English Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT please note: students at Durrington study the EDUQAS GCSE exam syllabus for Langauge and Literature	**1) Introduction to creative writing 2) *An Inspector Calls* (Literature)**	***A Christmas Carol* (Literature)**	**A Christmas Carol continued Fiction reading (Language)**	**1) Anthology Poetry 2) *Macbeth* (Literature)**	**Macbeth (continued) and exam revision (Literature and Langauge)**	**1) Exam revision (Literature and Language) 2) Anthology Poetry relationships and love.**
CURRICULUM - Big ideas/ core knowledge.	**Creative Writing:** using a poem as a stimulus; planning and structuring a narrative; language and structural devices. **An Inspector Calls Declarative knowledge:** plot, Edwardian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and structure, authorial intention. **An Inspector Calls Procedural knowledge:** analytical writing, essay structure, organisation of ideas.	**Declarative knowledge:** plot, Victorian context, Dickens' biography, themes (redemption, transformation, wealth vs poverty, avarice vs altruism, Christian values), characterisation, literary devices, language and structure, authorial intention. **Procedural knowledge:** analytical writing, essay structure, organisation of ideas.	**Reading:** language and structure devices; writer's intentions; reader response; analytical writing; evaluative writing; how to write short, concise answers.	**Anthology Poetry:** '"The schoolboy" &"I wandered lonely as a cloud. Then power, society & Identity- "Decomposition" &"Origin Story. Students will know the narrative and themes in each poem as well as the context and be able to explain how this links to the author's intent and overall meaning of the poem. They will learn key quotes and be able to identify specific poetic techniques. Procedural knowledge: Analytical writng about a poem. Poetry comparison. **Macbeth Declarative knowledge:** plot, Jacobbean context, themes (ambition, gender, natural vs supernatural, violence, power), tragic tropes and structure, characterisation, literary devices, language and structure, authorial intention. **Macbeth Procedural knowledge:** analytical writing, essay structure, organisation of ideas.	Macbeth continued (see boxes to the left). Revision and development work on *An Inspector Calls,* and 'Fiction Reading and Writing'.	Revision and development work on An Inspector Calls, and 'Fiction Reading and Writing'. Poetry studying "Sonnet 29", "Cousin Kate", "Catrin", "Dusting the Phone". Also revision of conflict poetry from Y9 (Disabled,Drummer Hodge, Kamikaze& War Photographer). Students will know the narrative and themes in each poem as well as the context and be able to explain how this links to the author's intent and overall meaning of the poem. They will learn key quotes and be able to identify specific poetic techniques. Procedural knowledge: Analytical writng about a poem. Poetry comparison.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	**Formative:** regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. **Summative: 1)** creative writing story based on 'The Manhunt' **2) An Inspector Calls:** end of unit 'exam-style' anaytical essay which involves writing about the whole text.	**Formative:** regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. **Summative:** end of unit 'exam-style' anaytical essay which involves writing about the whole text.	**Formative:** regular short reading exercises. **Summative:** practice Component 1 Reading exam paper.	**Formative:** regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework.	**Formative:** regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. **Summative:** exam style questions in characters/extracts from *Macbeth.*	**Formative**: regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. End of year **summative** assessments in GCSE exam style
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include planning stories, writing parts of stories, answering exam style reading questions. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. Writing and preparing spoken language presentation.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Encourage children to re-read the play at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Take children to watch a version of the play - indeed, any theatre visit would be highly beneficial. Home discussions about attitudes to class differences and exposure to political ideas (e.g. left wing and right wing ideologies) and keeping up to date with current affairs.	Encourage children to re-read the novella at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Watch TV or stage adaptations of the story (although bear in mind there are many differences between the original text and some adaptations!). Encourage children to read other Dickens novels and those by other writers of the period (e.g. the Brontes, Wilkie Collins, Elizabeth Gaskell).	Encourage children to read fiction from the twentieth century - please ask their English teacher for a reading list if you would like some recommendations. The more widely they read, the better chance they have of doing well in English. Visit libraries and bookshops. Make sure books are avilable in your child's bedroom and around the house. Discuss and share books.	Encourage children to re-read the play at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Watch TV or stage adaptations of the play or, even better, take them to watch a production. Encourage them to read and watch other Shakespeare plays. The online British Library has a number of excellent resources for further study.	Continue to encourage everything suggested from the previous terms. Help children to organise their notes and flashcards as they will have produced a lot by this time of the year.	Continue to encourage everything suggested from the previous terms. Help children to organise their notes and flashcards as they will have produced a lot by this time of the year. Support children by encouraging them to rehearse their spoken language presentations and giving feedback.

Media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Introduction to Media and magazines**	**Advertising**	**Newspapers**	**Radio**	**NEA**	**NEA continued**
CURRICULUM - Big ideas/ core knowledge.	An introduction to the 4 theoretical frameworks underpinning Media Studies: Media Language, Media Audiences, Media Industries and Media Representation. This unit covers media language and media representation and involves two Close Study Products - the front cover of Vogue magazine and the front cover of GQ magazine. This unit covers difference between a tabloid magazine and a lifestyle magazine, as well as in-depth look into the advantages and disadvantages of online vs print and the use of stereotypes in magazines.	Focus on media language and representation. Two Close Study Products: Quality Street (1956) and This Girl Can (2016). Close analysis of stereotyping, countertypes and social and historical context of both. Closer look at theories including Uses and Gratification Theory, Todorov's Narrative theory and active and passive audience theories. Focus on media industries and media audiences only. Additionally, students will be looking at conventions of print adverts - slogan, main image, brand, USP and will be explictly taught the vocabulary.	Newspapers (The Sun) is an in-depth study - this means this unit covers media language, industries, representation and audience as well as social and historical context. There are two Close Study Products in this unit: The Sun and The Guardian. This allows for an industry study into broadsheet vs tabloid and what the world of newspapers and journalism is like. It also allows for the study of politics and political allegiance/bias of newspapers and how to recognise it. Additionally, students will be thinking about the political leanings of every newspaper. Introduction to conglomerate - large company that owns other small companies (link to film later)	Focus on Media industries and audiences, as well as contexts. Thinking about the originates of Archer's radio, how the radio station is funded (commerical or public service), regulation of radio, impact of technologies and convergence. Students will need to think about the target audience, considering how audiences may respond to and interpret the media products by also thinking about political significance. The radio programme they will be listening to is 'The Archers' - students will need to be exposed to different epsiodes and to understand that this is a soap opera, following the lives of many characters.	In the first part of this term work begins on the Non Exam Assessment (coursework). Briefs are released by the exam board yearly and students create a media product entirely on their own, from research right through to production. 60 marks - 30% of their qualification. Exam board will release 5 briefs - only 1 will be selected by teacher that all students need to complete.	In the final part of this term, students will improve and finish their coursework. Students will respond to feedback and redraft their work to ensure they can achieve the highest grade they can. .
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Formative - Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt to set texts (CSPS - Close Study Products) later on. Summative: Media Language and Representation looking at magazines. Students also have to analyse an unseen text for representation.	Summative assessment practice: set in the style of a Component 1 Section A. 15 mark for Media Language and 25 marks for Representation.	Formative - Regular retrieval pratice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - A test at the end of the term containing half of a full exam paper (42 marks) on everything covered in term 1.	Formative - Regular retrieval pratice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - An exam style question on each of the three Close Study Products.	Formative - Regular retrieval pratice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - A pratice paper 1 exam.	Formative - Regular retrieval pratice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - An in class assessment of exam style questions at the end of the unit.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks in term 1 are practicing and embedding - practice unseen analysis questions, research tasks and application of theory to various texts.	Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning. Exposure to other 1950's print adverts. Similarities and differences	Practice looking at unseen newspapers in order to identify codes and conventions and think about how media language is being communicated.	Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning. Comparing other radio stations	Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning. Practical work - opportunity to take pictures for their own coursework and to construct their coursework	Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Foster discussions about why we are shown things in the way we are in the Media - for example, why has a newspaper chosen a particular headline? What about the placement of a photo on the front of a magazine? Why is it there? What about a film makes it fit into a certain genre? Media studies is all about learning to question everything we see in the worldwide media.	While watching TV, discuss different types of adverts you might see. Are there stereotypes present? What are they? Are they harmful? How are the people, places or situations re-presented to us an audience? Who are the target audience for that particular advert?	Encourage students to engage in politics and to have a look on the BBC news app at the front pages for each newspaper. Think about how they are targeting their specific target audience/demographic	Encourage children to listen to the radio and watch music videos on YouTube - discuss favourite artists and why they are a favourite, along with how they became famous.	Motivate students to complete work independently. Be organised and prepared with their original images and their ideas so that they can use the in-class sessions wisely and can be as productive as possible.	Motivate students to complete work independently. Be organised and prepared with their original images and their ideas so that they can use the in-class sessions wisely and can be as productive as possible.

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	***FOUNDATION:* 1. Number calculations =** 4 operations, Highest common factor, lowest common multiple, estimation, error intervals, product of primes, rounding, BIDMAS, negatives, bank statements **2. Expressions =** key vocab, simplifying expressions, substitution, expanding and factorising into single and double brackets, rearranging forumulae, forming expressions. **3. Fractions and percentages =** Equivalent fractions, decimal multipliers for percentages, shading fractions/percentages ***HIGHER (as foundation +):* 1. Number calculations =** Product rule for counting, recurring decimals to fractions, bounds, surds. **2. Fractions and percentages =** Equivalent fractions, decimal multipliers for percentages, shading fractions/percetnages, percentage change, mixed/improper fracitons, calculating with fracitons, finding percetnages of amounts including increase/decrease, reverse fractions/percentages, compound percentages, calculate overall % change when overall amount isnt given, turning recurring decimals into fractions **3. Expressions = (as foundation +)** Proof, identities, simplifying algebraic fractions, expanding triple brackets	***FOUNDATION:* 1. Fractions and percentages =** Percentage change, mixed/improper fracitons, calculating with fracitons, finding percetnages of amounts including increase/decrease, reverse fractions/percentages, compound percentages **2. Equations =** Solve linear equations, form equations, function machines. **3. Quadratic expressions =** Expanding double brackets, Factorising quadratics into single and double brackets, difference of two squares. ***HIGHER (as foundation +):* 1. Equations =** Solving linear equations including fractional equations, equating coefficients, iteration **2. Averages =** averages and range and chosing the most appropriate one, working backwards to find a mean, understand outliers, comparing data sets, averages from a fequency table, understand different types of data, finding a missing vlaue from a frequency table given the mean, averages from grouped frequency table, quartiles and inter quartile range, stratified sampling **3. Ratio and Proportion =** Sharing amounts, 3 part ratio (combining ratios) express ratio as equations, proportion from formulae, ratio/proportion graphs.	***FOUNDATION:* 1. Powers & Standard Form =** Estimates square roots, know and use powers of 2, 3 and 10, standard form (including calcuating), sinplify expressions with indices, convert from standard form to ordinary and vice versa, calculate with standard form. **2. Ratio and Proportion =** exchange rates, best buy, scale drawings, direct and inverse proportion, simplifying ratio including writing as 1:n, sharing into a given ratio. **HIGHER (as foundation +): 1. Quadratic expressions =** Factorising, Factorising when coefficient of x squared >1, completing the square, simplifying algebraic fractions with quadratics. **2. Powers and standard form = Basic index laws,** Fractional indices, negative indices, changing bases, converting numbers to and from standard form, calcualting in standard form	***FOUNDATION:* 1. Quadratic equations =** Solving by factorising and graphically. **2. Averages =** averages and range and chosing the most appropriate one, working backwards to find a mean, understand outliers, comparing data sets, averages from a fequency table, understand different types of data, Averages from diagrams ***HIGHER:* 3. Pythagoras & Trigonometry = (as foundation +)** Find the value of sin/cos/tan given diagram, worded application, 3D Pythagoras/trig. **2. Quadratic equations =** Solving quadratics graphically, by factorising, by complting the square and with the quadratic formula.	***FOUNDATION:* 1. Pythagoras & Trigonometry =** Use Pythogoras to find a missing side, exact trig values, use trig to find missing sides/angles in right triangles. **2. Data =** Interpreting bar charts and pictograms, criticising graphs, draw and interpret pie charts, scatter graphs. **Higher (as foundation +): 1. Sequences =** Generate sequences & find missing terms, finding the nth term, deciding if a term is in a sequence, understand non-linear sequences, quadratic nth terms, fractional nth terms and proof. 2**. Linear Graphs =** Finding the equations of a straight line**,** Equations of parallel lines, simultenous equations of graphs, midpoints of line segments, plot linear and non-linear graphs, recognise and use equations eg y=2 and x=-1, ratios in graphical context, perpendicular lines, 3d coordinates. **3. Area & Perimeter =** Form quadratic expressions from shapes, work backwards to find a missing arc length or radius/diameter, 0.5abSinC.	**End of year test revision and exam practice** (2 weeks). ***Foundation:* 1. Area & Perimeter =** Area and perimeeter from counting squares and from formulae (includling circles), draw rectangles given area/perimeter, use area and perimeter when dimensions are given using algebra, know the propeties of 2d shapes. **2. Angles =** Measure and estimate angles, understand notation, types of angles, angle propoerties of quadrilaterals, for and solve equations, vertically opposite angles, exterior angles, sum of interior angles of polygons, angles around and point and on a straihgt line, angles on parallel lines. ***Higher (as foundation +):* 1. Simultaneous equations =** Solving simultaneous equations graphically, via elimination and substitution. **2. Angles =** Circle theorems. **3. Similarity & Congruence =** Calculating missing lengths of congruent and similar shapes, congruence criteria of triangles, calculate scale factors, similar area/volume, prove congruence based on 2d shape properties.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Pre and post topic tests, live marking in lessons, end of term assessments and homework to identify and close learning gaps.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly task set on Sparx Maths (called "compulsory" homework). Sparx can also be used to complete extra optional tasks called "XP Boost" and "Target" with the target option being even more challenging.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use of online platforms, Sparx, Hegarty maths and Method Maths to support with homework and extra revision. Parents can also support by using the knowledge organsiers to test students knowlegde of key words within a topic					

Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**Biology paper 1**- **Cell biology**, cells, eukaryotics and prokaryotic cells, specialised cels, microscopes, mitosis, stem cells. **Transport-** diffusion, osmosis, active transport. **Respiration**- Aerobic, response to exercise .	**Respiration** Anaerobic respiration. **Organisation**- tissues, digestive system. **Enzymes-** digestive enzymes, lock and key, factors that affect their action**.** **Heart and blood-** components of blood, heart and statins, ventiliation.	**Communicable Disease** Aseptic technique, microbiology, non specific body defences, white blood cells, herd immunity, plant defence, drug discovery, drug testing. **Non communicable diseases -** cancer, diabetes, coronary heart disease, smoking and alcohol.	**Photosynthesis**- plant transport, transpiration, how plants use glucose, factors that affect rate of photosynthesis. Revision, followed by start of B2	**Biology paper 2- Homeostasis,** human nervous system, reflex arc, hormones. **Revision for B1 mock**.	**B1 mock**- Followed by continuing with B2 content. Controlling blood glucose levels. Reproduction and fertility, cell division. **Inheritance**- determining inherited characteristics, including inherited disorders. Selective breeding, genetic engineering and classification.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cumulative assessment on past paper questions based on cell biology, microscopes, mitosis, stem cells and transport (diffusion, osmosis and active transport).					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning. In chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked with foundation specific homeworks set for students taking foundation papers.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visting the GCSE Science Live event, developing KS4 integration into STEM Week for this year and looking to include further trips in 24/25. Parents can support through the advanced use of ticklists we will explicitly teach our students, developing self-regulation and revision at home.					

Science Trilogy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Biology B1**		**Chemistry C1 & Physics P1**		**Finish C1 & P1 followed by revision for year 10 mock exams & Biology B2**	
CURRICULUM - Big ideas/ core knowledge.	**Teacher 1**- Animal and plant cells, Prokaryotic and Eukaryotic cells, microscopes, specialised cells , cell cycle, stem cells, transport, diffusion, osmosis and active transport, organisation, digestion, food tests, enzymes, heart structure, blood vessels, heart treatment. **Teacher 2**- Communicable diseases, infection, body defences, vaccination, drug testing, drug history and from plants, intro to photosynthesis.	**Teacher 1-** Organisation, digestion, food tests, enzymes, heart structure, compondents of blood, blood vessels, heart treatment. Revision for B1 mock. **Teacher 2-** Non- communicable diseases , photosynthesis, plant and leaf structure, factors that affect rate of photosynthesis, what plants use glucose for. Revision for B1 mock.	**Chemistry**- Atomic structure, seperating techniques, history of the atom, alkali metals, halogens, periodic table. Introduction to bonding. **Physics**- Energy, efficiency, gravitational potential energy, kinetic energy, elastic potential energy, conduction . Current and charge, current in series and parallel circuits.	**Chemistry**- Giant covalent molecules, fullerens, metallic bonding, states of matter, relative formula mass, calculations, moles, limiting reagents, concentration, displacement. **Physics-**Potential difference, resistance, energy from non renewable sources, renewable energy sources, alternating and direct current, power, national grid. Density and states of matter.	**Chemistry** - Displacement reactions, extracting metals, neutralisation, making salts, electrolysis, exothermic and endothermic reactions, bond energies. **Physics-** Density, states of matter, latent heat, specific heat capcacity, thermal energy, gas pressure, the atom, radioactivity, half life.	**Revision of B1, C1 and P1** **Teacher 1-** Nervous system, hormonal control, controlling blood glucose levels. **Teacher 2**- Communities and interdependence, competition and adaptations.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment of past paper questions- **Teacher 1** - based upon all of cells, microscopes and transport (diffusion, osmosis and active transport). **Teacher 2** - assessment based upon communicable and non communicable diseases.	Cummulative assessment of past paper questions - **Teacher 1** - based upon organisation, digestion, enzymes, respiration and the heart. **Teacher 2** - based upon plants and photosynthesis.	Cummulative assesment of past paper questions. **Chemistry** - Based upon structure of atom, history of periodic table, seperating techniques. **Physics**- based upon energy, calculations from the equations they have learnt.	Cummulative assessment based upon past paper questions. **Chemistry** - based upon structure and bonding and calculations. **Physics** - based upon electricity.	Cummulative assesment of past paper question. **Chemistry** - based upon salts, electrolysis, exo/endothermic (bond energies HT). **Physics** - based on states of matter, specific heart capacity, latent heat and density. Follow by a radiation mini test.	B1, C1, P1 mock
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning. In chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked with foundation specific homeworks set for students taking foundation papers.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visting the GCSE Science Live event, developing KS4 integration into STEM Week for this year and looking to include further trips in 24/25. Parents can support through the advanced use of ticklists we will explicitly teach our students, developing self-regulation and revision at home.					

Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**Atomic structure-** compounds, mixtures, seperating techniques, history of the atom, alkali metals, halogens, transition metals and noble gases. Periodic table. **Bonding** - Ionic bonding, properties of ionic compounds.	**Covalent bonding -** simple and giant covalent structures, metallic bonding, alloys, nanoparticles, states of matter. **Calculations**- Relative formula mass, the Mole, calculating masses, limiting reagents , percentage yield, concentration.	**Chemical Changes-** Displacement reactions, extracting metals, metals from ores, rusting, salts. **Electrolysis**- aluminium, electrlolysis of salt solutions.	**Energy changes -** Exothermic and endothermic reactions, bond energy calculations, batteries, cells fuel cells. Revision then start of C2	**C2-Rates of reaction -** how to calculate rate, 5 factors that affect rate, rates from graphs. **Equilibria-** factors that affect equilibria.	**Revision of C1**
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assesment on past paper questions based upon - atomic structure, elements, compounds mixtures, seperating techniques, alkalie metals, halogens, history of atom, periodic table.	Cummulative assesment on past paper questions based upon- structure and bonding- ionic, covalent and calculations.		Cummulative assesment on past paper questions based upon- on chemical changes, electrolysis and energy changes.		Chemistry paper 1 mock
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning. In chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked with foundation specific homeworks set for students taking foundation papers.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visting the GCSE Science Live event, developing KS4 integration into STEM Week for this year and looking to include further trips in 24/25. Parents can support through the advanced use of ticklists we will explicitly teach our students, developing self-regulation and revision at home.					

Physics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**Energy**- stores and transfers, work done, efficiency, kinetic energy, gravitational potential energy, power, energy transfer by IR, conduction, insulation.	**Electricity**-static, current and charge, potential difference, current in series in parallel, potential difference in series and parallel, resistance, Current and Potential difference graphs for filament bulb, diode, resistor. **Mains** - Plugs and cables, alternating current, national grid, power and potential difference.	**Electrical energy -** renewable and non renewable energy. **Particle model of matter** - density, states, specific heat capacity, latent heat, internal energy, gas pressure and temperature. Gas pressure and volume.	**The Atom and radiation -** history of the atom, alpha, beta and gamma radiation half life, contamination, hazards, fission and fusion. Revision followed by start of P2	**P2**- **Forces**- scalers, vectors, resultant forces, parallelogram of forces. **Forces in motion** - centre of mass, moments, distance time graphs, velocity time graphs. **P1 revision**	**Physics paper 1 mock**- then continuing **P2 - Forces**
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment with past paper questions based upon all of energy, insulation and conduction.	Cummulative assessment with past paper questions based upon all of electricity, mains the plug, national grid.	Cummulative assessment with past paper questions based upon particle model of matter- all of atoms, specific heat capacity, latent heat.	Mini test on radioactivity, fission and fusion.		
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning. In chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked with foundation specific homeworks set for students taking foundation papers.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visting the GCSE Science Live event, developing KS4 integration into STEM Week for this year and looking to include further trips in 24/25. Parents can support through the advanced use of ticklists we will explicitly teach our students, developing self-regulation and revision at home.					

Business	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	**Topic 1.1.1, 1.1.2, 1.1.3, 1.3.2, 2.4.1**	**Topic 1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.1.2**	**Topic 1.2.2, 1.2.3, 1.4.3,**	**Topic 1.2.4, 1.3.4, 1.4.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2,5**	**Topic 1.3.3, 1.4.4, 1.5.2, 1.5.3, 2.3.4, 2.4.2,**	
	Yr10 begins on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Then over the year begin to expand knowledge into how business can growth and become multinational. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Then over the year begin to expand knowledge into how business can grow and become multinational. In this theme, students will view case studies of larger and some well known corporations and will develop an understanding in how they access the marketing mix to promote themselves to gain a competitive advantage.					
CURRICULUM - Big ideas/ core knowledge.	Why and how new business ideas come about. The role of Enterprise. The Purpose of business activity. Risks and Rewards. Calculating costs, revenue and profit.. Formula for calculating gross profit margin, net profit margin and average rate of return on investments. Break Even - calculating break even and margin of safety. The changing world of business.	Identify and understand customer needs. Types of business ownership - sole traders, partnerships, limited companies and franchises. Limited and unlimited liability. Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve.	The Marketing Mix - Price, Place, Product and Promotion. Factors influencing Business Location. Market research. What is the purpose of market research. Methods of market research. Analysing data from market research.	How the elements of the marketing mix work together. Sources of finance - internal and external. Understanding the competitive environment.	The purpose of planning business activity. The role and importance of a business plan. The sales process. Business aims and objectives. How aims and objectives change.	The importance of cash to a business. Calculating cash flow. Interpreting cash flow forecasts. The purpose of legislation and the impact it can have on businesses. Know the different types of technology that can influence a business activity.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Formative - Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt into business context, students have fortnightly context case studies which are marked, that show their level of applying their new business knowledge. 3 tracking points tests are sat per year following the format of the exam board questions.					

HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly, we use spaced practice for the homework, meaning that the topics for the homework need students to apply their knowledge and skills from lessons taught a couple of weeks ago, this is good to test that the students have retained this information. The homeworks are retrieval of knowledge plus applying that knowledge to a variety of business situations. Most homework's will be set using the software, Smart Revise - which we buy all students an account for.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Watching and reading of local and national news, including the business news (BBC for example). Looking in local papers where there are articles about new start-up businesses. Read FT for up dates on businesses and economy. Talking about parents and families place of work, in terms of employment structures, motivation and running a business.

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**People and Places**			**People and Places cont...**		
CURRICULUM - Big ideas/ core knowledge.	Development of portrait skills in painting (acrylic and watercolour) drawing and oil pastel. Focus on observational skills, expressive brush marks and use of colour (warm, cool, complementary colours, flesh tones, expressive colour). Development of rendering eyes, nose, mouth working towards a final large scale self portrait. Students develop A1 outcomes based on the style of a chosen artist (from Ania Hobson, Elly Smallwood, Paul Wright, Kehinde Wiley, Lionel Smidt, Lucian Freud). Development of colour knowlege (names, types and history ie Ultra marine, yellow ochre)) and mixing uzing 'zorn pallet' . Students will then extend into looking at figures and more expressive portrait looking at how poses can convey emotions and the human condition. Artists such as Oswaldo Guayasamin, Giacometti and Safwan Dahoul will lead to photoshoots of themselves and work experimenting in a range of media. Annotation and development of techniques to show evidence of strong links with student outcomes and the artists studied. Students able to work independently to create a personal meaningful respose demonstrating understanding of visual language.			Focus on architecture from a range of historical eras and regions (classical, gothic, regency) and a range of historical and contemporary artists who have been inspired by (John Piper, Ian Murphy, Valery Koshlyakov, Piranesi and John Monks). Students develop techniques in block printing, oil pastel, watercolour, pen, wax resist, graphite, card, mixed media, low relief. Students learn a range of architectural nomenclature to study and identify various architectural elements (rosette, corbel, acanthus leaves, palmette, volute, tracery, frieze, capital, column, pediment, tuscan, doric, ionic, corinthian, composite) Students study these from thier local examples or trips they have been on . Through thoughtful invesigations, recording ideas and observations, experimenting with material and techniques students present a portfolio of a range of media and techniques, looking at decorative architecture and interior spaces. The study of these places is noted as ponient because of their lack of a human presence but the evidence of human endevour.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly (students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to computer sofware for research purposes. Students being able to take their own photographs. Having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

Graphics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Tools and Utensils Negative Positive**		**Typography/ graphic composition**	**Natural Forms - Kew Garden promotional materialn**		
CURRICULUM - Big ideas/ core knowledge.	To develop a range of drawing and technical skills whilst exploring the theme of tools and utensils. There is a focus on building confidence in composition, mixed media and print. Develop observational drawing skills refering to the work of Jim Dine and observational studies of tools. Students will explore drawing in a range of mixed media techniques that include tonal pencil, biro , collargraph, stencil and will experiment with collargraph, stencil photography, photoshop and lino printing to create a variety of compositions. Students will explor the B&Q 2020 campaign promoting home improvemnt during lockdown and create their own poster for a DIY /make or bake campaign based on their research. Students will develop their design and make skills in the development of their final response inspired by the tools and utensils theme to also create a poster.		Looking at the theme of 'positive messages' students explor a range of typography and designers such as Andrew Hudson, Paula Sher, Robert Indiana to create a series of posters and Tote bag prints using skills in typography, collage Stencil, spray paint and photoshop.	To develop knowledge and understanding of artists who explore natural forms through looking at the work relevant artists (Karl Blossfeldt Photographer, Harry Pearce graphic designer, Alexander Purdy, Angie Lewin, Students will develop Mixed media skills- tonal drawing, mark-making, stylised 'Notan', Photoshop manipulation of own drawings / collages. - sketchbook will develop direct observational drawing skills through drawing seeds, plants. Students will work from primary and secondary resources in a range of media. Media exploration and experimentation to inculde: tonal pencil, biro, indian inks and pen wash and collage, digital media. Experimentation will lead to a final outcome exploring positive and negative card cutting in a limited colour palette inspired by natural forms to create a poster and 3D plant carrier packaging ont eh idea of getting people to visit the gardens in the day as well as the evening.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to computer sofware for research purposes. Students being able to take their own photographs. Having a range of drawing equiptment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

Photgraphy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Camera Skills- Using the DSLR camera**	**Portraiture/Identity photography and mixed media experimentation**				
CURRICULUM - Big ideas/ core knowledge.	Skills based unit - Students will learn to become confident using the manual settings on a DSLR camera. Exploring the different elements of composition and viewpoint in photography. Students will engage with practical acivities investigating the formal elements in photography, the effects of lighting, shutter speeds, appeture and depth of field, double exposures and using photoshop to edit and manipulate images.	Students will explore the theme of identity through photographic portraiture. A wide range of photographers such as Manny Robertson, Alana Dee Haynes and artist David Hockney will be used as a source of inspiration. Students will research, investigate and analyse the work of these photographers to inspire their own photographic developments and outcomes. Students will plan photoshoots, take their own photographs and edit the photographs both digitially and manually. Students will engage with a variety of mixed media techniques to physically manipulate photographs that include fragmentation, weaving, relief, stitching and painting. All these techniques will be used to distort, layer and abstract. The outcome of the project will be to create a three dimensional piece that explores the theme of identity through portraiture				
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist/ photographic research, taking a series of photographs for project work, photoshop editing and manipulation, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art/photography rooms if required. Visual exemplars are shared with students on connect for reference.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to computer sofware/ photoshop for research and editing purposes, students being able to take their own photographs. Having their own DSLR camera would be desirable. Having a range of drawing equiptment at home (variety of shading pencils, white pens, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or photographic exhibitions to help broaden the students mind and appreciation of photographic art and the world around them.					

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Python & recap**	**Python & binary**	**Data representation**	**Networking**	**Networking**	**Ethical impacts & mock exams**
Practical Programming - *throughout*	Python is the textual, high level programming language we teach students for their GCSE onscreen assesment. They start by going back over the fundamentals taught in year 8 & 9, and learning about the programming constructs of : sequence, selection and iteration. Programming has 50% of the cirriculum time, but additional time if given at the start of the year so students can immerse themselves in python programming					
CURRICULUM - Big ideas/ core knowledge.	Programming fundamtentals - learning how to input, process, and output data Using abstraction and decomposition to turn real world problems into computable problems. Turning numbers from the denary sytem into the binary & hex number system.	CPU architecture - how the CPU processes data and the hardware required. Understanding the difference between general purpose computers and embedded systems. Learning the different types of storage devices, and their characteristics. Python - using lists to store and retrieve data.	Text, image, and sound - understanding how different types of media can be stored using binary, and the limitations it imposes. Understand the difference between types of compression, and their process. Learn the method the computer uses to store negative numbers in binary. Python - creating and using subprograms to reuse sections of code.	Networks - understanding why and how computers are connected together. The hardware required, and the methods used to physically connect devices. Python - learning how to store data as a text file and reading it back into the program.	Networks - understanding how computers have rules for communication, and how these interact with each other so messages can be sent reliably across networks. Network Security - looking into how networks are vulnerable to hostile actors, and data can be intercepted. What types of malware exist and common methods to keep networks safe.	Ethical, legal, cultural and environmental impacts of digital technology are looked at with emphasis on AI. How an AI model learns, and how it can develop builtin bias through poor datasets. Students also spend time more dedicated practicing the process of the onscreen assessment.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt into algorithms and computing context. Students will have programming work seen and marked to the specification of the exam board. Students will receive a lot of help when working on the PC with verbal formative assessment in helping to develop their programming ability as they are working in class, we call this live marking. Three tracking points tests are sat per year. Each test will comprise of a theory paper and a practical programming paper, just like their actual GCSE.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly - one week students will have a programming homework to be completed in python. The following week we set written homework, where students have to apply their theory and programming knowledge to exam style questions.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	It is highly advisable for the course that students have access to their own desktop PC or laptop. They will need to have an IDE on the computer to access Python, we suggest Thonny or Mu, both free alongside Python3. There are lots of community code clubs alongside the ones run in school, for students to engage with. It would be great if they can take apart old computers at home so they become familiar with the parts inside them, sometimes students have picked up old PC's very cheaply at car boot sales and got a lot of enjoyment in taking these apart.					

BTEC DIT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Intro to the skills needed for component 1**		**Starting the live project brief for component 1, with component 3 teaching alongside**			
CURRICULUM - Big ideas/ core knowledge.	The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, **explore, develop and apply,** has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The BTEC assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course. The Explore part of the structure, Exploring User Interface Design Principles and Project Planning Techniques (component 1) internally assessed assignment 30% of the total course. This is completed in year 10, alongside some teaching for the apply section ; Effective Digital Working Practices. This is externally assessed exam 40% of the total course (component 3) the external exam sat in the Jan of year 11, so much of the teaching of this is covered in year 10.					
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	During year 10, students will get verbal feedback on their internally assessed assignment , component 1. Once this has been submitted and marked by their teacher students receive written feedback and a set period of time to make improvements. Students will also have 3 tracking point tests a year to help prepare them for the 40% external exam on component 3.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly. One-week students will have a component 1 focus homework - often this is to be completed on a PC. The following week we set written homework with a focus on component 3, where students have to apply their theory knowledge to exam style questions.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	It is highly advisable for the course that students have access to their own desktop PC or laptop. They will be able to access all their work via Google Drive.					

Textiles	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Steam Punk Top Hats**			**Stitched Portraits**		
CURRICULUM - Big ideas/ core knowledge.	To gain knowledge and understanding of Steam Punk style and imagery. Develop observational drawing skills through experimenting with a range of media, materials and techniques. Students will explore and develop skills in reduction printing, machine embroidery, reverse applique, weaving, transfer printing and mixed media textiles. Students will develop their design and make skills in the development of a mixed media Steam Punk inspired hat.			To develop knowledge and understanding of a range of textile artists that have explored portraiture in their work. Students will develop observational drawing skills refering to the work of Mark Powell, Alana Dee Haynes and others. Students will explore drawing through stitching and will experiment with a range of fabrics and other materials to create interesting surfaces and sample ideas before developing their large scale mixed media Self portrait.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to computer sofware for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Having access to a sewing machine would be disirable to enable students to develop their samples at home. Any visits to local, national or international galleries or exhibitions to help broarden the students mind and appreciation of art and the world around them.					

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Intro to comp 1**	**Intro to comp 2**	**Intro to comp 3**	**Comp 1**	**Comp 1**	**Comp 1**
CURRICULUM - Big ideas/ core knowledge.	Students will develop an understanding of the first practical component for GCSE. They are given a knowledge of the grading criteria for component 1 and given a chance to create a piece in line with this criteria. They are also asked to provide a written portfolio based on their work. They are given workshops looking at key practitioners such as Stanislavksi, Brecht and Frantic Assembly and are given the opportunity to explore a variety of stimulus within this unit. They are taught how to document their progress and evaluate their successes as part of the written portfolio.	Students will be in pairs and given a monologue and duologue to learn, rehearse and perform. They will be given the grading criteria for component 2 performance exams. They are expected to perform the monologue and duologue to an audience.	Students will study the set text of An Inspector Calls in a practical way. They will learn how to answer exam style questions and complete practice exam papers. The exam questions focus on the roles of actor, designer and director. Students will learn about 6 production areas of costume, lighting, set design, props and stage furniture, sound and staging.	Students will be provided with a wide range of stimulus and a series of workshops in order to allow them to successfully choose their final component 1 piece. They will spend lessons creating a structure and refining their ideas, they will block the piece and create monolgues etc.	Students are expected to complete their component 1 performance, they should have a clear structure and characters. They must be thinking about costumes, set, props. They need to think about the style of their piece and their dramatic aims. The piece should be finished by the end of this half term	FINAL COMPONENT ONE DEADLINE Students will be assessed for their actual GCSE performance this half term. They must be refining, polishing, adapting and listening to feedback at all points in this term. The piece should be approximately 15 minutes long (longer for larger groups). Groups should have all costume, music, props and set ready for the final assessment day.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	students will be marked /15 for the practical compoennt and /45 for their written portfolio. They will receieve verbal feedback throughout the devising process.		students will be marked on their exam responses according to the exam criteria.	students will complete the first two questions in the portfolio.	students will complete questions 3 and 4 of the portfolio	Component 1 using GCSE criteria. students are marked out of 15 for the performance and 45 for the portfolio.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be expected to learn lines, write monologues, research key ideas from stimulus and complete written portfolio.	Students must learn lines and attend rehearsals with their partner.	Students will be set regular metacognition homeworks to ensure they understand how to approach answering exam papers.	Students should be researching ideas and stimulus at home.	Students should be learning lines, completing portfolio questions and ensuring they attend one extra rehearsal per week.	Students must complete their portfolio and attend one extra rehersal per week with their group. The final submission for the entire portfolio will be after Summer holidays.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Support students in learning any scripts that come home, and completion of written work, encourage students to particpate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.					

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Theory / Performance / Composition**	**Theory / Performance / Composition**	**Theory / Performance / Composition**	**Theory / Performance / Composition**	**Theory / Performance / Composition**	**Theory / Performance / Composition**
CURRICULUM - Big ideas/ core knowledge.	In HT 1, theory lessons are to firstly, reinforce and secure student knowledge of the key vocabulary students developed flashcards for in Y9 before the summer to learn over the break. There is a strong emphasis on vocabulary testing in this first HT to bridge the gap between every student's musical vocabulary. The second theory focus is instrumentation and orchestration. Students listen and identify instruments and families of the Traditional Western Orchestra and modern Pop Music. Students are encouraged to showcase one solo performance by the end of the HT, to the class, of whatever standard, usually a piece that has already been developed prior to the start of the course. Students are introduced to effective rehearsal techniques in class and outside of special circumstance, students are expected to perform to one another for support and feedback. Students are grouped into small teams to develop an initial composition (a random object song), where lyric writing, accompaniment development and composition of melody will be assessed. This is a formative task to bond the group and reinforce key compositional techniques estalished in Year 9 and again, students will be expected to perform their composition to the class.	Students are introduced to the key concepts of this academic year, MRS. THIT (Melody, Rhythm, Structure, Tempo, Harmony, Instrumentation, Texture). Students are taught these key ideas throughought the term, covering mostly Melody and Rhythm. They are taught Melody and Rythm through notation, listening and practical challenges. Students are given an advised piece to learn based on their ability shown in HT 1. The advised piece comes from classroom guidance, peripetetic suggestions (when applicable) and exam board focus. Students more often than not must choose a piece from an exam syllabus to ensure predicted / moderated grades remain accurate throughout the year. Students once again compose in small groups, this time in groups of no more than 3 and groups of their own choosing. They must work on composing a festive song with the intention that it is to be performed in the School Christmas Concert at the end of term.	Students continue through the key concept of MRS. THIT, working on key ideas throughout the term, mostly on Structure, Tempo and Harmony, whilst also recalling ideas of Melody and Rhythm. They are taught these ideas through theoretical analysis, listening and practical tasks. Students continue working on their first advised piece, having had the Winter Break to improve on targets given from previous assesment feedback. Students perform twice, once to start the term and once to finish, to evaluate progress and rehearsal development. Students now begin writing their first individual composition, with the intention that this composition will be their first of two compositions contributing to their GCSE. They are advised and shown models of succesful GCSE compositions from the past and are taught various processes and approaches to composition.	Students continue through the key concept of MRS. THIT, recalling key ideas throughought the term on Melody, Rhythm, Structure, Tempo and Harmony, whilst also introducing Harmony, Instrumentation (including articulation and expression) and Texture. They are taught these ideas through theoretical analysis, listening and practical tasks. Students record their first performance for submission at the start of this term. Students now begin working on an alternative solo performance piece, using the rehearsal and practical knowledge they have learned over the year so far. Students now begin writing their first individual composition, with the intention that this composition will be their first of two compositions contributing to their GCSE. They are advised and shown models of succesful GCSE compositions from the past and are taught various processes and approaches to composition.	Students will still continue to be tested and recall MRS. THIT knowledge throughout the HT. The final HT of the year introduces the second Area of Study focus, 'Conventions of Pop'. This area observes Rock 'n' Roll of the 1950s and 1960s, Rock anthems of the 1970s and 1980s, Pop ballads of the 1970s, 1980s and 1990s and Solo artists from the 1990s to the present day. Again, students will look at each area through the lens of MRS. THIT, identifying key topics of each area. Students now continue working on an alternative solo performance piece, using the rehearsal and practical knowledge they have learned over the year so far, with the expectation that a recording will be submitted at the end of this HT. Students continue writing their first individual composition for GCSE submission. At this point in the year it is the student's responsibility to organise a tutorial time with their classroom teacher to flesh out and arrange their composition notes into a graded work.	Students will still continue to be tested and recall MRS. THIT knowledge throughout the HT. The final HT of the year introduces the third Area of Study focus, 'Film Music'. This area includes film music from all film genres as well as video game music and music for mood. The MRS THIT knowledge is crucial to this area of study for it is the foundation for listening and appraising. Students should now review both performances from this academic year and practice both with a final recording submitted of both by the end of the academc year. Students should have ensured some tutorial time with their classroom teacher to finalise at the very least, a recorded draft of their first composition, with detailed accompaniment, adventurous structure and developing melody lines thoughout.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Vocabulary test based off of the OCR Glossary / Listening tests on Instumentation and the Orchestra / Theory tests on basic notation and musical comprehension. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. One solo performance to the class of a piece previously learned prior to the GCSE course, with some refinement within lessons. One submission of a group composition on a random object as a performance to the class, that is subsequently recorded and analysed.	Vocabulary test based off of the OCR Glossary / Listening tests on Melody and Rhythm / Theory tests on notation of melody and rhythm. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. A solo performance to the class, of a piece that has been discussed and chosen with guidance from classroom teacher. One submission of a group composition with a festive theme, as a performance to the class and potentially to an audience in the School Christmas Concert.	Vocabulary test based off of the OCR Glossary / Listening tests on Melody, Rhythm, Structure, Tempo and Harmony / Theory tests on notation and reading scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. Two solo performances to the class of their piece chosen in HT 2, one at the start of the HT and one at the end where their progress is tracked between performances. One submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately either as a lead sheet, a garageband file or as a chord chart with lyrics / melody.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT/ Theory tests that require the annotation and comprehension of unedited scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. A solo performance recording at the start of the HT and monitoring and performance of a new alternative Solo Performance piece. One submission of a draft composition that has been developed independently, not as a performance to the class, but to the classroom teacher privately either live or as a recording.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT/ Theory tests that require the annotation and comprehension of unedited scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons with a particular focus on 'Conventions of Pop'. The marks will be shared and analysed with the students. A solo performance recording at the end of the HT of an alternative piece. Formative assessment of composition progress within student arranged tutorials, working off of direct feedback and making changes as directed throughout the term.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT/ Theory tests that require the annotation and comprehension of unedited scores. Students will also undergo recall low stake quizzes on 'Conventions of Pop'. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons with a particular focus on 'Conventions of Pop' and 'Film Music'. The marks will be shared and analysed with the students. Two solo performances that are recorded at the end of the HT for their final GCSE solo work. A final recording of a completed composition, either programmed in through Garageband or a live acoustic recording of the work.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, as their performance practice becomes more rehearsal than learning, students should apply more time to melody/lyric writing, chord progressions, structural development etc.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, as their performance practice becomes more rehearsal than learning, students should apply more time to melody/lyric writing, chord progressions, structural development etc.	Students are expected to revise MRS. THIT, but more importantly, the knowledge developed in class on 'Conventions of Pop'. If recall quiz scores and theory tests on this area of study slip, this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, but also, arrange a tutorial time with their classroom teacher to present, develop and record their composition draft.	Students are expected to revise MRS. THIT and 'Film Music'. If recall quiz scores and theory tests on this area of study slip, this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, but also, arrange a tutorial time with their classroom teacher to present, develop and record their composition draft.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate ammount of time each day.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate ammount of time each day.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible.	Parents can help with vocabulary from the OCR Glossary and can then support in testing/quizzing in preparation for classroom testing and quiz on the new area of study, 'Conventions of Pop'. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible. The most impactful parental intervention here would be to ensure a tutorial time with the classroom teacher is booked in.	Parents can help with vocabulary from the OCR Glossary and can then support in testing/quizzing in preparation for classroom testing and quiz on the new areas of study, 'The Conventions of Pop' and 'Film Music'. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible. The most impactful parental intervention here would be to ensure a tutorial time with the classroom teacher is booked in.

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Module 1 Tu as du temps à perdre?**	**Module 2 Mon clan, ma tribu**	**Module 3 Ma vie scolaire**		**Module 4 En pleine forme**	**Module 5 Numéro Vacances**
CURRICULUM - Big ideas/ core knowledge.	Students start their GCSE course by focusing on revising and extending their ability to speak, listen, read and write about themselves and their daily lives. They consolidate their knowledge of past and future tenses by describing what they did last weekend and making arrangements to go out.	Students continue to focus on their personal world but the focus shifts to describing family and friends, including revising how to descibe appearance and personality.	Students build on their Y9 knowledge of expressing opinions on school subjects and rules, by learning how to describe the progress they have made in school and describe what school used to be like, using the imperfect tense. They also practise talking about learning languages. The grammar covered in the unit includes using comparative and superlative adjectives, as well as a wider range of negative constructions.		This unit focuses on lifestyle and wellbeing with students learning to speaking, listen, read and write about sport and food. They also learn to discuss the topic of physical and mental wellbeing more widely. Speaking skills are practised through role plays at the doctor's or pharmacy.	Students consider where they would like to go on holiday and what their dream holiday would be, as well as describing past and typical holidays. They also learn about festivals in the French-speaking world. Speaking skills are developed through practising role plays set in hotels and campsites.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on the autumn term work. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on Y9 and Y10 topics. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment of all 4 skills take the form of GCSE past papers, with speaking and writing tasks adapted where necessary to take account of syllabus coverage. Assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly and is peer-marked where possible. There is always a vocabulary / verb learning task, supported by a Quizlet study set, which is assessed in class through vocabulary / verb tests. In addition, there are a number of tasks to develop students' exam skills. These are taken from a range of topics and involve link back tasks to re-activate prior learning. Often students complete reading comprehension work, but they could also be set listening and written tasks, as well as activities relating to the speaking exam, such as describing a photo.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	While a few students may be lucky enough to visit a French-speaking country during their GCSE studies, French can be brought into the home too. Services such as NetFlix, BBC I-Player and Amazon have French films and series and class teachers alert students to these where possible. Watching French films is a great way to improve pronunciation, accent and intonation. Similarly, students can access French music through YouTube and the like. Visiting an art exhibition by a French painter would give students a chance to build their cultural knowledge and see if they can translate the French titles to the paintings. Cooking has a lot of French vocabulay and spotting examples of this is a useful way of making linguistic links.					

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						**NEA- accounts for 50% of final GCSE grade.**
CURRICULUM - Big ideas/ core knowledge.	- Product evolution - Planned obsolescence - Portable energy - Analysis of products - Methods of research - Designing/drawing skills - Hand modelling skills - Flat pack furniture - Communicating ideas - modelling	- Industrial Revolution - Production Lines - QC/QA - CAD/CAT - CAD skills (Solidworks) - 6 R's, Sustainability	- Rendering - CAM - 3D printed outcomes - Intellectual property - Crowd Funding (3D printed outcome) - Anthropometrics - Ergonomics - Polymorph	- Ergonomics - Analysis of products - Specialist material area: Wood - Manufactured boards - Standard Form - processing wood - Wood Surface finishes - Types of research (primary/secondary)	- Wood modifications - Mini NEA project (independent): Mindmap, proposal, primary & secondary research, designs, feedback & hand/CAD modelling - Famous Designers: Harry Beck, Philippe Starck - Analysis of products - AR/VR	- Specialist material area: Polymers - Polymer processing (Injection moulding, blow moulding, extrusion, vacuum forming) - Production Aids - Composite materials - GCSE Mock exam - Intro final NEA,contexts released - mindmaps & project proposals.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Exam questions. TP tests. Mini project - chair design. Retreival/quizes. In class questioning. Do now task.	Mini NEA (Exploration of contexts, research (primary and secondary), design brief, initial designs, modelling skills, development of chosen design, Solidworks CAD model). Exam questions. TP tests. Retreival/quizes. In class questioning.	Exam questions. TP tests. Retreival/quizes. In class questioning. CAD modelling and CAM outcome.	Exam questions. TP tests. Retreival/quizes. In class questioning.	Exam questions. TP tests. Retreival/quizes. In class questioning. Mini NEA (Exploration of contexts, research (primary and secondary), design brief, initial designs, modelling skills, development of chosen design, Solidworks CAD model).	Exam questions. TP tests. Retreival/quizes. In class questioning. Y10 MOCK EXAM - 2hours, written exam, caluclator paper.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Practice exam questions. Research tasks. Analysis tasks.	Practice exam questions	Practice exam questions. Research tasks. Independent research for mini NEA. Drawing tasks.	Practice exam questions	Practice exam questions.	Practice exam questions. NEA - Questionnaire completion. Mood board
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.						

Food Tech	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Nutrients and food safety**	**Food Safety and Science**	**Food Science**	**Nutrients**	**Health and Food safety**	**Food Choice and Provenance**
CURRICULUM - Big ideas/ core knowledge.	**Nutritional Knowledge:** - Health and hygine - Food spoilage and bacterial contamination - Food storage - The eatwell guide - Dovetailing recipies and time planning - Carbohydrates in the diet including fibre - Carbohydrates in the diet including sugar - Protein in the diet, amino acids and classification of low biological and high biological protein sources **Practical skills:** General knife skills, Cornish pasty, Fried breakfast and timings,	**Nutritional Knowledge:** -Fat in the diet -Vitamins, minerals and water -How cooking food affects vitamins and minerals, fortification of food -Deficiencies and excess vitamins, the effects on the body including Anemia and Osteoperosis. - Cooking methods and why food is cooked - Heat transfer methods conduction, convection and radiation -The effect of different heat transfer on the taste and texture of vegetables - Energy balance, energy needs (BMR) and posrtion size. - Planning meals for specific dietry groups -Plan prepare and cook a meal for a specific dietry group. -Nutritrional analysis showing the suitability of the dish for the dietry requirement. **Practical skills:** Caramalised onions, Dextrinisation on bread. Bread making. White sauce, the egg experiment, pastry making skills, meringue, swiss roll. "COOKING VEGETABLES IN DIFFERENT WAYS knife skills 3.3.12 KNIFE SKILLS"	**Nutritional Knowledge:** - Food science protien - Food science: Egg experiment Coagulation - Write up of Egg Experiment - Food Science: Foam Formation - Food science gluten formation - Pasta making - Filleting fish - Food science: Carbohydrates: gelatinisation **Practical skills:** -Fileting fish	**Nutritional Knowledge:** -Food Science: Carbohydrates: caramalisation and dextrinisation -Write up of dextrinisation experiment -Food science: Gluten formation -Food science: Raising agents yeast -Bread making -Food science: Rasing agents mechanical and steam -Food science: Raising agents chemical -WRITE HYPOTHESIS AND AIM, SPECIFICALLY LOOKING AT VARIABLES THAT NEED TO BE CONSIDERED. -FOOD SCIENCE: RAISING AGENTS CAKE EXPERIMENT -FOOD SCIENCE: FAT SHORTENING, PLACTICITY AND AERATION -MAKING MAYONAISE, MAKING BUTTER -EMULSIONS **Practical skills:** Rough puff pastry, plant based burger production, multicultural food. -Practical: Fish Pie -Bread making -Pasta dough and pasta skills -Swiss roll -making butter -making mayonaise -white sauce and gelatinisation	**Nutritional Knowledge:** -Where food comes from -Fish farming -Food assurance schemes -Organic foods and seasonal farming - Genetically modified food - Intensive farming - Carbon footprint of food and Food miles - Food marketing - Packaging and transportation - Enzymic browning and oxidation - Micro organisms **Practical skills:** -Practise dishes for NEA1 and NEA2 -making pastry, sweet base and savoury base. - Quiche -Lemon curd - Lemon merangue pie	**Nutritional Knowledge:** - Mini NEA 2 linked to the context of bone health. - Dovetailing 3 dishes for practical mock **Practical skills:** -Practise dishes for NEA1 and NEA2 -Jam production
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	In KS4 we assess the students' knowledge by carrying out retrieval practice at the beginning of each lesson. Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Students carry out Socrative tests and TP Tests to gauge where the students are at academically. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is exam question based and is set weekly. Students are expected to spend 1 hour on each peice. Tasks will include extension of the topics covered in class, feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Connect holds lots of revision to support students with their learning. Students have the opportunity to complete homework at lunch or after hours if they need additional support or the use of our facilities.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Computer access for research purposes. Allowing the student to help prepare and make meals at home. Allowing students to help wash up at home. Visits to supermarkets, specialist food retailers, farms.					

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Crime and Punishment in Britain c.1000- present.**			**Weimar and Nazi Germany. 1918-39**		
CURRICULUM - Big ideas/ core knowledge.	The thematic study of Crime and Punishment in Britain is designed to help students understand changes and continuity across a long time period. Our study takes place in the context of crime and punishment in Britain. Our 4 periods of study are the Medieval period (1000-1500), Early Modern period (1500-1700), 18th and 19th Century Britain (1700- 1800) and Modern Britain (1900-present). Students will investigate the reasons for change or continuity across these time periods by assessing the impact of factors such as Religion, the role of Government, the impact of individuals and societies attitudes. Students will then be expected to explain the role of the different factors for what defined a crime, why different punishments were used.			As part of our GCSE study, students are expected to study a modern depth study. Our choices centre around the development of fascism in Germany. The course begins with a look into the turmoil surrounding Germany post World War One and the threats that the new Weimar democracy faced. The majority of the course will be spent investigating the actions undertaken by Hitler and the Nazi Party that eventually led to Hitler becoming Chancellor in 1933. Students will then investigate the steps taken by Hitler to create a dictatorship in Germany and will look into the different ways in which he maintained control of the people of Germany.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be assessed summatively at 3 different times over the course of the year. The first assessment will be half of an exam paper, the second will be a full Crime and Punishment paper and the third will be during mock exams, where students will sit a full Crime and Punishment paper as well as a full Weimar and Nazi Germany paper. On top of this students will also be assessed weekly during retrieval DO NOW questions. Weekly homeworks will primarily assess student ability on exam questions and knowledge recall. Live marking of exam question answers will also take place during lessons to help assess and correct misconceptions.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework will be provided every week for GCSE students. It will consist of a number of a mix of activities, but will focus on practising exam questions, with some knowledge recall. This may be adapted throughout the year after department discussions on what students most need to focus on. Homework will be used for retrieval of previous topics studied the further throughout the year we go, and there will be some interleaving of topics of Crime and Punishment & Germany after more content has been covered.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can support learning through helping students to revise and create revision material such as flashcards. These can then be used to test students in preperation for assessments / quizzes. The google drive revision page also holds a wealth of resources that parents can use to help students. This includes teacher made loom videos on content, revision guides, self assessment questions and students answer guides. All of these are designed to help improve the exam literacy of students studying GCSE history.					

Spanish	Autumn 1	Autumn 2	Spring 1/Spring 2	Spring 2/Summer 1	Summer 1/Summer 2
TOPIC/UNIT	**Module 1** **Divértete**	**Module 2** **Viajes**	**Module 3** **Mi gente, mi mundo**	**Module 4** **Mi estilo de vida**	**Module 5** **A clase**
CURRICULUM - Big ideas/ core knowledge.	Students start their GCSE course by focusing on revising and extending their ability to speak, listen, read and write about themselves and their daily lives. They consolidate their knowledge of past and future tenses by describing what they did last weekend and making arrangements to go out.	Students consider where they would like to go on holiday, as well as describing past holidays, including describing where they stayed and comparing different modes of transport. They also learn about festivals in the Spanish-speaking world. Speaking skills are developed through practising role plays set in hotels.	Students return to the topic of their personal world through describing family and friends, including revising how to descibe appearance and personality. They consider what makes and good role model and also reflect on the concept of identity.	This unit focuses on lifestyle and wellbeing with students learning to speaking, listen, read and write about sport and food. They also learn to discuss the topic of physical and mental wellbeing more widely. Speaking skills are practised through role plays at the doctor's or pharmacy.	Students build on their Y9 knowledge of expressing opinions on school subjects and rules, by learning how to describe their school day and what they would change at school. They also practise using the past tense to describe a school trip. The grammar covered also includes the use of superlatives and negative constructions.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on the autumn term work. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on Y9 and Y10 topics. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment of all 4 skills take the form of GCSE past papers, with speaking and writing tasks adapted where necessary to take account of syllabus coverage. Assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly and is peer-marked where possible. There is always a vocabulary / verb learning task, supported by a Quizlet study set, which is assessed in class through vocabulary / verb tests. In addition, there are a number of tasks to develop students' exam skills. These are taken from a range of topics and involve link back tasks to re-activate prior learning. Often students complete reading comprehension work, but they could also be set listening and written tasks, as well as activities relating to the speaking exam, such as describing a photo.				
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Things that parents can facilitate/encourage students to do at home/outside of school: - Purchasing and using revision guides - Getting into a routine of regularly using Quizlet/Duolingo every day - Using Netflix, YouTube and other streaming services to watch programmes/films in Spanish with English subtitles to practise listening/comprehension - Using YouTube / Spotify to listen to Spanish-language music - Following current affairs (in Spanish) on social media (e.g. BBC Mundo, El País) - Talking to their children about the importance of language learning, how this be helpful for future careers, travel abroad - Exploring together aspects of Spanish-speaking culture from a range of Spanish-speaking countries, this could include making traditional food, looking at traditional celebrations, art, music, etc. - Testing their children on vocabulary/grammar and especially speaking conversation questions using flashcards/booklets prepared in class - Eating out in a local Spanish-speaking restaurant and ordering the food in Spanish or travelling to a Spanish-speaking country to practise language skills, if the opportunity arises				

BTEC Performing Arts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Practitioner 1 (comp 1/2)**	**Practitioner 1 (comp1/2)**	**Practitioner 2 (comp 1/2)**	**Practitioner 2 (comp1/2)**	**Practitioner 3 (comp 1/2)**	**Practitioner 3 (comp1/2)**
CURRICULUM - Big ideas/ core knowledge.	Students will particpate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will particpate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.	Students will particpate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will particpate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.	Students will particpate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will select their best practitioner and particpate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students are assessed in every lesson through written logbooks and filmed evidence, they receive verbal feedback and are expected to write a theatre review.					Performance and presentation create a presentation that evaluates the similarities and differences between each of the practitioners/ styles.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students are expected to write up every lesson in their logbook and carry out research, they must learn lines and complete target sheets.					Create a presentation that evaluates the similarities and differences between each of the practitioners/ styles.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Support students in learning any scripts that come home, and completion of written work, encourage students to particpate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.					

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Urban Issues and Challenges - AQA**	**Urban Issues and Challenges - AQA**	**Changing Economic World - AQA**	**Changing Economic World - AQA**	**Resource Management - AQA**	**Resource Management - AQA**
CURRICULUM - Big ideas/ core knowledge.	This unit of work builds on work completed across KS3, in particular the Development unit of Y9. In this unit of work students will study the opportunities and challenges faced by urban areas in contrasting countries. Students will investigate the social, economic and environmental challenges of LIC urban areas such as Nigeria, before looking at the challenges facing UK cities (with a particular focus on Bristol) in regards to social deprivation, regeneration and environmental impacts.	This unit of work builds on work completed across KS3, in particular the Development unit of Y9. In this unit of work students will study the opportunities and challenges faced by urban areas in contrasting countries. Students will investigate the social, economic and environmental challenges of LIC urban areas such as Nigeria, before looking at the challenges facing UK cities (with a particular focus on Bristol) in regards to social deprivation, regeneration and environmental impacts.	This unit of work looks at how we judge the social and economic development of countries through a variety of development indicators. We explore the physical and historical reasons why some countries are more developed than others, before focusing on Nigeria as an example of a Newly Emerging Economy undergoing rapid development. Students will explore the reasons for and impacts on the country of Nigeria's rapid economic development, and look at stategies that can or have been used in the country to close the gap between the world's HICs and LICs. Having completed this, students will explore how the UK's economy has and is changing, moving away from an industrial economy to a service based industry. Students will consider how this has had both positive and negative impacts on the UK, and how the government is attempting to reduce national inequalities in development (i.e between the north and south of the UK).	This unit of work looks at how we judge the social and economic development of countries through a variety of development indicators. We explore the physical and historical reasons why some countries are more developed than others, before focusing on Nigeria as an example of a Newly Emerging Economy undergoing rapid development. Students will explore the reasons for and impacts on the country of Nigeria's rapid economic development, and look at stategies that can or have been used in the country to close the gap between the world's HICs and LICs. Having completed this, students will explore how the UK's economy has and is changing, moving away from an industrial economy to a service based industry. Students will consider how this has had both positive and negative impacts on the UK, and how the government is attempting to reduce national inequalities in development (i.e between the north and south of the UK).	This is the third of our human geography units. This unit focuses on the availability of food, energy and water on a national scale, looking into how our demand for these essential resources in the UK is changing. The unit then moves on to look at water availability on a global scale, examining the factors affecting water availability, the impacts of water insecurity and the strategies proposed to ensure future water sustainability in the UK and globally.	This is the third of our human geography units. This unit focuses on the availability of food, energy and water on a national scale, looking into how our demand for these essential resources in the UK is changing. The unit then moves on to look at water availability on a global scale, examining the factors affecting water availability, the impacts of water insecurity and the strategies proposed to ensure future water sustainability in the UK and globally.

ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).	Assessment will take place in multiple ways, predomnantly formatively, with regular live marking and low stakes quizzing being a major feature across all KS4 units. All lessons will begin with a 'do now' which will include deliberate practise of exam questions and/or application of knowledge/skills to retrieval questions linking back to previous learning. Lessons will consistently feature the application of knowledge/skills to exam question practice in which students will be formatively assessed through live marking and provided with whole class and 1-1 feedback. Summative assessment will be acumulative and take place three times across the academic year (our tracking points).
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	2 pieces of homework will be set per fortnight. This may be split into one per week or, for longer pieces, set a fortnightly rotation. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Available on Google Drive are knowledge organisers for both the Nigeria and Bristol sections of this topic. These are a great way to test your child on what they are learning and encourage them to retrieve information from their long term memory. In addition to this encouraging them to watch documentaries such as Michael Palin in Nigeria is a great way for them to gain an insight into life in a LIC urban area such as Lagos.	Available on Google Drive are knowledge organisers for both the Nigeria and Bristol sections of this topic. These are a great way to test your child on what they are learning and encourage them to retrieve information from their long term memory. In addition to this encouraging them to watch documentaries such as Michael Palin in Nigeria is a great way for them to gain an insight into life in a LIC urban area such as Lagos.	Parents can access the knowledge organisers available via Google Drive which can be used to test students knowledge of the topic and support their revision. Parents can also encourage students to research charities and organisations that attempt to support development in LICs such as Fair Trade to gain a better understanding of how these projects work. In addition encouraging children to speak to older relatives that may have experienced de-industrialisation and any other changes to the UK economy may provide students with some insights into the impact this had on the UK.	Parents can access the knowledge organisers available via Google Drive which can be used to test students knowledge of the topic and support their revision. Parents can also encourage students to research charities and organisations that attempt to support development in LICs such as Fair Trade to gain a better understanding of how these projects work. In addition encouraging children to speak to older relatives that may have experienced de-industrialisation and any other changes to the UK economy may provide students with some insights into the impact this had on the UK.	Available on Google Drive are knowledge organisers for this unit which provide a great way for parents to test their child's knowledge of the unit and support them with their assessment revision. In regards to food and water demand in the UK simple acitivities such as calculating the food miles of your family food shop is a great way to exemplify the UK's current demand for non-seasonal food produce, alongside discussions around water use and conservation measures in your homes.	Available on Google Drive are knowledge organisers for this unit which provide a great way for parents to test their child's knowledge of the unit and support them with their assessment revision. In regards to food and water demand in the UK simple acitivities such as calculating the food miles of your family food shop is a great way to exemplify the UK's current demand for non-seasonal food produce, alongside discussions around water use and conservation measures in your homes.

Dance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Practical- Learning set dance. Theory- safe practise and performing skills**	**Practical- duet/trio choreography practise. Theory- A Linha Curva**	**Practical- shadows and ALC performance. Theory- A Linha Curva/shadows**	**Practical- shadows and E of E performance. Theory- shadows and E or E**	**Practical- shift/breath solo. Theory- E of E and INFRA**	**Practical- shift/breath solo. Theory- E of E and INFRA**
CURRICULUM - Big ideas/ core knowledge.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lightining, costume, set, aural setting, movement content of professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.	Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.

HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strateg
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.	Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 is the set phrase they could help make sure student is repeating correctly.

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.**	**Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.**	**Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.**	**Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.**	**Physical training – Paper 1: The human body and movement in physical activity and sport**	**Physical training – Paper 1: The human body and movement in physical activity and sport**
CURRICULUM - Big ideas/ core knowledge.	Introductory unit looking at Components of Fitness - key words and definitions that underpin much of the paper 1 content. 1 - The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being. 2 - The consequences of a sedentary lifestyle 3 - Obesity and how it may affect performance in physical activity and sport 4 - Somatotypes 5 - Energy use 6 - Reasons for having a balanced diet and the role of nutrients. 7 - The role of carbohydrates, fat, protein, vitamins and minerals 8 - Reasons for maintaining water balance (hydration) and further applications of the topic area	1 - Bones and the functions of the skeleton. 2 - Structure of the skeletal system/functions of the skeleton 3 - Muscles of the body 4 - Structure of a synovial joint 5 - Types of freely moveable joints that allow different movements 6 - How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints Movement Analysis 7 - First, second and third class levers 8 - Mechanical advantage. 9 - Analysis of basic movements in sporting examples 10 - Planes and axes	1 - The pathway of air and gaseous exchange. 2 - Blood vessels 3 - Structure of the heart and the cardiac cycle (pathway of blood 4 - Cardiac output and stroke volume (including the effects of exercise). 5 - Mechanics of breathing and interpretation of a spirometer trace 6 - Aerobic and anaerobic exercise 7 - Recovery/EPOC 8 - The short and long term effects of exercise	1 - Skill and ability including classification of skill 2 - Definitions and types of goals 3 - The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimise performance 4 - Basic information processing 5 - Health and fitness recap, including the relationship between health and fitness 6 - The components of fitness - recap and retrieval - Linking sports and activities to the required components of fitness.	1 - Reasons for and limitations of fitness testing 2 - Measuring the components of fitness and demonstrating how data is collected 3 - The principles of training and overload 4 - Applications of the principles of training. 5 - Types of training- including an introduction to the analysis and evaluation task 6 - Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports	1 - Calculating intensity 2 - Considerations to prevent injury 3 - High altitude training and seasonal aspects 4 - Warming up and cooling down 5 - Application of the principles to the analysis and evaluation task
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.	4	Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.	Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.	Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.	Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitative processes which will help students develop their exam practice/strategy.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.	Parents can access the knowledge organisers available via the school website which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.

Citizenship	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Living together in the UK**		**Democracy in Action**		**Law and Justice**	
CURRICULUM - Big ideas/ core knowledge.	Theme A - Students will get to grips with who we are in the UK; specifically, tackling questions - Who is in our community? (Local & National) How are groups in our community treated?	Theme A - Students will use their knowledge from Autumn Term 1 to assess how groups in our community are treated - what is happening to the UK population, discrimination and the law and how human rights protect citizens.	Theme B - Students will tackle questions around democracy. How does voting in the UK work? What do our political parties stand for?	Theme B - Students will tackle questions around - How governments are formed? How laws are made and how our government runs the country in terms of budgets and setting agenda.	Theme C - Students will study how the law works and gain an in depth understanding of the legal system in the UK - criminal and civil law, courts, roles in the legal process.	Theme C and Revision - Students will tackle questions such as - how are youth offenders treated through the criminal justice system? And, how can we reduce crime?
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	All assessment is marked through GCSE 1-9 grading criteria. Students are given access to grading criteria and time to reflect on learning throughout the year. Exam practice in lessons. Summative assessments are in written form in the style of a section of a GCSE paper.	Exam practice in lessons. Summative assessment exam paper - Theme A end of unit.	Practice exam questions and retrieval practice quizzes.	Exam practice in lessons. Summative assessment exam paper - Theme B end of unit.	Practice exam questions and retrieval practice quizzes.	End of year mock exam on Themes A, B and C.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly homework including key word tests, knowledge organiser retrieval practice and exam practice. Activities are set alongside class work to encourage students to encode the information from their short term to their long term memories. Paper copies of the knowledge organiser booklets have been given to students.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Resources to consider purchasing (available on Arbor)- Edexel revision guide https://www.amazon.co.uk/Pearson-Edexcel-Citizenship-Revision-Workbook/dp/1292268166/ref=sr_1_1?crid=38M03PJ5B9CG4&dib=eyJ2IjoiMSJ9.N3kg17DrxWgH2RwzA99oPE_PDcp60DnL7hPITXJn34dXL1iBsogSFWwrtS4ZLr8TpJ2TnVMEYtcWFxYJvS15lLf2Tzc_TsotPm3YXqYz5KmvXjUR_YUDoMmc-GHeeuOxxISh1-ku4nMrLeb959RUAALb109Fc2T4awJVGcDfRjGbhYlbxxeAjufxaIKqAOrfwo-STGN1c0yRKT3yEWtacg.Ci6NetP6xfnVFaOgMuUq3t5-0SFJ4lpkt8P3T4lauLE&dib_tag=se&keywords=pearson+edexcel+citizenship&qid=1720518124&s=books&sprefix=pearson+edexcel+citizenship%2Cstripbooks%2C70&sr=1-1 It would greatly help students if they become engaged in current local, national and global news. They will be able to refer to specific current affairs within their exams. BBC News is an excellent resource: https://www.bbc.co.uk/news/topics/c302m85q5rjt					

SME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Abusive Relationships**	**RSE refresh**	**Careers and lifeskills**	**Wellbeing**	**Family Dynamics and Marriage**	**Technology and RSE top up**
CURRICULUM - Big ideas/ core knowledge.	Students will learn about different types of abuse that people can be subjected to in relationships, spotting the early warning signs of these and also ways to seek help if you or anyone you know is involved in an abusive relationship. Students will also look at survivor stories, and inspirational figures as part of this unit. Students will study the dangers of pornography addiction and the law around pornography.	Students will build on their knowledge and understanding of the statutory Relationships and Sex Education (RSE) curriculum through learning about: common myths and misconceptions relating to relationships and sexual health; the legal aspects of sexual activity, including consent; contraception and the prevention of sexually transmitted infections (STIs); the signs and importance of seeking urgent medical attention for testicular torsion; and the options available in relation to pregnancy, including parenting, adoption, and abortion.	Students will develop their knowledge and understanding of careers education and essential life skills through learning about: preparing for and reflecting on work experience; developing employability skills and workplace expectations; managing personal finances through budgeting; and understanding different forms of borrowing, including loans, credit cards, overdrafts, and mortgages, to support informed financial decision-making.	Students will develop their understanding of wellbeing and effective exam preparation through learning about strategies to support positive mental health, including the importance of sleep, physical activity, and self-care. They will also explore healthy ways to cope with trauma, loss, and grief, and develop an understanding of the impact that online content and digital media can have on mental health and emotional wellbeing.	Students will develop their understanding of family dynamics and marriage through learning about a range of family structures and relationships, and how these may change over time. They will explore the legal and cultural aspects of marriage, including marriage traditions in different cultures, and the law relating to forced marriage. Students will also examine the roles and responsibilities involved in parenting, different parenting styles, and the characteristics of effective parenting, as well as consider adoption and fostering and the financial costs associated with raising a child.	Students will develop their understanding of technology and contemporary issues in Relationships and Sex Education (RSE) through exploring the impact of artificial intelligence, including the creation and use of deepfakes, and the associated ethical and safety considerations. They will examine radicalisation and the influence of online communities on sexual norms, including concepts such as incel culture, and consider the impact of different societal perspectives, including gender-neutral parenting approaches. In addition, students will receive targeted revision support during mock examination periods to consolidate prior learning and strengthen assessment preparation.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	SME is not formally assessed. Assessment of knowledge and understanding is undertaken through retrieval practice quizzes and mini-whiteboard feedback.					

HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	N/A
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	BBC Teach - PSHE. For support on all the subjects we teach in the Year 10 Curriculumn please follow the below link: https://www.bbc.co.uk/teach/gcse-national-5-pshe-modern-studies/zfwtrj6
Relationships and Sex Eductaion	Please email admin@durring.com if you would like access to the curriculum resources.