



ST LAURENCE SCHOOL  
**KS4 CURRICULUM MAP**  
**2023-24**

**St Laurence School**  
Care • Inspire • Succeed

## Contents

|   |    |
|---|----|
| GCSE Art .....                                  | 4  |
| GCSE Business Studies.....                      | 7  |
| GCSE Computing .....                            | 9  |
| GCSE Dance .....                                | 11 |
| GCSE Drama .....                                | 15 |
| GCSE English Language .....                     | 17 |
| GCSE English Literature.....                    | 20 |
| GCSE Food .....                                 | 22 |
| GCSE French .....                               | 26 |
| GCSE Geography .....                            | 29 |
| GCSE German .....                               | 31 |
| GCSE Graphics .....                             | 33 |
| GCSE History.....                               | 35 |
| GCSE Mathematics.....                           | 36 |
| GCSE Music – Year 11.....                       | 38 |
| GCSE Music – Year 10.....                       | 40 |
| GCSE PE .....                                   | 42 |
| Cambridge National Level 2 – Sport Studies..... | 44 |
| GCSE Photography .....                          | 46 |
| PSHE .....                                      | 49 |
| GCSE Product Design/Design and Technology.....  | 51 |
| GCSE Philosophy and Ethics .....                | 54 |
| GCSE Double Science .....                       | 56 |

|                              |    |
|------------------------------|----|
| GCSE Separate Sciences ..... | 58 |
| GCSE Sociology .....         | 60 |
| GCSE Textiles .....          | 64 |

## GCSE Art

| Year 10   |   |  |
|---|---|--|
| <p><b>Term 1</b><br/><b>The Natural World</b></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><b>Term 2</b><br/><b>The Natural World</b></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><b>Term 3</b><br/><b>The Natural World</b></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><b>Term 4</b><br/><b>Second Project Habitats and Textures</b></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><b>Term 5</b><br/><b>Second Project Habitats and Textures</b></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"> <li>• Review</li> <li>• Refine</li> <li>• Reflect</li> <li>• Respond</li> </ul> | <p><b>Term 6</b><br/><b>Second Project Habitats and Textures</b></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  |   |  |
|--|---|--|
| <b>Term 1</b><br><b>Second Project developed</b><br>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. | <b>Term 2</b><br><b>Second Project Developed</b><br>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.  | <b>Term 3</b><br><b>Examination Theme Project</b><br>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. |
| <b>Term 4</b><br><b>Examination Theme Project</b><br>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.         | <b>Term 5</b><br><b>Examination Theme Project</b><br>Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbook.  | <b>Term 6</b><br>Study Leave.  |
| <b>Exam board</b>  | AQA   |  |
| <b>Resources / Revision books</b>  | Art books in the department and ILC, internet exploration, independent gallery visits.  |  |
| <b>Setting</b>   | Students are taught in mixed ability sets.  |  |
| <b>Assessment</b>  | 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. |  |

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

## GCSE Business Studies

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

|                                   |   |
|-----------------------------------|---|
| <b>Exam board</b>                 | Edexcel GCSE (9-1) Business (1BS0)  |
| <b>Resources / Revision books</b> | Edexcel GCSE Course Textbooks (Edexcel GCSE 9-1 Business, Pearson)<br>Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709)   |
| <b>Setting</b>                    | Pupils are taught in mixed ability classes  |
| <b>Assessment</b>                 | 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.<br>There is NO coursework on this course. |
| <b>Trips and expenses</b>         | 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.<br>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.  |
| <b>Home Learning</b>              | Written work or key term learning are usually set around once a fortnight.  |
| <b>Extension work</b>             | 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

This is a transition year for the department with a new approach to the curriculum for GCSE. As it is a two year course the current year 11s are continuing with the original program. This is being continual reviewed so is subject to change.

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

|   |  |  |  |
|---|--|--|--|
| Systems Life Cycle, Computational Thinking & Programming  |  |  |  |
| <b>Term 4</b><br><b>Theory Focus</b><br><b>2.3 Producing Robust Programs</b><br>2.3.1 Defensive Design<br>2.3.2 Testing |  | <b>Term 5</b><br><b>Theory Focus</b><br><b>2.4 Boolean Logic</b><br>2.4.1 Boolean Logic<br><b>2.5 Programming languages and Integrated Development Environments</b><br>2.5.1 Languages<br>2.5.2 The Integrated Development Environment (IDE) | <b>Term 6</b><br>Revision<br>Study Leave |
| <b>Exam board</b>   | OCR  |  |  |
| <b>Resources / Revision books</b>   | PG Online Computer Science OCR J277<br>Student revision booklet and revision test papers   |  |  |
| <b>Setting</b>  | Students need to give consideration as to if they have a target grade of 5 in Maths.   |  |  |
| <b>Assessment</b>   | There are two exams of 1.5 hours; each requiring written responses for the final 100% of the marks (50% each).   |  |  |
| <b>Trips and expenses</b>   | Students in Year 10 and 11 are encouraged to program at home using Python or JavaScript, both of which are free.   |  |  |
| <b>Home Learning</b>  | Written work, application of theory or Key Term learning are set once a week   |  |  |
| <b>Extension work</b>   | Students should be using <a href="http://www.codecademy.com">www.codecademy.com</a> & <a href="http://www.teach-ict.com">www.teach-ict.com</a> 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><b>Term 1</b></p> <p><b>Practical</b></p> <p><b>Choreography</b></p> <p>Set Phrase warm-ups and technique</p> <p>Learning a set motif</p> <p>Motif development</p> <p>Use of developing one action into a solo piece</p> <p><b>Term 1 Theory</b></p> <p>Section A</p> <p>Safe Dance Practices</p> <p>Warm-up and cool down</p> <p>The healthy dancer (nutrition and hydration)</p> <p>Physical skills</p> <p>Expressive skills</p> <p>Mental skills</p> <p>Technical skills</p> <p><b>Assessment</b></p> | <p><b>Term 2</b></p> <p><b>Practical</b></p> <p><b>Performance</b></p> <p>Set Phrase warm-ups and technique</p> <p>Learning the set GCSE Dance phrase 'Breathe'</p> <p><b>Assessment</b></p> <p><b>Term 2 Theory</b></p> <p>Section A</p> <p>Planning a hypothetical choreography.</p> <p>Responding to a stimulus</p> <p>Writing a motif/writing motif developments</p> <p>Use of choreographic devices (Climax)</p> <p>Use of structure and use of Aural setting</p> <p>Use of performance environments</p> <p><b>Assessment</b></p> | <p><b>Term 3</b></p> <p><b>Practical</b></p> <p><b>Choreography</b></p> <p>Choreographing a solo based on set stimulus – reintroducing motif development</p> <p>Creating three core motifs</p> <p>Developing three core motifs</p> <p>Selecting aural setting</p> <p><b>Term 3 Theory</b></p> <p>Section B</p> <p>Writing a 6-marker answer.</p> <p>Use of physical skills in 'Breathe'</p> <p>Use of expressive in 'Breathe'</p> <p>Use of technical skills</p> <p>Use of mental skills</p> <p>Use of structure in choreography</p> <p>Use of action/space/dynamics in choreography</p> <p><b>Assessment Section A and B</b></p> |

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

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

|                           |  |
|---------------------------|--|
| <b>Trips and expenses</b> | Throughout the GCSE course students will be given opportunities to attend professional dance performances.   |
| <b>Home Learning</b>      | 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. |
| <b>Extension work</b>     | 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   |   |   |
|---|---|---|
| <b>Term 1 – Introduction to GCSE</b><br>Component One Section A<br>Theatre Project<br>Roles and Responsibilities  | <b>Term 2 – Live Productions &amp; Intro to Devising</b><br>Component One Section C<br>Writing about live theatre<br>Component Two<br>Devising strategies<br>Group Work         | <b>Term 3 – Devising</b><br>Component Two<br>Creation and rehearsal of devised performance<br>Devising logs   |
| <b>Term 4 – Devising</b><br>Component Two<br>Performance & assessment of devised pieces<br>Devising Logs  | <b>Term 5 – Live Productions and Set Text</b><br>Component One Section C<br>Writing about live theatre<br>Component One Section B<br>Introduction to set text                   | <b>Term 6 – Set Text and Scripted Extracts</b><br>Component One Section B<br>Exploring the set text including exam responses<br>Component Three<br>Choice of Scripted extracts  |
| Year 11   |   |   |
| <b>Term 1 – Scripted Extracts</b><br>Rehearsal of scripted extracts   | <b>Term 2 – Scripted Extracts</b><br>Examination of Scripted Extracts   | <b>Term 3 – Exam Preparation</b><br>Component One Section A<br>Roles and Responsibilities<br>Component One Section B<br>Set Text<br>Component One Section C<br>Live Productions |
| <b>Term 4 – Exam Preparation</b><br>Component One Section A<br>Roles and Responsibilities<br>Component One Section B<br>Set Text<br>Component One Section C<br>Live Productions | <b>Term 5 – Exam Preparation</b><br>Component One Section A<br>Roles and Responsibilities<br>Component One Section B<br>Set Text<br>Component One Section C<br>Live Productions | <b>Term 6</b><br>Study Leave  |
| <b>Exam board</b>   | AQA   |   |

|                                   |   |
|-----------------------------------|---|
| <b>Resources / Revision books</b> | AQA GCSE Drama (Revised Edition) by Annie Fox<br>Set text (edition tba)   |
| <b>Setting</b>                    | Students are taught in mixed ability sets   |
| <b>Assessment</b>                 | <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>   |
| <b>Trips and expenses</b>         | 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  |
| <b>Home Learning</b>              | 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. |
| <b>Extension work</b>             | Rehearsals for assessed performances, National Theatre Connections and a summer term production   |



## GCSE English Language

| Year 10   |  |  |
|---|--|--|
| <p><b>Term 1</b><br/> <b>Creative Writing and Reading response to 20<sup>th</sup> century fiction</b><br/>           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><b>Term 2</b><br/> <b>Creative Writing and Response to 20<sup>th</sup> century fiction</b><br/>           Students will practise reading 20<sup>th</sup> Century short stories and answering exam-style questions on these texts. They will learn Language component 1 exam skills.</p>   | <p><b>Terms 3</b><br/> <b>Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b><br/>           Students will read and compare non-fiction writing from the 19<sup>th</sup> and 21<sup>st</sup> 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><b>Terms 4</b><br/> <b>Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b><br/>           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><b>Terms 5</b><br/> <b>20<sup>th</sup> Century Reading</b><br/> <b>Transactional non-fiction writing and spoken language presentation</b><br/>           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><b>Term 6</b><br/> <b>Transactional non-fiction writing</b><br/>           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  |   |  |
|--|---|--|
| <b>Term 1</b><br><b>20<sup>th</sup> Century creative prose writing.</b><br>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. | <b>Term 2</b><br><b>Reading 20<sup>th</sup> Century fiction and Transactional writing.</b><br><b>Reading 20<sup>th</sup> century fiction:</b><br>Students will revise reading and answering exam-style comprehension questions on short narrative pieces. This will focus on Language component 1 exam skills.<br><b>Transactional writing.</b><br>Students will return to transactional writing and cover the remaining text-types not covered in year 10. | <b>Term 3</b><br><b>Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b><br>Students will read and compare non-fiction writing from the 19 <sup>th</sup> and 21 <sup>st</sup> 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. |
| <b>Term 4</b><br><b>Creative Writing and Response to 20<sup>th</sup> century fiction</b><br>Students will practise reading 20 <sup>th</sup> Century short stories and answering exam-style questions on them. They will learn Language component 1 exam skills.  | <b>Term 5</b><br><b>Exam skills and revision.</b><br>Working towards the Language exam papers, components 1 and 2, and revising all parts of these.   | <b>Term 6</b><br>Study Leave   |
| <b>Exam board</b>  | EDUQAS (English ‘brand’ of WJEC).   |  |
| <b>Resources / Revision books</b>  | Revision guide (when published), newspapers, articles.  |  |
| <b>Setting</b>   | Students are taught in mixed ability classes. This is reviewed each year based on the needs of the cohort.  |  |
| <b>Assessment</b>  | English Language: 100% exam (completed in year 11).<br>Speaking and Listening will be reported as a separate qualification – it does not contribute to the mark of the overall English Language GCSE.   |  |

|                       |   |
|-----------------------|---|
| <b>Home Learning</b>  | 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.  |
| <b>Extension work</b> | 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  |  |   |
|--|--|---|
| <b>Term 1 – Poetry anthology and unseen poetry</b><br>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.                      | <b>Term 2 - Modern novel/play</b><br>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. | <b>Terms 3 – Modern novel/play</b><br>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.  |
| <b>Terms 4 – 19 Century novel</b><br>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. | <b>Term 5 - 19 Century novel</b><br>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.   | <b>Term 6 – Poetry Anthology.</b><br>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.  |
| Year 11  |  |   |
| <b>Term 1 – Shakespeare play</b><br>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.          | <b>Term 2 - Shakespeare play</b><br>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.   | <b>Term 3 – Poetry anthology and unseen poetry. Poetry anthology and unseen poetry</b><br>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.<br><br><b>Unseen Poetry</b><br>Comparison of two unseen poems, drawing on analysis skills learnt earlier in the year. They will learn Literature component 2 section C exam skills |

|  |   |   |                             |
|--|---|---|-----------------------------|
| <b>Term 4 – Revision of 19<sup>th</sup> Century novel.</b><br>Students revise the key elements of the 19 <sup>th</sup> 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. |   | <b>Term 5- Revision of modern play/novel</b><br>Students revise the key elements of the 19 <sup>th</sup> 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. | <b>Term 6 – Study Leave</b> |
| <b>Exam board</b>  | EDUQAS (English 'brand' of WJEC).   |   |                             |
| <b>Resources / Revision books</b>  | Set texts (TBC by class teacher), revision guide (when published), revision guides for set texts, highlighters.<br>Texts include: Shakespeare: Macbeth<br>19 <sup>th</sup> Century Novel: Dr Jekyll and Mr Hyde.<br>Modern play/novel: An Inspector Calls or Woman in Black |   |                             |
| <b>Setting</b>   | Students are taught in mixed-ability classes. This is reviewed each year based on the needs of the cohort.  |   |                             |
| <b>Assessment</b>  | English Literature: 100% exam (completed in year 11).   |   |                             |
| <b>Trips and expenses</b>  | Possible theatre trips where available.   |   |                             |
| <b>Home Learning</b>   | 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.       |   |                             |
| <b>Extension work</b>  | All wider reading, specifically texts of a similar genre or time as the set texts. Theatre trips.   |   |                             |

## GCSE Food

| Year 10   |  |  |
|---|--|--|
| <p><b>Term 1</b><br/> <b>Food Choices &amp; Food Safety</b><br/>           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><b>Term 2</b><br/> <b>Food Science &amp; Nutrition</b><br/>           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><b>Term 3</b><br/> <b>Food Science &amp; Nutrition</b><br/>           Food production – primary and secondary processing,<br/>           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><b>Term 4</b><br/> <b>Food, Nutrition and Health</b><br/> The function and role of micronutrients - minerals and vitamins. Importance of water in the diet.</p> <p>Nutritional needs for different life stages.<br/> Nutritional requirements for specific dietary groups e.g. vegetarians, coeliac and diabetic.<br/> Current healthy eating guidelines, Eatwell guide,<br/> 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><b>Term 5</b><br/> <b>International Cuisine &amp; Food Provenance</b><br/> Preparation for Year 10 (theory) exam</p> <p>Different methods for carrying out sensory tests and evaluation.</p> <p>Non-exam assessment:<br/> Practice task – Food investigation<br/> 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><b>Term 6</b><br/> <b>Cooking methods &amp; Food Provenance</b></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> |
|--|--|---|

| Year 11   |   |  |
|---|---|--|
| <p><b>Terms 1 &amp; 2</b><br/> <b><u>Non-exam assessment (NEA)</u></b><br/>           Three Food Preparation tasks are set by the exam board (released on 1 September, 2021). Students choose ONE.</p> <p><b>Food Preparation Task</b><br/>           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.<br/>           Students prepare, cook and present a final menu of <b>two dishes</b> 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><b>Terms 3 &amp; 4</b><br/> <b>Diet, Nutrition &amp; Health</b><br/>           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.<br/>           Complete skills audit of practical work, applying knowledge of the scientific principles and techniques involved in making.</p>   | <p><b>Term 5</b><br/> <b>Food Safety &amp; Revision</b><br/>           Food commodities, SMART ingredients e.g. Quorn, sweeteners, modified starches, Olestra. Recap nutritional deficiencies, eating disorders, healthy eating, balanced diet and recipe adaption.<br/>           Consumer legislation<br/>           Food poisoning and its prevention. Methods of preservation.<br/>           Role of EHO's.</p>  | <p><b>Term 6</b><br/>           Study Leave<br/>           External Examinations</p> |
| <b>Exam board</b>   | AQA (Spec 8585)   |  |
| <b>Resources / Revision books</b>   | Textbook - AQA GCSE Food Preparation & Nutrition, Illuminate Publishing. Anita Tull / Garry Littlewood<br><a href="http://www.illuminate.digital/aqafood">www.illuminate.digital/aqafood</a> (Students have log in details in their planners of this online resource)<br>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. |  |
| <b>Setting</b>  | Students are taught in mixed ability groups   |  |
| <b>Assessment</b>   | <b><u>Non-exam assessment (NEA)</u></b> 50% of the final GCSE grade. Tasks set by the exam board.<br><b>Food Preparation Task (marked out of 70)</b>  |  |



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

## GCSE French

| Year 10  |   |  |
|--|---|--|
| <b>Term 1 – WHO AM I?</b> <ul style="list-style-type: none"> <li>• Family and describing people</li> <li>• Places in town and activities</li> <li>• Friends and what makes a good friend</li> <li>• Family relationships</li> <li>• Making arrangements to go out</li> <li>• Describing a night out with friends</li> <li>• Life when you were younger</li> <li>• Role models</li> </ul> | <b>Term 2 – CULTURAL LIFE</b> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Music</li> <li>• Technology and life online</li> <li>• Films and actors</li> <li>• TV and TV programmes</li> <li>• Books and reading</li> <li>• Talking about actors and films</li> <li>• Festivals and traditions</li> </ul> | <b>Term 3 – DAILY LIFE</b> <ul style="list-style-type: none"> <li>• Food and meals</li> <li>• Food for special occasions</li> <li>• Ordering in a restaurant</li> <li>• Shopping for clothes</li> <li>• Daily life</li> <li>• Using polite language</li> <li>• Describing family celebrations</li> </ul>   |
| <b>Term 4 – TOWN, REGION AND COUNTRY</b> <ul style="list-style-type: none"> <li>• Where you live, weather and transport</li> <li>• Describing a town and asking the way</li> <li>• Describing a region</li> <li>• Talking about your town, village or district</li> </ul>  | <b>Term 5 – TOWN, REGION AND COUNTRY</b> <ul style="list-style-type: none"> <li>• Things to see and do</li> <li>• Plans and weather</li> <li>• Community projects</li> </ul>  | <b>Term 6 – TRAVEL AND TOURIST ATTRACTIONS</b> <ul style="list-style-type: none"> <li>• What you normally do on holiday</li> <li>• Holidays (past and future)</li> <li>• An ideal holiday</li> <li>• Booking and reviewing hotels</li> <li>• Talking about travelling</li> <li>• Buying souvenirs</li> <li>• Travel and tourist transactions</li> <li>• Holiday disasters</li> </ul> |

| Year 11   |   |
|---|---|
| <b>Term 1 – TRAVEL AND TOURIST ATTRACTIONS</b> <ul style="list-style-type: none"> <li>• Booking and reviewing hotels</li> <li>• Talking about travelling</li> <li>• Buying souvenirs</li> <li>• Travel and tourist transactions</li> <li>• Holiday disasters</li> </ul> | <b>Term 2 –WHAT SCHOOL IS LIKE</b> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Your school</li> <li>• Comparing school in the UK and French-speaking countries</li> <li>• School rules</li> <li>• Talking about getting the best out of school</li> <li>• A school exchange</li> <li>• The importance of languages</li> </ul> |
| <b>Term 3 – WORK AND AMBITIONS</b> <ul style="list-style-type: none"> <li>• Jobs and work preferences</li> <li>• Career choices</li> <li>• Plans, hopes and wishes</li> <li>• Applying for jobs</li> <li>• Work Experience</li> </ul>                                   |   |
| <b>Term 4 – ENVIRONMENTAL ISSUES</b> <ul style="list-style-type: none"> <li>• What is important to you</li> <li>• Problems facing the world</li> <li>• Protecting the environment</li> </ul>  | <b>Term 5 – BRINGING THE WORLD TOGETHER</b> <ul style="list-style-type: none"> <li>• Campaigns and good causes</li> <li>• Volunteering</li> <li>• Big musical and sporting events</li> </ul><br><b>REVISION AND EXAMS SKILLS</b>  |
| <b>Term 6</b>   | Study Leave   |
| <b>Exam board</b>   | Edexcel   |
| <b>Resources / Revision books</b>   | Edexcel GCSE French, Expo 4, Studio Edexcel GCSE (9-1) French, Revise Edexcel GCSE French 9-1 Revision Guide and Revision Workbook  |
| <b>Setting</b>  | Students are taught in mixed ability groups.  |
| <b>Assessment</b>   | 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.  |
| <b>Trips and expenses</b>   | Edexcel GCSE 9-1 French Revision Guide and Revision Workbook (optional purchase).   |
| <b>Home Learning</b>  | Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks  |

|                       |   |
|-----------------------|---|
| <b>Extension work</b> | Students may wish to access some of the following websites: <a href="http://www.zut.org.uk/index.html">http://www.zut.org.uk/index.html</a><br><a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a><br>The school has a subscription to the Linguascope website. Login details will be distributed in class. |
|-----------------------|---|

## GCSE Geography

| Year 10  |   |  |
|--|---|--|
| <b>Term 1 – Hazardous Earth</b><br>A study of global atmospheric circulation and changing climate, looking at extreme weather and tectonic hazards in detail                   | <b>Term 2 – Development dynamics</b><br>A study of global inequality, including an in-depth study of India, an emerging country   | <b>Term 3 – The UK’s evolving physical landscape</b><br>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 |
| <b>Term 4 – Geographical investigations</b><br>Focussing on ‘river processes and pressures’, students will plan and carry out an investigation (fieldtrip to Bath and Swanage) | <b>Term 5 – The UK’s evolving human landscape</b><br>An overview of the changing socio-economic and political processes shaping the UK, including an in-depth study of Bath   | <b>Term 6 – Geographical investigations</b><br>Focussing on ‘dynamic urban areas’, students will investigate quality of life in Bath, using data from the fieldtrip in term 4  |
| Year 11  |   |  |
| <b>Term 1 – Challenges of an urbanised world</b><br>The causes and challenges of rapid urbanisation across the world, including an in-depth study of Mumbai, India             | <b>Term 2 – People and the biosphere</b><br>Global distribution of large-scale ecosystems and how humans use and modify them for resources  | <b>Term 3 – Forests under threat</b><br>A detailed study of tropical rainforests and the taiga, looking at the interaction of biodiversity of forests and their use by humans  |
| <b>Term 4 – Consuming energy resources</b><br>A study of renewable and non-renewable energy, along with access/energy security issues  | <b>Term 5 – Revision</b><br>Preparation for the final examinations, also developing and perfecting decision-making skills for Paper 3   | <b>Term 6</b><br>Study Leave   |
| <b>Exam board</b>  | Edexcel B course  |  |
| <b>Resources / Revision books</b>  | We recommend, if students feel it would be of benefit, the Pearson revision guide for our course.<br><a href="https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783">https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783</a>  |  |
| <b>Setting</b>   | Students are taught in mixed ability sets   |  |
| <b>Assessment</b>  | 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   |  |
| <b>Trips and expenses</b>  | 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. |  |

|                       |  |
|-----------------------|--|
| <b>Home Learning</b>  | 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.  |
| <b>Extension work</b> | 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

| Year 10  |   |  |
|--|---|--|
| <b>Term 1 – School</b> <ul style="list-style-type: none"> <li>• school subjects</li> <li>• clothes</li> <li>• items in pencil case</li> <li>• school year</li> <li>• school day</li> <li>• school rules</li> <li>• German schools</li> <li>• exchanges/trips</li> <li>• success and achievement</li> </ul> | <b>Term 2 – Free Time</b> <ul style="list-style-type: none"> <li>• leisure activities</li> <li>• books and reading</li> <li>• music</li> <li>• film, TV and TV programmes</li> <li>• sport</li> <li>• celebrations and festivals</li> </ul> | <b>Term 3 – People</b> <ul style="list-style-type: none"> <li>• what makes a good friend</li> <li>• describing relationships</li> <li>• weekend activities</li> <li>• role-models</li> <li>• life as a child</li> </ul>  |
| <b>Term 4 – At Home</b> <ul style="list-style-type: none"> <li>• describing house/home</li> <li>• food and drink</li> <li>• daily routine</li> </ul>   | <b>Term 5 – At Home (continued)</b> <ul style="list-style-type: none"> <li>• using technology</li> <li>• advantages/disadvantages of social media</li> </ul>  | <b>Term 6 – Tourist Transactions</b> <ul style="list-style-type: none"> <li>• making hotel bookings</li> <li>• buying train tickets</li> <li>• accommodation/problems</li> <li>• directions</li> <li>• ordering at a restaurant</li> <li>• shopping for souvenirs</li> <li>• general travel problems</li> <li>• illness</li> </ul> |

| Year 11  |   |
|--|---|
| <b>Term 1 – Tourist Transactions</b> <ul style="list-style-type: none"> <li>• making hotel bookings</li> <li>• buying train tickets</li> <li>• accommodation/problems</li> <li>• directions</li> <li>• ordering at a restaurant</li> <li>• shopping for souvenirs</li> <li>• general travel problems</li> <li>• illness</li> </ul> | <b>Term 2 – Holidays, Travel and Local Area</b> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• weather</li> <li>• types of holidays</li> <li>• holiday plans</li> <li>• town advantages and disadvantages</li> <li>• local activities</li> <li>• an ideal town</li> </ul> |
| <b>Term 3 – Work</b> <ul style="list-style-type: none"> <li>• jobs and places of work</li> <li>• job applications, CVs</li> <li>• dream jobs</li> <li>• why learn a language</li> <li>• using German beyond school</li> </ul>  |   |
| <b>Term 4 – Global Issues 1</b> <ul style="list-style-type: none"> <li>• environment – school, self, country</li> <li>• campaigns and good causes</li> </ul>   | <b>Term 5 – Global Issues 2</b> <ul style="list-style-type: none"> <li>• festivals and music events, including advantages and disadvantages</li> <li>• sports events including advantages and disadvantages</li> </ul> Revising key vocab and exam techniques                                       |
| <b>Term 6</b><br>Study Leave   |   |
| <b>Exam board</b>  | Edexcel   |
| <b>Resources / Revision books</b>  | Edexcel GCSE German, Logo 4, Stimmt! Edexcel GCSE 9-1 German, Edexcel GCSE 9-1 German Revision Guide and Revision Workbook  |
| <b>Setting</b>   | Students are taught in mixed ability sets   |
| <b>Assessment</b>  | 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.  |
| <b>Trips and expenses</b>  | Edexcel GCSE 9-1 German Revision Guide and Revision Workbook (optional purchase).   |
| <b>Home Learning</b>   | Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks  |
| <b>Extension work</b>  | <a href="http://gut.languageskills.co.uk/index.html">http://gut.languageskills.co.uk/index.html</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> The school has a subscription to the Linguascope website. Login details will be distributed in class.       |



## GCSE Graphics

| Year 10   |   |   |
|---|---|---|
| <b>Term 1 – Packaging Project</b><br>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.  | <b>Term 2 – Packaging Project</b><br>Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques such as lino printing. | <b>Term 3 – Packaging Project</b><br>Logo design, target audience research, applying appropriate visual language to outcomes.                               |
| <b>Term 4 – Moments in Time</b><br>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. | <b>Term 5 – Moments in Time</b><br>Photography, initial illustration and development, physical image making (painting, printing, collage etc).                                | <b>Term 6 – Moments in Time</b><br>Artist/ illustrator/ photographer/ designer research and responses.  |
| Year 11   |   |   |
| <b>Term 1 – Moments in Time</b><br>Typography development and refinement both digital and physical, logo design, target audience research.  | <b>Term 2 – Moments in Time</b><br>Final piece planning, applying appropriate visual language to outcomes.  | <b>Term 3 – Exam Project</b><br>Introduction to Exam paper. Pupils begin working on chosen question. Focus on research, illustration and image development. |
| <b>Term 4 – Exam Project</b><br>Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques. Typography development.  | <b>Term 5 – Exam Project</b><br>Final piece planning, applying appropriate visual language to outcomes.   | <b>Term 6</b><br>Study Leave  |
| <b>Exam board</b>   | AQA   |   |
| <b>Resources / Revision books</b>   | Course Booklet. Pupils will get a subscription to the full Adobe Creative suite that they can access on their home devises.   |   |
| <b>Setting</b>  | Students are taught in mixed ability sets.  |   |

|                           |   |
|---------------------------|---|
| <b>Assessment</b>         | <b>60% Coursework</b> (Packaging 30% Moments in Time 30%) – <b>40% Exam Project</b>   |
| <b>Trips and expenses</b> | Pupils will need to purchase a sketchbook/ display book.  |
| <b>Home Learning</b>      | Homework is set fortnightly with project deadlines once a term.<br>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. |
| <b>Extension work</b>     | Extra artists research and responses, digital editing tasks will be set for more able pupils. Primary research visits.  |

## GCSE History

| Year 10   |  |   |
|---|--|---|
| <b>Term 1</b> - America, 1920–1973: Opportunity and inequality      | <b>Term 2</b> - America, 1920–1973: Opportunity and inequality   | <b>Term 3</b> - Conflict and Tension between East and West, 1945-72 |
| <b>Term 4</b> - Conflict and Tension between East and West, 1945-72 | <b>Term 5</b> - Conflict and Tension between East and West, 1945-72.   | <b>Term 6</b> - Elizabethan England c1568-1603                      |
| Year 11   |  |   |
| <b>Term 1</b> - Britain Health and the People, c1000-present day    | <b>Term 2</b> - Elizabethan England c1568-1603 / Britain Health and the People, c1000-present day  | <b>Term 3</b> - Britain Health and the People, c1000-present day    |
| <b>Term 4</b> - Elizabethan England c1568-1603                      | <b>Term 5</b> - Revision/exam preparation  | <b>Term 6</b><br>Study Leave  |
| <b>Exam board</b>   | AQA  |   |
| <b>Resources / Revision books</b>                                   | Oxford AQA GCSE History (9-1): America 1920-1973: Opportunity and Inequality Revision Guide (9-1) ISBN-978-0198432821<br>Oxford AQA GCSE History: Britain: Health and the People c1000-Present Day Revision Guide (9-1) ISBN-10: 0198422954<br>Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1) ISBN-10: 9780198422938<br>Oxford AQA GCSE History: Conflict and Tension between East and West 1945-1972 Revision Guide (9-1) ISBN-10: 0198432887 |   |
| <b>Setting</b>  | Mixed ability groups   |   |
| <b>Assessment</b>   | Two exam papers, both worth 50% of the overall GCSE  |   |
| <b>Trips and expenses</b>   | Optional Trip to the First World War Battlefields - estimated cost £350  |   |
| <b>Home Learning</b>  | 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.   |   |
| <b>Extension work</b>   | Reading and TV documentary list  |   |

## GCSE Mathematics

| Year 10   |   |  |
|---|---|--|
| <b>Term 1</b><br>Calculations 1<br>Expressions<br>Angles and polygons               | <b>Term 2</b><br>Handling Data<br>Fractions, decimals and percentages<br>Formulae and functions   | <b>Term 3</b><br>Formulae and functions<br>Working in 2D<br>Probability        |
| <b>Term 4</b><br>Probability<br>Measures and accuracy<br>Equations and inequalities | <b>Term 5</b><br>Equations and inequalities<br>Circles and constructions<br>Ratio and proportion  | <b>Term 6</b><br>Ratio and proportion<br>Factors, powers and roots<br>Graphs 1 |
| Year 11   |   |  |
| <b>Term 1</b><br>Graphs 1<br>Working in 3D<br>Grouped and bivariate data            | <b>Term 2</b><br>Calculations 2<br>Pythagoras and Trigonometry<br>Revision and mocks  | <b>Term 3</b><br>Graphs 2<br>Combined events<br>Sequences                      |
| <b>Term 4</b><br>Sequences<br>Units and proportionality<br>Revision and mocks       | <b>Term 5</b><br>Revision   | <b>Term 6</b><br>Study Leave   |
| <b>Exam board</b>   | AQA   |  |
| <b>Resources / Revision books</b>   | 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.  |  |
| <b>Setting</b>  | 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.                                    |  |
| <b>Assessment</b>   | 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.   |
| <b>Trips and expenses</b> | UKMT Challenge for selected students. No cost currently incurred.   |
| <b>Home Learning</b>      | 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. |
| <b>Extension work</b>     | <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 11

Due to a change in exam boards, the curriculum for the current Year 11 is below. Year 10 will be studying Eduqas which follows this page.

| Year 10   |   |   |
|---|---|---|
| <b>Term 1</b><br>Introduction to GCSE<br>Vocal Music set works<br>Composition exercises/tasks<br>Performing                       | <b>Term 2</b><br>Vocal Music wider listening<br>Developing free composition techniques<br>Performing  | <b>Term 3</b><br>Instrumental Music 1700 – 1820 set works<br>Free composition<br>Performing             |
| <b>Term 4</b><br>Instrumental Music 1700 – 1820 wider listening<br>Free composition<br>Performing                                 | <b>Term 5</b><br>Music for Stage and Screen set work<br>Free Composition coursework<br>Performing   | <b>Term 6</b><br>Music for Stage and Screen wider listening<br>Work on Composition briefs<br>Performing |
| Year 11   |   |   |
| <b>Term 1</b><br>Fusions set works<br>Selection of Composition brief<br>Performing  | <b>Term 2</b><br>Revision of Year 10 set works<br>Composing to a brief<br>Performing  | <b>Term 3</b><br>Fusions wider listening<br>Composing to a brief<br>Performing                          |
| <b>Term 4</b><br>Revision of all set works<br>Complete Free Composition<br>Complete Composition to a brief<br>Record Performances | <b>Term 5</b><br>Revision of all set works<br>Practise wider listening<br>Submission of all Performing and Composing Coursework   | <b>Term 6</b><br>Study Leave/Written exam   |
| <b>Exam board</b>   | Edexcel Year 11   |   |
| <b>Resources / Revision books</b>   | Rhinegold/CGP Revision Guide for Edexcel GCSE Music<br>Music as appropriate for solo and ensemble performances  |   |
| <b>Setting</b>  | Students are taught in mixed ability sets   |   |
| <b>Assessment</b>   | 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. |   |

|                           |  |
|---------------------------|--|
| <b>Trips and expenses</b> | Possible concert trips when available  |
| <b>Home Learning</b>      | 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 on Class Charts<br>Music theory practice, wider listening |
| <b>Extension work</b>     | Participation in extra-curricular music groups in school and/or in the wider community   |

## GCSE Music – Year 10

(For current Year 10)

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



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

|  |   |   |                                     |
|--|---|---|-------------------------------------|
| <b>Term 4</b><br><b>Theory 4 lessons per fortnight</b><br>Topics covered: Commercialisation of sport; impact of technology on sport; ethical issues in sports<br><b>Practical 1 lesson per fortnight</b><br>Potential practical lessons in preparation for GCSE Practical Moderation Day |   | <b>Term 5</b><br><b>Theory 5 lessons per fortnight</b><br><br>Revision in preparation for Paper 1 and Paper 2 exam. | <b>Term 6</b><br><b>Study Leave</b> |
| <b>Exam board</b>  | AQA   |   |                                     |
| <b>Resources / Revision books</b>  | AQA Physical Education by Kirk Bizley Nelson Thornes; AQA GCSE PE (9-1) Hodder Education textbook by Ross Howitt/Mike Murray  |   |                                     |
| <b>Setting</b>   | Students are taught in mixed ability sets   |   |                                     |
| <b>Assessment</b>  | Overall assessment is 60% theory examined by two papers and 40% practical consisting of three sporting grades and an analysis task.<br>Paper 1 – The human body and movement in physical activity and sport – 1 hour and 15 minute exam worth 30% of the GCSE<br>Paper 2 - Socio-cultural influences and well-being in physical activity and sport– 1 hour and 15 minute exam worth 30% of the GCSE<br>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.<br>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. |   |                                     |
| <b>Trips and expenses</b>  | N/A   |   |                                     |
| <b>Home Learning</b>   | Homework set each week in relation to theory work.<br>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,  |   |                                     |
| <b>Extension work</b>  | 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.  |   |                                     |

## Cambridge National Level 2 – Sport Studies

Curriculum subject to change

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

|  |   |  |                              |
|--|---|--|------------------------------|
| Topic 1 The different sources of media that cover sport  |   | Topic 2 Positive effect of the media in sport                                    |                              |
| <b>Term 4</b><br><b>Unit R184 – Contemporary Issues in sport</b><br>Recap of all topics<br><b>Unit R186- Sport and the media</b><br>Topic 3 Negative effects of the media in sport |   | <b>Term 5</b><br><b>Completion of all units as required and revision of R184</b> | <b>Term 6</b><br>Study Leave |
| <b>Exam board</b>  | OCR   |  |                              |
| <b>Resources / Revision books</b>  | OCR Cambridge National Level 2 Sports Studies by Mike Murray and Ross Howitt  |  |                              |
| <b>Setting</b>   | Students are taught in mixed ability sets   |  |                              |
| <b>Assessment</b>  | <b>Unit R184</b> – Contemporary Issues in Sport – Mandatory Unit 40 of overall grade – examined assessment<br><b>Unit R185</b> – Performance and Leadership in sports activities – Mandatory Unit 40% of overall grade – Assessed within School and moderated. Assignment based<br><b>Unit R186</b> – Sport and the media - Optional Unit 20% of overall grade – Assessed within School and moderated. Assignment based |  |                              |
| <b>Trips and expenses</b>  | N/A   |  |                              |
| <b>Home Learning</b>   | Homework set each week in relation to all assignments – maintaining knowledge and understanding.  |  |                              |
| <b>Extension work</b>  | 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><b>Term 1</b><br/> <b>How to use a digital SLR Camera, Lightroom and Photoshop 'Nature'</b></p> <p>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><b>Term 2</b><br/> <b>How to use a digital SLR Camera, Lightroom and Photoshop 'Nature'</b></p> <p>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><b>Term 3</b><br/> <b>Portraiture and Identity</b></p> <p>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><b>Term 4</b><br/> <b>Portraiture and Identity</b></p> <p>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><b>Term 5</b><br/> <b>Surrealism</b></p> <p>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><b>Term 6 Mini Project</b><br/> <b>Surrealism</b></p> <p>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>   |

|   |   |   |
|---|---|---|
| of materials and techniques. And create a series of digital and physical outcomes.  | 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.   | 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.   |
| <b>Year 11</b>  |   |   |
| <b>Term 1</b><br><b>Urban Photography</b><br>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. | <b>Term 2</b><br><b>Urban Photography</b><br>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. | <b>Term 3</b><br><b>Examination Theme Project</b><br>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. |
| <b>Term 4</b><br><b>Examination Theme Project</b><br>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.  | <b>Term 5</b><br><b>Examination Theme Project</b><br>Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbooks or InDesign.   | <b>Term 6</b><br>Study Leave.   |
| <b>Exam board</b>   | AQA   |   |

|                                   |  |
|-----------------------------------|--|
| <b>Resources / Revision books</b> | Photography books in the department and ILC, internet exploration, worksheets on the curriculum drive, independent gallery visits.   |
| <b>Setting</b>                    | Students are taught in mixed ability sets.   |
| <b>Assessment</b>                 | <p>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.</p> <p>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.</p> |
| <b>Trips and expenses</b>         | <p>Documentation sketchbooks for each project, bought on Parent Pay.</p> <p>Trips to Bristol dependant on transport cost etc...</p>  |
| <b>Home Learning</b>              | <p>Artist research, taking their own photos, trialling own ideas or continuation from the lesson.</p> <p>One big detailed hand in per half term (6 weeks) with verbal feedback in the lessons. Otherwise homework is set fortnightly.</p>  |
| <b>Extension work</b>             | 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](mailto:chabry@st-laurence.com). Miss Charlotte Bryer, Head of PSHE.

| Year 10   |   |   |
|---|---|---|
| <b>Term 1</b> <ul style="list-style-type: none"> <li>• Introduction – Why is PSHE so important?</li> <li>• Transition to KS4 – What will happen, what to expect?</li> <li>• Study habits and learning techniques – managing time effectively.</li> <li>• Strategies to manage emotional wellbeing at KS4.</li> <li>• Positivity and happiness</li> <li>• Careers – Link to Work experience, link to career pilot. “The right career for me.”</li> </ul> | <b>Term 2</b> <ul style="list-style-type: none"> <li>• Gangs and antisocial behaviour</li> <li>• Hate crime</li> <li>• Drugs – How harmful is binge drinking</li> <li>• County lines</li> <li>• Personal safety</li> <li>• Mental health – Dairies of a broken mind.</li> </ul>                         | <b>Term 3</b> <ul style="list-style-type: none"> <li>• Relationships – Different families, love and marriage.</li> <li>• Abuse – “Abused by my girlfriend” documentary</li> <li>• Same sex relationships, LGBT+ love.</li> <li>• Gender identity, Trans,</li> <li>• Consent – In all sexual encounters, sexting, sex.</li> <li>• Delaying sex</li> <li>• Pornography</li> <li>• Safe sex – Condoms</li> </ul> |
| <b>Term 4</b> <ul style="list-style-type: none"> <li>• Safe sex – Contraception</li> <li>• Pregnancy – Choices, teen pregnancy, miscarriage</li> <li>• Forced and arranged marriages</li> <li>• Abuse – “Something’s not right” – Disclosure lesson</li> <li>• Relationships and breakups, working out relationships</li> <li>• Harassment – “the bar” documentary</li> </ul>   | <b>Term 5</b> <ul style="list-style-type: none"> <li>• Harassment – “The bar” documentary</li> <li>• Homophobia and biphobia</li> <li>• Why do people commit suicide?</li> <li>• Managing grief and bereavement. “Joey Essex” documentary</li> <li>• Careers – Work experience, Career pilot</li> </ul> | <b>Term 6</b> <ul style="list-style-type: none"> <li>• Fake news and critical thinking</li> <li>• Social media and self esteem</li> <li>• Why do people become extremists?</li> <li>• Overt and covert racism</li> <li>• First aid – recovery and CPR, bleeding and shock, chest pain</li> </ul>  |

| Year 11   |   |
|---|---|
| <b>Term 1</b> <ul style="list-style-type: none"> <li>• Introduction – Why is PHSE so important</li> <li>• GCSE year – What is happening this year for you?</li> <li>• Keeping on top of your work/life, managing stress</li> <li>• Perseverance and procrastination</li> <li>• Revision skills – Study skills</li> <li>• Careers – Post-16</li> </ul>   | <b>Term 2</b> <ul style="list-style-type: none"> <li>• Knife crime</li> <li>• Drugs</li> <li>• Mental health</li> <li>• Importance of sleep</li> <li>• First Aid Mental Health – (external visitor)</li> <li>• First aid – Recovery, CPR, First aid at festivals &amp; parties (age related)</li> </ul>   |
| <b>Term 3</b> <ul style="list-style-type: none"> <li>• Healthy/controlling relationships</li> <li>• Condom and contraception recap</li> <li>• Consent and boundaries, rape and sexual boundaries</li> <li>• Harassment, public harassment, “everyone’s invited”, rape culture, stalking</li> <li>• Honour based violence</li> <li>• Violence in relationships – “murdered by my boyfriend” documentary</li> </ul> |   |
| <b>Term 4</b> <ul style="list-style-type: none"> <li>• Violence in relationships – “Murdered by my boyfriend” documentary</li> <li>• Relationship breakups</li> <li>• Pornography – Revenge porn documentary, consequences of sending explicit content</li> <li>• Body shaming – What is it and what can we do to stop it?</li> <li>• Impact of social media – bullying.</li> </ul>                               | <b>Term 5 &amp; 6</b> <ul style="list-style-type: none"> <li>• Internet safety – The dark web, cybercrime and online fraud</li> <li>• Gambling and online gambling</li> <li>• General finances – Budgeting and the benefits of saving</li> <li>• Careers – Health and safety at work, how do we prepare for job interviews?</li> <li>• Signposting guide</li> </ul> |
| <b>Text book</b>  | N/A   |
| <b>Setting</b>  | Students are taught in mixed ability sets   |
| <b>Assessment</b>   | Through verbal contributions and progress review sheets.  |
| <b>Home Learning</b>  | One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary   |
| <b>Extension work</b>   | As part of differentiated work in class.  |

## GCSE Product Design/Design and Technology

| Year 10   |   |   |
|---|---|---|
| <b>Term 1</b><br>Theory (Unit 3) <ul style="list-style-type: none"> <li>Materials and their working properties <ul style="list-style-type: none"> <li>Wood (Unit 5B)</li> <li>Metals and alloys</li> <li>Plastics (Unit 5B)</li> <li>Textiles</li> <li>Card and board</li> </ul> </li> </ul> Practical <ul style="list-style-type: none"> <li>Focused practical tasks to support materials above</li> </ul> Design studies (Unit 7) <ul style="list-style-type: none"> <li>Overview of designers on study list</li> <li>Student choice of 19thC designer</li> </ul> | <b>Term 2</b><br>Practice NEA specialist storage<br><br>Theory <ul style="list-style-type: none"> <li>Specialist technical principles (Unit 4) <ul style="list-style-type: none"> <li>Functionality</li> <li>Ecological and social footprint</li> <li>The 6 Rs</li> <li>Scales of production</li> </ul> </li> <li>Designing strategies (Unit 6)</li> <li>Investigation, primary and secondary</li> <li>Communication skills <ul style="list-style-type: none"> <li>Types of drawing &amp; CAD/CAM</li> </ul> </li> </ul> Practical <ul style="list-style-type: none"> <li>Modelling and techniques for making</li> </ul> Design studies (Unit 7) <ul style="list-style-type: none"> <li>20thC Architects</li> <li>Marcel Breuer, Norman Foster</li> </ul> | <b>Term 3</b><br>Practice NEA specialist storage<br><br>Theory (Unit 4) <ul style="list-style-type: none"> <li>Selection of materials and components</li> <li>Tolerances</li> <li>Material management</li> <li>Tools, equipment and techniques</li> <li>Using the mark scheme</li> <li>Mechanisms and mechanical devices</li> <li>Forces and stresses</li> </ul> Practical <ul style="list-style-type: none"> <li>Making the NEA prototype</li> <li>Exploring mechanisms</li> </ul> Design studies (Unit 7) <ul style="list-style-type: none"> <li>Companies overview</li> <li>Student choice of company to research</li> </ul> |

|   |   |  |
|---|---|--|
| <p><b>Term 4</b><br/>Practice NEA – lighting</p> <p>Theory (Unit 1)</p> <ul style="list-style-type: none"> <li>• Surface treatments and finishes</li> <li>• Energy generation and storage <ul style="list-style-type: none"> <li>◦ Smart and modern materials</li> <li>◦ Composites</li> <li>◦ Systems approach to designing</li> <li>◦ Electronic devices</li> </ul> </li> <li>• Investigation, primary and secondary</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Modelling for NEA</li> <li>• Testing and trialling for production</li> </ul> <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> <li>• Ettore Sottsass</li> <li>• Alessi</li> </ul> | <p><b>Term 5</b><br/>Practice NEA – lighting</p> <p>Theory (Unit 2)</p> <ul style="list-style-type: none"> <li>• New and emerging technologies <ul style="list-style-type: none"> <li>◦ Production techniques and systems</li> <li>◦ Sustainability</li> <li>◦ Enterprise</li> </ul> </li> <li>• Specialist materials areas 1 <ul style="list-style-type: none"> <li>◦ Polymers (Unit 5D)</li> <li>◦ Timber (Unit 5B)</li> </ul> </li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Advanced techniques in chosen materials area – focused practical tasks i.e. Timber – lathe, Textiles - over locker</li> </ul> <p>Design studies (Unit 7)</p> <ul style="list-style-type: none"> <li>• Designers and companies refresh</li> <li>• Student choice as a design influence</li> </ul> | <p><b>Term 6</b><br/>Intro to GCSE Design contexts</p> <p>Theory (Unit 6)</p> <ul style="list-style-type: none"> <li>• Designing and making principles</li> <li>• Specialist materials areas 2 <ul style="list-style-type: none"> <li>◦ Polymers</li> <li>◦ Metals</li> </ul> </li> <li>• Investigation, primary and secondary</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Advanced techniques in chosen materials area – focused practical tasks i.e. Polymers – 3D printer, Metals – casting</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Dictated by choice by choice of context</li> </ul> |
| <b>Year 11</b>  |   |  |
| <p><b>Term 1</b><br/>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><b>Term 2</b><br/>Prototyping and modelling.<br/>Final Design and consultation with your User.<br/>Revision for mock exams</p> <p><b>Deadline 1st piece of Controlled Assessment</b><br/>Research construction methods and practice construction.<br/>Planning for production. with a focus on quality assurance</p>   | <p><b>Term 3</b><br/>Practical production – completed by end of term</p> <p>Maths questions in DT</p> <p><b>Deadline for practical work</b></p>  |

|  |  |  |
|--|--|--|
|  | Purchase materials in holidays   |  |
| <b>Term 4</b><br>Surface finishing of prototype<br>Consultation with User, Testing and Evaluation<br><br><b>Deadline - 2nd piece of Controlled Assessment</b><br>Revision for GCSE exams | <b>Term 5</b><br>Your work will be exhibited in the Product Design exhibition.<br><br><b>Final Revision and Preparation for written exam</b>   | <b>Term 6</b><br><b>Revision</b><br><br><b>GCSE WRITTEN EXAM – 2 hours</b> |
| <b>Exam board</b>  | AQA  |  |
| <b>Resources / Revision books</b>  | 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) |  |
| <b>Setting</b>   | Students are taught in mixed ability sets  |  |
| <b>Assessment</b>  | Written paper: 2 hour Written paper (external exam) –50% of total marks<br>NEA (non-exam assessment): Design & Making Practice – 50% of total marks  |  |
| <b>Trips and expenses</b>  | Biennial trip to The Design Museum, London – Term 1 Year 10/11 – approx. £20   |  |
| <b>Home Learning</b>   | 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.   |  |
| <b>Extension work</b>  | Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.   |  |

## GCSE Philosophy and Ethics

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

|   |   |                              |
|---|---|------------------------------|
| <b>Term 4</b><br><b>Christian Practices</b><br>Forms of Worship<br>The sacraments<br>Pilgrimage<br>Church and the community<br>Worldwide concepts of Religion | <b>Term 5</b><br><b>Revision &amp; Exam Preparation</b><br>Various methods used to allow students to reflect, revise and prepare for their GCSE exams   | <b>Term 6</b><br>Study Leave |
| <b>Exam board</b>   | Eduqas Religious Studies Route A  |                              |
| <b>Resources / Revision books</b>   | 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.  |                              |
| <b>Setting</b>  | Students are taught in mixed ability sets   |                              |
| <b>Assessment</b>   | 3 exams 4 hours in total all at the end of year 11. Termly tests and yearly mock exams  |                              |
| <b>Trips and expenses</b>   | N/A   |                              |
| <b>Home Learning</b>  | 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. |                              |
| <b>Extension work</b>   | 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  |  |  |
|--|--|--|
| <b>Term 1</b><br>Biology - Cell biology & Organisation<br>Chemistry – Atomic structure and the periodic table<br>Physics – Energy + Particle model of matter | <b>Term 2</b><br>Biology – Organisation and Infection & responses<br>Chemistry – Bonding, structure, and the properties of matter<br>Physics – Particle model of matter  | <b>Term 3</b><br>Biology – Infection & responses<br>Chemistry – Quantitative Chemistry<br>Physics – Atomic Structure                                   |
| <b>Term 4</b><br>Biology – Bioenergetics<br>Chemistry – Chemical Changes<br>Physics – Electricity  | <b>Term</b><br>Biology – Bioenergetics<br>Chemistry – Energy Changes<br>Physics – Electricity  | <b>Term 6</b><br>Biology – Bioenergetics. Required practical of Ecology topic<br>Chemistry – The rate and extent of chemical change<br>Physics – Waves |
| Year 11  |  |  |
| <b>Term 1</b><br>Biology – Homeostasis & Response<br>Chemistry – Organic Chemistry<br>Physics – Forces   | <b>Term 2</b><br>Biology – Inheritance, Variation & Evolution<br>Chemistry – Chemical Analysis<br>Physics – Forces   | <b>Term 3</b><br>Biology – Inheritance, Variation & Evolution<br>Chemistry – Chemistry of the atmosphere<br>Physics – Magnetism & electromagnetism     |
| <b>Term 4</b><br>Biology – Ecology<br>Chemistry – Using Resources<br>Physics – Magnetism & electromagnetism  | <b>Term 5</b><br>Revision  | <b>Term 6</b><br>Study Leave   |
| <b>Exam board</b>  | AQA  |  |
| <b>Resources / Revision books</b>  | 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.<br>Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive. |  |
| <b>Setting</b>   | 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.  |  |
| <b>Assessment</b>  | 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>   |
| <b>Trips and expenses</b> | <p>We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.</p>  |
| <b>Home Learning</b>      | <p>All homework will be set via Class Charts. This will include</p> <ul style="list-style-type: none"> <li>• Tasks to reinforce learning in lessons.</li> <li>• Preparatory work to bring to lessons including research.</li> <li>• Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills</li> <li>• Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.</li> </ul> |
| <b>Extension work</b>     | <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  |  |   |
|--|--|---|
| <b>Term 1</b><br>Biology - Cell biology & organisation<br>Chemistry – Atomic structure and the periodic table<br>Physics – Energy + Particle model of matter | <b>Term 2</b><br>Biology – Organisation and Infection and responses<br>Chemistry - Bonding, structure, and the properties of matter<br>Physics – Particle model of matter  | <b>Term 3</b><br>Biology – Infection & responses<br>Chemistry – Quantitative Chemistry<br>Physics – Atomic structure  |
| <b>Term 4</b><br>Biology – Bioenergetics<br>Chemistry – Chemical Changes<br>Physics – Electricity  | <b>Term 5</b><br>Biology – Bioenergetics and exam preparation.<br>Chemistry – Energy Changes<br>Physics – Electricity  | <b>Term 6</b><br>Biology – Homeostasis & response<br>Chemistry – The rate and extent of chemical change<br>Physics – Waves                                  |
| Year 11  |  |   |
| <b>Term 1</b><br>Biology – Homeostasis & response<br>Chemistry – Organic Chemistry<br>Physics – Waves + Forces   | <b>Term 2</b><br>Biology – Inheritance, Variation & Evolution<br>Chemistry – Chemical Analysis<br>Physics – Forces   | <b>Term 3</b><br>Biology – Inheritance, Variation & Evolution<br>Chemistry – Chemistry of the atmosphere<br>Physics – Forces + Magnetism & electromagnetism |
| <b>Term 4</b><br>Biology – Ecology<br>Chemistry – Using Resources<br>Physics – Magnetism & electromagnetism + Space  | <b>Term 5</b><br>Ecology and Revision  | <b>Term 6</b><br>Study Leave  |
| <b>Exam board</b>  | AQA  |   |
| <b>Resources / Revision books</b>  | 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.<br>Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive. |   |
| <b>Setting</b>   | Two half year groups X and Y. 1 Separate Science group on each half of the year.   |   |

|                           |   |
|---------------------------|---|
| <b>Assessment</b>         | <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> |
| <b>Trips and expenses</b> | <p>We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.</p>  |
| <b>Home Learning</b>      | <p>All homework will be set via Class Charts. This will include:</p> <ul style="list-style-type: none"> <li>• Tasks to reinforce learning in lessons.</li> <li>• Preparatory work to bring to lessons including research.</li> <li>• Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills.</li> <li>• Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.</li> </ul>   |
| <b>Extension work</b>     | <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   |   |  |
|---|---|--|
| <b>Term 1</b><br><b>The Sociological Approach</b><br>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. | <b>Term 2</b><br><b>Families topic</b><br>Functions of families- Marxism and feminism<br>Family forms and diversity in the UK and a global context; work of the Rappaports<br>Conjugal role relationships and division of labour- traditional and contemporary; work of Oakley<br>Changing relationships within families- changes through history<br>Changing relationships within families- sociological perspectives; work of Wilmott and Young | <b>Term 3</b><br><b>Sociological Research Methods</b><br>Research design<br>Different types of data: quantitative, qualitative, official and non-official statistics<br>Quantitative methods: questionnaires, surveys<br>Qualitative methods: interviews, observations<br>Primary and secondary sources of data<br>Interpretation of data  |
| <b>Term 4</b><br><b>Methods and Education topic</b><br>Practical and ethical issues<br>Review/retrieval of methods<br>Role and functions of education- school types, social mobility, relationship with economy<br>Role and functions of education- sociological perspectives<br>The relationship between education and capitalism  | <b>Term 5</b><br><b>Education topic</b><br>The relationship between education and capitalism<br>Educational achievement: class, gender and ethnicity<br>Functionalist, feminist and Marxist perspectives on differential achievement<br>Education and achievement: inequality, parental choice and competition  | <b>Term 6</b><br><b>Crime and Deviance topic</b><br>The social construction of crime and deviance and explanations of crime and deviance: anomie, labelling and interactionist theory<br>Structural theories<br>Subcultural theories<br>Compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) |

|   |   |   |
|---|---|---|
|   | <p>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p>Processes within schools</p>  |   |
| <b>Year 11</b>  |   |   |
| <p><b>Term 1</b></p> <p><b>Crime and deviance</b></p> <p>Describe the key ideas of Merton and Becker on the causes of crime</p> <p>Formal and informal methods of social control</p> <p>Describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)</p> <p>The work of Heidensohn on female conformity in male dominated patriarchal societies</p> <p>Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age</p> <p>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</p> <p>Compare and contrast a variety of sociological perspectives on factors affecting criminal and</p> | <p><b>Term 2</b></p> <p><b>Crime and deviance</b></p> <p>The work of Cohen on delinquent subcultures and Carlen on women, crime and poverty</p> <p>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'</p> <p>Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist)</p> <p>Review/retrieval of crime and deviance</p> | <p><b>Term 3</b></p> <p><b>Perspectives – Marx and Weber on class</b></p> <p>The work of Marx and Weber on socio-economic class</p> <p>Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief</p> <p>Compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Devine on the idea of the affluent worker</p> <p>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</p> <p>Compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)</p> |

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

|                           |   |
|---------------------------|---|
| <b>Assessment</b>         | 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.                                       |
| <b>Trips and expenses</b> | Revision guide recommended see above and key speaker visits   |
| <b>Home Learning</b>      | Homework conducting research methods, retrieval practise and mastering exam technique such as essay writing will be set once a week.  |
| <b>Extension work</b>     | Wider reading around the topics and use of <a href="http://www.discoversociology.co.uk">www.discoversociology.co.uk</a> and use of the e version of sociology review in the ILC |

## GCSE Textiles

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



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

|  |  |   |
|--|--|---|
| <p><b>Term 4</b><br/>Surface finishing of prototype</p> <p>Consultation with User, Testing and Evaluation</p> <p><b>NEA deadline: Final portfolio of work submitted</b></p> <p>Revision for GCSE exams</p> | <p><b>Term 5</b><br/>Your work will be exhibited in the Product Design exhibition.</p> <p><b>Final Revision and Preparation for written exam</b></p>   | <p><b>Term 6</b><br/>Revision</p> <p><b>GCSE WRITTEN EXAM – 2 hours</b></p> |
| <b>Exam board</b>  | 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) |   |
| <b>Resources / Revision books</b>  | Students are taught in mixed ability sets  |   |
| <b>Setting</b>   | Written paper: 2 hour Written paper (external exam) – 50% of total marks<br>NEA (non-exam assessment): Design & Making Practice – 50% of total marks   |   |
| <b>Assessment</b>  | Biennial trip to The Design Museum, London – Term 1 Year 10/11 – approx. £20   |   |
| <b>Trips and expenses</b>  | Questions from past papers, research for controlled assessments e.g. conduct questionnaires, surveys. Revision from PG Online resources  |   |
| <b>Home Learning</b>   | 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.   |   |
| <b>Extension work</b>  | 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) |   |