

KS4 Curriculum Guide - Current Y10



1. Art
2. Animal Care
3. Biology
4. Business
5. Chemistry
6. Chinese
7. Drama
8. English Language and English Literature
9. ECDL
10. Film
11. French
12. Geography
13. Graphic Communication
14. History
15. Hospitality
16. IT
17. Maths
18. Motor Vehicle Engineering

19. Photography
20. RE (Full Course)
21. Rock School
22. Sport
23. Trilogy Science

Art

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	The Formal Elements of Art - Opie/Magritte	The Formal Elements of Art - Machine drawings & Jim Dine	The Formal Elements of Art - Hannah Hoch	Lockdown I <i>Tasks aimed at engagement and protecting mental health</i> Corona Diaries - Tasks aimed at key skills	Lockdown I <i>Tasks aimed at engagement and protecting mental health</i> Corona Diaries - Tasks aimed at key skills	Lockdown I <i>Tasks aimed at engagement and protecting mental health</i> Corona Diaries - Tasks aimed at key skills
Y10	'A Matter of Life & Death' - Vanitas analysis Still life drawing	'A Matter of Life & Death' - De Graff drawings Damien Hirst / Si Scott butterflies	Lockdown 2 'A Matter of Life & Death' - Final compositions	Bauhaus - Mondrian/Nagy	Bauhaus - Academy compositions	Bauhaus/Judith Turner photoshoots
Y11	Bauhaus - Judith Turner edits	Bauhaus - Jenny Okun design	Externally set assignment			

Animal Care

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p><u>Unit 3, Assignment 1:</u> Roles of Animals in Society</p> <p>Animal Welfare Orgs - Missions, Roles and Responsibilities</p>	<p><u>Unit 3, Assignment 2:</u> The Animal Welfare Act</p> <p>The use and role of licences in Scientific Research</p> <p>Transport of Animals</p> <p>Other key Animal Welfare legislation</p>	<p><u>Unit 1 - Learning Aim A</u> Daily checks</p> <p>Weekly checks, including qualitative and quantitative cheks.</p> <p>Vet based checks</p> <p>Body condition scores</p>	<p><u>Unit 1 - Learning Aim B</u> Types of pathogen and modes of transmission</p> <p>Common, zoonotic and notifiable animal diseases</p> <p>Animal Vaccinations</p>	<p><u>Unit 1 - Learning Aim C</u> Fleas</p> <p>Ticks</p> <p>Mites</p> <p>Tapeworms</p> <p>Roundworms</p> <p>The lifecycle, symptoms, treatment and prevention of the above.</p>	<p><u>Unit 3, Assignment 3:</u> Being a responsible pet owner.</p> <p>Limitations of animal ownership</p> <p>Factors affecting animal welfare</p>
Y10	<p><u>Unit 3, Assignment 3:</u> Being a responsible pet owner.</p> <p>Limitations of animal ownership</p>	<p><u>Unit 1 - Learning Aim A</u> Daily checks</p> <p>Weekly checks, including qualitative and quantitative</p>	<p><u>Unit 1 - Learning Aim B</u> Types of pathogen and modes of transmission</p> <p>Common, zoonotic</p>	<p><u>Unit 1 - Learning Aim C</u> Fleas</p> <p>Ticks</p> <p>Mites</p>	<p><u>Unit 2 - Learning Aim A</u> Risks of working with and handling animals</p> <p>Animal handling</p>	<p><u>Unit 2 - Learning Aim B</u> Practical animal handling</p> <p>How to adapt handling techniques</p>

	Factors affecting animal welfare	cheks. Vet based checks Body condition scores	and notifiable animal diseases Animal Vaccinations	Tapeworms Roundworms The lifecycle, symptoms, treatment and prevention of the above.	techniques Health and safety laws and regulations	for elderly, young, aggressive and pregnant/sick animals.
Y11	<u>Unit 4, Assignment 1</u> The five welfare needs How housing meets the welfare needs Owner limitations affecting animal housing	<u>Revision of Unit 1 in preparation for Jan Exam</u>	<u>Revision of Unit 1 in preparation for Jan Exam</u> Following exam: <u>Unit 4, Assignment 2</u> Maintaining animal housing Safety checks Cleaning plans, home and industrial.	<u>Revision of Unit 1 in preparation for May Exam</u>	<u>Revision of Unit 1 in preparation for May Exam</u>	N/A - Course Finished, as the summer exam is always before HT.

			Practical maintenance and cleaning			
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Biology

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p><u>Cells</u> Eukaryotic and prokaryotic cells</p> <p>Specialised cells</p> <p>The cell cycle</p> <p>Transport across the membrane</p>		<p><u>Nutrition and Digestion</u> Nutrients and deficiency diseases</p> <p>Food Tests</p> <p>The Digestive System</p> <p>Enzymes</p>		<p><u>Gas Exchange and Circulation</u> Gas Exchange</p> <p>The Respiratory System</p> <p>The Heart, Circulatory System and Blood</p> <p>Heart Disease and the Impact of Lifestyle</p> <p>Cancer</p>	
Y10	<p><u>Bioenergetics</u> Photosynthesis</p> <p>How Plants Use Glucose</p> <p>Respiration</p> <p>The Liver and Metabolism</p> <p>Effect of Exercise</p>	<p><u>Infection and Response</u> Pathogens and modes of transmission</p> <p>Specific and non-specific defence</p> <p>Vaccination</p> <p>Antibiotics</p>	<p><u>Homeostasis and Response</u> The Nervous System and Reflexes</p> <p>Control of Body Temp</p> <p>Control of Glucose and Diabetes</p> <p>Control of Water and Nitrogen</p> <p>Hormones in Reproduction, Contraception and Fertility Treatment</p> <p>Plant Hormones</p>		<p><u>Inheritance, Variation and Evolution</u> Sexual and asexual reproduction</p> <p>DNA and Protein Synthesis</p> <p>Inheritance and Inherited Disorders</p> <p>Selective Breeding, Cloning and Genetic Engineering</p> <p>Evolution</p> <p>Classification</p>	

		Developing drugs		
Y11	Ecology Biotic and Abiotic Factors Adaptions and Competition Food Chains and Webs Sampling Carbon and Water Cycles Decomposition and Decay Biodiversity and Human Impact on Biodiversity		<u>Revision of Paper 1 Content</u>	<u>Revision of Paper 2 Content</u>

Business

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p>1.1.1 The dynamic nature of business Why new business ideas come about:</p> <ul style="list-style-type: none"> • changes in technology • changes in what consumers want <ul style="list-style-type: none"> • products and services becoming obsolete <p>How new business ideas come about:</p> <ul style="list-style-type: none"> • original ideas • adapting existing products/services/ideas <p>1.1.2 Risk and reward The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"> • risk: business failure, financial loss, lack of security • reward: business success, profit, independence 	<p>1.1.3 The role of business enterprise The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"> • to produce goods or services • to meet customer needs • to add value: convenience, branding, quality, design, unique selling points. <p>The role of entrepreneurship:</p> <ul style="list-style-type: none"> • an entrepreneur: organises resources, makes business decisions, takes risks. 	<p>1.2.1 Customer needs what customer needs are:</p> <ul style="list-style-type: none"> • price, quality, choice, convenience <p>The importance of identifying and understanding customers:</p> <ul style="list-style-type: none"> • generating sales, business survival <p>1.2.2 Market research The purpose of market research:</p> <ul style="list-style-type: none"> • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions. <p>Methods of market research:</p> <ul style="list-style-type: none"> • primary research: survey, questionnaire, focus group, observation • secondary research: internet, market reports, government reports. 	<p>1.2.2 Market research The purpose of market research: The use of data in market research:</p> <ul style="list-style-type: none"> • qualitative and quantitative data • the role of social media in collecting market research data • the importance of the reliability of market research data. <p>1.2.3 Market segmentation How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> • identifying market segments: location, demographics, lifestyle, income, age • market mapping to identify a gap in the market and the competition. <p>1.2.4 The competitive environment Understanding the competitive environment:</p> <ul style="list-style-type: none"> • strengths and weaknesses of competitors 	<p>1.4.1 The options for start-up and small businesses The concept of limited liability:</p> <ul style="list-style-type: none"> • limited and unlimited liability • the implications for the business owner(s) of limited and unlimited liability. <p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"> • sole trader, partnership, private limited company • the advantages and disadvantages of each type of business ownership. <p>The option of starting up and running a franchise operation:</p> <ul style="list-style-type: none"> • the advantages and disadvantages of franchising 	<p>1.4.2 Business location Factors influencing business location:</p> <ul style="list-style-type: none"> • proximity to: market, labour, materials and competitors • nature of the business activity <ul style="list-style-type: none"> • the impact of the internet on location decisions: e-commerce and/or fixed premises.

				based on: price, quality, location, product range and customer service <ul style="list-style-type: none"> the impact of competition on business decision making. 		
Y10	<p>1.5.1 Business stakeholders Who business stakeholders are and their different objectives:</p> <ul style="list-style-type: none"> shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. <p>Stakeholders and businesses:</p> <ul style="list-style-type: none"> how stakeholders are affected by business activity how stakeholders impact business activity possible conflicts between stakeholder groups. <p>1.5.2 Technology and business Different types of technology used by business:</p> <ul style="list-style-type: none"> e-commerce social media digital communication payment systems. 	<p>1.5.3 Legislation and business The purpose of legislation:</p> <ul style="list-style-type: none"> principles of consumer law: quality and consumer rights principles of employment law: recruitment, pay, discrimination and health and safety. <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"> cost consequences of meeting and not meeting these obligations <p>1.5.4 The economy and business The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"> unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates 	<p>1.4.3 The marketing mix What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"> price, product, promotion, place. <p>How the elements of the marketing mix work together:</p> <ul style="list-style-type: none"> balancing the marketing mix based on the competitive environment the impact of changing consumer needs on the marketing mix the impact of technology on the marketing mix: e-commerce, digital communication. <p>1.4.4 Business plans The role and importance of a business plan:</p> <ul style="list-style-type: none"> to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; 	<p>1.3.1 Business aims and objectives Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> financial aims and objectives: survival, profit, sales, market share, financial security non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. <p>Why aims and objectives differ between businesses.</p> <p>1.3.2 Business revenues, costs and profits The concept and calculation of:</p> <ul style="list-style-type: none"> revenue fixed and variable costs total costs profit and loss interest break even level of output margin of safety. 	<p>1.3.3 Cash and cash-flow The importance of cash to a business:</p> <ul style="list-style-type: none"> to pay suppliers, overheads and employees to prevent business failure (insolvency) the difference between cash and profit. <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> cash inflows cash outflows net cash flow opening and closing balances <p>1.3.4 Sources of business finance Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> short-term sources: overdraft and trade credit long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding. 	Revision for paper 1. PPE

	<p>How technology influences business activity in terms of:</p> <ul style="list-style-type: none"> • sales • costs • marketing mix 	<p>1.5.5 External influences</p> <p>The importance of external influences on business:</p> <ul style="list-style-type: none"> • possible responses by the business to changes in: technology, legislation, the economic climate. 	<p>cash-flow forecast; sources of finance; location; marketing mix.</p> <p>The purpose of planning business activity:</p> <ul style="list-style-type: none"> • the role and importance of a business plan in minimising risk and obtaining finance. 	<p>Interpretation of break even diagrams:</p> <ul style="list-style-type: none"> • the impact of changes in revenue and costs • break even level of output • margin of safety • profit and loss. 		
Y11	<p>2.1.1 Business growth Methods of business growth and their impact:</p> <ul style="list-style-type: none"> • internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) • external (inorganic) growth: merger, takeover. <p>The types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> • public limited company (plc) <p>Sources of finance for growing and established businesses:</p> <ul style="list-style-type: none"> • internal sources: retained profit, selling 	<p>2.1.3 Business and globalisation The impact of globalisation on businesses:</p> <ul style="list-style-type: none"> • imports: competition from overseas, buying from overseas • exports: selling to overseas markets • changing business locations • multinationals. <p>Barriers to international trade:</p> <ul style="list-style-type: none"> • tariffs • trade blocs. <p>How businesses compete internationally:</p> <ul style="list-style-type: none"> • the use of the internet and e-commerce • changing the marketing mix to compete internationally. 	<p>2.2.1 Product The design mix: • function, aesthetics, cost.</p> <p>The product life cycle:</p> <ul style="list-style-type: none"> • the phases of the product life cycle • extension strategies. <p>The importance to a business of differentiating a product/ service.</p> <p>2.2.2 Price</p> <ul style="list-style-type: none"> • pricing strategies • influences on pricing strategies: technology, competition, market segments, product life cycle <p>2.2.3 Promotion</p> <ul style="list-style-type: none"> • appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding • the use of technology in 	<p>2.3.1 Business operations The purpose of business operations:</p> <ul style="list-style-type: none"> • to produce goods • to provide services. <p>Production processes:</p> <ul style="list-style-type: none"> • job, batch, flow • the impact of different types of production process • keeping productivity up and costs down and allowing for competitive prices. • Impacts of technology on production: <ul style="list-style-type: none"> • balancing cost, productivity, quality and flexibility <p>2.3.2 Working with suppliers Managing stock:</p> <ul style="list-style-type: none"> • interpretation of bar gate stock graphs 	<p>2.4.1 Business calculations The concept and calculation of:</p> <ul style="list-style-type: none"> • gross profit • net profit <p>Calculation and interpretation of: • gross profit margin</p> <ul style="list-style-type: none"> • net profit margin • average rate of return <p>2.4.2 Understanding business performance</p> <ul style="list-style-type: none"> • The use and interpretation of quantitative business data to support, inform and justify business decisions: <ul style="list-style-type: none"> • information from graphs and charts • financial data • marketing data • market data. 	<p>2.5.1 Organisational structures</p> <ul style="list-style-type: none"> • Different organisational structures and when each are appropriate: <ul style="list-style-type: none"> • hierarchical and flat • centralised and decentralised. <p>The importance of effective communication: • the impact of insufficient or excessive communication on efficiency and motivation</p> <ul style="list-style-type: none"> • barriers to effective communication. <p>Different ways of working:</p> <ul style="list-style-type: none"> • part-time, full-time and flexible hours • permanent, temporary, and freelance contracts • the impact of technology

	<p>assets</p> <ul style="list-style-type: none"> external sources: loan capital, share capital, including stock market flotation (public limited companies). <p>2.1.2 Changes in business aims and objectives</p> <p>Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> in response to: market conditions, technology, performance, legislation, internal reasons. <p>How business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> focus on survival or growth entering or exiting markets growing or reducing the workforce increasing or decreasing product range 	<p>2.1.4 Ethics, the environment and business</p> <p>The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> how ethical considerations influence business activity: possible trade-offs between ethics and profit <p>How environmental considerations influence business activity:</p> <ul style="list-style-type: none"> possible trade-offs between the environment, sustainability and profit the potential impact of pressure group activity on the marketing mix 	<p>promotion: targeted advertising online, viral advertising via social media, e-newsletters</p> <p>2.2.4 Place</p> <ul style="list-style-type: none"> methods of distribution: retailers and e-tailers (e-commerce). <p>2.2.5 Using the marketing mix to make business decisions</p> <ul style="list-style-type: none"> How each element of the marketing mix can influence other elements. Using the marketing mix to build competitive advantage. How an integrated marketing mix can influence competitive advantage. 	<ul style="list-style-type: none"> the use of just in time (JIT) stock control. The role of procurement: relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust the impact of logistics and supply decisions on: costs, reputation, customer satisfaction <p>2.3.3 Managing quality</p> <p>The concept of quality and its importance in:</p> <ul style="list-style-type: none"> the production of goods and the provision of services: quality control and quality assurance allowing a business to control costs and gain a competitive advantage. <p>2.3.4 The sales process</p> <ul style="list-style-type: none"> product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service. 	<p>The use and limitations of financial information in:</p> <ul style="list-style-type: none"> understanding business performance making business decisions 	<p>on ways of working: efficiency, remote working.</p> <p>2.5.2 Effective recruitment</p> <p>Different job roles and responsibilities:</p> <ul style="list-style-type: none"> key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. <p>How businesses recruit people:</p> <ul style="list-style-type: none"> documents: person specification and job description, application form, CV recruitment methods used to meet different business needs (internal and external recruitment). <p>2.5.3 Effective training and development</p> <p>How businesses train and develop employees:</p> <ul style="list-style-type: none"> different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all
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						<p>employees, use of target setting and performance reviews.</p> <p>Why businesses train and develop employees:</p> <ul style="list-style-type: none">● the link between training, motivation and retention● retraining to use new technology <p>2.5.4 Motivation</p> <ul style="list-style-type: none">● The importance of motivation in the workplace● attracting employees, retaining employees, productivity.● How businesses motivate employees● financial methods: remuneration, bonus, commission, promotion, fringe benefits● non-financial methods: job rotation, job enrichment, autonomy <p>Revision Paper 1 Revision Paper 2</p>
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Chemistry

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p><u>Atomic Structure and Periodic Table</u> Elements, Compounds and Mixtures</p> <p>Separating Mixtures</p> <p>The History of the Atom</p> <p>Isotopes</p> <p>Electronic Structure and Ions</p> <p>The Development and Layout of the Periodic Table</p> <p>Periodicity, Groups 1, 7 and 8</p>		<p><u>Bonding</u> Ionic, Covalent and Metallic Bonding</p> <p>How Bonding links to Properties</p> <p>Diamond and Graphite</p> <p>Fullerenes</p> <p>Polymers</p> <p>Nanoparticles</p>		<p><u>Quantitative Chemistry</u> The Mole</p> <p>Mass, Moles and Mr</p> <p>Concentration Calculations</p> <p>Balancing Equations from Moles</p> <p>Reaction Mass Calculations</p> <p>Percentage Yield and Atom Economy</p>	
Y10	<p><u>Chemical Changes</u></p> <p>Reactivity, Displacement and Extracting Metals</p> <p>Acids, Bases and</p>	<p><u>Energy Changes</u></p> <p>Endothermic and Exothermic Reactions</p> <p>Reaction Profiles</p>	<p><u>Rate and Extent of Chemical Change</u></p> <p>Measuring Rate of Reaction</p> <p>Factors that Affect</p>	<p><u>Organic Chemistry</u></p> <p>Crude Oil, Fractional Distillation and Cracking</p>	<p><u>Chemical Analysis</u></p> <p>Pure Substances, Impure Substances and Formulations</p> <p>Chromatography</p>	<p><u>Atmospheric Chemistry</u></p> <p>The Atmosphere Over Time</p> <p>Greenhouse Gasses</p>

	Salts Titration Redox Reactions Electrolysis	Measuring Enthalpy Changes Bond Energy Batteries and Fuel Cells	the Rate of Reactions Reversible Reactions and Dynamic Equilibrium	Alkanes and Alkenes Alcohols, Carboxylic Acids and Esters Polymers	Gas Tests Flame Tests Ion Tests	Global Climate Change Pollutants
Y11	<u>Using Resources</u> Finite and Renewable Resources Potable Water, Water Testing and Waste Water Treatment Biobleaching and Phytomining Life Cycle Assessments Alloys, Ceramics and Composites The Haber Process		<u>Revision of Paper 1 Content</u>		<u>Revision of Paper 2 Content</u>	

Chinese

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Theme 1: -Myself, family and friends -Appearance -Body parts and health -When I was young	Theme 1: -Hobbies and sports -Socialising with family and friends	Theme 3: -School building -School day -Comparing schools -School activities	Theme 3: -School rules and pressure -Student exchange and school events	Theme 1: -Media -Film and TV -Internet -Mobile technology	Theme 1: -Music -Film -Celebrities
Y10	Theme 1: Family & Relationships - Family members - Personality Culture One Child policy	Theme 1: Hobbies & Media - Sports/ Leisure - Internet - TV habits - Music Culture Chinese media	Theme 2: Where I live -My house Local town and region Culture Chinese life in towns/ regions	Theme 2: Environmental issues Theme 1: Social issues Culture Related problems in China	Theme 2: Travel and tourism -Holiday destinations & activities - opinions -shopping	Theme 1: Festivals and Customs
Y11	Revision of GCSE foundation vocabulary and structures Theme 3: School -My studies -School subjects	Theme 3: School -describing past school trip Preparing for Higher writing. Exam style questions: Listening	Revision of high frequency topic areas and question types recap and extension: -food and drink -festivals and	Speaking examination Revision: Preparing for Higher writing Exam style questions on Listening and	Revision for listening, reading and writing examination	

	<p>-School day -Uniform & rules Work and future plans -Jobs and careers Securing Writing skills</p>	<p>& reading Advantages / disadvantages Tense revision: past / present / future PPE exam and feedback</p>	<p>customs Preparing for Higher writing -Exam style questions: Listening & Reading Speaking preparation</p>	<p>Reading: advantages and disadvantages, Past, present and future</p>		
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Drama

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Exploration of key practitioner - Stanislavski (in prep for Component 2 devising)	Exploration of key practitioner - Bertolt Brecht (in prep for Component 2 devising)	Introduction to set text - Blood Brothers through practical application.	(LOCKDOWN) Exam style questioning to prepare for component 1 - section A and B	(LOCKDOWN) Introduction to component 1 - section C text (Billy Elliott Live)	(LOCKDOWN) Exam style questioning for Comp 1 - Section C and devising prep for component 2.
Y10	Component 1 - Section A and B exam prep.	Component 1 - Section C Prep.	Component 2 - Devising performance skills.	Component 2 - Development of devised performances in response to given stimuli	Component 2 - Logbooks and devised performances.	Component 3 - Introduction to scripted texts and performance skills for staged pieces.
Y11	Component 1 - Revisiting revision material and key texts for the written exam.	Component 1 - PPE and response to practice papers with DIRT work and revision.	Component 3 - Introduction to set texts for performance Rehearsal and development..	Component 3 - External Assessments of comp 3.	Comp 1 - Revision and prep for exam with a focus on all 3 sections.	

English Language and English Literature

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p>Writer's craft-Fiction Of Mice and men To Kill a Mockingbird (Upper sets - differentiation)</p> <p>Reading Skills: -Characterisation -Structure and narrative form -Writer's craft (foreshadowing, symbolism, metaphor etc) -Setting, narrative and impact -Context (A03) -How to approach an extract based question -Interrogative reading, learning how to pick a text apart -Narrative viewpoint</p> <p>Writing Skills (OMAM)</p> <p>Written forms: Leaflet, speech, essay, letter, article. -Racism/segregation and hard line views -Sexism -The Great Depression -The American Dream -Migrant Workers</p> <p>Writing Skills (TKMB)</p> <p>Written forms: Leaflet, speech, essay, letter, article. -Racism/segregation and hard line views -Writing about education and its power within society -Writing about the law and perspective writing.</p>	<p>Poetry study:Protest poetry</p> <p>Close analysis of unseen poems taken from:</p> <p>Protest Poetry anthology</p> <p>Key Poems:</p> <p>Race and diversity Protest-Ella Wheeler Wilcox (Wk1) Caged Bird-Maya Angelou (Wk2) War Aftermath-Siegfried Sassoon (Wk3) Pope-Who's for the Game (Wk4) Eco Blake- The Chimney Sweeper (innocence) (Wk5) Larkin-Going Going (Wk5)) Scroobius Pip-Letter to God (Wk6)</p> <p>Reading Skills: -Context and themes -Structure and form -Language -Poetic techniques -Rhythm, Rhyme Scheme and form. (Sequenced with year 10+11)</p>	<p>Exploring Dystopian Literature</p> <p>Reading Skills: -Reading, and analysing a range of fictional extracts -Annotating a source (reader impact comments) -Writer's craft -Evidence retrieval and application -Analysing language -single word, phrase and structure</p> <p>Writing skills -Narrative perspective -Describing setting and characters -Linguistic Devices -Using a range of ambitious vocabulary -Using different sentence forms for differing purposes -Using a range of punctuation</p> <p>Writing creatively from a stimulus</p> <p>Key extracts 1984- The opening The Girl with all the Gifts Children of Men Fahrenheit 451 The Road</p>	<p>Non Fiction and the Media</p> <p>Reading skills -Reading and analysing a range of non-fiction texts with a focus on education -Develop skills of comparison and reading for meaning - Develop skills for approaching older texts; including deciphering archaic vocab - Explore FLAP (Form Language Audience and Purpose)</p> <p>Writing skills - Explore the impact of 21st century technology on the English language: social media, texting, vlogging) - Examine: Tabloid and Broadsheet article writing -Transactional writing -Diatribe and protest writing -Develop skills of interrogative understanding of bias and viewpoint (Range of texts) -Sensationalist writing -Travel Writing</p>	<p>Shakespeare's Romeo and Juliet</p> <p>Reading skills -Shakespeare's world (key Context- the role of the female, inequality, superstition, family affairs, arranged marriage etc -Biblical references, the language of love and hate and its impact on character and audience (Tybalt's language vs that of Romeo) -Family feud-Capulet vs Montague -Use of iambic pentameter, Blank verse, rhyming couplets. -Analysis of key Scenes</p> <p>Writing skills- -Analysing use of characterisation and key themes -creation of love poetry -first person monologue in the guise of a key character-use of emotive language and sophisticated vocab -Creative writing-Romeo's banishment and what occurs during this</p>	<p>Speaking, listening and journalistic writing</p> <p>Speaking and Listening -Understanding what makes an effective speech/the criteria of Pass/Merit/Distinction -Speech Writing (Use of rhetorical techniques) -Engaging your audience through verbal/non-verbal techniques - Students will be recorded as a final assessment</p> <p>Journalistic writing skills</p> <ul style="list-style-type: none"> - Exploration of news validity (with a reflection on 'fake news') - Apply FLAP - consider audience and purpose and also intention of writer/producer of non fiction media/writing - Media bias - The writer's perspective

<p>Y10</p>	<p><u>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</u></p> <p><u>Literature Reading Skills:</u></p> <ul style="list-style-type: none"> - Analysis of key extracts to develop close reading skills - Jacobean language and context - Writer's craft (with a focus on word play, figurative language, idiom use) - Structure and form (e.g.iambic pentameter; use of prose, motifs, foreshadowing, structural echo etc.) - Theatricality and dramatic techniques, including use of setting - Tragedy as a genre (context) <p><u>Language Writing Skills (Paper 2, Question 5):</u></p> <p>Writing in the form of a: leaflet, speech, essay, letter, article</p> <p>— Use the context of Macbeth as a springboard for writing</p> <p>eg.A speech written by a character at a key point in the play</p> <ul style="list-style-type: none"> - Practise using different sentence types/openers - Work on SPAG skills and use of ambitious vocabulary 	<p><u>Literature Paper 1, Section B - 19th Century Novel (Christmas Carol)</u></p> <p><u>Literature Reading Skills:</u></p> <ul style="list-style-type: none"> - Analysis of key extracts to develop close reading skills - Characterisation - Structure and narrative form - Key attitudes and issues expressed within the language - Narrative style and viewpoint - Victorian context and setting - Key themes - The writer's craft <p><u>Language Writing Skills (Paper 1, Question 5):</u></p> <ul style="list-style-type: none"> - Use 'A Christmas Carol' as a springboard for creative writing - e.g.A descriptive piece of a Victorian Christmas - Examine writer's craft and experiment with own writing - Practise using different sentence types/openers - Work on SPAG skills and use of ambitious vocabulary 	<p><u>English Language - Introduction to Paper 1 & Paper 2 Section A</u></p> <p><u>Language Reading skills:</u></p> <p>Introduction to Paper 1 and paper 2 Q's 1-4</p> <p><u>Paper 1:</u></p> <p>Introduction to Paper 1 reading section</p> <ul style="list-style-type: none"> - Retrieval of information from a text <p>Analysing how writers use language and structure</p> <p><u>Paper 2:</u></p> <p>Introduction to Paper 2 reading section</p> <ul style="list-style-type: none"> - Summary skills - Analysing how writers use language - Identify attitudes of a writer in a variety of texts - Explore the methods writers use to convey their attitudes - Comparing ideas/perspectives 	<p><u>Modern Drama (Blood Brothers)</u></p> <p><u>Literature Reading Skills:</u></p> <ul style="list-style-type: none"> - Reading of whole text and close examination of scenes - Theatricality - Writer's craft - Structure and narrative form - Characterisation - Key themes and context - Context of 1980s Liverpool & Thatcherism <p><u>Language Reading & Writing skills: Paper 2 Q4 & Q5</u></p> <p>Work on higher mark questions on Paper 2</p> <ul style="list-style-type: none"> - Identify attitudes of a writer in a variety of texts - Explore the methods writers use to convey their attitudes - Comparing ideas/perspectives - Practise writing in different forms leaflet, speech, essay, letter, article - Practise writing from different viewpoints 	<p><u>English Literature Paper 2: Poetry</u></p> <p>Cover remaining Power and Conflict poems as well as work on unseen poetry.</p> <p><u>Literature Reading skills:</u></p> <ul style="list-style-type: none"> - Content/theme - Structure/form - Writer's craft and use of language - Context - Poetic techniques - Perspective/voice - Developing approaches to unseen poetry - Comparative links between poems <p>NB: Poems from the Power and Conflict anthology should be taught in pairs/clusters where possible</p> <p><u>Language Writing skills: Paper 1 Q5</u></p> <ul style="list-style-type: none"> - Work on higher mark questions on Paper 1 - Practise critical evaluation skills - Practise different styles of descriptive/narrative writing - Addressing any misconceptions in creative writing e.g. quantity vs quality 	<p><u>English Language - Revision of Paper 1 & Paper 2 English Literature - Personalised</u></p> <p><u>Language Reading skills:</u>¹</p> <ul style="list-style-type: none"> - Skills workshop of Paper 1 & 2 - Address any misconceptions - work on timings of each question/the paper as whole - Annotation, planning skills, close analysis - Analysing a wide range of extracts - Comparing different techniques within two texts <p><u>Language Writing skills</u></p> <ul style="list-style-type: none"> - Writing to describe/narrate - Writing to convey a viewpoint - Addressing any misconceptions in creative writing <p><u>Speaking and Listening (moved due to Covid):</u></p> <p>Linked to Paper 2 Q5, Students will present speeches over the course of 2-3 lessons and as part of off timetable days.. Recording will also take place with a small cohort of students on a day off timetable</p>
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<p>Y11</p>	<p>Literature Focus: Blood Brothers (Modern Drama) Language Focus: Language Paper 2</p> <p>Areas of study:</p> <p><u>Key Skills Literature:</u></p> <ul style="list-style-type: none"> ● Key extracts re/visited for close reading skills ● Focus on overarching THEMES to build on Y10 knowledge ● 1980s Context ● Writer's Craft ● Key themes ● Structure and form ● Characterisation ● Theatricality (please see mid term plan for more details) <p><u>Key Skills Language:</u></p> <ul style="list-style-type: none"> ● Introduction to Paper 2 approaches and skills (Covid catch up) ● Cover all questions and skills assessed: ● Selecting and synthesising evidence ● Understanding implicit and explicit information; analysing hidden meanings 	<p>Literature Focus: Poetry Power and <u>Key Skills</u> <u>Language:</u></p> <p>Introduction to Power and Conflict poetry (seen and unseen)</p> <p>Language Focus: Language Paper 1</p> <p>Areas of study:</p> <p><u>Key Skills Literature:</u></p> <ul style="list-style-type: none"> ● Close reading of poems and approaches to unseen/seen poetry ● Content/theme ● Structure and form ● Writer's craft ● Setting and atmosphere ● Attitudes expressed through language use ● Linking poems through theme (please see MTP for more information) ● Paper 1 approaches and skills (Covid catch up) ● How writers use structure to achieve a range of effects and influence readers 	<p>Literature Focus: Christmas Carol (19th Century novel) Language Focus: Language Paper 2 Q4 and 5</p> <p>Areas of study:</p> <p><u>Key Skills Literature:</u></p> <ul style="list-style-type: none"> ● Focus on overarching THEMES to build on Y10 knowledge ● Key extracts re/visited to develop close reading skills ● Characterisation ● Structure and narrative form ● Key attitudes and issues expressed within the language ● Narrative style and viewpoint ● Victorian context and setting ● Key themes ● The writer's craft <p><u>Key Skills Language:</u></p> <ul style="list-style-type: none"> ● Focus on developing skills for the higher mark questions; with particular focus on literacy and SPaG skills which may need work following Covid19 lockdown 	<p>Literature Focus: Macbeth (Shakespearean drama) Language Focus: Language Paper 1 Q4 and 5</p> <p>Areas of study:</p> <p><u>Key Skills Literature:</u></p> <ul style="list-style-type: none"> ● Key extracts re/visited to develop close reading skills ● Jacobean language and context ● Writer's craft (with a focus on word play, figurative language, idiom use) ● Structure and form (e.g.iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) ● Theatricality and dramatic techniques, including use of setting ● Tragedy as a genre (context) <p><u>Key Skills Language:</u></p> <ul style="list-style-type: none"> ● Develop critical evaluation skills ● Creative writing workshops – read a range of short stories from the standardised materials 	<p><u>Intensive Revision of Skills Lang & Lit</u></p> <p>Areas of study</p> <p><u>Reading skills:</u></p> <ul style="list-style-type: none"> - Skills workshops to revise key skills in each paper -lit and lang - Writer's craft: focus on analysing effect - Language used for specific effects: connotations, semantic fields, symbolism etc. - Reading for the extract question (lit): annotation, planning skills, close analysis - Analysing a wide range of extracts (for lit and lang) both fiction and non fiction; drama and prose - Comparing different techniques within two texts (poetry for lit; non-fiction for lang) <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> - Writing to describe and story writing skills - Addressing misconceptions in creative writing e.g. length vs linguistic richness - Analysing key features: language use/structural techniques/rhetorical devices - Writing analytically and developing the skills needed 	
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	<ul style="list-style-type: none"> Analysing how writers use structure to achieve a range of effects and influence readers Understanding what is meant by 'critical evaluation' and to apply this skill to two texts To write creatively and clearly, using a range of ambitious vocabulary 	<ul style="list-style-type: none"> Analysing how writers use structure Evaluating a text critically and supporting with appropriate textual detail Developing understanding of the difference between descriptive and narrative writing 	<ul style="list-style-type: none"> Understand what is meant by 'critical evaluation' and apply this skill in analysis Choosing judicious quotations To revise creative writing approaches To work on SPaG skills, including using ambitious vocabulary 	<ul style="list-style-type: none"> Examine writer's craft and replicate in own writing Intensive literacy revision Writing from the perspective of a character (links to Macbeth) 		
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ECDL

	HT1	Ht2	HT3	HT4	HT5	HT6
Y10	<p>Microsoft PowerPoint</p> <p>Open, close a presentation application. Open, close presentations.</p> <p>Use available Help functions.</p> <p>Apply an available design template to a presentation.</p> <p>Copy, move slides within the presentation, between open presentations.</p>	<p>Microsoft PowerPoint</p> <p>Insert a graphical object (picture, image, drawn object) into a master slide. Remove a graphical object from a master slide.</p> <p>Apply automatic slide numbering, automatically updated date, non-updating date into the footer of specific slides, all slides in a presentation.</p>	<p>Spreadsheet Basics</p> <p>Select a cell, range of adjacent cells, range of non-adjacent cells, entire worksheet.</p> <p>Create formulas using cell references and arithmetic operators (addition, subtraction, multiplication, division).</p>	<p>Microsoft Excel Basics</p> <p>Open, close a spreadsheet application.</p> <p>Edit cell content, modify existing cell content.</p> <p>Format cells.</p>	<p>Microsoft Excel</p> <p>Sort a cell range by one criterion in ascending, descending numeric order, ascending, descending alphabetic order.</p>	<p>Microsoft Excel</p> <p>Merge cells and centre a title in a merged cell.</p> <p>Change chart type. Add data labels to a chart: values/numbers, percentages.</p> <p>Modelling</p>
Y11	<p>Microsoft Word</p> <p>Open, close a word processing application.</p>	<p>Microsoft Word</p> <p>Use a simple replace command for a specific word, phrase.</p>	<p>Microsoft Word</p> <p>Spell check a document and make changes like: correcting spelling</p>	<p>ECDL exam preparation</p> <p>MS Word PPT & Excel</p>	<p>3 X ECDL external online exams</p>	<p>Re-sit opportunity</p>

	<p>Open, close documents.</p> <p>Save a document as another file type like: text file, Rich Text Format, template, software specific file extension, version number.</p> <p>Enter text into a document.</p>	<p>Delete text.</p> <p>Apply text formatting.</p> <p>Apply spacing above, below paragraphs.</p> <p>Apply single, 1.5 lines, double line spacing within paragraphs.</p>	<p>errors, deleting repeated words.</p> <p>Add, remove bullets, numbers in a single level list. Switch between different standard bullet, number styles in a single level list.</p> <p>Borders.</p>			
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Film Studies

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p>Introduction to Key Elements of Film Form. Cinematography and Mise-en-scene</p>	<p>Introduction to Key Elements of Film Form. Editing and Sound</p>	<p>Component One: Key Developments in US Film (1960-1990) Social and Historical Context Representation Genre</p>	<p>Component One: Key Developments in US Film (1930-1960) Social and Historical Context Representation Genre</p>	<p>Component One: Key Developments in US Film - Comparative Study.</p>	<p>Historic Developments in Film and Film Technology The silent era Rise of the talkies Colour Portable Technology CGI</p>
Y10	<p>Global English Language Film Socio-historical context Narrative Genre Key elements of film form.</p>	<p>Global Film Socio-historical context Narrative Genre Key elements of film form.</p>	<p>British Film (1990-) Economic Contexts Aesthetics</p>	<p>US Independent Films Genre Economic Contexts.</p>	<p>US Independent Films War films and Independent writing.</p>	<p>Non examined Assessment - Component Three</p>
Y11	<p>Component Three: Non Examined Assessment Screenplay</p>	<p>Component One: Key Developments in US Film - Comparative</p>	<p>Component Two Review World Film in English</p>	<p>Component Two Review World Film British Film</p>	<p>Revision</p>	

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French

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p>Theme 1: freetime and leisure</p> <ul style="list-style-type: none"> - Talking about sport and introducing depuis - Talking about using technology - Securing the present tense & expressing opinions - Adjectival agreement - Talking about television programme - Reading habits and music <p>NB – Christmas cultural awareness input</p>		<p>Theme 1: Friends and Family</p> <ul style="list-style-type: none"> - Describing your family situation - Talking about family relationships - Talking about what makes a good friend - Making arrangements to go out - Discussing role models - Describing a day out with friends / family - consolidating perfect tense 		<p>Work completed in lockdown situation:</p> <ul style="list-style-type: none"> - Consolidation and extension of Freetime and Leisure - Marriage / PACS - Discussing what your personal future ambitions <p>Theme 1: festivals and traditions Describing festivals and traditions around the francophone world</p>	
Y10	<p>Theme 2: Where I live</p> <ul style="list-style-type: none"> - Town / Local area - Weather - Describing region - What can you do in your area? - negatives <p>Culture: French towns</p>	<p>Theme 2: where I live/ Environment</p> <ul style="list-style-type: none"> - comparing tenses - Environmental problems & solutions - exam upskilling <p>Culture: DOMTOMS Christmas in France</p>	<p>Theme 3: World of Work</p> <ul style="list-style-type: none"> - Part time jobs - Discussing career choice - Advantages and disadvantages of different jobs - describing personality traits 	<p>Theme 3: Future plans</p> <ul style="list-style-type: none"> - Discussing career choices - work experience - Talking about plans, hopes and wishes - Combining past, present and future tenses 	<p>Theme 3: School</p> <ul style="list-style-type: none"> - School subjects and opinions - comparing French and UK schools - School rules - Uniform <p>Culture: French school system / exams</p>	<p>Theme 3: School</p> <ul style="list-style-type: none"> - ideal school - current school vs primary school - Describing a school trip / day at school in past - refreshing future plans

<p>Y11</p>	<p>Theme 2: Holidays</p> <ul style="list-style-type: none"> - Discussing normal holiday habits / advantages & disadvantages of holiday types -revisiting the present tense - Talking about ideal holiday with justifications - introduction to the conditional tense -describing a past holiday including holiday disasters - Preparing for PPE writing - exam technique and introduction to speaking examination (depending on government guidelines) - transactional situations - exploiting listening and reading vocabulary. 	<p>Themes 1, 2, 3 - transactional focus and extension issues linked to exam questions: including but not exclusive of</p> <ul style="list-style-type: none"> - Discussing problems facing the world - Revisiting protecting the environment -Discussing ethical shopping - Describing community projects - Talking about volunteering - Discussing big events <p>Foundation specific groups will have Specific exam application focus reviewing Y9, 10 topic areas</p> <ul style="list-style-type: none"> - Reading and listening - using exam questions to develop technique revising previous content <p>Developing writing and speaking skills NB. the order in which these are covered will be determined by the needs of the specific groups</p>	<p>Complete speaking exam</p> <p>Listening, reading and writing examination practice.</p> <p>Preparing for Higher / overlap writing Exam style questions</p>	
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Geography

	HT1	HT2	HT3	HT4	HT5	HT6
Y9	The Living World: Tropical Rainforests (Paper 1)	The Living World: Hot Deserts (Paper 1)	Physical Landscapes in the UK: Coastal Landscapes (Paper 1)	Physical Landscapes in the UK: River Landscapes (Paper 1)	<i>Lockdown 1</i> The Changing Economic World: Global Development Gap - Lagos, Nigeria (Paper 2)	<i>Lockdown 1</i> The Changing Economic World: Economic Change - UK (Paper 2)
Y10	The Changing Economic World: Global Development Gap - Lagos, Nigeria (Paper 2)	The Changing Economic World: Economic Change - UK (Paper 2)	The Challenges of Natural Hazards: Tectonic Hazards (Paper 1)	The Challenges of Natural Hazards: Atmospheric Hazards & Climate Change (Paper 1)	The Challenge of Resource Management: Resources in the UK (Paper 2)	The Challenge of Resource Management: Global Energy Issues (Paper 2)
Y11	Urban Issues and Challenges: Urban Change and Growth - Rio, Brazil (Paper 2)	Urban Issues and Challenges: Sustainable Development - The UK (Paper 2)	Fieldwork Investigation (Paper 3)	Revision (Papers 1 and 2)	Issue Evaluation: Pre-release Booklet (Paper 3)	

Graphic Communication

	HT1	HT2	HT3	HT4	HT5	HT6
Y9	<p>Photoshop Mastery:</p> <p>How to use the:</p> <ul style="list-style-type: none"> - Move Tool - Selection Tools (including Marquee, lasso, quick selection and magic wand) - Crop Tool - Paintbrush and Fill Tools 	<p>Photoshop Mastery</p> <ul style="list-style-type: none"> - Shape Tools - Pen Tool - Text Tool 	<p>The Formal Elements of Design:</p> <p>Understanding: Line, Shape, Texture, Mass/Size, Colour</p>	<p><u>Lockdown 1:</u></p> <p>Linear learning tasks - Satellite project based work that could be used to enhance portfolio work:</p> <p>'Briefbox briefs' - pre determined briefs to give pupils an insight and a chance to practice the skills necessary to progress appropriately through a GCSE project covering:</p> <ul style="list-style-type: none"> - Research and Investigation - Image Analysis - Initial Design Ideas - Final outcomes 		
Y10	<p>GCSE catch up, mock project - Photoshop workshop</p> <p>Music Artist Branding:</p> <ul style="list-style-type: none"> - Research and Investigation - Initial Design Ideas - Final outcome 	<p>Unit 1 Controlled Assessment Project 1:</p> <p>The Elements Restaurant Brand:</p> <ul style="list-style-type: none"> - Research and Investigation (AO1/3) - Image Analysis (AO1/3) - Initial Design Ideas - Development of design ideas in digital format (AO1/2) - Final outcomes (AO4) - Analysis, Evaluation and Development of outcomes (AO3/4) 	<p><u>Lockdown 2:</u></p> <p>Linear learning tasks - Satellite project based work that could be used to enhance portfolio work:</p> <p>Work set centred around developing a logo and a brand based upon individual letter design.</p>	<p>Unit 1 Controlled Assessment Project 1:</p> <p>The Elements Restaurant Brand:</p> <ul style="list-style-type: none"> - Research and Investigation (AO1/3) - Image Analysis (AO1/3) - Initial Design Ideas - Development of design ideas in digital format (AO1/2) - Final outcomes (AO4) - Analysis, Evaluation and Development of outcomes (AO3/4) 	<p>Unit 1 Controlled Assessment Project 2</p> <p>Mental Health Magazine:</p> <ul style="list-style-type: none"> - Research and Investigation (AO1/3) - Image Analysis (AO1/3) - Initial Design Ideas - Development of design ideas (AO1/2) - Final outcomes (AO4) - Analysis, Evaluation and Development of outcomes (AO3/4) - Application in relevant format (AO4) 	

Y11	Unit 1 Controlled Assessment Project 2 Mental Health Magazine: - Research and Investigation (AO1/3) - Image Analysis (AO1/3) - Initial Design Ideas - Development of design ideas (AO1/2) - Final outcomes (AO4) - Analysis, Evaluation and Development of outcomes (AO3/4) - Application in relevant format (AO4)	Externally Set Exam	
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History

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Paper 1 - Medicine Through Time Unit 1	Paper 1 - Medicine Through Time Unit 2	Paper 1 - Medicine Through Time Unit 3	Paper 1 - Medicine Through Time unit 4	Paper 1 - Historic environment unit 5	Start Paper 2 – Elizabeth Unit 1
Y10	Paper 2 – Elizabeth Unit 2	Paper 2 – Elizabeth Unit 3	Paper 3 Nazi Germany Unit 1	Paper 3 Nazi Germany Unit 2	Paper 3 Nazi Germany Unit 3	Paper 3 Nazi Germany Unit 4
Y11	Paper 2 - Cold War	Paper 2 - Cold War	Revision	Revision	Revision	n/a

Hospitality

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Introduction to Hospitality and Catering Practicals	Health and safety Practicals	Food safety Practicals	Food Service Practicals	EHO Practicals	Nutritional analysis Dietary needs Practicals
Y10	Unit 1 AC1.1 Describe the structure of the hospitality and catering industry. AC1.2 Analyse job requirements within the hospitality and catering industry Practicals	AC1.3 Describe working conditions of different job roles across the hospitality and catering industry. AC1.4 Explain factors affecting the success of hospitality and catering providers Practicals	AC2.1 Describe the operation of the kitchen. AC2.3 Explain how hospitality and catering provisions meet customer requirements Practicals	AC4.2 Describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 Describe food safety legislation AC4.4 Describe common types of food poisoning. AC4.5 Describe the symptoms of food induced ill health. Practicals	Unit 1 TAGs Practicals	Start Unit 2 Practicals
Y11	Unit 2 Functions of nutrients in the human body. Compare nutritional needs of specific groups. Practicals	How cooking methods impact on nutritional value. Dishes for menus Practicals	Menu planning - time plans. Finishings for dishes for presentations. Practicals	Practice skills Controlled Assessment for Unit 2. Revision for Unit 1 retakes	Revision for Unit 1 retakes.	Unit 1 exam Retake

IT

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Preparation for Component 1 LAA: Investigate user interface design for individuals and organisations	Preparation for Component 1 LAA: Investigate user interface design for individuals and organisations	Preparation for Component 1 LAB: Use project planning techniques to plan and design a user interface	Preparation for Component 1 LAB: Use project planning techniques to plan and design a user interface	Component 3 LAA Home Learning LAA - Modern Technologies	Component 3 LAA Home Learning LAA - Modern Technologies
Y10	Component 1 LAA: Investigate user interface design for individuals and organisations	Component 1 LAB: Use project planning techniques to plan and design a user interface	Component 1 LAC: Develop and review a user interface	Component 2 LAA: Investigate the role and impact of using data on individuals and organisations	Component 2 LAB: Create a dashboard using data manipulation tools	Component 2 LAC: Draw conclusions and review data presentation methods
Y11	Component 3 LAA Modern Technologies	Component 3 LAB Cyber Security	Component 3 LAC The wider implications of digital systems February - External Exam 1	Component 3 LAD Planning and communication in digital systems	Revision for Component 3 external exam	Revision for Component 3 external exam

Maths

Key Question booklets are used each half term as overview assessments and examples of what the students will be taught each half term. Students will complete a diagnostic test before any learning takes place. This then means that teachers can focus their attention on teaching students material that they are; unfamiliar with, need more confidence with and any new material that hasn't been studied before.

At KS3 there are three tiers that students can work at.

The tiering is based on a number of factors:

- Prior attainment

- Appropriate coverage of the National Curriculum for their ability

- Allow students to enjoy success and improve their confidence

- Opportunity for stretch and challenge for all students regardless of prior attainment

Students are able to move between tiers based on performance in assessments, progress made, confidence and success.

Tier 1 is preparation, stretch and challenge for students who will be studying for the Higher tier at KS4.

Tier 2 is preparation, stretch and challenge for students who will be studying for the Foundation tier at KS4.

Tier 3 focuses on key support designed to prepare students for studying for the Foundation tier at KS4.

Within each tier the work is further subdivided in line with National Curriculum expectation levels. This allows the teacher to strategically ensure work is further adapted for the needs of the students.

At KS4 the same principle is applied, although there are only 2 tiers as they prepare for their GCSE examinations at the appropriate tier of entry.

If you click on the appropriate links below they will take you to overviews for work to be covered and assessed each half term. Here you will find a broad overview of the topic as well as a separate clip link.

The clip link refers to a mathswatch clip that all students are able to access to support learning at home. If you click on this link you will find more information on that topic.

	HT1	HT2	HT3	HT4	HT5	HT6
Y9	<u>Tier 1</u> <u>Tier 2</u> <u>Tier 3</u>	<u>Tier 1</u> <u>Tier 2</u> <u>Tier 3</u>	<u>Tier 1</u> <u>Tier 2</u> <u>Tier 3</u>	<u>Tier 1</u> <u>Tier 2</u> <u>Tier 3</u>	<u>Tier 1</u> <u>Tier 2</u> <u>Tier 3</u>	Catch up based on what has been studied in HT1-5 and identified areas of weakness
Y10	<u>Higher Foundation</u>	<u>Higher Foundation</u>	<u>Higher Foundation</u>	<u>Higher Foundation</u>	<u>Higher Foundation</u>	<u>Higher Foundation</u>
Y11	<u>Higher Foundation</u>	<u>Higher Foundation</u>	<u>Higher Foundation</u>	Revision	Revision	Revision

Motor Vehicle Engineering

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	Health & Safety - fire extinguishers, manual handling, safety signs, HASAWA (1974)	Tools, Equipment & Materials - measuring devices, lifting equipment	Health & Safety - fire extinguishers, manual handling, safety signs, HASAWA (1974)	Tools, Equipment & Materials - measuring devices, lifting equipment	Health & Safety - fire extinguishers, manual handling, safety signs, HASAWA (1974)	Tools, Equipment & Materials - measuring devices, lifting equipment
Y10	Braking systems - ABS, disc & drum, hydraulic brakes, boiling point, hygroscopic action	Wheel & Tyres - tyre construction, sidewall markings, tread limits, wheel balancing	Steering systems - camber & caster angles, Ackermann's principle, steering geometry	Suspension systems - Strut types, IFS & IRS, trailing arms	Engine mechanical - 4 stroke cycle, engine configurations & layout, compression ratios	Lubrication systems - wet & dry sumps, oil viscosity, oil servicing, boundary & hydrodynamic
Y11	Cooling systems - heater matrix, temp control systems, thermostats & impellers	Fuel systems - single and multi point injection, carburettors, volatility, calorific value, octane value cetane value	Ignition systems - dwell angle, dwell time, advance and retard of ignition timing, closed and open loop systems	Electronic systems - LT Circuit - battery, ignition switch, electronic trigger devices, capacitors	Exhaust and air systems - silencers, catalytic converters, exhaust pollutants & Lambda sensors	Vehicle lighting systems - Battery, wiring, wiring terminals, fuse, switch, relay, lighting bulb

Photography

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p>Photography Fundamentals</p> <p>The Formal Elements of Photography</p>	The Formal Elements of Photography	The Formal Elements of Photography	<p>Lockdown 1 <i>Tasks aimed at engagement and protecting mental health</i></p> <p>Alphabet Photography</p> <p>Creative viewfinders</p> <p>Research tasks linked to keywords and/or links that will be relevant in Yr10</p>	<p>Lockdown 1 <i>Tasks aimed at engagement and protecting mental health</i></p> <p>1 Item 10 Shots</p> <p>Research tasks linked to keywords and/or links that will be relevant in Yr10</p>	<p>Lockdown 1 <i>Tasks aimed at engagement and protecting mental health</i></p> <p>Research tasks linked to keywords and/or links that will be relevant in Yr10</p>
Y10	<p>BCA/Cover - The Formal Elements of Photography recap</p> <p>LUG - Discarded Vanitas research and photoshoots</p>	<p>BCA/Cover - The Formal Elements of Photography recap</p> <p>LUG - Discarded Vanitas photoshoots</p>	<p>Lockdown 2</p> <p>BCA/Cover - Alphabet Photography/1 Item 10 Shots <i>Tasks repeated and/or built upon due to limited engagement during lockdown 1.</i></p> <p>LUG - Poetry and</p>	Discarded Workshops and photoshoots	<p>BCA/Cover 10op/pg2 Structures Photoshoots & overlays</p> <p>LUG - Discarded final edits</p>	Structures Photoshoots

			photography			
Y11	Structures Overlays/tessellations	Structures Idea development Discarded - Refinement	Externally set assignment			

RE (Full Course)

	HT1	HT2	HT3	HT4	HT5	HT6
Y9	Component 2 Christianity beliefs and teachings	Component 2 Christianity beliefs and teachings	Component 2 Christianity practices	Lockdown 1 Component 3 Judaism beliefs and teachings	Lockdown 1 Component 3 Judaism beliefs, teachings and practices	Lockdown 1 Component 3 Judaism practices Component 1 Relationships
Y10	Component 1 Life and Death	Component 1 Life and Death	Lockdown 2 Component 1 Good & Evil	Lockdown 2 Component 1 Good & Evil	Component 1 Human Rights	Component 1 Human Rights/Relationship s
Y11	Component 1/2 Relationships/ Christianity Beliefs revision	Component 2 Christianity practices revision	Component 3 Judaism beliefs revision	Component 3 Judaism practices revision	Revision	N/A Exams

Rock School

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	foundation year for learning skills: Music Theory	foundation year for learning skills: Musical Genres	foundation year for learning skills: Practical Skills	foundation year for learning skills: Practical Skills	foundation year for learning skills: Understanding assignments	foundation year for learning skills: Bringing it all together
Y10	Unit 201ta Musical Knowledge, Task 1 - Genre Presentation	Unit 201ta Musical Knowledge, Task 2 - Track Analysis Presentation	Unit 201ta Musical Knowledge, Task 1 - Magazine Article Planning and Writing	Unit 201ta Musical Knowledge, Task 2 - Track Analysis Planning and Writing	Unit 201ta Musical Knowledge - bringing it together Task 1 and 2 final coursework 204ta - Instrumental Study Task 1 - Maintenance Manual Task 2 - Planning and practice	TAG additional supporting evidence.
Y11	Developing practical skills (catchup)	Unit 202ta - External Assessment dry run (invented brief)	Unit 202ta - External Assessment 30 hours	Unit 202ta - External Assessment 30 hours	Course Complete and submitted by - 01/04/2022	Course Complete and submitted by - 01/04/2022

Sport

	HT1	HT2	HT3	HT4	HT5	HT6
Y9	RO52 Developing Sport Skills.	RO52 Developing Sport Skills.	RO52 Developing Sport Skills.	RO54 Sport in the Media.	RO54 Sport in the Media.	RO54 Sport in the Media.
Y10	RO53 Sport Leadership.	RO53 Sport Leadership.	RO51 Contemporary Issues in Sport.	RO51 Contemporary Issues in Sport.	RO51 Contemporary Issues in Sport.	RO52 Developing Sport Skills.
Y11	RO53 Sport Leadership.	RO51 Contemporary Issues in Sport.	RO51 Contemporary Issues in Sport.	RO51 Contemporary Issues in Sport.	*RO54 Sport in the Media.	*RO54 Sport in the Media.

*RO54 Not to be formally assessed - Guidance given by OCR

Trilogy Science

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p><u>Cells</u> Eukaryotic and prokaryotic cells</p> <p>Specialised cells</p> <p>The cell cycle</p> <p>Transport across the membrane</p> <p><u>Atomic Structure and Periodic Table</u> Elements, Compounds and Mixtures</p> <p>Separating Mixtures</p> <p>The History of the Atom</p> <p>Isotopes</p> <p>Electronic Structure and Ions</p> <p>The Development and Layout of the Periodic Table</p> <p>Periodicity, Groups 1, 7 and 8</p>		<p><u>Nutrition and Digestion</u> Nutrients and deficiency diseases</p> <p>Food Tests</p> <p>The Digestive System</p> <p>Enzymes</p> <p><u>Bonding</u> Ionic, Covalent and Metallic Bonding</p> <p>How Bonding links to Properties</p> <p>Diamond and Graphite</p> <p>Fullerenes</p> <p>Polymers</p> <p>Nanoparticles</p> <p><u>Energy Part Three</u> Fossil Fuels</p>		<p><u>Gas Exchange and Circulation</u> Gas Exchange</p> <p>The Respiratory System</p> <p>The Heart, Circulatory System and Blood</p> <p>Heart Disease and the Impact of Lifestyle</p> <p>Cancer</p> <p><u>Quantitative Chemistry</u> The Mole</p> <p>Mass, Moles and Mr</p> <p>Concentration Calculations</p> <p>Balancing Equations from Moles</p> <p><u>Electricity in the Home</u> Cables and Plugs</p>	

	<p><u>Energy Part One</u></p> <p>Stores and Pathways</p> <p>Kinetic, Gravitational and Elastic Energy Calculations</p> <p>Power</p> <p>Efficiency</p> <p><u>Energy Part Two</u></p> <p>Conduction</p> <p>Insulation</p> <p>Specific Heat Capacity</p>		<p>Nuclear Power</p> <p>Renewable Energy</p> <p>The National Grid</p> <p><u>Current Electricity</u></p> <p>Current, Potential Difference and Resistance</p> <p>Resistance of a Wire</p> <p>Component Characteristics and I-V Graphs</p> <p>Series and Parallel Circuits</p>	<p>Potential Difference and Power</p> <p>Static Electricity and Electric Fields.</p>
Y10	<p><u>Bioenergetics</u></p> <p>Photosynthesis</p> <p>How Plants Use Glucose</p> <p>Respiration</p>	<p><u>Infection and Response</u></p> <p>Pathogens and modes of transmission</p> <p>Specific and</p>	<p><u>Homeostasis and Response</u></p> <p>The Nervous System and Reflexes</p> <p>Control of Body Temp</p> <p>Control of Glucose and Diabetes</p>	<p><u>Inheritance, Variation and Evolution</u></p> <p>Sexual and asexual reproduction</p> <p>DNA and Protein Synthesis</p> <p>Inheritance and Inherited Disorders</p>

	<p>The Liver and Metabolism</p> <p>Effect of Exercise</p> <p><u>Chemical Changes</u></p> <p>Reactivity, Displacement and Extracting Metals</p> <p>Acids, Bases and Salts</p> <p>Titration</p> <p>Redox Reactions</p> <p>Electrolysis</p> <p><u>Particle Model of Matter</u></p> <p>Density</p> <p>States of Matter</p>	<p>non-specific defence</p> <p>Vaccination</p> <p>Antibiotics</p> <p>Developing drugs</p> <p><u>Energy Changes</u></p> <p>Endothermic and Exothermic Reactions</p> <p>Reaction Profiles</p> <p>Measuring Enthalpy Changes</p> <p>Bond Energy</p> <p><u>Radiation</u></p> <p>Development of the Atom</p> <p>Changes to the Nucleus</p>	<p>Hormones in Reproduction, Contraception and Fertility Treatment</p> <p><u>Rate and Extent of Chemical Change</u></p> <p>Measuring Rate of Reaction</p> <p>Factors that Affect the Rate of Reactions</p> <p>Reversible Reactions and Dynamic Equilibrium</p> <p><u>Organic Chemistry</u></p> <p>Crude Oil, Fractional Distillation and Cracking</p> <p>Alkanes and Alkenes</p> <p><u>Forces</u></p> <p>Vector and Scalar Quantities</p> <p>Newton's First and Third Laws</p> <p>Centre of Mass and Turning Forces</p>	<p>Selective Breeding, Cloning and Genetic Engineering</p> <p>Evolution</p> <p>Classification</p> <p><u>Chemical Analysis</u></p> <p>Pure Substances, Impure Substances and Formulations</p> <p>Chromatography</p> <p><u>Atmospheric Chemistry</u></p> <p>The Atmosphere Over Time</p> <p>Greenhouse Gasses</p> <p>Global Climate Change</p> <p>Pollutants</p> <p><u>Waves</u></p>
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	<p>Internal Energy and Specific Latent Heat</p> <p>Gas Pressure</p>	<p>Alpha, Beta and Gamma Radiation</p> <p>Half Life</p>	<p>Drawing and Resolving Forces</p> <p><u>Motion</u></p> <p>Acceleration</p> <p>Motion-Time Graphs</p> <p>Newton's Second Law</p> <p>Terminal Velocity</p> <p>Momentum</p> <p>Hooke's Law</p>	<p>Nature of Waves</p> <p>Reflection and Refraction</p> <p>Sound Waves</p> <p>Seismic Waves</p> <p>The EM Spectrum</p>
Y11	<p><u>Ecology</u></p> <p>Biotic and Abiotic Factors</p> <p>Adaptions and Competition</p> <p>Food Chains and Webs</p> <p>Sampling</p> <p>Carbon and Water Cycles</p> <p>Decomposition and Decay</p>		<p><u>Revision of Paper 1 Content</u></p>	<p><u>Revision of Paper 2 Content</u></p>

	<p>Biodiversity and Human Impact on Biodiversity</p> <p><u>Using Resources</u></p> <p>Finite and Renewable Resources</p> <p>Potable Water, Water Testing and Waste Water Treatment</p> <p>Bioremediation and Phytoremediation</p> <p>Life Cycle Assessments</p> <p><u>Magnetism</u></p> <p>Magnetic Fields</p> <p>Electromagnets</p> <p>The Motor Effect</p> <p>Transformers</p>		
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Physics

	HT1	Ht2	HT3	HT4	HT5	HT6
Y9	<p><u>Energy Part One</u></p> <p>Stores and Pathways</p> <p>Kinetic, Gravitational and Elastic Energy Calculations</p> <p>Power</p> <p>Efficiency</p>	<p><u>Energy Part Two</u></p> <p>Conduction</p> <p>Insulation</p> <p>Specific Heat Capacity</p>	<p><u>Energy Part Three</u></p> <p>Fossil Fuels</p> <p>Nuclear Power</p> <p>Renewable Energy</p> <p>The National Grid</p>	<p><u>Current Electricity</u></p> <p>Current, Potential Difference and Resistance</p> <p>Resistance of a Wire</p> <p>Component Characteristics and I-V Graphs</p> <p>Series and Parallel Circuits</p>		<p><u>Electricity in the Home</u></p> <p>Cables and Plugs</p> <p>Potential Difference and Power</p> <p>Static Electricity and Electric Fields.</p>
Y10	<p><u>Particle Model of Matter</u></p> <p>Density</p> <p>States of Matter</p> <p>Internal Energy and Specific Latent Heat</p>	<p><u>Radiation</u></p> <p>Development of the Atom</p> <p>Changes to the Nucleus</p> <p>Alpha, Beta and Gamma Radiation</p>	<p><u>Forces</u></p> <p>Vector and Scalar Quantities</p> <p>Newton's First and Third Laws</p> <p>Centre of Mass and Turning Forces</p>	<p><u>Motion</u></p> <p>Acceleration</p> <p>Motion-Time Graphs</p> <p>Newton's Second Law</p> <p>Terminal Velocity</p>		<p><u>Waves</u></p> <p>Nature of Waves</p> <p>Reflection and Refraction</p> <p>Sound Waves</p> <p>Seismic Waves</p>

	Gas Pressure	Half Life Fission and Fusion	Drawing and Resolving Forces	Momentum Hooke's Law	The EM Spectrum Lenses and Ray Diagrams
Y11	<u>Magnetism</u> Magnetic Fields Electromagnets The Motor Effect Transformers	<u>Space Physics</u> The Solar System Orbital Motion Stellar Life Cycle Red Shift	<u>Revision of Paper 1 Content</u>		<u>Revision of Paper 2 Content</u>