

Queen Katharine Academy KS4 Curriculum Overview



Years 10 and 11

Art – Year 10 Eduqas						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Natural Forms	Natural Forms	Natural Forms	Natural Forms	Natural Forms	Natural Forms
Unit length:	All Term	All Term	All Term	All Term	All Term	All Term
Key concepts:	<p><b>Introduction to GCSE Assessment Objective AO3</b> criteria</p> <p>Used suitable and varied methods to record ideas, observations, and experiences, preferably from firsthand, rather than secondary, sources.</p>	<p><b>Natural Forms Assessment Objective AO2</b></p> <p>Explored and refined ideas throughout each stage of development. Been able to select and experiment with a variety of materials and processes to progress the</p>	<p><b>Natural Forms Assessment Objective AO2</b></p> <p>Explored and refined ideas throughout each stage of development. Been able to select and experiment with a variety of materials and processes to progress the</p>	<p><b>Natural Forms Assessment Point AO1</b></p> <p>investigated the work of other artists, craftspeople, and designers as well as other sources and used research to develop a range of ideas. Documented The students' judgements and opinions about the</p>	<p><b>Natural Forms Assessment Point AO1</b></p> <p>investigated the work of other artists, craftspeople, and designers as well as other sources and used research to develop a range of ideas. Documented The students' judgements and opinions about the</p>	<p><b>Natural Forms Assessment Point AO4</b></p> <p>Presented your own, imaginative ideas and outcomes. Demonstrated the processes through which you have realised your intentions. Made clear connections between the various parts of your work, including that of</p>

	Demonstrated that the students research and enquiry has been relevant to your personal intentions. Organised and clearly conveyed the students' ideas as they have developed from research, reflecting on the students work as it has progressed	students work. Skilfully and safely handled materials and processes to produce quality outcomes. Reviewed their work to improve quality as it progresses.	students work. Skilfully and safely handled materials and processes to produce quality outcomes. Reviewed their work to improve quality as it progresses.	work of others. Developed the students through sustained, focused, and coherent investigations, demonstrating a clear understanding of their sources and their relevance to their ideas.	work of others. Developed the students through sustained, focused, and coherent investigations, demonstrating a clear understanding of their sources and their relevance to their ideas.	other artists, craftspeople, and designers; so that it is meaningful and in a sequence that can be easily followed Thought carefully about the final selection and method of presentation of your work
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>
<b>Assessments:</b>	<p><b>Assessment Objective AO3</b></p> <p><b>Reflective Recording Record ideas, observations, and insights relevant to intentions as work progresses.</b></p>	<p><b>Assessment Objective AO3</b></p> <p><b>Reflective Recording Record ideas, observations, and insights relevant to intentions as work progresses.</b></p>	<p><b>Assessment Objective AO2</b></p> <p><b>Creative Making Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</b></p>	<p><b>Assessment Objective AO2</b></p> <p><b>Creative Making Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</b></p>	<p><b>Assessment Objective AO1</b></p> <p><b>Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.</b></p>	<p><b>Assessment Objective AO1</b></p> <p><b>Critical Understanding Develop ideas through investigations, demonstrating critical</b></p>

						<b>understanding of sources.</b>
<b>Enrichment and employability opportunities:</b>	Tuesday afterschool until 4.30	Tuesday afterschool until 4.30	Tuesday afterschool until 4.30	Tuesday afterschool until 4.30	Tuesday afterschool until 4.30	Tuesday afterschool until 4.30

<b>Art – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Natural Forms Assessment Point AO4</b>	<b>Natural Forms</b>	<b>Externally Assessment AO1/A02</b>	<b>Externally Assessment A03/A04</b>	<b>Externally Assessment FINAL PIECE</b>	
<b>Unit length:</b>	<b>All Term</b>	<b>All Term</b>	<b>All Term</b>	<b>All Term</b>	<b>All Term</b>	
<b>Key concepts:</b>	Presented your own, imaginative ideas and outcomes. Demonstrated the processes through which you have realised your intentions. Made clear connections between the various parts of your work, including that of other artists, craftspeople, and designers; so that it is meaningful and in	Presented your own, imaginative ideas and outcomes. Demonstrated the processes through which you have realised your intentions. Made clear connections between the various parts of your work, including that of other artists, craftspeople, and designers; so that it is meaningful and in	AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.  AO2 Creative Making Refine work by exploring ideas, selecting, and experimenting with appropriate media,	AO3 Reflective Recording Record ideas, observations, and insights relevant to intentions as work progresses.  AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	EXAM 10 HOURS  Finish any outstanding work from Coursework	

	a sequence that can be easily followed Thought carefully about the final selection and method of presentation of your work	a sequence that can be easily followed Thought carefully about the final selection and method of presentation of your work Mock Exam 10 hours	materials, techniques, and processes.			
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> <li>▫</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> </ul>	<ul style="list-style-type: none"> <li>▫ Photography</li> <li>▫ Textiles</li> <li>▫</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>
<b>Assessments:</b>	<b>AO4 Personal Presentation</b> Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language	<b>All A01/A02/A03/A04</b>  Results from Mock exam	A01/A02	A03/A04	<b>All A01/A02/A03/A04</b>  Results from exam	
<b>Enrichment and employability opportunities:</b>	<b>Tuesday afterschool Until 4.30</b>	<b>Tuesday afterschool Until 4.30</b>	<b>Tuesday afterschool Until 4.30</b>	<b>Tuesday afterschool Until 4.30</b>	<b>Tuesday afterschool Until 4.30</b>	

<b>Business Studies – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Enterprise and entrepreneurship</b>	<b>Spotting a business opportunity</b>	<b>Putting a business idea into practice</b>	<b>Making the business effective</b>	<b>Understanding external influences on business</b>	<b>The economy, Revision, assessment practice</b>
<b>Unit length:</b>	<b>Half term</b>	<b>Half term</b>	<b>Half term</b>	<b>Half term</b>	<b>Term</b>	
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Dynamic nature of business- new business ideas</li> <li>• Risk and reward</li> <li>• Role of business enterprise- adding value</li> </ul>	<ul style="list-style-type: none"> <li>• Customer needs</li> <li>• Market research- purpose, methods and use</li> <li>• Market segmentation- segments and market mapping</li> <li>• The competitive environment- strengths and weaknesses of competition and impact of.</li> </ul>	<ul style="list-style-type: none"> <li>• Business aims and Objectives- financial and non-financial</li> <li>• Business revenues, costs and profits- calculations and break even diagrams</li> <li>• Cash and cash flow- importance, calculation and interpretation</li> <li>• Sources of finance- short term and long term</li> </ul>	<ul style="list-style-type: none"> <li>• Options for start-up- limited liability, types of ownership for start up and franchises</li> <li>• Business location- factors influencing choice</li> <li>• The marketing mix- 4Ps and how</li> </ul>	<ul style="list-style-type: none"> <li>• Business stakeholder</li> <li>• Technology - different types used by business</li> <li>• Legislation- purpose and impact- consumer and employment</li> </ul>	<ul style="list-style-type: none"> <li>• Economy- impact of- unemployment, changing incomes, inflation, interest rates, taxation, exchange rates</li> <li>• External influences</li> <li>• Revision</li> </ul>

					they work together		
					<ul style="list-style-type: none"> <li>Business plan- role, importance and purpose</li> </ul>		
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>History- past business success and failures and obsolescence</li> </ul>	<ul style="list-style-type: none"> <li>Maths- collecting and interpreting data</li> <li>English- business marketing</li> </ul>	<ul style="list-style-type: none"> <li>Maths- financial aspects and calculations</li> </ul>	<ul style="list-style-type: none"> <li>Media Studies – marketing and use of media</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship/ HCE- impact of legislation</li> <li>computer science- impact of technology on business</li> </ul>	<ul style="list-style-type: none"> <li>Economics and Finance</li> <li>Maths- interpreting data</li> </ul>	
<b>Assessments:</b>	<b>1.1 Enterprise and entrepreneurship unit test</b>	<b>1.2 Spotting a business opportunity unit test</b>	<b>1.3 Putting a business idea into practice unit test</b>	<b>1.4 Making the business effective unit test</b>	<b>1.5 Understanding external influences on business</b>	<b>Year 10 end of year Practice exam- 1.1-1.5 inclusive</b>	
<b>Enrichment and employability opportunities:</b>	Looking at qualities of successful entrepreneurs	Developing research skills	Completing calculation and interpreting results- preparation for careers in Finance and Accounting	Developing skills in researching businesses, presenting strengths and weaknesses.	Understanding contribution of technology to their careers	Developing personal finance and economic awareness	

**Business Studies – Year 11**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Growing the Business</b>	<b>Making marketing decisions Making operational decisions</b>	<b>Making financial decisions</b>	<b>Making Human Resource decisions</b>	<b>Revision</b>	<b>Final Assessment</b>
<b>Unit length:</b>	<b>Half term</b>	<b>Half term</b>	<b>Half term</b>	<b>Half term</b>	<b>Half term</b>	
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Business growth</li> <li>• Changes in aims and objectives</li> <li>• Globalisation</li> <li>• Business ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Promotion</li> <li>• Place</li> <li>• Business decisions</li> <li>• Business operations</li> <li>• Working with suppliers</li> <li>• Managing quality</li> <li>• The sales process</li> </ul>	<ul style="list-style-type: none"> <li>• Business calculations</li> <li>• Understanding business performance</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Effective recruitment</li> <li>• Training and development</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1 Revision</li> <li>• Topic 2 revision</li> <li>• Assessment Practice</li> </ul>	
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Geography- globalisation</li> </ul>	<ul style="list-style-type: none"> <li>▫ Design Technology- quality and production</li> <li>▫ Media/ English- marketing in practice</li> </ul>	<ul style="list-style-type: none"> <li>▫ Maths- business calculations and interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>▫ Psychology- motivation</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>

<b>Assessments:</b>	Topic 2.1 Unit Test	Topic 2.2, 2.3 Unit Test  Topic 1 Practice exam	Topic 2.4 Unit Test	Topic 2.5 Unit Test	Topic 1 and Topic 2 Practice Papers	<b>Final Topic 1 and 2 Assessment</b>
<b>Enrichment and employability opportunities:</b>	The wider business world and how businesses grow	Produce marketing materials and practice sales process	Numeracy skills in calculation and interpretation of data	Understanding recruitment and developing staff		

<b>Child development Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Content Area 1- Child development</b>	<b>Content Area 2- Factors that influence the child's development</b>	<b>Content Area 3- Care routines, play and activities to support the child</b>	<b>Content Area 4 Early years provision</b>	<b>Content Area 5- Early years provision</b>	<b>Finishing off units, recapping, case studies, mock exam</b>
<b>Unit length:</b>	<b>6 weeks</b>	<b>8 weeks</b>	<b>8 weeks</b>	<b>4 weeks</b>	<b>4 weeks</b>	
<b>Key concepts:</b>	Students will understand holistic development in the early years which includes aspects of physical, cognitive, communication and language, social and emotional development covering birth to 5 years.	Students will understand that nature and nurture, alongside transitions, may affect the child's development from birth to 5 years.	Students will understand the child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing from birth to 5 years.	Students will understand the purpose, role and function of different types of early years provision.	Students will understand the purpose, role and function of different types of early years provision.	
<b>Cross-curricular links:</b>	▫ <b>Health and social care, PSHE</b>	<b>Health and social care, PSHE</b>	<b>Health and social care, PSHE</b>	<b>Health and social care, PSHE</b>	▫ <b>Health and social care, PSHE</b>	



<b>Assessments:</b>	<b>Multiple Choice Questions</b>	<b>Multiple Choice Questions</b>	<b>Multiple Choice Questions</b>	<b>Multiple Choice Questions</b>	<b>Multiple Choice Questions</b>	
<b>Enrichment and employability opportunities:</b>	<b>Early years setting, nursery, primary school</b>	<b>Early years setting, nursery, primary school</b>	<b>Early years setting, nursery, primary school</b>	<b>Early years setting, nursery, primary school</b>	<b>Early years setting, nursery, primary school</b>	

<b>Child development Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Content Area 6- Expectations of the Early Years Practitioner</b>  <b>Content Area 7- Roles and responsibilities within early years settings</b>	<b>Content Area 8- The importance of observations in early years childcare</b> <b>Content Area 9 - Planning in early years childcare</b>	<b>Non-examined assessment Preparation and mocks</b>	<b>Non-examined assessment (NEA EXAM)</b>	<b>Exam preparation</b>	<b>Exam preparation and exam</b>
<b>Unit length:</b>	<b>2 weeks</b> <b>4 weeks</b>	<b>4 weeks</b> <b>4weeks</b>				
<b>Key concepts:</b>	<b>Students will understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in an early years setting.</b>	<b>Students will understand how observations are used in early years settings, the different methods used and the components of recording observations. The learner will understand terms connected to accurate recording of observations and the</b>				



**GCSE Citizenship – Year 10 – Exam Board AQA**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	Life in Modern Britain Identity Immigration	Life in Modern Britain The Media	Life in Modern Britain Organisations Conflict and Aid	Rights and Responsibilities Laws in Contemporary Society	Rights and Responsibilities Crime and the Legal System	<b>Active Citizenship</b>
<b>Unit length:</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<b>Key concepts:</b>	Develop knowledge and understanding of the key principles and values underpinning British society today. To be able to understand and evaluate the key factors that create individual, group, national and global identities. Pupils will be able to describe what is meant by identity and multiple identities.	They will also be able to recognise the role of the media and free press in a modern democratic society, as well as explain the role of the UK in global organisations. They will also be able to recognise the role of the media and free press in a modern democratic society, as well as explain the role of the UK in global organisations.	Pupils will be able to evaluate the UK's role in global organisations and understand its role on the international stage. They will be able to identify rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.	Pupils will be able to assess the opportunities and barriers to citizen participation in democracy. They will consider how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements.	They will also be able to recognise the difference between criminal and civil law and be able to provide examples of cases for each.	Active Citizenship project work. Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.
<b>Cross-curricular links:</b>	Geography, PHSE, RE	Geography, RE	Geography, PHSE, RE	PHSE, RE, Geography	PHSE	History, PHSE, RE
<b>Assessments:</b>	Multiple Choice Questions	PEE paragraph Based on exam question	Multiple Choice Questions	PEE paragraph Based on exam question	Multiple Choice Questions	End of Year examination

<b>Enrichment and employability opportunities:</b>	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation of Peterborough Citizens campaigning
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<b>GCSE Citizenship – Year 11 – Exam Board AQA</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Active Citizenship/Politics and Participation</b>	<b>Politics and Participation</b>	<b>Active Citizenship/Politics and Participation</b>	<b>Politics and Participation</b>	<b>Revision</b>	<b>Public Examinations</b>
<b>Unit length:</b>						
<b>Key concepts:</b>	<p>What is democracy? How do dictatorships differ from democracy? What is the difference between a theocracy and a monarchy? What are democratic values? Who holds power in the UK? What is Parliament for?</p>	<p>How does the UK constitution differ from the US constitution? What is it like to work in Parliament? What is the role of the opposition? How do bills become law? How is a bill formally proposed?</p>	<p>How does the government pay for everything? Who provides for communities? What powers do different people in government have? What is the Civil Service? What is devolution? How do referendums work? Should we have more referendums in the UK?</p>	<p>What are voting systems? How do we make voting in the UK fairer? How does the media hold the government to account? What is the right to privacy? Should the press be able to publish whatever they want?</p>	<p>Revisit – Life in Modern Britain Rights and Responsibilities Politics and Participation Active Citizenship to prepare the pupils for the forthcoming GCSE examination.</p>	<p>Key concepts tested.</p>
<b>Cross-curricular links:</b>	PHSE	PHSE	PHSE	PHSE	PHSE	□

<b>Assessments:</b>	Examination question	Examination question	Examination question	Examination question	Examination question	
<b>Enrichment and employability opportunities:</b>	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Participation in Peterborough Citizens campaigning	Revision	

<b>Computer Science – Year 10 Exam Board OCR</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Programming part 1 – Sequence</b>  <b>Programming part 2 - Selection</b>	<b>Programming part 3 – Iteration</b>  <b>Programming part 4 - subroutines</b>	<b>Programming part 5 - Strings and lists</b>  <b>Programming part 6 - Dictionaries and data files</b>	<b>Computer networks</b>  <b>Network security</b>	<b>Data representations</b>	<b>Computer systems</b>
<b>Unit length:</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<b>Key concepts:</b>	This programming lesson series covers fundamental concepts such as instruction interpretation, Python IDEs, variables, interactivity, data types, flowcharts, random numbers, operator precedence, selection, and logical expressions.	These lessons cover various programming topics, including iteration with while and for loops, trace tables, data validation techniques, pseudocode design, subroutines and functions, scope and constants, logic operators and truth tables, and the structured approach	In these lessons, learners undertake a challenging programming project that serves as their final assessment. They define success criteria, design their solutions, and then spend several lessons coding their projects. The focus is on applying their acquired knowledge	These lessons cover cybersecurity, including cybercrime, social engineering, network vulnerabilities, protection measures, and testing. They also introduce computer networks, hardware components, network topologies, transmission media,	These lessons cover data representation, including number systems, binary operations, image and sound representation, file sizes, compression, and units of measurement.	These lessons cover computer system fundamentals, including types of computer systems, CPU architecture, memory and storage devices, evaluating specifications, logic gates, and assembly language programming. Learners gain a comprehensive

	The series concludes with a pair programming activity to create a joke machine.	to programming. Learners engage in practical activities and projects to reinforce their understanding.	and skills to complete a comprehensive programming challenge.	network performance, internet workings, web hosting, and network protocols.		understanding of computer components and operations through practical activities and projects.
<b>Cross-curricular links:</b>	<b>STEM</b> (Science, Math, Technology, Engineering)	<b>STEM</b> (Science, Math, Technology, Engineering)	<b>STEM</b> (Science, Math, Technology, Engineering)	<b>STEM</b> (Science, Math, Technology, Engineering)	<b>STEM</b> (Science, Math, Technology, Engineering)	<b>STEM</b> (Science, Math, Technology, Engineering)
<b>Assessments:</b>	Pair Programming Activity <b>TASK</b> - End of topic exam questions	Pair Programming Activity <b>TASK</b> - End of topic exam questions	Pair Programming Activity <b>TASK</b> - End of topic exam questions	Pair Programming Activity <b>TASK</b> - End of topic exam questions	Pair Programming Activity <b>TASK</b> - End of topic exam questions	Pair Programming Activity <b>TASK</b> - End of topic exam questions
<b>Enrichment and employability opportunities:</b>	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.

Computer Science – Year 11 Exam Board OCR						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title:</b>	<b>Programming part 1 – Sequence</b>	<b>Programming part 3 – Iteration</b>	<b>Programming part 5 - Strings and lists</b>	<b>Computer networks</b>	Computer Systems Revision	Computer Systems Revision
	<b>Programming part 2 - Selection</b>	<b>Programming part 4 - subroutines</b>	<b>Programming part 6 - Dictionaries and data files</b>	<b>Network security</b>	Computation Thinking Revision	Computation Thinking Revision



<b>Enrichment and employability opportunities:</b>	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.		
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<b>Dance – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	Introduction to GCSE with an ensemble dance focus Dance anthology	Contemporary Technique and the Dance anthology	‘Breath’ the Set phrase Performance duo  Dance anthology	‘Shift’ the Set Phrase Performance duo  Dance anthology	Breath and Shift practice Performance duo practice Dance anthology	Elevations dance show preparation
<b>Unit length:</b>	6/7 weeks	6/7weeks	6 weeks	5 weeks	6 weeks	6 weeks
<b>Key concepts:</b>	Physical skills Performance skills Technical skills Expressive skills	Dance anthology Physical skills Performance skills Technical skills Expressive skills	Dance anthology Physical skills Performance skills Technical skills Expressive skills	Dance anthology Physical skills Performance skills Technical skills Expressive skills Longer exam question focus	Mock exam 1 – Written Paper Dance terminology	Performance skills Preparation for the show Evaluating Mock exam results
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Literacy – dance terminology</li> <li>▫ Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>▫ Literacy – dance terminology</li> <li>▫ Sentence starters</li> </ul>	Choreographic Intention and Stimulus – Art/Literature	Choreographic Intention and Stimulus – Art/Literature	<ul style="list-style-type: none"> <li>▫ Community links the dance show</li> </ul>	Community links the dance show



	<ul style="list-style-type: none"> <li>▫ Dance analysis of constitutional features – Lighting, Costume, set, Aural setting, choreographic content</li> </ul>	<ul style="list-style-type: none"> <li>▫ Dance analysis of constitutional features – Lighting, Costume, set, Aural setting, choreographic content</li> </ul>	Literacy/ Exam style questions	Literacy/ Exam style questions	<ul style="list-style-type: none"> <li>▫ Literacy/ Exam style questions</li> <li>▫</li> </ul>	
Assessments:	Small exam questions  Dance terminology	Informal technique assessments	Informal technique assessments	Formal practical mock of the set phrases	Mock exam full paper	
Enrichment and employability opportunities:	The winter show After school clubs	The winter show After school clubs Theatre trip	After school clubs	After school clubs	After school clubs	Elevations dance show After school clubs

<b>Dance – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Unit title:	Breaking down a Stimulus	Exam Choreography	Preparation for the practical exam	Practical examinations	Written Paper	-
Unit length:	6/7 weeks	6 weeks	6 weeks	5 weeks	5 weeks	
Key concepts:	Understanding how to take inspiration from a stimulus. Brainstorming, Technical skills, Choreographic structuring, choreographic	Choosing a stimulus from the released exam paper and beginning to work independently on solo or group work	Rehearsing Breath and Shift the set phrases. Completing Choreography Revising the performance duo	Rehearsing Breath and Shift the set phrases. Completing Choreography Revising the performance duo	Revising the Dance anthology and key definitions- Exam paper practice	

	<b>intention – being creative</b>	<b>Exploring the stimulus Selecting movement ideas and choreographing dances</b>		<b>Revising the Dance anthology and key definitions</b>		
<b>Cross-curricular links:</b>	▫ <b>Art and design, Photography</b>	▫ <b>Art and design, Photography</b>	<b>Literature/Exam style questions</b>	<b>Literature/Exam style questions</b>	▫ <b>Literature/Exam style questions</b> ▫	▫
<b>Assessments:</b>	<b>Preparation for the choreography exam window</b>	<b>Exam window open</b>	<b>Exam window open</b>	<b>Completion of practical exam work</b>	<b>Written exam</b>	
<b>Enrichment and employability opportunities:</b>	<b>The winter show</b>	<b>The winter show Theatre trip</b>	<b>After school rehearsals of exam work</b>	<b>After school rehearsals of exam work</b>	<b>After school rehearsals of exam work</b>	<b>The dance show Elevations</b>

<b>Drama – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Introduction to GCSE Drama/Devising from a stimulus</b>	<b>Devising from a Stimulus</b>	<b>Devising from a stimulus/coursework</b>	<b>Written Exam Section A</b>	<b>Written Exam Section A</b>	<b>Introduction to Performing Texts</b>
<b>Unit length:</b>	<b>All term</b>	<b>All term</b>	<b>Half a term</b>	<b>All term</b>	<b>All term</b>	<b>Half a term moving into Year 11</b>
<b>Key concepts:</b>	Group work skills Introduction to Devising Introduction to script work	Exploration of exam paper Research Character and narrative creation	Finalising creative piece Diary/log of rehearsals and devising decisions	Developing understanding of Section A text Exploring characters Exploring important moments	Section A exam technique – set text Practice questions	Characters Narrative analysis Context

	Exploring important moments Characterisation Exploring staging Analysis and evaluation	Development of devised performance Characterisation Setting Recording final performance	Write up coursework log Evaluate process and final product	Exploring staging		
<b>Cross-curricular links:</b>	Historical context PSHE	Historical context PSHE	Historical context PSHE English – essay technique	English – analysis of text	English – analysis of text	English – analysis of text
<b>Assessments:</b>		Christmas – mock devised performance	Final devised performance	Practice Year 10 assessment	Year 10 exams	
<b>Enrichment and employability opportunities:</b>	Public speaking Teamwork Creativity Communication with others Confidence	Developing performance ready to showcase	Developing performance ready to showcase			Developing performance ready to showcase

<b>Drama – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Performing Texts</b>	<b>Performing Texts</b>	<b>Written Exam Section B</b>	<b>Exam technique</b>		
<b>Unit length:</b>	<b>All term</b>	<b>All term</b>	<b>Half a term</b>	<b>Half a term</b>		
<b>Key concepts:</b>	Characters Narrative analysis Context	Performance technique Staging Lighting Costumes	Recapping live theatre review Watching live theatre Acting aspects	Revisit section A - set text and B – live theatre Practice questions		

			Technical aspects Design aspects 30 mark question			
<b>Cross-curricular links:</b>	Analysing texts/script Historical context PSHE	Analysing texts/script Historical context PSHE	Music Arts Design Technology Dance	Music Arts Design Technology Dance English	□	□
<b>Assessments:</b>		Final scripted performance	Year 11 mock exams	Final written exam		
<b>Enrichment and employability opportunities:</b>	Developing performance ready to showcase	Developing performance ready to showcase	Job roles in the theatre	Job roles in the theatre		

### GCSE Design and Technology (AQA) - Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title:</b>	<b>New and Emerging technology</b>	<b>Energy – materials and their workings</b>	<b>Common specialist techniques</b>	<b>Materials</b>	<b>Design principles</b>	<b>Making principles (NEA)</b>
<b>Unit length:</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>
<b>Key concepts:</b>	. Industry and enterprise . Sustainability and the environment . People, culture and Society . Production techniques and systems	. energy generation . Energy storage . Modern Materials . Smart Materials . Composite materials . systems approach to design . electronic Systems	Comparing and understanding the purposes, processes and uses of the following materials...  . papers and boards . Timbers . Metals and Alloys	. forces and stresses . Improving functionality . Ecological and social footprint . Scales or production	. Sources, originals and properties of materials  . Working with these materials in practical outcomes  . Commercial	NEA – 1 <sup>st</sup> JUNE . Investigating primary and secondary sources  . Design strategies  . Communication or design ideas

	. Information design decisions	processing .Mechanical devices	. Polymers . Textiles		manufacturing of the materials	>planning outcomes
<b>Cross-curricular links:</b>	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles
<b>Assessments:</b>	End of term assessment paper	End of term assessment paper	End of term assessment paper	End of term assessment paper	End of term assessment paper	Coursework
<b>Enrichment and employability opportunities:</b>	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science

### GCSE Design and Technology (AQA)- Year 11

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Design (NEA)</b>	<b>Design/Build (NEA)</b>	<b>Build (NEA)</b>	<b>Build (NEA)</b>	<b>Evaluate</b>	
<b>Unit length:</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	<b>18 lessons</b>	
<b>Key concepts:</b>	Responding to own brief planning outcomes: Comparing and understanding the purposes, processes and uses of materials and researching processes/similar	Responding to own brief testing outcomes: Comparing and understanding the purposes, processes and uses of the product.  Drawing designing	Responding to own brief creating outcomes looking at own sources, originals and properties of materials. Also working with a range of materials in practical outcomes	Responding to own brief creating outcomes responding on the properties of materials and how we work with these materials to create and improve outcomes	Evaluating outcomes responding to the brief and testing systems. Reflecting on products practical implementations and insuring and documenting on	

	products. Researching client and users responding to health and safety	both 2D and 3D outcomes planning to create products using a range of processes studied		Testing outcomes and identifying strengths and weaknesses of the processes and choices made	possible adaptations to commercial manufacturing of the product and range of alternative materials to improve outcome	
<b>Cross-curricular links:</b>	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	Science, ICT, Computer science, geography, Art, textiles	
<b>Assessments:</b>	End of term assessment paper	End of term assessment paper	End of term assessment paper	End of term assessment paper	End of term assessment paper	
<b>Enrichment and employability opportunities:</b>	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	Engineering, design, leadership, electronics, construction, politics, environmental science	







**GCSE AQA Food Preparation and Nutrition – Year 10**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Food, nutrition and health</b>	<b>Food science</b>	<b>Food safety</b>	<b>Food Choice</b>	<b>Food Provenance</b>	<b>Processing and production</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	1. Food, nutrition and health: Nutrients. Nutritional needs and health	2. Food science: Cooking of food and heat transfer. Functional and chemical properties of food	3. Food safety: Food spoilage and contamination. Principles of food safety.	4. Food choice: Factors affecting food choice. British and international cuisines. Sensory evaluation	5. Food provenance: Environmental impact and sustainability	5. Continued - Food provenance: Processing and production
<b>Cross-curricular links:</b>	Science, Maths, PSHE, sports studies					
<b>Assessments:</b>	Practice exam paper					
<b>Enrichment and employability opportunities:</b>	Food industry, education, food design, Care sector, nutrition, catering					

<b>Food and Nutrition – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>NEA investigation task</b>	<b>NEA Preparation task</b>	<b>NEA Preparation task</b>	<b>NEA Preparation task Practical Exam</b>	<b>Revision for written exam</b>	<b>Revision for written exam</b>
<b>Unit length:</b>	<b>01.09 - 01.11 7 weeks</b>	<b>01.11 - end March</b>	<b>01.11 - end March</b>	<b>01.11 - end March/April</b>	<b>May</b>	<b>June</b>
<b>Key concepts:</b>	Food investigation task and practical experiments. Conclusion and submit.	Introductions of preparation task. Analyse the task. Research the tasks. Planning for suitable products.	Research continued and practice food preparation making products. Evaluate.	Plan for 3 hour practical exam. Actual practical exam - Make 3 products in 3 hours. Nutritional analysis and evaluation on products, linking to original brief. Conclusion and submit.	Revise and prepare for the written exam. Using the Collins revision and practice book and AQA past papers	Revise and prepare for the written exam. Using the Collins revision and practice book and AQA past papers
<b>Cross-curricular links:</b>	▫ Science, Maths, PSHE, sports studies					
<b>Assessments:</b>	Practice exam paper	Practice exam past questions papers			Practice exam questions past papers.  Revision guide	
<b>Enrichment and employability opportunities:</b>	Food industry, education, food design, Care sector, nutrition, catering					

**Geography – Year 10\* - topics are likely to take more than half terms to complete**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>(Paper 1) The living world: ecosystems, tropical rainforests and extreme cold environments</b>		<b>(Paper 2) Urban issues and challenges</b>		<b>(Paper 1) UK physical landscapes: Coasts</b>	<b>(Paper 1) UK physical landscapes: Rivers</b>
<b>Unit length:</b>	<b>24 hours</b>		<b>24 hours</b>		<b>33 hours</b>	<b>12 hours</b>
<b>Key concepts:</b>	<p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics.</p> <p>Deforestation has economic and environmental impacts.</p> <p>Tropical rainforests need to be managed to be sustainable.</p> <p>Cold environments (polar and tundra) have a range of distinctive characteristics.</p> <p>Development of cold environments creates opportunities and challenges.</p> <p>Cold environments are at risk from economic development.</p>		<p>A growing percentage of the world’s population lives in urban areas.</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>Urban sustainability requires management of resources and transport.</p>		<p>The UK has a range of diverse landscapes.</p> <p>The coast is shaped by a number of physical processes.</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Science - ecosystems</li> </ul>		<p>Business studies</p>		<ul style="list-style-type: none"> <li>▫ Science</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>

<b>Assessments:</b>	End of topic formal assessment using exam style questions					
	Exam question homework to practice					
	Informal assessments in class throughout to support students e.g. knowledge recall, data skills, issue evaluation					
<b>Enrichment and employability opportunities:</b>					Required and compulsory coastal field work to Norfolk	

<b>Geography – Year 11* - topics are likely to take more than half terms to complete</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>(Paper 2) The changing economic world</b>	<b>(Paper 1) Natural hazards: tectonics, weather and climate change</b>	<b>(Paper 2) The challenge of resource management</b>	<b>Pre release (Paper 3) and revision</b>	<b>Exams</b>	
<b>Unit length:</b>	<b>21 hours</b>	<b>24 hours</b>	<b>16 hours</b>	<b>12 hours</b>		
<b>Key concepts:</b>	There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs or NEEs are experiencing rapid economic development which leads to significant	Earthquakes and volcanic eruptions are the result of physical processes. The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges. Demand for water resources is rising globally but supply	Geographical applications and issue evaluation. This paper covers fieldwork skills, data analysis, and geographical issues (connected to the specification). Past papers have looked at water management in the UK, tropical rainforests, waste		

	<p>social, environmental and cultural change.</p> <p>Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.</p>	<p>determine patterns of weather and climate.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p> <p>Climate change is the result of natural and human factors and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>can be insecure, which may lead to conflict.</p> <p>Different strategies can be used to increase water supply.</p>	<p>management and LIC development.</p> <p>The pre-release: a geographical issue to analyse.</p> <p>This is shared by the exam board – AQA – 12 weeks before the exam.</p>		
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ Business studies</li> </ul>	<p>Science</p>	<p>science</p>	<p>Maths – data handling skills</p>	<ul style="list-style-type: none"> <li>▫</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>
<b>Assessments:</b>	<p>End of topic formal assessment using exam style questions</p> <p>Exam question homework to practice</p>					

	Informal assessments in class throughout to support students e.g. knowledge recall, data skills, issue evaluation					
<b>Enrichment and employability opportunities:</b>	Required and compulsory fieldwork in Peterborough					

### Health and Social Care – Year 10

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Content Area 4 Human development across the life span</b>	<b>Content Area 1- . Health and social care provision and services</b>	<b>Content Area 2- Job roles in health and social care and the care values that underpin professional practice</b>	<b>Content Area 5- The care needs of the individual</b>	<b>Content Area 6- How health and social care services are accessed</b>	<b>Content Area 7- Partnership working in health and social care</b>
<b>Unit length:</b>	<b>6 weeks</b>	<b>4 weeks</b>	<b>4 weeks</b>	<b>10 weeks</b>	<b>3 weeks</b>	<b>4 weeks</b>
<b>Key concepts:</b>	Students will understand the life stages of human development, the areas of development and their interdependency. The learner will understand the impact of different factors and transitions on the development and wellbeing of the individual and the role of the practitioner in preparing and supporting the	Students will understand types, purpose and functions of health and social care provision and services	Students will understand the range of practitioner roles in health and social care, the importance of care values and the benefits of continuing professional development	Students will understand key legislation, related policies and procedures and how they define the practitioner’s roles and responsibilities.	Students will understand how services can be accessed, the barriers to accessing services and how these may be overcome	Students will understand partnership working, how partnership working meets the needs and preferences of the individual, the potential barriers to partnership working and how these can be overcome.

	individual for a transition					
Cross-curricular links:	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Assessments:	Multiple Choice Questions	Multiple Choice Questions	Multiple Choice Questions	Multiple Choice Questions	Multiple Choice Questions	Multiple Choice Questions
Enrichment and employability opportunities:	Health care setting, First Aid training	Health care setting, First Aid training	Health care setting, First Aid training	Health care setting, First Aid training	Health care setting, First Aid training	Health care setting, First Aid training

<b>Health and Social care- Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	Content Area 7- The care planning cycle	Content Area 3- Legislation, policies and procedures in health and social care	Non-examined assessment (NEA PREP)	Non-examined assessment (NEA/EXAM)	Exam preparation	Exam preparation and exam
<b>Unit length:</b>	4 weeks	7 weeks		20 hours		
<b>Key concepts:</b>	Students will understand the role of person-centred care planning and how the care planning cycle is applied to meet the individual's needs and preferences.	Students will understand key legislation, related policies and procedures and how they define the practitioner's roles and responsibilities.	Preparation for the non-examined assessment and mocks			

<b>Cross-curricular links:</b>	<b>PHSE</b>	<b>PHSE</b>			□	□
<b>Assessments:</b>	<b>Multiple Choice Questions</b>	<b>Multiple Choice Questions</b>	<b>Exam</b>	<b>Exam Questions</b>	<b>Exam Questions</b>	<b>Exam Questions</b>
<b>Enrichment and employability opportunities:</b>	<b>Health care setting, First Aid training</b>	<b>Health care setting, First Aid training</b>				

<b>History – Year 10 - Edexcel</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Crime and Punishment Medieval England c1000-1500 Early modern England C1500 -1700</b>	<b>Crime and Punishment Eighteenth and Nineteenth Century England c1700-1900 Modern Britain C1900-present</b>	<b>Historic Environment Case Study: Whitechapel, c1870– c1900: crime, policing and the inner city</b>	<b>Weimar and Nazi Germany, 1918–39</b>	<b>Weimar and Nazi Germany, 1918–39</b>	<b>Weimar and Nazi Germany, 1918–39</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	Crimes against the person, property and authority. Changing and new definitions of crime. The role of the authorities and local	Understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors	Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns.	Demonstrate a developing knowledge and understanding of the key features and characteristics of the periods studied.	Know what is meant by ‘power’, in the abstract and in various specific contexts. Be able to give explanations of how power was	Developing ability to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the



	communities in law enforcement. The influence of the church on crime and punishment. The role of key individuals.	inhibiting or encouraging change within periods and across the theme.	Knowledge of national sources relevant to the period and issue. Recognition of the strengths and weaknesses of different types of source for specific enquiries.	Develop an ability describe and explain turning points, including periods of stagnation and rapid change, regressions and progression.	gained, consolidated by Hitler.  Developing an ability to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	context of historical events studied.
<b>Cross-curricular links:</b>	English, PSHE, Sociology,	English, PSHE, Sociology,	English, PSHE, Sociology,	English, PSHE, Sociology, RE, Maths	English, PSHE, Sociology, RE, Maths	English, PSHE, Sociology, RE, Maths
<b>Assessments:</b>	Examination question	Examination question	Examination question	Examination question	Examination question	Examination question
<b>Enrichment and employability opportunities:</b>	Researcher, historian, journalist	Researcher, historian, journalist	Researcher, historian, journalist	Researcher, historian, journalist	Researcher, historian, journalist	Researcher, historian, journalist

<b>History – Year 11 - Edexcel</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Crime and Punishment Medieval England c1000-1500</b>	<b>Crime and Punishment</b>	<b>Historic Environment Case Study:</b>	<b>Early Elizabethan England 1558-1588</b>	<b>Revision</b>	<b>Public Examinations</b>

	<b>Early modern England C1500 -1700</b>	<b>Eighteenth and Nineteenth Century England c1700-1900 Modern Britain C1900-present</b>	<b>Whitechapel, c1870– c1900: crime, policing and the inner city</b>			
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	Crimes against the person, property and authority. Changing and new definitions of crime. The role of the authorities and local communities in law enforcement. The influence of the church on crime and punishment. The role of key individuals.	Understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme.	Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns. Knowledge of national sources relevant to the period and issue. Recognition of the strengths and weaknesses of different types of source for specific enquiries.	Understanding nature of power in Government and Religion challenges for a female monarch? Understanding the threats form home and abroad Analysis of the continuing problem/solutions of religion Mary Q.O.S Plots and revolts Problems with Spain Armada, Cadiz Understanding Elizabethan society Leisure/education/problems of poverty Age of discovery Raleigh/Virginia		
<b>Cross-curricular links:</b>	English, PSHE, Sociology,	English, PSHE, Sociology,	English, PSHE, Sociology,	English, PSHE, Sociology, RE, Maths	<ul style="list-style-type: none"> <li>▫ English, PSHE, Sociology, RE, Maths</li> <li>▫</li> </ul>	<ul style="list-style-type: none"> <li>▫ English, PSHE, Sociology, RE, Maths</li> <li>▫</li> </ul>

<b>Assessments:</b>	Exam based assessments Changes/continuity between Kety eras	Exam based assessments Development of modern policing and punishment Pentonville case study	Source based assessment dealing with local context of whitechapel  JTR case study	Exam based assessments narrative/significance  Society, religion, Crime, relations with other lands		
<b>Enrichment and employability opportunities:</b>	Historian Journalism Research Politics	Historian Journalism Research Politics	Historian Journalism Research Politics	Historian Journalism Research Politics	Historian Journalism Research Politics	Historian Journalism Research Politics

<b>Human and Cultural Education - PHSE – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Finance</b>	<b>Health</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Careers</b>	<b>Careers</b>
<b>Unit length:</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Key concepts:</b>	Saving Borrowing Budgeting Scam awareness	Review of drugs Party safety Festival safety Bereavement /change/resilience	Positive Health Positive relationships	Mental Health	Skills Qualities CV writing Interview techniques	Job sectors Career options
<b>Cross-curricular links:</b>	Maths		Science		Careers	Careers
<b>Assessments:</b>	Skills and attitudes via mind maps,	Skills and attitudes via mind maps,	Skills and attitudes via mind maps,	Skills and attitudes via mind maps,	Practical CV writing	Mock interviews

	multiple choice tests and confidence trackers	multiple choice tests and confidence trackers	multiple choice tests and confidence trackers	multiple choice tests and confidence trackers		
<b>Enrichment and employability opportunities:</b>						

<b>Languages - Spanish – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Desconéctate</b>	<b>MI vida en el insti</b>	<b>Mi gente</b>	<b>Intereses e influencias</b>	<b>Ciudades</b>	<b>De costumbre</b>
<b>Unit length:</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>

<b>Key concepts:</b>	Saying what you do in summer: Activities and weather. Talking about holiday preferences Describing where you stayed Booking accommodation  Preterite/Present/Near Future  Contrast weather with past	Giving opinions about school subjects Describing school facilities, uniform and the school day Talking about subjects and teachers Using comparatives and superlatives	Talking about socialising and family Describing people Talking about social networks Making arrangements Using the present continuous	Talking about free time activities, TV programmes and films Talking about what you usually do, sports and what's trending. Discussing types of entertainment	Talking about places in town Asking for and understanding directions Talking about shops, describing the features of a region Planning what to do	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Talking about typical foods in the Hispanic world Comparing different festivals. Describing a special day Ordering in a restaurant
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>
<b>Assessments:</b>	Reading and Listening	Reading & Writing	Listening and Speaking	Reading and Writing	Listening and Speaking	<b>Reading and Writing</b>
<b>Enrichment and employability opportunities:</b>	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions

**Languages - Spanish – Year 11**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Unit title:</b>	<b>A Currar</b>	<b>Hacia un mundo mejor</b>	<b>Revision</b>	<b>Revision</b>	<b>Examinations</b>	<b>Examinations</b>
<b>Unit length:</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>		
<b>Key concepts:</b>	Talking about different jobs Discussing job preferences Talking about how you earn money. Talking about work experience Talking about the importance of learning languages Discussing gap years Using a range of tenses	Describing types of houses Talking about the environment Talking about healthy living and lifestyle Considering global issues Talkin about local actions Talking about international events Using a range of tenses	Revision from previous modules.  Specially vocabulary learning, tenses and speaking and writing practice.  Learning and Reading strategies	Revision from previous modules.  Specially vocabulary learning, tenses and speaking and writing practice.  Learning and Reading strategies  Fin al	Focus – Revision Completion of examinations	
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> <li>▫ Science</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Geography</li> <li>▫ Travel and Tourism</li> </ul>	▫	▫
<b>Assessments:</b>	Listening, Reading, Speaking and Writing	Reading and Writing	Listening, Reading, Speaking and Writing	Speaking Final Assessment	Listening, Reading and Writing	
<b>Enrichment and employability opportunities:</b>	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	D8 for catch up sessions	

**Year 11 Maths GCSE Higher Tier – EDEXCEL – 1MA1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>13 – Trigonometry (2)</b> <b>14 – Further statistics</b> <b>15 – Equations and graphs</b>	<b>15 – Equations and graphs</b> <b>16 – Circle Theorems</b> <b>17 – Algebra (2)</b>	<b>17 – Algebra (2)</b> <b>18 – Vectors, Geometric proof</b> <b>19 – Proportion and graphs</b>	Revision	Revision  GCSE Examinations	
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	Understand and use upper and lower bounds in calculations involving trig. Find the area of a triangle. Find the area of a segment of a circle. Use the sine rule to solve 2D problems. Use the cosine rule to solve 2D problems. Solve bearings problems using trigonometry Use Pythagoras and trigonometry in 3D Understand how to find the sine, cosine and tangent of any angle Know the graph of the sine, cosine and	Solve simultaneous equations graphically Represent inequalities on graphs Interpret graphs of inequalities Recognise and draw quadratic functions Find appropriate solutions to quadratic equations graphically Solve quadratic equations using an iterative process Find the roots of cubic equations Sketch the graphs of cubic functions Solve cubic equations using an iterative process.	Change the subject of a formula where the power of the subject appears Change the subject of the formula where the subject appears twice  Add and subtract algebraic fractions Multiply and divide algebraic fractions Change the subject of a formula involving fractions, where all the variables are in the denominator Simplify algebraic fractions Add and subtract more complex algebraic fractions			

	<p>tangent functions and use it to solve equations Recognise how changes in a function affect trigonometric graphs</p> <p>Draw and interpret cumulative frequency tables and diagrams Work out the median, quartiles and inter quartile range from a cumulative frequency diagram Find the quartiles and inter quartile range from stem and leaf diagrams Draw and interpret box plots Understand frequency density Draw histograms Interpret histograms Compare two sets of data.</p> <p>Solve simultaneous equations graphically Represent inequalities on graphs Interpret graphs of inequalities Recognise and draw quadratic functions</p>	<p>Solve problems involving angles, triangles and circles Understand and use facts about chords and their distance from the centre of a circle Solve problems involving chords and radii Understand and use facts about tangents at a point and from a point Give reason for angle and length calculations involving tangents Understand, prove and use facts about angles subtended at the centre and circumference of a circle Understand, prove and use facts about angles in a semi circle being a right angle Find missing angles using circle theorems and give reasons for answers Understand, prove and use facts about angles subtended at</p>	<p>Multiply and divide more complex algebraic fractions Solve equations that involve algebraic fractions Simplify expressions involving surds Expand expressions involving surds Rationalise the denominator of a fraction Prove a result using algebra Proof by contradiction Use function notation Find composite functions Find inverse functions.</p> <p>Understand and use vector notation Work out the magnitude of a vector Calculate using vectors and represent the solutions graphically Calculate the resultant of two vectors Solve problems using vectors Use the resultant of two vectors to solve vector problems Express points as position vectors</p>			
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	<p>Find appropriate solutions to quadratic equations graphically Solve quadratic equations using an iterative process Find the roots of cubic equations Sketch the graphs of cubic functions Solve cubic equations using an iterative process.</p>	<p>the circumference of a circle Understand, prove and use facts about cyclic quadrilaterals Prove the alternate segment theorem Solve angle problems using circle theorems Give reasons for angle sizes using mathematical language Find the equation of a tangent to a circle at a given point.</p> <p>Change the subject of a formula where the power of the subject appears Change the subject of the formula where the subject appears twice</p> <p>Add and subtract algebraic fractions Multiply and divide algebraic fractions Change the subject of a formula involving fractions, where all the variables are in the denominator Simplify algebraic fractions</p>	<p>Prove lines are parallel Prove points are colinear Solve geometric problems in two dimensions using vector methods Apply vector methods for simple geometric proofs</p> <p>Direct Proportion Inverse Proportion Exponential Functions Non-linear graphs Translating graphs of functions Reflections of graphs of functions Stretching of graphs with functions</p>			
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		<p>Add and subtract more complex algebraic fractions</p> <p>Multiply and divide more complex algebraic fractions</p> <p>Solve equations that involve algebraic fractions</p> <p>Simplify expressions involving surds</p> <p>Expand expressions involving surds</p> <p>Rationalise the denominator of a fraction</p> <p>Prove a result using algebra</p> <p>Proof by contradiction</p> <p>Use function notation</p> <p>Find composite functions</p> <p>Find inverse functions.</p>				
<b>Cross-curricular links:</b>						
<b>Assessments:</b>	<p><b>Long-Term Assessment:</b></p> <p>Formal Summative assessment</p> <p><b>Med-Term Assessment:</b></p> <p>3 x Exit Tickets DIRT activities</p>	<p><b>Long-Term Assessment:</b></p> <p>Year 11 mock examinations</p> <p><b>Med-Term Assessment:</b></p> <p>3 x Exit Tickets DIRT activities</p>	<p><b>Long-Term Assessment:</b></p> <p>Formal Summative assessment</p> <p><b>Med-Term Assessment:</b></p> <p>3 x Exit Tickets DIRT activities</p>	<p><b>Long-Term Assessment:</b></p> <p>Year 11 mock examinations</p> <p><b>Med-Term Assessment:</b></p> <p>3 x Exit Tickets DIRT activities</p>	<p><b>Long-Term Assessment:</b></p> <p><b>Med-Term Assessment:</b></p>	<p><b>Long-Term Assessment:</b></p> <p><b>Med-Term Assessment:</b></p>

<b>Enrichment and employability opportunities:</b>	Maths Club	Maths Club	Maths Club	Maths Club	Maths Club	Maths Club
	Maths Revision	Maths Revision	Maths Revision	Maths Revision	Maths Revision	Maths Revision

**Year 11 Maths GCSE Foundation Tier – EDEXCEL – 1MA1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>12 – Pythagoras</b> <b>13 – Probability</b> <b>14 – Multiplicative reasoning</b>	<b>15 – Constructions, loci and bearings</b> <b>16 – Quad. Equations and graphs</b> <b>17 – Perimeter, area and volume</b> <b>18 – Fractions, indices standard form</b>	<b>19 – Congruence, similarity, vectors</b> <b>20 – More algebra</b> <b>12 – Trigonometry</b>	Revision	Revision  <b>GCSE Examinations</b>	
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	Understand Pythagoras Theorem Calculate the length of a hypotenuse in a right angled triangle Solve problems using Pythagoras Theorem Calculate the length of a line segment AB Calculate the length of a shorter side in a triangle  Calculate simple probabilities from equally likely events	Recognise 3D shapes and their properties Describe 3D shapes using the correct mathematical words Understand the 2D shapes that make up 3D objects Identify and sketch planes of symmetry of 3D shapes Understand and draw plans and elevations of 3D shapes Sketch 3D shapes based on their plans and elevations	Understand similarity Use similarity to solve angle problems Find the scale factor of an enlargement Use similarity to solve problems Understand the similarity of regular polygons Calculate perimeters of similar shapes Recognise congruent shapes Use congruence to work out unknown angles			

	<p>Understand mutually exclusive and exhaustive outcomes  Use two way tables to record the outcomes from two events  Work out probabilities from sample space diagrams  Find and interpret probabilities based on experimental data  Make predictions from experimental data  Use venn diagrams to work out probabilities  Understand the language of sets and venn diagrams.  Use frequency trees and tree diagrams.  Work out probabilities using tree diagrams.  Understand independent events.  Understand when events are not independent.  Solve probability problems when events are not independent.</p> <p>Calculate percentage profit or loss</p>	<p>Draw diagrams to scale  Correctly interpret scale in real life contexts  Use scales on maps and diagrams to work out lengths and distances  Draw lengths and distances correctly on given scale drawings  Make accurate drawings of triangles using a ruler, protractor and compasses  Identify SSS, ASA, SAS and RHS triangles as unique from a given description  Identify congruent triangles  Accurately draw angles and 2D shapes using a ruler, protractor and compasses  Construct a polygon inside a circle  Recognise nets and make accurate drawings of common 3D objects  Bisect angles and lines using rulers and compasses</p>	<p>Use congruence to work out unknown sides  Add and subtract vectors  Find the resultant of two vectors  Subtract vectors  Find multiples of vectors</p> <p>Draw and interpret graphs of cubic functions  Draw and interpret the graph of <math>1/x</math>  Draw and interpret non-linear graphs to solve problems  Solve simultaneous equations by drawing a graph  Write and solve simultaneous equations  Solve simultaneous equations algebraically  Change the subject of a formula  Identify expressions, equations, formulae and identity  Prove results using algebra</p>			
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	<p>Express a given number as a percentage of another in more complex situations</p> <p>Find the original amount given the final amount after a percentage increase or decrease</p> <p>Find an amount after repeated percentage changes</p> <p>Solve growth and decay problems</p> <p>Solve problems involving compound measures</p> <p>Convert between metric speed measures</p> <p>Calculate average speed, distance and time</p> <p>Use formulae to calculate speed and acceleration</p> <p>Use ratio and proportion in measures and conversions</p> <p>Use inverse proportion</p>	<p>Draw loci for the paths of points that follow a given rule</p> <p>Identify regions bounded by loci to solve practical problems</p> <p>Find and use 3 figure bearings</p> <p>Use angles at parallel lines to work out bearings</p> <p>Solve problems involving bearings and scale diagrams</p> <p>Multiply double brackets</p> <p>Recognise quadratic expressions</p> <p>Square single brackets</p> <p>Plot graphs of quadratic functions</p> <p>Recognise a quadratic function</p> <p>Use quadratic graphs to solve problems</p> <p>Solve quadratic equations <math>ax^2+bx+c=0</math> using a graph</p> <p>Solve quadratic equations <math>ax^2+bx+c=k</math> using a graph</p> <p>Factorise quadratic expressions</p> <p>Solve quadratic functions algebraically</p>	<p>Understand and recall the sine ratio in right angles triangles</p> <p>Use the sine ratio to calculate the length of a side in a right angled triangle</p> <p>Use the sine ratio to calculate an angle in a right angled triangle</p> <p>Use the sine ratio to solve problems</p> <p>Understand and recall the cosine ratio in right angles triangles</p> <p>Use the cosine ratio to calculate the length of a side in a right angled triangle</p> <p>Use the cosine ratio to calculate an angle in a right angled triangle</p> <p>Use the cosine ratio to solve problems</p> <p>Understand and recall the tan ratio in right angles triangles</p> <p>Use the tan ratio to calculate the length of a side in a right angled triangle</p> <p>Use the tan ratio to calculate an angle in a right angled triangle</p> <p>Use the tan ratio to solve problems</p>			
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		<p>Calculate the circumference of a circle</p> <p>Solve problems involving the circumference of a circle</p> <p>Calculate the circumference and radius of a circle</p> <p>Work out percentage error intervals</p> <p>Work out the area of a circle</p> <p>Work out the radius or diameter of a circle</p> <p>Solve problems involving the area of a circle</p> <p>Give answers in terms of pi</p> <p>Understand and use maths language for circles and perimeters</p> <p>work out areas of semicircles and quarter circles</p> <p>Solve problems involving sectors of circles</p> <p>Work out the volume of a pyramid</p> <p>Work out the surface area of a pyramid</p> <p>Work out the volume of a cone</p>	<p>Know the exact values of the sine, cosine and tangent of some angles</p>			
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		<p>Work out the surface area of a cone</p> <p>Work out the volume of a sphere</p> <p>Work out the surface area of a sphere</p> <p>Work out the volume and surface area of composite solids</p> <p>Multiply and divide mixed numbers and fractions</p> <p>Know and use the laws of indices</p> <p>Write large numbers in standard form</p> <p>Convert numbers from standard form into ordinary numbers</p> <p>Write small numbers in standard form</p> <p>Convert numbers from standard form with negative powers into ordinary numbers</p> <p>Multiply and divide numbers in standard form</p> <p>Add and subtract numbers in standard form</p>				
<b>Cross-curricular links:</b>						





**Year 10 Maths GCSE Higher Tier – EDEXCEL – 1MA1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit titles:</b>	<p>1 – Number 2 – Algebra 3 – Interpreting and representing data</p>	<p>3 – Interpreting and representing data 4 – Fractions, ratio and percentages</p>	<p>5 – Angles and trigonometry 6 – Graphs</p>	<p>7 – Area and Volume 8 – Transformations and constructions</p>	<p>9 – Equations and Inequalities 10 – Probability</p>	<p>11 – Multiplicative Reasoning 12 – Similarity and Congruence</p>
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>4 weeks</b>
<b>Key concepts:</b>	<p>Estimating, HCF and LCM, Calculating Indices Fractional &amp; Negative Indices, Standard Form Surds, Rationalise the Denominator, Brackets</p> <p>Algebraic Indices, Expand &amp; Factorise single &amp; double brackets with coefficients Formule - Substitute &amp; Rearrange (Basic) Linear &amp; Non Linear Sequences inc. Special</p> <p>Stem &amp; Leaf, Frequency Polygons</p>	<p>Stem &amp; Leaf, Frequency Polygons Time Series, Scatter Graphs, Line of Best Fit Averages inc. Grouped Data Tables Two Way Tables, Pie Charts</p> <p>Calculations with Fractions inc. Mixed Numbers Ratio - Sharing, 1:n, Convert Currency Direct &amp; Inverse Proportion, % Change FDP Conversions inc. Recurring</p>	<p>Sum of angles in a triangle and quadrilateral. Exterior angle of a triangle is equal to the sum of the two opposite interior angles. Sum of interior angles of polygon. Use interior angles of polygon to solve problems. Know the sum of the exterior angles of a polygon. Calculate the length of the hypotenuse in a right angled triangle. Calculate the length of a shorter side in a right angled triangle.</p>	<p>Find the area and perimeter of compound shapes Recall and use the formula for area of a trapezium Convert between metric units of area Calculate the maximum and minimum possible values of a measurement Convert between metric units of volume Calculate volumes and surface areas of prisms Calculate the area and circumference of a circle (include in terms of pi) Calculate the perimeter and area of semi-circles and</p>	<p>Find the roots of quadratic functions Rearrange and solve simple quadratic equations Solve more complex quadratic equations Use the quadratic formula to solve a quadratic equation Complete the square for a quadratic expression Solve quadratic equations by completing the square Solve simple and linear simultaneous equations Solve simultaneous equations for real-life situations</p>	<p>Find an amount after repeated percentage changes Solve growth and decay problems Calculate rates Convert between metric speed measures Use a formula to calculate speed and acceleration Solve problems involving compound measure Use relationships involving ratio Use direct and inverse proportion</p> <p>Show that two triangles are congruent</p>

			<p>Solve problems using Pythagoras theorem. Use trigonometric ratios to find lengths in a right angled triangle. Use trigonometric ratios to solve problems. Use trigonometric ratios to calculate an angle in a right angled triangle. Find angles of elevation and depression. Know the exact values of sin cos and tan for 0, 30, 45, 60, 90 degrees. Find the gradient and y intercept from a linear equation.</p> <p>Rearrange an equation into the form <math>y=mx+c</math>. Compare two graphs from their equations. Plot graphs with equations <math>ax+by=c</math>. Sketch linear graphs using the gradient and y intercept. Find the equation of a line, given its</p>	<p>quarter circles (include in terms of pi). Calculate arc lengths, angles and areas of sectors of circles (include in terms of pi). Calculate the volume and surface area of cylinders and spheres, pyramids and cones. Calculate the volume and surface area of pyramids and cones. Solve problems involving pyramids, cones, cylinders and spheres.</p> <p>Draw plans and elevations of 3D solids. Reflect a 2D shape in a mirror line. Rotate a 2D shape about a centre of rotation. Describe reflections and rotations. Enlarge shapes by fractional and negative scale factors about a centre of enlargement (include description). Translate a shape using a vector and describe a translation.</p>	<p>Solve simultaneous equations with one quadratic equation. Solve linear inequalities and show the solution on a number line using set notation.</p> <p>Use the product rule for finding the number of outcomes for two or more events. List all the possible outcomes of two events in a sample space diagram. Identify mutually exclusive outcomes and events. Find the probabilities of mutually exclusive outcomes and events. Find the probability of an event not happening. Work out the expected results for experimental and theoretical probabilities. Compare real results with theoretical expected values to decide if it is a fair game.</p>	<p>Know the conditions of congruence. Prove shapes are congruent. Solve problems involving congruence. Use the ratio of corresponding sides to work out scale factors. Find missing lengths on similar shapes. Use the link between linear scale factors and area scale factor to solve problems. Use the links between scale factors for length, area and volume to solve problems.</p>
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			<p>gradient and one point on the line</p> <p>Find the gradient of a line passing through two points</p> <p>Find the coordinates of the midpoint of a line segment</p> <p>Find the gradient and length of a line segment</p> <p>Find the equations of lines perpendicular or parallel to a given line</p>	<p>Carry out and describe combinations of transformations</p> <p>Draw and use scales on maps and scale drawings</p> <p>Solve problems involving bearings</p> <p>Construct triangles using a ruler and compasses.</p> <p>Construct the perpendicular bisector of a line</p> <p>Construct the shortest distance from a point to a line using a ruler and compasses.</p> <p>Bisect an angle using a ruler and compasses</p> <p>Construct angles using a ruler and compasses</p> <p>Construct shapes made from triangles using a ruler and compasses.</p> <p>Draw a locus</p> <p>Use loci to solve problems.</p>	<p>Draw and use frequency trees</p> <p>Calculate probabilities of repeated events</p> <p>Decide if two events are independent</p> <p>Draw and use probability tree diagrams (include conditional probability and without replacement).</p> <p>Use two way tables to calculate conditional probability</p> <p>Use Venn Diagrams to calculate conditional probability</p> <p>Use Set Notation</p>	
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**Year 10 Maths GCSE Foundation Tier – EDEXCEL – 1MA1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>1 – Number 2 – Algebra</b>	<b>3 – Graphs, table, charts 4 – Fractions and percentages</b>	<b>5 – Equations, sequences, inequalities 6 – Angles</b>	<b>7 – Averages and range 8 – Perimeter, area, and volume</b>	<b>9 – Graphs 10 – Transformations 11 – Ratio and proportion</b>	<b>Revision and mocks</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	<p>Adding and subtracting integers incl. Negatives</p> <p>Multiplying and dividing integers incl. Negatives</p> <p>Use priority of operations with positive and negative numbers</p> <p>Simplify calculations by cancelling</p> <p>Use inverse operations</p> <p>Order decimals</p> <p>Write decimal numbers of millions</p> <p>Estimate answers to calculation</p> <p>Round number to decimals place or significant figure</p>	<p>Design tables, questionnaires and data collection sheets</p> <p>Reading data from tables</p> <p>Use data from tables</p> <p>Draw and interpret pie charts</p> <p>Draw and interpret pictograms</p> <p>Draw and interpret comparative and composite bar charts</p> <p>Interpret and compare data shown in bar charts, line graphs and histograms</p> <p>Plot and interpret time series graphs</p> <p>Use trends on time series graphs to</p>	<p>Understand and use inverse operations</p> <p>Rearrange simple linear equations</p> <p>Solve simple linear equations</p> <p>Solve two step equations</p> <p>Solve linear equations with brackets</p> <p>Solve linear equations with unknowns on both sides</p> <p>Use correct notation to show inclusive and exclusive inequalities</p> <p>Write down whole numbers which satisfy an inequality</p> <p>Represent inequalities on a number line</p>	<p>Calculate the mean from a list</p> <p>Calculate the mean from a frequency table</p> <p>Compare sets of data using the mean and range</p> <p>Find the mode, median and range from a stem and leaf diagram</p> <p>Identify outliers</p> <p>Estimate the range from a grouped frequency table</p> <p>Recognise the advantages and disadvantages of each type of average</p> <p>Find the modal class</p>	<p>Find the midpoint of a line segment</p> <p>Recognise, name and plot straight line graphs parallel to the axes</p> <p>Recognise, name and plot the graphs of <math>y=x</math> and <math>y=-x</math></p> <p>Generate and plot coordinates from a rule</p> <p>Plot straight line graphs from a table of values</p> <p>Draw graphs to represent relationships</p> <p>Find the gradient of a line</p>	

	<p>Multiply and divide decimals Recognise prime numbers Understand and recognise factors Write a number as a product of prime factors Understand and recognise multiples Explain the difference between factors and multiples Find common factors and common multiples Find HCF by listing Find LCM by listing Find and LCM by Venn Diagram Find HCF - Shanghai / Polish Method? Identify squared and cubed numbers Work out roots of squared numbers up to 144 Work out roots of cubed numbers up to 125 Estimate roots of non-squared numbers Use calculator to work out squares and roots and round answers to</p>	<p>predict what might happen in the future Plot and interpret scatter graphs Determine whether or not there is a relationship between two sets of data (Correlation) Draw and use a line of best fit to predict values Construct and interpret stem and leaf and back to back stem and leaf diagrams Design and use two way tables  Compare fractions Add and subtract fractions Find a fraction of a quantity or measurement Multiply whole numbers, fractions and mixed numbers Simplify calculations by cancelling Divide a whole number by a fraction Divide a fraction by a whole number or a fraction</p>	<p>Solve two sided inequalities Substitute values into formulas and solve equations Change the subject of a formula Know the difference between an expression, equation and formula Recognise and extend sequences Use the nth term to generate terms of a sequence Find the nth term of a linear sequence  Solve geometric problems involving side and angle properties of quadrilaterals Identify congruent shapes Solve angles problems in triangles Know and use angles around a point and on a line facts to calculate missing angles Understand and use the angle properties on parallel lines</p>	<p>Find the median from a frequency table Estimate the mean of grouped data Understand the need for sampling Understand how to avoid bias  Calculate the perimeter and area of rectangles, parallelograms and triangles Estimate lengths, areas and costs Calculate a missing length, given the area Calculate the area and perimeter of trapezia Find the height of a trapezium given its area Convert between area measures Calculate the area and perimeter of shapes made from rectangles and triangles. Calculate areas in hectares and convert between ha and m<sup>2</sup> Calculate the surface area of a cuboid Calculate the surface area of a prism</p>	<p>Identify and interpret the gradient from an equation Understand that parallel lines have the same gradient Understand what m and c represent in <math>y=mx+c</math> Find the equations of straight line graphs Sketch graphs given the values of m and c Draw and interpret graphs from real data Use distance-time graphs to solve problems Draw distance=time graphs Interpret rates of change on graphs Draw and interpret a range of graphs Understand when predictions are reliable  Translate a shape on a coordinate grid Use a column vector to describe a translation Draw a reflection of a shape in a mirror line Draw reflections on a coordinate grid</p>	
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	<p>required level of accuracy Use index notation for powers of 10 Use index laws</p> <p>Use correct algebraic notation Write and simplify expressions Use index laws Multiply and divide expressions Substitute numbers into expressions Recognise the difference between a formula and an expression substitute numbers into a simple formula Use scientific formula Expand Brackets Simplify expressions with brackets Substitute numbers into expressions with brackets and powers Recognise factors of algebraic terms Factorise algebraic expressions Use the identity and not equal to symbols</p>	<p>Use fractions to solve problems Convert fractions to decimals and vice versa Convert percentages to fractions and vice versa Convert percentages to decimals and vice versa Find a percentage of a quantity Write one number as a fraction of another NMV Use percentages to solve problems Calculate simple interest Calculate percentage increase and decrease Use percentages in real life situations. Calculate VAT</p>	<p>Find missing angles using corresponding and alternate angles Calculate the interior and exterior angles of regular polygons Explain why some polygons tessellate and other do not Solve angle problems using equations Solve geometric problems showing reasoning</p>	<p>Calculate the volume of a cuboid Calculate the volume of a prism Solve problems involving surface area and volume Convert between measures of volume</p>	<p>Describe reflections on a coordinate grid Rotate a shape on a coordinate grid Describe rotations Enlarge a shape by a scale factor Enlarge a shape using a centre of enlargement Identify the scale factor of an enlargement Find the centre of enlargement Describe and enlargement Transform shapes using more than one transformation Describe combined transformations of shapes on a grid</p> <p>Use ratio notation Write a ratio in it's simplest form Solve simple problems using ratio Use ratios to convert between units Write and use ratios for shapes and their enlargements Divide a quantity into 2 parts in a given ratio</p>	
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					Divide a quantity into 3 parts in a given ratio Solve word problems using ratios Use ratios involving decimals Compare ratios Use the unitary method to solve proportion problems Solve proportion problems in words Work out which product is better value for money Recognise and use direct proportion on a graph Understand the link between the unit ratio and gradient Recognise different types of proportion Solve word problems involving direct and indirect proportion	
<b>Cross-curricular links:</b>						
<b>Assessments:</b>	<b>Long-Term Assessment:</b>  <b>Med-Term Assessment:</b> 3 x Exit Tickets DIRT	<b>Long-Term Assessment:</b> Formal Summative Assessment  <b>Med-Term Assessment:</b>	<b>Long-Term Assessment:</b> Formal Summative Assessment  <b>Med-Term Assessment:</b>	<b>Long-Term Assessment:</b>  <b>Med-Term Assessment:</b>	<b>Long-Term Assessment:</b> Formal Summative Assessment  <b>Med-Term Assessment:</b>	<b>Long-Term Assessment:</b> Year 10 Mock Examinations  <b>Med-Term Assessment:</b>



	activities	3 x Exit Tickets DIRT activities	3 x Exit Tickets DIRT activities	3 x Exit Tickets DIRT activities	3 x Exit Tickets DIRT activities	3 x Exit Tickets DIRT activities
<b>Enrichment and employability opportunities:</b>	Maths Club Maths Revision	Maths Club Maths Revision	Maths Club Maths Revision	Maths Club Maths Revision	Maths Club Maths Revision	Maths Club Maths Revision

<b>GCSE Media Studies – Year 10- Exam Board - OCR</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Introduction to Media Studies</b>	<b>Introduction to the chosen set products/texts</b>	<b>Advertising + Newspaper Articles</b>	<b>NEA Coursework</b>	<b>NEA Coursework</b>	<b>NEA Coursework + revision</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>8 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>
<b>Key concepts:</b>	Students will be introduced to key theoretical frameworks that will be used and applied for their exams.  Introduction to Media Language, Media Representations and Media Audiences. Within these key areas and frameworks, students will begin to analyse a range	Students will be introduced to key set products: Music Video, Magazine and TV episode.  Students will analyse each chosen product and link to the key areas and frameworks.	Introduced to the exam board set products: Advertising for the film (trailers and marketing). Students will look at how they are engaged to the film through the trailers and magazines. Analysis of the newspaper website and the language used. Linking to social media (Instagram and	Preliminary Production. Students will research representations, media language and target audience.  Students will choose what project they wish to compute based on the NEA briefs created.  Students will need to begin the preliminary	In this term students will focus on their official NEA productions.  Students will need to have chosen a specific brief, created by OCR.  By the end of this term students need to have written a statement of intent and completed the planning of production process.	Students will be completing their final NEA coursework piece.  Some lessons will be spent revising content ready for their end of year exams.

	of media texts: newspapers, music videos, marketing and video games.		Twitter feeds). Analysing how the language has changed.	production process and reflect on what is involved.	Some students may also start their official pieces.	
<b>Cross-curricular links:</b>	Music, Photography, English, Sociology, PSHE	Music, Photography, English, Sociology, PSHE	English.	Photography. English. Music. Drama.	English. Photography. Music. Drama.	
<b>Assessments:</b>	Analyse how <b>media language</b> has been used to construct <b>representations</b> in the clip from "Sherlock".	Retrieval Quizzes	Practise assessment analysing language and representations in media texts.	Retrieval Quizzes	NEA Coursework	NEA coursework End of Year Practice Exams
<b>Enrichment and employability opportunities:</b>	Students to volunteer at open evenings to showcase the subject	Lunchtime magazine/news channel created by students for students.	Students to be involved with the newsletter, magazines, creating posters for whole school events.	After-school media coursework support room.	After-school media coursework support room.	After-school media coursework support room.

**GCSE Media Studies – Year 11 – Exam Board: OCR**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Advertising, Video Games, TV and Radio</b>	<b>Advertising, Video Games, TV and Radio</b>	<b>Music Videos, Magazines, Newspapers</b>		<b>REVISION</b>	<b>REVISIONS</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>8 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>7 weeks</b>

<b>Key concepts:</b>	<p>Students will review the set products: <i>The Lego Movie</i> and <i>The Lego Movie Game</i>.</p> <p>Students will develop their analysis skills in relation to contexts and audiences.</p>	<p>Students will look at intertextuality and contexts alongside investigation the media industries.</p> <p>Students will re-watch the TV episode and analyse the differences in representations.</p> <p><b>COURSEWORK NEEDS TO BE FINALISED BY THE END OF THIS TERM.</b></p>	<p>Analyse the media language and representations in the set music videos and explore the interpretations.</p> <p>Investigate the media industries and audiences for MOJO.</p> <p>Explore media language and genre conventions for the contexts for newspapers.</p> <p><b>MEDIA COURSEWORK INTERVENTION SESSIONS IF NEEDED.</b></p>	<p>Revision and exam practice for all the key texts and elements of media.</p> <p>Students need to have a firm understanding of both exam papers.</p>	<p>Students will be revising key areas prior to their mock exams.</p>	<p>Students will be revising key areas prior to their mock exams.</p>
<b>Cross-curricular links:</b>	<p>Music. Drama. English.</p>	<p>Gaming. Computer Science. English. Graphics. Photography.</p>	<p>Music. Drama. English.</p>		<p>1.</p>	<p>1.</p>
<b>Assessments:</b>	<p>Retrieval quizzes and grides.</p>	<p>Mock Exams</p>		<p>Mock Exams</p>	<p>Final Exams</p>	<p>Final Exams</p>
<b>Enrichment and employability opportunities:</b>	<p>After-school media coursework support room.</p>					

<b>Music – Year 10</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Exploring Musical Products and Styles</b>	<b>Exploring Musical Products and Styles</b>	<b>Exploring Musical Products and Styles</b>	<b>Music Skills Development</b>	<b>Music Skills Development</b>	<b>Music Skills Development</b>
<b>Unit length:</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 2</b>
<b>Key concepts:</b>	Controlled component	Controlled component	Controlled component	Controlled component	Controlled component	Controlled component
<b>Cross-curricular links:</b>	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.
<b>Assessments:</b>	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.
<b>Enrichment and employability opportunities:</b>	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.

<b>Music – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Music Skills Development</b>	<b>Music Skills Development</b>	<b>Responding to a Music Brief</b>	<b>Responding to a Music Brief</b>	<b>Responding to a Music Brief</b>	<b>Responding to a Music Brief</b>
<b>Unit length:</b>	<b>Component 2</b>	<b>Component 2</b>	<b>Component 3</b>	<b>Component 3</b>	<b>Component 3</b>	<b>Component 3</b>

<b>Key concepts:</b>	Controlled component	Controlled component	Controlled component	Controlled component	Controlled component	Controlled component
<b>Cross-curricular links:</b>	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.	Unlikely due to the nature of the Pearson set tasks, however potentially Media.
<b>Assessments:</b>	Internally assessed/externally moderated. 12 hours Pearson set task.	Internally assessed/externally moderated. 12 hours Pearson set task.	External synoptic. Students will be given brief 12 weeks before set window.	External synoptic. Students will be given brief 12 weeks before set window.	External synoptic. Students will be given brief 12 weeks before set window.	External synoptic. Students will be given brief 12 weeks before set window.
<b>Enrichment and employability opportunities:</b>	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.	Practice rooms and D14 for coursework catch up.

<b>Physical Education – Year 10: OCR Cambridge Nationals in Sports Science</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	R180: Reducing the risk of sports injuries and dealing with common medical conditions R181: Applying the principles of training: fitness and how it affects skill performance					
<b>Unit length:</b>	<b>48 GLH for both units</b>					
<b>Key concepts:</b>	R180: Reducing the risk of sports injuries and dealing with common medical conditions This is assessed by an exam. By completing this unit, students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will					

	<p>also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include: Different factors which influence the risk and severity of injury, warm up and cool down routines, different types and causes of sports injuries, reducing risk, treatment and rehabilitation of sports injuries and medical conditions, causes, symptoms and treatment of medical conditions.</p> <p>R181: Applying the principles of training: fitness and how it affects skill performance. This is assessed by a set assignment. By completing this unit, student's will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. Pupils will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include, Components of fitness applied in sport, principles of training in sport, organising and planning a fitness training programme, evaluate own performance in planning delivery of a fitness training programme.</p>				
<p><b>Cross-curricular links:</b></p>	<ul style="list-style-type: none"> <li>▫ Science</li> <li>▫ English</li> <li>▫ Maths</li> </ul>				
<p><b>Assessments:</b></p>	<p>R180: Different factors which influence the risk and severity of injury</p> <p>R181:  Research and select the tests that are appropriate for each of your selected activities. Undertake the selected fitness tests and interpret your results data.</p>	<p>R180: Warm up and cool down routines.</p> <p>R181:  Research which components of fitness are relevant to skills in both activities. Demonstrate the skills linked to each component of fitness for both activities. Design tests for two main skills you have highlighted in one of your selected activities.</p> <p>Do the skills tests and collate the results data.</p>	<p>R180: Different types and causes of sporting injuries</p> <p>R181:  In relation to a specific training programme goals, you must:</p> <p>Discuss how the principles of training (SPOR and FITT) and SMART goals can be applied to the training programme. Analyse the benefits of applying the principles to the training programme.</p> <p>Analyse each training method including a</p>	<p>R180: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions. Causes, symptoms and treatment of medical conditions</p> <p>R181:  Plan and develop a six-week fitness training programme for your selected activity, which takes into account the aims of the programme, appropriate equipment, the organisation of the programme and takes into account appropriate principles of training.</p> <p>You should include relevant warm up and cool down routines that can be used before and after each session, these do not have to change from session to session.</p> <p>Complete an effective risk assessment that takes into account the safety considerations.</p>	<p>R180: Revision of TA1-5 Internal examination</p> <p>R181:  Compare the pre and post test results for the fitness training programme. Describe what went well and what didn't go well in the planned fitness training programme. Describe how you adapted your plan and the justifications for doing so. Analyse the effectiveness of the fitness training programme. Describe how the plan could be improved if the process was to be repeated in future.</p>

	Analyse the strengths and weaknesses of the data from the two tests you have designed and what it means to your fitness for your selected activity.	comparison of aerobic and anaerobic exercise.		
<b>Enrichment and employability opportunities:</b>	Regular intervention sessions will be used to support students. This will be after school or in core PE lessons.			

<b>Physical Education – Year 11: OCR Cambridge Nationals in Sports Science</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	R180: Reducing the risk of sports injuries and dealing with common medical conditions R182: The body's response to physical activity and how technology informs this					
<b>Unit length:</b>	R180: 48 GLH R182: 24 GLH					
<b>Key concepts:</b>	R182: The body's response to physical activity and how technology informs this. This is assessed by a set assignment. By completing this unit, students will gain an understanding of how both the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities. The musculo-skeletal system and how the use of technology supports different types of sports and their movements. Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems. Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems.					

<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>▫ English</li> <li>▫ Maths</li> <li>▫ Science</li> </ul>				
<b>Assessments:</b>	<p>R180:</p> <p>Revision of TA1, 2 and 3.</p> <p>R182:</p> <p>Use techniques to gather data to show the short-term effects to your cardio-respiratory and musculo-skeletal systems when you complete the training activities. Describe how both your cardio-respiratory and musculo-skeletal systems respond to the training activities. Explain why these responses are occurring in each system and what benefit it is to you as the performer when you are carrying out your sport activity.</p>	<p>R180:</p> <p>Revision of TA4 and 5</p> <p>R182:</p> <p>Gather information about the adaptations that will occur in both your cardio-respiratory and musculo-skeletal systems as a result of long-term participation.</p> <p>Explain why these adaptations will occur in both your cardio-respiratory and musculo-skeletal system over a long period of time. Discuss the benefits and drawbacks of adaptations that can occur with long-term participation.</p>	<p>R180:</p> <p>Revision of TA1-5</p> <p>R182:</p> <p>Research different technologies that are available to you for monitoring both your cardio-respiratory and musculo-skeletal systems. For your cardio-respiratory and musculo-skeletal system: Explain the information this technology provides to support you as a performer, and your coach, to indicate the effectiveness of your training activity. Explain the information this technology provides to support you as a performer, and your coach, to indicate the effectiveness of your long-term selected sport activity participation.</p> <p>Discuss the benefits and drawbacks of using this technology for</p>	<p>R180:</p> <p>Revision of TA1-5</p> <p>R182: Completion of NEA activities.</p>	<p>R180: Exam</p>



			maximising your long-term participation.		
<b>Enrichment and employability opportunities:</b>	Regular intervention sessions will be used to support students. This will be after school or in core PE lessons.				

**Science – Year 10 Combined Trilogy / Separate Science : Biology**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	B1 CELLS (PART 1) + Part 2	B2 ORGANISATION	B3 ORGANISATION INFECTION AND RESPONSE	B3 INFECTIONS AND RESPONSE	B4 BIOENERGETICS	Chemistry C6 rates of reactions
<b>Unit length:</b>	(7)8X LESSON (DOUBLES)	(10) 7X LESSON (DOUBLES)	4X LESSON (DOUBLES) 2X LESSONS	6X LESSON (DOUBLES)	5X LESSON (DOUBLES)	End of year exam 4X LESSON (DOUBLES)
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Review Cell types 1               <ul style="list-style-type: none"> <li>Cells</li> <li>Microscopes</li> <li>Equation calc</li> <li>Diffusion/osmosis</li> </ul> </li> <li>RP - Microscopy</li> <li>RP – Osmosis</li> <li>Active transport</li> <li>Stem cells &amp; ethics</li> <li>Mitosis/ Cell cycle</li> <li>(Revision &amp; Test)               <ul style="list-style-type: none"> <li>Rp- microbiology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Principles of.. Tissue/ organ</li> <li>Digestive system</li> <li>RP – food test</li> <li>Enzymes/ Factors</li> <li>RP – Enzymes</li> <li>Blood/ vessels</li> <li>The heart</li> <li>Gas exchange</li> <li>Plant organs/tissues</li> <li>Plant transport               <ul style="list-style-type: none"> <li>Transpiration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Non communicable</li> <li>CHD/Cancer</li> <li>(Revision &amp; Test)</li> <li>Communicable diseases</li> <li>Pathogens viruses               <ul style="list-style-type: none"> <li>Pathogens Bacterial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pathogen Fungal</li> <li>Pathogen Protist</li> <li>Human defence system</li> <li>Vaccination</li> <li>Antibiotics/pain killers</li> <li>Discovery and develop of drugs               <ul style="list-style-type: none"> <li>(Revision &amp; Test)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review photosynthesis               <ul style="list-style-type: none"> <li>Use of glucose</li> </ul> </li> <li>RP- light on rate of photosynthesis</li> <li>Respiration               <ul style="list-style-type: none"> <li>aerobic</li> <li>anaerobic</li> </ul> </li> <li>Exercise response</li> <li>Metabolism               <ul style="list-style-type: none"> <li>(Revision &amp; Test)</li> </ul> </li> </ul>	Practice End of year exam
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>Microscopy to observe, draw, and measure cells</li> <li>Arts/Maths</li> </ul>	<ul style="list-style-type: none"> <li>Maths – timing</li> <li>PE</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li>Food technology</li> <li>PE</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Assessments:</b>	Foundation /Higher Test: Cells	Foundation/ Higher Test: Organisation	Foundation/ higher test: Infection and response	Foundation/ Higher test: Infection and Response	Foundation/ Higher test: Bioenergetic	
<b>Enrichment and employability opportunities:</b>	<ul style="list-style-type: none"> <li>visiting the GP surgery or hospital guest visitor talk/show</li> <li>stem cell research in the news, including using stem cells to propagate crop plants; farming practices and agricultural development; impact of health conditions that affect diet, such as diabetes and food allergies; the food manufacturing industry; homeostasis during extreme activities <ul style="list-style-type: none"> <li>medical careers, anatomists, lab workers, science teachers, chefs, food industry workers, horticulturalists, gardeners, farmers, brewers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>careers fair <ul style="list-style-type: none"> <li>dieticians, chefs, doctors, personal trainers, physiotherapists, psychiatrists, cardiologists, drug counsellors, social workers, pharmacists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Food vender/ lab visit <ul style="list-style-type: none"> <li>nurses, cleaners, sports coaches, cooks, dieticians, PE teachers, dentists, cardiologists, drug counsellors, social workers, pharmacists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Career Fair <ul style="list-style-type: none"> <li>dieticians, PE teachers, dentists, sportspeople, dental nurses, hygienists, cleaners, cooks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>supermarket food buyers, beekeepers, fruit growers, dieticians, lab technicians, PE teachers, cardiologists, farming practices and agricultural development; impact of health conditions that affect diet, such as diabetes</li> </ul>	

Science – Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	S u m m e r 1	Summer 2
<b>Unit title:</b>	B5 Homeostasis & response	B5 Inheritance, Variation & Evolution	B6 Ecology	Ecology	E X A M	EXAM
<b>Unit length:</b>	8x lessons	8x Lesson (double) <b>Mock 1 practice paper?</b>	<b>4x lesson (double)</b> <b>(2X)Mock Paper 2 practice</b>	6x lessons (double)		
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Optimal condition/controls</li> <li>Nervous system</li> </ul>	<ul style="list-style-type: none"> <li>Types of reproductions</li> <li>Meiosis</li> <li>DNA/ Genomes</li> </ul>	<ul style="list-style-type: none"> <li>Communities</li> <li>Abiotics factors</li> <li>Biotics Factors</li> </ul>	<ul style="list-style-type: none"> <li>Materials recycled</li> <li>Biodiversity</li> <li>Waste management</li> </ul>		<b>REVISION SESSIONS</b>

	<ul style="list-style-type: none"> <li>• <b>RP</b> - effects on reactions</li> <li>• Endocrine system/hormones</li> <li>• Blood glucose control</li> <li>• Human reproduction</li> <li>• Contraception</li> <li>• Infertility (HT)</li> <li>• Feedback ( HT)</li> <li>• (Revision &amp; Test) <ul style="list-style-type: none"> <li>• Structures brain/eye</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Genetic inheritance</li> <li>• Genetic disorders</li> <li>• Sex determination/pundits</li> <li>• Variation/mutants</li> <li>• Evolution</li> <li>• Selective breeding</li> <li>• Genetic engineering <ul style="list-style-type: none"> <li>○ Human</li> <li>○ Plant</li> </ul> </li> <li>• Evidence /fossil in Evolution</li> <li>• Extinction</li> <li>• Resistant bacteria</li> <li>• Classification</li> <li>• (Revision &amp; Test) <ul style="list-style-type: none"> <li>• Dna/protein synthesis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations</li> <li>• Levels of organisation</li> <li>• <b>RP</b> – population sizes</li> <li>• <b>REVISION SESSION???</b></li> </ul>	<ul style="list-style-type: none"> <li>• Land use</li> <li>• Deforestation</li> <li>• Global warming</li> <li>• Maintain biodiversity</li> <li>• (Revision &amp; Test) <ul style="list-style-type: none"> <li>• <b>RP</b> - decomposition</li> </ul> </li> </ul>	
<b>Cross-curricular links:</b>	<ul style="list-style-type: none"> <li>• Child care – PHSE</li> <li>• PE –</li> </ul>	<ul style="list-style-type: none"> <li>• Geography –</li> <li>• PHSE</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• English</li> </ul>	
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Foundation test</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation test</li> <li>• Practice Paper 1</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation test</li> </ul>	
<b>Enrichment and employability opportunities:</b>		<ul style="list-style-type: none"> <li>• Guest talk/event <ul style="list-style-type: none"> <li>• Lab technicians, molecular biologists, geneticists, forensic scientists, DNA sequencers, family historians, genetic disease specialists, taxonomists, vets, gynaecologist, animal breeders,</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Visit conservation . observing bird migration and animal hibernation; sustainable food production such as fishing quotas;</li> <li>• dieticians, supermarket food buyers, chefs, ecologists,</li> </ul>	

		horticulturalists, farmers, florists, vets, midwives, gardeners		conservationists, environmental biologists, naturalists, wildlife photographers, microbiologists, fishing industry, policy makers, animal and crop farmers. caretakers, groundskeepers, conservation workers, wildlife rangers, gardeners, farmers •	
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**Science – Year 10 Chemistry Trilogy /Separate**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
<b>Unit title:</b>	C1: Atomic structure & the periodic table	C2: Bonding	C3: Quantitative chemistry
<b>Unit length:</b>	1 Double lesson per week (7 lessons)	1 Double lesson per week (10 lessons)	1 Double lesson per week (10 lessons)
<b>Key concepts:</b>	-Atomic structure -Periodic table -Word and symbol equations -Separation techniques -Atoms, elements & compounds	States of matter Ionic bonding Covalent bonding Metallic bonding	Balancing equations Conservation of mass Reacting masses Expressing concentrations

<b>Cross-curricular links:</b>	Literacy: keywords and definitions Physics: atomic structure	Literacy: keywords and definitions	Maths: balancing and rearranging equations Literacy: keywords and definitions
<b>Assessments:</b>	End of unit assessment, century homework & plenaries	End of unit assessment, century homework & plenaries	End of unit assessment, century homework & plenaries
<b>Enrichment and employability opportunities:</b>	organic chemists, biochemists, medical researchers developing new medicines and vaccines, polymer chemists, doctors, nurses, food scientists	nanotechnologists, material scientists, researchers, Science editors, Science authors, Science teachers, technicians, Science presenters, engineers, electricians	conservationists, pollutant controllers, forensic scientists, police officers, environmental health officers, art restorers, lab workers, industrial chemists, nurses, doctors, pharmacists, pharmaceutical company workers

Science – Year 11 Chemistry Trilogy/ Separate			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
<b>Unit title:</b>	C7 Organic Chemistry	C8 Chemical analysis	C9 Chemistry of the atmosphere
<b>Unit length:</b>	1 double lesson 5 weeks	1 double lesson 5 weeks	1 double 4 weeks
<b>Key concepts:</b>	Hydrocarbons  Fractional distillation  Cracking  Alkene  Polymers (separate only)  Carboxylic acids (separate only)  Natural polymers (separate only)	RP: chromatography  RP: ions for separate Chemistry only  Making gases  Positive and negative ions (separate only)	Atmosphere  Global warning  Atmospheric pollutants

<b>Cross-curricular links:</b>	Biology	Physics	Physics
<b>Assessments:</b>	C7 Foundation/ Higher End of unit test	C8 Foundation/ Higher End of unit test	C9 Foundation/ Higher End of unit test
<b>Enrichment and employability opportunities:</b>	Visiting a recycling plant. Metallurgists, metal workers, research scientists, science teachers, science technicians, electricians, engineers, jewellery makers, jewellery traders, sculptors, medical implant/prosthetics makers, stock exchange traders (who look for trends in material prices)	Visiting a university lab and making a chemical. Chemical engineers, water treatment workers, brewers, chemical analysts, workers for the Environment Agency, chefs, producers of sea salt, water supply workers, manufacturer	Observing the natural environment. Environmental scientists (e.g., monitoring pollution levels, protecting wildlife), conservationists, health and safety officers, workers in green energy industries, energy assessors, ecologists

**Science – Year 10 Physics Trilogy/ Separate**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	P1 Energy	P4 Atomic Structure	P2	P2	P3 Particle Model of the Atom	P8 Space

			Electricity	Electricity		(For separate physics only)
<b>Unit length:</b>	1 single lesson per week (10 lessons)	1 single lesson per week (8 lessons)	1 single lesson per week, (6 lessons)	1 single lesson per week, (6 lessons)	1 single lesson per week (8 lessons)	1 single lesson per week (4 lessons)
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Energy stores</li> <li>• Energy Change in Systems</li> <li>• Conservation of Energy</li> <li>• National Global Energy Resources</li> <li>• <i>Revision techniques</i></li> <li>• <b>RP</b> – Specific Heat capacity</li> <li>• <b>RP</b> – thermal insulation</li> </ul>	<ul style="list-style-type: none"> <li>• Atoms and Isotopes</li> <li>• Development of the atom</li> <li>• Types of nuclear radiation</li> <li>• Nuclear Equations</li> <li>• Half Life</li> <li>• Contamination</li> <li>• <i>Revision techniques</i></li> <li>• <b>RP</b> – Radiation?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise circuit components</li> <li>• Define Current, Resistance and potential difference.</li> <li>• I-V Characteristics for different components</li> <li>• <b>RP</b> – resistance</li> <li>• <b>RP</b> – IV components</li> </ul>	<ul style="list-style-type: none"> <li>• Series and Parallel Circuits</li> <li>• Domestic use and safety</li> <li>• Energy Transfer</li> <li>• National Grid</li> <li>• <i>Revision techniques</i></li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Density of solids and liquids</li> <li>• Changes of state</li> <li>• Measuring SHC</li> <li>• Calculating Latent Heat</li> <li>• Particle motion in gases</li> <li>• <i>Revision techniques</i></li> <li>• <b>RP</b>-Density</li> </ul>	<ul style="list-style-type: none"> <li>• The Solar System</li> <li>• Life Cycle of Stars</li> <li>• Red Shift and evidence of expanding universe</li> <li>• <i>Revision techniques</i></li> </ul>
<b>Cross-curricular links:</b>	Maths: using /rearranging equations	Interpreting graphs	Maths: graph skills, calculating gradient	Calculating mean, Engineering	Maths: Calculations	•



	Literacy: Key words /Definitions					
<b>Assessments:</b>	End of Unit Test Century/ Plenary sheets	End of Unit Test Century/ Plenary sheets	End of Unit Test Century/ Plenary sheets	End of Unit Test Century/ Plenary sheets	End of Unit Test Century/ Plenary sheets	<b>End of year test Paper 1</b> End of Unit Test Century/ Plenary sheets
<b>Enrichment and employability opportunities:</b>	Pathways: dry ice makers, engine manufacturers, heating engineers, plumbers, chefs, athletes, theme park designers, satellite manufacturers Visit theme park	Pathways: archaeologists, gamma astronomers, plumbers, nuclear pharmacists, food scientists, radiologists, GPs, dentists, engineers, forensic scientists	Pathways: electricians, builders, appliance manufacturers	Pathways: National Grid engineers, electricians, 'Smart' house designers, electric car designers, intensive care		Pathways astronomers, SETI scientists, digital image processors, rocket builders, NASA engineers Visit Leicester Space Centre

### Science – Year 11

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	P5 Forces	P5/P6 Waves	P6 Waves P7 Magnetism <b>Mock Practice Paper 2</b>	P7 Magnetism	Revision	
<b>Unit length:</b>	1 x Double lesson per week (10 weeks)	1x Double lesson per week (10weeks )	1x Double lesson per week (4weeks )	1x Double lesson (8 weeks)		
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Forces and Interactions.</li> <li>Resultant</li> <li>Forces.</li> </ul>	<ul style="list-style-type: none"> <li>Transverse</li> <li>and Longitudinal</li> <li>waves</li> </ul>	<ul style="list-style-type: none"> <li>Infrared radiation</li> </ul>	<ul style="list-style-type: none"> <li>Permanent and</li> <li>Induced magnetism.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Forces and elasticity</li> <li>• Forces and motion graphs</li> <li>• Newtons Laws of motion.</li> <li>• Thinking /Braking distance</li> <li>• <b>RP – Forces &amp; extension</b></li> <li>• <b>RP - Acceleration</b></li> </ul>	<ul style="list-style-type: none"> <li>• Properties of waves</li> <li>• Types of EM Waves</li> <li>• <b>RP – Waves</b></li> <li>• <b>RP - Light</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RP – Radiation &amp;Absorption</b></li> </ul>	<ul style="list-style-type: none"> <li>• Magnetic Forces and Fields</li> <li>• Electro-magnetism</li> <li>• Flemings Left Hand Rule</li> <li>• DC Motor and Generator</li> </ul>		
<b>Cross-curricular links:</b>	<p>Maths: Calculations/equations Calculating Gradients Analysing data</p>	<p>Maths: Inverse function</p>	<p>Maths : Using digital thermometer Recording data</p>	<p>Maths: Rearranging equations</p>		
<b>Assessments:</b>	<p><b>End of unit test</b> Kerboodle/ Century</p>	<p><b>End of unit test</b> Kerboodle/ Century</p>		<p><b>End of unit test</b> Kerboodle/ Century</p>		
<b>Enrichment and employability opportunities:</b>	<p>Pathways: computer games designers, designers of prosthetics, bridge designers, aerospace engineers, racing car drivers/ engineers/designers</p>	<p>Pathways: doctors, nurses, opticians, radiologists, sonographers, oncologists, television and radio engineers, broadcasters, artists, astronomers</p>		<p>Pathways: scrapyard employees, Maglev train designers, painters of aircraft, engineers, electrical manufacturers, doctors, farmers, paramedics, nurses, electricians</p>		

<b>Sociology – Year 10 – AQA</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Introduction to Sociology and Research methods</b>	<b>The Sociology of the family</b>	<b>The Sociology of Education</b>	<b>The Sociology of the education</b>	<b>The Sociology of crime and deviance</b>	<b>Revision of year one</b>
<b>Unit length:</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>6 weeks – 2 weeks practice exams</b>
<b>Key concepts:</b>	Key concepts including culture, socialisation, identity and norms. Introduction to sociological theory Quantitative and qualitative research methods including sampling and ethics.	The functions of the family Different types of family Family diversity Domestic division of labour in the family Contemporary issues in the family.	Different types of school Functions of the education system Changes to the education system	Differential attainment including inside and outside school factors in relation to gender, social class and ethnicity.	Defining and measuring crime and deviance Explanations of crime and deviancy including functionalism, Marxism, interactionism and feminism	Revision of research methods, the sociology of the family and the sociology of education
<b>Cross-curricular links:</b>	English Media studies	English Media studies	English Media studies	English Media studies	English Media studies Criminology	English Media studies
<b>Assessments:</b>	Retrieval quizzes	1 x past paper  3 x 3 mark question  2 x 12 mark question	1 x past paper  3 x 3 mark questions  2 x 4 mark question	2 x 12 mark questions	2 x 3 mark question  2 x 12 mark question	<b>Practice exam</b>
<b>Enrichment and</b>	After school revision on Wednesday	After school revision on Wednesday	After school revision on Wednesday	After school revision on Wednesday	After school revision on Wednesday	Trip to National Justice Museum

<b>employability opportunities:</b>						
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<b>Sociology – Year 11 AQA</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Unit 2 Sociology of crime and deviance Social Stratification</b>	<b>Unit 2 Social Stratification</b>	<b>Revision of unit 1</b>	<b>Revision unit 2</b>	<b>Revision of both units</b>	
<b>Unit length:</b>	<b>7 weeks</b>	<b>5 weeks – 2 weeks out for practice exams</b>	<b>7 weeks</b>	<b>5 weeks – 2 weeks practice exams</b>	<b>3 weeks before first exam</b>	<b>Course complete</b>
<b>Key concepts:</b>	Age, ethnicity and class and criminality Overview of classic texts from crime and deviancy Marx, Weber and functionalist views of social stratification	Life chances on social stratification Ways of defining and measuring poverty Globalisation and its effect on inequality Overview of classic texts from social stratification	Revision of key texts from education, family, crime and social stratification Revision of research methods	Revision of theories from family, education, crime and social stratification Evaluation of key theories and studies.	Focus on essay questions and planning. Difficult key terms	
<b>Cross-curricular links:</b>	Human geography English	Human geography English	Human geography English	Human geography English	Human geography English	
<b>Assessments:</b>	1 x past paper question  2 x 12 mark questions	1 x past paper question  1 x 12 mark question  2 x 4 mark question	1 x past paper for unit 1 and unit 2	Practice exams	1 x 12 mark question	



<b>Assessments:</b>	Coursework  A01 developing ideas through investigations demonstrating critical understanding of sources.  A02 refining work by exploring ideas selecting and experimenting with appropriate media materials	Coursework  A01 developing ideas through investigations demonstrating critical understanding of sources.  A02 refining work by exploring ideas selecting and experimenting with appropriate media materials	Coursework  A02 refining work by exploring ideas selecting and experimenting with appropriate media materials  A03 recording ideas observations insights relevant to intention as work progresses.	Coursework  A03 recording ideas observations insights relevant to intention as work progresses.  A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework  A01 developing ideas through investigations demonstrating critical understanding of sources.  A02 refining work by exploring ideas selecting and experimenting with appropriate media materials  A03 recording ideas observations insights relevant to intention as work progresses.  A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework  A01 developing ideas through investigations demonstrating critical understanding of sources.  A02 refining work by exploring ideas selecting and experimenting with appropriate media materials  A03 recording ideas observations insights relevant to intention as work progresses.  A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language
<b>Enrichment and employability opportunities:</b>	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for off site shoots.

<b>Photography – Year 11</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Exposure triangle and application</b>	<b>Practice exam Research</b>	<b>Practice exam Shoot 1/2</b>	<b>Practice exam Shoot 3</b>	<b>Mock exam Shoot 4</b>	<b>Exam work</b>
<b>Unit length:</b>						
<b>Key concepts:</b>	Recap Aperture, depth of field, shutter speed. Health and safety in the studio, studio lighting, Gel lighting, lenses colour balance and shades..	Theme chosen from past exam paper, Research <b>Photographer/artist 1</b> research clearly connected to theme, with <b>image analysis</b> showing	<b>Photographer/artist 2</b> research clearly connected to theme, with <b>image analysis</b> showing understanding of how work was made. <b>Test shoot plan 2</b> drawn,	<b>Photographer/artist 3</b> research clearly connected to theme, with <b>image analysis</b> showing understanding of how work was made. <b>Test shoot plan 3</b> drawn,	<b>Final editing of 12 final Outcomes</b> showing different combinations of editing or making. With four selected as a finals. Evaluated fully what has been	7 <sup>th</sup> Feb Exam papers issued.  Three Photographers researched clearly connected to theme chosen. Image analysis for each

	Looking through past GCSE projects, explanation of mark scheme exam board requirements and expectations of the course.	understanding of how work was made. <b>Test shoot plan 1</b> drawn, planned and actioned. Select relevant images. <b>Shooting and Contact sheet</b> creation <b>Editing pages</b> showing progress, showing the stages. of editing <b>Evaluating</b> fully what has been learnt producing final outcomes	planned and actioned. Select relevant images. <b>Shooting and Contact sheet</b> creation <b>Editing pages</b> showing progress, showing the stages of editing <b>Evaluating</b> fully what has been learnt producing final outcomes	planned and actioned. Select relevant images. <b>Shooting and Contact sheet</b> creation <b>Editing pages</b> showing progress, showing the stages of editing <b>Evaluating</b> fully what has been learnt producing final outcomes	learnt, present final images printed and mounted ready for display. <b>Evaluating</b> fully what has been learnt producing final outcomes.	chosen photographer. 3 test shoot plans with drawings, 3 shoots evidenced with contact sheets. editing pages with visual evidence explaining processed and medias used. Evaluations explaining connections to research
<b>Cross-curricular links:</b>	Art, textiles media.	Art, textiles media.	Art, textiles media.	Art, textiles media.	Art, textiles media.	Art, textiles media.
<b>Assessments:</b>	<b>A01 developing ideas through investigations demonstrating critical understanding of sources</b>	A02 refining work by exploring ideas selecting and experimenting with appropriate media materials techniques and processes.	A03 recording ideas observations insights relevant to intention as work progresses	A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	A01 / A02/ A03 /A03	<b>Exam</b> A01 / A02/ A03 /A03
<b>Enrichment and employability opportunities:</b>	After school catch up studio sessions, loan cameras made available for off site shoots.	After school catch up studio sessions, loan cameras made available for offsite shoots.	After school catch up studio sessions, loan cameras made available for offsite shoots.	After school catch up studio sessions, loan cameras made available for offsite shoots.	After school catch up studio sessions, loan cameras made available for offsite shoots.	After school catch up studio sessions, loan cameras made available for offsite shoots.

**Travel and Tourism – Year 10 Pearson Btec Tech Award**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Component 1 – Travel and Tourism Organisations and Destinations</b>					
<b>Unit length:</b>	36 Guided Learning Hours					
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Major components of the UK travel and tourism industry</li> <li>• Ownership and aims of travel and tourism organisations and how they work together</li> <li>• Role of consumer technology in travel and tourism</li> <li>• Visitor destinations and their features</li> <li>• Different types of travel and tourism activities</li> <li>• Destinations and visitor types</li> <li>• Travel options</li> </ul>					
<b>Assessment</b>	Practice assignments at the end of each Learning Objective and for homework	Practice assignments at the end of each Learning Objective and for homework	Practice assignments at the end of each Learning Objective and for homework	10 hour internal assessment. Internally marked, externally verified.		

**Travel and Tourism – Year 10 Pearson Btec Tech Award**

<b>Unit title:</b>	<b>Component 2 – Customer Needs in Travel and Tourism</b>					
<b>Unit length:</b>	36 Guided Learning Hours					
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Types of market research and how market research is used to identify customer needs and preferences</li> <li>• How research is used to identify trends</li> <li>• Customer needs and preferences</li> <li>• Products and services to meet needs and preferences</li> <li>• Travel planning to meet customer needs and preferences</li> </ul>					
<b>Assessment</b>	Practice assignments at the end of each Learning Objective and for homework					



<b>Cross-curricular links:</b>	Maths/ numeracy Geography Sociology Business Studies
<b>Enrichment and employability opportunities:</b>	<ul style="list-style-type: none"> <li>• Visits to key sectors of the industry e.g. transport hubs or accommodation to investigate products and services offered</li> <li>• Visit to city or seaside town to investigate appeal to visitors</li> <li>• Visit to visitor attraction to investigate how customer needs are met</li> <li>• Visit to town or city to conduct primary market research.</li> <li>• Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent</li> </ul>

<b>Travel and Tourism – Year 11 Pearson Btec Tech Award</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	<b>Component 2 Assessment</b>	<b>Component 3 - Influences on Global Travel and Tourism</b>				
<b>Unit length:</b>		48 Guided Learning Hours				
<b>Key concepts:</b>		<ul style="list-style-type: none"> <li>• Economic factors affecting global travel and tourism</li> <li>• Political factors affecting global travel and tourism</li> <li>• Natural factors affecting global travel and tourism</li> <li>• Media factors affecting global travel and tourism</li> <li>• Safety and security factors</li> <li>• Health risk factors</li> <li>• Responses to factors</li> <li>• Sustainable tourism and the impact of travel and tourism and sustainability</li> <li>• Managing sociocultural, economic and environmental impacts</li> <li>• Destination management</li> <li>• Tourism Development and the role of local and national governments</li> <li>• Importance of partnerships in destination management.</li> </ul>				
<b>Assessments:</b>	11 hour internal assessment. Internally marked,	Practice assignments at the end of each Learning Objective and for homework		2 hour supervised assessment. Externally marked		

	externally verified.		
<b>Cross-curricular links:</b>	Maths/ numeracy Geography Sociology Citizenship Business Studies		
<b>Enrichment and employability opportunities:</b>	<ul style="list-style-type: none"> <li>● Visits to key sectors of the industry e.g. transport hubs or accommodation to investigate products and services offered</li> <li>● Visit to city or seaside town to investigate appeal to visitors</li> <li>● Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent</li> <li>● Talk from someone who works in customer service</li> </ul>		