Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**FOUNDATION: 1. 3D Shape:** Vertices/faces/edges, Volume of prisms, Surface area of prisms, Cones/spheres/pyramid volume and surface area, Plans and elevations, Unit conversions with area/volume. **2. Probability**: Probability scales, Finding basic probabilities, Relative Frequency, Expectyed frequency, Systematic listing, Sample space, Frequency trees, Venn diagrams, Tree diagrams. **HIGHER (as foundtion, +): 1. Probability:** Finding basic probabilities, Relative Frequency, Expectyed frequency, Systematic listing, Sample space, Frequency trees, Venn diagrams, Tree diagrams, Conditional probability with tree diagrams. **2. 3D Shapes:** Volume of prisms, Surface area of prisms, Cones/spheres/pyramid volume and surface area, Plans and elevations, Unit conversions with area/volume, Similarity with surface area and volume (frustums)	**FOUNDATION: 1. Sequences:** Generating sequences, finding a linear nth term, testing to see if a term is in a sequence, recognise geometric, fibonnaci and linear sequences. **2. Linear Graphs:** Plotting lines, vertical and horizontal lines, parallel lines, finding the equations of lines, finding coordinates of intersections. **HIGHER: 1. Data:** Pie charts, Cumulative Frequency, Box plots, Scatter graphs, Histograms. **2. Trigonometry:** Right angled trig, 3D trig, Trig graphs, Sine rule, Cosine rule.	**FOUNDATION: 1.** Measures and Real Life Graphs: Metric Conversions, Exchange rate conversions, Calculating with speed/distance/time, Calculating with density/mass/volume and pressure/force/area, Distance-time graphs. **2.** Simultaneous Equations: Adding and subtracting equations, solving simultaneous equation algebraically and graphically. **3. Similarity & Congruence:** Finding scale factors, Finding missing sides, Congruent triangles. **HIGHER: 1. Functions:** Substituting numbers, Substituting algebra, Composite, Inverse. **2. Vectors:** Column vector operations, Vector paths, Vector proofs **3. Inequalities:** Solving, Drawing and interpreting inequalities on a number line, graphing. **4: Measures & Real life graphs:** Exchange rate conversions, Calculating with speed/distance/time, Calculating with density/mass/volume and pressure/force/area, Distance-time graphs, Velocity-time graphs.	**FOUNDATION: 1. Inequalities:** Solving, Drawing and interpreting inequalities on a number line. **2. Transformations:** Reflections, Rotations, Translations, Enlargments, Describing transformations, Calculting with column vectors. **3. Bearings & Constructions:** Constructing triangles, Loci (points around a coordinate, around a line, perpendicular bisector, angle bisector), Understand and measure bearings, Find bearings using parallel line rules. **HIGHER: 1. Circle Theorems:** Know each circle theorem, Use each theorem to find missing angles. **2. Non-Linear Graphs**: Equation of circles and tangents, Recognising non-linear graphs, Proportion graphs. **3. Tranforming Graphs:** Recap four transformations, Tranforming Graphs, Turning points of quadratics.	**FOUNDATION: 1. Non-Linear Graphs:** Linear graphs recap, Quadratic graph plotting, finding roots from graphs, proportion graphs, recognising cubic and reciprocal graphs. **2. Revision for GCSEs HIGHER: 1. Bearings & constructions:** Constructing triangles, Loci (points around a coordinate, around a line, perpendicular bisector, angle bisector), Understand and measure bearings, Find bearings using parallel line rules, problems involving bearings with the cosine rule **2. Revision for GCSEs**	
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					

Photography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Urban Landscape Photogrpahy**		**GCSE AQA Externally Set task unit 2**		**Portfolio finishing and refinement - unit 1**	
CURRICULUM - Big ideas/ core knowledge.	Students will independently explore the theme through researching relevant urban photographers and experimenting with their own urban photoshoots. Students will develop personalised exploration of a range of ideas, techniques and processes refering to the work of others. Students will develop a personal 3D photographic response in 10 hours to give them a mock experience of the externally set task.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparitory period followed by 10 hours of supervised time. Students develop and investigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to invesigate ideas for a final repsonse in drawing, textiles samples, print making or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.			
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 YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevent to exam and mock exam questions, 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 broaden the students mind and appreciation of art and the world around them.					

English Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
TOPIC/UNIT please note: students at Durrington study the EDUQAS GCSE exam syllabus for Langauge and Literature	**Autumn 1** Transactional writing/ non-fiction reading / poetry **Autumn 2** Macbeth revision / non-fiction revision / anthology poetry revision		**Spring 1** Component 1 (reading contemporary fiction and creative writing); A Christmas Carol and Macbeth Revision **Spring 2** Macbeth continued / Transactional writing (articles) / unseen poetry		Final revision for GCSE exams in English Language and English Literature
CURRICULUM - Big ideas/ core knowledge.	**Non-Fiction Reading (Language):** language and structure devices; writer's intentions; reader response; analytical and evalusative responses to texts; how to write short, concise answers. **Non-Fiction Writing (Literature)**: how to write a speech, a letter, an article and a review; structure and organisation; rhetorical writing techniques; 'voice' and 'tone'; perspective/argument; spelling, vocabulary, punctuation and grammar. **Anthology Poetry (Literature):** poetry on the theme of nature: 'Blackberry Picking' and 'I Shall Return'; study of themes, ideas, poetic devices and structure	**Macbeth revision (Literature):** revise plot, Jacobean context, characterisation, themes (emphasis oo power, ambition, the supernatural), language and structure, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas. **Non fiction reading and writing revision (Language)** **Anthology poetry revision (Literature):** The Schoolboy, I Wandered Lonely as a Cloud, Blackberry Picking, I Shall Return, Origin Story, Cousin Kate, Dusting the Phone, Sonnet 29	**Component 1 non-fiction reading (Language):** revision of how to answer exam questions; embedding quotations; technical devices; making relevant inferences; writing in a concise style; exam technique and timing. **Component 1 creative writing (Language):** generating ideas; how to structure a narrative; descriptive devices (imagery, pathetic fallacy, semantic field); structural techniques such as flashbacks/flashfowards/turning points; range of sentence structures. **A Christmas Carol revision (Literature)**: revise plot, Victorian context, characterisation, themes (supernatural, the portrayal of the rivh, children), language and structure, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas. **An Inspector Calls revision (Literature):** revision of plot, context, themes (gender, treatment of Eva Smith, power), structure, characterisation, literary devices, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas. **Unseen poetry (Literature):** how to read a poem independently; language and structure techniques; themes and emotions; how to organise and structure a poetry comparison.	**An Inspector Calls revision (continued)** **Unseen poetry (continued)** **Anthology poetry revision**	Revision for final exams in English Language and English Literature. All parts of the curriculum will be covered. There will be a particular focus on areas identified as weaknesses during the mock exams
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	In-class formative assessments: 1) **Transactional writing** formative assessment exam style written response. 2) **C2 Reading** questions formative assessment - exam style written response.	Formative assessment: in-class writing practice with teacher feedback. **Mock exams:** 1) **C2 Language** (non-fiction reading and transactional writing. 2) **C1 English Literature** (*Macbeth* and *anthology poetry)*.	Formative assessment: in-class writing practice with teacher feedback. **Mock exams:** 1) **C1 English Language** during INSET in late January (fiction reading and creative writing. 2) **English Literature** during INSET in mid-March (*An Inspector Calls, A Christmas Carol* and unseen poetry).	Formative assessment: in-class writing practice with teacher feedback. **Mock exams:** 1) **C1 English Language** in late January (fiction reading and creative writing. 2) **English Literature** in mid-March (*An Inspector Calls, A Christmas Carol* and unseen poetry).	**Final GCSE exams: May / June 2027** C1 English Literature (*Macbeth*, anthology poetry) C2 English Literature (*An Inspector Calls*, *A Christmas Carol,* unseen poetry) C1 English Language (reading and writing fiction) C2 English Language (reading and writing non fiction)
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly homework, which includes: retrieval practice; flashcard creation based on quotes; revision of characters, plot, themes, authorial intent; practice writing opportunities for Language and Literature.				

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	1) Encourage students to learn quotes, create flashcards, write practice responses. 2) Encourage students to read a range of non fiction texts: newspaper, website, magazine articles, listen to speeches, read autobiography, travel writing. 3) Support with weekly homework. 4) Discuss books and the news at home. 5) Theatre trips (if possible).	1) Encourage students to learn quotes, create flashcards, write practice responses. 2) Encourage students to read a range of non fiction texts: newspaper, website, magazine articles, listen to speeches, read authobiography, travel writing. 3) Support with weekly homework. 4) Discuss books and the news at home. 5) Theatre trips (if possible).	1) Encourage students to learn quotes, create flashcards, write practice responses. 2) Encourage students to read a range of non fiction texts: newspaper, website, magazine articles, listen to speeches, read autobiography, travel writing. 3) Support with weekly homework. 4) Discuss books and the news at home. 5) Theatre trips (if possible).	1) Encourage students to learn quotes, create flashcards, write practice responses. 2) Encourage students to read a range of non fiction texts: newspaper, website, magazine articles, listen to speeches, read autobiography, travel writing. 3) Support with weekly homework. 4) Discuss books and the news at home. 5) Theatre trips (if possible).	1) Encourage students to learn quotes, create flashcards, write practice responses. 2) Encourage students to read a range of non fiction texts: newspaper, website, magazine articles, listen to speeches, read autobiography, travel writing. 3) Support with weekly homework. 4) Discuss books and the news at home. 5) Theatre trips (if possible).

Science Trilogy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Biology B2**		**Chemistry C2 and Physics P2**			
CURRICULUM - Big ideas/ core knowledge.	**Teacher 1**- Nervous system, hormonal control, controlling blood glucose levels. Reproduction and fertility, cell division, determining inherited characteristics, including inherited disorders **Teacher 2**- Communities and interdependence, competition and adaptations. Mineral and carbon cycles. Biodiversity, global warming , deforestation and peat bogs.	**Teacher 1-** Variation and natural selection.Selective breeding, genetic engineering C1/P1 revision for mocks. **Teacher 2 -** Classification, fossils and extinction, maintaining biodiversity. C1/P1 revision for mocks.	**Chemistry**- Factors affecting the rate of a reaction. Reversible reactions and dynamic equilibrium. Crude oil including fractional distillation, cracking and pollution for fuels. Analysis and chromatography. **Physics**- Vectors and scalaers, resultant forces, resolving forces, weight and centre of mass, distance and velocity time graphs, terminal velocity, forces and acceleration, forces and braking, momentum, forces and elasticity.	**Chemistry-** Evolution of the Earth's atmosphere and climate change, Earth's resources- treating water, waste water, life cycle assessments and copper extraction. Revision for GCSEs. **Physics-** Magnets, electromagnets, motor effects, Waves, reflection, infra-red radiation, electromagnetic spectrum. Revision for GCSE's	Revision for GCSE exams.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessments based on past paper questions. 1 assessment for teacher 1 on the nervous and hormal system and teacher 2 on communities and interdependence.	Cummulative assessment based on past paper questions. Teacher 1 assessment on genetics and teacher 2 assessment on biodivesity. These are followed by a B2 mock.	Cummulative assessments based on past paper questions.	Mock on chemistry unit 2 and physics unit 2.		
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 quesitons on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough ones.					

Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**Nervous system**, reflexes, reaction time practical, the eye, myopia and hyperopia **Hormonal control**- Blood glucose, temperature control, osmoregulation, kidneys, dialysis, transplant. **Reproduction**- reproductive hormones , fertility and plant hormones.	Plant hormones, sexual and asexual reproduction.B1 revision for mocks.	**Reproduction-** DNA and protein synthesis, inheritance and sex determination, inherited disorders. **Variation** -variation and natural selection, speciation, classification, fossils and extinction, cloning, genetic engineering. **Ecology** - communities, distribution, food chains, biomass and competition.	**Biodiversity-** adaptations, decay, carbon and water cycle, biodiversity, air and water pollution, deforestation, peat, food efficiency, overfishing, mycoprotein and biogass. Revision for GCSE exams.	Revision for GCSEs.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment based on past paper questions on the nervous systems.	Cummulative assessment based on past paper questions on the hormonal system. Mock on biology unit 1.	Cummulative assessment based on past paper questions on genetics.	Cummulative assessment based on past paper questions on genetics. Mock on biology unit 2.		
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, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visit the Science and Natural History Museums, visit the Booth Museum, watch documentaries, in particluar David Attenborough ones.					

Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Chemistry unit 2**					
CURRICULUM - Big ideas/ core knowledge.	**Rates-** Rates, required practical, reversible reactions, equilibrium, Haber process. **Crude oil-** fertilisers, fractional distillation, cracking, alkenes, complete and incomplete combustion and pollution from fuel.	**Organic chemistry-** alkenes, alcohol, carboxyllic acid and esters. Revision for C1 mock.	**Polymers-** natural and synthetic polymers, properties of polymers. **Analysis-** testing ions, chromatography. **Earth's atmosphere-** evolution of the atmosphere, climate change. **Earth's resources-** water.	**Earth's resources-** Treating waste water, life cycle assessment, alloys, rusting, copper extraction. Revision for GCSE exams.	Revision for GCSE exams.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment using past paper questions, based on crude oil.	Chemistry unit 1 mock.	Cummulative assessment using past paper questions, based on organic, polymers and analysis.	Cummulative assessment using past paper questions, based on the Earth's atmosphere and resources Chemistry unit 2 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 quesitons on that topic as well as quesitons on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visiting Science Museum, Natural History and Booth Museums. Watching documentaries for example the BBC documentary a volatile history, or other relevant documentaries.					

Physics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Physics unit 2**					
CURRICULUM - Big ideas/ core knowledge.	**Forces in motion-** Vectors and scalars, resultant forces, resolving forces centre of mass, moments. **Forces and acceleration-** terminal velocity, forces and braking, momentum, impact forces. **Forces and elasticity-** Hooke's law. Distance time graphs.	**Forces and acceleration-** velocity time graphs, acceleration. Forces and pressure- pressure in liquids. Revision for P1 mock.	**Electromagnetism-** magnetic fields, motor effect, generators and transformers. **Waves-** properties of waves, sound. **Electromagnic spectrum-** uses and dangers. **Waves-** light.	**Waves-** reflection and refraction, lenses and magnification. **Space-** solar system, life cycle of a star, expanding universe. Revision for GCSE exams	Revision for GCSE exams.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment on forces based on past paper questions.	Cummulative assessment on electromagnetism based on past paper questions Unit 1 physics mock.	Cummulative assessment on waves based on past paper questions.	Physics unit 2 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 quesitons on that topic as well as quesitons on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Visiting the Science Museum, the Natural History and Booth Museum, exhibitions on scientists. Watching relevant documentaries, such as ones by Brian Cox on the universe.					

Graphics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Mock exam - Contemporary & Traditional Japanese Design - final unit of Portfolio**		**GCSE Externally Set task unit 2**		**Portfolio finishing and refinement - unit 1**	
CURRICULUM - Big ideas/ core knowledge.	Traditional and Contemporary Japanese art,culture graphic design, sculpture and architecture are studied via a range of media including drawing in pen, pencil, watercolour, print making and collage. Students investigate work from a range of sources traditional and contemporary and are offered first hand observational opportunities in the V&A museum visit. Students then respond to the project of designing a banner or comic book page which should address the blend of contemporary and traditional visual themes and images. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making or mixed media.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparitory period followed by 10 hours of supervised time. Students develop and invistigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making sculpting or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources'. A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.		
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 YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task) Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevent to exam and mock exam questions, 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 facitities 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 enahnce 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.					

Business	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	**2.3.1, 2.3.2, 2.3.3, 2.5.1, 2.5.2**	**1.5.4, 2.5.2, 2.5.3, 2.5.4**	**1.5.5, 2.1.3, 2.1.4**	**Revision, 9 marker/12 marker focus.**	**Revision and Exam prep**	**Revision and Exam prep**
	Year 11 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.					
CURRICULUM - Big ideas/ core knowledge.	Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes. Production Processes - job, batch and flow. Impact of technology on production. The concept of quality and quality control systems.	Importance of motivation. The impact of the economic climate on businesses such as unemployment, exchange rates and government taxes. How businesses recruit people. Different job roles and responsibilities. How and why businesses train and develop employees.	The importance of external influences on business like economic climate. The impact of globalisation on businesses like tariffs, exports and competing internationally. The impact of ethical and environmental considerations on businesses and how it affects their activities. e. g. pressure groups and sustainability.	Revise common topics that are challenging. Completion of Case study from FT. Focus on small and global businesses.	Revise topics that are challenging. Complete past papers linking to exemplar answers.	Revise topics that are challenging. Complete past papers linking to exemplar answers.
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 fortnightly, 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 retrained this information. The homework's 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.	Students need to have the abillity to apply business knowledge to a number of different scenarios. An understanding of business news - trends, popular products, the economy would all help students to understand the influences on business. Read FT for up dates on businesses and economy. Watching the news regularly, discussing the environment, influences such as interest rates, inflation, unemployment rates etc would all be benficial.					

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Mock Exam : Classical and Surreal Art / People and Places**		**Externally set assignment (fine Art) AQA component 2**		**Portfolio finishing and refinement - unit 1 (refer to year 10 units of coursework and mock)**	
CURRICULUM - Big ideas/ core knowledge.	Classical and Surreal art are studied via a range of media including drawing in pen, pencil, oil pastle, watercolour, acyrlic, print making, photography, sculpture. Students invesigate work from a range of surreal artists including Salvador Dali, Rene Magritte, Giorgio de Chirico and contemporary photographers: Antonio Mora, Alexander Bellissimo and John Stezacker. Having invesitaged classical sculpture and surealist art students respond to the theme 'Out of Place' with a focus on either self portrait, still life or figures. Students are encouraged to work to their strengths to investigate ideas for a final repsonse in drawing, painting, print making sculpting or mixed media.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparitory period followed by 10 hours of supervised time. Students develop and invistigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making sculpting or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.		
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 YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevent to exam and mock exam questions, 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 way of taking their own photographs. 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.					

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**1.6 and python**	**1.5 and python**	**2.5 & Python**	**2.2 , 2.1 & python**	**Exam Revision and prep**	**Exam Season**
CURRICULUM - Big ideas/ core knowledge.	Ethical, legal, cultural and environmental impacts of digital technology and boolean logic in python is taught where students look at the three logic gates.	Systems software, utility software and operating system . Students start to look at testing their programs and learning the key to spotting logic and syntax errors.	Programming languages and IDE's . Machine code and high and low level code. Functions in Python are taught.	Using SQL and searches and sorts algorithms. Defensive design in Python.	Misconceptions are covered, this will be individual per student, based on the data from their tests and in class learning. Lots of practice on reading and writing algorithms, students will cover all the topics again in a series of revision lessons. Exam questions will be the focus.	
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 have fortnightly algorithm to write either by hand or in Python, which are marked. 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 programming in class, we call this live marking. 3 tracking points tests are sat per year following the format of the exam board questions in taking these part.					GCSE exams will be sat.
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 an algorithm homework - often this is 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					Revision from google classroom, revision books, and online Smart Revise (a paid revision site we have a licence for).
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 Pycharm, 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 part.					Test students using their flash cards, ensure they have a quiet space to work and that they are focused. Encourage students to attend masterclasses and or ask for extra help if needed.

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Component 2**	**Component 2**	**Component 2 and 3**	**Component 3**	**Component 3**	
CURRICULUM - Big ideas/ core knowledge.	Students will be given their final scripts for the performance exam. They will spend this half term blocking their scenes, learning lines and researching styles etc. They will also attend a piece of live theatre to support their theatre review section of the exam.	Students will be finalising their component 2 performances. They will perform to other groups and teachers and act on the advice given. They will ensure they have all music, costume and set, props for their pieces. They will also have one theory lesson a week where they will embed their knowledge of An Inspector Calls and how to answer exam questions.	FINAL COMPONENT 2 EXAM Students will complete their final performance exam (20%) to an external examiner. They will perform two extracts from the same text which they will have been rehearsing for the previous term. They must have costume, sound, lighting cues all written on their scripts.	Preparation for component 3 written exam - students will study the set text of An Inspector Calls. 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. They will also undertake lesson on the theatre review aspect of the exam.	FINAL COMPONENT 3 WRITTEN EXAM (40%)	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be given verbal feedback on their progress in relation to the GCSE grading criteria.	Students will be assessed on their component 2 performances and will complete a mock exam in December.	GCSE exam assessment (marks are not shared with the centre in any form until results day).	Students will be marked on their exam responses according to the exam criteria.	GCSE exam assessment (marks are not shared with the centre in any form until results day).	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be expected to learn their lines and attend additional rehearsals in their groups/ pairs.	Students will be completing their revsion for An Inspector Calls and theatre review. They will also be learning their lines and attending extra rehearsals for component 2.	Students will be attending rehearsals and know their pieces thoroughly.	Students will be set regular metacognition homeworks to ensure they understand how to approach answering exam papers.	STUDENTS MUST ENSURE THEY HAVE 500 WORDS OF DETAILED NOTES IN RELATION TO THE THEATRE REVIEW WHICH THEY CAN TAKE IN TO THE EXAM.	
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 homework, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.					

BTEC Performing Arts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Icomponent 1 - performing a scripted piece, Exploration, research and rehearsing including reflective logbooks and evaluation .	Performance of component 1 and completing evaluations	Introduction to component 3 - external brief released from exam board.	Students are finalising thier external component 3 and completing written tasks	FINAL COMPONENT 3 EXAM	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be given verbal feedback on their progress in relation to the BTEC grading criteria.	Students will be given verbal feedback on their progress in relation to the BTEC grading criteria. Mock written work is marked and feedback given.	Students will be given verbal feedback on their progress in relation to the BTEC grading criteria.	Performances of sections of pieces throughout lessons, verbal feedback given and students act on feedback immediately		
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be expected to learn their lines and attend additional rehearsals in their groups.	Students will be expected to learn their lines and attend additional rehearsals in their groups.	Students will be expected to learn their lines and attend additional rehearsals in their groups.	Students will be expected to learn their lines and attend additional rehearsals in their groups.		
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.					

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**NEA- accounts for 50% of final GCSE grade.**	**NEA- accounts for 50% of final GCSE grade.**	**NEA- accounts for 50% of final GCSE grade.**	**NEA - deadline MAY**	**Revision**	
CURRICULUM - Big ideas/ core knowledge.	-NEA (investigating contexts, primary & secondary research, product analysis) - NEA (writing a design brief and specification)	- NEA (generating design ideas) - Systems - Smart Materials - Sustainability (6 R's, energy sources, disposal, life cycle)	- NEA (developing design ideas, realising design ideas) - Analysis of products - Sustainability (6 R's, energy sources, disposal, life cycle) - Famous Companies - Dyson, Alessi	- NEA (testing and evaluting) - Tools & manufacturing process (specialist material areas Timbers & Plastics) - Scales of production & JIT - Fabricating Wood - Textiles	- Systems - Tolerance - Technical textiles - Mechanical devices (levers, linkages, pulleys) - Material usage/wastage/tesselation - General revision, exam technique & misconceptions.	n/a
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Exam questions. TP tests. Retreival/quizes. In class questioning. NEA current working grade.	Exam questions. TP tests. Retreival/quizes. In class questioning. NEA current working grade.	Exam questions. TP tests. Retreival/quizes. In class questioning. Mock exams. NEA current working grade.	Exam questions. TP tests. Retreival/quizes. In class questioning. NEA total marks submitted.	Exam questions. TP tests. Retreival/quizes. In class questioning.	n/a
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. Data collection for NEA.	Practice exam questions. Research tasks (NEA). Analysis tasks.	Practice exam questions.	Practice exam questions.	Revision	n/a
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	- Computer access for research and CAD software purposes. Solidworks student license available from EWa to install. - Visit design exhibitions. - Allow students to develop their practical skills around the house eg: assembling furniture, decorating, modelling kits etc. - Encourage students' involvement when purchasing furniture/lighting particularly if visiting shops. - Encourage viewing of design/architectural/engineering shows such as: grand designs, the repair shop, interior design masters, Abstract: The art of design, Tiny House Nation, Tesla-Master of Lightning, Genius on Hold, Sling Shot, Extreme Engineering etc.					

Food Tech	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**NEA1**	**NEA1**	**NEA2**	**NEA2**	**Revision**	
CURRICULUM - Big ideas/ core knowledge.	NEA1 brief released by AQA (1st September) - students begin their 10 hour food investigation task. Students are required to write a report of 1500-2000 words. **The NEA1 is 15% of the students final GCSE grade.** Students will recieve a mark /30. The students will be marked as follows: **Section A** -Research (6 marks) **Section B** - Investigation (15 marks) **Section C** - Analysis and evaluation (9 marks)		NEA2 brief released by AQA (1st November) - students begin their 20 hour food preparation task which include trial dishes, analysis and ending in a 3 hour practical session to make three dishes. Students need to create a portfolio incuding photographic evidence. **The NEA2 is 35% of the students final GCSE grade.** The students will be marked as follows: **Section A** -Researching the task (6 marks) **Section B** - Demonstrating technical skills 1(8 marks) **Section C** - Planning for the final menu (8 marks) **Section D** - making the finadishes (30 marks) **Section E** - Analysis and evaluation (8 marks)		Nutrients - Protein, fats, carbohydrates, vitamins, minerals, water Health Food Science Food Safety Food Choice Food Provenance - General revision, exam technique & misconceptions.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is carried out every lesson through verbal formative feedback and questioning through 121 discussions and group critiques. Assessment and Critqe is carried out during practical lessons on the dishes the students make and take pictures of. Teachers use the information gathered by the assessment elements in the lesson to reflect and respond accordingly allowing us to address any misconceptions. We use both self and peer assessment to allow students to develop their own skills in reflecting on what they and others have done which helps them to identify where they need to improve. Both classwork and homework is marked using GCSE 1-9 criteria.					
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 and revision to ensure students are ready for the exams. 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.	It would be beneficial if students had access to a computer / laptop at home for research purposes. Allowing students to get involved at home to help prepare, make a meal as well as washing up all, to a high standarad. Encouraging students to attend supermarket visits with you and for them to gather the items they require for their food practical lessons themselves. Visits to farms and specialist food retailers would be advantageous.					

BTEC DIT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Intro to the skills needed for component 2 alongside revision for component 3.**		**Starting the live project brief for component 2.**			
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, component 1, was covered in Yr 10 . The **develop** part of the structure of the course is Collecting, Presenting and Interpreting Data, this is an internally assessed assignment and 30% of the total course. This will be completed by Easter of Yr 11. The final unit focuses on applying part of the course, this is an externally assessed exam 40% of the total course (component 3) the external exam sat in the Jan of year 11, therefore lots of revision at the start of year 11.					
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	During year 11, 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	**Human anatomy textiles - Mock exam**		**GCSE AQA Externally Set task unit 2**		**Portfolio finishing and refinement - unit 1**	
CURRICULUM - Big ideas/ core knowledge.	Students will independently explore the theme through researching relevant textile artists, drawing, photography and textile sampling. Students will develop personalised exploration of a range of ideas, materials, techniques and processes refering to the work of artists. Students will develop a personal textile response in 10 hours to give them a mock experience of the externally set task.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparitory period followed by 10 hours of supervised time. Students develop and invistigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final repsonse in drawing, textiles samples, print making or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.		
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 YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevent to exam and mock exam questions, 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 equiptment 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 desirable to enable students to develop their samples at home. 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.					

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Theory 4 out of 5 / Performance/ Composition (tutorials and 1 out of 5)**					
CURRICULUM - Big ideas/ core knowledge.	In HT 1 theory lessons are to firstly, reinforce and secure student knowledge of Baroque, Classical and Romantic Music. 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 the concerto through time. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students are introduced to the composition brief from the exam board where lyric writing, accompaniment development and composition of melody will be assessed. This is a composition task which will be submitted for the GCSE.	In HT 3 theory lessons will focus on Rhythms of the World. Students will be introduced to the key vocabulary, listening examples and exam questions linked to these two areas of study. Interlinking these style will be one recap lesson on conventions of pop, concerto through time and film music.Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. By the mock exam all students must have submitted a recording for either solo or ensemble. Students continue writing their brief 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.	In HT 3 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students continue writing their brief 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.	In HT 4 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students continue writing their brief 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.	In HT 5 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. All coursework completed. All coursework completed.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will complete weekly glossary tests, exam exercises in exam conditions. They will complete an exam paper Nov 20 in exam conditions with marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. They will complete an exam paper Jun 19 in exam conditions with marks and marks schemes shared and analysed.Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody.Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. 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.	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. 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 will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. 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 will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. 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 will be set fortnightly exam technique homework and musical dictation. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. 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 will be set fortnightly exam technique homework and musical dictation exercises. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam.	
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Resources to be used at home. B&W Revision guide. Flashcards. Beige CGP booklet. 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 30 mins 5x a week	Resources to be used at home. B&W Revision guide. Flashcards. Beige CGP booklet. 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 30 mins 5x a week	Resources to be used at home. B&W Revision guide. Flashcards. Beige CGP booklet. 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 30 mins 5x a week. 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.	Resources to be used at home. B&W Revision guide. Flashcards. Beige CGP booklet. 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 30 mins 5x a week	Resources to be used at home. B&W Revision guide. Flashcards. Beige CGP booklet. 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.	

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Module 5 Part 2 Numéro Vacances**	**Module 6 Notre planète**	**Module 7 Mon petit monde à moi**	**Module 8 Mes projets d'avenir**	**Revision and final exams**	**N/A**
CURRICULUM - Big ideas/ core knowledge.	Students describe past and typical holidays. They also learn about festivals in the French-speaking world. Speaking skills are developed through practising role plays set in tourist offices, hotels and campsites. Writing development focuses on using 3 time frames accurately, as well as including uncommon language.	Students are able to understand vocabulary for a wide range of environmental problems and articulate the greatest threat to our planet and why. They can describe what they and those around them do to help the environment, including specific examples of what they have done in the past. They can use the conditional tense to say what they and others could do differently in the future.	Students learn how to describe where they live and their region using more sophisticated vocabulary and grammar than at KS3, including describing their dream house. They practise using the past and future tenses to describe places they have visited and where they will go in the future. Students also learn how to give and understand directions. Role plays focus on the context of shopping.	Students expand their knowledge of jobs and describing workplaces and future plans. They are able to express a wide range of opinions about which jobs they would like and would not like to do and why, as well as describing the skills needed for different jobs.	Focused revision is undertaken for all 4 skill areas with a forensic focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions. Speaking preparation focuses on read aloud tasks, role plays, photo description and general conversation preparation, while writing preparation hones planning strategies and the incorporation of high quality language.	N/A
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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Mock exams in all 4 skills take the form of GCSE past papers which are marked and graded 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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Assessments in 2 skills (writing and either reading or listening) take the form of GCSE past papers which are marked and graded 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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Terminal GCSE exams are taken and externally marked.	
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 is 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. As the exams approach, homework shifts to focus on specific preparation e.g. learning speaking booklet responses.					
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 will 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.					

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
TOPIC/UNIT	**Module 6** **Mi barrio y yo**	**Module 7** **Un mundo mejor para todos**	**Module 8** **El futuro te espera**	**Revision Lessons and Exam Practice**	**Exam Practice** **Final Exams**
CURRICULUM - Big ideas/ core knowledge.	Students learn how to describe where they live and their region using more sophisticated vocabulary and grammar than at KS3, including describing how places have changed. They practise using the past and future tenses to describe places they have visited and where they will go in the future. Students also learn how to give and understand directions. Role plays focus on the context of shopping.	Students are able to understand vocabulary for a wide range of environmental problems and articulate the greatest threat to our planet and why. They can describe what they and those around them do to help the environment, including specific examples of what they have done in the past. They can use the conditional tense to say what they and others could do differently in the future. They also learn to discuss a range of social issues and what people can do to address them.	Students expand their knowledge of jobs and describing workplaces and future plans, including how the world of work is likely to change in the years to come. They are able to express a wide range of opinions about which jobs they would like and would not like to do and why, as well as describing the skills needed for different jobs. They also consider the advantages of learning languages.	Revision lessons are planned to provide retrieval practice for Y10 topics and key vocabulary and grammar, as well as practising exam skills. There is a tight focus on exam preparation and practice and students are encouraged to develop their metacognitive skills to evaulate their strengths and areas for development, as well as responding to feedback from their teacher.	Focused revision is undertaken for all 4 skill areas with a forensic focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions. Speaking preparation focuses on read aloud tasks, role plays, photo description and general conversation preparation, while writing preparation hones planning strategies and the incorporation of high quality language.
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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Mock exams in all 4 skills take the form of GCSE past papers which are marked and graded 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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Assessments in 2 skills (writing and either reading or listening) take the form of GCSE past papers which are marked and graded 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 will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Terminal GCSE exams are taken and externally marked.
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 is 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. As the exams approach, homework shifts to focus on specific preparation e.g. learning speaking booklet responses.				
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 sentence builders from lessons to test students on sentence chunks (students take revision books home or access these through Connect) - 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				

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TOPIC/UNIT	**UK Physical Landscapes - Coastal landscapes- AQA & Fieldwork - Paper 3 - AQA**	**UK Physical Landscapes Glacial Landscapes - AQA**	**Living World - Ecosystems**	**Natural Hazards Tectonics - AQA**	**Natural Hazards - Atmospheric - AQA**	**Pre-Release and Revision**	
CURRICULUM - Big ideas/ core knowledge.	Focusing on the Jurassic coastline of Dorset, we examine the physical processes that shape our coastline, learning how to provide detailed and sequential explanations of how landforms are created. We then study in detail the variety of hard and soft engineering strategies available to protect coastal areas from erosion, before evaluating the strategies used in Bournemouth as a case study of coastal defence. This term also focuses on part one of Paper 3 - fieldwork. As part of the course students have to undertake a day's fieldwork collecting data about from a physical and urban area. This is completed under the supervision of teachers on Worthing beach and in Worthing town. Lessons either side of the fieldwork will revolve around planning the data collection, risk assessing the trip, presenting the data, making conclusions based on the data and evaluating the reliability of the fieldwork.	This unit examines the evidence that much of the UK was once glaciated during the last ice age. It uses UK landscape such as the Lake District to learn about how glaciers form, move and shape our landscape, before going on to explain the formation of various glacial landforms of erosion and deposition. The unit of work ends by looking at the Lake District as an example of a previously glaciated landscape. Initially the focus is on the different land uses/economic activities available in the Lake District, before focusing on the impact of tourism and the management of these impacts.	Students will learn the component parts of an ecosystems from biotic to abiotic, and how these interact with each other. Students will then develop a detailed understanding of the global atmospheric circulation and the role this plays in biome distribution. Students will then explore how tropical rainforest and hot desert plants/animals are adapted to their environment, before looking at the human threats to the Amazon rainforest and Sahara Desert, and how these are being managed.	Students will study the structure of the earth and how this causes continental drift. They will explore each of the main plate boundaries and the tectonic hazards that can occur at these boundaries. Students will also study case studies of earthquakes in contrasting countries around the world to understand the extent to which wealth affects the devastation caused by an earthquake, before completing the unit by looking at ways we can reduce or manage the risk posed by tectonic hazards.	The second half of the hazards unit looks at atmospheric hazards. The unit of work begins by revisiting the global atmospheric circulation system, before explaining the formation of tropical storms and studying the impacts and responses to a tropical storm case study. Following this we examine the potential impacts of climate change on storm intensity and frequency, before also examining the increased potential for extreme weather events in the UK with our ever changing climate. The unit of work is completed by studying the natural and human drivers of climate change, the evidence we have for climate change and how we can mitigate and adapt to climate change in the future.	The final part of the GCSE course is to study what the exam board call the "Pre-Release". This is a document that is released to the school and students 12 weeks prior to the final geography exam. The document has a variety of resources and figures about a geographical issue related to a part of the students course from the last two years. Students analayse this resource and then will be asked to use information from the resource when answering questions on the geographical issue in the exam. Following completion of this students will have the opportunity to revise previous content.	
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).	Formative assessment will be ongoing in lessons up until the summer exams.		

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 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. Visitng our local coastal areas such as Seven Sisters and even Worthing beach are a great way to observe coastal processes such as longshore drift. If you go in different weather conditions such as calm vs windy days you will also be able to see the difference between constructive and destructive waves. A bit further afield but visits to the Jurassic Coast, Bournemouth or Barton On Sea are great ways for students to actually see the places we are studying. Also available on the VLE are knowledge organisers for both the physical and human fieldwork which can be used to test student knowledge of their fieldwork enquiries. Also visiting the beach and the town centre and discussing with your child what they did, how they did it and what they found out would be a great way to keep the fieldwork live in their minds.	Available on Google Drive are knowledge organisers for this unit which provide a great way for parents to test their knowledge of the unit and support them with assessment revision. Visiting glaciated landscapes is a little more difficult than coastal areas, but if the opportuniy arises visiting places such as the Lake District would be a great opportunity for our students to see these landscapes in the flesh. Alternatively you can visit these landscapes remotely via Google Earth while Arc GIS systems provide a free virtual tour of the impacts of tourism in the Lake District - https://www.arcgis.com/apps/MapJournal/index.html?appid=24c8f9e6379c4686987cf6f1ae61787d	Available on Google Drive are knowledge organisers for both the Amazon and Sahara case studies, which provide a great way for parents to test their child's knowledge and support them with assessment revision. The local environment also offers many opportunities for enhancement with places like the South Downs National Park offering a vast amount of free education facilities on how ecosystems work and function with human interaction.	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. Students should also be encouraged to keep up with current affairs and read any news stories regarding natural hazards occurring around the world. The Natural History Museum also has a great Hazards exhibition.	Students will be sent home with a copy of the pre-release document and it will be available on their connect homework system. If time allows, one of the most beneficial things for parents to do is to familiarise themselves with the pre-release document and the resources within it and then discuss the content with their child. It is important that students become highly familiar with the content of the pre-release.	

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Superpower relations and the Cold War 1941-91**		**Anglo Saxon and Norman England 1060-1088**		**Revision**	
CURRICULUM - Big ideas/ core knowledge.	Year 11 begins with a 50 year period study of the Cold War. The Cold War still holds significance in todays world and students will investigate the main conflicts that led to the new world order. The chronological sequencing of the events is particularly important and students will be expected to explain why certain events happened or what the consequences of events were. Topics studied include the Berlin Blockade and eventual building of the Berlin wall, the Cuban Missile crisis as well as the eventual collapse of the Soviet Union.		The British depth study part of the History GCSE centres around the last time England was succesfully invaded. Most students will have a basic understanding of this time period from previous studies at key stage 3, but the GCSE is designed to help students look in depth at the time period in order to explain the complexities of how society changed during the short period of study. Students will investigate what Anglo Saxon England was like before the Norman invasion and then about the changes that take place to help William consolidate his power. These include events such as the Harrying of the North.		As soon as we have finished teaching the content for the Anglo-Saxon and Norman unit, we move into a revision curriculum. This will be fluid and based on the emerging needs of the cohort based on assessment data and teacher judgement. We will aim to cover as much content as we can in revision and practice the key skills required for the exam.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students are continually assessed throughout the course of the year through quizes at the start of lessons as well as weekly homeworks. During the period of study students will sit a full exam paper for Super Power relations as well as Anglo Saxon and Norman England. Alongside this during December, students will also sit mock exams which will also include a full Crime and Punishment and Germany papers.					
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, with interleaving of topics of Crime and Punishment, Germany & Cold War.					
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.					

Dance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Practical-Performance component Theory-Shadows (Professional works)**	**Practical-Performance piece and refinemanet of set phrase Theory-Emancipation of Expressionism professional works**	**Practical-Choreogrpahy. Theory-Compare and contrast 12 mark questions. 6 mark professional works movement content**	**Practical-Choreography. Theory-exam technique for all 3 sections of the paper**	**Practical-Assessment. Theory all 3 secions of the paper and exam technique**	
CURRICULUM - Big ideas/ core knowledge.	Students to learn performance piece - duet/trio. 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 refine performance component. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works. Assessed Performance of set phrases and duet/trio	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.	Focused revision is undertaken for all key GCSE dance topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	Focused revision is undertaken for all key GCSE dance topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	
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.	
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	
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.	

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.**	**Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport.**	**Coursework - Performance analysis assessment (analysis and evaluation) – 25 marks**	**Final revision before the summer exams.**	**Final revision before the Summer exams**	
CURRICULUM - Big ideas/ core knowledge.	1 - Examples of and evaluation of the types of feedback and guidance 2 - Arousal and the Inverted U theory 3 - Application of how optimal arousal has to vary in relation to the skill/stress management techniques 4 - Aggression and personality 5 - Intrinsic and extrinsic motivation, including evaluation of their merits	1 - Engagement patterns and the factors affecting them 2 - Commercialisation, sponsorship and the media 3 - Positive and negative impacts of sponsorship and the media 4 - Positive and negative impacts of technology 5 - Conduct of performers and introduction to drugs 6 - Sporting examples of drug taking 7 - Advantages/disadvantages to the performer/the sport of taking PED's 8 - Spectator behaviour and hooliganism, including strategies to combat hooliganism	Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.	Focused revision is undertaken for all key GCSE PE topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	Focused revision is undertaken for all key GCSE PE topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	
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.	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.	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.	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.	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.	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.

Citizenship	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Power and Influence**		**Citizenship Action**		**Revision**	
CURRICULUM - Big ideas/ core knowledge.	Theme D - Students will tackle questions around - democracy, political participation, global organisation including: NATO, The UN and The WHO. The study of the Media and how the Media supports democracy.	Theme D - Students will tackle questions around - democracy, political participation, global organisation including: NATO, The UN and The WHO. The study of the Media and how the Media supports democracy.	Theme E - Students will complete a unit looking at advocating a cause in their local community. This will include independent research and completing group work.	Theme E - Students will complete a unit looking at advocating a cause in their local community. This will include independent research and completing group work.	Revision based on pre-released materials from the exam board focusing of areas assessed as requiring further intervention	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Exam practice in lessons. Written exam based on Theme D.	Exam practice in lessons. Written exam based on Theme D.	Retrieval practice, key word testing, deliberate practice in lessons.	Retrieval practice, key word testing, deliberate practice in lessons.	Retrieval practice, key word testing, deliberate practice in lessons.	
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	**CVs, Interviews and planning for jobs**		**Physical Health + Mental Health**	**Study Skills**		
CURRICULUM - Big ideas/ core knowledge.	All students to have a completed CV, This will be completed on Xello. Lessons will be spent looking at career paths that interest the students and where they plan on continuing their education next year. Including information about applying to colleges and apprenticeships and looking at Universtity options		Students will then identify the similarities between physical and mental health and to encourage open discussion about mental health and what may impact on this. Common mental health disorders will also be discussed as well as ways to look after their own mental wellbeing. To look at health checks and services that students should visit a GP for in the future e.g. smear tests and to look at how they can check their own bodys for signs of illness	Students to be aware of how to check their physical health and when to seek medical help. Towards the end of the half term students will focus on the revision for GCSE subjects. To include revision strategies from the learning scientist.		
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.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Support with completion of college/ apprenticeship applications. The careers department at the school are also happy to speak with parents/ carers to offer guideance and support on how to do this. Attend open evenings at local colleges. Encourage students to access Childline Mental health support pages and App. Apps like 'calm' also have useful mindfullness exercises to help with anxiety and exam stress.	The NHS website has many helpful pages, in particular for cancer checks - Breasts: https://www.nhs.uk/common-health-questions/womens-health/how-should-i-check-my-breasts/ Testicular: https://www.nhs.uk/conditions/testicular-cancer/ https://www.moneysavingexpert.com/	BBC News website.	Using knowledge organisers to support revision: https://www.youtube.com/watch?v=lBP8L6tlE7k Using flashcards to revise effectively: https://www.youtube.com/watch?v=ilyyQQlewGM How to use retrieval practice to support revision: https://www.youtube.com/watch?v=Fk2qwElqQ8E		
Relationships and Sex Eductaion	Please email admin@durring.com if you would like access to the curriculum resources.					