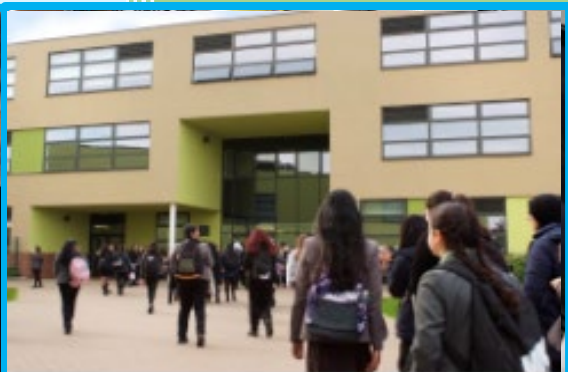
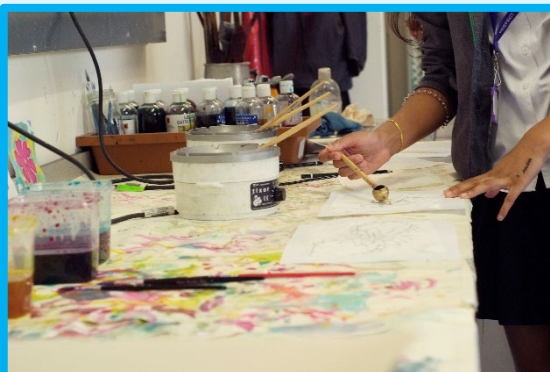


Swakeleys School for Girls

Year 11 Curriculum Guide by subject:
KS4 GCSE Year 3



SWAKELEYS SCHOOL FOR GIRLS

Year 11 students study the following core subjects; English, English Literature, maths, science (trilogy worth 2 GCSEs), RE and a Language or Humanity (history or geography). They also study two additional GCSE option choices and have core PE which takes the form of Recreational Options every Thursday week B periods 4 & 5, and PSHCE as part of their non-examined core curriculum. The following provides families and students with guidance on what the full academic year of learning looks like for each subject. It outlines what Year 11 students will be taught, the type of assessment that students will experience and any resources that they will need. You can find this on our website at <https://swakeleys.hillingdon.sch.uk/curriculum/curriculum-guide-year-11-sept-2025/>

Year 11 also have an internal exam period of two weeks where full mock exams are sat in December, along with two sets of mock English and maths mock exams in November and February. These are the final opportunity for students to really fine tune their revision and exam technique in preparation for their final GCSE exams which start in May!

Contents:

Core curriculum:

- Maths
- English
- Science
- French or German
- Geography (also an option choice)
- History (also an option choice)
- RE
- PSHCE (non-examined)

Option subjects:

- Art
- Business
- Child Care
- Citizenship
- Computer Science
- Dance
- Drama
- Food
- Health & Social Care
- Media
- Music
- PE (GCSE)
- Photography
- Psychology
- Sociology

MATHS

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Higher: Algebra: further quadratics, rearranging formulae and identities Trigonometry recap and extension Growth and decay Equation of a circle Further equations and graphs Sketching graphs Foundation: Graphs recap and extension Direct and inverse proportion Pythagoras Recap Trigonometry Algebra and Sketching graphs	Ongoing in class assessment, including regular skills checks.	Use the Independent Learning tab on Sparx Maths and Mathswatch to work on specific topics.
Autumn 2 (Oct-Dec)	Higher: Mock examinations and revision Trigonometry recap and extension Direct and inverse proportion Inequalities Vectors Further sketching graphs Sine and cosine rules Foundation: Mock examinations and revision Further perimeter and area Volume and surface area Vectors Growth and decay	Ongoing in class assessment, including regular skills checks. Year 11 mock exam 3 Maths Papers each 90 minutes. 2 x Calculator Paper 1 x Non Calculator Paper AQA Exam Board	Use the Independent Learning tab on Sparx Maths and Mathswatch to work on specific topics.
Spring 1 (Jan-Feb)	Higher: Transforming functions Numerical methods Circle theorems Gradients and rate of change Foundation: Quadratic graphs Solving quadratic equations Simultaneous equations	Ongoing in class assessment, including regular skills checks. In class walking talking mock and post assessment. Past papers to be set as homework/independent study.	Use the Independent Learning tab on Sparx Maths and Mathswatch to work on specific topics.

Spring 2 (Feb – March)	<u>Higher:</u> Pre-calculus and area under a curve Algebraic fractions March Mock examinations and revision Feedback based on QLA Revision <u>Foundation:</u> Algebra and graphs Algebra and graphs continued March Mock examinations and revision Feedback based on QLA Revision	Ongoing in class assessment, including regular skills checks. <u>Year 11 mock exam</u> 3 Maths Papers each 90 minutes. 2 x Calculator Paper 1 x Non Calculator Paper Past papers to be set as homework/independent study.	Use the Independent Learning tab on Sparx Maths and Mathswatch to work on specific topics.
Summer 1 (April-May)	<u>Higher + Foundation:</u> Exam Revision	Ongoing in class assessment, including regular skills checks Past papers to be set as homework/independent study.	Use the Independent Learning tab on Sparx Maths and Mathswatch to work on specific topics.
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for Maths. Students participate in pie day in March.		

ENGLISH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>GCSE English Language</u> Paper 2: Reading Non-Fiction Texts and Transactional Writing Skills Paper 2, Sections A and B Students will revise and develop skills in: - analysing and evaluating 20th/21st century non-fiction extracts - reading for comprehension/understanding - comparing ideas and perspectives across texts Students will revise and develop skills in: - writing for a variety of non-fiction forms, purposes and audiences - using vocabulary, spelling, punctuation and grammar accurately and for effect <u>GCSE English Literature</u> Revision of Paper 1: Shakespeare and the Modern Text Paper 1, Sections A and B Students will revise and develop skills in: - analysing how the language, form and structure of a text can create meanings and effects - how to maintain a critical style and informed personal response - how to maintain a critical style and informed personal response - understanding how the context of a text can create meanings and effects	Assessment of modular exam questions and exemplar paragraphs. Ongoing self/peer assessment.	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision. <i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5 ‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Autumn 2 (Oct-Dec)	<u>GCSE English Language</u> Revision of Paper 1 and Paper 2: Reading Fiction and Non-fiction Texts Writing Imaginative and Transactional Texts Students will revise and develop skills in:	GCSE English Language mock exam (WAVE) Paper 1 and Paper 2 Paper 1: Reading – 4 questions on an unseen 19th century fiction extract	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision.

	- analysing and evaluating 19th century fiction and 20th/21st century non-fiction extracts - reading for comprehension/understanding - comparing ideas and perspectives across two non-fiction texts Students will revise and develop skills in: - writing for a variety of fiction and non-fiction forms, purposes and audiences - using vocabulary, spelling, punctuation and grammar accurately and for effect <u>GCSE English Literature</u> Revision of Paper 2: Paper 2: 19th Century Novel, Poetry Anthology and Unseen Poetry Students will revise and develop skills in: - how to maintain a critical style and informed personal response - understanding how the context of a text can create meanings and effects - analysing and comparing how the language, form and structure of a text can create meanings and effects - comparing the ideas and poetic techniques used to create meaning in two poems	Writing – Imaginative writing question Paper 2 Reading - 7 questions on two unseen 20th/21st century non-fiction extracts Writing – Transactional writing question <i>These will take place earlier in the term, before the main mock period.</i> GCSE English Literature mock exam Paper 1 and Paper 2 Closed book (texts are not allowed) Paper 1 Section A: Shakespeare Section B: Modern text Paper 2 Section A: 19th century novel Section B: Poetry Anthology Section C: Unseen poetry <i>These will take place during the main mock period.</i>	<i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5 ‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Spring 1 (Jan-Feb)	<u>GCSE English Language</u> <u>Spoken Language Endorsement</u> Students will prepare and deliver a speech on a topic of their choice, followed by a Q&A session (10 minutes in total). Students will develop skills in: - how to plan and prepare a spoken presentation on a specific topic in a formal setting - how to listen carefully and respond to questions and feedback in depth - how to use spoken English and paralinguistics effectively to engage an audience.	Spoken Language Endorsement This is a non-exam assessment conducted and marked by the class teacher. The grade received will be sent to the exam board and appear on the GCSE English Language certificate. The grading is awarded as a Pass, Merit or Distinction. NC will appear if the endorsement is not completed or the student does not pass.	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision. <i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5 ‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and

	<u>GCSE English Literature</u> Feedback and revision based on the mock exam – class teacher will address the areas in which students need more revision and practice.		2026 exams', Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Spring 2 (Feb – March)	<u>GCSE English Language</u> Revision and preparation for the second English Language mock exams/final exams. Paper 1 and Paper 2. <u>GCSE English Literature</u> Revision and practice of all topics is undertaken on a needs analysis basis per class.	GCSE English Language Mock exams (Ripple) Students who did not achieve their target minimum grade in the first English Language mock exams will be given the opportunity to sit a second mock. This may be either both papers, or just one of the papers. This will be decided by the class teacher and Director of English. Assessment of modular exam questions and exemplar paragraphs. Ongoing self/peer assessment. GCSE English Literature Assessment of modular exam questions and exemplar paragraphs. Ongoing self/peer assessment.	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision. <i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing'</i> guide, Pearson, ISBN: 978-0-435-18329-5 'Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams', Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Summer 1 (April-May)	Public Exams <u>GCSE English Language</u> Revision and practice of all topics is undertaken on a needs analysis basis per class. <u>GCSE English Literature</u>	Assessment of modular exam questions and exemplar paragraphs.	<i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing'</i> guide, Pearson, ISBN: 978-0-435-18329-5 'Pearson REVISE Edexcel GCSE English Language Revision

	Revision and practice of all topics is undertaken on a needs analysis basis per class.		Guide – for 2025 and 2026 exams’, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for English. Guest speakers for selected year groups. Key skills for employability taught within units – written and verbal communication skills.		

SCIENCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	- Organising an ecosystem (feeding relationships, materials cycle and carbon cycle) - The Earth's atmosphere (history of the atmosphere, greenhouse gases, climate change and pollutants) - Electromagnetic waves (electromagnetic spectrum, communications and medicine) - Electromagnetism (magnetic fields of electric currents and the motor effect)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Autumn 2 (Oct-Dec)	- Biodiversity and ecosystems (the human population explosion, pollution of land, water and air, deforestation, peat destruction, global warming and maintaining biodiversity) - The Earth's resources (finite and renewable, potable water, treating waste water, extracting metals from ores, life cycle assessments and reduce, reuse and recycle)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. <u>Year 11 mock exam</u> Six written assessments (two each for biology, chemistry and physics) lasting 1 hr 15 mins each, covering the whole GCSE specification.	Seneca Learning CGP revision guide and workbook
Spring 1 (Jan-Feb)	- Mock exam feedback - Revision of physics paper 2 content (forces, waves and magnetism and electromagnetism)	Ongoing in class assessment, including regular skills checks. Fortnightly test on content revised in lessons. These will be 1 hour written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Spring 2 (Feb – March)	- Revision of chemistry paper 2 content (the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources) - Revision of biology paper 2 content (homeostasis and response, inheritance, variation and evolution, and ecology) - Revision of physics paper 1 content (energy, electricity, particle model of matter and atomic structure)	Ongoing in class assessment, including regular skills checks. Fortnightly test on content revised in lessons. These will be 1 hour written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook

Summer 1 (April-May)	- Revision of chemistry paper 1 content (atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes) - Revision of biology paper 1 content (cell biology, organisation, infection and response, and bioenergetics)	Ongoing in class assessment, including regular skills checks. Fortnightly test on content revised in lessons. These will be 1 hour written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for science. Students participate in Science Week in March.		

FRENCH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct) Environment (Local and global issues)	Environment and where people live Theme 3: Communication and the world around us -Describe local environment, including environmental issues. -Refer to activities to help/protect local area/environment in the past, present and future. -Refer to and express opinions on wider global issues eg climate change, environmental damage. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: -90/150 words writing task and dictation task. End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Autumn 2 (Oct-Dec) Sexual orientation, marriage and partnership	Identity and relationship with others Theme 1: People and lifestyle -Describe a person's sexual orientation. -Describe ideal partners and why. -Describe different types of partnerships - pros and cons Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid-Module: none End of Module: -Writing 90/150 words -Pre-mocks listening and reading paper practice -Revision for Yr11 mock exams start in week 3 of the second half of the autumn term and continue during the mock exams period <u>YEAR 11 MOCK EXAMS</u> All topics from Year 9, Year 10 and Year 11 will be in the examinations WRITING	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books)

		<u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from French into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in French of 4/5 short sentences	-Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Spring 1 (Jan-Feb)	Speaking exam preparation and consolidation of knowledge, skills and understanding of the 3 themes	-Regular vocabulary and grammar tests. SPEAKING MOCK EXAM (This exam takes place in January) -Role-play (Both Foundation & Higher 1-1.5 minutes) -Reading aloud and short conversation (Foundation 2-2.5minutes & Higher 3-3.5 minutes) -Photocards and Conversation: Qs & As (Foundation: 4-5 mins & Higher: 6-7 mins) - Mid-Module: none - End of Module: none	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class -Kerboodle (students have individual logins) -The Language nut website is also an excellent resource (students have individual logins) -AQA past papers

			-Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Spring 2 (Feb-Mar)	Revision of all topics and consolidation of vocabulary, tenses, grammatical structures and all 4 skills following the AQA GCSE specification	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Exam papers and exam questions practice	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Summer 1 (April-May)	Revision of all topics from Year 9, 10 and 11. Consolidation of vocabulary, tenses, grammatical structures and all 4 skills following the AQA GCSE specification Speaking preparation	Exam papers and exam questions practice <u>YEAR 11 PUBLIC EXAMS</u> SPEAKING (This exam takes place at the start of April before the other 3 skills.) -Role-play (Both Foundation & Higher 1-1.5 minutes) -Reading aloud and short conversation (Foundation 2-	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins)

		2.5minutes & Higher 3-3.5 minutes) -Photocards and Conversation: Qs & As (Foundation: 4-5 mins & Higher: 6-7 mins) WRITING <u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from French into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in French of 4/5 short sentences	-The Language website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Careers related learning	Careers lessons during the careers focus fortnight for Year 11. Alumni speaker to come in and speak to our pupils about studying a modern foreign language (MFL) at University and their personal careers journey. KCL invited to deliver lecture to all Year 11 pupils (when they were in Year10) studying German and French to discuss careers in MFL. MyPATH display resources to go on PP slides throughout the year. All highlighting the range of careers available in MFL Careers door displaying careers in MFL. Careers conversations with MFL staff about their own careers journeys. Revision in Year 11 of the topic of jobs, work experience & careers covered in Year 10. Taster lessons for 6th Form as part of the careers fortnight.		

GERMAN

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct) Environment (Local and global issues)	Environment and where people live Theme 3: Communication and the world around us -Describe local environment, including environmental issues. -Refer to activities to help/protect local area/environment in the past, present and future. -Refer to and express opinions on wider global issues eg climate change, environmental damage. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: -90/150 words writing task and dictation task. End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Autumn 2 (Oct-Dec) Sexual orientation, marriage and partnership	Identity and relationship with others Theme 1: People and lifestyle -Describe a person's sexual orientation. -Describe ideal partners and why. -Describe different types of partnerships - pros and cons Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid-Module: none End of Module: -Writing 90/150 words -Pre-mocks listening and reading paper practice -Revision for Yr11 mock exams start in week 3 of the second half of the autumn term and continue during the mock exams period YEAR 11 MOCK EXAMS All topics from Year 9, Year 10 and Year 11 will be in the examinations WRITING	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books)

		<u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from German into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in German of 4/5 short sentences	-Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Spring 1 (Jan-Feb)	Speaking exam preparation and consolidation of knowledge, skills and understanding of the 3 themes	-Regular vocabulary and grammar tests. SPEAKING MOCK EXAM (This exam takes place in January) -Role-play (Both Foundation & Higher 1-1.5 minutes) -Reading aloud and short conversation (Foundation 2-2.5minutes & Higher 3-3.5 minutes) -Photocards and Conversation: Qs & As (Foundation: 4-5 mins & Higher: 6-7 mins) - Mid-Module: none - End of Module: none	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languagegenut website is also an excellent resource (students have individual logins) -AQA past papers

			-Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Spring 2 (Feb-Mar)	Revision of all topics and consolidation of vocabulary, tenses, grammatical structures and all 4 skills following the AQA GCSE specification	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Exam papers practice	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Summer 1 (April-May)	Revision of all topics from Year 9, 10 and 11. Consolidation of vocabulary, tenses, grammatical structures and all 4 skills following the AQA GCSE specification Speaking preparation	Exam papers and exam questions practice <u>YEAR 11 PUBLIC EXAMS</u> SPEAKING (This exam takes place at the start of April before the other 3 skills.) -Role-play (Both Foundation & Higher 1-1.5 minutes) -Reading aloud and short conversation (Foundation 2-	-Resources shared on Google Classroom -Revision material shared on Google Classroom -Revision lessons delivered in class. -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins)

		2.5minutes & Higher 3-3.5 minutes) -Photocards and Conversation: Qs & As (Foundation: 4-5 mins & Higher: 6-7 mins) WRITING <u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from German into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in German of 4/5 short sentences	-The Sprachenut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant. -Weekly intervention sessions after school
Careers related learning	Careers lessons during the careers focus fortnight for Year 11. Alumni speaker to come in and speak to our pupils about studying a modern foreign language (MFL) at University and their personal careers journey. KCL invited to deliver lecture to all Year 11 pupils (when they were in Year10) studying German and French to discuss careers in MFL. MyPATH display resources to go on PP slides throughout the year. All highlighting the range of careers available in MFL Careers door displaying careers in MFL. Careers conversations with MFL staff about their own careers journeys. Revision in Year 11 of the topic of jobs, work experience and careers covered in Year 10 Taster lessons for 6th Form as part of the careers fortnight.		

GEOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn Term (Sept – Dec)	Topic 8 – UK Challenges - The UK's resource consumption and environmental sustainability challenge - The UK settlement, population and economic challenges - The UK's landscape challenges - The UK's climate change challenges	A formal, timed in-class assessment made up of a past exam question comprising multiple choice, short answer, resource response and a 12 mark question with accompanying resources. This topic WILL NOT be assessed in the Year 11 PPEs. Ongoing teacher, peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Spring Term (Jan – March)	Reflection on the Year 11 PPEs Revision of geographical skills. Revision of fieldwork. WTMS for one topic from each Paper 1, 2 and 3.	A formal, timed in-class assessment of geographical skills. A formal, timed in-class assessment made up of a past exam question worth 18 marks. Parts of the question are based on 'hypothetical' fieldwork and some based on the pupil's fieldwork. This assessment is made up of multiple choice, short answer, resource response and an 8 mark question. WTMs. Ongoing teacher, peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Fieldwork booklets Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Spring Term (April – study leave)	Revision and consolidation of content and skills as part of exam preparation.	N/A	Lessons are all available on Google Classroom. Exercise book. Fieldwork booklets Geography Society

			GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Summer 2 (June –July)			
Careers related learning	Geography is Your Future – this appears twice in each unit of work whereby careers related to the topic are explored. Geography Society explores different careers in Geography During careers fortnight, we use lesson time to explore the careers for which geography is useful and relevant.		

HISTORY

There are two GCSE courses in History. The Humanities pathways follow AQA (classes labelled as 'ab' or 'cd') and the languages pathway follow OCR A (classes labelled as Y or Z)

[illegible]

	plantations, the EIC and how they get control. We will end the unit looking at the impact of the empire on the British economy so will explore how the Bank of England was created, shares and profits in companies related to the empire, impact of goods from the empire such as coffee, fashion etc.	culture at the time and how any important events or developments under Elizabeth's rule that we have previously study are connected to the site study.		
Spring 2 (Feb – March)	We will study the final section of paper 3 which is an urban environment study on Spitalfields. We will do a detailed examination of who goes to the area, when, why they move, their experience there and the impact. This will include people such as the Huguenots from France, Eastern European Jews and Bengalis. We will look like in the other papers at how to answer the questions and practise them in lesson.	Revision and walking talking mocks	In class formal assessment and informal practise questions that help inform pupils holistic grade	
Summer 1 (April-May)	Revision lessons based on pupil requests as well as core content on the interpretations.	Revision lessons based on pupil requests		
Careers related learning	Frequent links here made to careers and futures in history in lessons and reference to the types of jobs using the corridor display.			

Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this is the content which will be covered:

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<u>Peace and Conflict Recap</u> Students recap the peace and conflict unit from the end of last year in a revision lesson and do an assessment the following lesson. • Peace and Conflict Revision • Assessment <u>Living the Muslim Life</u> • What does it mean to be Muslim? • 10 obligatory acts in Shia Islam • 5 pillars • Shahadah	GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation. Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Autumn 2 (Oct-Dec)	<u>Living the Muslim Life</u> • Salah • Sawm • Zakah and Khums • Hajj • Jihad • Celebrations	Ongoing in-class assessment GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation.	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Spring 1 (Jan-Feb)	<u>Year 11 Mock+ Feedback</u> <u>Crime and Punishment</u> • What is the nature of Justice? • Crime • Good, evil and suffering • Punishment	Christianity Paper 1: GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation. Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Spring 2 (Feb – March)	<u>Crime and Punishment</u> • Aims of punishment • Forgiveness • Treatment of criminals • Death Penalty • GCSE Revision	GCSE-style assessment (questions a-d), testing knowledge,	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/

			https://www.kerboodle.com/users/login
Summer 1 (April-May)	GCSE Revision		Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Careers related learning	Starters related to careers in RE		Lesson resources will be available on Google Classroom for consolidation and revision.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Lesson 1: Discrimination and the Equality Act Lesson 2: Stereotypes & Prejudice Lesson 3: Respecting Human Rights Lesson 4: Gender biases Lesson 5: Criminal exploitation Lesson 6: The questions around deepfakes Lesson 7: Exploring career pathways	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Autumn 2 (Oct-Dec)	Lesson 1: Fertility & pregnancy Lesson 2: Contraceptive considerations Lesson 3: Sex & substances Lesson 4: Differences between forced & arranged marriages Lesson 5: Mock Exams Lesson 6: Mock Exams Lesson 7: Mock Exams	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Spring 1 (Jan-Feb)	Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC. Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC. Lesson 3: Domestic abuse Lesson 4: Sexual harassment & aggression Lesson 5: The dangers of sextortion Lesson 6: Sexual violence & abuse	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.

Spring 2 (Feb – March)	Lesson 1: Relationship fall-outs Lesson 2: Safe relationships online Lesson 3: Rethinking masculinity Lesson 4: Caring for your mental health Lesson 6: Health conditions	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Summer 1 (April-May)	Lesson 1: Exam stress Lesson 2: Managing stress & overthinking GCSE Exams begin		
Summer 2 (June –July)			

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn	GCSE Art & Design: Portraiture Project Project Title: Exploring Identity Through Portraiture Project Overview: In this project, you will explore the art of portraiture, using different techniques, materials, and styles to convey personality, emotion, and identity. Through observational studies, artist research, and creative experimentation, you will develop a personal response that reflects your understanding of portraiture. Your final outcome will demonstrate technical skill, originality, and a meaningful interpretation of your chosen theme. Key Objectives: Observation & Recording: Produce detailed observational drawings in a range of media focusing on the elements of art (contour, tonal shading, mark-making). Composition & Arrangement: Explore different ways to create portraits and explore balance, contrast, and depth. Materials & Techniques: Experiment with a range of media such as graphite, charcoal, ink, watercolour, acrylic, and collage. Artistic Influence: Research historical and contemporary artists (e.g., Agnes Cecile and Lee Jeffries) and incorporate elements of their styles into your own work. Personal Response: Select images that have meaning to you (e.g., sentimental items, cultural, or any chosen sub theme) and develop a composition that tells a story or conveys emotion. Final Piece: Create a well-composed portrait response artwork that reflects your development and showcases your technical skills and creativity.	<i>Teacher Assessment Including Feed Forward</i> <i>Self and peer assessment throughout project</i> <i>Verbal feedback</i> <i>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</i> Your work will be assessed against the four AQA assessment objectives (AOs): MOCK EXAM WILL BE BASED ON THE FINALISING FOR THIS PROJECT, REALISING INTENTIONS AND PRODUCING A PERSONAL AND MEANINGFUL RESPONSE (10 hour exam)	Materials needed for the course provided by the pupil: Camera SD card Tripod Art club available for pupils to catch up with work. Intervention sessions planned over the half term.
Spring term	FINAL EXAM PAPER ISSUED BY AQA Pupils must select one topic from the exam paper to investigate and develop. This prep work must be completed before the date at the start of the summer term (Exam will take place after the Easter holidays, pupils will have the spring term to	Teacher Assessment Including Feed Forward Self and peer assessment throughout project Verbal feedback	Pupils should have a laptop at home so they can access google classroom and upload work.

	complete all the prep work working towards the assessment objectives set out by AQA (see below) Portfolio mark 60% of final grade Exam topic (from Jan) 40% of final grade	On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.	Art club available for pupils to catch up with work.
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Assessment Objectives (AQA GCSE Art & Design)

✓ AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

Research historical and contemporary portrait artists (e.g., Rembrandt, Van Gogh, Frida Kahlo, Chuck Close, Jenny Saville).

Analyse their techniques, use of expression, composition, and meaning.

Explore different cultural and conceptual approaches to portraiture.

✓ AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

Experiment with different media (pencil, charcoal, ink, acrylic, watercolour, collage, digital).

Explore various portrait styles (realism, abstraction, cubism, surrealism).

Test different compositions, lighting effects, and mark-making techniques.

✓ AO3: Record ideas, observations, and insights relevant to intentions as work progresses.

Produce detailed observational drawings of faces using different perspectives and expressions.

Take and edit photographs as references for your work.

Annotate your sketchbook with thoughts on your progress, media tests, and composition choices.

✓ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Develop a final portrait that reflects your chosen theme, artistic influences, and technical skill.

Ensure your work conveys emotion, identity, or a deeper concept.

Present your final piece alongside your development work in a cohesive and thoughtful way.

BUSINESS

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	Topic 2.3 Making operational decisions Business operations The purpose of business operations: ● to produce goods ● to provide services. Production processes: ● different types: 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: ● balancing cost, productivity, quality and flexibility. Working with suppliers Managing stock: ● interpretation of bar gate stock graphs ● 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. Managing quality The concept of quality and its importance in: ● 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.	Peer and self-assessment	Writing frames and mark schemes and examiners reports.
Autumn 2 (Oct-Dec)	The sales process The sales process: ● 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. Topic 2.4 Making financial decisions Business calculations The concept and calculation of: ● gross profit ● net profit Calculation and interpretation of: ● gross profit margin ● net profit margin ● average rate of return. Understanding business performance The use and interpretation of quantitative business data to support, inform and justify business decisions: ● information from graphs and charts ● financial data ● marketing data ● market data.	45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: https://quizlet.com/304677674/edexcel-gcse-business-9-1-key-terms-23-making-operational-decisions-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.

	The use and limitations of financial information in: ● understanding business performance ● making business decisions. Y11 mock exams <u>1hr 45 mins exams in the exam hall</u>		
Spring 1 (Jan-Feb)	Topic 2.5 Making human resource decisions Organisational structures Different organisational structures and when each are appropriate: ● hierarchical and flat ● centralised and decentralised. The importance of effective communication: ● the impact of insufficient or excessive communication on efficiency and motivation ● barriers to effective communication. Different ways of working: ● part-time, full-time and flexible hours ● permanent, temporary, and freelance contracts ● the impact of technology on ways of working: efficiency, remote working. Effective recruitment Different job roles and responsibilities: ● key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. How businesses recruit people: ● documents: person specification and job description, application form, CV ● recruitment methods used to meet different business needs (internal and external recruitment).	Peer and self-assessment	Writing frames and mark schemes and examiners reports.
Spring 2 (Feb – March)	Effective training and development How businesses train and develop employees: ● different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. Why businesses train and develop employees: ● the link between training, motivation and retention ● retraining to use new technology. Motivation- 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.	45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: https://quizlet.com/gb/581539663/edexcel-gcse-business-25-making-human-resource-decisions-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.

Summer 1 (April-May)	Targeted revision, retrieval practice and practice exam papers.	1hr 45 mins during lesson time. We will split the paper, so that you will be examined section A – lesson 1 – section B – lesson 2 & section C – lesson 3 A FULL GCSE Paper 2 - including section A, B & C The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: https://quizlet.com/gb/1039874518/edexcel-gcse-business-theme-2-building-a-business-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/Twoteachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.
Careers related learning Business	Throughout all topics covered, careers and possible jobs in the areas are discussed. Focus on career that Business GCSE can contribute to during careers fortnight through a careers lesson. Careers conversations with Business staff about their own career journeys.		

CHILD CARE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Recap of Component 3 – Supporting Children to Play, Learn and Develop Learning Outcome A: Investigate individual needs that may impact on play, learning and development (taught in Y10 Summer 2 term) Learning Aim A1 - Physical needs - Cognitive/intellectual needs - Communication and language needs - Social and emotional needs Learning Aim A2 - Physical learning and development - Cognitive and intellectual learning and development - Communication and language learning and development - Social and emotional learning and development Learning Aim B1 - Manage risks and hazards of environments and activities - Teach children how to use internet-enabled technology safely (including - computers and tablets, smart technology, wearable technology, toys with voice Recognition, app-enabled toys) Learning Aim B2 - Health and safety considerations for inside environments for children with individual needs Learning Aim B3 - Health and safety considerations for outside environments for children with individual needs	Knowledge and vocabulary checks every lesson. Ongoing self/peer assessment. Exam questions at the end of each lesson In-class assessment at the end of every half term and term in exam conditions	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website

Autumn 2 (Oct-Dec)	Learning Aim C1 • Recognition that every child has a right to learn • Promotes five areas of development for all children. • The role of the adult • The benefits to other children of playing with children who have additional needs Learning Aim C2 • Adapting activities/resources to support a child with physical needs (ensuring age appropriateness) Learning Aim C3 • Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness) Learning Aim C4 • Adapting activities to support a child with communication or language needs (ensuring age appropriateness) Learning Aim C5 • Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)	Mock exam in December Knowledge and vocabulary checks every lesson. Ongoing self/peer assessment. Exam questions at the end of each lesson In-class assessment at the end of every half term and term in exam conditions	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website
Spring 1 (Jan-Feb)	• Component 3 – Supporting Children to Play, Learn and • Develop – External Examination	Final examination to be taken in January.	
Spring 2 (Feb – March)	Results of Component 3 exam to be released in March. Students will be given an opportunity to resit Component 3 examination in May.	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on topic areas Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Summer 1 (April-May)	Students will be given an opportunity to resit Component 3 examination in May.	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on topic areas Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Careers related learning	The childcare department highlights career relevance by organising guest speaker sessions and career talks to showcase progression routes. We pride ourselves on sharing alumni success stories further inspires students to explore careers in early years education.		

CITIZENSHIP

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>GCSE Edexcel Citizenship</u> Theme D – Power and Influence - Revision Citizen participation. Voter participation. Participation outside the UK. Groups in democratic society. Citizens working together. Protecting workplace rights. Democracy and the media. Media rights and regulation. Media and influence. The UK and Europe. EU membership benefits and obligations. Impact of EU decisions. The UK's role in the world. Benefits and commitments. Global responsibilities. Global responsibilities. Internal law. Non-governmental organisations. UK's role in international conflict. Past papers walking/talking exam practice.	Past GCSE questions on Theme D. Two assessments on the content of Theme D.	Citizenship Studies Revision guide and workbook
Autumn 2 (Oct-Dec)	Theme E – Citizenship Action – Revision The citizenship action. The issue. Secondary research. Primary research. Primary research questions. Planning the lesson. Delivering the lesson. Evaluating the impact of the lesson. Evaluating the citizenship action as a whole. Past papers walking/talking exam practice. Mock Exam – Paper 2 on Themes D and E.	Past GCSE questions on Theme D Two assessments on the content of Theme E. Year 11 Mock Exam – Paper 2 – 1hr 45 mins.	Citizenship Studies Revision guide and workbook
Spring 1 (Jan-Feb)	Theme A – revisit and revise Theme B – revisit and revise Theme C – revisit and revise	Past GCSE questions on Theme A, B and C – Walking/talking assessments and exam practice.	Power point presentations on each Theme. Use of revision guide.

Spring 2 (Feb – March)	Theme A, B and C – Paper 1 walking/talking exam practice and assessments.	Paper 1 past paper assessments.	
Summer 1 (April-May)	Theme D and E – revisit and revise (again!) Theme A, B and C – revisit and revise (again!) Exams start early May	Last year's Paper 2 and examiners report. Last year's Paper 1 and examiners report	
Careers related learning	Throughout all topics covered, careers and possible jobs in the areas are discussed. Focus on careers that citizenship GCSE can contribute to during careers fortnight. Conversations in lessons guiding students to which A Levels or BTECs citizenship GCSE can lead to.		

COMPUTER SCIENCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Primary, secondary and Data storage. - Virtual memory - The advantages and disadvantages of different storage devices and storage media - How to convert binary integers to their hexadecimal equivalents - Binary shifts Understand the principles of computational thinking - Abstraction - Decomposition - Algorithmic thinking Programming: Understand the difference between function and procedure, parameter passing by values and by reference.	CSNEWBS CSUK Programming with python Smart revise	Resources shared on the Google classroom Smart revise OCR past paper Student's exercise book Multiple choice quiz Craig and Dave youtube videos
Autumn 2 (Oct-Dec)	Network Topologies and Hardware. - Network topologies - Protocols - Layering Programming Random number Defensive design - Anticipating misuse - Authentication - Input validation Maintainability - Use of sub programs - Naming conventions - Indentation - Commenting	Programming with python Smart revise CSNEWBS CSUK	Resources shared on the Google classroom Smart revise OCR past paper Student's exercise book Multiple choice quiz Craig and Dave youtube videos

Spring 1 (Jan-Feb)	Threats and preventing Vulnerabilities - o Brute-force attacks - o The concept of SQL injection - o Encryption - o Physical security - o Understand the legalities and consequence of unlawfully interception data SQL: Data types Primary key create table with DB browser Drop and update table Insert into table Query table Revision on programming	Smart revise CSNEWBS CSUK Mock test DB Browser SQLite Python	Resources shared on the Google classroom Smart revise OCR past paper Student's exercise book Multiple choice quiz Craig and Dave youtube videos
Spring 2 (Feb – March)	Ethical, legal, cultural and environmental impact - o Ethical issues - o Cultural issues - o Environmental issues - o Privacy issues Languages - o Recognise the legal issues which arise from the impact of digital technology Understand the purpose of testing Types of testing - o Iterative - o Final/ terminal Identify syntax and logic errors Selecting and using test data: - o Normal - o Boundary - o Invalid - o Erroneous Refining algorithms Revision	Smart revise Questions Topic test	Resources shared on the Google classroom Smart revise OCR past paper Student's exercise book Multiple choice quiz Craig and Dave youtube videos
Summer 1 (April-May)	Revision.		Resources shared on the Google classroom Smart revise OCR past paper Student's exercise book Multiple choice quiz Craig and Dave youtube videos
Careers related learning	Cybersecurity, AI, Software Development, programmer, Project Manager, Network administrator.		

DANCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<u>Component 1 – Performance</u> Learn set repertoire for performance duo/trio based on contemporary technique. Students will learn performance sequences and work in duets or trios. This will focus on developing their technical, physical and expressive dance skills <u>Component 2 – Dance appreciation theory; anthology</u> Students will examine the professional work – ‘Infra’ by Wayne McGregor. They will be expected to analyse all features for their theory examination.	Mock assessment and final assessment of set phrases to a 105bpm metronome. Students will be assessed on progress of choreography through independent rehearsals. Examination of professional works: Theory tests with essay section. Students will be expected to resubmit test if mark awarded is below a 5 grade	Watch Set Phrase; https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases Utilise dance library. Rehearsal in studio. Revise anthology utilising revision grids. AQA website and google classroom to watch set works uploaded
Autumn 2 (Oct-Dec)	<u>Component 1 – Choreography</u> Students will start choreographic paper and select a stimulus. The exam board AQA will provide 5 sets of stimuli and students will start creating a response. <u>Component 2 – Dance appreciation theory; anthology</u> Students will examine the professional work – ‘Within Her Eyes’ by James Cousins. They will be expected to analyse all features for their theory examination.	Mock examination of professional works: Theory tests with 6-12 mark essay section from section B and C. Students will be expected to re-do and resubmit test if mark awarded is below a 5 grade.	Watch Set Phrase; https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases -Utilise dance library. -Rehearsal in studio. -Revise anthology utilising revision grids. -AQA website and google classroom to watch set works uploaded
Spring 1 (Jan-Feb)	<u>Component 1: Choreography & Performance Duo/Trio.</u> Set Phrases AQA: Breathe and Scoop <u>Component 2: Dance Appreciation Theory Hour:</u> Anthology and choreographic process section B. Anthology Set Professional Work; Artificial Things. Students will be applying their knowledge to 12 marker questions by comparing and contrasting the constituent features of all set works.	Mock examination for component 1 practical units. Students will perform their performance duo/trio. Evidence of technical, physical, expressive & mental skills in shown in their final exam. Students will show their choreographic responses in relation to selected stimuli from the exam board. Students will examine the professional works and be expected to analyse the choreographic process in section B for the exam.	Anthology information AQA GCSE Dance: http://www.aqa.org.uk/resources/dance/gcse/dance/teach/danceanthology Utilise dance library and google classroom to access materials for revision. Rehearsal in studio to prepare for practical examination, banking 60% of entire GCSE. AQA website and google classroom to watch set works uploaded.

Spring 2 (Feb – March)	Component 1; Students will continue to refine their duo/trio and set phrases from their mock assessments. Focus on evidencing technical, physical and expressive dance skills in final exam. Students will finalise and perform their choreographic responses in relation to selected stimuli. Students will create an extended programme note explaining their dance for the examiner. Deadline end of March. Component 2: Dance appreciation Students will examine the professional works. They will be expected to analyse the choreographic process in section B for the examination.	Final examination for Component 1. Teacher feedback throughout process and final assessment filmed in SH3. This will include their Duo/trio and the AQA set phrases. Evidence of technical, physical and expressive dance skills in final exam. Students will all perform their choreographic responses in relation to selected stimuli. Examination of professional works: Theory tests with essay section. Students will be expected to resubmit test if mark awarded is below a 5 grade.	Anthology information AQA GCSE Dance: http://www.aqa.org.uk/resources/dance/gcse/dance/teach/danceanthology Utilise dance library and google classroom to access materials for revision. Rehearsal in studio to prepare for practical examination, banking 60% of entire GCSE. AQA website and google classroom to watch set works uploaded. Dance Evening held at the beginning of March is used for their mock assessment.
Summer 1 (April-May)	Component 2: Dance Appreciation Theory test preparation and mock exams Section A: Choreography and Performance, Section B: Own practice, Section C: Anthology Students will refine their knowledge preparation for the final assessment in dance appreciation. Pupils will develop understanding of performing and choreographing dance in a theoretical context Revision Revise all 6 set works in preparation for the written exam, revise performance skills and definitions, exam practice.	Students complete summer examination. This is based on understanding of performance skills, choreography and anthology of professional works. Graded 1-9 using specification.	GCSE AQA Dance Mock exam papers for theory: http://www.aqa.org.uk/subjects/dance/gcse/dance8236/assessment-resources Utilise dance library. Revision in studio
Careers related learning	Studying of professional works, choreography and performance. Career displays on the dance room doors Conversations with dance teachers about their own careers journeys.		

DRAMA

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Component 1 Refining and performing component 1 devised performance from stimuli from Y10 summer 2. Component 3 One lesson every week will be spent on recapping of key terminology on terms, form and genre.	Real assessment of Component 1 practical and portfolio to be finished by October ½ term. This is worth 40% of their GCSE. Quiz based questions on Component 3 terms every 2 weeks.	Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! -Resources on google classroom -Class Books -Revision booklets for written exam
Autumn 2 (Oct-Dec)	Component 2 Students will select 2 scripted excerpts from the same play written pre-2000 and of a contrasting style to DNA by Dennis Kelly. Scripted work will include working in groups, a duologue or a monologue. Component 3 One lesson every week will be spent on looking at different types of context within DNA for their written exam. Theatre review practice questions	Component 3 exam on DNA and Theatre Review for students' Y11 Mock Drama Exam	Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! ECAS perform in Winter Showcase. BBC Revision; click here -Resources on google classroom -Class Books -Revision booklets for written exam
Spring 1 (Jan-Feb)	Component 2 Refining and performing component 2 for an external examiner.	Ongoing self/peer assessment. Ongoing teacher feedback (WWW/FF) on component 2 Mock assessment of Script work before ½ term	Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! -Resources on google classroom -Class Books -Revision booklets for written exam
Spring 2 (Feb – March)	Component 2 Students will perform their scripted excerpts ready for a live and externally examined performance shortly after ½ term. Component 3 Exam question practice will take place in each lesson. Students will refine exam technique.	Ongoing self/peer assessment. Script performance assessment by an external examiner. Takes place after school. Quiz based questions on Component 3 terms every 2 weeks.	Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Access Component 3B Past papers found here; https://revisionworld.com/a2-level-level-revision/drama-gcse-level/studying-drama/drama-gcse-past-papers/edexcel-gcse-drama-past-papers

			-Resources on google classroom -Class Books -Revision booklets for written exam
Summer (April-May)	Component 3 Revision of content before exam which will take place early May. Exam practice.	Students complete summer examination. This is based on understanding of performance skills, directing skill, DNA and evaluation of a theatrical performance. Graded 1-9 using specification.	BBC Revision; click here -Resources on google classroom -Class Books -Revision booklets for written exam
Careers related learning	[add in here anything that your Dept is doing throughout the year in relation to careers within your subject. How are you demonstrating the relevance of your subject to careers pathways and future opportunities]		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<u>Exam board:</u> Edexcel Design & Technology 9-1 (NEA is worth 50% of the GCSE). Students will undertake a project as part of their non-examination assessment. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. <u>The focus this half term:</u> <i>Production of a range of design ideas that address the criteria in the design brief and product specification.</i> Theory lessons will cover the specialist area; timber.	All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions. FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed design work. * End of unit assessment (written)	Design strategies: collaboration and design fixation- https://www.bbc.co.uk/bitesize/guides/zjkw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/1 https://www.daydreameeducation.co.uk/design-and-technology-gcse-revision-guide-pocket-posters https://senecalearning.com/en-GB/
Autumn 2 (Oct-Dec)	<u>The focus this half term:</u> <i>Development of design ideas into a chosen design.</i> <i>Communication of design ideas</i> Theory lessons will cover preparation for Year 11 written mock exam. The content is divided into two sections: core content and material categories. The core content provides students with a breadth of study and the material categories provides students with a depth of study.		Communication of ideas - Edexcel Sketching and annotation https://www.bbc.co.uk/bitesize/guides/zffhsrd/revision/1 https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/3
Spring 1 (Jan-Feb)	<u>The focus this half term:</u> <i>Review of chosen design</i> <i>Manufacture: Production of a prototype that meets the requirements of the</i>		Reviewing designs: https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/2 Making:

	<i>design brief and product specification, showing a wide range of making skills with precision and accuracy.</i>		https://www.bbc.co.uk/bitesize/guides/z47w7p3/revision/1
Spring 2 (Feb – March)	<u>The focus this half term:</u> • <i>Testing and evaluation</i> • <i>Student portfolios and prototypes are submitted for assessment and moderation.</i>		Evaluating: https://www.bbc.co.uk/bitesize/guides/zjhxh39/revision/1
Summer 1 (April– May)	<u>The focus this half term:</u> • <i>Preparation for the written examination.</i>		Links to past papers: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials
Summer 2 (June – July)	Students will undertake their written exam set by the exam board, Edexcel.		
Careers related learning	Throughout all topics covered, careers and possible jobs in the areas are discussed. We participate in careers week where students have an opportunity to explore careers related to the Design & Technology industry. Careers door displaying careers in Design & Technology. Careers conversations with D&T staff about their own career journeys.		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Exam board: AQA Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. NEA 1: <u>The food investigation (10 hours)</u> Section A- research AQA food investigation tasks are issued. Students to select one task to investigate further as NEA. Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. Section B: practical investigations Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. Section C- analysis & evaluation Analyse and interpret the results of investigative work.	All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions and allocated time. (10 hours).	Illuminate textbook: • Food investigation chapter, pp 292–304 • Section 2, Food Science, pp 76–157 Essential equipment for investigative and practical work Sensory testing charts, e.g. star profiles, ratings and ranking charts Results charts, e.g. viscosity Control check resources, e.g. coded samples, digital scales, temperature probes.
Autumn 2 (Oct-Dec)	NEA 2 - The food preparation task (20 hours) Section A- research Students will plan and carry out research into chosen life stage, dietary group or culinary tradition. Section B- demonstrating technical skills Practical activity: students create, prepare, cook and serve three or four different dishes that demonstrate technical skill and meet the requirements of food preparation task. From December: preparation and the mock exam Students will be taught: How the written exam is organised How to prepare for the written exam The command words used in written exam.	All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions and allocated time. (20 hours).	AQA food preparation tasks released from 1 November in schools Illuminate textbook – food preparation chapter, pp 305–324 Animations and film clips of technical skills via the Illuminate digital book

	The types of questions that will be asked in a written exam including: multiple choice, data response, structured question, open-ended response questions or free response questions.		
Spring 1 (Jan-Feb)	Mock exam feedback <i>Section C: planning to make</i> Students will select suitable final dishes to make for the three-hour making session. They will produce a three-hour time plan that includes food safety.		Illuminate textbook – food preparation chapter, pp 318–320
Spring 2 (Feb – March)	<i>Section D: making the final dishes</i> Students will prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge. <i>Section E: analysis & evaluation</i> Students will carry out sensory testing and nutritional analysis of the final dishes. Compare nutritional profile of dish against Dietary Reference Values for their target group. Cost the final dishes. Evaluate the success of the dishes and identify improvements.	Both NEAS are assessed by the class teacher, then moderated formally by the exam board.	Illuminate textbook, pp 321–322 Illuminate textbook – food preparation chapter, pp 305–324
Summer 1 (April-May)	Preparation for written exam Topics that will be covered: • food nutrition and health • nutritional needs and health • diet, nutrition and health • cooking of food and heat transfer • functional and chemical properties of food • food spoilage and contamination • principles of food safety • factors affecting food choice • British and international cuisine • environmental impact and sustainability of food		Illuminate textbook Collins revision guide Seneca learning GCSE bitesize
Careers related learning	Throughout all topics covered, careers and possible jobs in the areas are discussed. We participate in careers week where students have an opportunity to explore careers related to the food preparation & nutrition industry. Careers door displaying careers in Food and nutrition. Careers conversations with D&T staff about their own career journeys.		

HEALTH & SOCIAL CARE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Recap of Component 3 – Health and Wellbeing Learning Outcome A: Factors That Affect Health and Wellbeing (taught in Y10 Summer 2 term) - Defining health and wellbeing - Physical factors - Lifestyle factors - Social factors - Cultural factors - Economic factors - Environmental factors - The impact of P.I.E.S on different life events Component 3 – Health and Wellbeing Learning Outcome B: Interpreting health indicators - Interpretation of physiological data according to published guidelines - The potential significance of abnormal readings - Interpretation of lifestyle data according to published guidelines	Knowledge and vocabulary checks every lesson. Ongoing self/peer assessment. Exam questions at the end of each lesson In-class assessment at the end of every half term and term in exam conditions	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website Tutor2U
Autumn 2 (Oct-Dec)	Component 3 – Health and Wellbeing Learning Outcome C: Person-centred approach to improving health and wellbeing - Exploring the ways in which to use a person-centred approach - The importance of a person-centred approach for individuals - The benefits of a person-centred approach for health and social care workers and services - Established recommendations for helping to improve health and wellbeing - Support available when following recommendations to improve health and wellbeing - Definition of barriers	Mock exam in December Knowledge and vocabulary checks every lesson. Ongoing self/peer assessment. Exam questions at the end of each lesson In-class assessment at the end of every half term and term in exam conditions	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website Tutor2U

	• Potential barriers as appropriate to the individual and the recommendation • Definition of obstacles • Potential obstacles as appropriate to the individual and the recommendation		
Spring 1 (Jan-Feb)	Component 3 – Health and Wellbeing – External Examination	Final examination to be taken in January.	
Spring 2 (Feb – March)	Results of Component 3 exam to be released in March. Students will be given an opportunity to resit Component 3 examination in May		Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website Tutor2U
Summer 1 (April-May)	Students will be given an opportunity to resit Component 3 examination in May	Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website Tutor2U
Careers related learning	Students explore different careers in health and social care settings, including roles like nursing, social work and occupational therapy. They learn about the responsibilities, skills, and qualifications needed for these roles. Students are encouraged to develop their understanding of how to interact with service users in a supportive, respectful manner. The course involves assessments where students often reflect the practical aspects of working in health and social care and help students gain insight into the problem-solving and decision-making processes in these careers.		

MEDIA

If a class is taught by two media teachers the order of topics covered may vary by cohort. The students will always be informed of what topics they are covering with each teacher.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Students have time to finish their coursework that is started in the end of Year 10. This is worth 30% of their grade	Suggested feedback given to students via annotations and verbal response to their practical work.	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Autumn 2 (Oct-Dec)	All topics of component 1 are revised in this term in preparation for both the mocks and the actual GCSE exams. There is time for all topics to be covered, but this will vary based on the needs of each individual class.	Component 1 exam style questions based on what would be most useful for each class year by year Year 11 internal mocks are sat at the end of December – Media students will sit Component 1 only.	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Spring 1 (Jan-Feb)	All topics of component 2 are revised in preparation for an in-class mock assessment.	An in class mock assessment will be conducted for both TV Crime Drama ad Music Videos	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Spring 2 (Feb – March)	Revision and practice of all topics is undertaken on a needs analysis basis per class.	Exam style questions based on what topics are being revised	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Summer 1 (April-May)	Revision and practice of all topics is undertaken on a needs analysis basis per class.	Exam style questions based on what topics are being revised	• Eduqas set product factsheets • Mrs Fisher on YouTube

			• All resources posted on Google Classroom • Film and Television ECA
Careers related learning	We participate in careers week where students have an opportunity to engage with different roles that are available across multiple media industries. Study of the different industries is interlaced with signposting towards relevant careers. Careers information is available visually in the primary media studies classroom.		

MUSIC

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Dec)	Music Edexcel GCSE Instrumental Music AOS1 Bach Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Brief Composition (15%) Students will use keyboards and/or instruments of their choice to compose a piece of music which is worth 15% of the overall grade. The piece will be from a choice of four briefs released by Edexcel. Students will input their music into Sibelius. Solo Performance Exam (15%) Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo. Ensemble Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. Students will learn how to work with others and respond musically.	Ongoing self/peer assessment. Bach assessment Ongoing teacher feedback (WWW/FF) on free composition. Solo performance assessment. Solo performance exam – November (15%) Y11 Mock Music Exam	Check out the Performing Arts Extra-curricular programme. We'd love to see you there! ECAS perform in Winter Showcase. Instrumental lessons. Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books Music revision books for set works
Spring 1 (Jan-March)	Instrumental Music AOS1 Beethoven	Ongoing self/peer assessment.	Check out the Performing Arts Extra Curricular programme. We'd love to see you there!

	Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Brief Composition (15%) Students will use keyboards and/or instruments of their choice to compose a piece of music which is worth 15% of the overall grade. Students will input their music into Sibelius. Ensemble Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. Students will learn how to work with others and respond musically.	Beethoven listening assessment. Ongoing teacher feedback (WWW/FF) on free composition. Submission of Free (15%) and Brief (15%) composition. Ensemble performance assessment. Ensemble performance exam - March (15%)	Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books Music revision books for set works
Summer 1 (April - July)	Revision Revision of all 8 set works, key word terminology and exam practice.	Ongoing self/peer assessment. Ongoing teacher feedback (WWW/FF). Past paper exams.	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) -Resources on google classroom -Purple Class Books -Music revision books for set works
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in music. Careers conversations with music staff about their own careers journeys.		

PE (GCSE)

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
In year 11 GCSE PE students have 5 lessons over a fortnight which are split between theory lessons for exam preparation, worth 60% of the overall qualification and practical lessons where they are assessed in three sports, worth 40% of the overall qualification. Students will have a split of 2 theory and 3 practical lessons over the fortnight.			
Autumn 1 (Sept –Oct)	Theory Topic Chapter 2: Movement Analysis - Lever systems and movement analysis - Mechanical advantages - Planes and axes Chapter 3 revision - Health & fitness - Components of fitness - Reasons & limitations of fitness tests - Fitness testing – practical - Fitness testing – theory, interpreting data - Training methods – theory - Principles of training - Training thresholds Chapter 5a: Engagement Patterns - Factors affecting engagement patterns - Engagement patterns in social groups - EQ lesson - Chapter 5b: Commercialisation - Sponsorship and commercialisation - Types of media - Technology in sport - Impact of spectator behaviour (positive and negative) Practical Topic Badminton Singles & Doubles Students will continue to develop their technique of all the key skills including; high, low & flick serve; overhead clear and drop shots; underarm clear, drive & drop shots; net play and smash. Students will also continue to develop how to use effect footwork for efficient	Theory Written tasks applying knowledge to different sporting contexts. Practicing past paper questions End of topic tests Self & peer assessments. A01 knowledge. This may be in the form of simple statements in response to the question, such as definitions and descriptions. A02 application. This may be in the form of explanations and examples from sport. A03 evaluation. Practical <i>Practical is tailored to the needs of the cohort – which sports will be done for live moderation in April/May/June. This is traditionally Netball, Badminton.</i> Students are assessed by: Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.	Theory Online programme 'Everlearner' for revision videos on topics and practice exam questions. Bitesize Revision guides Class powerpoints on google classroom Practical Badminton lunchtime club from Sep - April. After school GCSE badminton club and borough tournaments from Sep – April. This is compulsory if being assessed in badminton. Netball lunchtime club After school Netball team practice and borough fixtures from Sep- April

	movement around the court as well as tactical awareness. Students will be practicing set drills for moderation		
Autumn 2 (Oct-Dec)	<u>Theory Topic</u> Chapter 5b: Commercialisation - Sponsorship and commercialisation - Types of media - Technology in sport Preparation and revision for Mocks <u>Practical Topic</u> Netball Students will continue to develop the technique of all the key skills including; types of passing & receiving the ball; types of dodging; marking a player, pass & interception; shooting & rebounds and footwork. Students will develop their specialism in one playing position and learn the responsibilities, playing areas and tactics associated to that position. Students will be practicing set drills for moderation	<u>Theory</u> Written tasks applying knowledge to different sporting contexts. Practicing past paper questions End of topic tests Paper 1 and Paper 2 in mocks based on all content covered so far AO1: knowledge of topic AO2: application of knowledge AO3: The skill can be either analyse, discuss, evaluate or justify. <u>Practical</u> <i>Practical is tailored to the needs of the cohort – which sports will be done for live moderation in April/May/June. This is traditionally Netball, Badminton.</i> Students are assessed by: Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. Bitesize Revision guides Class powerpoints on google classroom <u>Practical</u> Netball lunchtime club After school Netball team practice and borough fixtures from Sep- April. Borough fixtures compulsory if being assessed in netball
Spring 1 (Jan-Feb)	<u>Theory Topic</u> Mock feedback – paper 1 & paper 2 Chapter 5c: Ethics in Sport - Conduct of performers - Prohibited substances - Prohibited methods - Impact PEDs has on the athlete and sport (advantages and disadvantages) <u>Practical Topic</u> Moderation preparation	<u>Theory</u> Written tasks applying knowledge to different sporting contexts. Self & peer assessments. <u>Practical</u> Part 1, skills in isolation (marked out of 10): Students to perform a minimum of two skills from the different skill categories. The skills will be	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. Bitesize Revision guides Class powerpoints on google classroom

	Recap of key skills and techniques for sports being used in live moderation. Preparing for moderation day, capturing footage, practicing drills. Moderation window: April/May/June	performed in isolation and within a short sequence.	Past paper exams <u>Practical</u> GCSE trampolining after school club from Sep – April.
Spring 2 (Feb – March)	<u>Theory Topics</u> Chapter 5c: Ethics in Sport - Conduct of performers - Prohibited substances - Prohibited methods - Impact PEDs has on the athlete and sport (advantages and disadvantages) - Impact of spectator behaviour (positive and negative) - Chapter 6: Health, Fitness and Wellbeing - Benefits of exercise on health - Consequences of a sedentary lifestyle - Somatotypes - Energy use and balanced diet - Nutrition <u>Practical Topic</u> Moderation preparation Recap of key skills and techniques for sports being used in live moderation. Preparing for moderation day, capturing footage, practicing drills. Moderation window: April/May/June	<u>Theory</u> End of topic test on chapter 1b completed at the start of the half term. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: A01 knowledge. This may be in the form of simple statements in response to the question, such as definitions and descriptions. A02 application. This may be in the form of explanations and examples from sport. A03 evaluation. <u>Practical</u> <i>Practical is tailored to the needs of the cohort – which sports will be done for live moderation in April/May/June. This is traditionally Netball, Badminton.</i> Students are assessed by: Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. Bitesize Revision guides Class powerpoints on google classroom Past paper exams <u>Practical</u> GCSE trampolining after school club from Sep – April.
EASTER SCHOOL	<u>Theory Topics</u> Revision during the Easter Holidays. This is a good opportunity for whole class revision and 1-2-1 support of individual topics A01 knowledge. This may be in the form of simple statements in response to the question, such as definitions and descriptions. A02 application. This may be in the form of explanations and examples from sport. A03 evaluation.		

	Practical Topic Moderation preparation – if not done before half term Sports practiced depending on students participating for NEA Moderation window: May-June		
Summer 1 (April-May)	Theory Topics Paper 1 & Paper 2 mock and feedback Revision for exams	Written tasks applying knowledge to different sporting contexts. Practicing past paper questions End of topic tests Self & peer assessments. A01 knowledge. This may be in the form of simple statements in response to the question, such as definitions and descriptions. A02 application. This may be in the form of explanations and examples from sport. A03 evaluation. <u>Practical</u> <i>Practical is tailored to the needs of the cohort – which sports will be done for live moderation in April/May/June. This is traditionally Netball, Badminton.</i> Students are assessed by: Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.	Theory Online programme 'Everlearner' for revision videos on topic and practice exam questions. Bitesize Revision guides Class powerpoints on google classroom Past paper exams
Careers related learning	Whilst studying PE you will learn about keeping healthy & fit as well as the systems within the body that are developed when exercising. The subject also provides an overview of the socioeconomic factors affecting sport as well as sports psychology. PE is a great subject to study if you want a career in a sports related field. This could be anything from a sports coach to a physiotherapist to a personal trainer. Science subjects fit well with PE, particularly if you are interested in studying sports science or psychology in the future. If you enjoy keeping fit, active and healthy, you may also be interested in exploring jobs that require physical skills and those based outdoors rather than office based.		

PHOTOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn	Food Photography Food is a vibrant and expressive subject, with colour playing a crucial role in how we perceive taste, mood, and freshness. In this project you will explore how different hues, contrasts, and tones can transform the way food is viewed. From the rich reds of ripe strawberries to the deep greens of fresh herbs, each photograph highlights the natural beauty and visual impact of food. Inspired by food photographers such as Irving Penn and Martin Parr, I experiment with bold backgrounds, complementary colour schemes, and lighting techniques to enhance the intensity of each shade. Using both natural and artificial lighting, I have captured the way colour interacts with texture and composition, creating dynamic and eye-catching images. This project aims to show how colour can evoke emotions, influence appetite, and elevate food from a daily necessity to a work of art. Plan Your Shoots Think about: Lighting: Soft natural light or dramatic shadows? Composition: Rule of thirds, leading lines, or symmetry? Backgrounds & Props: Wooden boards, colorful plates, or dark moody backgrounds? Camera Settings: Experiment with macro, depth of field, and shutter speed. 4. Editing & Presentation Editing Software: Use Photoshop, Lightroom. Enhancements: Adjust contrast, color balance, and sharpness. Presentation: Create a scrapbook, digital portfolio, or a printed photo book. 5. Evaluate & Reflect Write about your choices – Why did you pick your theme? Discuss techniques – What worked? What didn't? Include contact sheets – Show development from start to finish.	<i>Teacher Assessment</i> <i>Including Feed Forward</i> <i>Self and peer assessment throughout project</i> <i>Verbal feedback</i> <i>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</i> Your work will be assessed against the four AQA assessment objectives (AOs): MOCK EXAM WILL BE BASED ON THE FINALISING FOR THIS PROJECT, REALISING INTENTIONS AND PRODUCING A PERSONAL AND MEANINGFUL RESPONSE (10 hour exam)	Materials needed for the course provided by the pupil: Camera SD card Tripod Club available for pupils to catch up with work. Intervention sessions planned over the half term.

Spring term	FINAL EXAM PAPER ISSUED BY AQA Pupils must select one topic from the exam paper to investigate and develop. This prep work must be completed before the date at the start of the summer term (Exam will take place after the Easter holidays, pupils will have the spring term to complete all the prep work working towards the assessment objectives set out by AQA (see below) Portfolio mark 60% of final grade Exam topic (from Jan) 40% of final grade	Teacher Assessment Including Feed Forward Self and peer assessment throughout project Verbal feedback On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.	Pupils should have a laptop at home so they can access google classroom and upload work. Art club available for pupils to catch up with work.
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Assessment Objectives (AQA GCSE Art & Design)

✓ AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

Research historical and contemporary portrait artists (e.g., Rembrandt, Van Gogh, Frida Kahlo, Chuck Close, Jenny Saville).

Analyse their techniques, use of expression, composition, and meaning.

Explore different cultural and conceptual approaches to portraiture.

✓ AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

Experiment with different media (pencil, charcoal, ink, acrylic, watercolour, collage, digital).

Explore various portrait styles (realism, abstraction, cubism, surrealism).

Test different compositions, lighting effects, and mark-making techniques.

✓ AO3: Record ideas, observations, and insights relevant to intentions as work progresses.

Produce detailed observational drawings of faces using different perspectives and expressions.

Take and edit photographs as references for your work.

Annotate your sketchbook with thoughts on your progress, media tests, and composition choices.

✓ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Develop a final portrait that reflects your chosen theme, artistic influences, and technical skill.

Ensure your work conveys emotion, identity, or a deeper concept.

Present your final piece alongside your development work in a cohesive and thoughtful way.

PSYCHOLOGY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	BIOPSYCHOLOGY Structure and function of the nervous system - The structure and factors of the nervous system. - The autonomic nervous system - The fight/flight response - The James Lange theory Neuron structure and function - The structure and function of sensory, relay and motor neurons. - Synaptic transmission release and reuptake of neurotransmitters. - Excitation and inhibition. - Hebb's theory of learning Structure and localisation of brain function - Brain structure & function – frontal lobe/temporal lobe/parietal lobe and occipital lobe. - Localisation of functioning of the brain. Key study: Penfields study: The interpretive cortex.	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on biopsychology. Total marks - 9 Time – 12 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca AQA website for past exam questions
Autumn 2 (Oct-Dec)	BIOPSYCHOLOGY An introduction to neuropsychology. - Cognitive neuroscience - Scanning techniques Key study: Tulving's 'gold' memory study. - Revision for Year 11 mock exams – paper 2 topics – social influence, language thought and communication, biopsychology and research methods. Revision for the mock exam – paper 2 topics – Social influence, language, thought and communication, biopsychology and research methods.	Paper 2 mock exam Topics – Social influence, language, thought and communication, biopsychology and research methods. There will be a mixture of multiple choice, short answer and extended. Total marks – 100 Total time – 1 hour 45 minutes.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca AQA website for past exam questions

Spring 1 (Jan-Feb)	PSYCHOLOGICAL PROBLEMS Introduction to mental health • Characteristics of mental health, cultural variation in beliefs, modern living, changes over time, increased recognition. Effects of mental health problems • Individual effects • Social effects Characteristics of depression • Types of depression and diagnosing unipolar depression. Theories of depression • Biological explanation • Psychological explanation	Mid topic assessment on psychological problems. Total marks - 9 Time – 12 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca AQA website for past exam questions
Spring 2 (Feb – March)	PSYCHOLOGICAL PROBLEMS Therapies for depression • Antidepressant medication • CBT • Key study: Wiles study – named study Characteristics of Addiction • Biological explanation – Key study Kaij's twin study. • Psychological explanation • Aversion therapy • Self - management.	End of topic assessment on social influence. Total marks – 25 marks Time – 28 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca AQA website for past exam questions
Summer 1 (April-May)	Teacher led interactive revision on paper 1 and paper 2 topics.	Mini white board checks. Walking talking mocks.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca AQA website for past exam questions
Careers related learning	Career focus starter activities during careers focus week - referring students to the BPS website and talking and showing video clips about the requirements and skills psychologists require for each different field within psychology.		

SOCIOLOGY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	SOCIAL STRATIFICATION - What is social stratification? Functionalist views of social stratification. - Different views of the functionalist theory of social stratification. - The work of Davis and Moore on social stratification from a functionalist perspective Socioeconomic class - Different views of socio-economic class - The work of Marx and Weber on socio-economic class Life chances - Different views on factors affecting life chances - The work of Devine revisiting the idea of the affluent worker Poverty as a social issue - Different interpretations of poverty as a social issue - The work of Townsend on relative deprivation and Murray on the underclass	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on social stratification. Total marks - 12 Time – 14 minutes	Lesson resources will be available on Google Classroom for consolidation and revision Seneca/Tutor 2 u AQA GCSE Sociology workbook.
Autumn 2 (Oct-Dec)	SOCIAL STRATIFICATION Power and authority - Different forms of power and authority - The work of Weber on power and authority Power relationships - Describe and explain different views on factors affecting power relationships - The work of Walby on patriarchy Revision for the mock exam – paper 2 topics – Crime and Deviance and social stratification.	Paper 2 mock exam Topics – Crime and Deviance and Social Stratification. There will be a mixture of multiple choice, short answer and extended. Total marks – 100 Total time – 1 hour 45 minutes.	Lesson resources will be available on Google Classroom for consolidation and revision Seneca/Tutor 2 u AQA GCSE Sociology workbook.
Spring 1 (Jan-Feb)	Teacher led Interactive Revision – Sociological approaches, methods and families.	Families end of unit assessment. There will be a mixture of multiple choice, short answer and extended. Total marks - 50 marks Total time – 55 mins	Lesson resources will be available on Google Classroom for consolidation and revision. AQA workbook. Seneca/Tutor 2 u

Spring 2 (Feb – March)	Teacher led Interactive Revision – Education	Families end of unit assessment. There will be a mixture of multiple choice, short answer and extended. Total marks - 50 marks Total time – 55 mins	Lesson resources will be available on Google Classroom for consolidation and revision Seneca/Tutor 2 u AQA GCSE Sociology workbook.
Summer 1 (April-May)	Teacher led Interactive Revision – Crime and Deviance.	Crime and deviance end of unit assessment. There will be a mixture of multiple choice, short answer and extended. Total marks - 50 marks Total time – 55 mins	Lesson resources will be available on Google Classroom for consolidation and revision Seneca/Tutor 2 u AQA GCSE Sociology workbook.
Summer 2 (June –July)			
Careers related learning	Career focus starter activities during careers focus week - referring students to the British sociological website and talking and showing video clips about the requirements and skills sociologists require for each different field within sociology.		

