



Curriculum Maps

2025-26



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

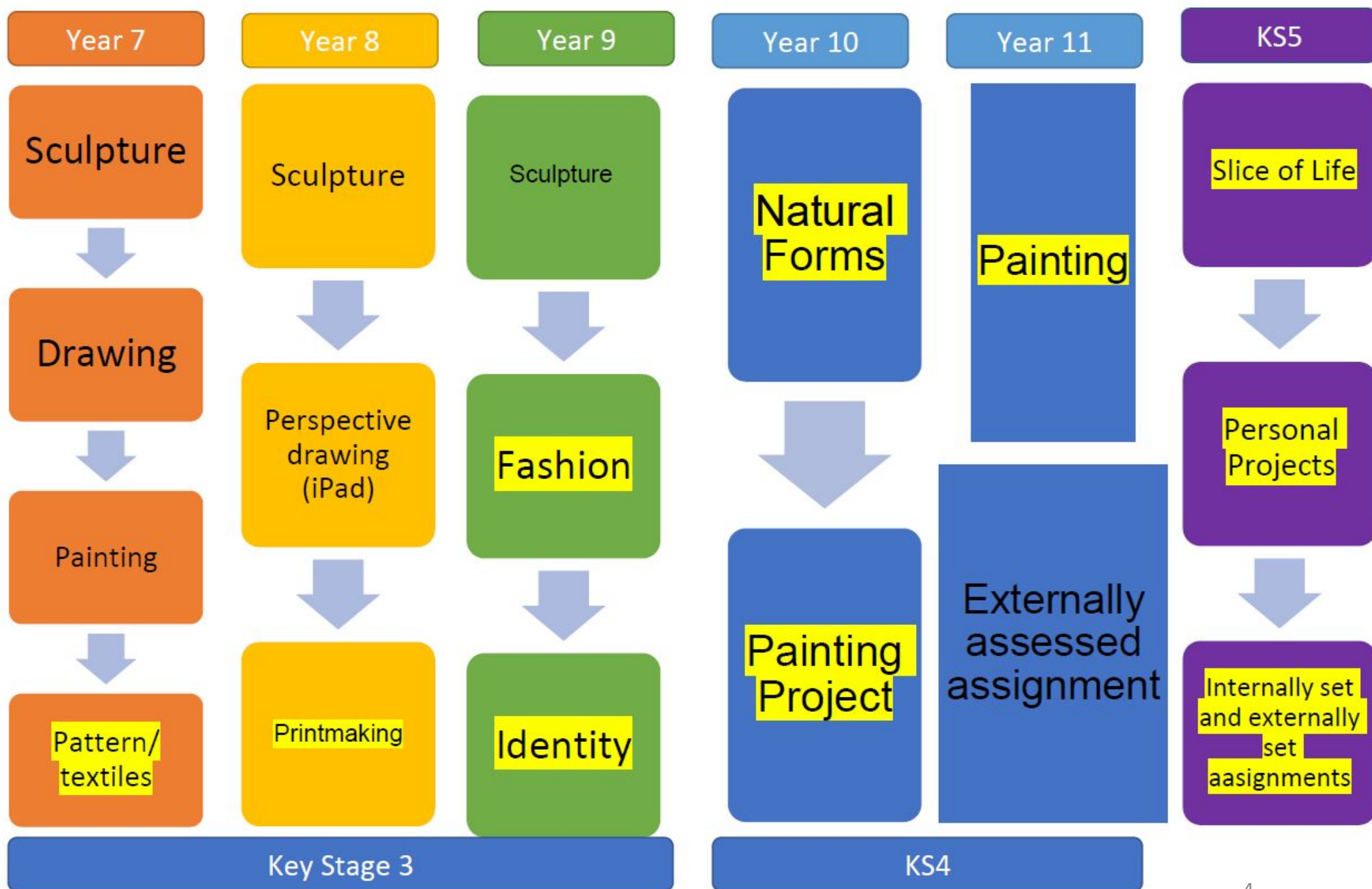
Assessment

Objective 4 : Final piece

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



EDI STRAND

Curriculum skills

Core skills
<u>Scientific attitude</u> Accuracy, precision, repeatability and reproducibility <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. <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 <u>Measurement</u> Use SI units and formulae to take accurate measurements <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

Equality, Diversity & Inclusion

EDI
Understand the contributions of peoples around the world to the development of scientific understanding and scientific enquiry Understanding the effect of the application of scientific theories on peoples around the world 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 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 To develop critical analysis skills 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 To be given the support your need as an individual to thrive in your Biology education Expect to be reflective, not only about your own practice but that of your peers and the material we are learning.

The Tiffin Girls' School Careers Programme Overview



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

Contact: Karin Austin
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Telephone 0208 5460773

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

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.**

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

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
Robotics
IRIS
Cyber EPQ

Apps for Life

Modelling 3 - vlookup

Databases 2 - SQL

Modelling 2 - IF

Databases 1 - 999

Modelling 1 - Basics

Object-based Programming

OOP Programming in VS

C# coding in VS

App Project - Free choice

Apps 4 - jQuery

Apps 3 - CSS & Javascript

Apps 2 - Javascript Intro

Apps 1 - Basic Appshed

Photography and Photo Editing

3D Animation

Presentations 2

DTP - Travel Advert

Video Editing

DTP Intro - Tiffin times

Presentations 1

Image Manipulation

Digital Literacy

Computing Knowledge

A Level Theory Topics

GCSE Programming Theory (Paper 2)

GCSE General CS Theory (Paper 1)

Introduction to AI

Introduction to Cybersecurity

Prompt Management

OOP C# coding in VS

C# Coding in VS

Further Python

BEBRAS

Python Intro

SSI - Sequence, Selection, Iteration

Microbits 1

Coding

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

Computing @TGS

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.



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.

Production elements and values

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



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



Current Affairs

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

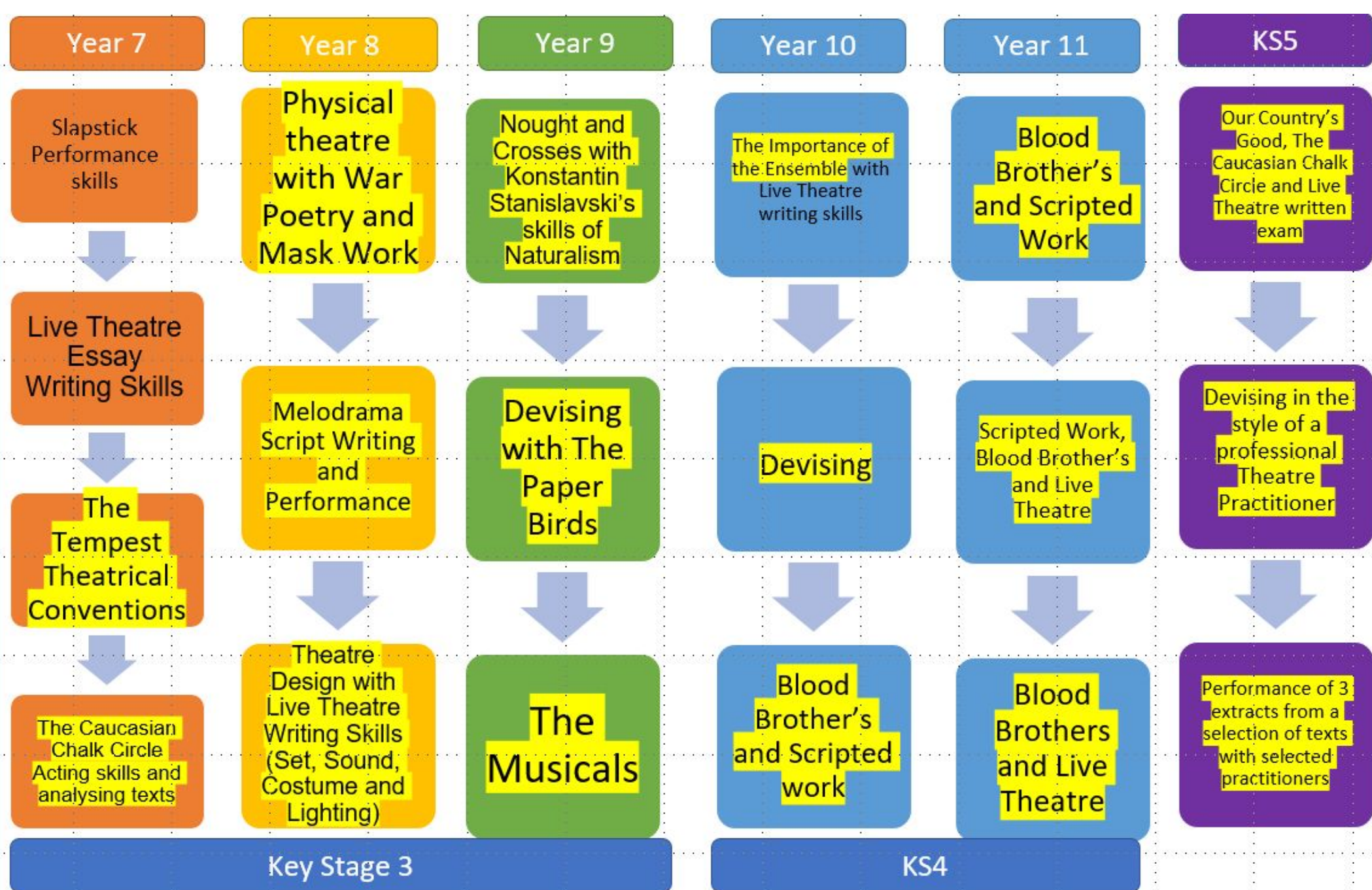
Stamina

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 2024-25



Year 7 1 lesson a week	Custom Cover based on the work of a designer (hand drawn) Design and make a pop up book	Custom Cover - Fabric Variety of Recipes Pop up book - paper and board	Picking most successful designs Practical outcomes of food	Textiles - Machines and hand sewing, applique, heat press, construction dolls and fabric theory Food - Basic cooking dolls such as belling, chopping and baking, nutrition Pop up book - Mechanisms	Custom Cover Designware as inspiration from a range of background Choice of recipes in final book	Equality, diversity, inclusion
Year 8 1 lesson a week	Design a Memphis style egg cup using sketches (CAD) Modelling Egg cup with card Design a metal packet on print designer (CAD) Designing lid for box (isometric drawing)	Wooden Box - Plywood Egg Cup - Acrylic Seed packet	Practical outcome of Memphis Evaluation questions in Theory	Wood - sawing, finger joints and theory Acrylic - Line bending, laser cutting Computer Aided design (CAD) Product analysis	Decorative of box based on culture of own choice	
Year 9 1 lesson a week	Jewellery - Thumbtack sketches, modelling and CAD mold designs Clock - thumbtack, initial design, Modelling and final isometric drawing Recipe cards	Jewellery - Feather Clock - Resistant materials of Students own choice Variety of Recipes	Jewellery - working with a client as inspiration for design work Clock - Evaluation of final made	Feather cutting and finishing Metals (Theory) Wood - drill and helix joints Acrylic - Thermoframing Client Profile Food - Basic cooking dolls such as belling, chopping and baking, nutrition	Working with a client in this jewellery project Students own choice of Architect as inspiration for clocks Students experiment with a range of different cuisines	
Year 10 (GCSE) 1 theory and 1 Practical a week	Design and Make a lamp in the style of BCSF designers Design and make a scanner from an exhibition	Resistant Materials - Lamp Graphical - a scanner from an exhibition	Evaluation through out NFA to assess this success Evaluative questions in theory	Theory - Industry, Energy, Environment and Materials Practical - Continuing to build upon workshop skills EM - Turning, More complex joints, vacuum forming Graphical - Laser cutting, Printing, Vinyl cutter	Inclusive Design (Theory)	
Year 11 (BSCF) 1 theory and 2 Practical a week	Designing a successful product that fits the given context. Can be done using a variety of techniques including hand drawn, CAD and isometric	Independent project set by Exam board	Evaluation through out NFA to assess this success Evaluative questions in Theory	Theory - Systems, Mechanisms, Smart and modern materials, Designing principles, designware and their work Students apply all previous practical skills in own independent project	Students select any context provided to make a project to suit their needs	
Year 12 (A level) 2 theory and 2 practical a week	Designing a successful product that fits the given context. Can be done using a variety of techniques including hand drawn, CAD and isometric	Independent project based on 3 contexts set by school	Evaluation through out NFA to assess this success Evaluative questions in Theory	Theory - Material areas including Papers, Fibres, Polymers and Metals Extrusion into design theory including movements and designware and Sustainable design Practical - Developing workshop skills in a range of material areas including introduction to broaching, lathes and routing. Through practice NFA	Students select any context provided to make a project to suit their needs	
Year 13 (A level) 2 theory Textiles Graphical Resistant materials Product Design - mixtures of above materials	Designing a successful product that fits the given context. Can be done using a variety of techniques including hand drawn, CAD and isometric Resistant materials a woods, metals, plastics Product Design - mixtures of above materials	Independent project	Evaluation through out NFA to assess this success Evaluative questions in Theory	Theory - Industrial practices, Health and Safety, CAD and CAM, developments in Technology Practical - Apply practical workshop to independent project	Students investigate a context of their own choosing	

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 literary criticism

Communication:

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



EDI STRAND

NOVELS

The Island at the End of Everything *

The Kingdom over the Sea

Gothic Literature

Bildungsroman Novel *

Dystopian Literature *

Lord of the Flies

19th Century Novel

The Great Gatsby

The Grapes of Wrath

CREATIVE WRITING

Detective Fiction

How to be a restaurant critic

Stories Around The World *

Gothic Writing

How to be an orator

World War 1 Poetry

How to be a Journalist

LP1 Section B

LP2 Section B

DRAMA

A Midsummer Night's Dream

Romeo & Juliet

Othello *

Pygmalion *

Macbeth

A Doll's House

The Crucible *

Hamlet

POETRY

Romantic Poetry

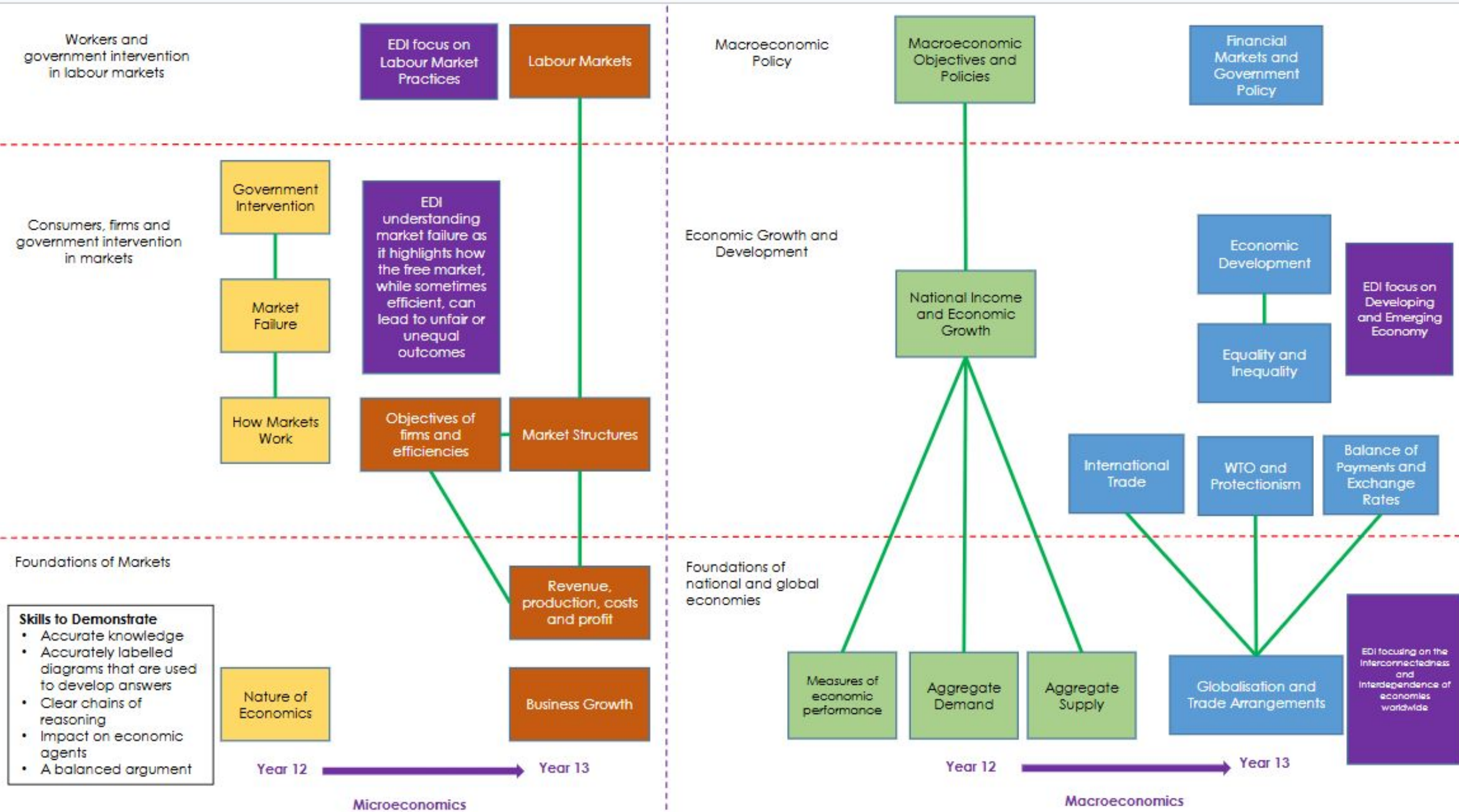
Paradise Lost *

World War 1 Poetry Anthology *

Power and Conflict Anthology *

Comparative Coursework *

Rossetti's 'Selected Poems'



FRENCH

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

CORE SKILLS

A01: LISTENING
Understand and respond to
different types of spoken
language

A02: SPEAKING
Communicate and interact
effectively in speech

A03: READING
Understand and respond to
different types of written
language

A04: WRITING
Communicate in writing

Culture

Free time activities *

French film

Family and friends *

French culture *

Global issues

Travel and tourism

Study of a film

Study of a text

Education & careers

School

Technology

Free time activities *

School

The perfect tense

School

Future plans

Life at school and college

Jobs & career choices

Where I live

Where I live

Countries

Transport

Hobbies

Town, neighbourhood, region

Social issues

Weather and seasons

Holidays

Customs and festivals *

Social issues

Aspects of French-speaking society

Current trends *

Political life

All about me

Me, family, pets

Shopping

Family and friends *

Hobbies and interests *

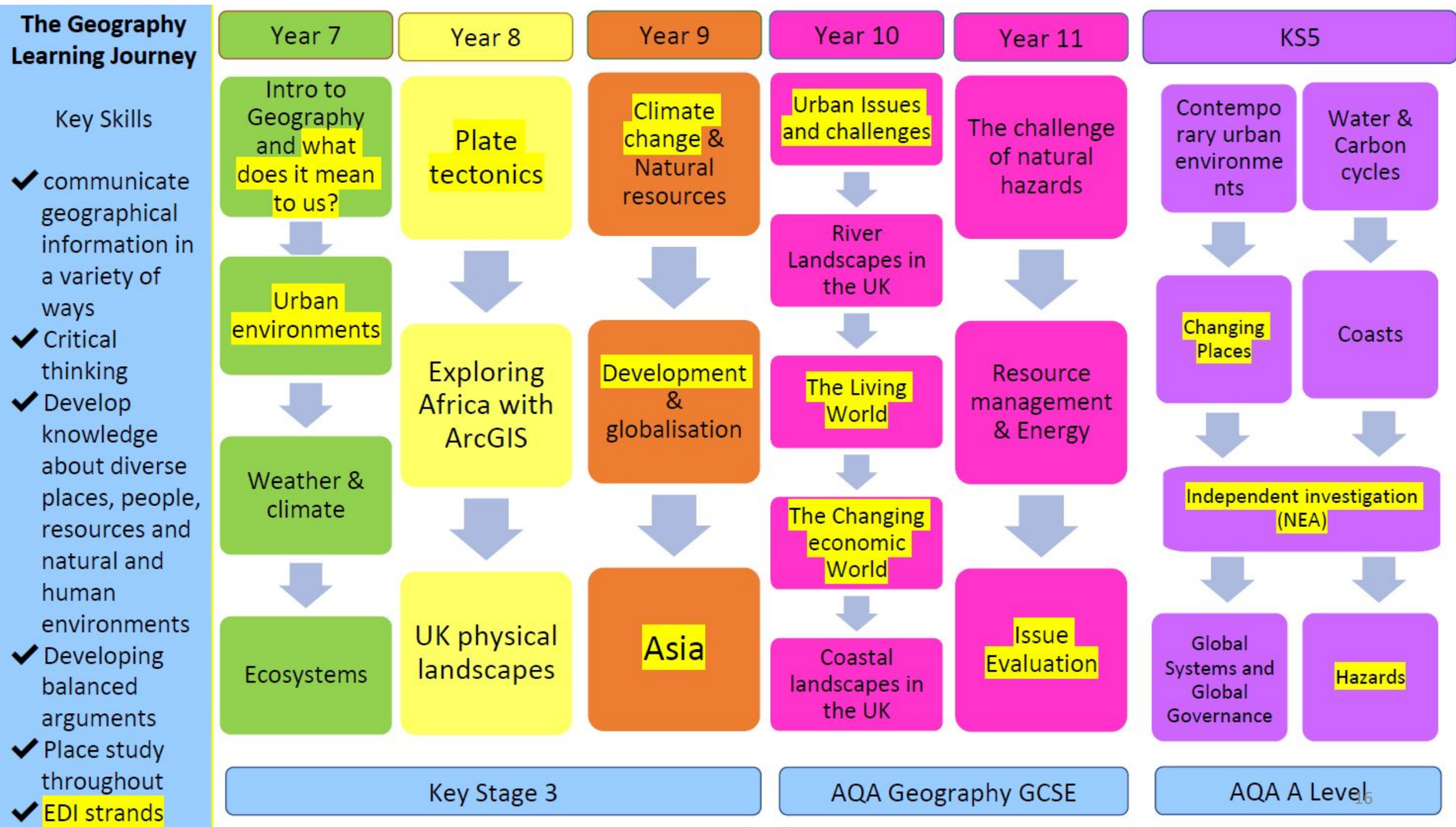
Me, my family and friends *

Aspects of French-speaking society *

Political life



EDI STRAND



The Key Stage 3 History Learning Journey

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

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

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?

World War II

The Cold War World

Twentieth Century Britain

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?

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?

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

World War I

The British Empire

Transatlantic Slavery

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?

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?

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?

The Mughal Empire

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?

African Kingdoms

Y8 Early Modern Europe and Tudor England

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?

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; Significance; Causation; Change and Continuity; Chronology

Year 10

AO1: Knowledge and understanding

AO2: Explanation and analysis

AO3: Contemporary sources

AO4: Interpretations

Period study: Tsardom and Communism 1894-1945

- The end of Tsardom
- Lenin's new society
- Stalin's USSR.

Wider-world depth study: Conflict and tension between East and West, 1945-1972

- The origins of the Cold War
- The development of the Cold War
- The transformation of the Cold War.

Year 11

EDI:

British depth study and British thematic study formed in conjunction with

B.A.S.A

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

History Curriculum Map KS4

History Curriculum Map KS5

Year 13

Year 12

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.

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 2O: 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

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 2O: 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

YEAR 7

YEAR 8

YEAR 9

GCSE

A LEVEL

CORE SKILLS

- Literacy
- Language structure
- Grammatical concepts
- Analysis of ancient sources
- Essay writing
- Literary analysis
- Thematic analysis
- Essay writing

LITERATURE

Literary analysis on passages on Latin

Discussions of characters and themes of the text

Literary analysis on passages of Latin

Discussions of characters and themes of the text

LANGUAGE

Translation Latin to English/English to Latin

Derivations from Latin words

Noun cases subjects and objects

Verb tenses present, imperfect & perfect

Translation Latin to English/English to Latin

Derivations from Latin words

Noun cases dative

Verb tenses present, imperfect & perfect all moods

Adjectives

Comparatives & Superlatives

Relative clauses

Derivations from Latin words

Noun cases genitive & ablative

Verb tenses pluperfect & imperative

Conjugations, Pronouns, Participles

All verb tenses and persons

Complex clauses: use of the subjunctive, Participle phrases

K21111 grammar - more complex clauses & different styles of Latin

Prose unseen Verse unseen, Prose Composition

CULTURE

The Town of Pompeii

Roman families

Roman food and dining

Roman theatre

Life after death

Gladiators

Slavery

The Town of Pompeii Year 1

Roman Baths

Roman Elections

Roman Education

The eruption of Mount Vesuvius

Pompeii Project

Romans in Britain

Entertainment

CLASSICAL LITERATURE COURSE

Witches Year 1

The Iliad and the Trojan War Year 1

Circe - Homer

The Witches of Thessaly - Apuleius



EDI STRAND

IN YEAR 9 STUDENTS
HAVE A CHOICE TO
STUDY LATIN OR
CLASSICAL 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
- Mintl-epq
- Mintl- 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

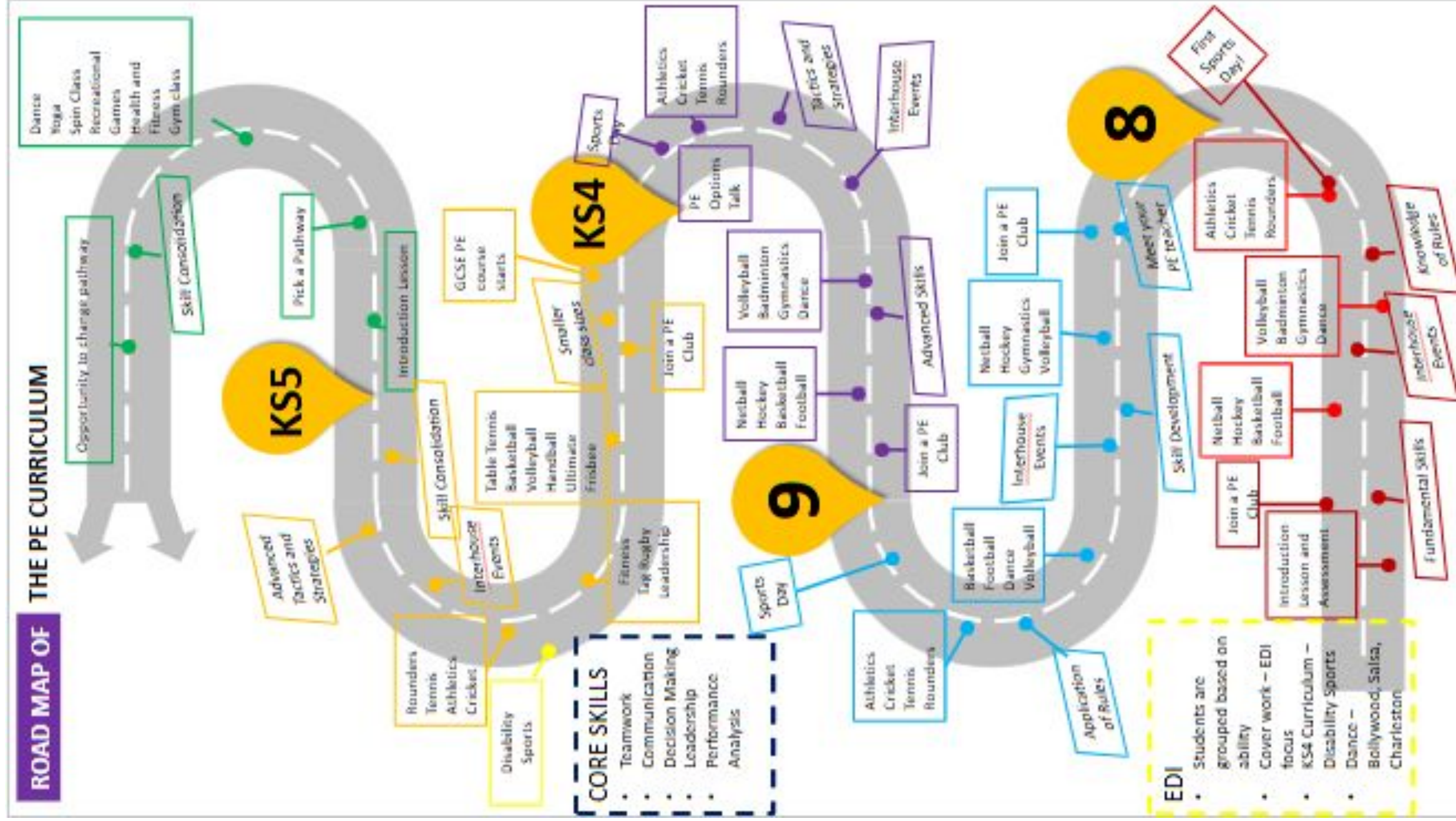
DIGITAL LITERACY

- 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



PHYSICS

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
- Domain theory of magnetism
- Kinetic theory (solids, liquids & gases)
- The nucleus, and electron energy (Bohr model)
- Fundamental particles & the standard model
- Wave-particle duality
- Atomic energy levels
- Behaviour of materials
- Kinetic Theory of gases & the gas laws
- Nuclear Physics and Radioactivity

FORCES

- What forces are there and what can they do?
- Newton's Laws of Motion and Applying Forces
- Pressure in gases (Boyle's Law)
- Motion (speed, velocity & acceleration)
- Vectors & scalars (resultants & resolving)
- Applied forces (slopes, moments, levers & gears, pressure, gravity)
- Mechanics & kinematics (linear motion, equations, Newton, static & equilibrium, moments & couples)
- Periodic motion
- Circular motion (radians, angular velocity, acceleration & centripetal force)
- Gravitational fields (strength potential, Newton, orbital motion)

ELECTRICITY & MAGNETISM

- What is linking voltage to energy?
- Building simple circuits
- Voltage & current in Parallel & Series Circuits
- Magnets and magnetism
- Circuit theory & practice (Current, voltage, resistance & Ohm's law)
- Electromagnetism (Motor effect, Electromagnetic induction applications)
- 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 and its uses

ENERGY

- Heat transfer methods
- Energy Stores and Transfers
- Further applications of Energy Stores & Transfers
- Work-Energy Theorem
- Work-Energy Theorem
- Kinetic, gravitational potential & elastic potential
- Thermal Physics, specific heat capacity & latent heat

THE EARTH IN SPACE

- The Earth and the solar system
- The Universe (Sizes and distances, Stars)
- The formation of the solar system
- The life cycle of a star
- The Big Bang Theory
- Astrophysics: Methods of observing objects in space
- Stars and Cosmology

WAVES

- General properties and sound
- Light and the eye
- Fundamental properties of waves
- Mechanical & Electromagnetic waves
- Mechanical waves
- Superposition and interference
- Electromagnetic waves and their properties
- Interference and diffraction

AUDE

CORE SKILLS

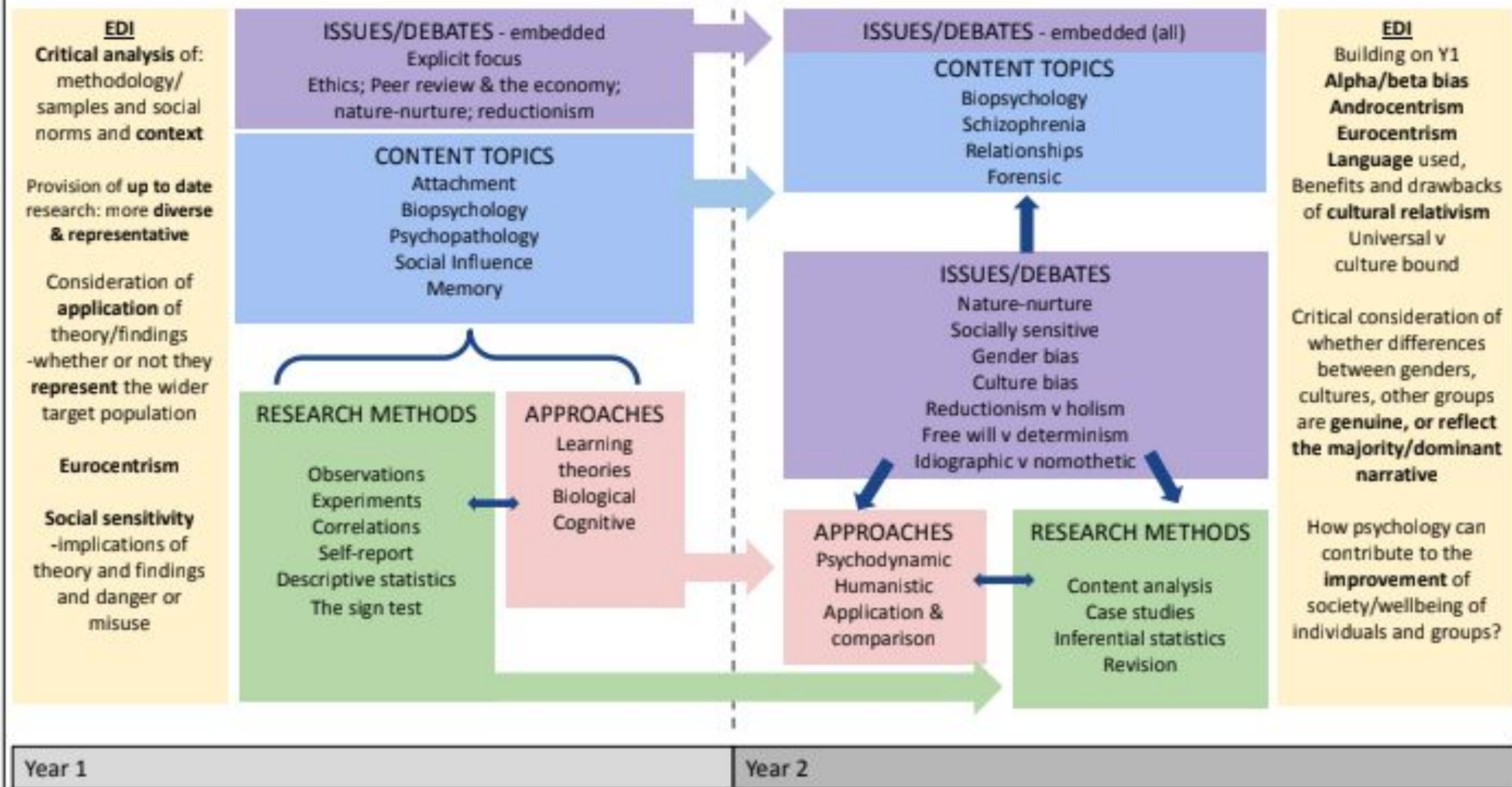
Knowledge and understanding (what is the information and what does it mean?)

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

PSYCHOLOGY A LEVEL LEARNING JOURNEY (KS5)



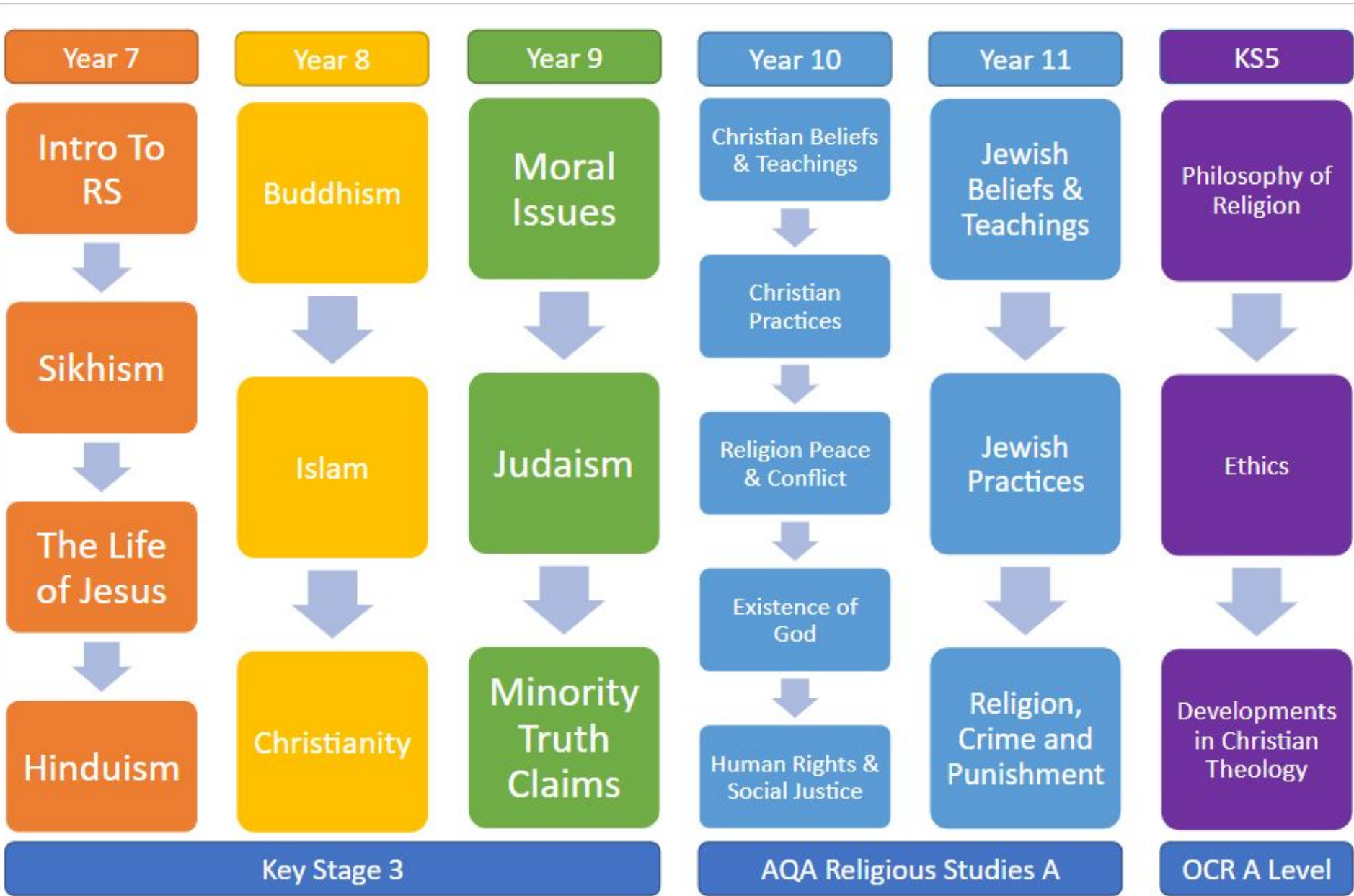
Relevant prior learning: KS3 AND 4 ENGLISH, MATHS, SCIENCE, RELIGIOUS STUDIES

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.

