



ST LAURENCE SCHOOL
KS4 CURRICULUM MAP
2024-25

St Laurence School
Care • Inspire • Succeed

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GCSE Art

Year 10		
<p>Term 1 The Natural World</p> <p>Pupils will mind-map ideas then gather primary resources to use for observational drawings. They will explore line, tone, shape, form and composition with a variety of drawing materials. Pupils will research artists' backgrounds and techniques, completing work with an influence from their chosen artist.</p>	<p>Term 2 The Natural World</p> <p>This term is comprised of further exploration of ideas and gained experience in a variety of media such as dyes, inks, watercolours, paint, rusting, collage, Photoshop, mixed media and printmaking (etching, lino, screen). Pupils will complete work with an influence from other relevant artists.</p>	<p>Term 3 The Natural World</p> <p>Pupils will explore 3D materials, working in clay using different hand building techniques. They will review all work and trial their ideas, making developmental and compositional studies for their final piece; either drawing based, mixed media, print or sculptural, all documented in their sketchbook or portfolio pages. First coursework outcome.</p>
<p>Term 4 Second Project Habitats and Textures</p> <p>Pupils will explore ideas and topics for a new project. They will photograph and gather resources then refine drawing and mark-making skills, using a variety of wet and dry materials. Pupils will research artists focusing on their use of materials and techniques. They will also create a personal timeline which will consist of a minimum of six artists over at least a 50-year time period.</p>	<p>Term 5 Second Project Habitats and Textures</p> <p>This term, pupils will develop their work through personal investigation, taking photos and exploring materials both wet and dry in response to their artist.</p> <p>Criteria to consider:</p> <ul style="list-style-type: none"> • Review • Refine • Reflect • Respond 	<p>Term 6 Second Project Habitats and Textures</p> <p>Pupils will explore their choices further, gathering resources, refining drawing skills and gaining experience in a variety of media, from digital to print making. There will be a gallery visit online or a trip to Bristol or Cardiff galleries.</p>

Year 11		
<p>Term 1 Second Project developed Pupils will reflect on their gallery visit and further research an artist(s) background and techniques, completing work with an influence from the artist. There will be time for lots of experimentation with different materials, wet and dry.</p>	<p>Term 2 Second Project Developed Photography and photo editing. Trialling ideas, making developmental studies for a final piece. Exploring a range of materials. Mock 10-hour practical exam, used for second coursework outcome. Completion of coursework, time to review and refine with 1-1 discussions. Documentation sketchbook completed.</p>	<p>Term 3 Examination Theme Project Exam paper given out and a choice from six themes will be on offer. A PowerPoint of ideas will be shown to the class. Pupils will mind-map a question of their choice, then research into their chosen theme by taking photos and completing a series of observational drawing tasks.</p>
<p>Term 4 Examination Theme Project Pupils will explore their choices, gather resources, refine drawing skills and gain experience in a variety of media. Research into various artists backgrounds and techniques, then completing work with an influence from the artist.</p>	<p>Term 5 Examination Theme Project Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbook.</p>	<p>Term 6 Study Leave.</p>
Exam board	AQA	
Resources / Revision books	Art books in the department and ILC, internet exploration, independent gallery visits.	
Setting	Students are taught in mixed ability sets.	
Assessment	There is one coursework assessment in Y10 around March and one in Y11 during January. This comprises of presented supporting studies, a documentation sketchbook and final outcome pieces. Coursework is 60% of the final mark. In late January of Y11, an examination theme is set by the board. This culminates with a 10-hour practical exam and supporting presented documentation sketchbook, which makes up the remaining 40%. Completion deadline in May of Y11.	

Trips and expenses	Documentation sketchbooks for each project, bought on Parent Pay. Trips to Bristol dependant on transport cost etc...
Home Learning	Artist research, images and resource gathering, own photos, trialling own ideas or continuation from the lesson. One big detailed hand in per half term (6 weeks) with verbal feedback in the lessons. Otherwise homework is set fortnightly.
Extension work	Personal enquiry deepening own journey, exploring and researching wider range of artists.

GCSE Business Studies

Year 10		
<p>Term 1 Topic 1.1 Enterprise and Entrepreneurship The dynamic nature of business How new businesses come about Risk and reward The role of business enterprise The role of entrepreneurship</p>	<p>Term 2 Topic 1.2 Spotting a Business Opportunity Customer needs Market research Market segmentation Market mapping The competitive environment</p>	<p>Term 3 Topic 1.3 Putting a Business Idea into Practice Business aims and objectives Business revenues, costs and profits Breakeven Cash and cash flow Sources of business finance</p>
<p>Term 4 Topic 1.4 Making the Business Effective The options for start-up and small businesses Business location The marketing mix Business plans</p>	<p>Term 5 Topic 1.5 Understanding External Influences Business stakeholders Technology and business Legislation and business The economy and business External influences</p>	<p>Term 6 Topic 2.2 Making Marketing Decisions Product Price Promotion Place Using the marketing mix to make business decisions</p>
Year 11		
<p>Term 1 Topic 2.1 Growing the Business Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business</p>	<p>Term 2 Topic 2.3 Making Operational Decisions Business operations Working with suppliers Managing quality</p>	<p>Term 3 Making Financial Decisions Business calculations Understanding business performance</p>
<p>Term 4 Making Human Resource Decisions Organisational structures Effective recruitment Effective training and development Motivation</p>	<p>Term 5 Revision Past papers Exam preparation</p>	<p>Term 6 Revision Study leave</p>

Exam board	Edexcel GCSE (9-1) Business (1BS0)
Resources / Revision books	Edexcel GCSE Course Textbooks (Edexcel GCSE 9-1 Business, Pearson) Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709)
Setting	Pupils are taught in mixed ability classes
Assessment	At the end of Y11, there are two exams; one on theme 1 (Investigating Small Business) and one on theme 2 (Building a Business). Both exams have the same format: Section A; multiple choice and short answer questions, Section B; short and longer answer questions and Section C; short and longer answer questions. Both answers are equally weighted. There is NO coursework on this course.
Trips and expenses	Pupils are encouraged to by the Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709). The revision guides and workbooks are usually around £6 each. In the past we have also arranged a trip to Cadbury World during the marketing unit. The approximate cost of this OPTIONAL trip is £30-50.
Home Learning	Written work or key term learning are usually set around once a fortnight.
Extension work	Students should use BusinessStudiesOnline.co.uk, BBC Bite size and www.tutor2u.net to supplement their notes and for revision of topics covered in class. Students should also read a quality national newspaper weekly and/or BBC Business news to keep up with current affairs.

GCSE Computing

Year 10		
<p>Term 1</p> <p>1.1 Systems architecture 1.2 Memory and storage 2.1 Algorithms</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>	<p>Term 2</p> <p>1.1 Systems architecture 1.2 Memory and storage</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>	<p>Term 3</p> <p>2.4 Boolean logic 2.1 Algorithms</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>
<p>Term 4</p> <p>1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>	<p>Term 5</p> <p>2.1 Algorithms 1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>	<p>Term 6</p> <p>1.3 Computer networks, connections and protocols 1.4 Network security</p> <p>Programming is taught alongside theory throughout the full 2 years.</p>
Year 11		
<p>Term 1</p> <p>2.1 Algorithms</p> <p>2.1.3 Searching and Sorting Algorithms</p> <p>Integrated Project Based Overview - Systems Life Cycle, Computational Thinking & Programming</p>	<p>Term 2</p> <p>2.2 Programming Fundamentals</p>	<p>Term 3</p> <p>2.2.2 Data Types 2.2.3 Additional Programming Techniques</p>

<p>Term 4 Theory Focus 2.3 Producing Robust Programs 2.3.1 Defensive Design 2.3.2 Testing</p>	<p>Term 5 Theory Focus 2.4 Boolean Logic 2.4.1 Boolean Logic 2.5 Programming languages and Integrated Development Environments 2.5.1 Languages 2.5.2 The Integrated Development Environment (IDE)</p>	<p>Term 6 Revision Study Leave</p>
Exam board	OCR	
Resources / Revision books	PG Online Computer Science OCR J277 Student revision booklet and revision test papers	
Setting	Students need to give consideration as to if they have a target grade of 5 in Maths.	
Assessment	There are two exams of 1.5 hours; each requiring written responses for the final 100% of the marks (50% each).	
Trips and expenses	Students in Year 10 and 11 are encouraged to program at home using Python or JavaScript, both of which are free.	
Home Learning	Written work, application of theory or Key Term learning are set once a week	
Extension work	Students should be using www.codeacademy.com & www.teach-ict.com to supplement their notes and for revision of topics covered in class. Students should also read any Technology articles online or in magazines to keep abreast of developments in Computing & ICT.	

GCSE Dance

Year 10		
<p>Term 1 Practical Choreography Set Phrase warm-ups and technique Learning a set motif Motif development Use of developing one action into a solo piece</p> <p>Term 1 Theory Section A Safe Dance Practices Warm-up and cool down The healthy dancer (nutrition and hydration) Physical skills Expressive skills Mental skills Technical skills Assessment</p>	<p>Term 2 Practical Performance Set Phrase warm-ups and technique Learning the set GCSE Dance phrase 'Breathe' Assessment</p> <p>Term 2 Theory Section A Planning a hypothetical choreography. Responding to a stimulus Writing a motif/writing motif developments Use of choreographic devices (Climax) Use of structure and use of Aural setting Use of performance environments Assessment</p>	<p>Term 3 Practical Choreography Choreographing a solo based on set stimulus – reintroducing motif development Creating three core motifs Developing three core motifs Selecting aural setting</p> <p>Term 3 Theory Section B Writing a 6-marker answer. Use of physical skills in 'Breathe' Use of expressive in 'Breathe' Use of technical skills Use of mental skills Use of structure in choreography Use of action/space/dynamics in choreography Assessment Section A and B</p>

<p>Term 4 Practical Choreography Continuation of choreography Use of aural setting Device's including climax Structure of solo</p> <p>Term 4 Theory Professional work appreciation. A Linha Curva.</p>	<p>Term 5 Practical. Performance. Set Phrase warm-ups and technique Learning the set GCSE Dance phrase 'Flux' Mock Exam = Breathe and Choreography solo.</p> <p>Term 5 Theory Mock exam disruption. Revision and catch up. Practice writing 6 markers and 12 markers</p> <p>Mock exam = full paper Section A/B/C (ALC)</p>	<p>Term 6 Practical. Performance. Performance solo/trio GCSE performance exam piece, fears and phobias. Learning set motifs for trio from Shift and Scoop</p> <p>Term 6 Theory Professional work appreciation. Artificial Things by Lucy Bennett. Professional work appreciation. Shadows by Christopher Bruce Professional work appreciation. Within her eyes by James Cousins Dance Company</p>
<p>Year 11</p>		
<p>Term 1 Practical Recap Breathe Development of technical and expressive skills ready for solo performance Research the set AQA choreographic question & development of choreographic skills</p> <p>Term 1 Theory Professional work appreciation. Emancipation of Expressionism by Kendrick H2O Sandy</p>	<p>Term 2 Practical Draft one of final choreography solo – three core motifs. Completion of technical and performance skills of performance solo. Winter Mock</p> <p>Formal Examination for; Breathe Mock of Performance solo Mock of draft one choreography solo</p> <p>Term 2 Theory Professional work appreciation. Infra by Wayne McGregor</p>	<p>Term 3 Practical Refine of technical and performance skills of performance solo. Develop the choreography and manipulate the three motifs into a structure.</p> <p>Formal Examination for; Performance solo</p> <p>Term 3 Theory Professional work appreciation. Shadows by Christopher Bruce</p>

<p>Term 4 Practical Completion of choreography solo</p> <p>Term 4 Theory Professional work appreciation. Within her eyes by James Cousins.</p>	<p>Term 5 Practical</p> <p>Formal Examination for; Choreography solo</p> <p>Theory assessment or exam</p> <p>Term 5 Theory Section B – reading the question. Use of physical skills in Performance solo Use of expressive in Performance solo Use of technical skills in Performance solo Use of mental skills in performance solo Use of Aural setting in choreography solo Use of choreographic device in choreography solo</p>
Exam board	AQA
Resources / Revision books	Students are strongly encouraged to wear a dance kit that is stipulated by the school, but needs to be purchased. Students will also need to obtain a working journal/folder. All other resources will be supplied by the school.
Setting	Students are taught in mixed ability sets. They have one theory lesson a week.
Assessment	<p>There are two component areas for assessment</p> <p>Component One:</p> <ul style="list-style-type: none"> - Performance: 30% of GCSE. Solo performance of two set technical phrases and performance in duo/trio - Choreography: 30% of GCSE (40 Marks) Choreography of a solo or group dance which responds creatively to an externally set stimulus. <p>Component Two:</p> <ul style="list-style-type: none"> - Dance Appreciation: Written exam lasting 1 hour 30 minutes with a focus on appreciation, analysis and understanding of own and six specific professional works.

Trips and expenses	Throughout the GCSE course students will be given opportunities to attend professional dance performances.
Home Learning	Students are set on average home learning every week. Home learning will be a mix of written and practical work and will feed directly into the coursework that they are working on. Students will be expected in year 11 to commit to one after school rehearsal once a week.
Extension work	There will be opportunities for students to attend extra rehearsals in Year 11 in order to further development technical skill and choreographic processes.

GCSE Drama

Year 10		
Term 1 – Introduction to GCSE Component One Section A Theatre Project Roles and Responsibilities	Term 2 – Live Productions & Intro to Devising Component One Section C Writing about live theatre Component Two Devising strategies Group Work	Term 3 – Devising Component Two Creation and rehearsal of devised performance Devising logs
Term 4 – Devising Component Two Performance & assessment of devised pieces Devising Logs	Term 5 – Live Productions and Set Text Component One Section C Writing about live theatre Component One Section B Introduction to set text	Term 6 – Set Text and Scripted Extracts Component One Section B Exploring the set text including exam responses Component Three Choice of Scripted extracts
Year 11		
Term 1 – Scripted Extracts Rehearsal of scripted extracts	Term 2 – Scripted Extracts Examination of Scripted Extracts	Term 3 – Exam Preparation Component One Section A Roles and Responsibilities Component One Section B Set Text Component One Section C Live Productions
Term 4 – Exam Preparation Component One Section A Roles and Responsibilities Component One Section B Set Text Component One Section C Live Productions	Term 5 – Exam Preparation Component One Section A Roles and Responsibilities Component One Section B Set Text Component One Section C Live Productions	Term 6 Study Leave
Exam board	AQA	

Resources / Revision books	AQA GCSE Drama (Revised Edition) by Annie Fox Set text (edition tba)
Setting	Students are taught in mixed ability sets
Assessment	<p>Practical Work</p> <p>Year 10 – Component Two Devising: Performance (10%) and written coursework (Devising Log 30%) Internally assessed and externally moderated.</p> <p>Year 11 – Component Three Making Theatre (Scripted Extracts) Performance of two extracts from a scripted play (20% Externally assessed</p> <p>The written examination (40%) comprises three sections</p> <p>Section A – multiple choice on Roles and Responsibilities in theatre</p> <p>Section B – exploration of a set text</p> <p>Section C – writing about live theatre</p>
Trips and expenses	Theatre trips will be arranged throughout the year as opportunities arise. It is recommended that students see as much live theatre as possible. Opportunities to take part in workshops may also be arranged as appropriate
Home Learning	Home learning will be a mix of written and practical work and will feed directly into the coursework and/or preparation for the written exam. Students should expect to spend at least 1 - 2 hours per fortnight on home learning tasks. These might be set as one extended task (eg an essay question, reading a play or watching a theatre production online) or as a series of shorter tasks (eg reading sections from the text book or from the set play, research or responding to essay feedback). Students will be expected to commit to at least one after school rehearsal once a week when preparing for practical assessments.
Extension work	Rehearsals for assessed performances, National Theatre Connections and a summer term production

GCSE English Language

Year 10		
<p>Term 1 Creative Writing and Reading response to 20th century fiction Students will practise writing short narrative pieces in response to stimulus material, and work on the technical accuracy of their writing. They will also read and respond to extracts of modern literature as a way of enabling and inspiring their own writing. They will learn Language component 1 exam skills.</p>	<p>Term 2 Creative Writing and Response to 20th century fiction Students will practise reading 20th Century short stories and answering exam-style questions on these texts. They will learn Language component 1 exam skills.</p>	<p>Terms 3 Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing Students will read and compare non-fiction writing from the 19th and 21st Century. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>
<p>Terms 4 Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing Students will continue to read and compare non-fiction writing from across a time period. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>	<p>Terms 5 20th Century Reading Transactional non-fiction writing and spoken language presentation Students will write a speech on a topic of their choice; they will then present it to the class to fulfil the spoken language component 3 element of GCSE English language</p>	<p>Term 6 Transactional non-fiction writing Students will focus on their ability to write transactional texts to a high level of written style and technical accuracy. They will learn Language component 2 exam skills.</p>

Year 11		
<p>Term 1 20th Century creative prose writing. Students will focus primarily on the writing element of component 1. This will be inspired by returning to literature texts they have studied in year 10 English Literature and using elements of these as inspiration for their own writing.</p>	<p>Term 2 Reading 20th Century fiction and Transactional writing. Reading 20th century fiction: Students will revise reading and answering exam-style comprehension questions on short narrative pieces. This will focus on Language component 1 exam skills. Transactional writing. Students will return to transactional writing and cover the remaining text-types not covered in year 10.</p>	<p>Term 3 Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing Students will read and compare non-fiction writing from the 19th and 21st Century. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>
<p>Term 4 Creative Writing and Response to 20th century fiction Students will practise reading 20th Century short stories and answering exam-style questions on them. They will learn Language component 1 exam skills.</p>	<p>Term 5 Exam skills and revision. Working towards the Language exam papers, components 1 and 2, and revising all parts of these.</p>	<p>Term 6 Study Leave</p>
Exam board	EDUQAS (English 'brand' of WJEC).	
Resources / Revision books	Revision guide (when published), newspapers, articles.	
Setting	Students are taught in mixed ability classes. This is reviewed each year based on the needs of the cohort.	
Assessment	English Language: 100% exam (completed in year 11). Speaking and Listening will be reported as a separate qualification – it does not contribute to the mark of the overall English Language GCSE.	

Home Learning	They will be set one hour of homework per two week timetable. Preparation for tasks throughout year 10 and 11 which reflect the style of the exam papers, pre-reading and re-reading of set texts, compiling revision notes.
Extension work	Non-fiction reading e.g. newspaper articles. Practising a variety of creative writing and non-fiction writing, experimenting with style and voice. Extending vocabulary and building on knowledge of grammar and punctuation.

GCSE English Literature

Year 10		
<p>Term 1 – Poetry anthology and unseen poetry Students will study a variety of poems from the Romantic poets to present day writers from an anthology provided by the exam board. They will learn Literature component 1 section B exam skills.</p>	<p>Term 2 - Modern novel/play Students will start studying a modern novel/play focusing on character, theme and historical context. The text will be either An Inspector Calls or Woman in Black depending on teacher preference. They will learn Literature component 2 section A exam skills.</p>	<p>Terms 3 – Modern novel/play Students will continue studying a modern novel/play focusing on character, theme and historical context. They will learn Literature component 2 section A exam skills.</p>
<p>Terms 4 – 19 Century novel Students will continue studying a 19C novel focusing on character, theme and historical context. The text studied this year is The Strange case of Dr Jekyll and Mr Hyde. They will learn Literature component 2 section B exam skills.</p>	<p>Term 5 - 19 Century novel Students will continue studying a 19C novel (The Strange case of Dr Jekyll and Mr Hyde) focusing on character, theme and historical context. They will learn Literature component 2 section B exam skills.</p>	<p>Term 6 – Poetry Anthology. Students will return to studying the poems in the poetry anthology. They should aim to finish the year having studied 10-12 of the set poems. They will learn Literature component 1 section B exam skills.</p>
Year 11		
<p>Term 1 – Shakespeare play Students will study a whole play by Shakespeare, including analysis of characters, themes, language and context. This year all students will be studying Macbeth. They will learn Literature component 1 section A exam skills.</p>	<p>Term 2 - Shakespeare play Students will continue to study a whole play by Shakespeare, including analysis of characters, themes, language and context. They will learn Literature component 1 section A exam skills.</p>	<p>Term 3 – Poetry anthology and unseen poetry. Poetry anthology and unseen poetry Students will study a variety of poems from the Romantic poets to present day writers from an anthology provided by the exam board. The students should aim to have covered all of the poems in the anthology by this point.</p> <p>Unseen Poetry Comparison of two unseen poems, drawing on analysis skills learnt earlier in the year. They will learn Literature component 2 section C exam skills</p>

<p>Term 4 – Revision of 19th Century novel. Students revise the key elements of the 19th Century novel studied for Component 2 section B. The novel studied this year is The Strange case of Dr Jekyll and Mr Hyde. This will include re-capping the exam skills needed.</p>	<p>Term 5- Revision of modern play/novel Students revise the key elements of the 19th Century novel studied for Component 2 section B. They will be revising either An Inspector Calls or Woman in Black. This will include re-capping the exam skills needed.</p>	<p>Term 6 – Study Leave</p>
<p>Exam board</p>	<p>EDUQAS (English ‘brand’ of WJEC).</p>	
<p>Resources / Revision books</p>	<p>Set texts (TBC by class teacher), revision guide (when published), revision guides for set texts, highlighters. Texts include: Shakespeare: Macbeth 19th Century Novel: Dr Jekyll and Mr Hyde. Modern play/novel: An Inspector Calls or Woman in Black</p>	
<p>Setting</p>	<p>Students are taught in mixed-ability classes. This is reviewed each year based on the needs of the cohort.</p>	
<p>Assessment</p>	<p>English Literature: 100% exam (completed in year 11).</p>	
<p>Trips and expenses</p>	<p>Possible theatre trips where available.</p>	
<p>Home Learning</p>	<p>They will be set one hour of homework per two week timetable. Preparation for tasks throughout year 10 and 11 which reflect the style of the exam papers, pre-reading and re-reading of set texts, learning quotations and events in texts, compiling revision notes.</p>	
<p>Extension work</p>	<p>All wider reading, specifically texts of a similar genre or time as the set texts. Theatre trips.</p>	

GCSE Food

Year 10		
<p>Term 1 Food Choices & Food Safety Factors influencing food choice (e.g. social, economic, cultural, religious, environmental)</p> <p>Food spoilage, bacterial contamination, buying, storing, preparing and cooking food safely.</p> <p>The function of protein, complementation of protein foods, high-protein alternatives to meat and fish, protein complementation.</p> <p>A range of basic skills are developed through a series of practical lessons using a range of specialist equipment e.g. making sauces, cakes, short-crust pastry, preparing meat and fish, piping.</p> <p>Investigative and experimental work.</p>	<p>Term 2 Food Science & Nutrition The function and role of macronutrients (focus on Protein and Carbohydrates) and the importance of fibre in the diet.</p> <p>Practical lessons develop skills further with some experimental work e.g. coagulation of protein foods, gluten formation, whisking (foam formation), jam and yogurt making and using raising agents (e.g. yeast in bread-making, steam in choux pastry).</p> <p>Food Science – methods of heat transference, gelatinisation to set mixtures.</p>	<p>Term 3 Food Science & Nutrition Food production – primary and secondary processing, The advantages and disadvantages of additives used in food preparation. Fortification.</p> <p>The function and role of macronutrients (focus on the function of fats in the diet, different types of fat).</p> <p>Practical lessons involve making pasta, puff pastry, mayonnaise, ice cream and batters.</p> <p>Investigative work to illustrate the shortening effect of fats, plasticity, how to make emulsions and the conditions required for yeast to ferment.</p>

<p>Term 4 Food, Nutrition and Health The function and role of micronutrients - minerals and vitamins. Importance of water in the diet.</p> <p>Nutritional needs for different life stages. Nutritional requirements for specific dietary groups e.g. vegetarians, coeliac and diabetic. Current healthy eating guidelines, Eatwell guide, nutritional analysis, DRV's, meal planning and recipe adaption.</p> <p>Practical work to incorporate different cooking methods and experimental work to reduce the effects of enzymic browning.</p>	<p>Term 5 International Cuisine & Food Provenance Preparation for Year 10 (theory) exam</p> <p>Different methods for carrying out sensory tests and evaluation.</p> <p>Non-exam assessment: Practice task – Food investigation e.g. Investigate what type of flour is best for bread making</p> <p>Religion, culture, eating patterns, equipment and cooking methods associated with different cuisines around the world (linking to practical work).</p> <p>Environmental issues linked to food e.g. seasonal foods, sustainability, climate change, organic and GM foods, food miles, fair trade, packaging and waste. Where and how are ingredients grown, reared and caught. The impact of food and food security on local and global markets.</p>	<p>Term 6 Cooking methods & Food Provenance</p> <p>Reasons for cooking food and how the appearance, flavour and texture of food are affected through preparation and cooking methods.</p> <p>Practical work to incorporate different cooking methods e.g. baking, steaming, roasting and portioning chicken.</p> <p>Food labelling and marketing influences.</p> <p>Non-exam assessment: Practice Food preparation - Y10 practical exam – produce 3 dishes in 3 hours.</p>
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Year 11	
<p>Terms 1 & 2 <u>Non-exam assessment (NEA)</u> Three Food Preparation tasks are set by the exam board (released on 1 September, 2021). Students choose ONE.</p> <p>Food Preparation Task Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition will be assessed. This will relate to the exam board task. Students prepare, cook and present a final menu of two dishes in three hours, planning in advance how this will be achieved. A portfolio of work including photographic evidence is produced.</p> <p>Prepare for Y11 Mock exams – written exam and practical exam</p>	
<p>Terms 3 & 4 Diet, Nutrition & Health Major diet-related diseases – obesity, coronary heart disease, high blood pressure, rickets, osteoporosis, tooth decay, anaemia and type 2 diabetes.</p> <p>Start revision of five core topics of the specification. Complete skills audit of practical work, applying knowledge of the scientific principles and techniques involved in making.</p>	<p>Term 5 Food Safety & Revision Food commodities, SMART ingredients e.g. Quorn, sweeteners, modified starches, Olestra. Recap nutritional deficiencies, eating disorders, healthy eating, balanced diet and recipe adaption. Consumer legislation Food poisoning and its prevention. Methods of preservation. Role of EHO's.</p>
<p>Term 6 Study Leave External Examinations</p>	
Exam board	AQA (Spec 8585)
Resources / Revision books	Textbook - AQA GCSE Food Preparation & Nutrition, Illuminate Publishing. Anita Tull / Garry Littlewood www.illuminate.digital/aqafood (Students have log in details in their planners of this online resource) Revision materials are available on the school network. Access at Curriculum > Student > DT > Food > KS4 > e.g. Past papers, Tests, Revision sheets, power points, suggested revision techniques and activities etc.
Setting	Students are taught in mixed ability groups
Assessment	<u>Non-exam assessment (NEA)</u> 50% of the final GCSE grade. Tasks set by the exam board. Food Preparation Task (marked out of 70)

	<p>Task released September of the final year of assessment (Year 11)</p> <p>Research, technical skills, planning, making, analysis and evaluation</p> <p><u>Examination:</u></p> <p>Written exam (worth 50% of the GCSE) 1 hour 45 minutes</p> <ul style="list-style-type: none">• Multiple choice questions (20 marks)• Plus five questions, each with a number of sub questions (80 marks)
Trips and expenses	<p>Students bring in ingredients for practical work. (If there are difficulties, the school can help to provide these). Ingredients for experimental work and taste trials will be provided by the school.</p>
Home Learning	<p>Students are expected to source, weigh and prepare ingredients for their practical lessons which takes place on a weekly basis. Students will also have revision to complete once a term for their termly assessments.</p>
Extension work	<p>Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.</p>

GCSE French (2016 specification – Year 11 only)

Year 10		
<p>Term 1 – WHO AM I?</p> <ul style="list-style-type: none"> • Family and describing people • Places in town and activities • Friends and what makes a good friend • Family relationships • Making arrangements to go out • Describing a night out with friends • Life when you were younger • Role models 	<p>Term 2 – CULTURAL LIFE</p> <ul style="list-style-type: none"> • Sport • Music • Technology and life online • Films and actors • TV and TV programmes • Books and reading • Talking about actors and films • Festivals and traditions 	<p>Term 3 – DAILY LIFE</p> <ul style="list-style-type: none"> • Food and meals • Food for special occasions • Ordering in a restaurant • Shopping for clothes • Daily life • Using polite language • Describing family celebrations
<p>Term 4 – TOWN, REGION AND COUNTRY</p> <ul style="list-style-type: none"> • Where you live, weather and transport • Describing a town and asking the way • Describing a region • Talking about your town, village or district 	<p>Term 5 – TOWN, REGION AND COUNTRY</p> <ul style="list-style-type: none"> • Things to see and do • Plans and weather • Community projects 	<p>Term 6 – TRAVEL AND TOURIST ATTRACTIONS</p> <ul style="list-style-type: none"> • What you normally do on holiday • Holidays (past and future) • An ideal holiday • Booking and reviewing hotels • Talking about travelling • Buying souvenirs • Travel and tourist transactions • Holiday disasters
Year 11		
<p>Term 1 – TRAVEL AND TOURIST ATTRACTIONS</p> <ul style="list-style-type: none"> • Booking and reviewing hotels • Talking about travelling • Buying souvenirs • Travel and tourist transactions • Holiday disasters 	<p>Term 2 –WHAT SCHOOL IS LIKE</p> <ul style="list-style-type: none"> • School subjects • Your school • Comparing school in the UK and French-speaking countries • School rules • Talking about getting the best out of school • A school exchange 	<p>Term 3 – WORK AND AMBITIONS</p> <ul style="list-style-type: none"> • Jobs and work preferences • Career choices • Plans, hopes and wishes • Applying for jobs • Work Experience

	<ul style="list-style-type: none"> • The importance of languages 	
Term 4 – ENVIRONMENTAL ISSUES <ul style="list-style-type: none"> • What is important to you • Problems facing the world • Protecting the environment 	Term 5 – BRINGING THE WORLD TOGETHER <ul style="list-style-type: none"> • Campaigns and good causes • Volunteering • Big musical and sporting events REVISION AND EXAMS SKILLS	Term 6 Study Leave
Exam board	Edexcel	
Resources / Revision books	Edexcel GCSE French, Expo 4, Studio Edexcel GCSE (9-1) French, Revise Edexcel GCSE French 9-1 Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability groups.	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in French, Speaking in French, Reading and Understanding in French, Writing in French.	
Trips and expenses	Edexcel GCSE 9-1 French Revision Guide and Revision Workbook (optional purchase).	
Home Learning	Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks	
Extension work	Students may wish to access some of the following websites: http://www.zut.org.uk/index.html http://www.languagesonline.org.uk/ The school has a subscription to the Linguascope website. Login details will be distributed in class.	

GCSE French (2024 specification – Year 10 only)

Year 10		
<p>Term 1 – Free Time</p> <ul style="list-style-type: none"> • Talking about what you do online • Saying what you do to stay active • Talking about what you watch • Making plans to go out • Saying what you did last weekend • Taking part in an interview 	<p>Term 2 – People</p> <ul style="list-style-type: none"> • Talking about your weekend routine • Discussing friends and friendship • Talking about what people look like • Talking about positive role models • Talking about celebrations 	<p>Term 3 – School</p> <ul style="list-style-type: none"> • Talking about school subjects and school life • Discussing school rules • Talking about making progress at school • Talking about what school used to be like when you were younger • Talking about learning languages
<p>Terms 4 and 5 – Healthy Lifestyles</p> <ul style="list-style-type: none"> • Talking about meals and mealtimes • Talking about good mental health • Describing illness and accidents • Saying what you will do to improve your life • Talking about lifestyle changes 	<p>Terms 4 and 5 – Healthy Lifestyles</p> <ul style="list-style-type: none"> • Talking about meals and mealtimes • Talking about good mental health • Describing illness and accidents • Saying what you will do to improve your life • Talking about lifestyle changes 	<p>Term 6 –</p> <ul style="list-style-type: none"> • Talking about your ideal holiday • Discussing what you can see and do on holiday • Talking about festivals • Reviewing and booking holiday accommodation • Talking about staycation activities
Year 11		
<p>Terms 1 and 2 – Our Planet</p> <ul style="list-style-type: none"> • Talking about geography and the climate • Talking about environmental problems • Discussing how we can work together to protect the environment • Talking about day-to-day actions to protect the environment • Discussing new technologies 	<p>Terms 1 and 2 – Our Planet</p> <ul style="list-style-type: none"> • Talking about geography and the climate • Talking about environmental problems • Discussing how we can work together to protect the environment • Talking about day-to-day actions to protect the environment • Discussing new technologies 	<p>Term 3 – My Region</p> <ul style="list-style-type: none"> • Describing your town or village • Asking for and understanding directions • Talking about shopping for clothes • Describing your ideal home <p>Talking about visiting another town or city</p>

<p>Term 4 – Future Plans</p> <ul style="list-style-type: none"> • Talking about future plans and hopes • Talking about travelling and earning money • Talking about possible future career paths • Discussing the advantages and disadvantages of different jobs 	<p>Term 5 –</p> <p>REVISION AND EXAMS SKILLS</p>	<p>Term 6</p> <p>Study Leave</p>
Exam board	Edexcel	
Resources / Revision books	Edexcel GCSE French, Expo 4, Studio Edexcel GCSE (9-1) French, Revise Edexcel GCSE French 9-1 Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability groups.	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in French, Speaking in French, Reading and Understanding in French, Writing in French.	
Trips and expenses	Edexcel GCSE 9-1 French Revision Guide and Revision Workbook (optional purchase).	
Home Learning	Vocabulary learning and exam style questions from the reading paper are set regularly with occasional writing and translation tasks when appropriate	
Extension work	<p>Students may wish to access some of the following websites:</p> <p>http://www.zut.org.uk/index.html</p> <p>http://www.languagesonline.org.uk/</p> <p>GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</p> <p>The school has a subscription to the Linguascope website. Login details will be distributed in class.</p>	

GCSE Geography

Year 10		
<p>Term 1 – Hazardous Earth A study of global atmospheric circulation and changing climate, looking at extreme weather and tectonic hazards in detail</p>	<p>Term 2 – Development dynamics A study of global inequality, including an in-depth study of India, an emerging country</p>	<p>Term 3 – The UK’s evolving physical landscape An overview of the varied landscapes in the UK, considering the changes in physical processes over time – will look at coasts and river landscapes in detail</p>
<p>Term 4 – Geographical investigations Focussing on ‘river processes and pressures’, students will plan and carry out an investigation (fieldtrip to Bath and Swanage)</p>	<p>Term 5 – The UK’s evolving human landscape An overview of the changing socio-economic and political processes shaping the UK, including an in-depth study of Bath</p>	<p>Term 6 – Geographical investigations Focussing on ‘dynamic urban areas’, students will investigate quality of life in Bath, using data from the fieldtrip in term 4</p>
Year 11		
<p>Term 1 – Challenges of an urbanised world The causes and challenges of rapid urbanisation across the world, including an in-depth study of Mumbai, India</p>	<p>Term 2 – People and the biosphere Global distribution of large-scale ecosystems and how humans use and modify them for resources</p>	<p>Term 3 – Forests under threat A detailed study of tropical rainforests and the taiga, looking at the interaction of biodiversity of forests and their use by humans</p>
<p>Term 4 – Consuming energy resources A study of renewable and non-renewable energy, along with access/energy security issues</p>	<p>Term 5 – Revision Preparation for the final examinations, also developing and perfecting decision-making skills for Paper 3</p>	<p>Term 6 Study Leave</p>
Exam board	Edexcel B course	
Resources / Revision books	We recommend, if students feel it would be of benefit, the Pearson revision guide for our course. https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783	
Setting	Students are taught in mixed ability sets	
Assessment	Three exam papers at the end of Y11 (all 1 hour 30 minutes): 1) Global Geographical Issues, 2) UK Geographical Issues, 3) People and Environment Issues – Making Geographical Decisions	
Trips and expenses	There will be a compulsory field trip (two days) in Term 4 and 6 of Y10 to Bath and Swanage to collect data and practise field skills. A small cost will help to cover transport/resourcing costs. Students are also encouraged to explore their local surroundings, participate in other school trips and think about the places they visit – e.g. a holiday destination could supplement the case studies we do in class.	

Home Learning	Various learning tasks from research, fact-files, practice questions, newspaper articles, comprehension, mapping, and so on. Set weekly. Homework has increased importance for the new GCSE as it will help to prepare for lessons.
Extension work	Current affairs and geographical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this, but we also encourage students to develop independence and explore the different concepts and places themselves.

GCSE German (2016 specification – Year 11 only)

Year 10		
<p>Term 1 – School</p> <ul style="list-style-type: none"> • school subjects • clothes • items in pencil case • school year • school day 	<p>Term 2 – Free Time</p> <ul style="list-style-type: none"> • school rules • German schools • exchanges/trips • success and achievement 	<p>Term 3 – Free time</p> <ul style="list-style-type: none"> • leisure activities • books and reading • music • film, TV and TV programmes • sport • celebrations and festivals • using technology • advantages/disadvantages of social media
<p>Term 4 – People</p> <ul style="list-style-type: none"> • describing people • what makes a good friend • describing relationships 	<p>Term 5 – People (continued)</p> <ul style="list-style-type: none"> • weekend activities • role-models • life as a child 	<p>Term 6 – At Home</p> <ul style="list-style-type: none"> • describing house and home • greetings and conversational phrases • food and drink • German specialities • daily routine
Year 11		
<p>Term 1 – Tourist Transactions</p> <ul style="list-style-type: none"> • making hotel bookings • buying train tickets • accommodation/problems • directions • ordering at a restaurant • shopping for souvenirs • general travel problems • illness 	<p>Term 2 – Holidays, Travel and Local Area</p> <ul style="list-style-type: none"> • holiday destinations • weather • types of holidays • holiday plans • town advantages and disadvantages • local activities • an ideal town 	<p>Term 3 – Work</p> <ul style="list-style-type: none"> • jobs and places of work • job applications, CVs • dream jobs • why learn a language • using German beyond school

Term 4 – Global Issues 1 <ul style="list-style-type: none"> • environment – school, self, country • campaigns and good causes 	Term 5 – Global Issues 2 <ul style="list-style-type: none"> • festivals and music events, including advantages and disadvantages • sports events including advantages and disadvantages Revising key vocab and exam techniques	Term 6 Study Leave
Exam board	Edexcel	
Resources / Revision books	Edexcel GCSE German, Logo 4, Stimmt! Edexcel GCSE 9-1 German, Edexcel GCSE 9-1 German Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability sets	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in German, Speaking in German, Reading and Understanding in German, Writing in German.	
Trips and expenses	Edexcel GCSE 9-1 German Revision Guide and Revision Workbook (optional purchase).	
Home Learning	Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks	
Extension work	http://gut.languageskills.co.uk/index.html http://www.languagesonline.org.uk/ The school has a subscription to the Linguascope website. Login details will be distributed in class.	

GCSE German (2024 specification – Year 10 only)

Year 10		
<p>Term 1 – School</p> <ul style="list-style-type: none"> Talking about the school systems in Germany and the UK Talking about your timetable; question words Talking about school uniforms Talking about school rules Talking about special events at school Describing school life 	<p>Term 2 – Free time</p> <ul style="list-style-type: none"> Talking about German speaking musicians Talking about your free time Discussing how you spend time online Inviting people out and buying tickets Expressing preferences about films and TV shows Using the future tense to describe plans for the weekend 	<p>Term 3 – People</p> <ul style="list-style-type: none"> Describing festivals and cultural events Describing family members Saying how you get on with people and why Discussing equality and identity Describing a family celebration in the past Discussing a party
<p>Terms 4 and 5 – Healthy Lifestyles</p> <ul style="list-style-type: none"> Learning about favourite sports in the German-speaking world Talking about food and drink in Germany Talking about accidents and illnesses Talking about good and bad habits Talking about wellbeing Talking about what is important to you 	<p>Terms 4 and 5 – Healthy Lifestyles</p> <ul style="list-style-type: none"> Learning about favourite sports in the German-speaking world Talking about food and drink in Germany Talking about accidents and illnesses Talking about good and bad habits Talking about wellbeing Talking about what is important to you 	<p>Term 6 – My neighbourhood</p> <ul style="list-style-type: none"> Learning key facts about German-speaking countries Describing where you live Discussing transport in your local area Asking for information in different situations Discussing shopping habits Describing an ideal place to live Describing your home
Year 11		
<p>Terms 1 and 2 – Holidays</p> <ul style="list-style-type: none"> Learning about German-speaking travel destinations Describing different holiday destinations 	<p>Terms 1 and 2 – Holidays</p> <ul style="list-style-type: none"> Learning about German-speaking travel destinations Describing different holiday destinations 	<p>Term 3 – Our world</p> <ul style="list-style-type: none"> Learning about activism in German-speaking countries Discussing issues faced by young people today

<ul style="list-style-type: none"> • Making reservations • Describing problems on holiday • Describing a past holiday • Describing future and ideal holidays 	<ul style="list-style-type: none"> • Making reservations • Describing problems on holiday • Describing a past holiday • Describing future and ideal holidays 	<ul style="list-style-type: none"> • Discussing how environmental issues are being addressed • Discussing personal responsibilities and actions • Discussing international responsibilities and actions • Expressing and justifying complex opinions and points of view
Term 4 – Future Plans <ul style="list-style-type: none"> • Learning about military and civilian service • Discussing plans for after the exams • Discussing what jobs you would like to do in the future • Discussing strengths and skills • Discussing gap years • Discussing hopes for the future 	Term 5 – REVISION AND EXAMS PRACTICE	Term 6 STUDY LEAVE
Exam board	Edexcel	
Resources / Revision books	Pearson Edexcel GCSE German (2024), Stimmt! Edexcel GCSE 9-1 German (2016), Edexcel GCSE 9-1 German Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability sets	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in German, Speaking in German, Reading and Understanding in German, Writing in German.	
Trips and expenses	Edexcel GCSE 9-1 German Revision Guide and Revision Workbook (optional purchase)	
Home Learning	Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks	
Extension work	http://gut.languageskills.co.uk/index.html http://www.languagesonline.org.uk/ The school has a subscription to the Linguascope website. Login details will be distributed in class.	

GCSE Graphics

Year 10		
<p>Term 1 – Packaging Project A long-term project where they create, develop and refine towards a packaging design for a fruit based soft drink. Focus on illustration, image development and pattern design.</p>	<p>Term 2 – Packaging Project Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques such as lino printing.</p>	<p>Term 3 – Packaging Project Logo design, target audience research, applying appropriate visual language to outcomes.</p>
<p>Term 4 – Moments in Time Pupils choose a moment in time that may be covered in a museum exhibition, they then investigate, design, develop and refine their image making towards a promotional item for that exhibition. Initial research, gathering information.</p>	<p>Term 5 – Moments in Time Photography, initial illustration and development, physical image making (painting, printing, collage etc).</p>	<p>Term 6 – Moments in Time Artist/ illustrator/ photographer/ designer research and responses.</p>
Year 11		
<p>Term 1 – Moments in Time Typography development and refinement both digital and physical, logo design, target audience research.</p>	<p>Term 2 – Moments in Time Final piece planning, applying appropriate visual language to outcomes.</p>	<p>Term 3 – Exam Project Introduction to Exam paper. Pupils begin working on chosen question. Focus on research, illustration and image development.</p>
<p>Term 4 – Exam Project Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques. Typography development.</p>	<p>Term 5 – Exam Project Final piece planning, applying appropriate visual language to outcomes.</p>	<p>Term 6 Study Leave</p>
Exam board	AQA	
Resources / Revision books	Course Booklet. Pupils will get a subscription to the full Adobe Creative suite that they can access on their home devises.	
Setting	Students are taught in mixed ability sets.	

Assessment	60% Coursework (Packaging 30% Moments in Time 30%) – 40% Exam Project
Trips and expenses	Pupils will need to purchase a sketchbook/ display book.
Home Learning	Homework is set fortnightly with project deadlines once a term. Regular work set: completing tasks set in class, collecting imagery, drawing, taking photographs, working on their display books, researching independently. Pupils have access to the full Adobe creative suite. All home learning is set through class charts.
Extension work	Extra artists research and responses, digital editing tasks will be set for more able pupils. Primary research visits.

GCSE History

Year 10	
Term 1 - America, 1920–1973: Opportunity and inequality	Term 2 - America, 1920–1973: Opportunity and inequality
Term 3 - Conflict and Tension between East and West, 1945-72	Term 4 - Conflict and Tension between East and West, 1945-72
Term 5 - Conflict and Tension between East and West, 1945-72.	Term 6 - Elizabethan England c1568-1603
Year 11	
Term 1 - Britain Health and the People, c1000-present day	Term 2 - Elizabethan England c1568-1603 / Britain Health and the People, c1000-present day
Term 3 - Britain Health and the People, c1000-present day	Term 4 - Elizabethan England c1568-1603
Term 5 - Revision/exam preparation	Term 6 Study Leave
Exam board	AQA
Resources / Revision books	Oxford AQA GCSE History (9-1): America 1920-1973: Opportunity and Inequality Revision Guide (9-1) ISBN-978-0198432821 Oxford AQA GCSE History: Britain: Health and the People c1000-Present Day Revision Guide (9-1) ISBN-10: 0198422954 Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1) ISBN-10: 9780198422938 Oxford AQA GCSE History: Conflict and Tension between East and West 1945-1972 Revision Guide (9-1) ISBN-10: 0198432887
Setting	Mixed ability groups
Assessment	Two exam papers, both worth 50% of the overall GCSE
Trips and expenses	Optional Trip to the First World War Battlefields - estimated cost £350
Home Learning	Homework will be set weekly, and students are expected to spend 45 minutes completing it. Task will include practice exam questions, research tasks, or specific retrieval practice tasks.
Extension work	Reading and TV documentary list

GCSE Mathematics

Year 10		
Term 1 Calculations 1 Expressions Angles and polygons	Term 2 Handling Data Fractions, decimals and percentages Formulae and functions	Term 3 Formulae and functions Working in 2D Probability
Term 4 Probability Measures and accuracy Equations and inequalities	Term 5 Equations and inequalities Circles and constructions Ratio and proportion	Term 6 Ratio and proportion Factors, powers and roots Graphs 1
Year 11		
Term 1 Graphs 1 Working in 3D Grouped and bivariate data	Term 2 Calculations 2 Pythagoras and Trigonometry Revision and mocks	Term 3 Graphs 2 Combined events Sequences
Term 4 Sequences Units and proportionality Revision and mocks	Term 5 Revision	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	We follow the Kerboodle text book, available online. We also use CGP Higher and Foundation text books occasionally in lessons, though a variety of resources are used.	
Setting	Students are taught in sets according to ability with five sets on either side of the year. Generally higher sets follow the higher tier (4-9 grades) with lower sets following the foundation tier (1-5 grades). Decision on tier of entry is based on KS2 data, performance throughout KS3, CATS scores, FFT predictions and teacher assessment.	
Assessment	GCSE maths is linear meaning that all exams, which count towards the final grade will be sat in the exam period in the summer of Y11. There are 3 separate papers each carrying the same weight (2 with calculator and one without). Internally, throughout the course, after each topic students will sit an online assessment on the topic just completed, as well as short written	

	assessments. In year 10 students sit 3 longer assessments throughout the year. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final three external papers at the end of year 11.
Trips and expenses	UKMT Challenge for selected students. No cost currently incurred.
Home Learning	Maths home learning is set once a week and may include online tasks via the <i>MyMaths</i> website, worksheets on current topics or preparation for forthcoming topics, research activities or revision. Pupils should also conduct their own independent work, this may be after-school sessions, or at home, and may extending themselves beyond topics recently taught in lessons.
Extension work	<i>Kerboodle</i> , <i>MyMaths</i> and <i>Mathsgenie</i> are good online resources for use throughout KS4, all pupils are welcome to attend after-school sessions if they wish to receive help, have somewhere quiet to work, or even to help other students.

GCSE Music

Year 10		
Term 1 Introduction to GCSE General listening and appraising skills Free composition exercises/tasks Performing	Term 2 Musical Forms and Devices Free composition Performing	Term 3 Badinerie from Orchestral Suite No 2, JS Bach (set work) Free composition Performing
Term 4 Africa, Toto (set work) Free composition Performing	Term 5 Music for Ensemble Free Composition coursework Performing	Term 6 Film Music Work on Composition briefs Performing
Year 11		
Term 1 Popular Music Selection of Composition brief Performing	Term 2 Revision of both set works Composing to a brief Performing	Term 3 Wider listening Composing to a brief Performing
Term 4 Revision of all topics and set works Complete Free Composition Complete Composition to a brief Record Performances	Term 5 Revision of all topics and set works Practise wider listening Submission of all Performing and Composing Coursework	Term 6 Study Leave/Written exam
Exam board	Eduqas	
Resources / Revision books	Rhinegold/CGP Revision Guide for Eduqas GCSE Music Africa - Toto Badinerie from Orchestral Suite No 2 – JS Bach Music as appropriate for solo and ensemble performances	
Setting	Students are taught in mixed ability sets	
Assessment	Performing coursework (30%) is recorded in the spring of Year 11; Composing coursework (30%) is completed during Year 11; Listening and Appraising exam (40%) is assessed at the end of the course.	

Trips and expenses	Possible concert trips when available
Home Learning	Regular practising of instrumental/vocal performance pieces, ideally for at least a short period every day – reminders and suggestions on how to approach this will be set
Extension work	Music theory practice, wider listening, participation in extra-curricular musical activities, performance in a concert/carol service

GCSE PE

Curriculum subject to change

Year 10		
<p>Term 1 Theory 3 lessons per fortnight Topics covered: Fitness components; testing methods for fitness components Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p>Term 2 Theory 3 lessons per fortnight Topics covered: Types of training; SPORT/FITT principles; training seasons; warm ups and cool downs. Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p>Term 1 Theory 3 lessons per fortnight Topics covered: Anatomy and physiology; skeleton; synovial joints; muscles; movements; Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>
<p>Term 4 Theory 1 lesson per week Topics covered: Movement analysis; planes and axis; levers; health and fitness; Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p>Term 5 Theory 3 lessons per fortnight Topics covered: Circulatory system; respiratory system, aerobic/anaerobic exercise; effects of exercise. Practical 2 lessons per fortnight Athletics/Handball</p>	<p>Term 1 Theory 3 lessons per fortnight Topics covered: Health & Fitness; sedentary lifestyles; obesity; somatotypes; diet; Practical 2 lessons per fortnight Athletics/Handball</p>
Year 11		
<p>Term 1 Theory 3 lessons per fortnight Topics covered: Classification of skills; goal setting; SMART principle; Information processing model; Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p>Term 2 Theory 3 lessons per fortnight Topics covered: Sports Psychology; feedback; guidance; motivation; arousal Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p>Term 3 Theory 3 lessons per fortnight Topics covered: Socio-cultural factors affecting participation; preparation and completion of independent Analysis and Evaluation coursework task. Practical 2 lessons per fortnight Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>

<p>Term 4 Theory 4 lessons per fortnight Topics covered: Commercialisation of sport; impact of technology on sport; ethical issues in sports Practical 1 lesson per fortnight Potential practical lessons in preparation for GCSE Practical Moderation Day</p>	<p>Term 5 Theory 5 lessons per fortnight Revision in preparation for Paper 1 and Paper 2 exam.</p>	<p>Term 6 Study Leave</p>
Exam board	AQA	
Resources / Revision books	AQA Physical Education by Kirk Bizley Nelson Thornes; AQA GCSE PE (9-1) Hodder Education textbook by Ross Howitt/Mike Murray	
Setting	Students are taught in mixed ability sets	
Assessment	<p>Overall assessment is 60% theory examined by two papers and 40% practical consisting of three sporting grades and an analysis task.</p> <p>Paper 1 – The human body and movement in physical activity and sport – 1 hour and 15 minute exam worth 30% of the GCSE</p> <p>Paper 2 - Socio-cultural influences and well-being in physical activity and sport– 1 hour and 15 minute exam worth 30% of the GCSE</p> <p>Pupils are also assessed in three sports (1 team, 1 individual and another) from the approved list. The pupils will receive a score out of 25 – out of 10 for their performance of skills in increasingly challenging practices and out of 15 for their performance in fully competitive situations/matches. Each sport is worth 10% of the overall GCSE.</p> <p>Pupils will also complete an independent analysis and evaluation task based around their own strengths and weaknesses in one of their three sports. This is also worth 10% of the overall GCSE.</p>	
Trips and expenses	N/A	
Home Learning	<p>Homework set each week in relation to theory work.</p> <p>Expectation that students will be involved in 1 sport outside of school to a good club standard and attending at least a second sporting club with school,</p>	
Extension work	<p>Taking an interest in sport in the media e.g. reading newspapers/ sports magazines/ watching sports programmes and documentaries. Making links between their theory work and their participation in sport. Getting involved in a wide range of sports to build up their experiences for suitable examples during the exam.</p>	

Cambridge National Level 2 – Sport Studies

Curriculum subject to change

Year 10		
Term 1 Unit R185 – Performance and leadership in sports activities Topic 1 Key components of performance	Term 2 Unit R185 – Performance and leadership in sports activities Topic 1 Key components of performance Topic 2 applying practice methods to support improvement in a sporting activity	Term 3 Unit R185 – Performance and leadership in sports activities Topic 3 Organising and planning a sports activity session
Term 4 Unit R185 – Performance and leadership in sports activities Topic 4 leading a sports activity session	Term 5 Unit R185 – Performance and leadership in sports activities Topic 5 reviewing your own performance in planning and leading of a sports activity session.	Term 6 Unit R186- Sport and the media Topic 1 The different sources of media that cover sport Topic 2 Positive effect of the media in sport
Year 11		
Term 1 Unit R186- Sport and the media Topic 2 Positive effect of the media in sport Topic 3 Negative effects of the media in sport	Term 2 Unit R184 – Contemporary Issues in Sport Topic 1 issues which affect participation in sport. Topic 2 the role of sport in promoting values Topic 3 The implications of hosting a major sporting event for a city or country.	Term 3 Unit R184 – Contemporary Issues in sport Topic 4 The role National Governing Bodies (NGBs) play in development of their sport Topic 5 The use of technology in sport
Term 4 Completion of all units as required and revision of R184	Term 5 Completion of all units as required and revision of R184	Term 6 Study Leave

Exam board	OCR
Resources / Revision books	OCR Cambridge National Level 2 Sports Studies by Mike Murray and Ross Howitt
Setting	Students are taught in mixed ability sets
Assessment	<p>Unit R184 – Contemporary Issues in Sport – Mandatory Unit 40 of overall grade – examined assessment</p> <p>Unit R185 – Performance and Leadership in sports activities – Mandatory Unit 40% of overall grade – Assessed within School and moderated. Assignment based</p> <p>Unit R186 – Sport and the media - Optional Unit 20% of overall grade – Assessed within School and moderated. Assignment based</p>
Trips and expenses	N/A
Home Learning	Homework set each week in relation to all assignments – maintaining knowledge and understanding.
Extension work	Taking an interest in sport in the media e.g. reading newspapers/articles/watching sports programmes/documentaries. Making links with their theory work and participation in sport. Getting involved in a wide range of sports to build up their experiences for suitable examples during assignments

GCSE Photography

Year 10		
<p>Term 1 How to use a digital SLR Camera, Lightroom and Photoshop 'Nature' Pupils will be given a series of technical and skill lessons on the 3 main function of a digital SLR camera:- Shutter Speed, ISO and Aperture. They will carry out a range of practical skill-based workshops both in the classroom and out on location. They will be introduced to Lightroom and how to print and create contact sheets. There will be a practical lesson once a fortnight where they will learn physical editing techniques in an Art Room. There will also be written tasks such as analysing their images and some research into the work of other photographers.</p>	<p>Term 2 How to use a digital SLR Camera, Lightroom and Photoshop 'Nature' Pupils will be given a series of technical and skill lessons on the 3 main function of a digital SLR camera:- Shutter Speed, ISO and Aperture. They will carry out a range of practical skill-based workshops both in the classroom and out on location. There will be a practical lesson once a fortnight where they will learn physical editing techniques in an Art Room. There will also be written tasks such as analysing their images and some research into the work of other photographers. They will be looking at the formal elements.</p>	<p>Term 3 Portraiture and Identity Pupils will be exploring ideas and topics for a new project. They will research the work of famous Portrait Photographers. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.</p>
<p>Term 4 Portraiture and Identity Pupils will be exploring ideas and topics for a new project. They will research the work of famous Portrait Photographers. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use</p>	<p>Term 5 Surrealism Pupils will be exploring ideas and topics for a new project. They will research the work of other photographers and The Surrealists and also investigate Photomontage in order to help them gather resources. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital</p>	<p>Term 6 Mini Project Surrealism Pupils will be exploring ideas and topics for a new project. They will research the work of other photographers and The Surrealists and also investigate Photomontage in order to help them gather resources. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital</p>

<p>of materials and techniques. And create a series of digital and physical outcomes.</p>	<p>photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.</p>	<p>photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.</p>
<p>Year 11</p>		
<p>Term 1 Urban Photography Pupils will be exploring ideas and topics for a new project. They will research the work of famous Urban Photographers. They will plan Photoshoots and go out on location or continue the work in their own time, they will create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.</p>	<p>Term 2 Urban Photography Pupils will be exploring ideas and topics for a new project. They will research the work of famous Urban Photographers. They will plan Photoshoots and go out on location or continue the work in their own time, they will create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.</p>	<p>Term 3 Examination Theme Project Exam paper given out and a choice from six themes will be on offer. A PowerPoint of ideas will be shown to the class. Pupils will mind-map a question of their choice, then research into their chosen theme by taking photos and completing a series of digital and physical editing tasks.</p>
<p>Term 4 Examination Theme Project Pupils will explore their choices, gather resources, refine drawing skills and gain experience in a variety of media. Research into various artists backgrounds and techniques, then completing work with an influence from the artist.</p>	<p>Term 5 Examination Theme Project Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbooks or InDesign.</p>	<p>Term 6 Study Leave.</p>
<p>Exam board</p>	<p>AQA</p>	

Resources / Revision books	Photography books in the department and ILC, internet exploration, worksheets on the curriculum drive, independent gallery visits.
Setting	Students are taught in mixed ability sets.
Assessment	There is one coursework assessment in Y10 around March and one in Y11 during January. This comprises of presented supporting studies, a documentation sketchbook and final outcome pieces. Coursework is 60% of the final mark. In late January of Y11, an examination theme is set by the board. This culminates with a 10-hour practical exam and supporting presented documentation in In Design and sketchbook, which makes up the remaining 40%. Completion deadline in May of Y11.
Trips and expenses	Documentation sketchbooks for each project, bought on Parent Pay. Trips to Bristol dependant on transport cost etc...
Home Learning	Artist research, taking their own photos, trialling own ideas or continuation from the lesson. One big detailed hand in per half term (6 weeks) with verbal feedback in the lessons. Otherwise homework is set fortnightly.
Extension work	Personal enquiry deepening own journey, exploring and researching wider range of artists.

PSHE – Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Miss Charlotte Bryer, Head of PSHE.

Year 10		
Term 1 Transition to KS4 Finances Careers	Term 2 Mental Health Personal safety- Hate Crime Personal safety- Stalking	Term 3 County lines Drugs Sextortion Exploitation
Term 4 Reproductive Health Consent Explicit Images- laws and the impact	Term 5 Relationships-Abuse Revision	Term 6 Work Experience preparation Work Experience review Preventative education
Year 11		
Term 1 Emotional Literacy Stress Management Careers	Term 2 Drugs Revision Sexual Harassment Appropriate behaviours	Term 3 Exploitation/grooming Relationships-Coercive control Rights and values in relationships Sexual violence in gangs Rape Culture
Term 4 Sextortion STI's Extremism and Radicalisation Personal safety- Knife Crime First Aid- Bleeding	Term 5 Mental Health Examinations- Cancer First Aid Money Revision	Term 6

Text book	N/A
Setting	Students are taught in mixed ability sets
Assessment	Through verbal contributions and progress review sheets.
Home Learning	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary
Extension work	As part of differentiated work in class.

GCSE Product Design/Design and Technology

Year 10		
<p>Term 1 Theory (Unit 3)</p> <ul style="list-style-type: none"> • Materials and their working properties <ul style="list-style-type: none"> ○ Wood (Unit 5B) ○ Metals and alloys ○ Plastics (Unit 5B) ○ Textiles ○ Card and board <p>Practical</p> <ul style="list-style-type: none"> • Focused practical tasks to support materials above <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> • Overview of designers on study list • Student choice of 19thC designer 	<p>Term 2 Practice NEA specialist storage</p> <p>Theory</p> <ul style="list-style-type: none"> • Specialist technical principles (Unit 4) <ul style="list-style-type: none"> ○ Functionality ○ Ecological and social footprint ○ The 6 Rs ○ Scales of production • Designing strategies (Unit 6) • Investigation, primary and secondary • Communication skills <ul style="list-style-type: none"> ○ Types of drawing & CAD/CAM <p>Practical</p> <ul style="list-style-type: none"> • Modelling and techniques for making <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> • 20thC Architects • Marcel Breuer, Norman Foster 	<p>Term 3 Practice NEA specialist storage</p> <p>Theory (Unit 4)</p> <ul style="list-style-type: none"> • Selection of materials and components • Tolerances • Material management • Tools, equipment and techniques • Using the mark scheme • Mechanisms and mechanical devices • Forces and stresses <p>Practical</p> <ul style="list-style-type: none"> • Making the NEA prototype • Exploring mechanisms <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> • Companies overview • Student choice of company to research
<p>Term 4 Practice NEA – lighting</p> <p>Theory (Unit 1)</p> <ul style="list-style-type: none"> • Surface treatments and finishes • Energy generation and storage <ul style="list-style-type: none"> ○ Smart and modern materials ○ Composites ○ Systems approach to designing 	<p>Term 5 Practice NEA – lighting</p> <p>Theory (Unit 2)</p> <ul style="list-style-type: none"> • New and emerging technologies <ul style="list-style-type: none"> ○ Production techniques and systems ○ Sustainability ○ Enterprise 	<p>Term 6 Intro to GCSE Design contexts</p> <p>Theory (Unit 6)</p> <ul style="list-style-type: none"> • Designing and making principles • Specialist materials areas 2 <ul style="list-style-type: none"> ○ Polymers ○ Metals • Investigation, primary and secondary

<ul style="list-style-type: none"> ○ Electronic devices • Investigation, primary and secondary <p>Practical</p> <ul style="list-style-type: none"> • Modelling for NEA • Testing and trialling for production <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> • Ettore Sottsass • Alessi 	<ul style="list-style-type: none"> • Specialist materials areas 1 <ul style="list-style-type: none"> ○ Polymers (Unit 5D) ○ Timber (Unit 5B) <p>Practical</p> <ul style="list-style-type: none"> • Advanced techniques in chosen materials area – focused practical tasks i.e. Timber – lathe, Textiles - over locker <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> • Designers and companies refresh • Student choice as a design influence 	<p>Practical</p> <ul style="list-style-type: none"> • Advanced techniques in chosen materials area – focused practical tasks i.e. Polymers – 3D printer, Metals – casting <p>Design studies</p> <ul style="list-style-type: none"> • Dictated by choice by choice of context
Year 11		
<p>Term 1 Complete your research, evaluate it and write a Specification for your product.</p> <p>Quick Idea Generation, consulting with your User, considering human responsibility e.g. sustainability.</p> <p>Design Development (Unit 6)</p>	<p>Term 2 Prototyping and modelling. Final Design and consultation with your User. Revision for mock exams</p> <p>Deadline 1st piece of Controlled Assessment Research construction methods and practice construction. Planning for production. with a focus on quality assurance Purchase materials in holidays</p>	<p>Term 3 Practical production – completed by end of term</p> <p>Maths questions in DT</p> <p>Deadline for practical work</p>
<p>Term 4 Surface finishing of prototype Consultation with User, Testing and Evaluation</p> <p>Deadline - 2nd piece of Controlled Assessment Revision for GCSE exams</p>	<p>Term 5 Your work will be exhibited in the Product Design exhibition.</p> <p>Final Revision and Preparation for written exam</p>	<p>Term 6 Revision</p> <p>GCSE WRITTEN EXAM – 2 hours</p>
Exam board	AQA	

Resources / Revision books	Revision materials are available on the curriculum drive. Materials and portfolios for coursework must be purchased by students. Sketchbooks are supplied in Y10, as are materials for skills practice and prototyping. Students are encouraged to buy their own textbook. Class copies are available, but these remain in school. (Title: AQA Design & Technology Product Design, all material categories and systems, Hodder education, ISBN 978-5104-0108-2)
Setting	Students are taught in mixed ability sets
Assessment	Written paper: 2 hour Written paper (external exam) –50% of total marks NEA (non-exam assessment): Design & Making Practice – 50% of total marks
Trips and expenses	Biennial trip to The Design Museum, London – Term 1 Year 10/11 – approx. £20
Home Learning	Students are set one piece of homework per fortnight. During year 11 students are expected to spend a minimum of one hour per week on their coursework projects.
Extension work	Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.

GCSE Philosophy and Ethics

Year 10		
<p>Term 1 Issues of Life and Death Attitudes to euthanasia and suicide Attitudes to abortion Attitudes towards sanctity of life</p>	<p>Term 2 Issues of Life and Death The relationship between science and religion Attitudes towards the environment</p>	<p>Term 3 Relationships Roles of men and women in the family Marriage and marriage ceremonies Divorce Sexual relationships and contraception</p>
<p>Term 4 Revision for Mocks Various methods used to allow students to reflect, revise and prepare for their GCSE exams</p>	<p>Term 5 Relationships Roles of men and women in the family Marriage and marriage ceremonies Divorce Sexual relationships and contraception</p>	<p>Term 6 Islamic Beliefs and Practice What is Islam? Islamic community Foundations of faith Nature of God Prophet hood Concepts of Judgement Revelation Jihad (lesser and greater) 5 Pillars of Islam</p>
Year 11		
<p>Term 1 Human rights Social injustice Prejudice and discrimination Issues of wealth and poverty</p>	<p>Term 2 Good and Evil Good and evil The problem of evil Attitudes towards forgiveness Attitudes towards criminals and punishment</p>	<p>Term 3 Christian Beliefs Concepts of God Beliefs about Jesus Atheist arguments against God Eschatological concepts</p>

<p>Term 4 Christian Practices Forms of Worship The sacraments Pilgrimage Church and the community Worldwide concepts of Religion</p>	<p>Term 5 Revision & Exam Preparation Various methods used to allow students to reflect, revise and prepare for their GCSE exams</p>	<p>Term 6 Study Leave</p>
Exam board	Eduqas Religious Studies Route A	
Resources / Revision books	Spec-specific resources: Eduqas Religious studies Textbook, GCSE RE Revision Guide. Also: GCSE Bitesize (relevant sections). Students are also encouraged to follow current affairs as this will benefit them hugely in RE, not to mention their general understanding of the world.	
Setting	Students are taught in mixed ability sets	
Assessment	3 exams 4 hours in total all at the end of year 11. Termly tests and yearly mock exams	
Trips and expenses	N/A	
Home Learning	KS4 students will have an ongoing home learning throughout the academic year, where students will be expected to use Quizlet (RE_Teacher Quizlet) and GCSE pod to regularly strengthen their memories. In addition, teacher may set extra home learning up to four times a term. This will be in response to what has been achieved in class.	
Extension work	Current affairs and philosophical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this.	

GCSE Double Science

Year 10		
Term 1 Biology - Cell biology & Organisation Chemistry – Atomic structure and the periodic table Physics – Energy + Particle model of matter	Term 2 Biology – Organisation and Infection & responses Chemistry – Bonding, structure, and the properties of matter Physics – Particle model of matter	Term 3 Biology – Infection & responses Chemistry – Quantitative Chemistry Physics – Atomic Structure
Term 4 Biology – Bioenergetics Chemistry – Chemical Changes Physics – Electricity	Term Biology – Bioenergetics Chemistry – Energy Changes Physics – Electricity	Term 6 Biology – Bioenergetics. Required practical of Ecology topic Chemistry – The rate and extent of chemical change Physics – Waves
Year 11		
Term 1 Biology – Homeostasis & Response Chemistry – Organic Chemistry Physics – Forces	Term 2 Biology – Inheritance, Variation & Evolution Chemistry – Chemical Analysis Physics – Forces	Term 3 Biology – Inheritance, Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Magnetism & electromagnetism
Term 4 Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism	Term 5 Revision	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive.	
Setting	Two half year groups X and Y. 1 Triple science group and 4 double science sets on each half of the year. Pupils are set by ability.	
Assessment	GCSE Science is linear meaning that all exams, which count towards the final grade, will be sat in the exam period in the summer of Y11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and	

	<p>understanding from distinct topic areas. In year 10 students will complete end of chapter topic tests and a mock at the end of year 10. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final external papers at the end of year 11.</p> <p>16 Required Practicals</p>
Trips and expenses	<p>We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.</p>
Home Learning	<p>All homework will be set via Class Charts. This will include</p> <ul style="list-style-type: none"> • Tasks to reinforce learning in lessons. • Preparatory work to bring to lessons including research. • Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills • Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.
Extension work	<p><i>Kerboodle</i> is a good online resource for use throughout KS4. Students can access the digital book used in class, extension tasks and revision materials.</p> <p>GCSEPod and Seneca Learning are excellent revision platforms allowing independent review of work.</p>

GCSE Separate Sciences

Year 10		
Term 1 Biology - Cell biology & organisation Chemistry – Atomic structure and the periodic table Physics – Energy + Particle model of matter	Term 2 Biology – Organisation and Infection and responses Chemistry - Bonding, structure, and the properties of matter Physics – Particle model of matter	Term 3 Biology – Infection & responses Chemistry – Quantitative Chemistry Physics – Atomic structure
Term 4 Biology – Bioenergetics Chemistry – Chemical Changes Physics – Electricity	Term 5 Biology – Bioenergetics and exam preparation. Chemistry – Energy Changes Physics – Electricity	Term 6 Biology – Homeostasis & response Chemistry – The rate and extent of chemical change Physics – Waves
Year 11		
Term 1 Biology – Homeostasis & response Chemistry – Organic Chemistry Physics – Waves + Forces	Term 2 Biology – Inheritance, Variation & Evolution Chemistry – Chemical Analysis Physics – Forces	Term 3 Biology – Inheritance, Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Forces + Magnetism & electromagnetism
Term 4 Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism + Space	Term 5 Ecology and Revision	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive.	
Setting	Two half year groups X and Y. 1 Separate Science group on each half of the year.	

Assessment	<p>GCSE Biology, Chemistry and Physics are linear meaning that all exams, which count towards the final grade, will be sat in the exam period in the summer of Y11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. In year 10 students will complete end of chapter tests and a mock at the end of year 10. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final external papers at the end of year 11.</p> <p>8 Required Practicals/GCSE</p>
Trips and expenses	<p>We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.</p>
Home Learning	<p>All homework will be set via Class Charts. This will include:</p> <ul style="list-style-type: none"> • Tasks to reinforce learning in lessons. • Preparatory work to bring to lessons including research. • Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills. • Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.
Extension work	<p><i>Kerboodle</i> is a good online resource for use throughout KS4. Students are able to access the digi book used in class, extension tasks and revision materials.</p> <p>GCSEPod and Seneca Learning are excellent revision platforms allowing independent review of work.</p>

GCSE Sociology

Year 10		
<p>Term 1 The Sociological Approach</p> <p>We will cover key debates within sociology including conflict versus consensus theories and how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world. We will also cover the key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena.</p>	<p>Term 2 Families topic</p> <p>Functions of families- Marxism and feminism Family forms and diversity in the UK and a global context; work of the Rappaports Conjugal role relationships and division of labour- traditional and contemporary; work of Oakley Changing relationships within families- changes through history Changing relationships within families- sociological perspectives; work of Wilmott and Young</p>	<p>Term 3 Sociological Research Methods</p> <p>Research design Different types of data: quantitative, qualitative, official and non-official statistics Quantitative methods: questionnaires, surveys Qualitative methods: interviews, observations Primary and secondary sources of data Interpretation of data</p>
<p>Term 4 Methods and Education topic</p> <p>Practical and ethical issues Review/retrieval of methods Role and functions of education- school types, social mobility, relationship with economy Role and functions of education- sociological perspectives The relationship between education and capitalism</p>	<p>Term 5 Education topic</p> <p>The relationship between education and capitalism Educational achievement: class, gender and ethnicity Functionalist, feminist and Marxist perspectives on differential achievement Education and achievement: inequality, parental choice and competition</p>	<p>Term 6 Crime and Deviance topic</p> <p>The social construction of crime and deviance and explanations of crime and deviance: anomie, labelling and interactionist theory Structural theories Subcultural theories Compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)</p>

	<p>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. Processes within schools</p>	
Year 11		
<p>Term 1 Crime and deviance Describe the key ideas of Merton and Becker on the causes of crime Formal and informal methods of social control Describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist) The work of Heidensohn on female conformity in male dominated patriarchal societies Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age Identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime Compare and contrast a variety of sociological perspectives on factors affecting criminal and</p>	<p>Term 2 Crime and deviance The work of Cohen on delinquent subcultures and Carlen on women, crime and poverty The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure' Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist) Review/retrieval of crime and deviance</p>	<p>Term 3 Perspectives – Marx and Weber on class The work of Marx and Weber on socio-economic class Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief Compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) Describe the key ideas of Devine on the idea of the affluent worker Describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation Compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)</p>

deviant behaviour (interactionist, functionalist, feminist and Marxist)		
<p>Term 4 Perspectives and Power and authority The work of Townsend on relative deprivation and Murray on the underclass. Identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power Describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist) Describe the key ideas of Weber on power and authority Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs Compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist)</p>	<p>Term 5 Retrieval and Revision Describe the key ideas of Walby on patriarchy Review/retrieval of social stratification Revision for paper 1 topics and paper 2 topics</p>	<p>Term 6 Study Leave.</p>
Exam board	AQA	
Resources / Revision books	One allocated text book in the department AQA GCSE (9-1) Sociology, Updated Edition David Brown Hodder ISBN: 9781510470286 and revision guide recommended My Revision Notes: AQA GCSE (9-1) Sociology Ian Woodfield, Rosie Owens ISBN: 9781510423237	
Setting	Students are taught in two mixed ability sets.	

Assessment	2 exams sat at the end of year 11. Paper 1 (Families and Education) and Paper 2 (Crime and social stratification) There is no coursework.
Trips and expenses	Revision guide recommended see above and key speaker visits
Home Learning	Homework conducting research methods, retrieval practise and mastering exam technique such as essay writing will be set once a week.
Extension work	Wider reading around the topics and use of www.discoversociology.co.uk and use of the e version of sociology review in the ILC

GCSE Textiles

Year 10		
<p>Term 1 Designing for Others / Sustainability Theory</p> <ul style="list-style-type: none"> • Specialist technical principles <ul style="list-style-type: none"> ○ Functionality ○ Ecological and social footprint ○ The 6 Rs - Sustainability ○ Scales of production • 3D Designing strategies • Ergonomics & designing for a user <p>Practical</p> <ul style="list-style-type: none"> • Repurposing the shirt for Zara • Designing & Making Children’s Clothes <p>Design studies Mary Quant, Vivienne Westwood, Zara</p>	<p>Term 2 Practice Non-exam assessment (NEA) Cultural Influences Repurposing a traditional garment into ready to wear.</p> <p>Theory</p> <ul style="list-style-type: none"> • New and emerging technologies • Specialist materials areas 1 • Advanced techniques in chosen materials area • Use of CAD/CAM <p>Practical</p> <ul style="list-style-type: none"> • Pattern Cutting • Pattern Markings • Lay Plans • Embellishments with 2D Design and Metals <p>Design studies India, Romania or Morocco</p>	<p>Term 3 Creating Shape / Getting to Know Materials / Textiles polymers Links</p> <p>Theory</p> <ul style="list-style-type: none"> • Selection of materials and components • Tolerances & Material management • Tools, equipment and techniques • Origins & Sources of Materials • Mechanisms and mechanical devices • Forces and stresses • Design Collaborations <p>Practical</p> <ul style="list-style-type: none"> • Focused Practical Task – Jewellery <p>Design studies</p> <ul style="list-style-type: none"> • Alessi, Ettore Sottsass, Phillippe Stark or Aldo Rossi

<p>Term 4 ‘Revision Is Cool!’ - Materials Focus & Product Analysis</p> <p>Theory Unit 3 – Core Principles</p> <ul style="list-style-type: none"> Materials and their working properties <p>Practical:</p> <ul style="list-style-type: none"> Construction of insulated cool bag <p>Design Studies: Bauhaus</p>	<p>Term 5 Practice NEA – Sportswear Theory</p> <ul style="list-style-type: none"> Investigation, primary and secondary – Interviewing sportspeople Surface treatments and finishes <p>Practical: Joggers/Materials Testing and trialling for production</p> <p>Design studies</p> <ul style="list-style-type: none"> Coco Chanel Under Armour 	<p>Term 6 Intro to GCSE Design contexts (Non-exam assessment) – set by exam board -1st June</p> <p>Theory</p> <ul style="list-style-type: none"> Designing and making principles Investigation, primary and secondary <p>Practical:</p> <ul style="list-style-type: none"> Drawing Techniques Practice Advanced techniques in chosen materials area – focused practical tasks i.e. Polymers – 3D printer, Advanced Embellishment, Types of Fastenings
Year 11		
<p>Term 1 Complete your research, evaluate it and write a Specification for your product. Quick Idea Generation, consulting with your User, considering human responsibility e.g. sustainability. Wk1 Deadline for NEA (Research) Design Development</p> <p>Wk7 Deadline for NEA (Designing)</p>	<p>Term 2 Prototyping and modelling. Final Design and consultation with your User. Revision for mock exams Research construction methods and practice construction. Planning for production. with a focus on quality assurance Purchase materials in holidays</p> <p>Wk 7 Deadline for NEA (Design development and production planning)</p>	<p>Term 3 Practical production – completed by end of term</p> <p>Maths questions in DT</p> <p>Deadline for NEA (practical work)</p>

<p>Term 4 Surface finishing of prototype</p> <p>Consultation with User, Testing and Evaluation</p> <p>NEA deadline: Final portfolio of work submitted</p> <p>Revision for GCSE exams</p>	<p>Term 5 Your work will be exhibited in the Product Design exhibition.</p> <p>Final Revision and Preparation for written exam</p>	<p>Term 6 Revision</p> <p>GCSE WRITTEN EXAM – 2 hours</p>
Exam board	Revision materials are available on the curriculum drive. Materials and portfolios for coursework must be purchased by students. Sketchbooks are supplied in Y10, as are materials for skills practice and prototyping. Students are encouraged to buy their own textbook. Class copies are available but these remain in school. (Title: AQA Design & Technology Product Design, all material categories and systems, Hodder education, ISBN 978-5104-0108-2)	
Resources / Revision books	Students are taught in mixed ability sets	
Setting	Written paper: 2 hour Written paper (external exam) – 50% of total marks NEA (non-exam assessment): Design & Making Practice – 50% of total marks	
Assessment	Biennial trip to The Design Museum, London – Term 1 Year 10/11 – approx. £20	
Trips and expenses	Questions from past papers, research for controlled assessments e.g. conduct questionnaires, surveys. Revision from PG Online resources	
Home Learning	Students are set one piece of homework per fortnight. During year 11 students are expected to spend a minimum of one hour per week on their coursework projects.	
Extension work	Revision materials are available on the curriculum drive. Materials and portfolios for coursework must be purchased by students. Sketchbooks are supplied in y10, as are materials for skills practice and prototyping. Students are encouraged to buy their own textbook. Class copies are available but these remain in school. (Title: AQA Design & Technology Product Design, all material categories and systems, Hodder education, ISBN 978-5104-0108-2)	