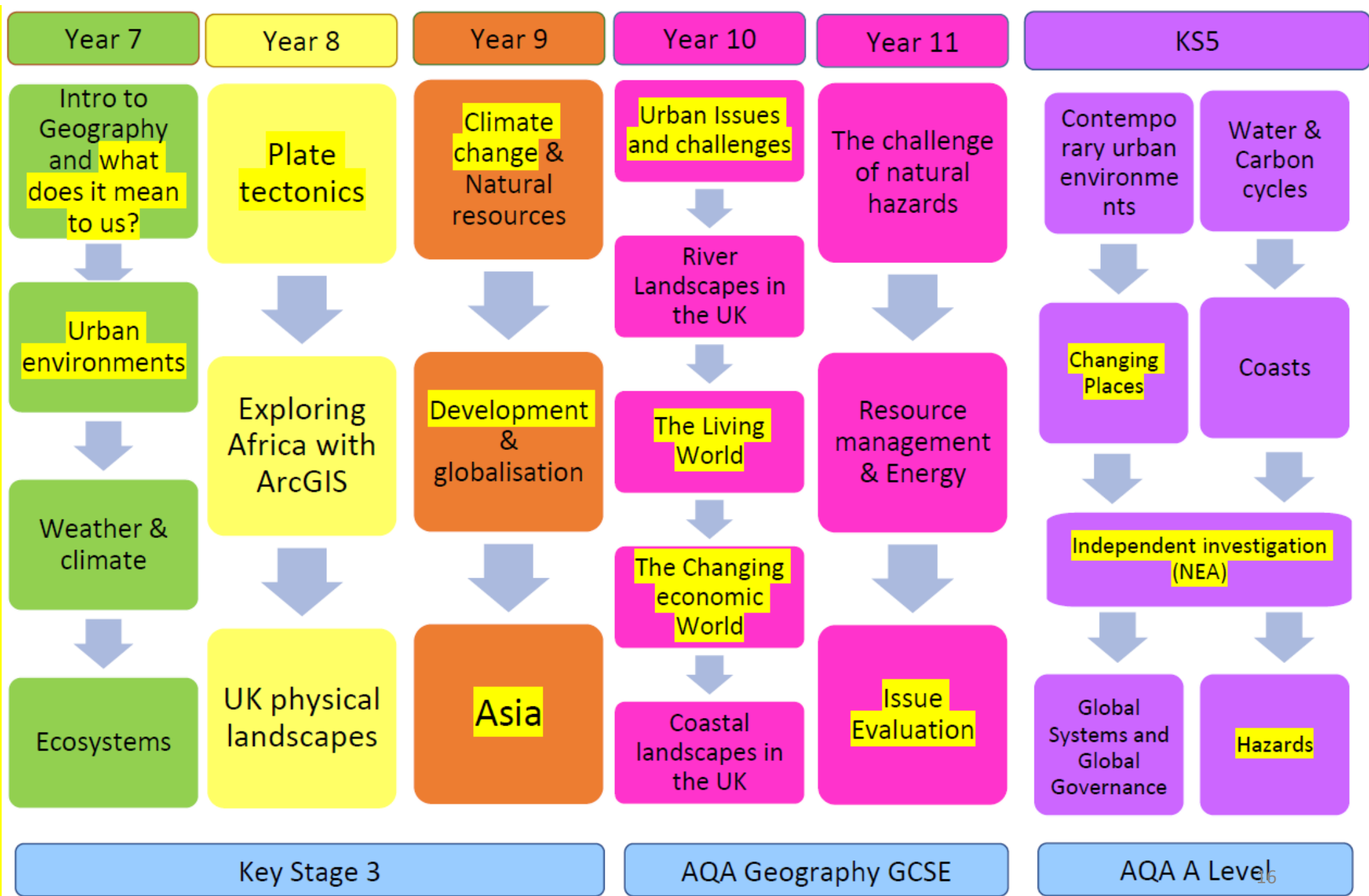
All about me

- Me, family, pets
- Shopping
- Family and friends *
- Hobbies and interests *
- Me, my family and friends *
- Aspects of French-speaking society *
- Political life

The Geography Learning Journey

Key Skills

- ✓ communicate geographical information in a variety of ways
- ✓ Critical thinking
- ✓ Develop knowledge about diverse places, people, resources and natural and human environments
- ✓ Developing balanced arguments
- ✓ Place study throughout
- ✓ EDI strands



The Key Stage 3 History Learning Journey

Power and Authority
 Global connections and conflict
 Changing ideas
 Rights, freedoms and social experiences of people

What was the Cold War and why did it break out?
 Why did the Cold War last for 50 years?
 Who killed JFK?
 How and why did the Cold War end?
 Was religion the cause of the 9/11 attacks?

Why did War break out in 1939?
 How did the Allies win WWII?
 What were different experiences like on the Home Front?
 Why did the 'Spirit of the Blitz' exist?
 Was the dropping of bombs on Hiroshima and Nagasaki justified?

World War II

The Cold War World

Twentieth Century Britain

The Holocaust

How and why did Anti-Semitism develop over time?
 How far was the Holocaust planned and inevitable?
 How did Jewish people resist persecution?

Why was there a Revolution in Russia in 1917?
 What did the Russian Revolution change?

Why did dictatorships emerge in Europe in the 1920s and 30s?
 What was life like in Nazi Germany for different groups of people?

How far did Transatlantic slavery transform the identities of enslaved Africans?

What was Great Britain like at the start of the 20th century?
 How did women gain working and voting rights in the Twentieth Century?
 Why did people migrate to Britain in the Twentieth Century?
 Did black and minority ethnic groups have equal rights in Britain?
 How and why did attitudes to gender and sexuality change in the Twentieth century?
 How and why did the UK change during the Twentieth Century?

Interwar Europe

World War I

Why did World War I break out in 1914?
 How did the government recruit soldiers?
 What was it like to be a soldier in the Trenches?
 Was the First World War a global war?
 How should World War I be remembered?
 How was peace reached at the end of the war?

Why did the British want an Empire?
 How and why did relations break down between the Indian people and the East India Company?
 Did people's lives in India improve under the Raj?

The British Empire

Transatlantic Slavery

How did the Mughal Empire develop?
 How did Mughal Emperors govern?
 How did high status women like Nur Jahan influence the Mughal court?
 What is the significance of the Koh-i-Noor Diamond?

The Mughal Empire

How did Elizabeth overcome opposition?
 The Gunpowder plot: a conspiracy or not?
 Why did people challenge the King in 1642?
 How did England change politically in the C17th?
 How was and why was the UK formed?

African Kingdoms

Tudor Society

What was Tudor society like?
 What was it like to be rich?
 What was it like to be poor?
 How did the Tudors entertain themselves?
 To what extent were lives of Black Tudors different to others?

How have the Crusades been interpreted?
 Why did people risk everything to go on Crusade?
 What were the roles of Saladin and Richard?
 What was the impact of the Crusades?

The Crusades

How did the Renaissance change Europe?
 Why did the ideas of Martin Luther 'go viral'?
 Why did Henry break from Rome?
 How far did religion change in the Sixteenth Century?
 Does Mary deserve the title 'Bloody Mary'?

Why did some Tudors risk their lives to explore the World?
 Why was there a 'culture clash' when settlers arrived in the Americas?
 What was Aztec civilization like?
 How did the Spanish conquest change life for the Aztecs?

Early Modern Europe and Tudor England

Y8 Early Modern Europe and Tudor England

Y8

European exploration and connections

Islamic Civilisations

What was Arabia like before Islam?
 How significant were Islamic achievements?
 How important was religion in the Islamic Empire?
 How similar was life in the Islamic Empire to life in Medieval England?

Medieval England

What was the role of a Medieval King?
 Who murdered Thomas Becket?
 Why was the signing of the Magna Carta significant?
 How did England change 1066-1500?

What was life like?
 What was life like for women?
 Why was religion important?
 How did the Black Death change England?
 Was the Peasants' Revolt a turning point?

Who can tell us most about the Silk Road?
 What do objects tell us about the Silk Road?
 Who used the Silk Road?
 How has the Tiffin Girls' School changed over time?

Why was Kingston so important to the Anglo-Saxons?
 What was the legacy of the Romans?
 Why was Anglo-Saxon England attractive to invaders?

Who were the Normans and why did they have their eyes set in England?
 Why was 1066 a year of crisis?
 In what ways did the Normans transform England?

Y7

What is History?

Anglo-Saxon England

The Norman Invasion



Key concepts: Interpretation; Evidence; Causation; Significance; Change and Continuity; Chronology

Year 10

AO1: Knowledge and understanding

AO2: Explanation and analysis

AO3: Contemporary sources

AO4: Interpretations

Period study: International Relations: the changing international order 1918–1975

- Conflict and co-operation 1918–1939 Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s
- The Cold War 1945–c.1975 The changing international order after 1945 and its consequences
- Changing interpretations of Appeasement
- Changing interpretations of the responsibility for Cold War tensions

Non-British depth study: China 1950–1981: The People and the State

- Establishing Communism in China 1950–1965
- China during the Cultural Revolution 1966–1976
- Communism in China after the death of Mao 1976–1981

Year 11

British thematic study: Migration to Britain c.1000 to c.2010

- Reasons for immigration The experiences and actions of immigrants
- Responses to immigration
- Impact of immigration
- Ideas of national ‘identity’
- The impact on immigration of Britain’s relationship with the wider world

British depth study: The impact of Empire on Britain 1688–c.1730

- English expansion and its impact on the British Isles c.1688–c.1730
- Economic impact of empire on Britain 1688–c.1730
- Political and social impact of empire on Britain 1688–c.1730

Study of the historical environment: Patterns of migration in Spitalfields

- When immigrant groups arrived, why and from where
- How immigrants were received by the settled populations
- The experiences of immigrants
- Key events in local migration history
- The impact of migration on the area

EDI: British depth study and British thematic study formed in conjunction with **B.A.S.A**

History Curriculum Map KS5

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Year 12

Unit 1C: The Tudors: England, 1485–1603
Part 1: Consolidation of the Tudor Dynasty: England, 1485–1547
 Henry VII, 1485–1509

- Consolidation of power; government, religious change; foreign policy; economy; society.

Henry VIII, 1509–1547

- Consolidation of power; government, religious change; foreign policy; economy; society.

Unit 20: Democracy and Nazism: Germany, 1918–1945
Part 1: the Weimar Republic, 1918–1933

- The Establishment and early years of Weimar, 1918–1924
- The 'Golden Age' of the Weimar Republic, 1924–1928
- The Collapse of Democracy, 1928–1933

Year 13

Unit 1C: The Tudors: England, 1485–1603
Part 2: England: turmoil and triumph, 1547–1603
 Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

- Consolidation of power; government, religious change; foreign policy; economy; society.

The triumph of Elizabeth, 1563–1603

- Consolidation of power; government, religious change; foreign policy; economy; society.

Unit 20: Democracy and Nazism: Germany, 1918–1945
Part 2: Nazi Germany, 1933–1945

- The Nazi Dictatorship, 1933–1939
- The Racial State, 1933–1941
- The impact of War, 1939–1945

NEA:
US Foreign Policy 1890-1990

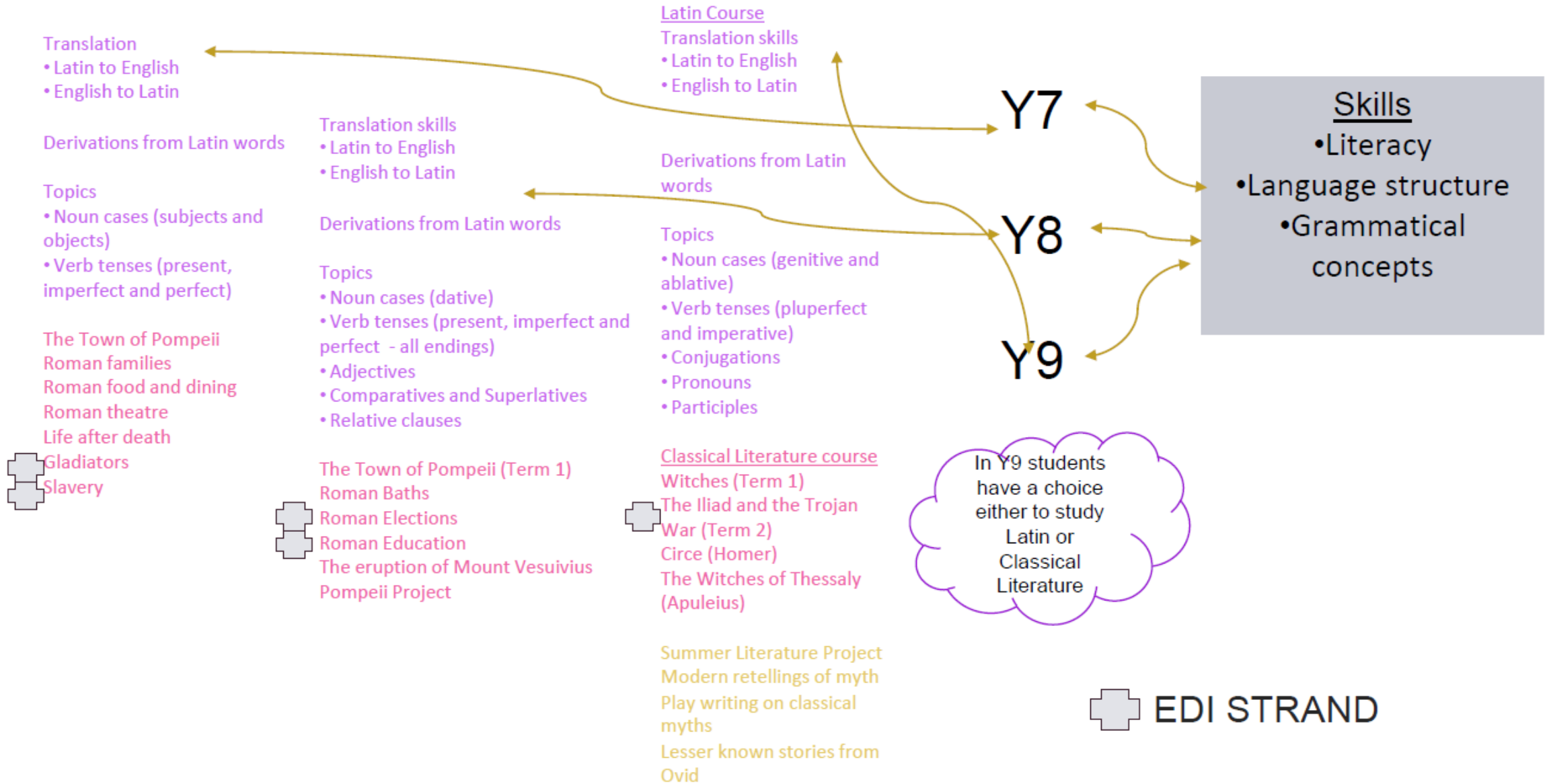
- What motivated US foreign policy?
- How consistent was it across the period?

OR

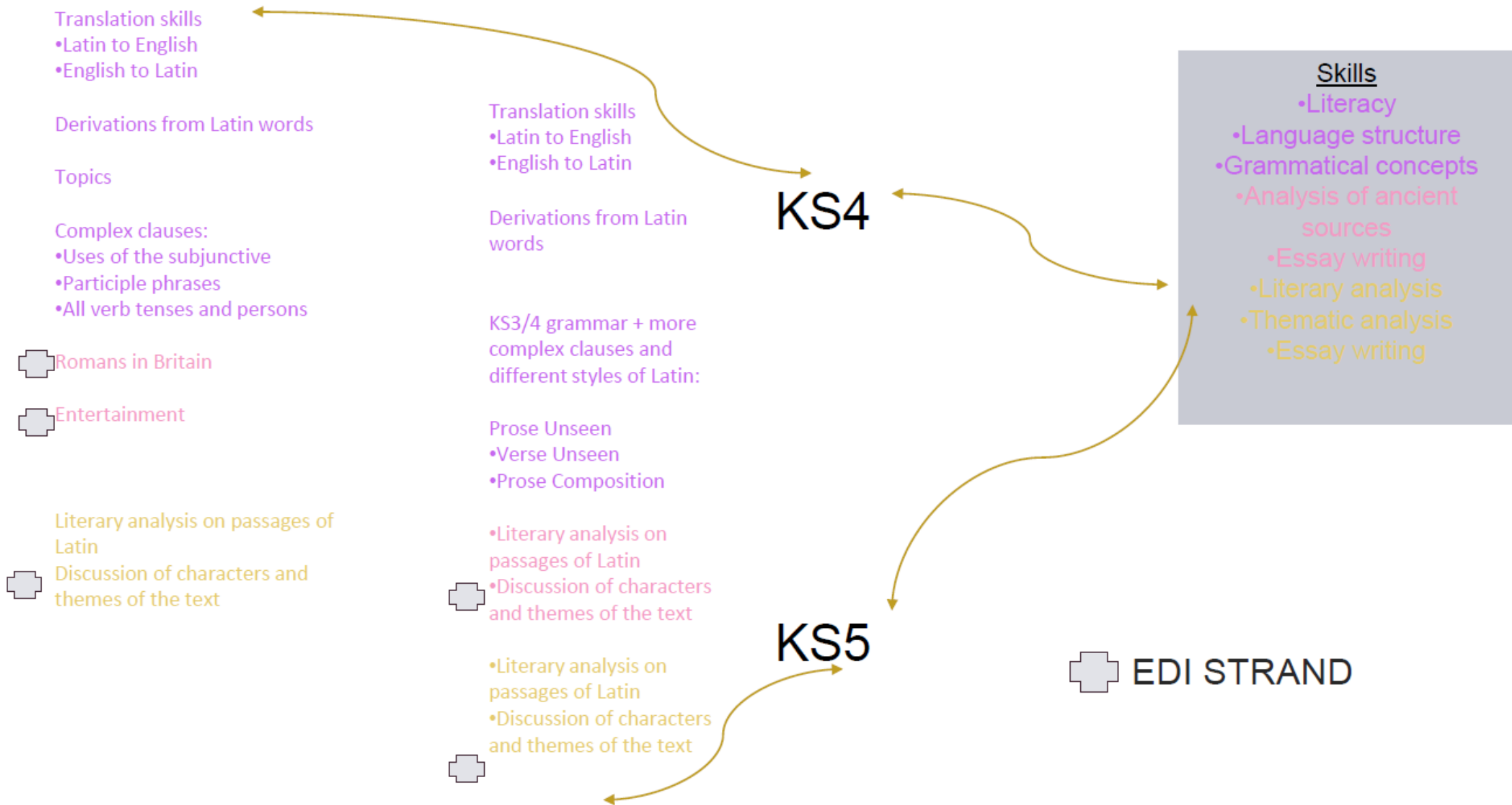
African-American Civil Rights 1865-1975

- Where were the biggest changes achieved across the period?
- Who was responsible for change?

CLASSICS – LITERATURE, LANGUAGE & CULTURE



CLASSICS – LITERATURE, LANGUAGE & CULTURE



MATHS KS3

YEAR 7

YEAR 8

YEAR 9

CORE SKILLS

Subject knowledge:

- Ability to recall key concepts and apply to increasingly complex problems

Mathematical reasoning:

- Use mathematical language to develop an argument or justification

Problem solving:

- Ability to break down a problem into smaller steps, identify and apply the area of maths required

Links to other subjects:

- Applications of maths within science, computing, geography

OTHER ACTIVITIES

- Famous mathematicians project
- Y7 maths club (run by Y12 associates)
- Inter-house competition
- Junior Maths Challenge and follow-on rounds
- UKMT Team Challenge (two Y8s and two Y9s)
- Coding project following trip to Bletchley Park
- Royal Institution masterclasses at Kingston University (four Y9s)

GEOMETRY & MEASURES

- Parallel lines & triangles (angles)
- Triangles & circles (perimeter & area)
- Cubes & cuboids (volume & surface area)
- Transformations, symmetry & congruence
- Polygons (angles)
- Parallelograms & trapezia (perimeter & area)
- Prisms & cylinders (volume & surface area)
- Bearings (angles)
- Pyramids & cones (volume & surface area)
- Congruency, similarity & enlargements
- Constructions, loci & scale drawings
- Pythagoras' theorem & trigonometry

ALGEBRA

- Expressions & formulae
- Linear equations in one variable
- Factorisation (single bracket)
- Linear Inequalities
- Coordinates, linear functions & graphs
- Sequences
- Algebraic proof
- Linear equations in two variables (simultaneous equations)
- Quadratic expressions (expanding & factorising)
- Non-linear graphs
- Changing the subject of a formula

NUMBER

- Place value & ordering
- Use of the four operations with integers, decimals, negative numbers & fractions
- BIDMAS
- Factors & multiples
- Indices: Integer powers & roots
- Percentages of
- Approximation & estimation
- HCF & LCM problems
- Percentage change & reverse percentages
- Indices: Laws of Indices
- Indices: Standard form

RATIO, PROPORTION & RATES OF CHANGE

- Ratio, rate & speed
- Direct & Inverse proportion

PROBABILITY & STATISTICS

- Collecting, organising & displaying data
- Frequency tables & bar charts
- Pie charts, line & scatter graphs
- Data analysis (mean, median, mode & range)
- Probability
- Sets & Venn diagrams

MATHS KS4 & KS5

GCSE

A LEVEL

A LEVEL ROUTE 2

CORE SKILLS

Subject knowledge:

- Ability to recall key concepts and apply to increasingly complex problems

Mathematical reasoning:

- Use mathematical language to develop an argument or justification

Problem solving:

- Ability to break down a problem into smaller steps, identify and apply the area of maths required

Links to other subjects:

- Applications of maths within science, computing, geography

Understanding concepts

- Applying the theory to a range of questions and increasingly more complex situations.

- Algebraic skills
- Problem solving
- Sketching graphs

MECHANICS

- Vectors
- Measurement
- Straight line graphs
- Acceleration
- Modelling
- Forces
- Motion
- Friction
- Kinematics
- Projectiles
- Moments
- Application of forces

ALGEBRA

- Equations
- Trigonometry
- Functions
- Differentiation
- Integration
- Binomial expansion
- Trigonometry
- Functions
- Differentiation
- Integration
- Binomial expansion

NUMBER

- Sequences
- Graph transformation
- Exponential functions
- Circle theorems
- Similarity and congruence
- Radians
- Series
- Calculus
- Parametrics
- Numerical methods

RATIO, PROPORTION & RATES OF CHANGE

- Probability
- Hypothesis testing

STATISTICS

- Fractions, ratio & percentages
- Interpreting and representing data
- The normal distribution
- Regression, Correlation
- Logarithms
- Statistical distribution

MUSIC

YEAR 7

YEAR 8

YEAR 9

YEAR 10 & 11

YEAR 12 & 13

CORE SKILLS

Composition:

- Notation
- Melody, harmony, texture, mood and atmosphere
- Music tech - GarageBand and Sibelius
- Pastiche

Performance:

- Singing and instrumental opportunities
- Improvisation
- Solo, pair and ensemble work/performance
- Formal and informal concerts and recitals

Music appreciation:

- New and familiar styles/genres
- Instruments and their possibilities
- 20th century song

Analysis:

- Set works and unfamiliar music
- Dictation
- Varied questioning styles

COMPOSITION

Introduction to notation

Melody writing and art music

Blues

GASB

Pop covers

Music tech

Film music

Rock

Writing a Musical

Free composition & arrangement

Composing to a brief

Free composition in different genres

Composing to a brief

PERFORMANCE

October concert

Singing, Improvisation and rhythm games

Informal concerts

Informal concerts

Informal concerts

Regular class concerts

Summer solrée

Regular class concerts

GCSE recordings

Regular class concerts

A level recitals

LISTENING & ANALYSIS

Elements of Music

Blues

GASB

Pop covers

Music tech

Film music

Rock

Writing a Musical

AoS 1/2

AoS 3/4

Development of the Symphony

Into the 20th Century/Jazz

PASTORAL

KS3: YEARS 7, 8 & 9

KS4: YEARS 10 & 11

BOTH KS3 & KS4

CORE SKILLS

Community & Character:

- Teamwork
- Enterprise
- Communication
- Leadership

Agency & Advocacy:

- Identifying and managing risk
- Managing influence and support seeking

Self-awareness & Self-regulation:

- Organisation and aspiration
- Resilience, empathy and compassion

RELATIONSHIPS & CONSENT

- Friendships & peer influence
- Relationship boundaries
- Families
- Healthy & unhealthy relationships
- Managing influence
- Sex & relationships

HEALTH & WELLBEING

- Personal safety
- Body satisfaction & self-worth
- Resilience- ready, steady, go
- Physical wellbeing
- Money choices & the economy
- Managing self
- Mental health & wellbeing
- First aid
- Drugs & alcohol
- Emotional wellbeing

COMMUNITY & ENVIRONMENT

- Craft fair
- Active citizenship
- Mini-epq
- Mini- enterprise
- Primary school outreach
- Social action campaigns

DIGITAL LITERACY

- Online safety
- Influence & social media
- Financial security and fraud
- Media reliability & fake news
- Managing online reputation

IDENTITY & BELONGING

- Personal Identity & values
- Rights & responsibilities
- Parliament, laws & the Justice system
- Systems of government & Ideology
- Equality, diversity & respect
- Gangs, extremism & discrimination
- Careers

PASTORAL

YEAR 12

YEAR 13

BOTH

CORE SKILLS

Community & Character:

- Teamwork
- Enterprise
- Communication
- Leadership

Agency & Advocacy:

- Identifying and managing risk
- Managing influence and support seeking

Self-awareness & Self-regulation:

- Organisation and aspiration
- Resilience, empathy and compassion

MINT

Maturity
Independence
Nurturing
Talent

RELATIONSHIPS & CONSENT

- Sexuality & Gender
- Relationship boundaries
- Families
- Healthy & unhealthy relationships
- Managing influence
- Loss and bereavement

HEALTH & WELLBEING

- Personal safety
- Sexual Health
- Menopause
- Mental health top tips
- Wellbeing
- Yoga
- Creativity
- Reading for pleasure
- Body image
- Misogyny and language

COMMUNITY & ENVIRONMENT

- Volunteering
- Vespa mindset
- History of Prejudice
- Altruism
- Cooking
- Study plans

DIGITAL LITERACY

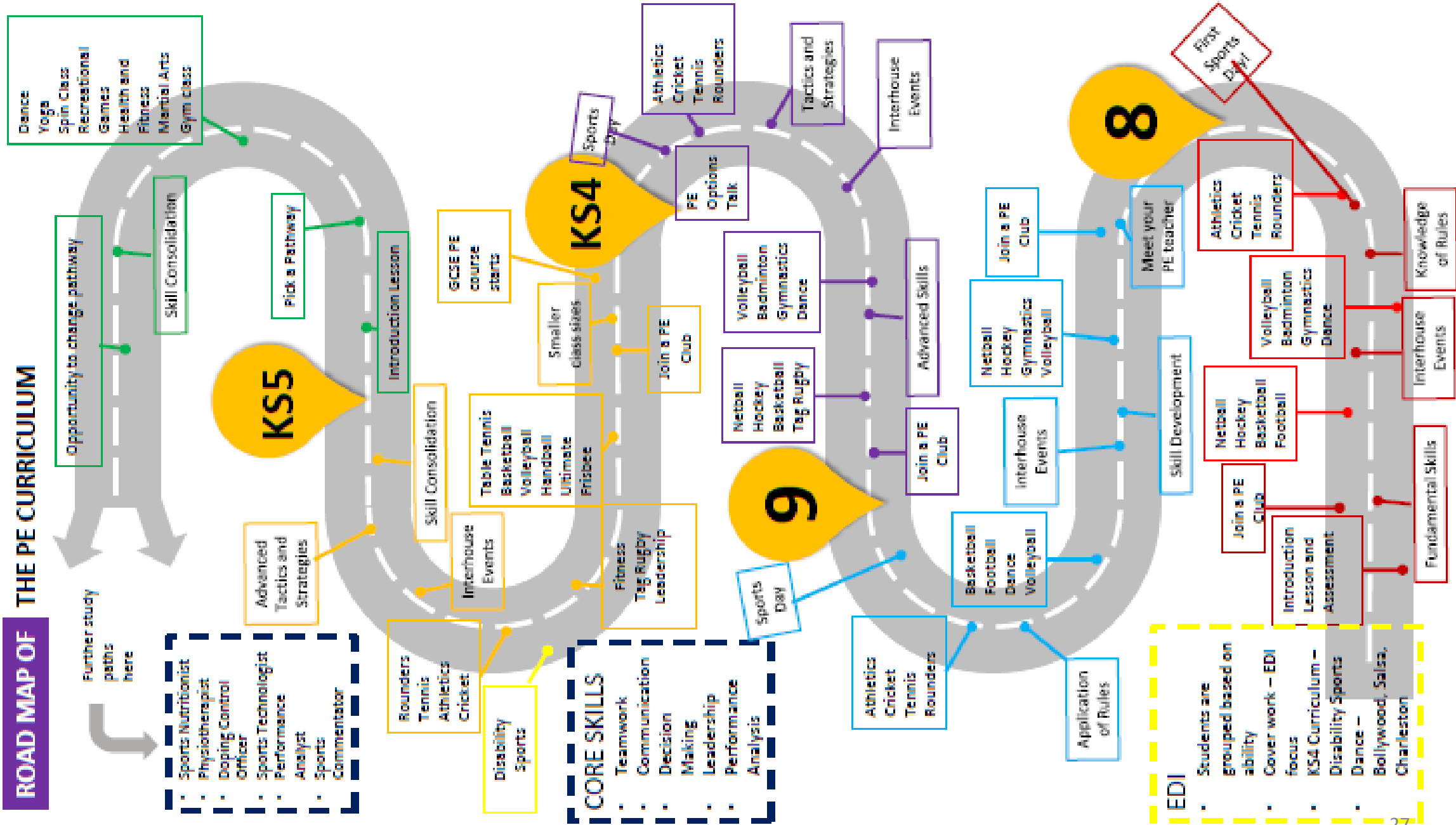
- Online safety
- Influence & social media
- Financial security and fraud
- Pornography
- Managing online reputation

IDENTITY & BELONGING

- Identity
- Social ideals
- Equality, diversity & respect
- Self defence
- Study plans
- Financial education
- Careers paths

ROAD MAP OF

THE PE CURRICULUM



YEAR 7

YEAR 8

YEAR 9

YEAR 10 & 11

YEAR 12 & 13

CORE SKILLS

Scientific attitude:

- Accuracy, precision, repeatability & reproducibility
- How models can change due to new evidence

Experiments & investigation:

- Ask questions and make predictions
- Identify independent, dependent and control variables, then plan and carry out experiments to test predictions

Analyse & evaluate:

- Apply mathematical concepts to calculate results
- Present observations and interpret data to draw and explain conclusions
- Evaluate data, considering sources of errors

Measurement:

- Use SI units and formulae
- Analyse using statistics

Maths & data:

- Arithmetic and numerical computation
- Algebra (inc. log scales), graphs (inc. log plots), geometry and trigonometry

PARTICLE THEORY

- **Static electricity**
- **Protons, Electrons & Charge** (attraction & repulsion)
- **Domain theory of magnetism**
- **Kinetic theory** (solids, liquids & gases)
- **Particle behaviour & arrangement**
- **The nucleus, and electron energy** (Bohr model)
- **Radioactivity** (Alpha/α, Beta/β & Gamma/γ - dangers and uses)
- **Fundamental & subatomic particles** (Quarks & Leptons)
- **Wave-particle duality**
- **Material structure & behaviour** (stress & fracture properties)
- **Radioactive decay, half-life & activity** (models & calculation)
- **Properties of the nucleus** (size, density & binding energy)
- **Fission & fusion** (energy production)

ENERGY

- **Temperature & heat transfer** (conduction, convection & radiation)
- **Stores & transfer** (pathways & mechanisms)
- **More on stores & transfer** (workload, power & efficiency)
- **Heat transfer** (specific capacity & latent heat)
- **Work-energy theorem**
- **Kinetic & gravitational potential energy**
- **Thermodynamics** (first law, thermometric properties, equilibrium)
- **Kinetic theory of gases** (Newton, Boyle, Charles, ideal gas equation)

FORCES

- **Friction, speed & distance** (calculations, graphs & modelling)
- **Newton's laws of motion**
- **Pressure, moments, levers, floating**
- **Pressure in gases & Boyles law** (effects of temperature)
- **Particle behaviour & arrangement**
- **Describing motion** (speed, velocity, distance & time)
- **Vectors & scalars** (resultants & resolving)
- **Applied forces** (slopes, moments, levers & gears, pressure, gravity)
- **Mechanics & kinematics** (linear motion, equations, Newton, static & equilibrium, moments & couples)
- **Harmonic motion, resonance & damping**
- **Circular motion** (radians, angular velocity, acceleration & centripetal force)
- **Gravitational fields** (strength potential, Newton, orbital motion)

THE EARTH IN SPACE

- **How the Earth works** (seasons, the moon & lunar phases)
- **The solar system** (the sun, major and minor planets, eclipses)
- **Our place in the Universe** (stars & formation, black holes, exploration)
- **Planetary formation** (gravity & orbits)
- **Star formation** (red shift, the big bang theory)
- **Telescopes & space observation** (refracting & reflecting types, radio & other types, measuring distance, stellar classification & spectral classes, black-body radiation)
- **The observable Universe** (Hertzsprung–Russell diagram, lifecycle of stars, neutron stars & black holes, doppler effect and Hubble's law, big-bang evidence - CMBR, dark energy, binary stars, exoplanets)

ELECTRICITY & MAGNETISM

- **Circuits: Concepts & construction** (current & voltage, resistance & energy transfer, series versus parallel design)
- **Magnets: Fields & poles** (attraction & repulsion)
- **Circuits: Theory** (current, resistance, Ohm's law & rules for I, V & R)
- **Static & electrostatic energy** (charge rules)
- **Electrical potential, current & charge**
- **Circuits: Further theory** (Kirchhoff's law)
- **Circuits: Components** (resistors, diodes, bulbs, thermistors & LDRs)
- **Electric fields** (around charged objects, strength & Coulomb's law)
- **Magnetic fields** (flux density, particle velocity & charge)
- **Electromagnetic induction**

PSYCHOLOGY A LEVEL LEARNING JOURNEY (KS5)

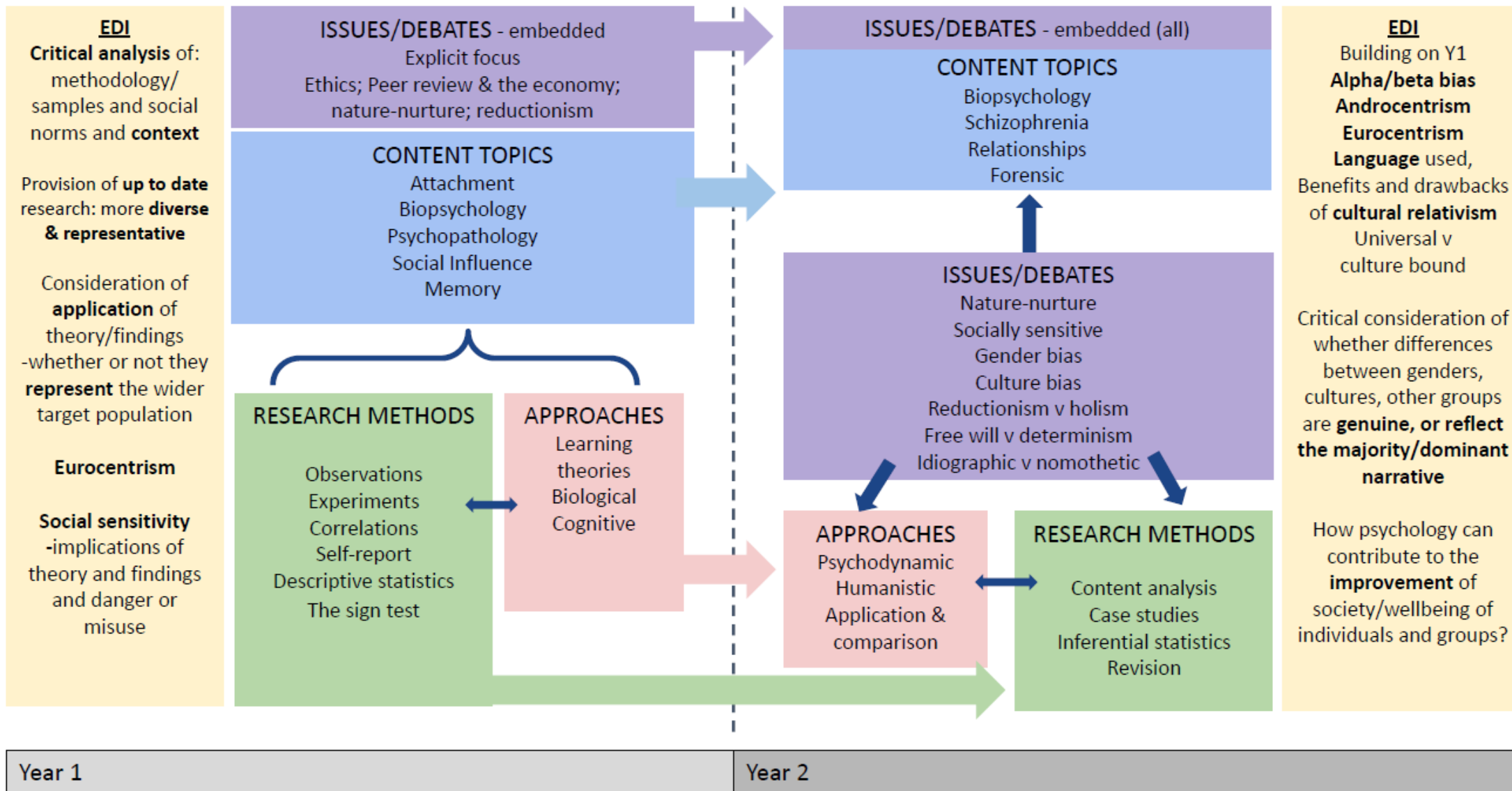
CORE SKILLS

Knowledge and understanding (what is the information and what does it mean?)

Application (how can your knowledge and understanding be applied to scenarios and novel situations?)

Evaluation and discussion (what are the strengths, limitations and implications of theory and research? What issues or debates are relevant?)

Equality, Diversity & Inclusion
 Reflexivity - student voice > methods of teaching/feedback on EDI within the curriculum
 Curriculum - see diagram
 Skills - critical thinking in relation to EDI and how knowledge is used

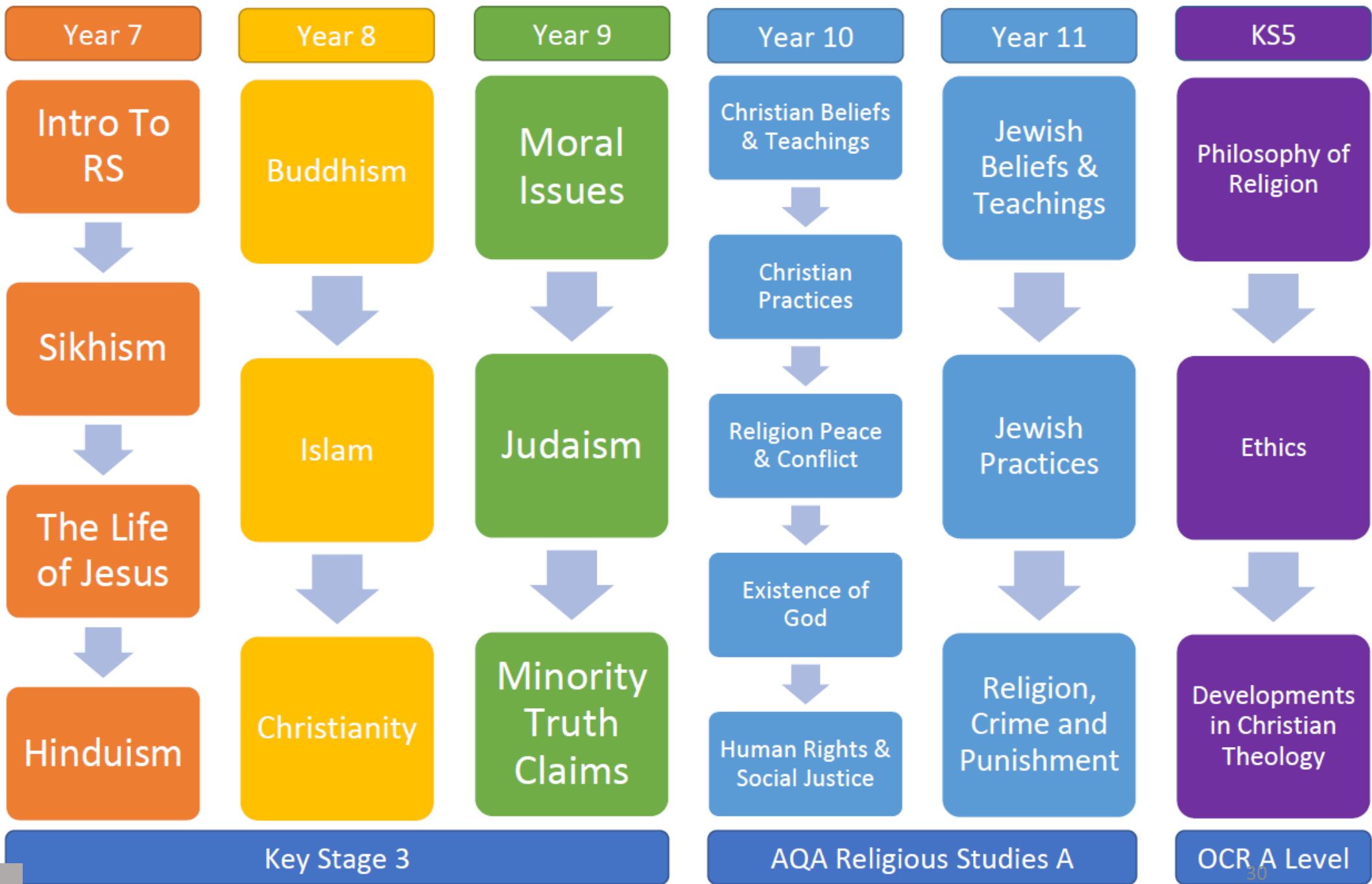


Key Skills

- ✓ Analysis of sources
- ✓ Critical thinking
- ✓ Knowing *where* to find information
- ✓ Explaining complicated ideas
- ✓ Developing balanced arguments

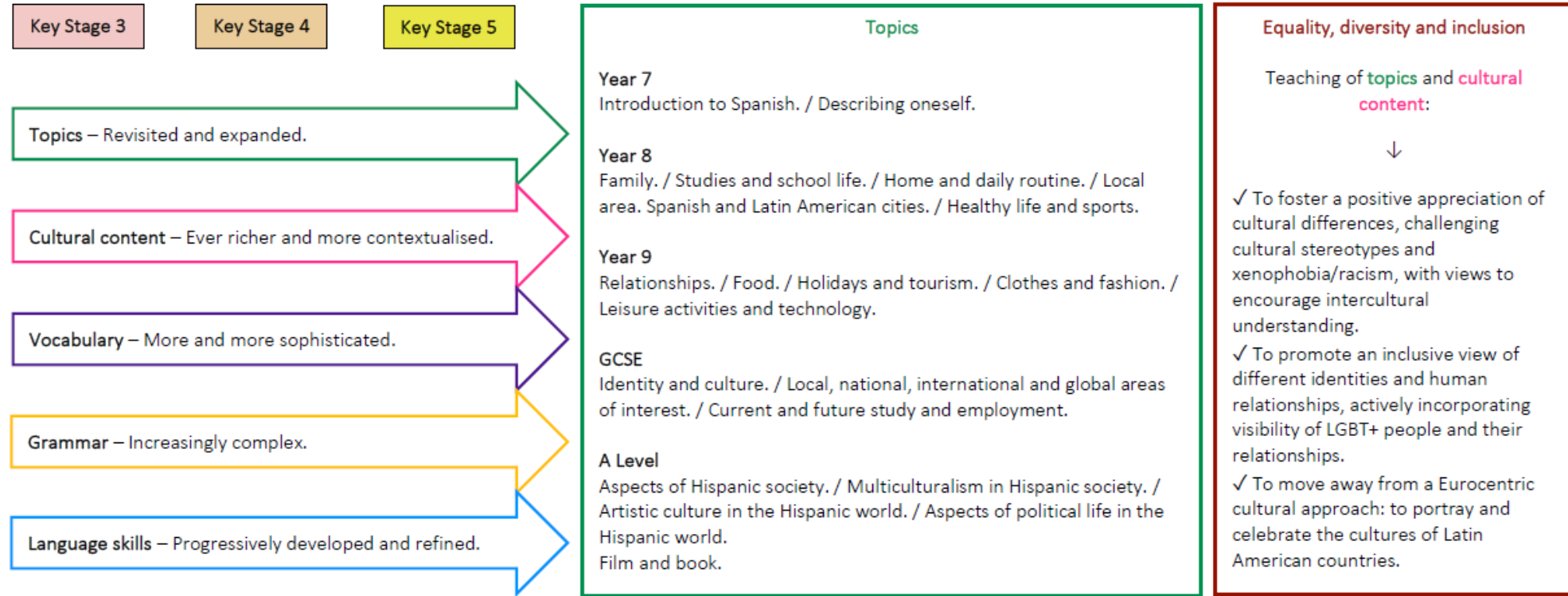
Equality, Diversity and Inclusion

- ❖ Learning about the 6 major religions and minorities
- ❖ Focus on tolerance in lessons
- ❖ Exploring the role of women; attitudes to relationships and sexuality; attitudes to the elderly; attitudes to disability



The Spanish Learning Journey

The Spanish curriculum at The Tiffin Girls' School aims to enable our students, through a language learning journey of ever-increasing complexity, to become culturally aware, highly competent users of the language who can interact confidently in speech and writing with other Spanish-speakers, as well as understand and respond effectively to authentic textual and spoken sources, in a manner that equips them to use these skills to succeed academically and in future study and work.



Language skills

Ability to...

- communicate effectively in writing in a creative and ever more sophisticated manner for a variety of purposes, using appropriate style and register.
- articulate and develop ideas and points of view spontaneously in spoken interaction using correct pronunciation and intonation, and an ever-widening range of grammatical structures and idiomatic language.
- use the required grammatical and lexical knowledge to translate texts to and from Spanish with accuracy.
- understand and respond to texts and spoken passages from a range of different contexts and sources, including literary ones.
- develop and demonstrate accurate and detailed knowledge of a film/book, as well as evaluating its issues, themes and the cultural and social contexts.
- research topics in depth and be able to present findings in a logical and developed manner, and to discuss them analytically and critically.