



ST LAURENCE SCHOOL
KS4 CURRICULUM MAP
2026-27

St Laurence School
Care • Inspire • Succeed

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GCSE Art

Year 10		
Term 1 The Natural World 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.	Term 2 The Natural World 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.	Term 3 The Natural World 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.
Term 4 Second Project Surfaces and Textures 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.	Term 5 Second Project Surfaces and Textures This term, pupils will develop their work through personal investigation, taking photos and exploring materials both wet and dry in response to their artist. Criteria to consider: • Review • Refine • Reflect • Respond	Term 6 Second Project Surfaces and Textures 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.

Year 11	
Term 1 Second Project developed Pupils will reflect on their gallery visit and further research an artist(s) background and techniques, completing work with an influence from the artist. There will be time for lots of experimentation with different materials, wet and dry.	Term 2 Second Project Developed Photography and photo editing. Trialling ideas, making developmental studies for a final piece. Exploring a range of materials. Mock 10-hour practical exam, used for second coursework outcome. Completion of coursework, time to review and refine with 1-1 discussions. Documentation sketchbook completed.
Term 3 Examination Theme Project Exam paper given out and a choice from six themes with 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.	Term 4 Examination Theme Project Pupils will explore their choices, gather resources, refine drawing skills and gain experience in a variety of media. Research into various artists backgrounds and techniques, then completing work with an influence from the artist.
Term 5 Examination Theme Project Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbook.	Term 6 Study Leave.
Exam board	AQA
Resources / Revision books	Art books in the department and ILC, internet exploration, independent gallery visits.
Setting	Students are taught in mixed ability sets.
Assessment	There is one coursework assessment in Y10 around March and one in Y11 during January. This comprises of presented supporting studies, a documentation sketchbook and final outcome pieces. Coursework is 60% of the final mark. In late January of Y11, an examination theme is set by the board. This culminates with a 10-hour practical exam and supporting presented documentation sketchbook, which makes up the remaining 40%. Completion deadline in May of Y11.
Trips and expenses	Documentation sketchbooks for each project, bought on Parent Pay. Trips to Bristol dependant on transport cost etc
Home Learning	Artist research, images and resource gathering, own photos, trialling own ideas or continuation from the lesson. One big detailed hand in per half term (6 weeks) with verbal feedback in the lessons. Otherwise homework is set fortnightly.

Extension work	Personal enquiry deepening own journey, exploring and researching wider range of artists.
Careers	Opportunities to visit galleries and to see how to promote and sell work. Highlighting to students artwork that has sold for auction. Visiting artists to the school who show their work. Pupils are active in leading their own projects, taking ownership of their creative journey and outcomes.

GCSE Business Studies

Year 10		
Term 1 Topic 1.1 Enterprise and Entrepreneurship The dynamic nature of business How new businesses come about Risk and reward The role of business enterprise The role of entrepreneurship	Term 2 Topic 1.2 Spotting a Business Opportunity Customer needs Market research Market segmentation Market mapping The competitive environment	Term 3 Topic 1.3 Putting a Business Idea into Practice Business aims and objectives Business revenues, costs and profits Breakeven Cash and cash flow Sources of business finance
Term 4 Topic 1.4 Making the Business Effective The options for start-up and small businesses Business location The marketing mix Business plans	Term 5 Topic 1.5 Understanding External Influences Business stakeholders Technology and business Legislation and business The economy and business External influences	Term 6 Topic 2.2 Making Marketing Decisions Product Price Promotion Place Using the marketing mix to make business decisions
Year 11		
Term 1 Topic 2.1 Growing the Business Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business	Term 2 Topic 2.3 Making Operational Decisions Business operations Working with suppliers Managing quality	Term 3 Topic 2.4 Making Financial Decisions Business calculations Understanding business performance
Term 4 Topic 2.5 Making Human Resource Decisions Organisational structures Effective recruitment Effective training and development Motivation	Term 5 Revision Past papers Exam preparation	Term 6 Revision Study leave
Exam board	Edexcel GCSE (9-1) Business (1BS0)	
Resources / Revision books	Edexcel GCSE Course Textbooks (Edexcel GCSE 9-1 Business, Pearson) Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709)	

Setting	Pupils are taught in mixed ability classes
Assessment	At the end of Y11, there are two exams; one on theme 1 (Investigating Small Business) and one on theme 2 (Building a Business). Both exams have the same format: Section A; multiple choice and short answer questions, Section B; short and longer answer questions and Section C; short and longer answer questions. Both exam papers are equally weighted at 50% of the final grade. There is NO coursework on this course.
Trips and expenses	Pupils are encouraged to by the Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709). The revision guides and workbooks are usually around £6 each.
Home Learning	Homework is usually given around once a fortnight. Pupils will be given a homework booklet at the start of the course which outlines most of the homework to be completed throughout the year.
Extension work	Students should use BBC Bitesize and www.tutor2u.net to supplement their notes and for revision of topics covered in class. Seneca Learning can be used to assess learning through the course. Pupils should also read a quality national newspaper weekly and/or BBC Business news to keep up with current affairs.
Careers	Potential career options include jobs in management, finance, marketing, human resources, operations management, supply chain management, project management, business analyst, management consulting or investment banking, to name just a few. Or you may wish to become an entrepreneur by starting your own business!

GCSE Dance

Year 10		
Term 1 Practical Component 1: Safe practice. Performance skills. Choreography. Component 2: Practical study of set work <i>A Linha Curva</i>. Theory Safe dance practice Performance skills Choreography skills Set work <i>A Linha Curva</i>	Term 2 Practical Component 1: Performance skills. Choreography Component 2: Practical study of set work <i>Artificial Things</i> Theory Performance skills Choreography skills Set work <i>Artificial Things</i>	Term 3 Practical Component 1: Learning 2 set phrases <i>Breathe</i> and <i>Shift</i> Component 2: Practical study of set work <i>Emancipation of Expressionism</i> Theory Performance skills Set work <i>Emancipation of Expressionism</i>
Term 4 Practical Component 1: Mock choreography preparation Component 2: Practical study of set work <i>Infra</i> Theory Choreography skills Set work <i>Infra</i>	Term 5 Practical Component 1: Finalise mock choreography. Revisit set phrases. Practical study of set work <i>Within Her Eyes</i> Theory Revision Set work <i>Within Her Eyes</i> Mock Exam – Set phrases, choreography and full written paper.	Term 6 Practical Component 1: Performance duo/trio creation Component 2: Practical study of set work <i>Shadows</i> Theory Review of mock written paper Set work <i>Shadows</i>

Year 11	
Term 1 Practical Component 1: Refining set phrases and duo/trio. Begin choreography process. AQA stimulus release date is 15 th September. Theory Component 1: Choreography Component 2: Section B	Term 2 Practical Component 1: Refining set phrases and duo/trio. Own choreography. Theory Component 2: Revision and section A Winter Mock exam: Set phrases and duo/trio. Full written paper.
Term 4 Practical Component 1: Finalise own choreography Formal Examination for: Choreography, set phrases and duo/trio Theory: Component 2: Revision	Term 5 Theory Component 2: Revision
Exam board	AQA
Equipment	Water bottled filled up for each lesson.
Kit	Students are strongly encouraged to wear professional examination dance wear – leotard and tights for lessons, although students can choose to wear St Laurence blue PE tops, PE shorts or plain black or navy thick (not see through) leggings. Hair tied back and removal of all jewellery. Bare feet. A leotard and dance tights must be worn for examinations. These can be in any colour and do not have to be black.
Text book	Resources will be supplied by the teacher. These should be brought to all lessons.
Setting	Students are taught in mixed ability sets. They have one theory lesson a week in a classroom.
Assessment	There are two component areas for assessment Component 1:

	Performance: 30% of GCSE. Solo performance of two set technical phrases and performance in duo/trio Choreography: 30% of GCSE (40 Marks) Choreography of a solo or group dance which responds creatively to an externally set stimulus. Component 2: - Dance Appreciation: 40% of GCSE. Written exam lasting 1 hour 30 minutes with a focus on appreciation, analysis and understanding of own and six specific professional works.
Trips and expenses	While there are no set trips, one-off dance trips may occur, and students are actively encouraged to go to the theatre to watch dance as much as possible.
Home Learning	Students are set home learning every week. Home learning will be a mix of written and practical work and will feed directly into coursework. Students will be expected in year 11 to commit to one after school rehearsal once a week for completion of choreography for component 1.
Extension work	Students will be expected in year 11 to commit to one after school rehearsal once a week for completion of choreography for component 1. Students can attend the Senior dance club after school.
Careers	Next steps; Swindon Advanced, Bath Dance College, Bath University, Trinity Laban, London Contemporary dance, Rambert, Northern Dance, Middlesex University, Roehampton University, Liverpool Institute of Performing Arts. Dancer (performer) choreographer, dance teacher or lecturer, dance journalist/critic, physiotherapist, chiropractor, dance administrator, dance therapist, costume or makeup designer, set designer, lighting technician, media and production (film), project manager.

GCSE Drama

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

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

GCSE English Language

Year 10		
Term 1 – Narrative writing Component 1 Section B Students will practise writing short creative 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.	Term 2 – Reading 20 Century fiction Component 1 Section A Students will practise reading 20 Century texts and answering exam-style questions on these texts.	Terms 3 – Reading 19 and 21 Century non-fiction Component 2 Section A Students will read and compare non-fiction writing from the 19 and 21 Century. Transactional non-fiction writing Component 2 Section B Students will practise their own non-fiction persuasive writing, specifically letters and reviews, and work on the technical accuracy of their writing.
Terms 4 - Reading 19 and 21 Century non-fiction Component 2 Section A Students will continue to read and compare non-fiction writing from across a time period. Transactional non-fiction writing Component 2 Section B They will also continue to practise their own non-fiction writing and work on the technical accuracy of their writing.	Terms 5 - Reading 19 and 21 Century non-fiction Component 2 Section A Students will prepare for their Year 10 summer exam which will be this part of a paper. Spoken language presentation Students will plan a speech on a topic of their choice to fulfil the spoken language Component 3 element of GCSE English language.	Term 6 - Spoken language presentation Students will present a speech on a topic of their choice to fulfil the spoken language Component 3 element of GCSE English language.

Year 11		
Term 1 - Narrative writing Component 1 Section B Students will return to focusing primarily on their own creative writing and the technical accuracy of their writing.	Term 2 - Reading 20 Century fiction Component 1 Section A Ahead of the November mock exams, students will revise reading and answering exam-style comprehension questions on short narrative pieces. Transactional non-fiction writing Component 2 Section B After the November mock exams, students will return to transactional writing and cover the remaining text-types not covered in Year 10.	Term 3 – Reading 19 and 21 Century non-fiction Component 2 Section A Students will revise reading and comparing non-fiction writing from the 19 and 21 Century.
Term 4 - Reading 20 Century fiction Component 1 Section A Students will prepare for their March mock exams by practising reading 20 Century short stories and answering exam-style questions on them.	Term 5 - Exam skills and revision Working towards the Language exam papers, components 1 and 2, and revising all parts of these.	Term 6 Study Leave
Exam board	EDUQAS (English 'brand' of WJEC).	
Resources / Revision books	Revision guide (when published), newspapers, articles.	
Setting	Students are taught in mixed ability classes.	
Assessment	English Language: 100% exam (completed in year 11). Speaking will be reported as a separate qualification – it does not contribute to the mark of the overall English Language GCSE.	
Home Learning	They will be set one hour of homework per two-week timetable. Preparation for tasks throughout year 10 and 11 which reflect the style of the exam papers, including writing practice answers and planning creative elements, compiling revision notes.	
Extension work	Non-fiction reading e.g. newspaper articles. Practising a variety of creative writing and non-fiction writing, experimenting with style and voice. Extending vocabulary and building on knowledge of grammar and punctuation.	
Careers	Supports students understanding of different careers including Historian, Journalist, Curator, Archivist, Media presenter and PR. Develops transferable skills including communication and engagement. Formal letter writing (persuasive techniques related to real work).	

GCSE English Literature

Year 10		
Term 1 – Poetry anthology Component 1 Section B Students will study a variety of poems from the Romantic poets to present day writers from an anthology provided by the exam board.	Term 2 - Modern novel/play Component 2 Section A Students will start studying a modern novel/play focusing on character, theme and historical context. The text will be either An Inspector Calls or The Woman in Black depending on teacher preference.	Terms 3 – Modern novel/play Component 2 Section A Students will continue studying a modern novel/play focusing on character, theme and historical context.
Terms 4 – 19 Century novel Component 2 Section B Students will study a 19 Century novel focusing on character, theme and historical context. The text studied is The Strange case of Dr Jekyll and Mr Hyde.	Term 5 - 19 Century novel Component 2 Section B Students will continue studying a 19 Century novel (The Strange case of Dr Jekyll and Mr Hyde) focusing on character, theme and historical context.	Term 6 – Poetry anthology Component 1 Section B Students will return to studying the poems in the poetry anthology. They will complete their study of the 15 set poems this term.
Year 11		
Term 1 – Shakespeare play Component 1 Section A skills Students will study a whole play by Shakespeare, including analysis of characters, themes and language. All students study Macbeth.	Term 2 - Shakespeare play Component 1 Section A skills Students will continue to study a whole play by Shakespeare, including analysis of characters, themes and language.	Term 3 – Poetry anthology Component 1 Section B skills Students will revise their knowledge of key themes and essay skills of the anthology set poems provided by the exam board. Unseen Poetry Component 2 Section C skills Students will learn how to approach two unseen poems drawing on analysis skills learnt earlier in the year.
Term 4 – Revision of 19 Century novel Component 2 Section B Students revise the key elements of the 19 Century novel The Strange case of Dr Jekyll and Mr Hyde. This will include re-capping the exam skills needed.	Term 5- Revision of modern play/novel Component 2 Section A Students revise the key elements of the modern play/novel taught in Year 10, either An Inspector Calls or The Woman in Black. This will include re-capping the exam skills needed.	Term 6 – Study Leave

Exam board	EDUQAS (English 'brand' of WJEC).
Resources / Revision books	Set texts (TBC by class teacher), revision guides for set texts, highlighters. Texts include: Shakespeare: Macbeth 19 th Century Novel: Dr Jekyll and Mr Hyde. Modern play/novel: An Inspector Calls or Woman in Black
Setting	Students are taught in mixed-ability classes. This is reviewed each year based on the needs of the cohort.
Assessment	English Literature: 100% exam (completed in year 11).
Trips and expenses	Possible theatre trips where available.
Home Learning	They will be set one hour of homework per two week timetable. Preparation for tasks throughout year 10 and 11 which reflect the style of the exam papers, pre-reading and re-reading of set texts, learning quotations and events in texts, compiling revision notes.
Extension work	All wider reading, specifically texts of a similar genre or time as the set texts. Theatre trips.
Careers	Supports students understanding of different careers including Poets, Artists and Singers. Improves comprehension skills and decoding ability.

GCSE Food

Year 10		
Term 1 Food Choices & Food Safety Factors influencing food choice (e.g. social, economic, cultural, religious, environmental) Food spoilage, bacterial contamination, buying, storing, preparing and cooking food safely. The function of protein, complementation of protein foods, high-protein alternatives to meat and fish, protein complementation. 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. Investigative and experimental work.	Term 2 Food Science & Nutrition The function and role of macronutrients (focus on Protein and Carbohydrates) and the importance of fibre in the diet. 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). Food Science – methods of heat transference, gelatinisation to set mixtures.	Term 3 Food Science & Nutrition Food production – primary and secondary processing, The advantages and disadvantages of additives used in food preparation. Fortification. The function and role of macronutrients (focus on the function of fats in the diet, different types of fat). Practical lessons involve making pasta, puff pastry, mayonnaise, ice cream and batters. Investigative work to illustrate the shortening effect of fats, plasticity, how to make emulsions and the conditions required for yeast to ferment.
Term 4 Food, Nutrition and Health The function and role of micronutrients - minerals and vitamins. Importance of water in the diet. Nutritional needs for different life stages. Nutritional requirements for specific dietary groups e.g. vegetarians, coeliac and diabetic. Current healthy eating guidelines, Eatwell guide, nutritional analysis, DRV's, meal planning and recipe adaption.	Term 5 International Cuisine & Food Provenance Preparation for Year 10 (theory) exam Different methods for carrying out sensory tests and evaluation. Non-exam assessment: Practice task – Food investigation e.g. Investigate what type of flour is best for bread making	Term 6 Cooking methods & Food Provenance Reasons for cooking food and how the appearance, flavour and texture of food are affected through preparation and cooking methods. Practical work to incorporate different cooking methods e.g. baking, steaming, roasting and portioning chicken. Food labelling and marketing influences.

Practical work to incorporate different cooking methods and experimental work to reduce the effects of enzymic browning.	Religion, culture, eating patterns, equipment and cooking methods associated with different cuisines around the world (linking to practical work). 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.	Non-exam assessment: Practice Food preparation - Y10 practical exam – produce 3 dishes in 3 hours.
Year 11		
Terms 1 & 2 <u>Non-exam assessment (NEA)</u> Three Food Preparation tasks are set by the exam board (released on 1 September, 2021). Students choose ONE. Food Preparation Task Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition will be assessed. This will relate to the exam board task. Students prepare, cook and present a final menu of two dishes in three hours, planning in advance how this will be achieved. A portfolio of work including photographic evidence is produced. Prepare for Y11 Mock exams – written exam and practical exam		
Terms 3 & 4 Diet, Nutrition & Health Major diet-related diseases – obesity, coronary heart disease, high blood pressure, rickets, osteoporosis, tooth decay, anaemia and type 2 diabetes. Start revision of five core topics of the specification. Complete skills audit of practical work, applying knowledge of the scientific principles and techniques involved in making.	Term 5 Food Safety & Revision Food commodities, SMART ingredients e.g. Quorn, sweeteners, modified starches, Olestra. Recap nutritional deficiencies, eating disorders, healthy eating, balanced diet and recipe adaption. Consumer legislation Food poisoning and its prevention. Methods of preservation. Role of EHO's.	Term 6 Study Leave External Examinations

Exam board	AQA (Spec 8585)
Resources / Revision books	Textbook - AQA GCSE Food Preparation & Nutrition, Illuminate Publishing. Anita Tull / Garry Littlewood www.illuminate.digital/aqafood (Students have log in details in their planners of this online resource) Revision materials are available on the school network. Access at Curriculum > Student > DT > Food > KS4 > e.g. Past papers, Tests, Revision sheets, power points, suggested revision techniques and activities etc.
Setting	Students are taught in mixed ability groups
Assessment	<u>Non-exam assessment (NEA)</u> 50% of the final GCSE grade. Tasks set by the exam board. Food Preparation Task (marked out of 70) Task released September of the final year of assessment (Year 11) Research, technical skills, planning, making, analysis and evaluation <u>Examination:</u> Written exam (worth 50% of the GCSE) 1 hour 45 minutes • Multiple choice questions (20 marks) • Plus five questions, each with a number of sub questions (80 marks)
Trips and expenses	Students bring in ingredients for practical work. (If there are difficulties, the school can help to provide these). Ingredients for experimental work and taste trials will be provided by the school.
Home Learning	Students are expected to source, weigh and prepare ingredients for their practical lessons which takes place on a weekly basis. Students will also have revision to complete once a term for their termly assessments.
Extension work	Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.
Careers	Across the 2-year course, students develop a stronger understanding of the many careers linked to Food, Preparation and Nutrition. Trips are planned for students to gain real world experience for example, a year 10 visit to Apetito in Trowbridge. The trip involves meeting specialists who design meals, the students also visit the factory to learn how meals are prepared for larger scale production.

GCSE French

Year 10		
Term 1 – Free Time - Talking about what you do online - Saying what you do to stay active - Talking about what you watch - Making plans to go out - Saying what you did last weekend - Taking part in an interview	Term 2 – People - Talking about your weekend routine - Discussing friends and friendship - Talking about what people look like - Talking about positive role models - Talking about celebrations	Term 3 – School - Talking about school subjects and school life - Discussing school rules - Talking about making progress at school - Talking about what school used to be like when you were younger - Talking about learning languages
Terms 4 and 5 – Healthy Lifestyles - Talking about meals and mealtimes - Talking about good mental health - Describing illness and accidents - Saying what you will do to improve your life - Talking about lifestyle changes	Terms 4 and 5 – Healthy Lifestyles - Talking about meals and mealtimes - Talking about good mental health - Describing illness and accidents - Saying what you will do to improve your life - Talking about lifestyle changes	Term 6 – - Talking about your ideal holiday - Discussing what you can see and do on holiday - Talking about festivals - Reviewing and booking holiday accommodation - Talking about staycation activities
Year 11		
Terms 1 and 2 – Our Planet - Talking about geography and the climate - Talking about environmental problems - Discussing how we can work together to protect the environment - Talking about day-to-day actions to protect the environment - Discussing new technologies	Terms 1 and 2 – Our Planet - Talking about geography and the climate - Talking about environmental problems - Discussing how we can work together to protect the environment - Talking about day-to-day actions to protect the environment - Discussing new technologies	Term 3 – My Region - Describing your town or village - Asking for and understanding directions - Talking about shopping for clothes - Describing your ideal home - Talking about visiting another town or city
Term 4 – Future Plans - Talking about future plans and hopes - Talking about travelling and earning money - Talking about possible future career paths	Term 5 REVISION AND EXAMS SKILLS	Term 6 Study Leave

Discussing the advantages and disadvantages of different jobs		
Exam board	Edexcel	
Resources / Revision books	Edexcel GCSE French, Expo 4, Studio Edexcel GCSE (9-1) French, Revise Edexcel GCSE French 9-1 Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability groups.	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in French, Speaking in French, Reading and Understanding in French, Writing in French.	
Trips and expenses	Edexcel GCSE 9-1 French Revision Guide and Revision Workbook (optional purchase).	
Home Learning	Vocabulary learning and exam style questions from the reading paper are set regularly with occasional writing and translation tasks when appropriate	
Extension work	Students may wish to access some of the following websites: http://www.zut.org.uk/index.html http://www.languagesonline.org.uk/ GCSE French - Edexcel (for exams from 2026) - BBC Bitesize The school has a subscription to the Linguascope website. Login details will be distributed in class.	
Careers	At GCSE, students study specific Modules on School Life and Future Plans in which students are encouraged to think, talk and write about different jobs, career paths and earning money; as well as the importance of learning languages for specific careers.	

GCSE Geography

Year 10		
Term 1 – Hazardous Earth A study of global atmospheric circulation and changing climate, looking at extreme weather and tectonic hazards in detail	Term 2 – Development dynamics A study of global inequality, including an in-depth study of India, an emerging country	Term 3 – The UK's evolving physical landscape An overview of the varied landscapes in the UK, considering the changes in physical processes over time – will look at coasts and river landscapes in detail
Term 4 – Geographical investigations Focussing on 'river processes and pressures', students will plan and carry out an investigation (fieldtrip to Bath and Swanage)	Term 5 – The UK's evolving human landscape An overview of the changing socio-economic and political processes shaping the UK, including an in-depth study of Bath	Term 6 – Geographical investigations Focussing on 'dynamic urban areas', students will investigate quality of life in Bath, using data from the fieldtrip in term 4
Year 11		
Term 1 – Challenges of an urbanised world The causes and challenges of rapid urbanisation across the world, including an in-depth study of Mumbai, India	Term 2 – People and the biosphere Global distribution of large-scale ecosystems and how humans use and modify them for resources	Term 3 – Forests under threat A detailed study of tropical rainforests and the taiga, looking at the interaction of biodiversity of forests and their use by humans
Term 4 – Consuming energy resources A study of renewable and non-renewable energy, along with access/energy security issues	Term 5 – Revision Preparation for the final examinations, also developing and perfecting decision-making skills for Paper 3	Term 6 Study Leave
Exam board	Edexcel B course	
Resources / Revision books	We recommend, if students feel it would be of benefit, the Pearson revision guide for our course. https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783	
Setting	Students are taught in mixed ability sets	
Assessment	Three exam papers at the end of Y11: 1. Global Geographical Issues (1hr 30mins), 2. UK Geographical Issues (1hr 45 mins), 3. People and Environment Issues – Making Geographical Decisions (1hr 30 mins)	
Trips and expenses	There will be two compulsory field trips (two days) in Terms 4 and 6 of Y10 to Swanage and Bath to collect data and practise field skills. A small cost will help to cover transport/resourcing costs, approximately £35 total. Students are also encouraged to explore their local surroundings, participate in other school trips and think about the places they visit – e.g. a holiday destination could supplement the case studies we do in class.	
Home Learning	Various learning tasks from research, fact-files, practice questions, newspaper articles, comprehension, mapping, and so on. Set weekly. Homework has increased importance for the new GCSE as it will help to prepare for lessons.	

Extension work	Current affairs and geographical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this, but we also encourage students to develop independence and explore the different concepts and places themselves.
Careers	Whilst on their two fieldtrips, there are a number of activities that students will participate in that link to Geographical Careers, including measuring coastal management, sediment analysis and environmental quality surveys. These tasks will give students an insight into some of the jobs required of someone working in these fields

GCSE German

Year 10		
Term 1 – School - Talking about the school systems in Germany and the UK - Talking about your timetable; question words - Talking about school uniforms - Talking about school rules - Talking about special events at school - Describing school life	Term 2 – Free time - Talking about German speaking musicians - Talking about your free time - Discussing how you spend time online - Inviting people out and buying tickets - Expressing preferences about films and TV shows - Using the future tense to describe plans for the weekend	Term 3 – People - Describing festivals and cultural events - Describing family members - Saying how you get on with people and why - Discussing equality and identity - Describing a family celebration in the past - Discussing a party
Terms 4 and 5 – Healthy Lifestyles - Learning about favourite sports in the German-speaking world - Talking about food and drink in Germany - Talking about accidents and illnesses - Talking about good and bad habits - Talking about wellbeing - Talking about what is important to you	Terms 4 and 5 – Healthy Lifestyles - Learning about favourite sports in the German-speaking world - Talking about food and drink in Germany - Talking about accidents and illnesses - Talking about good and bad habits - Talking about wellbeing - Talking about what is important to you	Term 6 – My neighbourhood - Learning key facts about German-speaking countries - Describing where you live - Discussing transport in your local area - Asking for information in different situations - Discussing shopping habits - Describing an ideal place to live - Describing your home
Year 11		
- Terms 1 and 2 – Holidays - Learning about German-speaking travel destinations - Describing different holiday destinations - Making reservations - Describing problems on holiday - Describing a past holiday - Describing future and ideal holidays	- Terms 1 and 2 – Holidays - Learning about German-speaking travel destinations - Describing different holiday destinations - Making reservations - Describing problems on holiday - Describing a past holiday - Describing future and ideal holidays	- Term 3 – Our world - Learning about activism in German-speaking countries - Discussing issues faced by young people today - Discussing how environmental issues are being addressed - Discussing personal responsibilities and actions - Discussing international responsibilities and actions

		Expressing and justifying complex opinions and points of view
Term 4 – Future Plans - Learning about military and civilian service - Discussing plans for after the exams - Discussing what jobs you would like to do in the future - Discussing strengths and skills - Discussing gap years - Discussing hopes for the future	Term 5 – REVISION AND EXAMS PRACTICE	Term 6 STUDY LEAVE
Exam board	Edexcel	
Resources / Revision books	Pearson Edexcel GCSE German (2024), Stimmt! Edexcel GCSE 9-1 German (2016), Edexcel GCSE 9-1 German Revision Guide and Revision Workbook	
Setting	Students are taught in mixed ability sets	
Assessment	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in German, Speaking in German, Reading and Understanding in German, Writing in German.	
Trips and expenses	Edexcel GCSE 9-1 German Revision Guide and Revision Workbook (optional purchase)	
Home Learning	Home learning is set weekly and can include vocabulary learning, exam style questions, and written tasks	
Extension work	http://gut.languageskills.co.uk/index.html http://www.languagesonline.org.uk/ The school has a subscription to the Linguascope website. Login details will be distributed in class.	
Careers	At GCSE, students study specific Modules on School Life and Future Plans in which students are encouraged to think, talk and write about different jobs, career paths and earning money; as well as the importance of learning languages for specific careers.	

GCSE Graphics

Year 10		
Term 1 – Packaging Project A long-term project where they create, develop and refine towards a packaging design for a fruit based soft drink. Focus on illustration, image development and pattern design.	Term 2 – Packaging Project Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques such as lino printing.	Term 3 – Packaging Project Logo design, target audience research, applying appropriate visual language to outcomes.
Term 4 – Moments in Time Pupils choose a moment in time that may be covered in a museum exhibition, they then investigate, design, develop and refine their image making towards a promotional item for that exhibition. Initial research, gathering information.	Term 5 – Moments in Time Photography, initial illustration and development, physical image making (painting, printing, collage etc).	Term 6 – Moments in Time Artist/ illustrator/ photographer/ designer research and responses.
Year 11		
Term 1 – Moments in Time Typography development and refinement both digital and physical, logo design, target audience research.	Term 2 – Moments in Time Final piece planning, applying appropriate visual language to outcomes.	Term 3 – Exam Project Introduction to Exam paper. Pupils begin working on chosen question. Focus on research, illustration and image development.
Term 4 – Exam Project Artist/ illustrator/ photographer/ designer research and responses. A range a of physical image making techniques. Typography development.	Term 5 – Exam Project Final piece planning, applying appropriate visual language to outcomes.	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	Course Booklet. Pupils will get a subscription to the full Adobe Creative suite that they can access on their home devises.	
Setting	Students are taught in mixed ability sets.	
Assessment	60% Coursework (Packaging 30%, Moments in Time 30%) – 40% Exam Project	
Trips and expenses	Pupils will need to purchase a sketchbook/ display book.	
Home Learning	Homework is set fortnightly with project deadlines once a term.	

	Regular work set: completing tasks set in class, collecting imagery, drawing, taking photographs, working on their display books, researching independently. Pupils have access to the full Adobe creative suite. All home learning is set through class charts.
Extension work	Extra artists research and responses, digital editing tasks will be set for more able pupils. Primary research visits.
Careers	Learning about target audience and client research (understanding the industry). Responding to client briefs; mirroring real world experience. Understanding industry trends. Pupils are active in leading their own projects, taking ownerships of their creative journey and outcomes. Gaming fluency in industry standard computer programs (Adobe Creative Suite)

GCSE History

Year 10		
Term 1 - America, 1920–1973: Opportunity and inequality	Term 2 - America, 1920–1973: Opportunity and inequality	Term 3 - Conflict and Tension between East and West, 1945-72
Term 4 - Conflict and Tension between East and West, 1945-72	Term 5 - Conflict and Tension between East and West, 1945-72.	Term 6 - Elizabethan England c1568-1603
Year 11		
Term 1 - Britain Health and the People, c1000-present day	Term 2 - Elizabethan England c1568-1603 / Britain Health and the People, c1000-present day	Term 3 - Britain Health and the People, c1000-present day
Term 4 - Elizabethan England c1568-1603	Term 5 - Revision/exam preparation	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	Oxford AQA GCSE History (9-1): America 1920-1973: Opportunity and Inequality Revision Guide (9-1) ISBN-978-0198432821 Oxford AQA GCSE History: Britain: Health and the People c1000-Present Day Revision Guide (9-1) ISBN-10: 0198422954 Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1) ISBN-10: 9780198422938 Oxford AQA GCSE History: Conflict and Tension between East and West 1945-1972 Revision Guide (9-1) ISBN-10: 0198432887	
Setting	Mixed ability groups	
Assessment	Two exam papers, both worth 50% of the overall GCSE	
Trips and expenses	Optional Trip to the First World War Battlefields - estimated cost £350	
Home Learning	Homework will be set weekly, and students are expected to spend 45 minutes completing it. Task will include practice exam questions, research tasks, or specific retrieval practice tasks.	
Extension work	Reading and TV documentary list	
Careers	Throughout the curriculum we will encounter a range of potential carers that students could do. We will discuss what qualifications and skills you would need and look at potential career paths with each example. For instance, when studying the Cold War, we will consider the role of a diplomat and talk to students about a potential career in the Foreign Office. Also, when looking at the Health and the People unit, we will look at a range of different careers within the medical profession. We will also ensure that students understand how the skills they develop in History e.g. critical thinking, persuasive writing, evaluating evidence, all link to the world of work.	

GCSE Mathematics

Year 10		
Term 1 Calculations 1 Expressions Angles and polygons	Term 2 Handling Data Fractions, decimals and percentages Formulae and functions	Term 3 Formulae and functions Working in 2D Probability
Term 4 Probability Measures and accuracy	Term 5 Equations and inequalities Circles and constructions	Term 6 Circles and constructions Ratio and proportion Graphs 1
Year 11		
Term 1 Factors, powers and roots Graphs 1 Working in 3D	Term 2 Grouped and bivariate data Calculations 2 Revision and mocks	Term 3 Pythagoras and Trigonometry Graphs 2
Term 4 Combined events Sequences Revision and mocks	Term 5 Units and proportionality Revision	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	We follow the Kerboodle textbook, available online. We also use CGP Higher and Foundation textbooks occasionally in lessons, though a variety of resources are used.	
Setting	Students are taught in sets according to ability with five sets on either side of the year. Generally higher sets follow the higher tier (4-9 grades) with lower sets following the foundation tier (1-5 grades). Decision on tier of entry is based on KS2 data, performance throughout KS3, CATS scores, FFT predictions and teacher assessment.	
Assessment	GCSE maths is linear meaning that all exams, which count towards the final grade will be sat in the exam period in the summer of Y11. There are 3 separate papers each carrying the same weight (2 with calculator and one without). Internally, throughout the course, after each topic students will sit an online assessment on the topic just completed, as well as short written assessments. In year 10 students sit 3 longer assessments throughout the year. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final three external papers at the end of year 11.	
Trips and expenses	UKMT Challenge for selected students. No cost currently incurred.	

Home Learning	Maths home learning is set once a week and may include online tasks via the <i>MyMaths</i> website, worksheets on current topics or preparation for forthcoming topics, research activities or revision. Pupils should also conduct their own independent work, this may be after-school sessions, or at home, and may extending themselves beyond topics recently taught in lessons.
Extension work	<i>Kerboodle</i> , <i>MyMaths</i> and <i>Mathsgenie</i> are good online resources for use throughout KS4, all pupils are welcome to attend after-school sessions if they wish to receive help, have somewhere quiet to work, or even to help other students.
Careers	Numeracy and problem solving are key areas of the curriculum and are valued in any workplace. There are many more specific links to careers throughout the course. Algebraic modelling is used in engineering, medicine, IT and business. Working with percentages is key in the financial sector and understanding the economy. The shape work at KS4 is transferable to engineering, construction, design or architecture. Measures are used in various areas such as construction or quantity surveying. Probability underpins risk management and is evident in industries such as insurance. Statistics are a key area in many businesses, analysing information from sales, customer satisfaction and marketing.

GCSE Music

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

Home Learning	Regular practising of instrumental/vocal performance pieces, ideally for at least a short period every day – reminders and suggestions on how to approach this will be set
Extension work	Music theory practice, wider listening, participation in extra-curricular musical activities, performance in a concert/carol service
Careers	Taking responsibility for personal, active engagement in achieving GCSE by effectively managing rehearsal time, setting deadlines for composition tasks and participating in a range of music-making Beginning to understand the different types of workplace available to musicians by looking at the wider context of how, when and where the set works were first composed and performed

GCSE PE

Curriculum subject to change

Year 10		
Term 1 Theory 5 lessons per fortnight Topics covered: Anatomy and physiology; skeleton; synovial joints; muscles; movements; Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis	Term 2 Theory 5 lesson per fortnight Topics covered: Movement analysis; planes and axis; levers; health and fitness; Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis	Term 3 Theory 5 lessons per fortnight Topics covered: Health & Fitness; sedentary lifestyles; obesity; somatotypes; diet; Topics covered: Fitness components; testing methods for fitness components Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis
Term 4 Theory 5 lessons per fortnight Topics covered: Fitness components; testing methods for fitness components Types of training; SPORT/FITT principles; training seasons; warm ups and cool downs. Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis	Term 5 Theory 5 lessons per fortnight Topics covered: Sports Psychology arousal, feedback & guidance, goal setting; SMART principle Practical 4 lessons per fortnight (within core) Athletics/ table tennis	Term 6 Theory 5 lessons per fortnight Coursework analysis and evaluation Practical 4 lessons per fortnight (within core) Athletics/ table tennis
Year 11		
Term 1 Theory 5 lessons per fortnight Topics covered: Sports Psychology; feedback; guidance; motivation; arousal	Term 2 Theory 5 lessons per fortnight Topics covered: Socio-cultural factors affecting participation;	Term 3 Theory 5 lessons per fortnight Topics covered: Circulatory system; respiratory system, aerobic/anaerobic exercise; effects of exercise.

Classification of skills; goal setting; SMART principle; Information processing model; Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis	Commercialisation of sport; impact of technology on sport; ethical issues in sports Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis	Practical 4 lessons per fortnight (within core PE) Potential practical activities include netball, basketball, football, trampolining, badminton, table tennis
Term 4 Theory 5 lessons per fortnight Revision in preparation for Paper 1 and Paper 2 exam.	Term 5 Theory 5 lessons per fortnight Revision in preparation for Paper 1 and Paper 2 exam.	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	AQA Physical Education by Kirk Bizley Nelson Thornes; AQA GCSE PE (9-1) Hodder Education textbook by Ross Howitt/Mike Murray	
Setting	Students are taught in mixed ability sets	
Assessment	Overall assessment is 60% theory examined by two papers and 40% practical consisting of three sporting grades and an analysis task. Paper 1 – The human body and movement in physical activity and sport – 1 hour and 15 minute exam worth 30% of the GCSE Paper 2 - Socio-cultural influences and well-being in physical activity and sport– 1 hour and 15 minute exam worth 30% of the GCSE 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. 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.	
Trips and expenses	N/A	
Home Learning	Homework set each week in relation to theory work. 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.	
Extension work	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.	

Careers	Career pathways will be highlighted and considered when delivering relevant theory knowledge; for example, sports coach during the Cambridge National Leadership unit or physiotherapist during the movement analysis section of GCSE PE Paper 1. Homeworks will be set termly that guide students to research and explore careers within PE. When discussing KS5 options, explicit careers links will be made between the theory and practical elements of all KS4 PE courses and further study in the subject.
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Cambridge National Level 2 – Sport Studies

Curriculum subject to change

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

Exam board	OCR
Resources / Revision books	OCR Cambridge National Level 2 Sports Studies by Mike Murray and Ross Howitt
Setting	Students are taught in mixed ability sets
Assessment	Unit R184 – Contemporary Issues in Sport – Mandatory Unit 40 of overall grade – examined assessment Unit R185 – Performance and Leadership in sports activities – Mandatory Unit 40% of overall grade – Assessed within School and moderated. Assignment based Unit R186 – Sport and the media - Optional Unit 20% of overall grade – Assessed within School and moderated. Assignment based
Trips and expenses	N/A
Home Learning	Homework set each week in relation to all assignments – maintaining knowledge and understanding.
Extension work	Taking an interest in sport in the media e.g. reading newspapers/articles/watching sports programmes/documentaries. Making links with their theory work and participation in sport. Getting involved in a wide range of sports to build up their experiences for suitable examples during assignments
Careers	Career pathways will be highlighted and considered when delivering relevant theory knowledge; for example, sports coach during the Cambridge National Leadership unit or physiotherapist during the movement analysis section of GCSE PE Paper 1. Homeworks will be set termly that guide students to research and explore careers within PE. When discussing KS5 options, explicit careers links will be made between the theory and practical elements of all KS4 PE courses and further study in the subject.

GCSE Photography

Year 10		
Term 1 How to use a digital SLR Camera, Lightroom and Photoshop 'Nature' Pupils will be given a series of technical and skill lessons on the 3 main function of a digital SLR camera:- Shutter Speed, ISO and Aperture. They will carry out a range of practical skill-based workshops both in the classroom and out on location. They will be introduced to Lightroom and how to print and create contact sheets. There will be a practical lesson once a fortnight where they will learn physical editing techniques in an Art Room. There will also be written tasks such as analysing their images and some research into the work of other photographers.	Term 2 How to use a digital SLR Camera, Lightroom and Photoshop 'Nature' Pupils will be given a series of technical and skill lessons on the 3 main function of a digital SLR camera:- Shutter Speed, ISO and Aperture. They will carry out a range of practical skill-based workshops both in the classroom and out on location. There will be a practical lesson once a fortnight where they will learn physical editing techniques in an Art Room. There will also be written tasks such as analysing their images and some research into the work of other photographers. They will be looking at the formal elements.	Term 3 Portraiture and Identity Pupils will be exploring ideas and topics for a new project. They will research the work of famous Portrait Photographers. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.
Term 4 Portraiture and Identity Pupils will be exploring ideas and topics for a new project. They will research the work of famous Portrait Photographers. They will plan Photoshoots, create contact sheets edit their work and learn how to then refine digital photography skills and physical editing skills. Pupils will research artists focusing on their use of materials and techniques. And create a series of digital and physical outcomes.	Term 5 Spaces and Places 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 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.	Term 6 Spaces and Places 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 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.
Year 11		

Term 1 Spaces and Places Pupils will be exploring ideas and topics for a new project. They will research the work of famous Spaces and Places 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.	Term 2 Spaces and Places Pupils will be exploring ideas and topics for a new project. They will research the work of famous Spaces and Places 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.	Term 3 Examination Theme Project Exam paper given out and a choice from six themes with 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.
Term 4 Examination Theme Project Pupils will explore their choices, gather resources, refine drawing skills and gain experience in a variety of media. Research into various artists backgrounds and techniques, then completing work with an influence from the artist.	Term 5 Examination Theme Project Trialling ideas, making developmental and compositional studies for a final piece. 10-hour practical examination. Completion of examination documentation sketchbooks or InDesign.	Term 6 Study Leave.
Exam board	AQA	
Resources / Revision books	Photography books in the department and ILC, internet exploration, worksheets on the curriculum drive, independent gallery visits.	
Setting	Students are taught in mixed ability sets.	
Assessment	There is one coursework assessment in Y10 around March and one in Y11 during January. This comprises of presented supporting studies, a documentation sketchbook and final outcome pieces. Coursework is 60% of the final mark. In late January of Y11, an examination theme is set by the board. This culminates with a 10-hour practical exam and supporting presented documentation in In Design and sketchbook, which makes up the remaining 40%. Completion deadline in May of Y11.	
Trips and expenses	Documentation sketchbooks for each project, bought on Parent Pay. Trips to Bristol dependant on transport cost etc...	

Home Learning	Artist research, taking their own photos, trialling own ideas or continuation from the lesson. One big detailed hand in per half term (6 weeks) with verbal feedback in the lessons. Otherwise homework is set fortnightly.
Extension work	Personal enquiry deepening own journey, exploring and researching wider range of artists.
Careers	Exposure to a range of independent photographers. Taking parts in exhibitions. Careers – responding to a brief. Gallery visits to learn how to exhibit their work. Gaming fluency in industry standard computer programs (Adobe Creative Suite).

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. Mrs Charlotte Bryer, Head of PSHE.

Year 10		
Term 1 Transition to KS4- Making informed decisions Study skills- Study and AI The sleep factor Drugs- What is the harm? Ketamine Drugs- What is the harm? Prescription drugs and over the counter drugs Careers-Unifrog platform/Wex-Work Experience- CVs and Letters of application	Term 2 Mental Health- Different types of mental health What is impact of mental health on someone's life? How do we look after our mental health? County lines- What is it? What are the consequences? What is the impact on someone's life? What is life going to be like if you are part of county lines? Exploitation	Term 3 Preventative education- Extreme or not Extreme Subcultures Influence Hate Crime and the Law Discrimination Racism and the Law Understanding Stalking
Term 4 Pregnancy- Being a teenage parent/Your options Reproductive Health Intimacy Consent- pressure and coercion Impact of pornography AI- deepfakes	Term 5 Relationships-self esteem Menstrual and gynaecological health Abuse Year 10 Exams- Independent revision time Money management	Term 6 Money management Work Experience preparation Work Experience review Careers-Post-16 Options
Year 11		
Term 1 Emotional Literacy Stress Management Mental Health Careers-Post-16 Options	Term 2 Drugs Year 11 Mocks-Independent Revision time Sexual Harassment Masculinity- positive and toxic- the power of influence and what it really means.	Term 3 Relationships-Coercive control Rights and values in relationships Relationships-Violence Exploitation/grooming Sexual violence in gangs Rape Culture

Term 4 Democracy and debating Extremism and Radicalisation Online hate Personal safety- Knife Crime First Aid- reminders and Bleeding		Term 5 Sextortion STI's Self-Examinations- Cancer Medical consent-Gillick Money Management- Gambling and risk Revision/Adolescence	Term 6
Text book	N/A		
Setting	Students are taught in mixed ability sets		
Assessment	Through verbal contributions and progress review sheets.		
Home Learning	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary		
Extension work	As part of differentiated work in class.		
Careers	<i>To follow</i>		

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GCSE Design and Technology

Year 10		
Term 1 Theory - The categorisation of the types, properties and structures of; - Thermoforming and thermosetting polymers - Natural and manufactured timbers - Natural and synthetic fibres - Papers and boards - Metals and alloys - Design choices - Comparing materials to make informed choices when designing - The environmental, social and ecological impact of design - Investigate designers past and present Practical - Creating a desk tidy using a mixture of woods and plastics, learning more intricate joining methods using hand tools and machines.	Term 2 Theory - The impact of new and emerging technology - How new technology informs design choices - Energy generation and storage - Modern and smart materials - Mechanical devices - Electronic systems and programmable components Practical - Finish creating a desk tidy using a mixture of woods and plastics, learning more intricate joining methods using hand tools and machines.	Term 3 Theory - Timbers, specialist focus - Sources and origins - Physical and working properties - Ecological footprint - The way selection of materials can be influenced - Stock forms and sizes Practical - Design and make a desk lap inspired by nature using recycled materials. - Explore how thermosetting plastics can be used in products through using epoxy resin casting.
Term 4 Theory - Timbers specialist focus - Manufacturing processes - Specialist tools, techniques and equipment - Surface treatment and finishes - Impact of forces and stresses on timbers	Term 5 Theory (Unit 2) - New and emerging technologies - Production techniques and systems - Sustainability - Enterprise - Specialist materials areas 1 - Polymers (Unit 5D) - Timber (Unit 5B)	Term 6 Intro to GCSE Design contexts Begin research for NEA. Start creating portfolio with research and client investigation. Outline design brief and specification

Practical NEA practice - Specialised storage - Students to research the context of storage and begin designing a product to meet a clients needs and wants.	Practical - Specialised storage - Complete designs using multiple strategies and techniques and begin modelling the chosen design	Begin initial design ideas
Year 11		
Term 1 Finalise designs from initial design stage	Term 2 Develop and model chosen final designs Review the designs and document any changes and remodel them.	Term 3 Create production specification and begin manufacture of final product
Term 4 Finish manufacturing of final product Evaluation of product and client testing Revision for GCSE exams	Term 5 Your work will be exhibited in the Product Design exhibition. Final Revision and Preparation for written exam	Term 6 Revision GCSE WRITTEN EXAM – 2 hours
Exam board	Edexcel GCSE Design and Technology	
Resources / Revision books	Revision materials are available on the curriculum drive. Materials and portfolios for coursework must be purchased by students. Sketchbooks are supplied in Y10, as are materials for skills practice and prototyping. Students are encouraged to buy their own textbook. Class copies are available, but these remain in school. (Title: AQA Design & Technology Product Design, all material categories and systems, Hodder education, ISBN 978-5104-0108-2)	
Setting	Students are taught in a mixed ability class.	
Assessment	Written paper: 2 hour Written paper (external exam) –50% of total marks NEA (non-exam assessment): Design & Making Practice – 50% of total marks	
Trips and expenses	Trips to be confirmed.	
Home Learning	Students are set one piece of homework per fortnight. During year 11 students are expected to spend a minimum of one hour per week on their coursework projects.	

Extension work	Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.
Careers	Students are directed to specific designers. The NEA coursework is driven towards creating a viable prototype for a client which could be used in the real world.

GCSE Philosophy and Ethics

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

The sacraments Pilgrimage Church and the community Worldwide concepts of Religion		Various methods used to allow students to reflect, revise and prepare for their GCSE exams	
Exam board	Eduqas Religious Studies Route A		
Resources / Revision books	Spec-specific resources: Eduqas Religious studies Textbook, GCSE RE Revision Guide. Also: GCSE Bitesize (relevant sections). Students are also encouraged to follow current affairs as this will benefit them hugely in RE, not to mention their general understanding of the world.		
Setting	Students are taught in mixed ability sets		
Assessment	3 exams 4 hours in total all at the end of year 11. Termly tests and yearly mock exams		
Trips and expenses	N/A		
Home Learning	KS4 students will have an ongoing home learning throughout the academic year, where students will be expected to use Quizlet (RE Teacher Quizlet) and GCSE pod to regularly strengthen their memories. In addition, teacher may set extra home learning up to four times a term. This will be in response to what has been achieved in class.		
Extension work	Current affairs and philosophical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this.		
Careers	At GCSE level, philosophy and religious studies help students explore complex and meaningful topics such as good and evil, forgiveness, abortion, euthanasia, crime and punishment, world religions, human rights, freedom of speech, relationships, marriage, and divorce. These discussions develop critical thinking, ethical reasoning, and empathy—skills that are essential in careers like law, healthcare, education, policing, and social work. By engaging with different beliefs and moral questions, students learn to form balanced arguments, understand diverse perspectives, and reflect on their own values in a thoughtful and respectful way.		

GCSE Double Science

Year 10		
Term 1 Biology - Cell biology & Organisation Chemistry – Atomic structure and the periodic table Physics – Energy + Particle model of matter	Term 2 Biology – Organisation and Infection & responses Chemistry – Bonding, structure, and the properties of matter Physics – Particle model of matter	Term 3 Biology – Infection & responses Chemistry – Quantitative Chemistry Physics – Atomic Structure
Term 4 Biology – Bioenergetics Chemistry – Chemical Changes Physics – Electricity	Term Biology – Bioenergetics Chemistry – Energy Changes Physics – Electricity	Term 6 Biology – Bioenergetics. Required practical of Ecology topic Chemistry – The rate and extent of chemical change Physics – Waves
Year 11		
Term 1 Biology – Homeostasis & Response Chemistry – Organic Chemistry Physics – Forces	Term 2 Biology – Inheritance, Variation & Evolution Chemistry – Chemical Analysis Physics – Forces	Term 3 Biology – Inheritance, Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Magnetism & electromagnetism
Term 4 Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism	Term 5 Revision	Term 6 Study Leave
Exam board	AQA GCSE Science 8464 Specification AQA	
Resources / Revision books	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with a paper 1 and 2 revision pack and the offer to purchase a CGP revision guide and additional resources can be accessed via the student area of the curriculum drive. Free Maths & Science Revision and Past Papers for A-Level, GCSE and KS3 Cognito – excellent for summary videos and revision practice. Students can sign up for free. Physics & Maths Tutor – for past papers, predicted papers and revision materials.	
Setting	Pupils are set by ability. There are 2 tiers for science – higher and foundation.	
Assessment	GCSE Science is linear meaning that all exams, which count towards the final grade, will be sat in the exam period in the summer of Y11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and 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, in addition to the end of topic tests. 16 Required Practicals.
Trips and expenses	We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.
Home Learning	All homework will be set via Bromcom. This will include • Tasks to reinforce learning in lessons. • Preparatory work to bring to lessons including research. • Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills • Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.
Extension work	<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.
Careers	Careers posters in labs. Some scenarios/context given to big tasks. Reflection on careers after end of topic assessment. Science Live KS4 trip.

GCSE Separate Sciences

Year 10		
Term 1 Biology - Cell biology & organisation Chemistry – Atomic structure and the periodic table Physics – Energy + Particle model of matter	Term 2 Biology – Organisation and Infection and responses Chemistry - Bonding, structure, and the properties of matter Physics – Particle model of matter	Term 3 Biology – Infection & responses Chemistry – Quantitative Chemistry Physics – Atomic structure
Term 4 Biology – Bioenergetics Chemistry – Chemical Changes Physics – Electricity	Term 5 Biology – Bioenergetics and exam preparation. Chemistry – Energy Changes Physics – Electricity	Term 6 Biology – Homeostasis & response Chemistry – The rate and extent of chemical change Physics – Waves
Year 11		
Term 1 Biology – Homeostasis & response Chemistry – Organic Chemistry Physics – Waves + Forces	Term 2 Biology – Inheritance, Variation & Evolution Chemistry – Chemical Analysis Physics – Forces	Term 3 Biology – Inheritance, Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Forces + Magnetism & electromagnetism
Term 4 Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism + Space	Term 5 Ecology and Revision	Term 6 Study Leave
Exam board	AQA	
Resources / Revision books	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with a paper 1 and 2 revision pack and the offer to purchase a CGP revision guide and additional resources can be accessed via the student area of the curriculum drive. Free Maths & Science Revision and Past Papers for A-Level, GCSE and KS3 Cognito – excellent for summary videos and revision practice. Students can sign up for free. Physics & Maths Tutor – for past papers, predicted papers and revision materials.	
Setting	2 Separate Science groups for those students working at higher end of expected standard and greater depth on the KLC grid.	
Assessment	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 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, in addition to the end of topic tests. 8 Required Practicals/GCSE.
Trips and expenses	We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.
Home Learning	All homework will be set via Bromcom. This will include: • Tasks to reinforce learning in lessons. • Preparatory work to bring to lessons including research. • Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills. • Learning Journey Tasks in Learning Journey Topic booklets. This a set resource across the year group including keywords, knowledge organisers and exam preparation.
Extension work	<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.
Careers	Careers posters in labs. Some scenarios/context given to big tasks. Reflection on careers after end of topic assessment. Science Live KS4 trip.

GCSE Sociology

Year 10		
Term 1 The Sociological Approach We will touch upon the 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. Sociological Research Methods We will also complete a brief overview of sociological methods and the reasons for using them. This will also continue across the year within the context of families and education. We will cover quantitative methods: questionnaires, surveys and qualitative methods: interviews and observations Primary and secondary sources of data Interpretation of data Practical and ethical issues . Families We will cover the functionalist views of the family including Parsons (key study)	Term 2 Families topic Functions of families continue- New Right, Marxism and feminism. Including Zaretsky and Delphy and Leonard (key studies) Conjugal role relationships and division of labour and decision making- traditional and contemporary; including the work of Oakley (key study) Education topic Introducing education and different types of schools Functionalist, feminist and Marxist perspectives on the role of the education system The relationship between education and capitalism	Term 3 Families Topic Changing relationships Marriage, cohabitation and divorce and the views of the main perspectives on each of these. The Symmetrical family and the work of Wilmot and Young (key study) Education topic Educational achievement: class, gender and ethnicity

Term 4 Families Alternatives to the family and Global families Different types of families Family diversity and the work of the Rapoport (key study) Education topic The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. Education and achievement: inequality, parental choice and competition	Term 5 Education Processes within schools Educational policies and marketisation Review/retrieval of methods and application of methods to the context of education Revision and exam practice Families and research methods Return to primary and secondary data and conducting research including sampling methods used. Students to carry out research.	Term 6 Crime and Deviance topic The social construction of crime and deviance and explanations of crime and deviance: anomie, labelling and interactionist theory Structural theories: Functionalism and Marxism Subcultural theories Research methods Use of quantitative methods experiments, content analysis and official statistics. Feedback on mock exam and target setting
Year 11		
Term 1 Crime and deviance Compare and contrast sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) Formal and informal methods of social control Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age Identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime	Term 2 Crime and deviance The work of Heidensohn on female conformity in male dominated patriarchal societies Carlen on women, crime and poverty The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure' Review/retrieval of crime and deviance Application of methods to the context of crime and deviance	Term 3 Perspectives – Marx and Weber on class The work of Marx and Weber on socio-economic class Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief Compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) Describe the key ideas of Devine on the idea of the affluent worker Describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which

		governments have attempted to alleviate poverty and unemployment, the impact of globalisation Compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)
Term 4 Perspectives and Power and authority The work of Townsend on relative deprivation and Murray on the underclass. Identify, describe and explain different forms of power and authority Describe the key ideas of Weber on power and authority Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs Compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist)	Term 5 Retrieval and Revision Describe the key ideas of Walby on patriarchy Review/retrieval of social stratification Revision for paper 1 topics and paper 2 topics	Term 6 Study Leave.
Exam board	AQA	
Resources / Revision books	One allocated text book in the department AQA GCSE (9-1) Sociology, Updated Edition David Brown Hodder ISBN: 9781510470286 and revision guide recommended My Revision Notes: AQA GCSE (9-1) Sociology Ian Woodfield, Rosie Owens ISBN: 9781510423237	
Setting	Students are taught in mixed ability sets.	
Assessment	2 exams sat at the end of year 11. Paper 1 (Families and Education out of 100) and Paper 2 (Crime and social stratification out of 100) There is no coursework. Research methods are assessed across both paper 1 and paper 2.	
Trips and expenses	Revision guide recommended see above and key speaker visits. A trip to Shepton Mallet prison	

Home Learning	Homework such as conducting research methods, retrieval practise and mastering exam technique such as essay writing will be set once a week via Bromcom
Extension work	Wider reading around the topics and use of www.discoversociology.co.uk and use of the e version of sociology review in the ILC
Careers	In GCSE sociology for paper 2 we will look at people working in the criminal justice system and have speakers that come into school to deliver talks about their work from prison officers, police officers and charities. We also refer to different job sectors where transferable skills from sociology can be used.

GCSE Textile Art

Year 10		
Term 1 ‘Freedom’ (Start of 60% coursework) Pupils will mind-map ideas on the theme of ‘Freedom’ then gather materials to use for surface decoration techniques. They will explore sewing techniques, patchwork, quilting, open embroidery, with a variety of fabric types. Pupils will research designers’ backgrounds and techniques, completing work with an influence from their chosen designer. Design Studies Mary Quant, Vivienne Westwood, Althea McNish, Pacita Abad and Sanford Biggers.	Term 2 ‘Freedom’ This term is comprised of further exploration of ideas and gained experience with a variety of techniques such as inserting zips, button-holes, hand embroidery, Sashiko. Pupils will complete work with an influence from other relevant designers. Design Studies Helen Sill, Sashiko – Japanese traditional embroidery, Jun Sugimae.	Term 3 ‘Freedom’ Pupils will explore an outcome in either a fashion or interior direction. Fashion and interior illustration will be introduced. Working more 3 dimensionally either through panelling, folding or draping techniques. They will review all work and trial their ideas, making developmental and compositional studies for their final piece, all documented in their sketchbook or portfolio pages. First coursework outcome.
Term 4 ‘Natural forms’ Pupils will explore ideas and topics for a new project. They will use the world of natural forms as their starting point, using photography and a variety of wet and dry materials to record. Pupils will research designers focusing on their natural subject matter. Design Studies The Art Nouveau Movement William Morris, Alphonse Mucha, Louis Comfort Tiffany.	Term 5 ‘Natural forms’ This term, pupils will develop their work through personal investigation, using fabric dye, fabric paint, printing blocks and hand carved lino to make relief prints. Students will explore ideas of symmetry and asymmetry in design. Criteria to consider: • Review • Refine • Reflect • Respond	Term 6 ‘Natural forms’ Pupils will explore their choices further, gathering resources, refining sewing skills and gaining experience in a variety of materials. Outcome can be Fashion or Interiors based. Students will learn more advanced techniques in fashion illustration and interior sketching. There will be a gallery visit online or a trip to Bristol or Cardiff galleries.

Year 11		
Term 1 Second Project developed Pupils will reflect on their gallery visit and further research a designer or movement and techniques used, completing work with an influence from that designer. There will be time for lots of experimentation with different techniques from those developed previously: dying, printing, fabric painting, quilting, patchwork, open embroidery etc.	Term 2 Second Project Developed 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.	Term 3 Examination Theme Project (Start of 40% exam) Exam paper given out and a choice from six themes with 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, looking at the work of other designers and completing a series of experimental techniques.
Term 4 Examination Theme Project Pupils will explore their choices, gather resources, refine making skills and gain experience in a variety of media. Research into various designers’ backgrounds and techniques, then completing work with an influence from the designer.	Term 5 Examination Theme Project Trialling ideas, making developmental and fashion or interior illustrations for a final piece. 10-hour practical examination. Completion of examination documentation sketchbook.	Term 6 Study Leave.
Exam board	AQA	
Resources / Revision books	Design and Art books in the department and ILC, internet exploration, independent gallery and shop visits.	
Setting	Students are taught in a mixed ability class.	
Assessment	There is one coursework assessment in Y10 around March and one in Y11 during January. This comprises of presented supporting studies, a documentation sketchbook and final outcome pieces. Coursework is 60% of the final mark. In late January of Y11, an examination theme is set by the board. This culminates with a 10-hour practical exam and supporting presented documentation sketchbook, which makes up the remaining 40%. Completion deadline in May of Y11.	
Trips and expenses	A contribution can be made to the D&T department towards fabric resources. Alternatively, students can purchase fabrics or source upcycled fabrics to enhance work. Trip to Trowbridge Museum dependant on transport cost etc...	

Home Learning	Students are set one piece of homework per fortnight. During year 11 students are expected to spend a minimum of one hour per week on their coursework projects.
Extension work	Personal enquiry deepening own journey, exploring and researching wider range of designers, Textiles movements and design cultures.
Careers	Opportunities to visit galleries and to see how to promote and sell work. Looking at small and large businesses within the Textiles industry to make connections to the world of work. Pupils are active in leading their own projects, taking ownership of their creative journey and outcomes.