

Curriculum Information for Families



Key Stage 4

Ansford Academy

Dear Parents and Carers

The aim of this booklet is to provide you with an outline of the curriculum your child will be studying in Years 10 and 11. Subjects have been divided into each half term so it is clear which areas of the curriculum are being studied throughout the year. It will allow you to help your child to plan their studies and revision. Copies of this booklet will also be available on the school website. We have also made suggestions of activities or outings that could be done as a family, which would also complement the curriculum. Please do not hesitate to contact me should you have any questions about the school's curriculum as a whole, and individual members of staff through the email contacts in the booklet if your queries are subject specific.



Yours faithfully

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Art and Design - Art

	Term	Content	Assessment
Year 10	Autumn 1	<p>Introduction to Coursework Project 1</p> <p>During this project students will develop skills in mark making and observational drawing exploring a range of techniques in pencil, pen, graphite, oil pastel and mixed media. A focus will be on creating depth by applying a range of tone, creating texture with mark making techniques and refining the accuracy of shape, scale and proportions. Students will complete artist research on a range of artists, creating A3 artist research presentations including titles, information about them, analysis of their work and their own piece of work developed in their style.</p> <p>Students will develop their sketchbook work to show a range of research and artist study pages within this theme.</p>	Mark making, drawing and Artist Presentation linking to assessment objectives 2 & 3
	Autumn 2	<p>Coursework Project 1</p> <p>Students will start to develop skills in printmaking working with mono , lino, silkscreen and collagraph techniques and methods continuing to build on mark making skills as well as the development of work produced in term 1.</p> <p>Sketchbook work will be ongoing and should include artist studies and drawing/painting techniques.</p>	Printed outcomes linking to assessment 3
	Spring 1	<p>Coursework Project 1</p> <p>Students will continue to develop skills in printmaking and begin to use a range of other mediums such as textiles, mixed media, 3D and digital techniques in order to continue building up a creative, refined and diverse portfolio.</p> <p>Sketchbook work will be ongoing and should include artist studies and drawing/painting techniques.</p>	Experimentation and development linking to assessment objective 2
	Spring 2	<p>Completion of Coursework Project 1</p> <p>During this half term students will be completing a final outcome for their project by producing a final outcome should demonstrate composition skills as well as reflecting their knowledge of artists' work, collage and painting. Alongside this their sketchbook work will be refined by improving and completing artwork and annotations.</p>	Artist research Observation drawing Initial ideas linking to assessment objective 1, 2 and 3.
	Summer 1	<p>Introduction to Coursework Project 2</p> <p>Students begin this new project by completing initial research in their sketchbooks. They will collect images of interesting imagery and create a mood board collage as well as adding detailed observational drawings. Students will create an A3 artist research sheet that should include a title, information about the artist, their analysis of his work and a detailed drawing study.</p> <p>During this project students will continue to study the work of artists in their sketchbook.</p>	
	Summer 2	<p>Coursework Project 2</p> <p>Students will continue to explore mixed media skills by experimenting with a range of techniques such as pen, pencil, colour pencil, collage, watercolour paint, acrylic paint and printmaking. Use of primary and secondary sources will also be explored as a way of recording images and their own ideas. Students will reflect on their experimentation and develop initial ideas by testing and refining their skills. They will plan a final outcome in a media of their choice. The final outcome will be completed in their mock exam.</p>	Portfolio refinement linking to assessment objectives 1,2,3 and 4

Art and Design - Art

	Term	Content	Assessment
Year 11	Autumn 1	<p>Completion of Coursework Projects 1 and 2</p> <p>Students use this term to reflect on assessment and feedback identifying areas for development and refinement.</p>	Assessment linked to the 4 assessment objectives
	Autumn 2	<p>Completion of coursework projects 1 and 2</p> <p>Students use this term to reflect on assessment and feedback identifying areas for development and refinement.</p>	Assessment linked to the 4 assessment objectives
	Spring 1	<p>External Exam preparation</p> <p>In January students will receive their externally set exam paper from the exam board that will take the form of a broad theme. Students will complete initial research of their chosen area of the exam theme by producing a mind-map of ideas, collecting found images, creating inspiration mood boards, producing observational drawings and taking their own photographs.</p> <p>Students will produce 3-6 detailed artist research pages that relate to their chosen area of the theme. Artist research pages should include a title, information about the artist, and analysis of their work.</p>	Initial research. Artist research.
	Spring 2	<p>External Exam preparation</p> <p>Experimentation and refinement of chosen media skills. Development of ideas and detailed plan for the final outcome to be completed in the exam.</p>	Experimentation and development. Plan for the final outcome
	Summer 1	<p>External Exam completion</p> <p>A 10 hour practical examination is taken at the start of May. During the 10 hour exam students will use all their research, experimentation and preparatory work to produce a final outcome showcasing their skills.</p> <p>Preceding the exam students will submit all of their coursework from projects 1 and 2. The exam work is handed in on the second day of the timed examination.</p>	Exam project preparation work and final outcome. All other coursework.

Business

	Term	Content	Assessment
Year 10	Autumn 1	<p>Business in the Real World</p> <p>During this term, students develop their knowledge of the purpose of business, functions and types of business and explore how businesses large and small must constantly adapt to the climate they operate within. Students will also learn about the benefits of buying power [economy of scale] and essential financial calculations including revenue, total costs and profit.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>
	Autumn 2	<p>Business in the Real World</p> <p>During this term, students learn how businesses plan, set objectives and measure success. We also explore how businesses of various sizes are able to expand their operations through various models including organic growth, franchising and share issue.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>
	Spring 1	<p>Influences on business</p> <p>Students begin to explore how changes in the wider world play a significant role in how businesses must adapt in order to survive and flourish. We explore the PESTLE model - Political, Economic, Social, Technological, Legal, Environmental. Students will also develop a comprehensive knowledge of how businesses, of all sizes, compete with one another to attract and retain customers.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>
	Spring 2	<p>Influences on business</p> <p>Students develop their knowledge of the importance of ethics, sustainability and maintaining a powerful brand image. They will also explore how changes in financial markets, including interest rates, exchange rates, inflation and recessions have a significant impact on businesses here in the U.K and on a global scale.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>
	Summer 1	<p>Human resources</p> <p>Students learn how businesses, of varying sizes, structure their organisations to improve efficiency, communication and productivity. This includes learning about delayering, span of control, centralisation, decentralisation and recruitment processes.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>
	Summer 2	<p>Human resources</p> <p>Students deepen their knowledge of how businesses recruit and motivate their employees using financial and non-financial methods. We also explore the importance of training the workforce as a means to improve efficiency, retain staff and develop the wider business culture.</p>	<p>End of unit exam paper which comprises:</p> <p>Multiple choice questions Calculations Case studies Extended written responses</p>

	Term	Content	Assessment
Year 11	Autumn 1	Operations Students learn about a range of roles within business including: procurement, quality control, logistics and stock management before learning how to critically evaluate how goods and services are produced including: job, batch and flow production methods.	End of unit exam paper which compromises: Multiple choice questions Calculations Case studies Extended written responses
	Autumn 2	Marketing During this unit, students learn about how businesses learn about their customers' needs and wants to ensure they are able to become or remain competitive. Students learn how to use quantitative and qualitative data to make informed decisions about future strategies.	End of unit exam paper which compromises: Multiple choice questions Calculations Case studies Extended written responses
	Spring 1	Marketing Student develop their understanding of how businesses develop new goods and services using the product life cycle, market mapping and the Boston Matrix. They will also learn how businesses determine their pricing using methods such as: cost-plus, skimming, penetration and loss-leader.	End of unit exam paper which compromises: Multiple choice questions Calculations Case studies Extended written responses
	Spring 2	Finance Students will learn about essential financial documents which companies are required to maintain including balance sheets and income statements. They will also learn how to use data within case studies to determine the financial health of a business and identify potential strategies to improve these.	End of unit exam paper which compromises: Multiple choice questions Calculations Case studies Extended written responses
	Summer 1	Exam revision and preparation The exam papers are challenging and students must master a range of exam skills including critical reading, planning and how to produce concise responses which use the correct terminology and are within the context of the business in question. In this ½ term, students will develop these skills by completing exam style questions and learning how to apply the markscheme to 'think like an examiner'.	End of unit exam paper which compromises: Multiple choice questions Calculations Case studies Extended written responses

Child Development

	Term	Content	Assessment
Year 10	Autumn 1	<p>The course begins studying the content of Unit R057 - Health and well-being for child development, which underpins all other learning in this qualification. This unit culminates in a written exam paper but all learning can also help the other 2 coursework units in the course.</p> <p>Topics include:</p> <ul style="list-style-type: none"> - Pre-conception health and reproduction - Antenatal care and preparation for birth 	Past exam questions
	Autumn 2	<p>In this term students will continue developing their understanding of the health and well-being for child development.</p> <p>Topics include:</p> <ul style="list-style-type: none"> - Postnatal checks, postnatal care and the conditions for development - Childhood illnesses and a child safe environment. 	Past exam questions
	Spring 1	<p>In the spring term, students will continue to learn about child safe environments and develop their exam technique once the content of the R057 exam has been covered.</p> <p>Students will be introduced to learning and topics for the R058 unit of coursework learning about the equipment and nutritional needs of children from birth to five years.</p>	Complete past exam paper
	Spring 2	<p>In term 3 students will complete introductory tasks and will begin to complete coursework based on learning about the equipment and nutritional needs of children from birth to five years.</p> <p>This unit focuses on building understanding of the key factors when choosing equipment for babies from birth to 12 months, and children from one to five years. It also covers the nutritional guidelines and requirements for children from birth to five years. Finally, it builds the ability to investigate and develop feeding solutions for children from birth to five years.</p>	Continual production and monitoring of coursework tasks.
	Summer 1	<p>Following their study of the equipment and nutritional needs of children from birth to five years, students will complete a coursework assignment (worth 25% of the GCSE) which puts their learning into action.</p> <p>Students will be given a scenario (e.g. a new nursery is being set up in the area) and they have to complete 4 tasks to demonstrate their knowledge of the equipment and nutritional needs of children from birth to five years including a practical task where students prepare a bottle feed or meal for a child.</p>	Unit R058 will be completed and submitted to the exam board for moderation.
	Summer 2	<p>Students will revisit topics from unit R057 during the summer term to help them prepare for the Year 10 exam.</p> <p>In the final few weeks of term, key concepts relating to Unit R059: Understand the development of a child from one to five years will be introduced and a series of tasks will be undertaken to learn about these areas.</p>	Year 10 exam

Child Development

	Term	Content	Assessment
Year 11	Autumn 1	In the first term of Year 11 students will continue the final unit of work which aims to develop their understanding of the development of a child from one to five years. The focus will be the developmental norms of the intellectual, physical and social nature of children. Students will also explore the benefits of learning through play, how to plan activities for a child to help with development, and how to evaluate the effectiveness of activities given to children between the ages of 1 - 5 years. Students will be given the assignment brief for the R059 unit and will begin completing the formally assessed tasks.	Continual production and monitoring of coursework tasks.
	Autumn 2	During this term students will complete the coursework unit started during the previous term responding to feedback and making improvements to their work. Students will need to organise a practical observation and activity with a child between 1-5 years old as part of their coursework task which can be completed at any time during the learning about and completion of this unit.	Continual production and monitoring of coursework tasks. Year 11 trial exam
	Spring 1	Students will complete any necessary adaptations and improvements to their coursework unit during this term and all work will be submitted for final assessment and moderation. Revision of the exam content covered in Year 10 will begin.	Unit R059 will be completed and submitted to the exam board for moderation.
	Spring 2	Students will continue to revise the material for the exam based on the 4 areas of learning: <ul style="list-style-type: none"> - Pre-conception health and reproduction - Antenatal care and preparation for birth - Postnatal checks, postnatal care and the conditions for development - Childhood illnesses and a child safe environment. 	Students will complete a series of past paper questions in part and whole exam papers to prepare for their summer exam.
	Summer 1	Students will continue to revise for and sit their final exam on the 4 areas of learning.	Students will complete the course and sit their final summer exam.

Citizenship

	Term	Content	Assessment
Year 10	Autumn 1	<p>The Citizenship GCSE is divided up into 5 themes. These are:</p> <ul style="list-style-type: none"> · Living together in the UK · Democracy at work in the UK · Law and justice · Power and influence · Taking citizenship action <p>The course in year 10 will cover the first 4 themes.</p> <p>The first theme is 'Living together in the UK'. This explores how the UK has developed as a multicultural society and the benefits this brings as well as the tensions. The focus of this theme will be around the following topics:</p> <ul style="list-style-type: none"> · How communities have developed in the UK · How the population of the UK has changed · Migration to the UK and its impact · Respect and understanding of each other · Identity · Rights, duties and values that underpin democracy 	<p>GCSE exam question 'Living together in the UK' short answers</p> <p>GCSE full exam question 'Living together in the UK' 12 mark question</p>
	Autumn 2	<p>In the second half term students will complete the first theme by examining the following:</p> <ul style="list-style-type: none"> · Development of human rights · Citizens and local government · How local services are paid for <p>The second theme is 'Democracy in the UK' which examines how the government works and how a citizen might want to get involved. The focus of this theme will be around the following topics:</p> <ul style="list-style-type: none"> · The different political parties in the UK and their candidates · The election and different voting systems · How the work of government is organised · The different parts of the Westminster Parliament · How laws are made 	<p>GCSE exam question 'Democracy in the UK' short answers</p> <p>GCSE full exam question 'Democracy in the UK' 12 mark question</p>
	Spring 1	<p>In the third half term students complete the second theme with a study of the following areas:</p> <ul style="list-style-type: none"> · The UK constitution · What powers do the Scottish parliament, and the Welsh and Northern Ireland assemblies have? · How taxation enables government to do what they want to do 	<p>GCSE exam question 'law and justice' short answers</p> <p>GCSE full exam question 'law and justice' in the UK' 12 mark question</p>
	Spring 2	<p>The third theme is 'law and justice' which considers how the law is put into practice. The focus of this theme will be around the following topics:</p> <ul style="list-style-type: none"> · The role of law in everyday life in dealing with complex problems · Principles and sources of law · Civil and criminal law · The justice system in England and Wales · Courts and tribunals · Crime and society · Sentences and punishment 	<p>GCSE exam question 'power and influence' short answers</p> <p>GCSE full exam question 'law and justice' 'power and influence' in the UK' 12 mark question</p>
	Summer 1	<p>The fourth theme is 'power and influence'. This explores the role of the media and how it influences public opinion. In addition to this, students will also examine the role of the UK in the world in terms of organisations such as The Commonwealth and the United Nations. The focus of this theme will be around the following topics:</p> <ul style="list-style-type: none"> · How a UK citizen can take part in politics and society · The role of different groups and organisations in a democratic society. For example, trade unions · The role of the media and a free press · Rights and responsibilities of the media · The use of the media for influence 	<p>GCSE exam question 'power and influence' short answers</p> <p>GCSE full exam question 'law and justice' 'power and influence' in the UK' 12 mark question</p>
	Summer 2	<p>In the final half term of Year 10 students will examine the role the UK has in the wider world. This will be achieved through a study of the following topics:</p> <ul style="list-style-type: none"> · The UK's role and relations with the rest of Europe · The UK's role in the rest of the world · What are the rights and responsibilities of the individual and whole societies when facing challenging global situations? 	<p>Year 10 exam.</p>

Citizenship

	Term	Content	Assessment
Year 11	Autumn 1	<p>In Year 11 students will complete the 5th and final Theme of the GCSE.</p> <p>In the theme 'Taking citizenship action' Students will work together on a campaign to bring about change in their local community or the wider world.</p> <p>The focus of this project will be on the following areas of study:</p>	<p>GCSE exam question 'taking citizenship action' short answers</p> <p>GCSE essay questions on 'taking citizenship action'.</p>
	Autumn 2	<ul style="list-style-type: none"> · Identify an issue, form a team and carry out initial research · Undertake primary research · Represent their own and different points of view 	
	Spring 1	<ul style="list-style-type: none"> · Plan the action · Apply skills of collaboration, negotiation and influence as they deliver the activity 	
	Spring 2	<ul style="list-style-type: none"> · Critically evaluate their learning and the impact of the action 	
	Summer 1	<ul style="list-style-type: none"> · Apply skills of collaboration, negotiation and influence as they deliver the activity · Critically evaluate their learning and the impact of the action 	

Computer Science



	Term	Content	Assessment
Year 10	Autumn 1	<p>Theory: In term 1 of the GCSE Computer Science course students start with the topic of computer systems; specifically computer architecture. They will look in detail at the purpose and function of the CPU, and gain an insight into the development of computers throughout history by investigating Harvard and Von Neumann architectures. They will also have the opportunity to explore the CPU by using the Little Man Computer to conduct operations in assembly code. The second topic of this term is the largest topic in the syllabus - memory and storage. To start with, students will be introduced to the different types of memory found in modern computer systems, including RAM, ROM and virtual memory.</p> <p>Practical: Students will start their practical learning of Computer Science by exploring computational thinking. Over a series of 'unplugged' challenges they will develop their skills in decomposition, abstraction and sequencing, and learn to write algorithms in flowcharts and pseudocode.</p>	Systems Architecture Assessment Weekly Computational Thinking Homework Tasks
	Autumn 2	<p>Theory: In this second term students will explore how computer systems make use of the different storage technologies, and make comparisons between the different types of storage devices and media. As part of the memory and storage topic students will also look at the more mathematical side of Computer Science. They will learn how to convert binary numbers to denary and vice versa, how to conduct binary shifts and binary addition, and also look at the purpose and function of hexadecimal numbers, and how to convert these between binary and denary. They will also explore how binary numbers are used to represent characters, sound and images within a computer system, and investigate the function and purpose of compression.</p> <p>Practical: For practical programming this term students recap some of the programming techniques first covered at Key Stage 3. They will develop their programming skills in Python 3.10 by looking at variables, constants, data types, operators, sequencing, selection and string manipulation. They will also focus on how to produce robust programs by learning how to structure code effectively, and add comments and indents so that others can read their code.</p>	Memory & Storage Assessment Programming Fundamentals I Assessment Weekly Programming Challenges Homework Tasks
	Spring 1	<p>Theory: For the third term, students will begin a topic on computer networks. This covers everything from the hardware required to set up a network, to different network types, the different network topologies and the common protocols that govern them. They will focus on the 'four layer model' and discuss the advantages and applications of this model. They will also learn how data is handled throughout a network, and explore the use of IP and MAC addresses and packet switching. The origins of the Internet and The Cloud are also explored, alongside how web content is hosted and retrieved from a web server through use of DNS.</p> <p>Practical: Students will continue to develop their programming techniques. In this term they will look at data structures such as arrays and dictionaries, and develop their usage of functions and procedures. They will also look at file handling techniques within Python, and begin to develop an understanding of the different types of testing and validation used when developing programs.</p>	Networks, Communications & Protocols Assessment Programming Fundamentals II Assessment Weekly Programming Challenges Homework Tasks
	Spring 2	<p>Theory: This term provides students to explore the world of network security. Students have the opportunity to take on a real world example of cybersecurity training through the first few levels of the CyberStart program. Once completed, students then take on the role of a 'black hat hacker', researching the methods used to compromise the security of networks. They then swap and become a 'white hat hacker' producing a report for a fictional company on how best to protect their network from possible network threats.</p> <p>Practical: Students will look at how to develop a program from start to finish, understanding the systems life cycle. This will be a guided learning exercise, before students complete an independent programming project in summer term 2.</p>	Network Security Assessment Producing Robust Programs Assessment
	Summer 1	<p>Theory: Students begin this term learning about systems software, the different types of software found within a computer system, how operating systems function and the common types of utility software and how they are used to maintain an operating system. They then move onto recapping some of the techniques used to solve problems with algorithms from winter term 1, and learn about the common searching and sorting algorithms used by computers.</p> <p>Practical: The focus this term for the programming aspect of the course is solving algorithms. Students will be expected to be able to take a program given in a flowchart or pseudocode and write it within a high level language of their choice - most students will use Python 3.10. Although it is not a direct course requirement, students will also be expected to be able to write a program that represents how various searching and sorting algorithms function.</p>	Systems Software Assessment Algorithms Assessment Weekly Programming Challenges Homework Tasks
	Summer 2	<p>Theory: The start of this term coincides with the build up to the Year 10 mock exams. Students will be given the opportunity to look at previous exam papers and understand how they are structured. They will learn what to look for in terms of command words, and have the opportunity to practice and develop their skills in answering the different types of questions found in Paper 1, including long answer questions. They will also focus on the two different sections of Paper 2, and refine their skills in being able to answer a question with an algorithm for section B.</p> <p>Practical: Students will apply the programming skills they have gained and utilise the 'process for success' to design, develop, produce and test a program to solve a specific programming task.</p>	Year 10 Mock Paper 1 (1hr 30mins) Year 10 Mock Paper 2 (1hr 30mins) Year 10 Programming Project Assessment

Computer Science

	Term	Content	Assessment
Year 11	Autumn 1	<p>Theory: In this first term of Year 11 students will explore some of the cultural, ethical, societal and environmental issues surrounding computer science, from topics as diverse as social media privacy issues to the problems surrounding the disposal of e-waste. They will also gain knowledge of the legislation surrounding computer science in the UK through a research project that is then presented in groups to the rest of the class. The second half of the term will focus on translators and facilitators of language. They will explore how assembly language works and complete a series of challenges by returning to the Little Man Computer. They will also discuss the differences between high and low level programming languages, and how each is utilised by a computer system. Lastly they will explore what an integrated development environment is, and how the functions of one can be utilised by them as programmers.</p> <p>Practical: Students will continue to complete weekly practical programming tasks as homework to keep their programming skills up to date.</p>	Ethical, Legal, Cultural and Environmental Issues Assessment Programming Languages & The IDE Assessment
	Autumn 2	<p>Theory: The last module to be taught in KS4 is that of boolean logic, a topic thoroughly covered at KS3. Students will recap the symbols for logical operations of AND, OR and NOT, be able to produce a truth table for each operation, and be expected to combine gates to three levels, producing logic diagrams and truth tables for each combination. The second half of the term will focus on exam revision and exam techniques ready for the students' mocks at the end of the year.</p> <p>Practical: Students will continue to complete weekly practical programming tasks as homework to keep their programming skills up to date.</p>	Boolean Logic Assessment Year 11 Mock Paper 1 (1hr 30mins) Year 11 Mock Paper 2 (1hr 30mins)
	Spring 1	<p>Revision: In these last two terms of Year 11 students will begin a revision timetable of all the topics covered over the last two years. Students will be provided with a personalized action plan after their Year 11 mock exams, showing their areas of strength and weakness. Lessons will be structured in a workshop/seminar style, where students are able to progress with their own independent learning or attend a seminar delivered on a topic by the teacher. They will have access to an online system of learning (currently KnowItAllNinja) to help them in their revision, and students will be expected to complete weekly assessments of their learning through the end of topic tests. They will also be required to complete an exam paper once every two weeks with a mix of peer and teacher assessment.</p> <p>Spring 1 Topics: Systems Architecture, Memory & Storage, Computer Networks, Communication & Protocols, Network Security, Systems Software, Ethical, Legal, Cultural & Environmental Impacts of Digital Technology</p> <p>Spring 2 Topics: Algorithms, Programming Fundamentals, Producing Robust Programs, Boolean Logic, Programming Languages & The IDE</p>	Bi-Weekly Practice Paper KnowItAllNinja Topic Tests
	Spring 2		
	Summer 1	<p>Exam Technique: In this very short (but very important) last term students will focus mainly on exam techniques, ensuring they know how to approach the different styles of exam question in the two different papers and how to maximise their answers to gain the most marks for each question.</p>	Exam Practice Papers KnowItAllNinja Topic Tests

Creative Imedia

	Term	Content	Assessment
Year 10	Autumn 1	R094 Preparation: In term 1 of the Cambridge National Creative iMedia course students start with module R094 - Visual Identity and Digital Graphics. Students will begin by being taught the purpose of a visual identity in terms of brand identity and familiarity for a target audience and market. They will then look at the component features including colour palettes, typography, logos, slogans and the overall layout and complexity. The next step is to understand the conventions found in graphic design, including alignment, typography, use of colour and colour systems and the use of whitespace. Students will analyse different examples of graphic design products and be able to discuss how conventions are able to convey meaning. In preparation for their written non-examined assessment (coursework) students will need to understand the planning techniques used for graphic design, as well as the technical aspects of the different types of image files. This is taught through a series of planning exercises based on a previous assignment.	Visual Identity Assessment Graphic Design Conventions Assessment Properties of Image Files Assessment
	Autumn 2	R094 Preparation: This term prepares students for their NEA by covering all the practical elements of graphic design. Through completing a series of challenges students are taught the tools and techniques needed to create both a visual identity and a graphic product in Photoshop and Illustrator. This includes but is not limited to: Image/canvas size, layout tools, drawing tools, adjustments to brightness/contrast and colour, use of selections, use of layers and layer styles, retouching, typography, filters and effects. Students are also taught how to source and prepare assets for use in a graphic product, including sampling and resizing, and also how to export files in a correct size and format.	Independent Graphic Design Tasks
	Spring 1	R094 Assessment: This term students will complete their NEA project for R094 - Visual Identity and Digital Graphics. This non-examined assessment is released at the beginning of each year and submitted in May, providing 30% of a student's final grade. Students will aim to complete this assessment over 10 hours. The assessment will consist of a real life scenario, requiring students to plan and produce a visual identity and graphic product.	R094 Non-Examined Assessment (<i>moderated</i>)
	Spring 2	R093: After the R094 NEA is submitted, the next step for students is to begin work on their examined topics ready for their mock exams in Year 10, R093 - Creative iMedia in the Media Industry. Students will start by exploring the digital media industry, conducting a research project on the different parts of the industry, and the different job roles that are available within it. They will then learn about how style, content and layout are linked to purpose, enhancing their knowledge from R094 with products from the wider media industry, and developing their understanding of media codes.	R093 Assessment I
	Summer 1	R093: The next topics to be studied in R093 are centred around client briefs and target audiences. Students will analyse examples of client briefs and their content, understanding what client requirements are and how they can be defined and met. Students will conduct research using primary and secondary research methods to define and analyse target audiences, looking at how these can be categorised. Students will also spend time creating the different types of documents used to plan digital media products including mood boards, mind maps, storyboards, scripts, wireframe layouts, visualisation diagrams and work plans. Lastly students will look at the legislation governing the media industry, including privacy, defamation, libel, slander, data protection, copyright, intellectual property, classification and health and safety.	R093 Assessment II
	Summer 2	R093: The start of this term coincides with the build up to the Year 10 mock exam. Students will be given the opportunity to look at previous exam papers and understand how they are structured. They will learn what to look for in terms of command words, and have the opportunity to practise and develop their skills in answering the different types of questions found in the R093 exam paper, including long answer questions.	Year 10 Mock Paper (<i>1hr 30mins</i>)

Creative Imedia



	Term	Content	Assessment
Year 11	Autumn 1	R099 Preparation: In term 1 of Year 11 students start with module R099 - Digital Games. Students will begin by being taught the types, characteristics and content of digital games. Students are also taught about the different hardware and software required to develop and test digital games. They will then look at game planning documents and the importance of game objectives and USPs. This is taught through a series of planning exercises based on a previous assignment. They will also be required to develop a test plan to maintain throughout the production of a game, and how to review a game upon completion against the client requirements.	Digital Games Types Assessment Game Planning & Testing Assessment
	Autumn 2	R099 Preparation: This term prepares students for their NEA by covering all the practical elements of game design. Through completing a series of challenges students are taught the tools and techniques needed to create both a 2D or 3D game in GDevelop and Unity. Students are also taught how to source and prepare assets for use in a digital game product, including tilesets and audio. Lastly, students will look at the different platforms available for games and how to export a game for a specific (or non-specific) gaming platform. The end of this term will be spent on exam preparation for the R093 Year 11 mock exam.	Independent Game Design Tasks Year 11 Mock Paper (1hr 30mins)
	Spring 1	R090 Assessment: This term students will complete their NEA project for R099 - Digital Games. This non-examined assessment is released at the beginning of each year and submitted in May, providing 30% of a student's final grade. Students will aim to complete this assessment over 10 hours. The assessment will consist of a real life scenario, requiring students to design, plan, develop, test and review a digital game.	R099 Non-Examined Assessment (<i>moderated</i>)
	Spring 2	Revision: In these last two terms of Year 11 students will begin a revision timetable of all the topics covered over the last two years. Students will be provided with a personalised action plan after their Year 11 mock exams, showing their areas of strength and weakness. Lessons will be structured in a workshop/seminar style, where students are able to progress with their own independent learning or attend a seminar delivered on a topic by the teacher. They will have access to an online system of learning (currently KnowItAllNinja) to help them in their revision, and students will be expected to complete weekly assessments of their learning through the end of topic tests.	KnowItAllNinja Topic Tests
	Summer 1		

Design Technology



	Term	Content	Assessment
Year 10	Autumn 1	<p>Core knowledge and understanding Smart materials, composites and technical textiles Electronic systems, programmable components and mechanical devices</p> <p>Making Systems and control FPT CAD Drawing</p>	Mini make projects assessment for each of these along with the made piece
	Autumn 2	<p>Core knowledge and understanding Materials: papers & boards Materials: fibres & textiles</p> <p>Making Graphics product and ergonomics and anthropometric modelling</p>	
	Spring 1	<p>Core knowledge and understanding Materials: ferrous & non-ferrous metals Materials: thermoforming & thermosetting polymers</p> <p>Making Pewter, and enamelled Jewellery</p>	
	Spring 2	<p>Core knowledge and understanding Materials: natural & manufactured timber Detailed Knowledge The sources, origins, physical and working properties of the material categories or the components and systems, and their ecological and social footprint Stock forms, types and sizes in order to calculate and determine the quantity of materials or components required</p> <p>Making Storage box with combined CAD CAM process</p>	
	Summer 1	<p>Detailed Knowledge Alternative processes that can be used to manufacture products to different scales of production Specialist techniques and processes that can be used to shape, fabricate, construct and assemble a high quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used Appropriate surface treatments and finishes that can be applied for functional and aesthetic purposes</p> <p>Making Rapid prototyping and CAD detailed drawing</p>	Detailed knowledge area assessment
	Summer 2	<p>Start NEA Sheets within your folio Analyse of the Contextual challenges including potential products Brainstorm of possible outcomes and design briefs Selected context wider research and end user profile Selected design briefs narrowing to final brief Identify end user needs and wants Clearly stated selected design brief Specification taking into account criteria which can be quantified measured And the wants and needs of identified end user, refer examples</p>	

Design Technology



	Term	Content	Assessment
Year 11	Autumn 1	<p>Initial Ideas A range of outcomes sketches, 3D rapid card models, CAD models and testing if possible, 3D printed models, laser cut prototypes. Always annotated against the specification and designed within the iterative design model. This is the ideal position to enter the specification points considering social moral and ethical reference derived from your research and within the specification.</p>	Continual assessment of the NEA and trial exams
	Autumn 2	<p>Development takes selected ideas and starts to improve the designs. Be explicit in the areas that you are improving the design and call each improvement an ITERATION. See exemplar work</p> <p>If your work has a CAD and CAM element make sure you retain the build-up work by taking screenshots as you go, if you do not there will just be a final product that you could have taken from the internet, and a situation where it will be hard to justify the mark with no evidence.</p> <p>Drawings - there needs to be drawings, which would be of enough information that a third party could construct the product. Orthographic, Sections and Exploded are deemed sufficient along with any individual detail which you need further explanation. This should also have a making specification, which details the actual materials you will use often accompanied by a cutting list or component schedule. Presentation drawings of the final product should also be present. A competent CAD package such as Fusion 360 will be able to provide all of these drawings. If you use a CAM method of production then you should include the set instructions for the machine(normally a screenshot or picture)</p>	
	Spring 1	<p>The making of the product will also include the plan of making which accompanies the time resource, which is normally a GANTT chart. Exemplar materials that are in the Powerpoint.</p> <p>The stage process should include what you intend to do, how you will do it with what along with H&S and Quality control process.</p> <p>The evaluation of each stage allows you to include alterations, which should go towards the overall iterative process. In addition, the stage evaluation will count towards the final mark criteria.</p> <p>Homework based on Exam questions Past papers</p>	Continual assessment of the NEA and exam practice and test papers.
	Spring 2	<p>The evaluation should be against the specification points this is where measurable criteria which can be easily assessed.</p> <p>There should be specific reference to the end user needs and wants inclusive of social moral and ethical issues. If this means an interview summative questionnaire or similar then it needs to be there. If you stated you were going to check something and how you were going to do it then it should be present.</p> <p>There should be recommendations for improvement and comments from someone who can advise on improvements.</p> <p>Homework based on Exam questions Past papers</p>	
	Summer 1	Revision ready for theory exam	

Drama

	Term	Content	Assessment
Year 10	Autumn 1	<p>Introduction to Drama</p> <p>Students will be introduced to the course and take part in a variety of skill based workshops including rehearsal techniques and performance skills. The students will be provided with a mock stimuli pack and be asked to devise a short performance. At this stage the students will spend time selecting their stimuli, researching the stimulus and start mind mapping potential ideas for a devised performance. Students will be expected to form a vision for their final performance.</p>	A series of mini assessments based on stimulus response and performance skills.
	Autumn 2	<p>Component 1: Devising (Mock)</p> <p>Students will continue with their devising work. They will start working on their mock portfolio. This portfolio documents the journey from the stimulus to the final performance.</p> <p>There will be a performance of the devised piece with rehearsals taking place during lesson time. This will be filmed. Students will submit a mock portfolio.</p> <p>Portfolio= 20% of GCSE Devised Performance= 10% of GCSE</p> <p>This process is key as it will provide the students with a clear insight into how their real devised unit will look.</p>	Devised performance Assessed- Portfolio
	Spring 1	<p>Component 2: Mock Presenting and Performance</p> <p>Students will begin reading and exploring the text Blood Brothers. (This is a component 3 set text and will support the students in knowing the play) The students will select 2 extracts from the play and rehearse these extracts in pairs or groups.</p> <p>The student will complete a 2 page document with a total of 4 questions. The students will need to highlight their understanding of the text as well as their artistic intentions.</p>	Mock Performance of the Script Mock completion of a Concept Proforma.
	Spring 2	<p>Component 2: Performance from a text (Year one)</p> <p>Students will complete their Mock of Presenting and Performing.</p> <p>The performance is worth 20% of their GCSE The Concept Proforma is worth 10%</p> <p>The second part of this term the students will explore component 3 and complete a mock Live review of a pre-recorded play.</p>	Assessment of component 2 performance and Concept ProForma. A short Live Review assessment
	Summer 1	<p>Component 1: Devising (Year 1)</p> <p>Students will be introduced to the real Stimulus pack and repeat the same process as they did in their mock devised unit at the start of the year. This will allow the students to complete 30% of their GCSE by the end of year 10. Students will incorporate costumes, lighting and sound to add to their final performance.</p> <p>Students will spend time on rehearsal techniques such as Hot Seating , Forum theatre and emotion memory.</p>	Peer assessment of workshop sessions
	Summer 2	<p>Component 1- continued</p> <p>During this term the students will be putting their devised pieces together and completing their portfolios.</p>	Final Devised performance and submit their final Devised Portfolios

Drama

	Term	Content	Assessment
Year 11	Autumn 1	<p>Component 2: Presenting and Performing</p> <p>Students will explore a variety of plays and then select 2 extracts from their chosen play. Students can select a play they are familiar with outside of Drama or one provided.</p> <p>You will perform two extracts from one play to a visiting examiner during Feb/March/April</p> <p>Performance lengths will vary according to the size of the group. The time range is between 2 and 15 minutes per extract</p> <p>You can work individually, or in a group of up to 6. You must present at least one extract as part of a group</p> <p>Presenting & Performing Texts (30%)</p> <p>You will complete an accompanying concept pro forma document which outlines your intentions for the performance</p> <p>20 marks (10%): Interpretation of the text and creating an intention for performance</p> <p>40 marks (20%): For the presentation of theatrical skills in the final performances</p>	<p>Peer assessment of performances</p> <p>Submit a copy of Concept ProForma for marking.</p>
	Autumn 2	<p>Lessons will be a combination between Component 2: Presenting and Performing and Component 3</p> <p>Drama: Performance and response (40%)</p> <p>This is a written exam that will be completed at the end of year 11</p> <p>The exam is 1 ½ hours long</p> <p>There are two sections (A and B)</p> <p>Section A</p> <p>You will be asked about preparing and performing a set text from a list set by the exam board</p> <p>The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance characteristics of the text</p> <p>This section is worth 50 marks</p> <p>Section B</p> <p>You will be asked to analyse and/or evaluate a theatrical performance you have seen</p> <p>The question will focus on a specific aspect of the performance</p> <p>This section is worth 30 marks</p>	<p>Mock exam paper.</p> <p>Assessment of Component 3- Blood Brothers</p>
	Spring 1	<p>To understand the layout for the exam from either an Actors/Directors or Designers viewpoint by taking part in practical workshops.</p> <p>Continue with Component 3 and Component 3</p>	<p>Assessment of Component 2 by visiting examiner.</p> <p>Past exam papers.</p>
	Spring 2	<p>To understand the layout for the exam from either an Actors/Directors or Designers viewpoint by taking part in practical workshops.</p> <p>Continue with Component 3 and Component 3</p> <p>Complete Presenting and Performing unit to examiner.</p>	<p>Assessment of Component 2 by visiting examiner.</p> <p>Past exam papers.</p>
	Summer 1	<p>Revision of Component 3: Set text and live performance review</p> <p>Students will revise all elements of the GCSE drama course by completing past papers and exam style questions with particular focus on correct usage of terminology and the advantages and disadvantages of different types of staging, including why it might be used for particular scenes in the play. They will also revisit the technical terminology and its usage in Live Performance and its correct usage in exam style questions.</p>	<p>Past exam papers.</p>

	Term	Content	Assessment
Year 10	Autumn 1 And	Students will study A Christmas Carol, by Charles Dickens. They will look in depth at the historical, literary and social factors that influenced the novella and how it allegorically reflects 19th century society through Dickens' eyes. Students will explore the methods the writer used to convey his messages, characters and themes via a series of extracts from the novella. For assessment, students will respond to a question on the text by analysing an extract and then linking this to the text as a whole through an essay.	Practice assessments midway through then at the final point of the unit. Students will demonstrate their understanding of the plot, characters, themes, writer's methods and context.
	Autumn 2	Alongside this students will study English Language Paper 1 Section A by analysing and evaluating in depth the ways writers use language and structure to create specific effects on their readers. The assessment will include four questions about an unseen 20th or 21st century fiction extract: one which is comprehension-based, two longer form questions which require students to examine the language and structure in the extract and one final question where students evaluate the effectiveness of the text to achieve specific effects, based on a statement. Students will apply what they have learned from how other writers create fiction texts to their own writing in Section B of Language Paper 1, experimenting creatively with a range of language and structural techniques, as well as developing their technical accuracy. They will be given opportunities to enhance their narrative and descriptive writing skills based on a stimulus linked to Section A to prepare them for the assessment.	Assessment of Section A and B of the English language Paper 1 exam.
	Spring 1 And	The next element of the English Literature course contains the fifteen poems in the Power and Conflict collection. Students will study how poets present their ideas on these themes, the methods they use and how their poetry was shaped by real-world experiences. They will prepare for assessment by comparing two poems from the collection and analysing their similarities and differences. The poetry collection contains a range of pre-20th century and contemporary poems including: 'Ozymandias', 'Extract from The Prelude', 'London', 'Exposure', 'Storm on the Island', 'Kamikaze', 'Bayonet Charge', 'The Charge of the Light Brigade', 'War Photographer', 'Poppies', 'Remains', 'The Emigree', 'Tissue', 'Checking Out Me History' and 'My Last Duchess'.	Practice assessments midway through then at the final point of the unit. Students will demonstrate their understanding of poets' choice of form, language and structure, as well as the poems' themes and context. The question will require students to compare one of the poems from the collection with a second poem from the collection.
	Spring 2	Alongside this The second half of the English Language course begins with students studying the reading section of Language Paper 2 through a range of unseen non-fiction texts by analysing how writers communicate their viewpoints. The unit will develop their skills in identifying language features, explaining their impacts on the reader, summarising, synthesising and comparing texts. Students will prepare for assessment by developing their own personal responses to the ways writing is influenced by different perspectives and compare viewpoints based on when they have been constructed. The assessment will include two questions about two extracts, one from a non-fiction 19th century text and the other a 20th or 21st century text.	Language Paper 2 Section A Mini Milestone and then a Section B Mini Milestone. Students will demonstrate their skill in analysing and comparing non-fiction texts at the mid-way point of the unit.
	Summer 1 And	Students will then return to the second half of their English Literature course by studying J.B. Priestley's An Inspector Calls. They will explore the ways in which the writer expresses their critical views of the text's relevant context by analysing his techniques, characters and themes throughout the text, as well as building personal responses to their writing style. Students will have a choice of two essay-style questions to answer, where they will need to demonstrate their understanding of the whole text.	Practice assessments midway through then at the final point of the unit. Students will demonstrate their understanding of the plot, characters, themes, writer's methods and context.
	Summer 2	Alongside this The second half of the English Language course begins with students studying the reading section of Language Paper 2 through a range of unseen non-fiction texts by analysing how writers communicate their viewpoints. The unit will develop their skills in identifying language features, explaining their impacts on the reader, summarising, synthesising and comparing texts. Students will prepare for assessment by developing their own personal responses to the ways writing is influenced by different perspectives and compare viewpoints based on when they have been constructed. The assessment will include one question about two extracts, one from a non-fiction 19th century text and the other a 20th or 21st century text. The students will then apply the skills from their exploration of non-fiction texts to their own piece of viewpoint writing, in Section B of Language Paper 2. They will explore how you can influence readers by deploying a range of devices identified in the previous section and structure writing clearly so it is effective at engaging the reader. Students will be required to respond imaginatively to a statement based on a theme, such as their views on modern society, for example.	Students will demonstrate their skill in writing their viewpoints through non-fiction texts with one extended writing question. Language Paper 2 Section A Mini Milestone and then a Section B Mini Milestone. Students will demonstrate their skill in analysing and comparing non-fiction texts at the mid-way point of the unit.

English

	Term	Content	Assessment
Year 11	Autumn 1 And	Students will study Macbeth, by William Shakespeare. They will look in depth at the historical, literary and social factors that influenced the play and how it considers Jacobean society through Shakespeare's eyes. Students will explore the methods the writer used to convey his messages, characters and themes via a series of extracts from the play. For assessment, students will respond to a question on the text by analysing an extract and then linking this to the text as a whole through an essay.	Literature Paper 1 Section 5 Mini Milestone half way through and Milestone at the end of the unit Students will demonstrate their understanding of Shakespeare's choice of form, language and structure, as well as the themes and context.
	Autumn 2	Alongside this students will recap the skills for English Language Paper 2, which has crossover within Literature and English Language Paper 1.	Students will complete a full Language Paper 2 mock in class. Students will then sit mock examinations focussing on Language paper 1 and Literature Paper 1.
	Spring 1 And	Students will be provided the opportunity to revisit mock papers and complete a series of lessons designed to develop areas of strength and improvement. This will enable students to have sufficient understanding of the skills and expectations in order to best prepare for their GCSE exams. Students will then complete a mock focussing on English Literature Paper 2.	Mock examinations
	Spring 2	The final taught component will focus on Unseen Poetry as part of Literature Paper 2. Students will study how a variety of poets convey their feelings, viewpoints and messages by focussing on: form, language and structure.	Students will be provided opportunities to complete in-class practice exam questions.
	Summer 1	Upon completion of the English Literature and Language courses, students will embark on a four-month revision carousel of all the units studied. During this time, they will revisit the set texts, the poetry collection, revise the skills and approach for all four English exams and complete an exam practice on each English Literature and Language component.	Exam practice for each section

Food and Nutrition- not running



	Term	Content	Assessment
Year 10	Autumn 1	Food, Nutrition and Health. Students will start the GCSE course by looking at food, nutrition and health. They will learn about the functions, food sources, effect of deficiency and excess of nutrients and understand the dietary reference values of each nutrient. This will lead into how to make informed choices regarding a balanced and healthy diet, whilst understanding the current guidelines for a healthy diet, the nutritional needs during a variety of life stages and how to plan balanced meals for different dietary groups.	End of unit test. Written exam style questions throughout learning Practical sessions where students are able to put theory knowledge into practice Use of nutritional analysis software.
	Autumn 2	Students will learn how to analyse nutrition in a meal and how to calculate the nutritional values of dishes using computer software. The unit is completed by gaining an understanding of the affect diets have on health and how nutritional needs change depending on diet related health risks	
	Spring 1	Food Science. In this unit students will gain an understanding of why we cook food and how heat is transferred through food as well as the functional and chemical properties of food.. This will include food safety, shelf life, how preparation and cooking affect sensory qualities of food, and development and improvement of flavours. They will also learn how to select the appropriate methods for cooking and preparing food such as water based cooking, dry methods of cooking and using fats to cook. This unit also Includes looking at the scientific principles involved in the preparation and cooking of foods in the following: proteins, carbohydrates, fats & oils, fruit & veg and raising agents.	End of unit test. Written exam style questions throughout learning Practical sessions where students are able to put theory knowledge into practice
	Spring 2	Food Safety. Food spoilage and contamination; Looking at microorganisms and enzymes, what the ideal growth conditions are, how to control growth, what high risk foods are and how they would lead to food poisoning, what controls can be put in place to avoid enzymatic browning of fruits and vegetables. We will look at the signs of food spoilage and what affects this in terms of food safety, how microorganisms can be used safely in foods such as yeast in bread, molds in cheese and bacteria in yoghurt and cheese production. Finally we look at the principles of food safety and how to keep food safe. This will include buying and storing food and what the danger zone is, as well as food safety principles when preparing, cooking and serving food.	End of unit test. Written exam style questions throughout learning Practical sessions where students are able to put theory knowledge into practice.
	Summer 1	Food Choice. Students will look at the factors that affect food choice, such as costs, preferences, seasonality, and income. They will look at food choice related to religion, ethical and moral beliefs, intolerances and allergies. In addition students will look at the importance food labels have in influencing choice and the mandatory information required on food packaging as well as marketing. We will look at British and international cuisine comparing the features and characteristics of cooking , equipment used and traditional and modern variations of recipes. Finally we look at the importance of sensory evaluation and how this affects food choice, looking at sight, taste, touch and aroma as well as conducting and analysing their own sensory tests.	End of unit test. Written exam style questions throughout learning Practical sessions where students are able to put theory knowledge into practice
	Summer 2	Food Provenance. Students will look at the environmental impact and sustainability of food. They will look at where and how ingredients are grown, reared and caught, with an understanding of organic and conventional farming, free range production, sustainable fishing, advantages and disadvantages of seasonal and genetically modified foods. Students will look at environmental issues associated with foods linked to transportation, locally produced foods, packaging and carbon footprint. They will gain an understanding of sustainability surrounding , climate change, global warming, availability of land to produce food or lack of, fairtrade and waste. Finally we look at the production and processing of food and the primary processes such as rearing, fishing, growing and harvesting, and secondary processes such as how raw ingredients are processed to produce a product such as flour into bread, milk into cheese or fruit into jams.	End of unit test. Written exam style questions throughout learning Practical sessions where students are able to put theory knowledge into practice.

Food and Nutrition



	Term	Content	Assessment
Year 11	Autumn 1	During this term students will be undertaking the Food Investigation part of their coursework. This will be an unknown brief, released at the start of the academic year. They will have to undertake a series of food science experiments and write up research, establish a hypothesis, outline experiments to prove or disprove the hypothesis, carry out the experiment and then record results and analyse the data.	This will count towards 15% of the overall grade for GCSE. This is a written assessment.
	Autumn 2	Completion of Food Investigation. Students will also undertake revision sessions for mock exams. These will include theory and practical sessions.	Assessment will include a written exam and a practical exam in preparation for the second piece of coursework.
	Spring 1	During this term students will undertake the Food Preparation part of their coursework. This again will be an unknown brief at the start of this term. They will have to undertake a series of food practical trials based on research surrounding the given brief. The dishes will have to be representative of the brief and show as many practical skills as possible. Pupils will have to analyse the sensory qualities of the dish before deciding on final different but related dishes for the final 3 hour practical assessment. For the practical session students will be required to produce a timeplan for the dishes prepared in the 3 hour session. Students will then have to write up a portfolio of the research, trial dishes and final dishes. They will include sensory analysis, nutritional analysis and costs related to the brief given.	This assessment is worth 35% of the overall grade of the GCSE and will be assessed based on the written and practical skills shown.
	Spring 2	Completion of Food Preparation task. Students will also start undertaking revision sessions ready for the exam. This will include recapping all of the knowledge gained in year 10 as well as learning how to answer exam style questions.	Assessments will be long answer exam style questions.
	Summer 1	Students will continue to undertake revision sessions ready for the exam. This will include recapping all of the knowledge gained in year 10 as well as learning how to answer exam style questions.	Assessments will be long answer exam style questions.

	Term	Content	Assessment
Year 10	Autumn 1	Theme 1 : Identity and culture—Who Am I? During this topic, part of theme 1, students will be learning how to describe and talk about relationships with friends and family. Specific areas for learning will include: Family and Family Relationships Description Talking about friends and making arrangements to go out Describing a night out with friends Students will be consolidating their use of French grammar to include: The present tense, Irregular verbs in present tense, Reflexive verbs, The near future tense, The perfect tense, The imperfect tense, Using 3 tenses together, Adjectival agreement.	Listening paper and Reading paper based on this topic Picture based discussion (speaking) based on free-time activities End of term assessment
	Autumn 2	Theme 1 : Identity and culture– Free Time During this topic, part of theme 1, students will be learning how to discuss their hobbies and interests as well as understand other peoples’ interests. Specific areas for learning will include: Sport Music, Films and TV Technology and Life online Reading Students will continue to consolidate their use of French grammar to include: Depuis + present tense, Comparatives, Imperfect tense, Direct object pronouns, Superlative adjectives, Opinion giving phrases.	Reading paper, Writing essay question End of term assessment
	Spring 1	Theme 2 Local area, holiday and travel During this topic, part of theme 2, students will learn how to understand and write about holiday destinations and activities. Specific areas for learning will include: Weather Holiday activities and Types of holiday Giving opinions Accommodation and Problems on holiday Identifying positive and negative opinions Students will continue to consolidate their use of French grammar to include: Present tense revision, Preterite tense revision, Imperfect tense revision, Identifying the person of the verb	Reading paper and Listening paper based on the topic of holidays. Speaking assessment– Key questions on holiday End of term assessment
	Spring 2	Theme 2 Local area, holiday and travel During this topic, part of theme 2, students will learn how to survive on holiday in a French speaking country as well as discussing problems that their home town may experience. Specific areas for learning will include: Places in town and Directions Shops and Souvenirs Shopping for clothes Problems in a town Transport Students will continue to strengthen and improve their use of French grammar with a focus on: Different opinion giving structures Future tense revision, Demonstrative adjectives, Conditional revision	Listening paper, Reading paper, Writing essay question based on a local area. End of term assessment
	Summer 1	Theme 3 : School & Education Students will learn how to discuss their school system and compare it to the French system. Specific content will include: Subjects and teachers Rules Uniform School routine Extra Curricular activities	Listening and reading paper on School. Picture based school discussion End of term assessment
	Summer 2	Theme 3: School and education Students will focus on the particular topics Getting the best out of school Talking about school exchange Grammar focus 5 tenses the imperative the pronouns	Writing papers Questions and conversation theme 3 End of term assessment

French

	Term	Content	Assessment
Year 11	Autumn 1	<p>Theme 4 Future Aspirations, Study and Work</p> <p>During this topic, part of theme 4, students will continue to look at the workplace and work experience., including looking at case studies and talking about their personal work experience.</p> <p>Job applications</p> <p>Workplace case studies</p> <p>Work experience</p> <p>Grammar: Adverbs, En + present participle, Direct object pronouns, Perfect tense, Verbs followed by à or de, Complex future tense sentences (si, quand + lorsque)</p>	<p>Year 10 exams– All four skills will be tested in a mock exam style, covering all content.</p> <p>End of unit assessment</p>
	Autumn 2	<p>Theme 5 : International and global dimension</p> <p>The students will discuss the problems the planet is facing</p> <p>They will focus on how to protect the environment</p> <p>They will discuss ethical shopping</p> <p>They will focus on volunteering</p> <p>They finish the unit on big events</p> <p>Skills : debating and comparing</p> <p>Grammar passive modal verbs challenging connectives</p>	<p>End of unit assessment 4 skills</p> <p>Theme 5 conversation questions</p>
	Spring 1	<p>Content this term will be determined based on results from the mock GCSEs but is likely to include:</p> <p>Speaking practice</p> <p>Developing spontaneity in speaking</p> <p>Revising content from Year 10</p> <p>Translation practice from English to French and French to English</p>	<p>Past papers</p> <p>Grammar 5 tenses</p>
	Spring 2	<p>Revision</p> <p>Content will be determined based on students' needs but is likely to include:</p> <p>Working with verbs in different tenses</p> <p>Developing longer written and spoken answers</p> <p>Reading strategies for tackling literary based texts</p>	
	Summer 1	<p>Revision</p> <p>Content will be determined by the students' needs but is likely to include</p> <p>Content from terms 1 and 2</p> <p>Building up the range of language</p> <p>Exam techniques</p>	

Geography

Year 10	Term	Content	Assessment
	Autumn 1	<p><u>The Challenge of Natural Hazards</u> Introduction to natural hazards and plate tectonics Earthquake case studies- Chile and Nepal Living with and preparing for tectonic hazards The Atmospheric Circulation Model The formation of tropical storms Tropical storm case study- Hurricane Katrina</p>	
	Autumn 2	<p><u>The Challenge of Natural Hazards</u> Weather hazards in the UK UK Extreme Weather Case Study- The Somerset Levels Floods Climate Change- the human and physical factors affecting climate change Managing climate change through mitigation and adaptation</p> <p><u>The Living World</u> Introduction to ecosystems and biomes Small-scale Ecosystem Example- Freshwater pond Tropical Rainforests- location, climate, soils, animal and plant adaptations Deforestation in the rainforest case study- Malaysia Managing the rainforest sustainably</p>	Unit 1.1 Assessment- Tectonic Hazards
	Spring 1	<p><u>The Living World</u> Hot deserts- location, climate, survival, animal and plant adaptations Development in hot deserts case study- Thar Desert Managing hot deserts</p> <p><u>Urban Issues and Challenges</u> Differences between urban environments in HICs and LICs. The causes of urbanisation and the growth of cities. Urban growth case study in a NEE country- Rio de Janeiro, Brazil</p>	Unit 1.2 Assessment- The Living World
	Spring 2	<p><u>Urban Issues and Challenges</u> The location and population of the UK's major cities. UK city case study- Bristol Sustainable living example- Freiburg, Germany</p>	Unit 2.1 Assessment- Urban issues and challenges
	Summer 1	<p>Human Geography field trip to Bristol - reviewing the regeneration of Bristol Harbourside.</p> <p>Human Geography fieldwork write up including: key questions and introduction to study sites, methods, data presentation and analysis, conclusion, evaluation</p> <p><u>Coastal Landscapes in the UK</u> Coastal processes- weathering, mass movement, erosion, transportation and deposition. Erosional landforms- headlands and bays, wave-cut notches and platforms, caves, arches, stacks and stumps. Depositional landforms- beaches, sand dunes, spits, bars, tombolos. Coastal landforms example- Swanage Bay</p>	Year 10 Exam- Natural Hazards, The Living World and Urban Challenges.
	Summer 2	<p>Coastal management- hard and soft engineering and managed retreat. Coastal management case study- Swanage Bay *Geographical skills including map and graph work completed throughout.</p> <p>Physical Geography field trip to Swanage - reviewing the coastal management. Physical Geography fieldwork write up including: key questions and introduction to study sites, methods, data presentation and analysis, conclusion, evaluation</p>	Unit 1.3 Assessment- Coastal Landscapes Unit 3.2 Fieldwork Assessment

Geography

	Term	Content	Assessment
Year 11	Autumn 1	<u>River Landscapes in the UK</u> River cross-sections and the characteristics. River processes- weathering, mass movement, erosion, transportation and deposition. Erosional landforms- interlocking spurs, waterfalls, gorges. Depositional landforms- levees, flood plains, estuaries. Landforms created by erosion and deposition- meanders and ox-bow lakes River landforms example- The River Tees Human and physical factors affecting flooding. Reading hydrographs River management- hard and soft engineering. River management case study- Banbury	Unit 1.3 Assessment - River Landscapes
	Autumn 2	<u>The Changing Economic World</u> Measuring economic development The Demographic Transition Model The causes and consequences of uneven development The impacts of migration Reducing the development gap Reducing the development gap example- Tourism in Jamaica Economic development in a NEE case study- Nigeria	Year 11 Trial Exam: Physical landscapes in the UK (Coasts and Rivers) and Geographical Applications- Fieldwork
	Spring 1	<u>The Changing Economic World</u> Economic development in a NEE case study- Nigeria Changes to the UK economy Sustainable industry in the UK example- Torr Quarry, Somerset Changes to rural areas example- South Cambridgeshire and The Outer Hebrides Transport improvements in the UK The North-South divide The UK's links to the rest of the world	Unit 2.2 Assessment- The Changing Economic World
	Spring 2	<u>The Challenge of Resource Management</u> Global inequalities in the supply of food, water and energy. The UK's supply and demand for food, water and energy. The Challenge of Resource Management- Food Areas of food security and insecurity Impacts of food insecurity. Ways of increasing food supply Large-scale agricultural development example- The Indus Basin Irrigation System Producing food sustainably. Sustainable food production in a LIC example- Makueni, Kenya	Unit 2.3 Assessment - Resource Management
	Summer 1	<u>Geographical Applications</u> Issue Evaluation (released by exam board 12 weeks before the examination date) Reviewing and analysing issue evaluation booklet Revision for all papers.	Marked exam practice across all papers

History

	Term	Content	Assessment
Year 10	Autumn 1	<p>Weimar and Nazi Germany, 1918–39 In the first term students are required to study Nazi Germany which forms part of the World element of the GCSE course. The topic looks at the condition of Germany after the First World War, the rebuilding which took place during the 'roaring twenties' and then how Hitler became leader of Germany.</p> <p>The origins of the Republic, 1918–19 including the legacy of the First World War</p> <p>The early challenges to the Weimar Republic, 1919–23 including challenges to the Republic from Left and Right.</p> <p>The recovery of the Republic, 1924–29 Including the impact of Stresemann's policies.</p> <p>Changes in society, 1924–29 Changes in the standard of living and cultural changes.</p> <p>Early Development of the Nazi Party, 1920–22 Including Hitler's early career.</p> <p>The Munich Putsch, The growth in support for the Nazis, 1929–32 including the Great Depression</p> <p>How Hitler Became Chancellor, 1932–33</p>	<p>Modern depth study</p> <p>This section is worth 10%* of the total qualification</p> <p>It is marked out of 16 marks.</p>
	Autumn 2	<p>Weimar and Nazi Germany, 1918–39 In this term students will continue to study Weimar and Nazi Germany. This term will focus on what life was like in Nazi Germany for different groups and the impact of the Nazi dictatorship.</p> <p>The creation of a dictatorship, 1933–34 including events such as the Reichstag Fire, the Night of the Long Knives and the death of von Hindenburg.</p> <p>The police State Including the role of the Gestapo and concentration camps.</p> <p>Controlling and Influencing attitudes A focus on Nazi propaganda and censorship.</p> <p>Opposition, resistance and conformity A focus on which groups opposed the Nazis and to what extent.</p> <p>Nazi policies towards women</p> <p>Nazi policies towards the young</p> <p>Employment and living standards Nazi policies to reduce unemployment and the lives of the workers.</p> <p>The persecution of minorities Nazi racial beliefs, policies and the treatment of minorities including the Jews</p>	<p>Modern depth study</p> <p>This section is worth 20%* of the total qualification</p> <p>It is marked out of 36 marks.</p>
	Spring 1	<p>Crime and punishment in Britain, c1000–present In this term students are required to study a thematic paper based on British History. Crime and Punishment looks at the changes in crimes, punishments, policing and trials from the Saxon period to the present day.</p> <p>Nature and Changing definitions of criminal activity: Middle Ages Crimes against the person, property and authority.</p> <p>The nature of law enforcement and punishment: Middle Ages The role of local communities in law, enforcement and punishment. Case study: The influence of the Church on crime and punishment in the early thirteenth century.</p> <p>Nature and Changing definitions of criminal activity: Early Modern including heresy, treason and the new crime of witchcraft.</p> <p>The nature of law enforcement and punishment: Early Modern The use of corporal and capital punishment; the introduction of transportation and the Bloody Code. Case study: The Gunpowder Plotters, 1605.</p>	<p>Thematic study</p> <p>This section is worth 10% of the total qualification</p> <p>It is marked out of 36.</p>

History

	Term	Content	Assessment
Year 10	Spring 2	<p>Crime and punishment in Britain, c1000–present</p> <p>Nature and Changing definitions of criminal activity: Industrial Period Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. Changing definitions of crime exemplified in the ending of witchcraft.</p> <p>The nature of Law enforcement and punishment: Industrial Period The role of the authorities and local communities in law enforcement. The development of police forces. Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform. Case study: Pentonville prison in the mid nineteenth century: reasons for its Construction. Key individual: Robert Peel.</p> <p>Nature and Changing definitions of Criminal activity: Modern Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. Changing definitions of crime, including driving offences, race crimes and drug crimes.</p> <p>The nature of law enforcement and punishment: Modern The role of the authorities and local communities in law enforcement. Changes within the police force and the move towards prevention. The abolition of the death penalty; changes to prisons, the development of non-custodial alternatives to prison. Case study: The treatment of conscientious objectors in the First and Second World Wars.</p>	<p>Thematic study</p> <p>This section is worth 10%* of the total qualification</p> <p>It is marked out of 36.</p>
	Summer 1	<p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime.</p> <p>The prevalence of lodging houses and pubs: creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.</p> <p>The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee.</p>	<p>Historic environment</p> <p>This section is worth 10%* of the total qualification</p> <p>It is marked out of 16. Both questions are compulsory.</p>
	Summer 2	<p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>Investigative policing in Whitechapel. Developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the ‘Ripper’ murders.</p> <p>The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the ‘beat constable’. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.</p>	<p>Historic environment</p> <p>This section is worth 10%* of the total qualification.</p> <p>It is marked out of 16. Both questions are compulsory.</p>

History

	Term	Content	Assessment
Year 11	Autumn 1	<p>Anglo-Saxon and Norman England, c1060–88 In this term students are preparing for the British Depth Study paper which focuses on Anglo-Saxon England and the changes the Normans brought when they invaded in 1066. Topics of study include:</p> <p>Anglo-Saxon society, What society was like in Saxon times, including the economy and social system.</p> <p>The last years of Edward the Confessor and what happened after his death</p> <p>Key individual: Harold Godwinson</p> <p>The claimants for the throne: The claims of William of Normandy, Harald Hardrada and Edgar Aethling.</p> <p>The battles of Fulford and Stamford Bridge.</p> <p>The Norman invasion: The Battle of Hastings, Reasons for William’s victory and how William established control, how Anglo Saxons resisted, 1068–71</p> <p>The revolt of Earls including the rebellions in the North.</p> <p>Hereward the Wake and rebellion at Ely.</p> <p>The resistance until 1087: The Harrying of the North, and its impact, The revolt of the Earls, Reasons for and features of the revolt.</p>	12 mark interpretation question
	Autumn 2	<p>Anglo-Saxon and Norman England, c1060–88 In this term students will continue the British Depth Study and focus particularly on the changes that William the Duke of Normandy made to England. Topics of study include:</p> <p>The feudal system and the Church, The new Norman government, Changes to government after the Conquest. The Introduction of the ‘forest’ laws and Domesday Book, The Norman Lords, The culture and language.</p> <p>Key individual: Bishop Odo</p> <p>William I and his sons: The character and personality of William I and his relations with Robert, William’s death.</p>	3, 5 and 18 mark interpretation questions
	Spring 1	<p>The American West 1835-1895</p> <p>The early settlement of the West, c1835-c1862; The Plains Indians: their beliefs and way of life, Migration and early settlement, conflict and tension.</p> <p>Development of the plains, c1862– c1876; The development of settlement in the West, Ranching and the cattle industry, Changes in the way of life of the Plains Indians</p>	10 mark explain and 18 mark essay question
	Spring 2	<p>The American West continued</p> <p>Conflicts and conquest, c1876—c1895; Changes in farming, the cattle industry and settlement, Conflict and tension, The Plains Indians: the destruction of their way of life.</p>	Mini mock on the Norman Conquest and the American West
	Summer 1	<p>Revision for GCSE Exam</p> <p>Content:</p> <p>Weimar and Nazi Germany, 1918–39</p> <p>Crime and punishment in Britain, c1000–present</p> <p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>Anglo-Saxon and Norman England, c1060–88</p> <p>The Mughal Empire 1526-1707</p> <p>Key Skills:</p> <p>Source Analysis</p> <p>Argument and Analysis</p> <p>(Essay Writing skills)</p> <p>Using second order concepts effectively</p>	

Horticulture

	Term	Content	Assessment
Year 10	Autumn 1	In this term, students will learn about the importance of maintaining wooden structures and techniques including the use of preservatives. We will also prepare our plots for sowing and planting a variety of vegetables.	This course is a continual assessment course and all assessments are in line with City & Guilds Level 1 7573-11
	Autumn 2	Students will learn about aerating turf and how to edge turf using shears. We will also learn about how to maintain hand tools by keeping them clean, lubricated and sharpened.	
	Spring 1	In term 3, we will start the process of growing our crops by sowing seeds indoors in containers and wait for them to germinate. We will also apply fertiliser to our plots, preparing them for the planting of our seedlings.	
	Spring 2	In this term, students will learn about growing plants from cuttings and large seedlings. They will also plug plants by hand. We will then learn how to cultivate land by single digging	
	Summer 1	Students will practise identifying common weeds using plant identification webs. Students will also practise how to safely use a wheeled rotary mower and a nylon cord strimmer. We will also sow seeds outdoors in drills by hand.	
	Summer 2	Students will prepare hanging baskets and learn about irrigation.	

Horticulture

	Term	Content	Assessment
Year 11	Autumn 1	Students will learn how to assess soil and texture condition, and carry out soil tests. They will then plant and care for plants grown in containers.	This course is a continual assessment course and all assessments are in line with City & Guilds Level 1 7573-11
	Autumn 2	Students will further their work on soil quality, learning how to test soil pH. Students will then plant flower bulbs for naturalisation.	
	Spring 1	In this term, students will learn how to propagate plants using stem cuttings, and prepare the soil on their plots, applying organic mulching.	
	Spring 2	In term 4, students will learn about the importance of scarifying turf, and how to do this by hand. They will then repair area of damaged turf with seed.	
	Summer 1	In term 5, students will learn about how to care for a maturing planted area.	

Hospitality and Catering

	Term	Content	Assessment
Year 10	Autumn 1	The hospitality and catering industry. In this unit students will start the Hospitality and catering course by looking at the industry as a whole. They will learn about the types of services and providers available, the differences between commercial and noncommercial establishments. We will look at services that are provided, suppliers used and how hospitality is provided in non-catering venues, and at job roles within the industry. Students will understand the requirements within the industry such as supply and demand, rates of pay, training and qualifications.	End of module exam style questions.
	Autumn 2	Students will be able to describe the meaning of working conditions including contracts, hours of work and pay entitlements. Lastly they will learn about the factors that affect the success of providers such as costs, profits, economy, new cooking techniques, competition and trends.	
	Spring 1	In this unit students will look at how the industry operates. Students will learn about the operation of both the kitchen and front of house. They will be able to identify the layout of both a kitchen and restaurant-service area and understand how to make the workflow. Students will learn about the equipment and materials used, how to control stock levels and how to document this effectively. We will also look at staff, the importance of dress code and safety and security. By the end of the unit we will look at how the industry meets the customer requirements, looking at the use of a consumer, business, leisure or as a resident. We will also look at the requirements such as customer needs, expectations how customers push food trends, the rights of a customer and equality.	End of module exam style questions
	Spring 2	This unit looks at health and safety in the workplace. Students will look at the responsibilities of employees and employers and the relation each has for the health and safety at work act, reporting of injuries, disease and dangerous occurrences regulations (RIDDOR). We will look at Control of substances hazardous to health regulations (COSHH), Manual handling operations regulations and Personal protective equipment at work regulations (PPER). Students will be able to identify risks to personal safety, the risks to health, security, levels of risks in relation to employers, employees, suppliers and customers and how to control these measures.	End of module exam style questions
	Summer 1	In this unit students will learn how food can cause ill health. Students will look at causes including bacteria, microbes, chemicals, poisonous plants, allergies and intolerances. Students will learn about the role and responsibilities of the environmental health officer (EHO), how they enforce the environmental health law, looking at the inspection of businesses for safety standards, following up complaints, outbreaks of food poisoning, why and how they collect samples for testing. We will look at the legislation, Food safety act, general food hygiene regulations and food labelling regulations. Students will be able to identify the different types of food poisoning and the symptoms that occur with food related ill health.	End of module exam style questions
	Summer 2	This term students will be looking back at all that has been learnt this year through revision. They will be able to review and recommend options for hospitality and catering provisions in a case study as part of the revision. This will all be in preparation for their exam.	90 minute exam

Hospitality and Catering

	Term	Content	Assessment
Year 11	Autumn 1	This unit will introduce the learning needed to complete the coursework. Students will start by looking at the importance of nutrition when planning menus. We will learn the importance of nutrients in the human body, looking at fats, proteins, carbohydrates, vitamins, minerals, water and dietary fibre. Students will learn the needs of specific groups such as the different life stages, childhood, adulthood and elderly as well as learning about specific diets. We will look at the characteristics of unsatisfactory nutritional intake; the visible and non visible effects, and the impact of deficient or excess amounts of nutrients on the body.	Written portfolio as practice for final coursework.
	Autumn 2	Students will learn the impact cooking methods have on nutritional value. Use of a nutritional software program. Practical sessions to learn the impact of nutrition on menu planning.	
	Spring 1	In this unit students will put into practice techniques to cook dishes. Students will practice chopping and shaping skills, whisking, melting and rub-in methods. They will learn how to cook poultry, meat and fish dishes as well as using eggs, dairy products, cereals, vegetables, fruits and soya products in dishes. They will evaluate the sensory qualities of their dishes. They will be able to present dishes to a high standard, thinking about portion control, garnish and creativity. Practical sessions to learn the impact of nutrition on menu planning.	Written portfolio as practice for final coursework. Timed practical session
	Spring 2	In this term pupils will undertake the coursework. Students will be given a brief and set tasks that they will have to complete in order to finalise their course work document.	Final coursework
	Summer 1	They will be able to showcase all they have learnt over the year and complete a timed practical session.	

Mathematics

	Term	Content	Assessment
Year 10	Autumn 1	<p>Foundation Congruency, similarity and enlargement Understand the difference between congruence and similarity Enlarge a shape about a given point; understand and use similarity Find missing sides in similar shapes including pairs of similar triangles Understand and use the conditions for a pair of congruent triangles Trigonometry Understand trigonometric ratios Work out missing lengths and angles in right-angles triangles Know and use the exact values of key angles</p> <p>Higher All of foundation plus: Area and volume of similar shapes Formal proof of congruent of triangles Enlarge a shape by a negative scale factor Use trigonometry in 3D shapes Derive and use the sine and cosine rules Use the formula $\frac{1}{2} ab \sin C$ to find the area of non-right angled triangles</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test
	Autumn 2	<p>Foundation Representing solutions of equations and inequalities Form and solve equations and inequalities in a variety of contexts, including with unknowns on both sides Represent solutions to inequalities on number lines Represent solutions to equations graphically Simultaneous equations Understand the meaning of solution, appreciating that some equations have multiple solutions Form and solve a pair of linear simultaneous equations graphically Form and solve a pair of linear simultaneous equations algebraically</p> <p>Higher All of foundation plus: Use set notation for solutions Solve inequalities in two variable, identifying regions Solve quadratic equations and inequalities (by factorisation only) Solve simultaneous equations with one linear and one quadratic</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test
	Spring 1	<p>Foundation Angles and bearings Review KS3 angle rules Understand and use bearings Working with circles Review area and circumference Name parts of a circle and perform related calculations Find areas and volumes related to circles - cylinder, cone, sphere etc Vectors Understand vector notation Vector arithmetic - addition, subtraction and multiplication by a scalar Vectors and translations</p> <p>Higher All of foundation plus: Derive, use and prove first four circle theorems (Note: the rest are covered in Year 11) Understand and use equation of a circle Construct geometric proofs with vectors</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test

Mathematics

Term	Content	Assessment
Spring 2	<p>Foundation Ratio and fractions Use ratios, including with mixed units Fractions in ratios Fractions from ratios Combining ratios Unit pricing ('best buys') Currency conversions Percentages and interest Convert fractions, decimals and percentages Find percentages and percentage changes Find one number as a percentage of another Calculate simple and compound interest Evaluate exponential change e.g. depreciation Find original values Probability Review of single event probability - comparing theoretical and experimental Understand and work with mutually exclusive and independent events Construct and interpret tree diagrams Find probabilities from frequency trees, tables and Venn diagrams</p> <p>Higher All of foundation plus: Revise area and volume ratios Use iterative methods Calculate and interpret conditionals probabilities</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test
Summer 1	<p>Foundation Collecting, representing and interpreting data Understand sampling, including the possible limitations Construct and interpret tables and line graphs for time series data Understand and represent with grouped data Understand and identify correlation Use lines of best fit, understanding the dangers of extrapolation Construct and interpret frequency polygons Evaluate measure of location and dispersion Use statistical diagrams and measure to compare distributions</p> <p>Higher All of foundation plus: Construct and interpret cumulative frequency diagrams, box plots and histograms Understand quartiles; use and interpret the interquartile range</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test
Summer 2	<p>Foundation Non-calculator methods Use four operations with integers (positive and negative), decimals and fractions with and without context Work with exact answers e.g area and volume Evaluate calculations with percentages Types of number and sequences Use factors, multiples, primes and prime factorisation Recognise arithmetic and geometric sequences Recognise and use other sequences Indices and roots Work out powers and roots Use the rules of indices Calculate with number in standard index form</p> <p>Higher All of foundation plus: Calculate with surds Find the rule for the nth term of a quadratic sequences Understand and use fractional indices Work with rational and irrational numbers, including recurring decimals Work with limits of accuracy, including upper and lower bounds</p>	End of topic tests Fortnightly basic skills tests End of term knowledge test

Mathematics

	Term	Content	Assessment
Year 11	Autumn 1	<p>Foundation</p> <p>Students will work on: integers, place value, decimals, indices, roots, factors, multiples, primes, algebra: the basics, expanding and factorising single brackets, expressions, substitution into formulae, tables, charts, graphs, pie charts and scatter graphs.</p> <p>Higher</p> <p>Students will work on: calculations, checking and rounding, indices, roots, reciprocals, BIDMAS, factors, multiples, primes, standard form, surds, algebra: the basics, setting up, rearranging and solving equations, sequences, averages, range, representing and interpreting data, scatter graphs, fractions, percentages, ratio and proportion, polygons, angles, parallel lines, Pythagoras theorem and trigonometry.</p>	<p>Weekly tests</p> <p>Topic tests</p> <p>Mock examination</p>
	Autumn 2	<p>Foundation</p> <p>Students will work on: fractions, decimals, percentages, equations, inequalities, sequences, shapes, parallel lines, angle facts, interior and exterior angles of polygons, statistics, sampling, averages, perimeter, area and 3D forms.</p> <p>Higher</p> <p>Students will work on: graphs: the basics, real-life graphs, linear graphs, coordinate geometry, quadratic, cubic and other graphs, perimeter, area, circles, 3D forms, volume, surface area, accuracy, bounds, transformations, constructions, loci, bearings.</p>	<p>Weekly tests</p> <p>Topic tests</p> <p>Mock examination</p>
	Spring 1	<p>Foundation</p> <p>Students will work on: real-life graphs, straight-line graphs, rotations, translations, reflections, enlargements, ratio, proportion, right-angled triangles, Pythagoras theorem and trigonometry.</p> <p>Higher</p> <p>Students will work on: solving quadratics, solving simultaneous equations, inequalities, probability, multiplicative reasoning, proportion, similarity, congruence, graphs of trigonometric functions and further trigonometry.</p>	<p>Weekly tests</p> <p>Topic tests</p> <p>Mock examination</p>
	Spring 2	<p>Foundation</p> <p>Students will work on: probability, multiplicative reasoning, plans, elevations, constructions, loci, bearings, quadratic equations, quadratic graphs, perimeter, area and volume 2.</p> <p>Higher</p> <p>Students will work on: collecting data, cumulative frequency, box plots, histograms, quadratics, cubics, sketching graphs, circles, circle theorems, circle geometry, formulae, algebraic fractions, surds, proof, vectors and geometric proof.</p>	<p>Weekly tests</p> <p>Topic tests</p> <p>Mock examination</p>
	Summer 1	<p>Foundation</p> <p>Students will work on: more fractions, indices, standard form, similarity and congruence in 2D, vectors, rearranging, more graphs and simultaneous equations.</p> <p>Revision of all topics.</p> <p>Higher</p> <p>Students will work on: reciprocal graphs, exponential graphs, direct and inverse proportion. Revision of all topics.</p>	<p>Weekly tests</p> <p>Topic tests</p> <p>Mock examination</p>

	Term	Content	Assessment
Year 10	Autumn 1	<p>Area of Study 1: Instrumental Music 1700-1820</p> <p>Listening and Appraising In this unit, students will learn the key terms required for GCSE Music including the musical elements (melody, harmony, metre, texture etc), different structures of typical musical forms, instruments and instrument groupings and leading composers of the period including J.S.Bach, Vivaldi, Mozart and Beethoven. Students will also learn how to complete melodic and rhythmic dictation; adding missing notes to a passage of music by listening to an extract. There will be an introduction to set work 1: Bach's Brandenburg Concerto No. 5 in D Major and analysis of the musical features of the piece allowing students to start completing exam questions.</p> <p>Composition Students will complete a series of short composition tasks in relation to their learning about the key musical features, using chords and chord patterns as well as melody .</p> <p>Performance Students will complete an assessed performance in each half term which will be prepared as homework and performed in lesson time. Students should be able to perform accurately and fluently either from a score or from an original recording for all performances throughout the course. The first performance will be a solo performance given to the class within the first 2 weeks of the academic year.</p>	Getting to know you test Theory and composition mini-tasks in lessons Solo performance
	Autumn 2	<p>Listening and Appraising Students will continue study of set work 1: Bach's Brandenburg Concerto No 5 in D Major and begin studying set work 2: Beethoven's Piano Sonata No.8 in C Minor 'Pathetique'. There will also be work on how to apply knowledge about set works to short listening questions and how to draw comparisons between set works and unfamiliar pieces in longer essay-style questions.</p> <p>Composition Students will complete guided research tasks about military marches and their musical features such as 'oom-pah' rhythms, structure and typical instruments used. There will be a series of taught lesson activities to lead to commencement of composition 1.</p> <p>Performance Students will complete an assessed performance in each half term which will be prepared as homework and performed in lesson time. Additional lesson time will be allowed to rehearse the ensemble performance which will need to be completed with at least 1 other student.</p>	12 mark section B comparison essay question Short listening questions Ensemble performance
	Spring 1	<p>Area of Study 2: Vocal Music</p> <p>Listening and Appraising Students will use their newly formed analysis skills to learn about set work 3: Queen's 'Killer Queen'. Students will complete a series of independent learning tasks, taught lesson activities and practice exam questions to develop and extend their knowledge of the set work and refine their exam technique.</p> <p>Composition Students will begin to compose a military march using MuseScore software. Computer lessons will be booked but students may continue to work on their composition outside of lesson time. Composition work will be collected for marking on 2 occasions before final submission but students may hand in their work for formal feedback at any time and lessons will continue to help students shape their work.</p>	Short exam questions on set works and unfamiliar pieces. First mark of composition 1.
	Spring 2	<p>Area of Study 2: Vocal Music</p> <p>Listening and Appraising Students continue to study set work 3: Queen's 'Killer Queen' completing a series of independent learning tasks, taught lesson activities and practice exam questions to develop and extend their knowledge of the set work and refine their exam technique.</p> <p>Composition Students will continue to compose their military march using MuseScore software during lessons. Work will be submitted for a second formal mark at the end of this half term.</p> <p>Performance Students will complete an assessed performance in each half term which will be prepared as homework and performed in lesson time. Students should be able to perform accurately and fluently either from a score or from an original recording. Due to the typically short nature of the Spring term, this performance will be set to be prepared during the Easter holidays to be performed at the start of the summer term.</p>	Short exam questions on set works and unfamiliar pieces. Second mark of composition 1.
	Summer 1	<p>Listening and Appraising Students will continue to study set work 3: Queen's 'Killer Queen' and begin an introduction to set work 4: Purcell's 'Music for a While'. In preparation for the Year 10 exam students will focus on exam technique and how to answer short questions, comparison essay questions, melodic and rhythmic dictation, discussing unfamiliar works and contextual and historical information about set works.</p> <p>Composition Students will complete and submit the completed composition 1 (military march).</p>	Short exam questions on relevant set works. 12 mark section B comparison essay question. Final mark of composition 1. Solo performance.
	Summer 2	<p>Area of Study 3: Music for Stage and Screen</p> <p>Listening and Appraising Students will complete their Year 10 exam to test on Areas of Study 1 & 2 with a series of short, multiple choice questions up to longer essay-style comparison questions. Following the exam there will be an introduction and in-depth study of set works 5 & 6: 'Defying Gravity' from Wicked by Stephen Schwartz and 'Main Title/Rebel Blockade Runner' from Star Wars: Episode IV A New Hope by John Williams. As with previous set works, students will learn about the musical features in a series of taught and independent activities as well as testing their knowledge and refining their exam skills with practice questions.</p> <p>Performance Students will complete an assessed performance in each half term which will be prepared as homework and performed in lesson time. In this term, additional lesson time will be allowed to rehearse the ensemble performance (a performance with at least 1 other student where performers play an independent part) which will need to be completed with at least 1 other student.</p>	Ensemble performance Submit composition (second draft)

	Term	Content	Assessment
Year 11	Autumn 1	<p>Area of Study 3: Music for Stage and Screen</p> <p><u>Listening and Appraising</u> Students will begin year 11 with a look back at set works previously studied and a continued in depth study of set works 5 & 6: ‘Defying Gravity’ from Wicked by Stephen Schwartz and ‘Main Title/Rebel Blockade Runner’ from Star Wars: Episode IV A New Hope by John Williams.</p> <p><u>Composition</u> There will be an introduction to composition 2: Composing for one of the 4 set briefs issued by the exam board on 1 September in the year of examination. In lessons students will discuss the 4 set briefs and plan how to write music to meet these. There will be a series of wider listening activities to listen to music in the styles of the given briefs and students will begin development of initial composition ideas.</p> <p><u>Performance</u> Students will complete an assessed solo performance this half term which will be prepared as homework and performed in lesson time. Students should be able to perform accurately and fluently either from a score or from an original recording.</p>	<p>Short answer exam questions.</p> <p>Solo performance.</p> <p>First mark of composition 2.</p>
	Autumn 2	<p>Area of Study 4: Fusions</p> <p><u>Listening and Appraising</u> Students will complete an in depth study of set works 7 & 8: ‘Release’ by Afro Celt Sound System and ‘Samba Em Preludio’ by Esperanza Spalding. Following the completion of learning about the final 2 set works, students will prepare for their mock exam based on all 4 areas of study testing all skills required for final GCSE exam: short questions, comparison essay questions, melodic and rhythmic dictation, discussing unfamiliar works and contextual and historical information about set works.</p> <p><u>Composition</u> Students will continue to compose their set brief composition using MuseScore or Noteflight software during lessons. Work will be submitted for a second formal mark at the end of this half term.</p>	<p>Mock exam paper.</p> <p>Second mark of composition 2.</p>
	Spring 1	<p>Coursework completion</p> <p><u>Listening and Appraising</u> Students will receive feedback from the mock exam and devise a focused revision plan. Students will need to begin their own individual revision programmes based on their weakest areas which will be supported by further revision of course content and practice exam questions in lessons. All 8 set works will be revisited and practice questions will be completed on each piece during the revision period. Students will complete a series of wider listening tasks on pieces related to the studied set works to enable them to apply their knowledge to unfamiliar extracts of music.</p> <p><u>Composition</u> Students will complete and submit their composition 2 (set to brief).</p>	<p>Practice exam questions.</p> <p>Final mark of composition 2.</p>
	Spring 2	<p>Coursework completion and revision</p> <p><u>Listening and Appraising</u> Students will need to continue their own individual revision programmes based on their weakest areas which will be supported by further revision of course content and practice exam questions in lessons. All 8 set works will be revisited and practice questions will be completed on each piece during the revision period. Students will complete a series of wider listening tasks on pieces related to the studied set works to enable them to apply their knowledge to unfamiliar extracts of music.</p> <p><u>Composition</u> Students will complete any final changes and additions to composition 1 & 2 based on teacher feedback. Final scores will be printed and final recordings are completed ready for submission to the moderator. Marks are shared throughout the composition process and students will be informed of final marks prior to submission.</p> <p><u>Performance</u> Students will ensure that their final solo and ensemble performances are prepared and recorded. A final finished recital should include:</p> <ul style="list-style-type: none"> · At least 1 minute of solo performance · At least 1 minute of ensemble performance · A combined total of 4 minutes of performing time. <p>Final performances can be made from 1 piece or a combination of shorter pieces to meet the time requirements. Performances that do not meet the time requirements will receive 0 marks. Students will record their work throughout the course and it may be that this work is completed long before these final 2 terms.</p>	<p>Practise short and long answer exam questions.</p> <p>Final composition marks and submission.</p> <p>Solo and ensemble performance marks.</p>
	Summer 1	<p><u>Performance</u> Students will ensure that their final solo and ensemble performances are prepared and recorded. A final finished recital should include:</p> <ul style="list-style-type: none"> · At least 1 minute of solo performance · At least 1 minute of ensemble performance · A combined total of 4 minutes of performing time. <p>Final performances can be made from 1 piece or a combination of shorter pieces to meet the time requirements. Performances that do not meet the time requirements will receive 0 marks. Students will record their work throughout the course and it may be that this work is completed long before these final 2 terms.</p>	

Religious Education

	Term	Content	Assessment
Year 10	Autumn 1	<p>Christian beliefs and teachings The start of the RE GCSE explores some of the key beliefs of Christianity and how they influence the life of a believer. The first area of study is an examination of Christian beliefs about God with a focus on: The nature of God, The Trinity, The problem of evil and suffering. Following this, students will study how God has revealed himself through creation; how this is interpreted differently by Christians and how this affects how they view and treat the environment. The next part of the course is the key to understanding Christianity. The focus is on the incarnation of God and Christian beliefs about Jesus. In addition to this, students will examine aspects of the life of Jesus and how it influences them in the way they live their lives.</p>	GCSE questions on Christian beliefs and teachings
	Autumn 2	<p>Christian beliefs and teachings Students will study Christian beliefs about life after death and how they might influence a believer: Resurrection, Judgement, Heaven and Hell, Sin, Salvation, Christian Practices. The second area of study focuses on how a Christian practices their beliefs in their everyday life. Students will examine the importance of worship and differences within specified denominations. This will be followed by a study on the importance of prayer.</p> <p>The next part of the course examines key sacraments such as Baptism and Eucharist and how they influence the life of a believer. This then moves onto the importance of pilgrimage to Christians with a focus on Lourdes and Iona and how the festivals of Christmas and Easter remind Christians of the incarnation of God. The final part of the course examines the role of the Church in the local community with a focus of food banks and Street Pastors. In addition to this the concept of mission and evangelism is examined in terms of how Christianity has grown in particular places in the world and the persecution of Christians and the Christian responses to world poverty.</p>	GCSE questions on Christian beliefs and teachings
	Spring 1	<p>Muslim beliefs and teachings The second part of Year 10 starts with an examination of Muslim beliefs. The focus of this will be: The Oneness of God, The supremacy of God's will, The nature of God</p> <p>This will be followed by a study of the key differences between Sunni and Shi'a Islam. The key part of the study of the different traditions of Sunni and Shi'a Islam will be the concept of Risalah. This is the belief that Muslims get their guidance from particular sources. The focus of this part of the course will be on: Muslim beliefs about angels, Prophethood, The holy books of Islam.</p>	GCSE questions on Muslim beliefs and teachings
	Spring 2	<p>Students will then examine Muslim beliefs about life after death focussing the following areas:</p> <ul style="list-style-type: none"> ● Free will and predestination ● Death and resurrection ● Judgement and the Day of Judgement ● Heaven and Hell 	GCSE questions on Muslim beliefs and teachings
	Summer 1	<p>The second area of the study of Islam is the key practices of Islam and how they might influence a Muslim and how they live their life.</p> <p>Muslims must have a understanding of the 5 pillars, the 10 Obligatory Acts and the Shahadah</p> <p>The 5 pillars will then be examined in much more detail with a focus on:</p> <ul style="list-style-type: none"> ● Salah - prayer ● Sawm - fasting ● Zakah – giving alms ● Hajj – pilgrimage to Makkah 	GCSE questions on Muslim practices
	Summer 2	<p>The next part of the course will examine the concept of Jihad.</p> <p>This will lead onto the importance of the Festivals of:</p> <ul style="list-style-type: none"> ● Id-ul-Fitr ● Id-ul-Adha ● Ashura <p>This will focus on the importance of each festival and how they are celebrated by Shi'a and Sunni Muslims.</p>	Yr 10 mock exam on Christian beliefs and teachings

Religious Education

	Term	Content	Assessment
Year 11	Autumn 1	<p>Religion and life</p> <p>The first Theme that students study in Year 11 is Religion and life. This starts with an examination of the different religious and scientific beliefs about the origin of the universe.</p> <p>This then moves onto a study of the following issues: The value of the world for religious believers, Pollution, Scientific and Religious Beliefs about the origins of human life.</p> <p>Students will then examine the following issues from a Christian and Muslim perspective so that they understand the similarities and differences between the two: The use of animals in experiments, Abortion, Euthanasia.</p>	GCSE questions on religion and life
	Autumn 2	<p>Religion, peace and conflict</p> <p>The second theme that students study focuses on religious views on peace and conflict. The first part of the theme establishes the key concepts of: Peace, Justice, Forgiveness, Reconciliation.</p> <p>This then moves onto whether or not violence, violent protest and terrorism are ever acceptable. This will include a specific focus on the Christian and Muslim view on the use of violence.</p> <p>The key part of understanding in this theme is about war. This will include an examination of the following topics: The reasons why countries go to war, The Just War theory, Holy War, Religion as a cause of war and How the victims of war are helped. Students will then examine the following issues from a Christian and Muslim perspective so that they understand the similarities and differences between the two: The use of violence, Pacifism, The use of nuclear weapons and Weapons of mass destruction.</p>	<p>GCSE questions on religion peace and conflict</p> <p>Mock exam on Christian beliefs and teachings and Christian practices</p> <p>Mock exam on Muslim beliefs and teachings and Muslim practices</p>
	Spring 1	<p>Religion, crime and punishment</p> <p>The third theme that students study focuses on the religious views on crime and punishment.</p> <p>The first part of this theme focuses on the following issues: The different reasons for crime, Religious and non-religious attitudes to law breakers, The different types of crime with a focus on theft, murder and hate crimes.</p> <p>Students will then examine the different religious beliefs about: The aims of punishment, The treatment of prisoners, Whether or not it is right to cause suffering to others.</p> <p>Students will then examine the following issues from a Christian and Muslim perspective so that they understand the similarities and differences between the two: The use of corporal punishment, The death penalty, Forgiveness.</p>	GCSE questions on religion, crime and punishment
	Spring 2	<p>Religion, human rights and social justice</p> <p>The fourth theme that students study focuses on the religious views on human rights and social justice.</p> <p>To start with, students will gain an overview including an examination of the 1948 Universal Declaration of Human Rights and the UK 1998 Human Rights Act.</p> <p>This will move onto an examination of prejudice and discrimination with a focus on homosexuality, disability and race.</p> <p>In addition to this students will also explore how the poor are exploited. This will include: Fair pay, High interest rates, Human trafficking.</p> <p>This will conclude with an understanding of how the poor should be helped and the role of charities.</p> <p>Students will then examine the following issues from a Christian and Muslim perspective so that they understand the similarities and differences between the two:</p> <ul style="list-style-type: none"> ● The status of women ● The use of wealth ● Freedom of religious expression 	GCSE questions on religion, human rights and social justice
	Summer 1	Revision programme	

	Term	Content	Assessment
Year 10	Autumn 1	<p>Review of ideas taught in Year 9: (Cells, Atomic structure, Energy)</p> <p>Organisation Students will learn about the structure of cells and how they survive. They will also learn about organ systems in the body, including the digestive system and the circulatory system.</p> <p>Chemical Bonding In this unit, students will learn about the structure of atoms and the different ways in which atoms join together to make compounds.</p>	<p>Each topic has an assessment to see how ideas are constructed into exam style questions.</p> <p>These are marked and discussed before students complete follow up work to revisit areas of improvement.</p>
	Autumn 2	<p>Electricity Students will learn about the relationship between current, voltage and resistance, and how these are affected by different factors. They will also find out about how to calculate the efficiency of different appliances.</p> <p>Diseases Some diseases can be passed on or caught, but others can only be inherited. Students will study the causes and treatments for different types of disease, and how lifestyles can affect human health.</p>	
	Spring 1	<p>Quantitative Chemistry Chemistry is a predictable process and in this topic students will learn how to use formula mass and mole calculations to calculate mass and concentration changes that occur in reactions.</p> <p>Particles at work Particles are fundamental to how our universe works. Students will learn about density, states of matter and the energy changes involved in changing between states. They will also learn about internal energy and specific latent heat, as well as how to measure both in the lab</p>	
	Spring 2	<p>Bioenergetics Photosynthesis and respiration are two important life processes. Students will learn about them both and how they are linked. They will also learn about factors that can affect the rate of photosynthesis, and how this knowledge can help gardeners and farmers increase the yield of crops.</p> <p>Chemical Reactions and Energy Changes This unit is about different types of reaction, and how they might be useful. For example, displacement reactions which allow the extraction of metals from ores, or exothermic and endothermic reactions which could be used in hand warmers or instant ice packs.</p>	
	Summer 1	<p>Radioactivity Students will learn about radioactivity, radiation and how the work of Rutherford led us to our current understanding of atoms. They will learn about how radioactive properties such as the different radioactive particles and half life affect the uses and risks of these materials</p>	
	Summer 2	<p>Ecology This unit will explore the relationships between different organisms within an ecosystem and how organisms compete to survive. Students will also explore how human activity affects biodiversity and climate change.</p> <p>Space Separate Scientists will learn about Space, exploring the evolution of the universe, our solar system and the life cycle of a star. We will also learn about natural and artificial satellites.</p>	

Science

	Term	Content	Assessment
Year 11	Autumn 1	<p>Biological Responses In this unit, students will find out about the central nervous system and the peripheral nervous system, and the role each plays in controlling the body, including automatic reflex responses. They will then learn about hormones, the body's chemical messengers, and how they control blood glucose and the menstrual cycle. Separate scientists will also learn about homeostasis.</p> <p>Rates and Equilibrium This unit is about the rate of a reaction, how the rate of a reaction can be increased or decreased, and how you can measure the rate of a reaction. Students will also look at hydrocarbons and the fractional distillation of crude oil</p>	<p>Each topic has an assessment to see how ideas are constructed into exam style questions.</p> <p>These are marked and discussed before students complete follow up work to revisit areas of improvement.</p>
	Autumn 2	<p>Forces in Action Students will learn about different forces and how to measure, add or subtract them. They will also learn about acceleration and momentum and about speed/time and distance/time graphs, including how to interpret and draw</p> <p>Genetics and Reproduction This unit is about sexual and asexual reproduction, and how genes are inherited by offspring. Students will also learn about evolution, natural selection and genetic engineering. We will also explore the ethics of genetic technologies. them.</p>	Trial Exams
	Spring 1	<p>Organic Chemistry, Analysis and the Earth's Resources Students will study alkanes, alcohols and esters, as well as carboxylic acids. They will then learn about polymers and natural polymers. They will also look at how different chemicals can be tested for and identified using different techniques. Students will learn about the evolution of the Earth's atmosphere and how it is affected by human activity. Separate scientists will also learn about alloys, polymers, ceramics, composites and the haber process.</p>	
	Spring 2	<p>Waves and Electromagnetism This unit explores the different types of waves; sound waves and the different parts of the electromagnetic spectrum. Students will find out about the uses and dangers of different parts of the electromagnetic spectrum. We will also explore magnetism and how electromagnets work. Separate scientists will also explore reflection and refraction of light, including how lenses work.</p>	
	Summer 1	Revision	
			GCSE Exams

Spanish

	Term	Content	Assessment
Year 10	Autumn 1	<p><u>Identity and culture—Interests and Influences</u> During this topic, part of theme 1, students will be learning how to discuss their hobbies and interests as well as understand other peoples' interests. Specific areas for learning will include: T.V & Film, Free time activities and Sports What is trending at the moment Different types of entertainment Discussing role models Students will be consolidating their use of Spanish grammar to include: Stem-changing verbs, Soler and Infinitive dates, using some and many perfect tense, Preterite tense v imperfect tense.</p>	Listening paper Reading paper based on this topic Picture based discussion (speaking) based on free time activities
	Autumn 2	<p><u>Identity and culture– de costumbre (traditions)</u> During this topic, part of theme 1, students will be learning about the traditions and cultures of Spanish speaking countries and how to discuss daily life. Specific areas for learning will include: Mealtimes, Food and Daily routine Illness and injuries Festivals Describing a special day Ordering food in a restaurant A music festival Grammar: Using the passive, Comparatives and superlatives, Avoiding the passive, Reflex verbs in the preterite, Expressions followed by the infinitive</p>	Reading paper, Writing essay questions based on the topic.
	Spring 1	<p>Local area, holiday and travel During this topic, part of theme 2, students will learn how to understand and write about holiday destinations and activities. Specific areas for learning will be: Weather Holiday activities and Types of holiday Giving opinions Accommodation Problems on holiday Identifying positive and negative opinions Students will continue to consolidate their use of Spanish grammar to include: Present tense revision, Preterite tense revision, Imperfect tense revision, Identifying the person of the verb</p>	Reading paper Listening paper based on the topic of holidays, Speaking assessment– Key questions on holiday
	Spring 2	<p><u>Local area, holiday and travel cont</u> During this topic, part of theme 2, students will learn how to survive whilst on holiday in a Spanish-speaking country as well as discuss the pros and cons of where they live. Specific content will include: Places in town and Directions Shops and Souvenirs Shopping for clothes Problems in a town Transport Students will continue to consolidate and improve their range of knowledge of Spanish grammar to include: Different opinion giving structures, Tu/ usted, Se puede/ se pueden, Future tense revision, Demonstrative adjectives, Conditional revision</p>	Listening paper, Reading paper, Writing essay question
	Summer 1	<p><u>Future Aspirations, Study and Work</u> During this topic, part of theme 4, students will learn how to discuss future plans and the importance of learning languages. This will include work on: Jobs and Workplaces Earning money Work experience Importance of learning languages Students will continue to consolidate and improve their range of knowledge of Spanish grammar to include: Imperfect tense revision, Preterite tense revision, Present tense revision, Present continuous</p>	Speaking– role play
	Summer 2	<p><u>Future Aspirations, Study and Work</u> During this half term, students will continue to work on future plans and jobs. Summer jobs and Job applications Gap year 24 hour clock Future plans Students will continue to consolidate and improve their range of knowledge of Spanish grammar to include: Indirect object pronouns, Conditional tense revision, Future tense revision, The subjunctive with cuando</p>	Year 10 exams– All four skills will be tested in a mock exam covering all content

Spanish

	Term	Content	Assessment
Year 11	Autumn 1	School and Education Students will learn how to discuss their school system and compare it to the Spanish system. Specific content will include: Subjects and teachers Rules Uniform School routine Extra Curricular activities	Listening and reading paper on School. Picture based school discussion
	Autumn 2	Students will learn how to talk, write and understand about the global world with a focus on Spanish speaking countries. Specific content will include: International and global dimension Types of houses Environment Global issues Local actions Healthy lifestyles International sporting events Natural disasters Grammar: Present subjunctive, Using the subjunctive in commands, Pluperfect tense, Imperfect continuous.	Listening paper, Reading paper and key questions on international and global dimensions
	Spring 1	Content this term will be determined based on results from the mock GCSEs but is likely to include: Speaking practice Developing spontaneity in speaking Revising content from Year 10 Translation practice from English to Spanish and Spanish to English	
	Spring 2	Revision Content will be determined based on students' needs but is likely to include: Working with verbs in different tenses Developing longer written and spoken answers Reading strategies for tackling literary based texts	
	Summer 1	Revision Content will be determined by the students' needs but is likely to include: Content from terms 1 and 2 Building up the range of language Exam techniques	

Sport Science

	Term	Content	Assessment
Year 10	Autumn 1	1.1 Structure and function of the musculo-skeletal system <ul style="list-style-type: none"> - Functions of the skeleton - Classification of bones - Bone names - Classification of joints and movement at joints - Role of ligaments and tendons - Muscle types - Muscle names - Antagonistic muscle action - Muscle fibres 	Glossary test 1 – 25 End of section test on section 1.1
	Autumn 2	1.2 Structure and function of the cardio-respiratory system <ul style="list-style-type: none"> - Function of the cardiovascular system - Structure of the cardiovascular system - Blood vessels - Vascular shunting (vasoconstriction & vasodilation) - Function of blood - Structure and function of the respiratory system - Gaseous exchange - How the cardiovascular and respiratory systems work together during physical activity. 1.3 Aerobic and Anaerobic body systems <ul style="list-style-type: none"> - Differences between aerobic and anaerobic body systems, the fuels used for each and the types of activity each are predominantly used in. 	Glossary test 26 -50 End of section test on sections 1.2 & 1.3
	Spring 1	1.4 Short & long term effects of exercise <ul style="list-style-type: none"> - Short term effects of exercise on the cardiovascular, respiratory and muscular systems - Long term effects of exercise on the cardiovascular, respiratory and muscular systems - Interpreting graphical representations of heart rate, stroke volume and cardiac output during exercise. 3.1 & 3.2 - Components of fitness and fitness testing <ul style="list-style-type: none"> - Relationship between exercise, fitness & health - Components of fitness - Fitness testing procedures 	Glossary test 51 -71 End of section test on 1.4 & 3.1 / 3.2
	Spring 2	3.3 - Principles of training <ul style="list-style-type: none"> - Principles of training e.g. progressive overload, specificity... - Use of different training methods e.g. circuit training, continuous training.... 3.5 Optimising training and preventing injury <ul style="list-style-type: none"> - PAR-Q - Injury prevention - RICE - Performance enhancing drugs 	Glossary test recap End of section test on 3.3 & 3.5
	Summer 1	3.6 Effective use of warm-up and cool downs Component 4 - Personal Exercise Programme (PEP) coursework component <ul style="list-style-type: none"> - Aim and planning analysis. Pre-PEP data collection - Selection of fitness component to improve, methods of training and principles of training used. - Devise 6 week training plan. 	End of section test 3.6 Fitness testing and performance testing data for PEP Practical assessment in summer sports
	Summer 2	Component 4 - Personal Exercise Programme (PEP) coursework component <ul style="list-style-type: none"> - Aim and planning analysis. Pre-PEP data collection - Selection of fitness component to improve, methods of training and principles of training used. - Devise 6 week training plan. Revision of all topics taught this year in preparation for year 10 exams	Type up PEP planning section (controlled assessment) Summer mock exam Practical assessment in summer sports

Sport Science



	Term	Content	Assessment
Year 11	Autumn 1	<p>COURSEWORK: Finalising Personal Exercise Plan (PEP) Evaluation of data and programme – Students finish the last part of their course work based on the training diary they have carried out over the summer term.</p> <p>2.1 / 2.2 Levers and planes and axes of movement.</p> <p>-</p>	<p>Weekly definition test (1 to 35) Drafting the final piece of coursework and it being marked</p>
	Autumn 2	<p>Physical, emotional and social health, fitness and well-being – Why is a person with high well being generally happier? How much physical exercise should we do and does this change as we get older?</p> <p>The consequences of a sedentary lifestyle – What is BMI? What affects optimum body weight and what are the long term health problems if overweight?</p> <p>Energy use, diet, nutrition and hydration – What is a balanced diet and how can athletes improve their performance based on what they eat.</p>	<p>Weekly definition test (36 to 70) End of unit test (Component 2 - 1.1, 1.2 and 1.3)</p>
	Spring 1	<p>Classification of skills - Students will learn how skills can be classified as basic or complex and if they are open or closed. Goal setting – Students will learn how the use of goal setting and SMART targets can improve and/or optimise performance. Guidance and feedback on performance – Students will learn the difference between intrinsic and extrinsic feedback and what motivates performers to win! Mental preparation for performance – What is a psychological warm up and does it work? Can mental rehearsal really help?</p>	<p>Weekly definition test (71 to 95) End of unit test (Component 2 - 2.1, 2.2, 2.3 and 2.4)</p>
	Spring 2	<p>Engagement patterns of different social groups in physical activity and sport – Students will learn how different gender, age, ethnicity, disability and socio economic situations can affect participation rates Commercialisation of physical activity and Sport – How has media coverage contributed to the commercialisation of sport? Students will learn about the advantages and disadvantages of this. Ethical and socio-cultural issues in physical activity and sport – What are the different types of sporting behaviour and what are the reasons and consequences of deviant behaviour at elite level?</p>	<p>Weekly definition test (96 to 120) End of unit test (Component 2 - 3.1, 3.2 and 3.3)</p>
	Summer 1	<p>REVISION Exam in May!!</p>	<p>Past exam papers</p>

Sport Studies



	Term	Content	Assessment
Year 10	Autumn 1	<p>Contemporary issues in sport This unit sets the context of sport within the wider environment and how it reflects society and its values.</p> <p>Sports leadership In this unit students learn more about different leadership roles and styles</p> <p>Developing sports skills Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in Badminton and Hockey</p>	<p>End of term test (mixture of short answers and long – 6 marks) Leadership Logbook entry</p> <p>Practical assessment</p>
	Autumn 2	<p>Contemporary issues in sport Students will explore a range of topical and contemporary issues in sport, for example hooliganism and why it exists.</p> <p>Sports leadership They will plan and deliver effective and safe sport sessions.</p> <p>Developing sports skills Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in Badminton and Handball</p>	<p>End of term test (mixture of short answers and long – 6 marks) Leadership Logbook entry</p> <p>Practical assessment</p>
	Spring 1	<p>Contemporary issues in sport This term they will develop their understanding on the promotion of values and ethical behaviour through sport.</p> <p>Sports leadership They will plan and deliver effective and safe sessions.</p> <p>Developing sports skills Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in Trampolining and Climbing</p>	<p>End of term test (mixture of short answers and long – 6 marks) Leadership Logbook entry</p> <p>Practical assessment</p>
	Spring 2	<p>Contemporary issues in sport Students will learn about the role of high-profile sporting events and national governing bodies.</p> <p>Sports leadership They will evaluate their own leadership performances.</p> <p>Developing sports skills Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in Football and Netball</p>	<p>End of term test (mixture of short answers and long – 6 marks) Leadership Logbook entry</p> <p>Practical assessment</p>
	Summer 1	<p>Contemporary issues in sport Students will develop an understanding in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.</p> <p>Sports leadership They will evaluate their own leadership performances.</p> <p>Developing sports skills Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in Athletics</p>	<p>End of term test (mixture of short answers and long – 6 marks) Leadership Logbook entry</p> <p>Practical assessment</p>
	Summer 2	<p>Sports leadership They will plan and run the Year 6 sports day at the end of the summer term.</p> <p>Developing knowledge and skills in outdoor activities Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments.</p>	<p>Leadership Logbook entry</p> <p>Assessed through outdoor challenges and the Planning sheets for the tasks.</p>

Sport Studies

	Term	Content	Assessment
Year 11	Autumn 1	R185 - Type up leadership evaluation from leading your session at the year 6 sports day. R185 - Continued practical assessment	Assessed through written assignment (NEA)
	Autumn 2	R184 Contemporary issues in sport Topic Area 1 - Barriers to sport, solutions, factors affecting popularity, emerging sports Topic Area 2 - Role of sport in promoting values, Olympics & Paralympics, Sports initiatives, performance enhancing drugs	End of section test for each topic area
	Spring 1	R184 Contemporary issues in sport Topic Area 3 - Hosting a major sporting event Benefits, drawbacks, Topic area 4 - National Governing Bodies Topic area 5 - Use of technology in sport	End of section test for each topic area
	Spring 2	Final practical assessment Revision	
	Summer 1	REVISION Exam in May!!	Past exam papers