



CURRICULUM AND ASSESSMENT PLANS

KS4 CURRICULUM INTRODUCTION

Here at Ormiston Forge Academy we are relentless in our drive to offer a broad, balanced, knowledge-rich and age-related curriculum for students as they move through each year of education with us. All teachers and leaders have carefully planned and designed a Curriculum and Assessment Map for each stage of education so that students are supported to build on prior knowledge whilst seamlessly acquiring new knowledge and skills throughout their time with us.

Key Stage 4 develops our offer further through a broad range of challenging and rigorous courses where students are explicitly aware, at every stage, of what they are learning and what they will be tested on. Breadth and balance continues with the majority of students having the opportunity to study religious studies, a modern foreign language, physical education and at least one humanity subject. We provide a wealth of opportunity for students to engage in enrichment work and aim to provide all students with experiencing the best of what has been thought and said. We pride ourselves on developing artists, linguists, historians, geographers and athletes of the future.

We are unrelenting in our drive to raise standards of reading, literacy, oracy and numeracy and all staff build these disciplines into their curriculum planning so as to offer a whole-school approach to developing excellent readers, writers, speakers and numerate young people.

Subject leaders and teachers are experts within their own subject areas and students and parents can be confident that subject knowledge of staff and educational pedagogy is of the highest quality. Teachers work collaboratively with each other to make links across the curriculum so that students are able to see and independently make connections between subjects and are able to acquire transferable skills to support them towards academic excellence and also prepare them for being well rounded, confident British citizens.

We intend to offer an exciting curriculum which fosters a love of learning: wanting to know more, remember more and achieve more. We intend to remove barriers to learning and celebrate success together as a community. We intend to support all students to be the best that they can be.

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ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad art curriculum that enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

TERM 1 SCHOOL LIFE/ALL ABOUT ME

All students will know:

Students will explore a range of different media and techniques in this skills based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery which will lead to a creative composition based upon school life. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from school subjects, analysing appropriate imagery surrounding the topic. Students will critically analyse and evaluate their work and progress as their investigations develop. This will provide opportunities for cross curricular links with other subjects and support students' cultural capital. For example, students will produce illustrations such as images from English literature, science equipment, clocks and time through history, sports equipment. They will produce a creative outcome which assimilates these ideas.

All students will be assessed:

- » A01, A02, A03.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Composition, scale, layout, placement, proportion, drawing, painting.

Tier 2 - Juxtaposition, form, representation, depiction, delineation, portrayal.

TERM 2 SCHOOL LIFE/ALL ABOUT ME

All students will know:

Students will explore a range of different media and techniques in this skills based project. They will experiment using blended colour and paint techniques. From producing observational drawings they will record visual imagery which will lead to a creative composition based upon personal identity. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from personal interests and hobbies analysing appropriate imagery surrounding the topic. Students will critically analyse and evaluate their work and progress as their investigations develop.

Development and refinement of ideas leading to final piece.

All students will be assessed:

- » A01, A02.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Composition, scale, layout, placement, proportion, drawing, painting.

Tier 2 - Juxtaposition, form, representation, depiction, delineation, portrayal.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ART

CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.

TERM 3 SURREALISM

All students will know:

An investigation into surrealist artists to inform the imaginary ideas surrounding surrealism. Students will explore themes and genres such as horror, nightmares and dreams and fantasies and relevant films to inspire students to produce imaginative compositions. Students will be encouraged to independently develop ideas to inform and develop their own investigations. This project will allow for creative use of media and techniques and will allow for research into modern day and contemporary artists. Students will embed a strong understanding of the concept of Surrealism by combining ideas from a range of different sources. Students will demonstrate an awareness of how to change the context of an object to alter the meaning or to create a surrealist theme.

All students will be assessed:

- » A01, A02, A03.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Change of scale, focal point, space, imaginative, perspective, enlarge, organic.

Tier 2 - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross curricular links with other departments.

Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.

History - Looking at the social context of an artist and what was affecting them.

Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

Science - Colour mixing and the origins of colours and pigments.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

YEAR 10 | ART TEXTILES

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad Art Textiles curriculum that enables them to produce innovative, individual and imaginative work through exploration of textile media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of Art Textiles - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

TERM 1 SWEET TREATS

All students will know:

Students will explore and develop a range of different textile media and techniques in this skills based project. Initial starting points can be developed through inspiring images found in the film, Charlie and the Chocolate Factory. They will experiment with a range of textile media inspired by the theme of sweets. The theme of this project predominantly focuses on colour and pattern.

All students will be assessed:

- » A01, A02, A03.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Colour, pattern, texture, analyse, interpret, record, design, create, imagine. Shape, collage, construct.

Tier 2 - Juxtaposition, form, representation, depiction, analysing, Imagination, plan, design.

TERM 2 SWEET TREATS

All students will know:

Students will be inspired to explore a range of different textile media and techniques in this skills based project. They will experiment with a range of textile media inspired by the theme of sweets. Through observational drawings they will record visual imagery which will lead to a creative sketchbook work analysing the patterns, colours and designs of sweets which will inform creative outcomes.

All students will be assessed:

- » A02, A04.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

- » Evaluation and reflection sheet.
- » Research and annotation.

Key vocabulary:

Colour, pattern, texture, analyse, interpret, record, design, create, imagine, construct.

Tier 2 - Juxtaposition, form, representation, depiction, analysing.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ART TEXTILES

CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and seeing the impact as to the historical and social context, the artist has had on the work.

TERM 3 SAFARI

All students will know:

Students will be inspired by the rich cultures of African tribal art and safari imagery in this textiles based project. They will continue to gain an appreciation of colour, patterns and textural qualities found through investigating images surrounding the theme of safari and animal patterns.

All students will be assessed:

- » A01, A02, A04.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Tribal pattern, colour, camouflage, texture, shape, form, pattern. Recycle, construct, geometric.

Tier 2 - Juxtaposition, form, representation, depiction, analysing.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art textiles shows detailed opportunities for cross curricular links with other departments.

Maths, English, science, technology.

Careers Opportunities:

Links with artists in residence, guest speakers, career signposting through Schemes of Work.

YEAR 10 | BUSINESS HR

ENRICHMENT OPPORTUNITIES

Aim higher university visit. Role plays for job interviews and PSHE development. Sandwell education partnership activities.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of business human resources and develop students into being culturally aware of employee/rights and responsibilities:

Students need to understand that human resources focus on the human function within a business. It involves the recruitment, training, organisation, retention, development and motivation of employees. Human resource managers will work with other business functions to contribute and direct the business aims and objectives. Businesses will organise their human resource function in different ways, depending on their size, the goods and services they sell and the markets they operate in. Human resources decision-making will also be affected by these different contexts. Students will begin to understand the importance of motivation in the workplace, address the needs for training and understand how a business is organised into levels of hierarchy and responsibility to meet customer needs through production and customer

service. Therefore, building on the PSHE workability focus across KS3, introducing enterprise skills applied to business activity from KS3 learning in technology, science, geography and PRE. By the end of the year, all students will have had the opportunity to give advice on business scenarios and produce analysed reports about the impacts of training, motivation and financial/non-financial rewards for employers and employees utilising business terminology and applying the knowledge and skills acquired throughout the year. The year 10 course will prepare students for year 11 whereby they will be broadening their understanding to focus on external factors (including economic climate, interest rates and globalisation) that influence business activity and the importance of managing and analysing finance within the business. Guest speakers are used to share experiences of different job roles, most recently Tesco HR director. The full course can prepare students for further study of business, financial studies, accounting and economics at A level and builds strong foundations for future employment opportunities.

HALF TERM 1 HUMAN RESOURCES RECRUITMENT AND SELECTION

All students will know:

- » The importance of having an effective recruitment process.
- » The recruitment process.
- » The different methods of recruitment used by different businesses in different contexts.
- » Evaluation of recruitment methods.

All students will be assessed:

- » Mini Assessment: Recruitment and selection.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

- » Applying business knowledge and understanding to a fictional business case study.
- » Comprehension

Key vocabulary:

Recruitment, Selection, Job analysis, Job description, Person specification, Shortlisting, References.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BUSINESS HR

HALF TERM 2

HUMAN RESOURCES TRAINING

All students will know:

- » The benefits of effective training.
- » The situations when training is needed.
- » The different types of training: On-the-job, Off-the-job and evaluation of each method.
- » The most appropriate training for employees for different businesses in different contexts and scenarios.

All students will be assessed:

- » Mini Assessment: Training.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

Applying their knowledge and understanding to a business situation.

Key vocabulary:

On-the-job training, Off-the-job training, Induction Training.

HALF TERM 3

HUMAN RESOURCES MOTIVATION

All students will know:

- » The benefits of a motivated workforce.
- » The methods which businesses use to motivate its workforce.
- » The most appropriate method a business can use to motivate employees in different contexts and scenarios.

All students will be assessed:

- » Mini Assessment: Motivation.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC Business.

Key vocabulary:

Fringe Benefits, Salary, Wage, Empowerment, Job Rotation, Job Enlargement, Job Enrichment.

HALF TERM 4 HUMAN RESOURCES

ORGANISATIONAL STRUCTURE

All students will know:

- » The different job roles and responsibilities within a business.
- » The characteristics of different job roles.
- » The characteristics of horizontal (flat) structures and hierarchical (tall) structures and evaluation of these structures.
- » Interpret organisation charts for flat and tall structures.
- » The importance of effective communication in the workplace and the consequences of poor communication.

All students will be assessed:

- » Mini Assessment: Organisation structures.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

- » TBC

Key vocabulary:

Span of control, Chain of command, Tall hierarchical structure, Flat hierarchical structure.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BUSINESS HR

HALF TERM 5 HUMAN RESOURCES ORGANISATIONAL STRUCTURE: CHANGING WORK PRACTISES AND TRADE UNIONS

All students will know:

- » The evolving nature of working practices.
- » The role of trade unions in representing workers.
- » How organisational structures and working practices will differ between businesses, and will depend on a number of factors such as the size of the business, its aims and the market it operates in.

All students will be assessed:

SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

- » TBC

Key vocabulary:

Trade Unions, Strike, Go Slow, Work to rule, Flexible hours, Job share, Zero-hour contract, Homeworking.

HALF TERM 6 REVISION OF TOPIC

All students will know:

Students will recall previous knowledge which has been delivered across the year.

Students will be able to practise answering exam questions and how to meet each assessment objective successfully.

All students will be assessed:

- » End of unit test for Human resources.
- » SMHW: spelling and recall quizzes.

Reading skills needed for this unit:

- » TBC

Key vocabulary:

In terms of exam command words:

State, Outline, Explain, Analyse, Consider, Evaluate.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Website: www.bbc.co.uk/bitesize

Text book: WJEC and Eduqas GCSE Business.

Revision text book: My revision notes: WJEC and Eduqas GCSE business.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Careers and work experience.
- » Travel and tourism.
- » PRE – discrimination.

YEAR 10 | BUSINESS PRODUCTION

ENRICHMENT OPPORTUNITIES

Aim higher university visit, Sandwell education partnership activities. Land Rover experiences, coca cola experience and Amazon experiences.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Business operations and develop students into logistical business experts for young people:

Students need to understand that business operations are concerned with the efficient management of the key functions and resources within a business to maximise profit. Businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in. These different contexts will also affect decision-making on how a business operates. Students will begin to understand the reasons why businesses choose a particular production method, leading into why quality is important to the success of a business alongside their aims and objectives. Students will start to understand the supply chain of products and where, when and how stock is transported, manufactured and sold. Finally, understanding the sales process of products and the engagement of employees in the success of sales and after sales. Therefore, building

on the PSHE workability focus across KS3, introducing enterprise skills applied to business activity from KS3 learning in technology, science, geography, ICT and PRE. By the end of the year, all students will have had the opportunity to give advice on business scenarios and produce analysed reports about the impacts of production activity, customer service, logistics and quality utilising business terminology and applying the knowledge and skills acquired throughout the year. The year 10 course will prepare students for year 11 whereby they will be broadening their understanding to focus on external factors (including economic climate, interest rates and globalisation) that influence business activity and the importance of managing and analysing finance (costs, revenues and profits) within the business. Students during this section will have the opportunity to visit the production plant of a business for example Land Rover, Coca Cola, and /or Westons cider plant. The full course can prepare students for further study of business, financial studies, accounting and economics at A level and builds strong foundations for future employment opportunities.

HALF TERM 1 BUSINESS OPERATIONS METHODS OF PRODUCTION

All students will know:

- » Job, Batch and Flow production.
- » Quality assured and quality control.

All students will be assessed:

- » Mini assessment: Methods of production.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Flow, Batch, Production, Job.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BUSINESS PRODUCTION

HALF TERM 2

BUSINESS OPERATIONS QUALITY

All students will know:

- » What quality is.
- » How to achieve quality.
- » The importance of quality.
- » The benefits of quality to different stakeholders.

All students will be assessed:

- » Mini assessment: Quality.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Producer, Manufacturer, Supplier, Retailer, Consumer, Procurement, Logistics.

HALF TERM 3

BUSINESS OPERATIONS SUPPLY CHAIN

All students will know:

- » What supplies are.
- » How a supply chain is created.
- » The importance of choosing a suitable supplier.

All students will be assessed:

- » Mini assessment: Supply chain.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Producer, Manufacturer, Supplier, Retailer, Consumer, Procurement, Logistics, Stock control.

HALF TERM 4

BUSINESS OPERATIONS SALES PROCESS

All students will know:

- » Stages of sale process (logistics/ stock control).
- » Functions of the business.
- » Good/poor customer service and other features.
- » Customer websites.

All students will be assessed:

- » Mini assessment: Sales process.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Engagement, After-sale, Reliability, Interactions, Satisfaction Department, Customer service, Finance, Supply chain.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BUSINESS PRODUCTION

HALF TERM 5 BUSINESS OPERATIONS SALES PROCESS: CUSTOMER SERVICE

All students will know:

- » The relationship between the functional areas of a business and its supply chain.
- » The importance of customer service (features and interaction).
- » Exam technique, assessment objective recall, synoptic questioning.
- » Revision techniques.

All students will be assessed:

End of unit test for business operations.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Department, Customer service, Finance, Supply chain.

HALF TERM 6 INTRODUCTION TO FINANCE

All students will know:

Sources of finance:

- » Internal and external.
- » Advantages and disadvantages.

All students will be assessed:

- » End of year 10 assessment.
- » SMHW: Spelling and recall quizzes.

Reading skills needed for this unit:

ERIC business.

Key vocabulary:

Finance, Internal, External, Loans, Grants, Savings, Mortgage.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Website: www.bbc.co.uk/bitesize

Text book: WJEC and Eduqas GCSE Business.

Revision text book: My revision notes: WJEC and Eduqas GCSE business.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

GCSE technology production methods, customer services within hospitality, technology use with ICT and technology.

YEAR 10 | CLASSICS

ENRICHMENT OPPORTUNITIES

Trip to Birmingham museum

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classical Civilisations and develop students into Classicists:

In year 10 students will develop a secure knowledge and understanding of Myth and Religion to encompass Greek and Roman religion and cultural practices. They will also start to develop their knowledge on the epic, 'the Odyssey,' and the Mycenae culture, developing their analytical skills by considering language, characterisation and plot. All students will be challenged to form judgements and evidence those opinions with prescribed sources whether they be pictorial or in the written form. This connects to the programme of study followed in year 9 which began with an understanding of the Greek and Roman worlds exploring religion and some of the classical heroes such as Heracles and Theseus, as-well as Aeneas and Romulus. Our ambition for all Classicists is that they begin to consider classical

and modern interpretations of the Ancient World and reflect on how much society has changed, but also remember some of the values and principles that still remain today. The real merit of studying this subject is recognising where so many of our values stem from, but also seeing how society has evolved over time and how the position of women and religion has altered and adapted as society has developed over hundreds of years. The knowledge and skills developed in Classics will allow students to succeed in many differing pathways as the process of explaining, analysing and evaluating the very ancient past will ultimately allow you to make effective judgements in any field you choose to pursue in the future, from Business to Medicine. Year 10 will prepare students for the challenges of year 11 as both units will be studied in significant depth and students will have acquired the skills necessary to approach examination questions with more confidence. However, the journey doesn't end here, let's keep learning more together.

HALF TERM 1 THE ODYSSEY AND MYTH AND RELIGION

All students will know:

Introduction to The Homeric World Literature study: The Odyssey.

- » Introduction to the Greek gods.
- » The golden apple myth.
- » The Trojan War.
- » Greek/classical hero.
- » Plot summary of the epic.
- » Book 9 - knowledge and understanding of the key book, Homer's presentation of Odysseus and the portrayal of key characters (Polyphemus).

Myth and Religion: Revision and consolidation

- » Gods and Goddesses.
- » Heracles/Hercules.

All students will be assessed:

- » **Odyssey:** Low stakes quizzes, knowledge recall tests, A01 assessments.
- » **Myth and Religion:** 8 markers on Heracles/Hercules and A01 questions.

Reading skills needed for this unit:

- » The Odyssey' by Homer, Book 9.
- » Summarising, sequencing, inference, analysing, evaluating.
- » Decoding exam questions.

Key vocabulary:

Minoan, Troy, Tiryns.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | CLASSICS

HALF TERM 2

THE ODYSSEY AND MYTH AND RELIGION

All students will know:

Introduction to The Homeric World Literature study: The Odyssey.

- » Book 10 - knowledge and understanding of the key book, Homer's presentation of Odysseus and the portrayal of key characters (Circe).
- » Book 11 summary of 'The Underworld'.

Myth and Religion: Revision and consolidation

- » Temples: Greek- Temple of Zeus, Parthenon and Roman, Pantheon and Portunus.
- » The role of Priests and Priestesses (Greek and Roman).

All students will be assessed:

Odyssey: Low stakes quizzes, knowledge recall tests, 6 mark AO1/AO2 questions. Mid-point assessment.

Myth and Religion: replace with 15 marker on Temples-A01 and A02 assessed.

Reading skills needed for this unit:

- » 'The Odyssey' by Homer, Books 10 and 11.
- » Summarising, sequencing, inference, analysing, evaluating.
- » Decoding exam questions.

Key vocabulary:

Immortal. Hades, nostos.

HALF TERM 3

THE ODYSSEY AND MYTH AND RELIGION

All students will know:

Introduction to The Homeric World Literature study: The Odyssey.

- » Book 19 - knowledge and understanding of the key book, Homer's presentation of Odysseus and the portrayal of key characters (Eurycleia, Penelope, Telemachus).
- » Book 21 - knowledge and understanding of the key book, Homer's presentation of Odysseus and the portrayal of key characters (Penelope, Telemachus, the suitors, the slaves and the gods).

Myth and Religion: Revision and consolidation

- » Festivals- Greek (Panathenaea and Dionysus).
- » Roman (Saturnalia and Lupercalia).

All students will be assessed:

- » **Odyssey:** 6 and 8 mark AO1/AO2 questions.
- » **Myth and Religion:** 15 marker on festivals.

Reading skills needed for this unit:

- » 'The Odyssey' by Homer, Books 19 and 21.
- » Summarising, sequencing, inference, analysing, evaluating.
- » Decoding exam questions.

Key vocabulary:

Flashback, omens, Fate, loyal and disloyal.

HALF TERM 4 REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » Book 22 - knowledge and understanding of the key book, Homer's presentation of Odysseus and the portrayal of key characters (Penelope, Telemachus, the suitors, the slaves and the gods).
- » Literary techniques.
- » Composition of an epic.
- » Themes.

Myth and Religion: Revision and consolidation

- » Foundation stories of Athens including Theseus.
- » Foundation story of Rome-Aeneas, Romulus and Remus -prescribed sources of the Kylix- Theseus and also Livy and Plutarch for Rome.

All students will be assessed:

- » **Odyssey:** end of unit assessment.
- » **Myth and Religion:** 15 marker on foundation stories.

Reading skills needed for this unit:

- » 'The Odyssey' by Homer, Book, 22.

Key vocabulary:

Proci, Loyal and disloyal, Fate, Justice, revenge.

Bard, Dactylic Hexameter, Homeric Question, Homeric simile, topoi, Proem, In medias res.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | CLASSICS

HALF TERM 5

REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » The Three main cities (Mycenae, Troy and Tiryns).
- » Key features of the cities.
- » Layout and Structure of the Cities.
- » Evidence for and Against Homer's Troy.
- » Schliemann and the Archaeology of Troy.
- » Structure of the Megaron.
- » Hunting methods.
- » Weapons used.
- » Armour used.

Myth and Religion: Revision and consolidation

- » Symbols of power:
Greek - Centauromachy, Amazonmachy.
Roman - Ara Pacis and Prima Porta.

All students will be assessed:

- » **Mycenae:** A01 and A02 questions.
- » **Myth and Religion:** 15 marker questions -A01 and A02.

Reading skills needed for this unit:

- » Skim and scan.
- » Reading for meaning.

Key vocabulary:

Megaron, Agamemnon, Acropolis, Hearth, Chitons, Krater, Chariots, Helmets.

HALF TERM 6

REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » Linear B translations.
- » Trade of Mycenae.
- » The Ulu Burun ship significance.
- » Clothing of Mycenae.
- » Creation and Examples of Frescoes.
- » Creation and Examples of Jewellery.
- » Other Decorative art works (Storage containers).
- » Burial customs.
- » Structures and purposes of Cist, Shaft and Tholos graves.
- » Use of Funerary objects.
- » Contents of Grave Circle A and Grave.
- » Circle B.

Myth and Religion: Revision and consolidation

- » Death and burial- including the underworld, Homeric hymn to Demeter and Orpheus.

All students will be assessed:

Overall assessment on the Mycenae.

Reading skills needed for this unit:

- » Decoding exam questions.
- » Skim and scan.

Key vocabulary:

Cist Grave, Shaft Grave, Tholos Tomb, Dromos, Libation, Fresco, Repouss, Pyxis, Kylix, Rhyta.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Department revision packs that can guide them when revising for assessments.

<https://classcivgcse.buzzsprout.com/> - this is a website of podcasts on everything connected to the GCSE course.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

PRE explores the concepts of religious rituals and at KS3 they explore some of the myths and legends associated with this unit.

YEAR 10 | COMPUTER SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of computer science and develop students into computer scientists that hold sector specific knowledge and skills gained through a practical learning environment:

In year 10, students will build on skills and knowledge of text based programming using the Python language. They will learn how to effectively write programs through using a range of advanced programming techniques that allow them to meet all the needs of various scenarios. The scenarios that students will experience will develop their creative, independent and cultural skills. Students will also develop their understanding of computational thinking and apply this knowledge when producing their own solutions to problems. Students will develop skills in breaking down problems and designing, developing, testing and evaluating their solutions. Students will develop their programming skills further by learning about additional file handling techniques and how to test programs appropriately. By the end of the year, students will have been given the opportunity to design, develop, test and evaluate their own programs. They will have

an excellent understanding of a range of programming techniques that will also enable them to produce algorithms in the way of a flowchart and pseudocode. Throughout the year, students will be provided with a range of different challenges and projects that vary in difficulty and allow them to showcase their programming ability. Students will also be given the opportunity to develop their knowledge of computer systems through a theory based component where students will gain an understanding of key topics such as: systems architecture, memory and storage, computer networks, connections and protocols, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology. Students will apply the knowledge they have gained when answering exam questions and use the subject terminology required at this level. The year 10 course will prepare students for year 11 where they will continue to develop their understanding of computer systems and algorithms. The full course can prepare students for further study at BTEC Level3 or A level and builds a strong foundation for students considering a career in cyber security or software development.

HALF TERM 1 NETWORKS / PROGRAMMING SKILLS

All students will know:

- » Types of networks.
- » Hardware.
- » Topologies.
- » Client Server Networks.
- » Peer-to-peer Networks.
- » IP/MAC Addressing.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample exam questions.
- » Summative using a HT1 assessment to check prior and current learning.

Reading skills needed for this unit:

Basic reading skills are needed to decompose questions.

Key vocabulary:

Router, Switch, IP/MAC, WAN, LAN, Star, Mesh.

ENRICHMENT OPPORTUNITIES

Students could be offered the chance to attend Bletchley Park where students will learn about code breaking and the history of computing. Students may also be offered the chance to attend the computing museum in Cambridge. <http://www.computinghistory.org.uk/>.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | COMPUTER SCIENCE

HALF TERM 2

PRACTICAL PROGRAMMING SKILLS / ALGORITHMS

All students will know:

- » Variables.
- » Sequence, Selection, Iteration.
- » 1D Arrays.
- » File Handling Techniques.
- » Pseudocode.
- » Testing.
- » Computing related mathematics.
- » Design, developing and testing solutions to a problem.

All students will be assessed:

- » Through their ability to design, write, test and refine programs.
- » Summative using a HT2 assessment to check prior and current learning.

Reading skills needed for this unit:

Students need to pick out key information from scenarios and decide how a problem should be solved.

Key vocabulary:

File handling, Variables, Extreme, Boundary, Erroneous.

HALF TERM 3

STORAGE / OS / SOFTWARE / PROGRAMMING SKILLS

All students will know:

- » Primary storage.
- » RAM / ROM.
- » Types of storage (Optical, Magnetic, Solid State) & Characteristics.
- » Purpose of Operating Systems.
- » Interfaces.
- » Types of Utility Software.
- » Open Source Software.
- » Proprietary Software.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample exam questions.
- » Summative using a HT3 assessment to check prior and current learning.

Reading skills needed for this unit:

Basic reading skills to develop writing skills by using correct vocab when discussing characteristics.

Key vocabulary:

Storage, Characteristics, Optical, Magnetic, Solid State, Encryption, Interfaces, Virtual Memory.

HALF TERM 4

EXTENDED QUESTIONS / DATA REPRESENTATION / ALGORITHMS

All students will know:

- » How to answer extended questions.
- » Image Representation.
- » Sound Representation.
- » Binary Conversion.
- » Hexadecimal.
- » Pseudocode.
- » Flowcharts.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample exam questions.
- » Summative using a HT4 assessment to check prior and current learning.

Reading skills needed for this unit:

Basic reading skills are required.

Key vocabulary:

Bit Depth, Sample Rate, Resolution, Pixels, Metadata, Environmental, Ethical.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | COMPUTER SCIENCE

HALF TERM 5 NETWORK SECURITY / PROGRAMMING PROJECT PREPERATION

All students will know:

- » Forms of attack.
- » Prevention methods.
- » SQL and database concepts.
- » The impact and implications of threats.
- » Advanced programming skills.

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning, live marking and sample exam questions.
- » Summative using a HT5 assessment to check prior and current learning.

Reading skills needed for this unit:

Students need good reading skills to pick out key information.

Key vocabulary:

Encryption, Malware, Phishing, Viruses, SQL Injection, Firewall.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The computing curriculum has links to mathematics. Examples include studying and writing algorithms and using mathematical operators in programs. Students are required to learn and use various sorting and searching algorithms as well as performing calculations using different number systems.

HALF TERM 6 PROGRAMMING SKILLS / PROJECT

All students will know:

- » String manipulation.
- » Data types.
- » Sequence, selection and iteration.
- » File handling.
- » Procedures / Functions.
- » Designing, developing, testing and evaluating solutions to a problem.

All students will be assessed:

- » 'Do it now' tasks and live marking in lesson.
- » Completion of sample exam questions.
- » Through the completion of a programming project.

Reading skills needed for this unit:

Students need to break down scenarios and decide on what should be done.

Key vocabulary:

Variables, Files, IF, While, For Loops.

HOW STUDENTS CAN BE SUPPORTED AT HOME

The following website has videos available for each of the topics included in the GCSE computer science qualification - www.youtube.co.uk/craigndave.

Students are provided with a CGP OCR computer science revision guide which should be used to support the course. The department would strongly recommend the purchase of the OCR practice paper workbook which has sample questions and solutions from past papers - <https://www.amazon.co.uk/GCSE-Computer-Science-Practice-Workbook/dp/1782946039>.

The OCR text book is also a useful aid to the course content - <https://www.amazon.co.uk/OCR-GCSE-9-1-Computer-Science/dp/1910523089>.

The Khan Academy is a useful website that students can use to support their studies - <https://www.khanacademy.org>.

YEAR 10 | DESIGN AND TECHNOLOGY

ENRICHMENT OPPORTUNITIES

Guest speakers, visiting artists and designers, museum trips (Design Museum - London, Bath Fashion Museum, Design Ventura Challenge)

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of design and technology and develop students into innovative problem solvers which prepares them for the wider world. The year 10 course will prepare students for year 11 whereby they will gain an in-depth knowledge of a wide range of materials and their properties with the ability to differentiate between aesthetics, form and function providing pupils with a strong foundation in iterative design. By the end of the year, students will be able to demonstrate through designing and making how the 'real world' works. Students will have the opportunities to learn about different cultures, materials, sustainability and where resources come from. Students will explore a rich curriculum through a number of ways: using different design challenges, tailoring students' designs to suit a number of different target audiences, (such as gender, race, age, disability). Students will be well prepared for further studies in design and technology at A level in a broad range of specialisms and build strong foundations for a career in fashion design, architecture, engineering, graphics illustration.

HALF TERM 1 KEY IDEAS IN DESIGN AND TECHNOLOGY

All students will know:

Students will gain an understanding of technology in manufacturing; this includes production systems of computer aided design and computer aided manufacturing. Students will understand about the greater need for sustainable products and how product design impacts society. Students will also build on their knowledge of 'powering systems' including finite and renewable energy sources.

MOCK NEA - How to investigate and identify design possibilities through the exploration of a given design context. Students will learn how to use primary and secondary research to broaden their understanding of real life design problems and consider innovative ways technology can solve them. How to use research from contextual and client investigation to create an informed design brief and specification, drawing conclusions of essential and desired design requisites.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz. Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » MOCK NEA - Students will be teacher, self, and peer assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Basic comprehension of design briefs, analysis of pre-existing products, specification constraints. Skimming of material to find research facts. Reading for instructional understanding (processes). Intensive and extensive reading.

Key vocabulary:

Computer aided design, computer aided manufacture, sustainability, carbon footprint, life cycle assessment, market pull, technology push, finite, renewable energy. Primary research, Secondary research, Innovation, Design Brief, Specification.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | DESIGN AND TECHNOLOGY

HALF TERM 2 AN INTRODUCTION TO MATERIALS AND SYSTEMS

All students will know:

Students will gain an understanding of the different principles of materials and their properties. This section of teaching and learning will focus on types of materials including: - paper, board, timber, metals, alloys, polymers, textiles, manufactured boards, electronic systems, mechanical systems and developments in new materials.

MOCK NEA - How to generate a range of ideas in response to their contextual challenge, drawing from their prior research and understanding of client and user needs. Students will be imaginative in their approach and learn how to take creative risks.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz. Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » MOCK NEA - Students will be teacher, self, and peer assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Comprehension of intensive and extensive texts on key topics. Skimming and scanning of material to ascertain key facts. Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Alloy, soft wood, hard wood, duplex board, thermosetting, thermoforming, ferrous, non-ferrous, natural fibres, synthetic, woven, knitted, non-woven, blending, mixing, bonded, felted, graphene, nanomaterials, smart materials, technical textiles, composites. Imaginative, Creative risks, Rapid prototyping, Iterative.

HALF TERM 3 MORE ABOUT MATERIALS

All students will know:

Students will gain an understanding of how to select materials for end use based on properties and suitability. Students will gain an understanding of forces and stress including reinforcing materials to improve properties. Students will develop an understanding of scales of production and quality control linking to tolerance, testing and production aids. Students will also investigate the sources of materials and how they are produced in a usable resource.

MOCK NEA - How to develop their design ideas through a range of prototyping and modelling techniques. Students will have access to Computer Aided Design programs to model their ideas digitally as well as practical opportunities to further refine and develop their ideas in relation to their original context and intention.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz. Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » MOCK NEA - Students will be teacher, self, and peer assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Comprehension of intensive and extensive texts on key topics. Skimming and scanning of material to ascertain key facts. Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Functionality, aesthetics, compression, torsion, shear, bending, tension, interfacing, webbing, lamination, one-off, batch, mass, continuous production, tolerance, templates, jigs, casting, cellulose, crude oil, environments. Prototyping, Modelling, CAD, Rendering, Technical drawing.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | DESIGN AND TECHNOLOGY

HALF TERM 4 PAPER AND BOARD

All students will know:

Students will recall and build on their understanding of the properties of paper and board, including understanding equipment typically used when working with such materials.

Students will also investigate the pre-manufactured 'standard components' used frequently with or alongside paper and board.

Students will develop an understanding of printing techniques and finishes that can be applied to these specific materials.

'Wood, metals and polymers' - students will also recall and build on their understanding of the end uses of wood, metals and polymers including stock forms and standard components relating to wood, metals and polymers.

MOCK NEA - how to realise their design ideas into viable products. Students will use specialist machinery to create a final prototype which realises their client and user needs, applying quality controls to ensure the product meets the design brief and specification written.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz.
Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » MOCK NEA - Students will be teacher, self, and peer assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Comprehension of intensive and extensive texts on key topics. Skimming and scanning of material to ascertain key facts. Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Corrugated, pre-manufactured, bindings, seals, tape and adhesive, guillotine, laser cutter, knives, scoring, die cutting, nets, lithography, flexography, gravure, screen printing, digital printing, print finishes, embossing, foil application, varnishing, malleable, seasoning, stabilisers, stock forms, fastenings, rivets, hinge, knock down fittings. Tolerances, Prototype, Specification, Computer Aided Manufacture.

HALF TERM 5 WOODS, METALS AND POLYMERS CONTINUED

All students will know:

Students will build on their understanding of wood, metal and polymer properties by learning how these materials can be shaped.

Students will apply health and safety whilst demonstrating how to use power and machine tools.

Students will investigate moulding and joining techniques as well as being able to identify appropriate treatments and finishes to these materials.

'Textiles' - Pupils will recall and build upon their understanding of fabrics and their properties, as well as learning how these products can be shaped. Students will apply health and safety, whilst demonstrating how to use tools. Students will develop an understanding of printing methods that can be applied to fabrics as well as how fabrics can be dyed.

MOCK NEA - how to evaluate their ideas in relation to the given design context throughout their NEA and summarising their findings retrospectively through market testing. Students will make improvements to their work following client and user feedback, making adaptation in response.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz.
Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » MOCK NEA - Students will be teacher, self, and peers assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Comprehension of intensive and extensive texts on key topics. Skimming and scanning of material to ascertain key facts. Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Saws, chisel, planes, files, drills, safety, power tools, routers, jigsaws, sanders, band saw, pillar drill, saw bench, sanding disc, milling machines, lathes, 3d printing, casting, line bending, vacuum forming, blow moulding, injection moulding, extrusion, drape forming, soldering, welding, paint, grain, tanalising, galvanising, cool dipping, fastenings, pinning, tacking, overlocker, computer aided manufacture, seam, pleats, gathers, quilting, batch dyeing, batik, tie-dye, flat bed screen printing, rotary screen printing. Iterations, Market Testing.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | DESIGN AND TECHNOLOGY

HALF TERM 6 DESIGNING AND MAKING

All students will know:

Students will investigate the work of designers. They will recall and build upon their knowledge of user needs and how to write a design brief and specification in preparation for their controlled assessment.

Controlled assessment - How to investigate and identify design possibilities through the exploration of a given design context. Students will learn how to use primary and secondary research to broaden their understanding of real life design problems and consider innovative ways technology can solve them. How to use research from contextual and client investigation to create an informed design brief and specification, drawing conclusions of essential and desired design requisites.

All students will be assessed:

Low stakes quizzes. End of unit assessment quiz. Half term assessment on recall.

Questioning, do now activities.

- » Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, questioning, cold call.
- » NEA - Students will be teacher, self, and peer assessed against the AQA grade descriptors and use examples to improve work in line with the grade boundaries present.

Reading skills needed for this unit:

Comprehension of intensive and extensive texts on key topics. Skimming and scanning of material to ascertain key facts. Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Ergonomics, anthropometric data, design brief, specification, market research, product analysis, primary, secondary, target market, questionnaires, function, sustainability, social impacts, fair trade.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Satchel One, Seneca learning platforms, POD learning platform. GCSE AQA Design and Technology revision guide.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

As a STEM subject, technology is embedded in mathematics and science.

YEAR 10 | BTEC DIGITAL INFORMATION TECHNOLOGY

This curriculum and assessment plan has been carefully designed to promote deep learning of Information Technology and develop students into knowledgeable IT practitioners that hold sector specific knowledge and skills gained through a practical learning environment:

In year 10, students will begin their journey by developing their knowledge and understanding of user interfaces and how they can be used to provide access to information, and be effective and accessible to all users. They will learn how to manage a project using project management tools, design a solution and learn how to communicate with a client. Their technical skills will develop during the development phase, as will their understanding of technical vocabulary.

Component 1 will be assessed by a controlled coursework piece during the May window. They will demonstrate an excellent understanding of user interface types, design, development and review. Their interface development will incorporate their own cultural influence.

Following component 1, students will study component 2 and this is based around collecting, presenting and interpreting data. In this component, students will develop their skills in spreadsheet design, development and how to summarise and draw conclusions from the data. This builds on knowledge gained on data models during KS3. Students will understand

the characteristics of data and information, and how they can be used to help organisations make decisions. They will apply their knowledge to given data and evaluate the reliability and validity of the information. They will draw on their knowledge of data collection methods, how data can be represented and threats that can occur to individuals as a result of collecting information. Students will select an appropriate data set to develop, using their skills in data manipulation methods to produce a purposeful dashboard to summarise data. Through this component, students will gain and apply practical skills in developing and analysing data models. They will be able to apply a range of complex formulas and functions to their model and complex presentation techniques to summarise the data.

Component 2 will be assessed by a controlled coursework piece and submitted during the December window in year 11.

Both of the components that will be studied during this year will provide knowledge and understanding for the synoptic external exam that students will sit for component 3 in year 11.

The completion of this full course will provide students with the skills needed to continue studying at BTEC L3 or A level. The full course is especially useful for students considering careers in project management, technical support or cyber security

HALF TERM 1 USER INTERFACES (COMPONENT 1 LAA)

All students will know:

Component 1

- » **A1** How to identify a user interface (Definition, types, uses, factors affecting choice, hardware and software).
- » **A2** The different needs of an audience (Accessibility, skill level, and demographics).
- » **A3** A range of design principles (Colours, fonts, language, content, layout, user perception, retaining attention and intuitive design).
- » **A4** How to design, and what makes an efficient user interface. (Keyboard shortcuts etc).

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning, live marking and sample scenarios.
- » Summative assessment of theory and practical skills covered.

Reading skills needed for this unit:

Students will be decoding technical information and summarising. They will be using subject vocabulary fluently and linking this with prior knowledge. They will be using inference to help shape conclusions.

Key vocabulary:

Interface, command, GUI, menu, text based, speech, factors, skill level, demographics, accessibility, design principles, intuitive, efficiency, demographics, skill, experience, accessibility.

ENRICHMENT OPPORTUNITIES

Students have the opportunity to attend revision sessions to prepare them for the exam and to assist in coursework preparation. There are extracurricular clubs that students can attend to improve their practical skills in using common software applications to support this course. There are also opportunities for students to participate in OAT competitions and department projects.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BTEC DIGITAL INFORMATION TECHNOLOGY

HALF TERM 2

USER INTERFACES (COMPONENT 1 LAB/LAC)

All students will know:

Component 1

- » **B1** A range of planning techniques. (Tools such as Gantt charts, methodologies).
- » **B2** The purpose of project proposals and plans. (Purpose and audience, requirements, timescales, constraints, risks, accessibility).
- » **B3** How to create designs (Meeting requirements, design specifications, increasing the experience of the user).
- » **B4** Considerations when developing an interface (prototypes, implementation, testing).
- » **C1** How to review an interface (identify strengths and weaknesses in relation to user requirements, purpose, audience, ease of use, accessibility and design principles).
- » **C1** Key areas where improvements to an interface can be identified (purpose, audience, ease of use, accessibility, design principles).

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning and live marking.
- » Summative assessment of theory and practical skills covered.

Reading skills needed for this unit:

Students will be decoding technical information and summarising. They will be using subject vocabulary fluently and linking this with prior knowledge. They will be using inference to help shape conclusions.

Key vocabulary:

Planning tools, proposal, gantt chart, milestones, task dependency, methodology, SMART, constraints, risks, design, evaluate, storyboard, prototype, testing, objectives, design principles, features, refining, reviewing, strengths and weaknesses.

HALF TERM 3

USER INTERFACES (COMPONENT 1 LAA/LAB/LAC)

All students will know:

Component 1

- » An overview of theory content covered including LAA, LAB and LAC.
- » How to read, analyse and identify requirements and tasks from a Pearson controlled assignment.
- » How to complete the LAA section of an assignment. This includes identifying needs, the completion of a project proposal and the creation of a project plan using a Gantt chart.
- » How to complete the LAB design stage of an assignment. This includes the design of an interface using appropriate tools.
- » How to complete the LAB implementation of an interface. This includes the selection and use of appropriate applications and testing.
- » How to complete the LAC review of a created interface.
- » How marks will be awarded for each task in the assignment and the difference between mark banks.

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning and live marking.
- » Summative mock assessment of a practise component 1 assessment. This will be assessed as if completed for the controlled coursework.

Reading skills needed for this unit:

Students need to be able to decode and deduce key information from a given scenario. They need to apply the subject vocabulary with fluency and summarise the information given. They will use their prior knowledge to assist and make inferences to reach a solution.

Key vocabulary:

Planning tools, proposal, gantt chart, milestones, task dependency, methodology, SMART, constraints, risks, design, evaluate, storyboard, prototype, testing, objectives, design principles, features, refining, reviewing, strengths and weaknesses.

HALF TERM 4

USER INTERFACES (COMPONENT 1) AND DATA MODELLING (COMPONENT 2 LAA)

All students will know:

Component 2

- » How data is collected by organisations and the impact on individuals.
- » **A1** Characteristics of data and information (meaning, structure, context, processed).
- » **A2** Representing information (Text, numbers, tables, graphs, infographics).
- » **A3** Ensuring data is fit for processing (Validation methods and verification methods).
- » **A4** Data collection (Methods of collection such as primary and secondary, data collection features such as sample size).

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning and live marking.
- » Summative assessment of component 1 in the February to May window. This will be marked internally and submitted to the exam board for moderation.

Reading skills needed for this unit:

Students will compare, contrast and evaluate the role and impacts of using data on individuals and organisations, they will also be drawing conclusions.

Key vocabulary:

Data, information, characteristics, data collection, infographics, tables, processing range, type, lookup, data check, presence, length check, threats, primary data, secondary data.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | BTEC DIGITAL INFORMATION TECHNOLOGY

HALF TERM 5 DATA MODELLING (COMPONENT 2 LAA/LAB)

All students will know:

Component 2

- » **A5** The characteristics that improve the quality of information (Source methods, accuracy, age, completeness, detail, format, volume).
- » **A6** Sectors that use data modelling (transport, education, retail etc).
- » **A7** Threats to individuals (invasion of privacy, fraud, targeting of vulnerable people and inaccurate data).
- » How to create a dashboard using data manipulation tools (LAB).
- » **B1** How to use the following data processing methods:
 - » data manipulation methods (import data, create basic formulae, use simple functions, sort data)
 - » advanced manipulation methods (functions for decision, lookups, count, operators, totals and filtering)
 - » other processing methods (cell referencing, macros, multiple worksheets, comments, alternative views and conditional formatting).
- » **B2** How to produce a dashboard from a data set selecting.
 - » appropriate data to summaries (totals, counts, percentages, averages etc.)
 - » appropriate presentation methods (tables, pivot tables, graphs, form controls)
 - » appropriate presentation features (font size, font type, merge cells, wrap, borders, shading, graphics, labels, conditional formatting).

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning and live marking.
- » Summative assessment of the key content taught in relation to component 2 LAA and LAB.

Reading skills needed for this unit:

Students will apply prior knowledge of the subject content combined with their understanding of technical vocabulary. They will be summarising technical information and presenting it with fluency.

Key vocabulary:

Manipulation, charts / graphs, import, formula, functions, decision making, lookup, string, count, logical operators, sorting, outline filtering, macros, validation, verification, comments, operators.

HALF TERM 6 DATA MODELLING (COMPONENT 2 LAB/LAC)

All students will know:

Component 2

- » How to draw conclusions and review data presentation methods.
- » **C1** How to use a dataset and dashboard to present findings and draw conclusions.
- » **C1** How to categorise their findings into trends, patterns and possible errors.
- » **C2** How presentation affects understanding.
- » **C2** How to investigate the effectiveness of chosen presentation methods and features in a dashboard.
- » **C2** How to evaluate a dashboard providing evidence of how information cannot be misinterpreted, biased or presented in a way that could produce inaccurate decisions or conclusions.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will usually be provided with a revision guide which covers the examined content. Tasks set on SatchelOne should be completed and submitted by the deadlines set. Students can access the Pearson website to view past exam papers and sample assessments. There are many spreadsheet and interface tutorials that can be accessed on YouTube to support understanding. Students may benefit from access to addition workbooks for the exam which contain practise questions and assessments. Some can be found here <https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html>

All students will be assessed:

- » Formatively through 'Do It Now' tasks, questioning and live marking.
- » Summative assessment of the key content taught in relation to component 2 (LAA, LAB, LAC). Students will review an analysed data set and the information presented on a dashboard. They will identify strengths, weaknesses and improvements. Students will sit the controlled coursework exam in the first window during year 11.

Reading skills needed for this unit:

Students will decode and interpret technical information. They will summarise key information and describe their findings. They will use subject vocabulary and fluency.

Key vocabulary:

Evaluate, review, improvements, summarise, effectiveness, purpose, audience, conclusions, graphs, charts, trends, patterns, findings, dashboard, data set, presentation, functions, formulae, decisions.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Component 1 has links to the graphics and art courses as students have to design and develop a technical solution that graphically meets the needs of the user. Component 3 has links to other subjects such as business where items such as online shopping, business stakeholders and collecting information is taught. The spreadsheet component links to mathematics due to the operators, cell referencing, formulas and use of graphs and charts. Students will have to analyse numerical values and interpret and summarise the data that they analyse.

YEAR 10 | ENGLISH LANGUAGE

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

The curriculum and assessment of students at this stage of education has been carefully designed to build on the skills developed during KS3 to enable students to be fluent communicators. It begins to introduce students to the deep learning of English Language, and aims to begin to develop them into confident and critical writers. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and its issues. Students are introduced to a wide range of genres and text types, developing their knowledge of form and structure and allowing them the opportunity to begin writing for a range of contexts, helping them to start developing functional and transferable skills applicable to everyday contexts.

HALF TERM 1 GREAT NOVELS - UNDERSTANDING CREATIVE TEXTS

All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

All students will be assessed:

In class assessments of knowledge and written practice.

Students will complete a standardised assessment of Paper 1.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Information retrieval.

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

HALF TERM 2 GREAT NOVELS - UNDERSTANDING NON-FICTION TEXTS

All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, based around the theme of travel and modes of transport, helping them to understand a writer's intentions. They will identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text.

All students will be assessed:

In class assessments of knowledge and written practice.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Information retrieval.
- » Comparison.

Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ENGLISH LANGUAGE

HALF TERM 3 GREAT NOVELS - EVALUATING CREATIVE TEXTS

All students will know:

How to develop and justify their opinions around characters, events and themes using relevant textual evidence. They will read and understand a range of fiction texts, helping them to understand a writer's intentions, identify and explore methods employed by writers. Students will be able to provide a balanced argument in response to a statement, exploring alternative interpretations and opinions to their own and constructing an effective debate.

All students will be assessed:

In class assessments of knowledge and written practice.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Information retrieval.
- » Evaluation.

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation, evaluation, perspective, opinion, argument, highlight, emphasise.

HALF TERM 4 WRITING CREATIVELY

All students will know:

How to produce clear and consistent writing, developing a range of ideas and employing different methods to achieve their intentions. They will construct narratives and description, with a focus on characterisation and plot. Students will produce writing based on a visual stimulus, creating imagery and building description for their readers. Students will know how to ensure accurate technical accuracy in their writing, including spelling, punctuation and grammar as well as ensuring appropriate structures for their writing.

All students will be assessed:

In class assessments of knowledge and written practice.

Reading skills needed for this unit:

- » Reading for meaning.
- » Editing/redrafting.
- » Inference.
- » Interpretation.

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, personification, onomatopoeia, verb, noun, pronoun, openers.

HALF TERM 5 SHOWTIME - COMPARING NON-FICTION TEXTS

All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, helping them to understand a writer's intentions, identify and explore methods employed by writers. Students develop their ability to make comparisons across texts, supporting their ideas with evidence. Exploring texts around the theme of entertainment and figures within entertainment, they will also consider different opinions, attitudes and beliefs around different aspects of entertainment. Students will be able to use a range of critical verbs to help them explore the effect of the writer's choices.

All students will be assessed:

Students will sit mock examinations in the summer term.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Information retrieval.
- » Comparison.

Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas, however, emphasise, highlight, in contrast, describe, convey, illustrate, indicate, implies, creates.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ENGLISH LANGUAGE

HALF TERM 6

CRAFTING AN ARGUMENT

All students will know:

How to employ a range of rhetorical devices in order to express an opinion. Students will explore a range of topics, covering different social issues that they will then use to develop and construct an argument. Students will present speeches on a chosen topic, engaging in discussion and debate around their argument.

All students will be assessed:

In class assessments of knowledge and written practice.
Spoken language assessment.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Information retrieval.

Key vocabulary:

Audience, discourse marker, monologue, perspective, opinion, argument, register, debate, persuasion.

HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC bitesize includes relevant information on English Language skills (www.bbc.co.uk/bitesize).

Students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Reading and writing skills are present in the majority of subjects.
- » History and Classics use inference, interpretation and evaluation skills.
- » PRE explore social and ethical issues, and employ debating and discussion skills.

YEAR 10 | ENGLISH LITERATURE

ENRICHMENT OPPORTUNITIES

Possibility for theatre trips/live screenings of productions if these are available.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding of complex social and emotional issues including social responsibility, differences in class and ideas about types of conflict. The study of Literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts.

HALF TERM 1 AN INSPECTOR CALLS

All students will know:

The plot and characters of 'An Inspector Calls', including key themes and contextual information.

Students will know how Priestley uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Priestley conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.

All students will be assessed:

Students will complete a character focused question at the end of the unit.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Prediction.
- » Information retrieval.

Key vocabulary:

Act, stage direction, character, dialogue, dramatic irony, cliffhanger, omniscient, generation, context, Edwardian, socialism, Capitalism, tension, symbolism, responsibility, gender, division, privilege.

HALF TERM 2 AN INSPECTOR CALLS

All students will know:

The themes of 'An Inspector Calls' and how to answer an exam question on the text.

'Do Now' activities to revolve around non-fiction reading skills, including contextual information for the text.

All students will be assessed:

Students will complete an exam style question on the text.

Reading skills needed for this unit:

- » Inference.
- » Interpretation.
- » Judicious selection of evidence including skimming and scanning.
- » Critical analysis.
- » Re-reading.

Key vocabulary:

Act, stage direction, character, dialogue, dramatic irony, cliffhanger, omniscient, generation, context, Edwardian, tension.

Alderman, socialist, capitalist, responsibility, prosperous, portentous, provincial, port, dandy, scaremonger, squiffy, officious, impertinent, vindictive, notorious, rogue, sot, anguish, infirmity, privilege, poverty.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ENGLISH LITERATURE

HALF TERM 3 POETRY (ANTHOLOGY)

All students will know:

The 15 poems taken from the Power and Conflict Anthology - content, authorial information and key ideas. They will also know poetic terminology and how to establish a writer's meaning.

'Do Now' activities that revolve around non-fiction reading skills, including contextual information for the text.

All students will be assessed:

Students will complete a poetry analysis question.

Reading skills needed for this unit:

- » Prediction.
- » Inference.
- » Information retrieval.
- » Interpretation.
- » Reading for meaning.

Key vocabulary:

Poem, Stanza, Rhyme, Alliteration, Simile, Image, Imagery, Metaphor, Sibilance, Enjambment, [word list](#).

HALF TERM 4 POETRY (ANTHOLOGY)

All students will know:

How to compare the 15 poems, including how to make connections between them and how to answer an exam question.

'Do Now' activities to revolve around non-fiction reading skills, including contextual information for the text.

All students will be assessed:

Students will complete a comparison exam question based on the anthology poetry.

Reading skills needed for this unit:

- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Critical analysis.
- » Critical comparison.
- » Re-reading.

Key vocabulary:

Poem, stanza, rhyme, alliteration, simile, image, imagery, metaphor, sibilance, enjambment, [word list](#).

HALF TERM 5 POETRY (UNSEEN)

All students will know:

How to approach unseen poetry, including how to analyse and compare.

'Do Now' activities to revolve around An Inspector Calls revision.

All students will be assessed:

Students to complete an unseen poetry exam question, and a comparison of unseen poetry.

Reading skills needed for this unit:

- » Prediction.
- » Reading for meaning.
- » Inference.
- » Interpretation.
- » Information retrieval.
- » Critical analysis.

Key vocabulary:

Poem, stanza, rhyme, alliteration, simile, image, imagery, metaphor, sibilance, enjambment, [word list](#).

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | ENGLISH LITERATURE

HALF TERM 6

LITERATURE EXAM SKILLS

All students will know:

How to approach English Literature Paper 2, including how to decode and understand questions and how to structure responses. Revision of An Inspector Calls and Poetry.

'Do Now' activities to revolve around An Inspector Calls revision.

All students will be assessed:

Students will complete an English Literature mock exam in the summer term.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Judicious selection of evidence.
- » Critical comparison.
- » Inference.
- » Interpretation.

Key vocabulary:

Compare, Present, Ideas, Attitude.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Their study of historical contexts across both 'An Inspector Calls' and 'Power and Conflict' poetry has links with elements of their history studies.
- » Their study of playwriting, and the form and structure of the play 'An Inspector Calls', as well as elements of stagecraft, has links with studies completed in performing arts.
- » English Literature requires the ability to consider a range of moral, ethical, cultural and social issues, and their study of a range of topics within PRE will enable them to debate and explore these sensitively.

HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC Bitesize includes relevant information on all English Literature texts (www.bbc.co.uk/bitesize).

Students have hard copies of the play and anthology and should be encouraged to read these at home, as well as reading wider fiction texts.

'Do Now' books used in lessons can be used for quizzing at home.

Digital Theatre access is available from the school to allow students to watch productions and performances of texts online.

YEAR 10 | GEOGRAPHY

ENRICHMENT OPPORTUNITIES

Students to undertake a physical fieldwork enquiry at Carding Mill Valley. This will not only encourage curiosity and allow students to use data collection techniques in the field but will also develop teamwork and communication skills along with resilience.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of geography and develop students into geographers:

Building on the geography curriculum in KS3, in year 10 students will be taught about coastal landscapes as well as the economic world. Our approach to the topics will be challenging and ambitious: exploring how human actions can have lasting impacts on both the environment and people locally, nationally and internationally. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity of impact of human actions as well as the importance of sustainability and skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe and explain concepts such as coastal processes and the

formation of coastal landforms, management of coastal flooding and erosion and the growing development gap, by utilising and applying the knowledge and skills acquired throughout the year. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also have the opportunity to undertake a physical fieldwork enquiry in which students will be involved in working with peers to collect primary river studies data. This is to embed prior learning about river landscapes and also to develop critical evaluation of data collected as well as sampling and collection methods. The year 10 course will prepare students for year 11 whereby they will be broadening their understanding of global systems and human intervention. The full course can prepare students for further study of geography at A level and builds strong foundations for a career in geography, geosciences, travel and tourism or planning and development.

HALF TERM 1 PHYSICAL FIELDWORK

All students will know:

- » Coastal process (erosion, transportation and deposition)
- » Erosional landforms
- » Depositional Landforms
- » Named example – Dorset Coast
- » Coastal Management
- » Case Study – Holderness Coast

All students will be assessed:

Examination style questions
End of topic test (Physical Landscapes)

Reading skills needed for this unit:

- » Vocabulary
- » Interpreting text
- » Analysis
- » Assessment
- » Suggestion

Key vocabulary:

- » Longshore drift
- » Cave, Arch, Stack, Stump
- » Headland / Bay
- » Wave cut platform
- » Spit / Bar
- » Lagoon
- » Beach
- » Sand dune
- » Sea wall, Rock Armour,
- » Gabions, Groynes,
- » Beach Nourishment,
- » Dune regeneration / fencing

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | GEOGRAPHY

HALF TERM 2 ECONOMIC WORLD

All students will know:

- » How we can measure and classify development
- » Levels of development and the Demographic Transition Model
- » Causes and consequences of uneven development
- » The development gap and strategies to reduce this (Named example: Tourism in Jamaica)
- » Location and global importance of Nigeria
- » Economic growth and changing economic structure in Nigeria
- » Impacts of TNCs (Shell)

All students will be assessed:

- » Examination style questions.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Development indicators, Gross National Income, Life expectancy, Quality of life, Brandt Line, Human Development Index, Demographic Transition Model, Development gap, Fairtrade, Intermediate technology, Aid, Debt Relief, Microfinance loans, Industrial structure, Primary, Secondary, Tertiary, Quaternary, Transnational corporation (TNC).

HALF TERM 3 ECONOMIC WORLD

All students will know:

- » Importance of international aid
- » Quality of life in Nigeria
- » Causes of economic change in UK
- » Features of a post-industrial economy
- » Science and business parks
- » Impacts of industry on the environment (Named example: Torr Quarry)
- » Changes in the rural landscape
- » Road and rail infrastructure
- » North-South divide
- » UK in the wider world

All students will be assessed:

- » Examination style questions
- » End of topic test

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

International aid, Post-industrial economy, De-industrialisation, Globalisation, Mechanisation, Science park / Business park, Quarrying, Sustainable, Infrastructure, North-South Divide, European Union, Commonwealth.

HALF TERM 4 HUMAN FIELDWORK: SOCIAL INEQUALITIES IN OLD HILL

All students will know:

- » What makes a suitable enquiry question.
- » Risk assessment.
- » Types of data and sampling techniques.
- » Measuring and recording data.
- » Justification of data collection methods.
- » Data presentation.
- » Analysing data.
- » Drawing conclusions.

All students will be assessed:

Examination style questions
End of topic test

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Food security / insecurity, Irrigation, Biotechnology, Hydroponics / Aeroponics, Appropriate technology, New Green Revolution, Organic farming, Permaculture, Urban farming, Development indicators, Gross National Income, Life expectancy, Quality of life, Human Development Index, Development gap.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | GEOGRAPHY

HALF TERM 5

ECONOMIC WORLD (CASE STUDY: NIGERIA)

All students will know:

- » The development gap and strategies to reduce this.
- » Tourism in Jamaica.
- » Location and global importance of Nigeria.
- » Economic growth in Nigeria.
- » Nigeria's changing economic structure.
- » Impacts of TNCs (Shell).
- » Importance of international aid.
- » Environmental issues resulting from economic growth in Nigeria.
- » Quality of life in Nigeria.

All students will be assessed:

- » Examination style questions.
- » End of case study review.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Fairtrade, Intermediate technology, Debt Relief, Microfinance loans, Gross Domestic Product, Social diversity, Political links, Industrial structure, Primary, Secondary, Tertiary, Quaternary, Transnational corporation (TNC), International aid, Corruption.

HALF TERM 6

ECONOMIC WORLD (ECONOMIC FUTURES IN THE UK) / ISSUE EVALUATION

All students will know:

- » Causes of economic change in UK.
- » Features of a post-industrial economy.
- » Science and business parks.
- » Impacts of industry on the environment (Torr Quarry).
- » Changes in the rural landscape.
- » Road and rail infrastructure.
- » North-South divide.
- » UK in the wider world.
- » Issue Evaluation prep – water in the UK.

All students will be assessed:

- » Examination style questions.
- » Economic World end of topic exam.
- » Mock exam.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Post-industrial economy, De-industrialisation, Globalisation, Mechanisation, Science park / Business park, Quarrying, Sustainable, Infrastructure, North-South Divide, European Union, Commonwealth, Water security, Water surplus/deficit.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Reading/watching/listening to global news, Satchel One, GCSE Pod, AQA online.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Quality of life, sources and use of energy, deforestation of the rainforests ('religion and life' GCSE PRE topic).
- » Types of energy and fossil fuels (links to science curriculum).
- » Aid, exploitation and equality ('human rights and social justice' GCSE PRE topic).

YEAR 10 | HEALTH AND SOCIAL CARE

ENRICHMENT OPPORTUNITIES

Trips to universities which offer Health and Social Care (exact details TBC)

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of health and social care and develop students into health and social care practitioners:

The year 10 curriculum builds on the knowledge and skills developed in the year 9 introduction to health and social care. Students will also be able to draw on the knowledge and skills acquired from other GCSE subjects where relevant. Learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts, developing literacy, numeracy and wider academic skills. Year 10 students will learn about the key topics of care services, care values, life stages and life events, consolidating knowledge acquired in year 9, with a greater emphasis on developing a deeper understanding through application of theory to practice in the health and social care field. This will be achieved through the use of various case study scenarios, based on true events. By the end of the year all students will be able to analyse a scenario and identify and describe the

key issues and needs of the individuals featured. They will then be able to explain, discuss and assess how the identified factors influence health and wellbeing, both positively and negatively. Assessment, analysis and evaluation skills are developed alongside literacy skills for researching and completing coursework during lessons and in homework and extension tasks. Furthermore, the nature of the topics will require year 10 students to engage in class discussion in which they can share opinions and challenge their own beliefs through the consideration of situations from various perspectives. These skills will help to develop confidence and empathy, whilst also supporting a better understanding of society, promoting equality and diversity and reducing stereotypes, essential in today's society. Theory, personal experiences, observation and application are all combined to successfully complete the requirements of year 10 and prepare the students for year 11, further education and a future career in health and social care alongside a wide range of transferable skills applicable to any industry or sector involving working with individuals.

HALF TERM 1 DEVELOPMENT THROUGH THE LIFE STAGES

All students will know:

PIES development through infancy, childhood, adolescence, adulthood and later adulthood.

Factors that affect development including genetics, lifestyle, environment, finances and relationships and how these change through life.

All students will be assessed:

Homework and class tasks requiring individuals to link theory to a chosen individual.

Reading skills needed for this unit:

Biography related to chosen individual.

Key vocabulary:

Fine/Gross motor skills, PIES.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | HEALTH AND SOCIAL CARE

HALF TERM 2 FACTORS AFFECTING DEVELOPMENT AND LIFE EVENTS

All students will know:

The changing impact of factors affecting development including genetics, relationships, finances, lifestyle and environment.

The impact of expected and unexpected life events, such as marriage, parenthood, illness, disability and bereavement. Including how individuals may react differently.

All students will be assessed:

Written report on the development of a chosen celebrity and factors which affected their development. Comparing them and the effects across life stages.

Reading skills needed for this unit:

Interpreting information from various sources.

Key vocabulary:

Bereavement, expected and unexpected life events.

HALF TERM 3 COPING WITH CHANGE

All students will know:

The services available to support individuals experiencing change, including those aimed at specific groups.

The impact and importance of support in coping with change.

All students will be assessed:

Written report to explain the impact of one life event on 2 different individuals, comparing the ways they adapted and the role and importance of services which supported them.

Reading skills needed for this unit:

Researching data and statistics.

Key vocabulary:

Sources of support, practical help.

HALF TERM 4 SERVICES AND BARRIERS

All students will know:

How individuals develop between different life stages and the impact of factors that can have on development in various life stages. The impact of life events on growth and development and the services available to support individuals.

All students will be assessed:

4 Written tasks completed in controlled conditions, as set by the awarding body. Each task with target a different learning outcome from Component 1.

Reading skills needed for this unit:

Reading for meaning, interpreting information from various sources.

Key Vocabulary:

Life stages, life events, factors, redundancy, bereavement, physical factors, emotional factors, acute illness, disability, chronic illness.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | HEALTH AND SOCIAL CARE

HALF TERM 5

SERVICES AND BARRIERS/CARE VALUES

All students will know:

The role of primary, secondary and tertiary health care service and allied health professionals, in supporting individuals.

Social care services for children and those with specific needs and the role in meeting the needs of individuals.

All students will be assessed:

Homework and class tasks requiring individuals to link theory to a given case study.

Reading skills needed for this unit:

Interpreting information from sources - NHS Choices, health careers.

Key vocabulary:

Domiciliary care, Respite care, Supported living.

HALF TERM 6

CARE VALUES

All students will know:

Promotion of anti-discriminatory practice, effective communication, safeguarding, empowerment, confidentiality, preserving dignity, respect, care values, importance of care values.

All students will be assessed:

Producing a role play script and performing a role play in which 7 care values are demonstrated in practice. A reflective report following self assessment, peer assessment and teacher feedback will identify strengths and limitations and areas for future development.

Reading skills needed for this unit:

Definitions of key terminology.

Key vocabulary:

Reflective practice, Care values, Duty of care.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health and well being - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs. Documentaries such as Panorama can provide a real life account of issues addressed in class. Read about life changing experiences, either biographical accounts or fiction. NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links to maths and English are required to research and interpret written and numerical data and use this to support their own ideas in assessed coursework.

Ethical discussions and considerations will support PRE and knowledge of how health issues impact the body supports biology.

YEAR 10 | HISTORY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of history and develop students into historians.

By the end of year 10, students will expand on their knowledge from year 9 as our curriculum enables all students to critically analyse sources and historical interpretations in order to explain the significance of historical events and important discoveries which have shaped modern British and European history. Our approach to this will be centred on exploring wide-ranging themes such as Communism and Capitalism whilst also exploring how inequalities surrounding class and gender have affected different groups of society. For example, students will explore the reasons for medical progress in Britain since the thirteenth century, why Queen Elizabeth I had her cousin executed and how tensions between America and Russia nearly resulted in nuclear war. These topics will allow students to build on themes explored in other subjects such as the 'Power and Conflict' topic in PRE and the study of Macbeth in GCSE English. Students will also have the opportunity to visit the Imperial War Museum and interviews from survivors will be incorporated into lessons about Nazi racial policy. The year 10 course will prepare students for year 11 whereby they will broaden their critical analysis and understanding of different historical interpretations. The full course can prepare students to continue with history at A level and it builds strong foundations for a career in numerous fields such as law and education.

HALF TERM 1 WEIMAR AND NAZI GERMANY 1918-1939 (2 LESSONS)

All students will know:

- » Weimar Germany - its origins 1918/19.
- » Early challenges: Treaty of Versailles. Revolts and rebellions and hyperinflation.
- » Recovery – economic, domestic and foreign under Stresemann.
- » Changes in society: living standards, women, art and culture.

Revision Part I: Medicine in Britain 1250- present: (1 lesson)

- » Medieval causes and treatments.
- » Medieval hospital care/medical professionals.
- » Dealing with the Black Death and general prevention.
- » Renaissance: causes and treatments.
- » Renaissance: hospital care and treatment.

All students will be assessed:

- » At least one 4-mark inference question (Germany).
- » At least one 12-mark 'explain why' question (Germany).
- » At least one 4-mark comparison question (Medicine).
- » At least one 12-mark 'explain why' question (Medicine).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.
- » Inference.
- » Reading for meaning.

Key vocabulary:

Abdicate, Kaiser, Republic, Democracy, Dictatorship, Treaty, Putsch, Hyperinflation, Stresemann, Domestic, Left wing/right wing, The Four Humours, Religion, Hippocrates, Galen, Barber surgeon, Flagellants, Miasma, Apothecaries.

HALF TERM 2 WEIMAR AND NAZI GERMANY 1918-1939 (2 LESSONS)

All students will know:

- » Development of the Nazi Party.
- » Hitler's early career.
- » Early growth of Nazi Party.
- » Munich Putsch.
- » How Hitler became Chancellor of Germany in 1933.
- » How Hitler established a dictatorship before the end of 1934.

Revision Part I: Medicine in Britain 1250- present: (1 lesson)

- » Important individuals of the Renaissance.
- » Dealing with the Great Plague.
- » Jenner and the first vaccine.
- » Germ theory (Pasteur) and the development of further vaccines (Koch).
- » Extent of change in treatments (especially surgery).
- » Extent of change in care (Nightingale).

All students will be assessed:

- » At least one 4-mark inference question (Germany).
- » At least one 12-mark 'explain why' question (Germany).
- » At least one 8-mark 'how useful are Sources B and C for an inquiry into...' question (Germany).
- » At least one 4-mark comparison question (Medicine).
- » At least one 12-mark 'explain why' question (Medicine).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.
- » Inference.
- » Source analysis.
- » Reading for meaning.

Key vocabulary:

Nazi, Putsch, SA, Propaganda, Great Depression, Communism, Political Intrigue, Interpretation, Miasma, Religion, Vesalius, Harvey, Government, Quarantine, Anaesthetic, Antiseptic, Vaccine.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | HISTORY

ENRICHMENT OPPORTUNITIES

Imperial War Museum and a talk from a survivor of the Holocaust.

HALF TERM 3 WEIMAR AND NAZI GERMANY 1918-1939 (2 LESSONS)

All students will know:

Creation of a Nazi dictatorship:

- » Rise to dictator.
- » Nazi police state.
- » Control of religion.
- » Control and influence (propaganda and censorship).

Persecution of minorities/ changes to society/ culture:

- » Opposition.
- » Policies towards women.
- » Policies towards youth.
- » Policies towards workers.
- » Treatment of minorities.

Revision Part I: Medicine in Britain 1250- present: (1 lesson)

- » Industrial Period: public health, including fighting cholera.
- » Twentieth Century: preventing illness and improvements in care.
- » Twentieth Century: causes of illness in the 20th century, prevention and antibiotics.

All students will be assessed:

- » 3B, 3C and 3D style questions (Germany).
- » At least one 16-mark 'how far do you agree?' question (Medicine).

Reading skills needed for this unit:

- » Source Analysis.
- » Comprehension.
- » Chronology.
- » Interpretation.

Key vocabulary:

Dictator, Totalitarian State, Censorship, Gleichschaltung, Nazification, Goebbels, Himmler, The Hitler Youth, The League of German Maidens, Concentration camps, Kristallnacht, Laissez-faire, Technology, Micro-surgery, Public health, Fleming, Florey and Chain.

HALF TERM 4 SUPERPOWER RELATIONS AND THE COLD WAR 1941-91 (2 LESSONS)

All students will know:

The Origins of the Cold War 1941-58:

- » Origins of the Cold War.
- » Grand Alliances.
- » The arms race.
- » The Truman Doctrine and the Marshall Plan.
- » The Berlin Crisis.
- » The Warsaw Pact.
- » The Hungarian Uprising.

Revision Part I: Medicine in Britain 1250- present (The British sector of the Western Front): (1 lesson)

- » The terrain, key battles and weapons.
- » Conditions and disease.
- » The FANY and the RAMC.
- » Improvements in surgery.

Revision Part II: Early Elizabethan England, 1558-1588:

- » Early problems for Elizabeth.

All students will be assessed:

- » At least one 8-mark 'explain two consequences' question (Cold War).
- » A selection of questions assessing the source skills required for the British sector of the Western Front (Medicine).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.
- » Source analysis.
- » Interpretation.

Key vocabulary:

Cold War, Grand Alliance, Conferences, Ideology, Satellite States, Cominform, Blockade, Key Battles such as the Battle of the Somme, The Terrain, Trench fever, Trench foot, Shell shock, Shrapnel, The FANY, The RAMC, Primary source, Secondary source.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | HISTORY

HALF TERM 5 SUPERPOWER RELATIONS AND THE COLD WAR 1941-91 (2 LESSONS)

All students will know:

Cold War Crises 1958-70:

- » The Berlin Ultimatum.
- » The Berlin Wall.
- » The Cuban Missile Crisis.
- » The Prague Spring.
- » The bigger picture: Rise and fall of tensions between the USA and USSR.

Revision Part II:

Early Elizabethan England, 1558-1588: (1 lesson)

- » The Religious Settlement (including challenges).
- » The threat of Mary, Queen of Scots.
- » Plots against Elizabeth.
- » The reasons why Philip II launched the Spanish Armada.
- » The reasons why the Spanish Armada failed.

All students will be assessed:

- » At least one 8-mark 'explain two consequences' question (Cold War).
- » At least one 8-mark narrative account question (Cold War).
- » At least one 4-mark 'describe two features' question (Elizabeth).
- » At least one 12-mark 'explain why' question (Elizabeth).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.

Key vocabulary:

Ultimatum, Crises, Refugee, Doctrine, Hotline, Khrushchev, Papal Bill, Excommunicated, Execution, The Pope, Legitimacy, Armada, Galleons.

HALF TERM 6 SUPERPOWER RELATIONS AND THE COLD WAR 1941-91 (2 LESSONS)

All students will know:

The end of the Cold War 1970-91:

- » Attempts to reduce tension between East and West.
- » [SALT 1, Helsinki, SALT 2, Reagan and Gorbachev's changing attitudes, Gorbachev's "new thinking", INF Treaty 1987].
- » Flashpoints (Soviet invasion of Afghanistan, Carter Doctrine, Olympic boycotts, Reagan and the "Second Cold War", strategic Defence Initiative).
- » The collapse of Soviet control of Eastern Europe (impact of Gorbachev's "new thinking", significance of the fall of the Berlin Wall, Collapse of the USSR and its significance in bringing about the end of the Warsaw Pact).

Revision Part II:

Early Elizabethan England, 1558-1588: (1 lesson)

- » Education in Elizabethan England.
- » Leisure in Elizabethan England.
- » Poverty in Elizabethan England.
- » Exploration in Elizabethan England.

All students will be assessed:

- » A full exam paper including all style questions (Cold War).
- » At least one 16-mark "how far do you agree?" question (Elizabeth).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.

Key vocabulary:

Détente, SALT, Gorbachev, Boycott, Pact, Initiative, Poverty, Grammar schools, Bear baiting, Vagabond, Vagrant, Inflation, Migration, Agriculture, Astrolabes, Galleons, John Hawkins.

HOW STUDENTS CAN BE SUPPORTED AT HOME

<https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>

YouTube revision clips (created for students) on Medicine Through Time and Elizabethan England.

CGP revision guides, Department Revision guides, Regular quizzes will be put on Satchel One for students to complete.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » In English, and in PRE, year 8 students read 'Animal Farm' which links to the Cold War topic.
- » In GCSE PRE, students study the units 'religious peace and conflict' and 'human rights and social justice'; both of which link to Germany and Cold War topics.
- » In GCSE PRE, students also study the units 'Human rights and social justice' and 'Power and Conflict'; both of which relate to all the topics covered in GCSE History.
- » In GCSE English, students read Macbeth and look at the context which links to Elizabethan England.
- » In GCSE English, students study the unit 'Religion, Peace and Conflict' which links to all of the topics covered in GCSE History.
- » In GCSE Geography, students learn about economic developing (including corruption) which links to the Nazi Germany topic.

YEAR 10 | HOSPITALITY AND CATERING

ENRICHMENT OPPORTUNITIES

UCB Trip, Future chef competition, Rotary Chef competition.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of hospitality and catering and develop students into hospitality and catering practitioners. The aim of hospitality and catering is to allow students to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students will be able to understand the relationship between diet, nutrition and health, including the effects of poor diet and health. Developing a wider knowledge of economic, environmental, ethical, and socio-cultural influences on food and the hospitality industry. Students will have a clear knowledge of the job roles, structures, establishments and service styles as well as laws and legislation within the hospitality industry.

HALF TERM 1 FOOD HYGIENE

All students will know:

- » L04 - H&C Industry (Exam).
- » Know how food can cause ill health.
- » Students will study Food Hygiene and safety, Environmental health officers roles, Hygiene practices, types of bacteria and contamination and how to follow HACCP.

All students will be assessed:

- » Exam questions - Hygiene.
- » SMHWK - Questions and quizzes.

Reading skills needed for this unit:

- » News articles.
- » Identify and recall logos associated.

Key vocabulary:

Operations, workflow, layout, organisation, stock control.

THROUGHOUT COURSE PRACTICAL SKILLS BUILDING

All students will know:

L03 - Be able to cook dishes.

Focus will be on presentation skills and presenting plated foods in preparation for NEA assessment.

Students will receive a number of mini design briefs and will need to select and prepare appropriate dishes for these. Justification of skills, suitability, special diets will need to be completed.

All students will be assessed:

AC practical grading criteria and feedback.

Reading skills needed for this unit:

- » Skimming and scanning of material to ascertain key facts.
- » Reading for instructional comprehension. Reading for vocabulary comprehension of key topics.

Key vocabulary:

Menu planning, Special diets, knife skills, cooking methods, presentation techniques.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | HOSPITALITY AND CATERING

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Cooking with family on a regular basis.
- » Visiting restaurants/café/hotels and establishments.
- » Accompanying and assisting with shopping and planning family menus.
- » Watching cooking programmes from a range of chefs.

BBC GCSE Bitesize website - <https://www.bbc.co.uk/bitesize/subjects/abhmr/>.

HALF TERM 5 WRITTEN EXAM / NEA

All students will know:

- » Written paper January 2022.
- » Complete NEA assignment brief.
- » Students will identify key groups, venue, menu requirements.
- » Research will be completed into nutrients, deficiencies, allergies/special diets where appropriate. Four dishes will be selected and discussed before a final two are selected to match brief. Students will produce a detailed and dovetailed plan for making with detail on stages, H&S, QC and contingency plans.

All students will be assessed:

- » Assessment criteria given by Eduqas exam board.
- » **L01** - Importance of nutrition.
- » **L02** - Menu planning.
- » **L03** - Practical skills.
- » Moderation to be completed in department.

Reading skills needed for this unit:

Job descriptions – read and compare.

Key vocabulary:

Employee, employer and worker.

HALF TERM 6 WRITTEN EXAM / NEA

All students will know:

- » Complete NEA assignment brief.
- » Students will identify key groups, venue, menu requirements.
- » Research will be completed into nutrients, deficiencies, allergies/special diets where appropriate. Four dishes will be selected and discussed before a final two are selected to match brief. Students will produce a detailed and dovetailed plan for making with detail on stages, H&S, QC and contingency plans.

All students will be assessed:

- » Assessment criteria given by Eduqas exam board.
- » **L01** - Importance of nutrition.
- » **L02** - Menu planning.
- » **L03** - Practical skills.
- » Moderation to be completed in department.

Reading skills needed for this unit:

Comprehension of texts on key topics. Skimming and scanning of material to ascertain key facts.

Key vocabulary:

Nutrition, dovetail, timekeeping, presentation, high skills.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

RS – religious beliefs. **Geography** – seasonality / food security.

Science – coagulation etc / nutrition. **PE** – nutrition and healthy eating.

Health and social care – nutrition / age groups / diets maths – ratio, units of measure.

YEAR 10 | MATHEMATICS

“Becoming a Mathematician”

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into analytical and logical problem solvers:

Students in year 10 will begin to embed their understanding of the Big Ideas across a range of mathematical topics. Year 9 provided students with an introduction of this content and we aim to strengthen this and then build a deeper understanding of where the Big Ideas can be applied. Big Ideas have been developed to improve the student's ability to retain information and knowledge. Each Big Idea is such because the students will see and experience these concepts on many occasions. They will recognise that by understanding each Big Idea in a deep way, they can then apply the Big Idea to the many questions which it represents. Students

will be trained to link and interconnect the Big Ideas in a fluent way thus becoming familiar with them. Year 10 students will use and apply their understanding of the Big Ideas of mathematics; we have carefully designed the curriculum so that students will cover the topics taught during year 9 and will experience interleaved content to aid recall of previously learned content. We hope that this will improve retention of learned content. The curriculum will ensure that students are able to solve multi-step problems and will ensure that all students have access to appropriate challenge. In addition to this, we will aim to broaden students' perception of mathematics by providing opportunities to meet mathematicians who are excelling in a range of fields. We believe that this exposure to how mathematics can be applied after their time in education in addition to their learning will inspire them to be our next generation of mathematicians.

HALF TERM 1 DEVELOPING FLUENCY IN NUMBER

All students will know:

- » Number operations.
- » Dealing with directed number.
- » Place value.
- » Equivalent fractions.
- » Percentage change (with and without calculator).

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Students will sit a GCSE practice paper (P1) at the end of the half term. This will be used to support gap closure and intervention during Half Term 2.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Arithmetic, Fluency, Grid method, Place value table, Powers of 10.

ENRICHMENT OPPORTUNITIES

AMSP will be running support sessions, trips and competitions to widen student understanding of mathematics, particularly with real life scenarios and context. In addition to this, other trips and competitions will be run with a key focus on careers and potential jobs that involve mathematics. Maths Club and homework support will also be available from September. The aim of these are to support students with resources and projects that would normally be unavailable to them.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MATHEMATICS

HALF TERM 2

ALGEBRA AND SHAPE

All students will know:

- » Ratio and proportion.
- » The Language of Algebra including solving equations (balance method).
- » All aspects of Dimension (length/area/volume) and properties of shape.
- » What works with number works with algebra.

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Expand, Factorise, Balance method, Simplify, Substitute, Solve, Pythagoras, Perimeter, Area, Volume.

HALF TERM 3

ANGLES AND FRACTIONS

All students will know:

- » 360° in a full turn will cover all aspects of angles.
- » Operations with fractions ready for probability.

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Students will sit a GCSE practice paper (P2) at the start of the half term. This will be used to support gap closure and intervention during Half Term 3/4.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Pythagoras, Isosceles, Trigonometry, Circle theorems, Bearings.

HALF TERM 4

PROBABILITY AND SEQUENCES

All students will know:

- » Probability.
- » Ratio (Extended work to cover such a large Big Idea).
- » Sequencing (this will link to graph work).
- » Number properties 2.
- » More balance method (ready to link to graphs).

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Sample Space, Independent, Dependent, Linear sequence, Primes/factors and multiples, HCF and LCM, Prime factors, Linear graphs, Quadratic sequence, Quadratic graph.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MATHEMATICS

HALF TERM 5 GRAPHS

All students will know:

- » Graphs.
- » Averages (which involves charts and graphs).

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Pie chart, Frequency polygon, Cumulative frequency, Histograms.

HALF TERM 6 MEASURES AND TRANSFORMATIONS

All students will know:

- » Unusual Algebra questions.
- » Measures which involves ratio, graphs and dimensions.
- » Transformations.

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Students will sit a mock GCSE at the end of the half term which will consist of 3 GCSE papers. This will be used to support gap closure and intervention moving into Year 11.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Reflection, Rotation, Translation, Congruency, Enlargement, Similarity, Scale factor, Metric, Imperial, 2D and 3D Conversions.

HOW STUDENTS CAN BE SUPPORTED AT HOME

As a department, we have invested in Sparx Maths which is an online learning platform consisting of close to 1,000 mathematical videos and quizzes. This can be accessed on any device and is an excellent revision tool.

Students will also have the opportunity to use revision guides and we produce bespoke "passports" that students can work through. These also come with videos to support students learning at home.

In addition to this, after each assessment, students will be provided with YouTube videos to watch and take notes from for the topics which they found challenging on the assessment.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

There are opportunities for links with science, technology, geography and PE. Consistent methods will be used across all departments to support students' understanding of mathematics.

YEAR 10 | MODERN FOREIGN LANGUAGES

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Modern Foreign Languages and develop students into confident and curious linguists:

In Year 10, students will build upon their prior knowledge to become more confident linguists. Students will begin to manipulate language to suit a range of purposes, in both written and spoken form. Students will be given the opportunity to read and listen to more complex materials on a range of topics which are relevant and appropriate for their age. Throughout the year, students will be taught vocabulary and knowledge to discuss holidays, their local area, the world of work and environmental and social issues. By the end of the year, students will be able to clearly communicate their thoughts, ideas and opinions on the topics that they have studied and be able to describe activities in past, present and future tenses. Students will approach language challenges as linguists; seeking understanding through their prior learning and making grammatical and semantic links. Students will become more aware of the diversity of cultures in the Spanish-speaking world, as well as the similarities and differences between their own lives, and those of Spanish speakers around the world. Students will know the value of speaking another language in a multicultural society, and they will know that their language skills will broaden their horizons and increase their opportunities in the wider world.

HALF TERM 1

All students will know:

- » How to describe what they would like to do.
- » How to describe holiday preference and where they normally go.
- » How to use Conditional tense to describe where they would go if they had the chance.

All students will be assessed:

- » Translation challenges
- » Speaking assessment – a role play and picture-based activity from GCSE paper 2.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HALF TERM 2

All students will know:

- » How to use past tenses together to describe a past holiday.
- » How to book accommodation.
- » How to talk about problems with accommodation.

All students will be assessed:

- » Translation challenges.
- » Reading and Listening assessment – GCSE-style comprehension tasks, focussed on the topics studied in Y9 and Y10 so far.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MODERN FOREIGN LANGUAGES

HALF TERM 3

All students will know:

- » What they should do to protect the environment.
- » What the government should do to protect the environment.
- » How to discuss global issues and what is the most worrying to them.

All students will be assessed:

- » Translation challenges.
- » Writing assessment – 90 word written task on environment and global issues.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HALF TERM 4

All students will know:

- » How to give opinions about music and sports events.
- » How to discuss the advantages and disadvantages of music and sports events.
- » How to talk about helping others and volunteering.

All students will be assessed:

- » Translation challenges.
- » Reading and Listening assessment – GCSE-style comprehension tasks, focussed on the topics studied in Y9 and Y10 so far.
- » Speaking exam preparation: Students to prepare answers to around five speaking questions which will be used to answer Theme 5 as part of the final GCSE speaking exam.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HALF TERM 5

All students will know:

- » How to describe and give their opinion on a variety of jobs.
- » How to use superlatives and comparatives to expand opinions.
- » How to use the present tense to discuss part-time jobs and how they earn money.

All students will be assessed:

- » Translation challenges.
- » Speaking assessment – a role play and picture-based activity from GCSE paper 2.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MODERN FOREIGN LANGUAGES

HALF TERM 6

All students will know:

- » How to use the past tenses together to describe a work experience placement.
- » How to give opinions in the past tense.
- » How to discuss work places and locations.
- » How to explain why language learning is important, in relation to expanding their horizons and planning for the future.

All students will be assessed:

- » End of year assessments – Full listening, reading and writing papers. Adapted speaking exam covering a role play, a photo card and one general conversation theme.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » **PSHE** – students will learn about different communities, as well as opportunities to help others by volunteering.
- » **WEX** – students will discuss their work experience in detail in Spanish.
- » **Careers** – students will be aware of how languages are useful in their future careers.
- » **Geography** – as part of their local area topic, students will describe landscapes and physical geography, compare urban and rural lifestyles. Students will have in-depth discussions about environmental issues.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students can use Quizlet for learning vocabulary. Chunks of language from sentence builders are placed on Quizlet for students to learn and revise.
- » Language Gym / sentencebuilders.com have a variety of activities which ensure students process vocabulary in various forms to promote deep, meaningful and long-term learning.
- » GCSE Bitesize has a variety of resources to revise topics and grammar, specifically for the Edexcel GCSE course.

ENRICHMENT OPPORTUNITIES

During Year 10, students will have the wonderful opportunity to visit to Barcelona. This will allow them to experience Spanish culture first-hand. They will visit key monuments, try a variety of Spanish foods and be able to use their Spanish skills to speak to local people. Throughout the school year, students will also have cultural lessons to celebrate important dates in the Spanish and Latin American calendars.

YEAR 10 | MUSIC

ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of music and develop students into music practitioners:

Building on the work performing, composing and appraising work done by the music department in KS3, in year 10 students will be taught how music has developed over the 60 years and knowledge of how musical elements are used to create different genres of music. The aim is to build the learners' musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry and theoretical language whilst drawing upon knowledge learned. By the end of the year students will be able to produce a detailed analysis of two contrasting musical genres with a focus on factors that influenced its inception, significant bands and artists along with fashion and imagery. They will also be able to produce their own song analysis; utilising and applying the knowledge and skills they have gained throughout the year. Students will be involved in exploring different cultures and the impact they have on different musical genres. They will be exposed to a variety of live performances both virtually and in venues. The year 10 course will prepare students for year 11 where they will continue to broaden their musical knowledge to create a live performance showcase. The full course can prepare students for further study of music at level 3 and builds strong foundations for a career in the music industry.

HALF TERM 1 UNIT 201TA - MUSICAL KNOWLEDGE (CORE UNIT)

All students will know:

How to describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- » The factors that influenced its inception.
- » Significant artists/bands/producers c. Important recordings/ performances/events.
- » Imagery and fashion associated with the style.

How to listen to a piece (or pieces) of music, recognising and discussing at least 4 of the following musical elements:

- » Tonality.
- » Tempo.
- » Instrumentation.
- » Lyrical content (where applicable).
- » Production Techniques.

All students will be assessed:

- » Report/presentation/blog in response to the criteria given by the teacher/exam board.
- » Students will analyse two contrasting styles of music and create a report.
- » In response to the criteria, students will complete a song analysis.
- » Ongoing assessment through teacher observations.
- » Self assessment and targets for improvement in response to verbal feedback.

Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

Key vocabulary:

Tempo, Instrumentation, Lyrical content, Production techniques, Style, Inception, Significant, Important, Imagery, Fashion, Musical Elements.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MUSIC

HALF TERM 2

UNIT 201TA - MUSICAL KNOWLEDGE (CORE UNIT)

All students will know:

How to describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- » The factors that influenced its inception.
- » Significant artists/bands/producers c. Important recordings/ performances/events.
- » Imagery and fashion associated with the style.

How to listen to a piece (or pieces) of music, recognising and discussing at least 4 of the following musical elements:

- » Tonality.
- » Tempo.
- » Instrumentation.
- » Lyrical content (where applicable).
- » Production Techniques.

All students will be assessed:

- » Report/presentation/blog in response to the criteria given by the teacher/exam board.
- » Students will analyse two contrasting styles of music and create a report.
- » In response to the criteria, students will complete a song analysis.
- » Ongoing assessment through teacher observations.
- » Self assessment and targets for improvement in response to verbal feedback.

Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

Key vocabulary:

Tempo, Instrumentation, Lyrical content, Production techniques, Style, Inception, Significant, Important, Imagery, Fashion, Musical Elements.

HALF TERM 3

INSTRUMENTAL STUDY

All students will know:

- » How to assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally.
- » How to describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument.

All students will be assessed:

- » Observations of practical tasks throughout the Schemes of Work.
- » Peer and self-assessment of progress so far.
- » Video recordings of milestone practice sessions.
- » Written log of health and safety issues.

Reading skills needed for this unit:

- » Health and Safety requirements.
- » Reviews.
- » Notation.

Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales, Developmental progression, Technical Ability, Dexterity, Stamina, Achievement.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links with science (voice anatomy, sound/timbre of instruments), maths (note durations, polyrhythms).

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | MUSIC

HALF TERM 4 INSTRUMENTAL STUDY

All students will know:

- » How to assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally.
- » How to describe personal health and safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument.

All students will be assessed:

- » Observations and milestone recordings.
- » Practice Plan and Skills audit.
- » Q+A throughout the process as formative assessment.

Reading skills needed for this unit:

- » Explore different texts that discuss maintenance requirements of instruments.
- » Read music notation and lyrics.

Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales, Developmental progression, Technical Ability, Dexterity, Stamina, Achievements.

HALF TERM 5 INSTRUMENTAL STUDY

All students will know:

How to create a practice plan agreed with an instrumental tutor.

To include improvement in:

- » Technical ability.
- » Dexterity.
- » Stamina.
- » Control of the instrument.

All students will be assessed:

- » Observations and milestone recordings.
- » Practice plan and skills audit.
- » Q+A throughout the process as formative assessment.

Reading skills needed for this unit:

- » Explore different texts that discuss maintenance requirements of instruments.
- » Read music notation and lyrics.

Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales, Developmental progression, Technical Ability, Dexterity, Stamina, Achievements.

HALF TERM 6 INSTRUMENTAL STUDY

All students will know:

How to clarify achievements in relation to the personal goals identified in half term 3, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist.

All students will be assessed:

- » Written report on how technique and skills have been developed throughout the year.
- » Q+A to establish understanding throughout the reflective process.

Reading skills needed for this unit:

- » Explore different texts that discuss maintenance requirements of instruments.
- » Read music notation and lyrics.

Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales, Developmental progression, Technical Ability, Dexterity, Stamina, Achievements.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to listen to different genres of music. Music can be accessed via the radio, YouTube, Spotify, TV and film.

YEAR 10 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates. Watch live performances. Trips to other establishments to perform.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the arts and develop students into performers:

In year 10 students are exposed to a range of theatre, TV and film to broaden their knowledge of the performance industry. Students will explore how practitioners work in a professional environment to create a performance as well as the skills and responsibilities that each practitioner will need to work successfully. Students will know how theatre, TV and film are created and will learn about professional directors, actors, dancers, choreographers and the technical team. By the end of the year all students will be able to analyse professional theatre using technical terminology that demonstrates an in-depth understanding of theatre/film production.

They will also take part in practical workshops, where they will explore the practical skills needed in a variety of theatre genres. Students will be exposed to a wide range of theatre, through Digital Theatre+ as well as live theatre trips. Students will also have the chance to take part in workshops with professional performers to further enhance their knowledge and skills in the performance industry. Students will have the knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. They will explore the cultural and historical influences that have shaped theatre, as well as the creative intentions. The year 10 course will prepare students for year 11 where they will use the knowledge and skills to complete a full performance of a professional piece of theatre.

HALF TERM 1

Exploring the performing arts.

All students will know:

- » Explore different forms of performance.
- » Look at the key factors of the different types of performance and what skills are needed to perform professionally.
- » Explore drama techniques, dance techniques and vocal works.
- » Explore non performance practitioners and identify their skills and how they contribute to the rehearsal process and end performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video recording of milestone performances/workshops, to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Science - anatomy of the voice.

Music - how the voice produces sound, vocal health and different styles of music.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | PERFORMING ARTS

HALF TERM 2

Examine professional practitioners performance work.

All students will know:

- » Examine live and recorded performances in order to develop their understanding of practitioners' work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.
- » Gain a practical appreciation of practitioners' work in using existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 3

Examine professional practitioners performance work.

All students will know:

- » Examine the roles, responsibilities and skills of practitioners, developing their knowledge and understanding of how they contribute to performance.
- » Performance roles such as: actor, dancer, singer.
- » Non-performance agreed roles such as: choreographer, director, writer, designer.
- » Responsibilities such as: rehearsing performing, contributing to the creation and development of performance material.
- » Skills such as: physical, vocal and music skills used by performers, managing and directing skills used by a choreographer, artistic director, casting director or musical director.
- » Communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer.
- » Creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter.
- » Organisational skills used to put on a performance by a director or choreographer.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students are encouraged to watch examples of live performance on YouTube, local theatres, TV and performance HUBS.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | PERFORMING ARTS

HALF TERM 4

Explore the interrelationships between constituent features of existing performance material.

All students will know:

Explore short extracts of repertoire in workshops and classes as a performer and/or designer, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances, from one or more of the three performance disciplines: acting, dance, musical theatre.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 5

Explore the interrelationships between constituent features of existing performance material.

All students will know:

Learners will access workshops and classes. This will allow them to take part in practical activities to develop knowledge and understanding of the interrelationships within short extracts of repertoire, from one or all performing arts disciplines, including acting, dance and musical theatre.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 6

Explore the interrelationships between constituent features of existing performance material.

All students will know:

With reference to examples of repertoire, explore in practical workshops:

- » The processes, techniques and approaches used by practitioners.
- » The interrelationships between constituent features within the created performance work. Learners must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

YEAR 10 | PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:

Our GCSE curriculum covers Christianity as the main religious tradition of the UK and Sikhism as a main religion in the area of Sandwell. We also look into four contemporary ethical themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract

ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen. The year 10 course will prepare students for the second part of their GCSE course. It will allow them to apply the religious content that they have studied with Christianity and Sikhism and develop this further within thematic studies, investigating world views on moral and ethical issues. Students will have the opportunity to see how faith is expressed in practice with cultural visits to places of worship, such as a Gurdwara and a Cathedral. This will develop the students both culturally and socially.

HALF TERM 1 SIKH PRACTICES

All students will know:

- » Gurdwara.
- » Prayer.
- » Akhand Path.
- » Langar.
- » Worship and Meditation.
- » Sikh naming ceremony.
- » Amrit ceremony.
- » Gurburbs.
- » The Golden Temple.
- » Vaisakhi and Diwali.

Impact - Why do we teach this?

Through looking into how a Sikh may practise their religion in society today, students will develop empathy and respect for the practices of Sikhism.

All students will be assessed:

At the end of this topic, students will complete a summative assessment on Sikh practices with an interleave on Sikh beliefs.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Takht, Palki, Ramallah, Chauri, Ardas, Diwan, Kirtan, Hukam, Langar, Gutka, Japi, nam japna, Granthi, Vaisakhi, Diwali, Gurburb, Amrit, Amrit Sanskar.

ENRICHMENT OPPORTUNITIES

Within philosophy, religion and ethics there are enrichment opportunities for students to participate in. We run a trip to Smethwick Gurdwara for KS4 students. This allows the students to experience going to a Sikh place of worship, making it more of a reality for them. They are also able to participate in the Langar together. This allows students to broaden their religious understanding and cultural capital. Students have the opportunity to visit Coventry Cathedral which further embeds the topic of Christianity with links to History. In addition, students will visit Dudley Zoo, looking at a range of ethical issues whilst being enabled to visit an attraction in the local community.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 2

CRIME AND PUNISHMENT

All students will know:

- » Different types of crime.
- » Different causes of crime.
- » Aims of punishment.
- » Christian views on crime and punishment.
- » Sikh views on crime and punishment.
- » Prisons.
- » Community service.
- » Corporal punishment.
- » Death penalty.
- » The principle of utility.

Impact- Why do we teach this?

- » To investigate the views of major world religions on crime and punishment.
- » To develop my own views on whether crime is ever right and how criminals should be punished.
- » To analyse moral beliefs towards the use of 'extreme' punishments such as the death penalty.

All students will be assessed:

At the end of this topic, students will complete a summative assessment on crime and punishment with an interleave on Christian beliefs.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Addiction, Poverty, Upbringing, Mental Illness, Greed, Hate crime, Deterrence, Reformation, Retribution, Prison, Corporal punishment, Community service, Death penalty.

HALF TERM 3

HUMAN RIGHTS AND SOCIAL JUSTICE

All students will know:

Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.

Impact- Why do we teach this?

- » To investigate the views of major world religions on human rights and social justice.
- » To develop awareness of perceived prejudices in contemporary society.
- » To analyse how we can become more tolerant citizens and contribute to an increasingly just society.
- » Issues of equality, freedom of religion and belief including freedom of religious expression.
- » Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.
- » To inform students what social justice is and how society practices treating people fairly with the law.
- » Racial prejudice and discrimination.
- » Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.

All students will be assessed:

At the end of this topic, students will be formatively assessed through 12 mark questions.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Sanctity of life, quality of life, euthanasia, abortion, stewardship, evolution, Big Bang Theory, dominion, responsibility, samsara, reincarnation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 4 RELIGION AND LIFE

All students will know:

Students will explore this topic from a Christian, Sikh and non-religious point of view.

Topics include:

- » Creation of the Universe.
- » Stewardship.
- » The worth of animals.
- » How did life begin?
- » Abortion.
- » Euthanasia.
- » Life after death.

Impact - Why do we teach this?

- » This topic allows students to explore how religious believers interact with the world around them.
- » It allows for students to formulate their own judgements on ethical dilemmas and come to reasoned conclusions for their own opinions.
- » It offers the opportunity for rich discussion, allowing students to develop their communication skills.

All students will be assessed:

At the end of this topic, students will complete a summative assessment on religion and life with an interleave of human rights and social justice.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Rights, Social, Justice, Equality, Prejudice, Discrimination, Wealth, Poverty, Responsibility.

HALF TERM 5 CHRISTIANITY AND SIKHISM REVISION AND MOCK

All students will know:

Students will recap on our religious content that they have studied in year 9 and at the beginning in year 10. They will cover Christian beliefs and practices and Sikh beliefs and practices to ensure they have a secure knowledge about the content.

Impact- Why do we teach this?

- » To prepare students for their PRE examination in year 11 and develop their current knowledge and understanding.
- » Develop their written structure and practice exam technique.

All students will be assessed:

At the end of this half-term, students will be summatively assessed through the completion of a mock exam on Christianity and Sikhism.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Terrorism, Just War, Holy War, pacifism, peace, conflict, Dharam yudh, justice, retaliation, weapons of mass destruction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 6

PEACE AND CONFLICT

All students will know:

Students will explore this topic from a Christian, Sikh and non-religious point of view.

Topics include:

- » Terrorism.
- » Just War and Holy War.
- » Pacifism.
- » The role of religion in conflict.
- » The role of religion in creating peace.

Impact- Why do we teach this?

- » This topic allows students to engage with current affairs in the PRE classroom.
- » It allows them to develop their skills in empathy, as well as communication and analytical skills.
- » Students have the opportunity to explore how religious beliefs impact everyday life, and how religion and politics can often mix in everyday life.

All students will be assessed:

At the end of this topic, students will complete a summative assessment on peace and conflict.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Fixed, Fluid, Homosexual, Heterosexual, Contraception, Marriage, Cohabitation, Divorce, Remarriage.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will be able to use Satchel One, where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.

They will also be able to use educational web pages such as BBC bitesize which will allow students to further expand their philosophy, religion and ethics knowledge.

Online there are also many exam board specific resources available on AQA.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.

YEAR 10 | SCIENCE

ENRICHMENT OPPORTUNITIES

STEM club- KS4 students are invited to act as student leaders for KS3 STEM, OAT LP Days, University visits through the Aimhigher project, involvement in activities as part of British Science Week, opportunities to contribute to STEM newsletters.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of science and develop students into scientifically literate and aware individuals:

Building on the fundamental concepts delivered in the year 9 science curriculum, in year 10 students will further develop their understanding of concepts across the three science specialisms. Our approach to teaching will be sequential in nature, further securing their understanding of vital biological processes, the material world and energy systems. Embedded within the curriculum students will learn how to graphically represent and analyse different types of data, identify variables and critically examine practical methodologies to identify sources of error and limitations. By the end of the year all students will have acquired key skills and knowledge to prepare them for year 11 content, as well as a growing confidence to carry out practical activities and apply their understanding to unfamiliar contexts. Students will gain experience with using a range of scientific apparatus, discussing scientific developments in the real world and exploring routes into a number of scientific careers. We will refer to facts from local and national sources, supporting students to build their knowledge of the world. The course, as a whole, will allow students to develop the foundations for study of sciences at KS5, leading to potential careers in medicine, pharmacy and engineering.

HALF TERM 1

All students will know:

- » **Biology** - Infection and response - Health issues, cancer, disease case studies, defence against disease, antibiotics, development of drugs and vaccinations.
- » **Chemistry** - Chemical changes - Reactivity of metals with acids and oxygen and extraction of metals, acids and alkalis and making a salt - Electrolysis - Basics of electrolysis and electrolysis of different solutions.
- » **Physics** - Electricity - Series and parallel circuits, current, potential difference, resistance, ACDC, mains electricity and national grid.

All students will be assessed:

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Current, charge, potential difference, resistance, power, LDR, thermistor, series + parallel, communicable, non-communicable, bacteria, virus, pathogen, health, malignant, tumour, benign, acid, base, alkali, pH, soluble salt, neutralisation, reaction, reactants, products, electrolysis, anode, cathode, ionic bonding, ions, molten, aqueous.

HALF TERM 2

All students will know:

Biology - Infection and response - Health issues, cancer, disease case studies, defence against disease, antibiotics, development of drugs and vaccinations.

Chemistry - Chemical changes - Reactivity of metals with acids and oxygen and extraction of metals, acids and alkalis and making a salt - Electrolysis - Basics of electrolysis and electrolysis of different solutions.

Physics - Electricity - Series and parallel circuits, current, potential difference, resistance, ACDC, mains electricity and national grid.

All students will be assessed:

November/December assessment - Paper 1 topics covered including topics 1-2 for biology and chemistry and topics 1-3 for physics.

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Current, charge, potential difference, resistance, power, LDR, thermistor, series + parallel, communicable, non-communicable, bacteria, virus, pathogen, health, malignant, tumour, benign, acid, base, alkali, pH, soluble salt, neutralisation, reaction, reactants, products, electrolysis, anode, cathode, ionic bonding, ions, molten, aqueous.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | SCIENCE

HALF TERM 3

All students will know:

Biology

- » Bioenergetics - Structure of a plant and leaf, photosynthesis, respiration and metabolism.

Chemistry

- » Quantitative chemistry - relative atomic mass, conservation of mass, moles, limiting reactants.

All students will be assessed:

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Photosynthesis, rate, metabolism, limiting factor, xylem, phloem, respiration, anaerobic, aerobic, stomata, spongy mesophyll, moles, relative atomic mass, conservation, reactants, endothermic, exothermic, reaction profile, energy change, activation energy.

HALF TERM 4

All students will know:

Biology

- » Bioenergetics - Structure of a plant and leaf, photosynthesis, respiration and metabolism.

Chemistry

- » Biology - Ecology - Biotic and abiotic, communities, sampling, food chains and webs, carbon cycle, water cycle.

Physics

- » Forces - Scalars and vectors, centre of mass, Hooke's Law, speed, acceleration, distance-time graphs, terminal velocity and stopping distances.

All students will be assessed:

March/April assessment-Paper 1 topics covered including topics 1-3 for biology and chemistry and topics 1-4 for physics.

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Scalar, vector, velocity, displacement, acceleration, Newton, momentum, extension, spring constant, photosynthesis, xylem, phloem, respiration, anaerobic, aerobic, stomata.

HALF TERM 5

All students will know:

Biology

- » Ecology - Biotic and abiotic, communities, sampling, food chains and webs, carbon cycle, water cycle.

Chemistry

- » Rates of Reaction - Collision theory, rates of reaction, effect of concentration, effects of temperature, effect of surface area and pressure and catalysts.
- » Quantitative chemistry - relative atomic mass, conservation of mass, moles, limiting reactants.

All students will be assessed:

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Global warming, producer, apex predator, precipitation, transpiration, collisions, catalysts, kinetic, pressure, temperature.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | SCIENCE

HALF TERM 6

All students will know:

Paper 1 Revision (all specialisms)

All students will be assessed:

Paper 1 mock exams- covering all topics for paper 1 biology, chemistry and physics.

Students have review lessons planned into curriculum time. Application assessment activities include: extended writing tasks, key recall questions, required practical assessments or walking, talking mocks.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

identify, describe, explain, evaluate, plot, quantitative, qualitative.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Revision guides and workbooks are available to purchase in school.

www.gcsescience.com

www.senecalearning.com

www.physicsandmathstutor.com

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Maths - Percentages (rates of reaction), rearranging to make variables the subject, substituting values for letters in equations, gradients.

History- Infection and response, including the discovery and development of drugs.

YEAR 10 | OCR SPORTS SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of sport and physical activity and develop students into performers with the knowledge and skills that can be applied to a range of career paths in the sport and leisure industry:

In Year 10 students will fundamentally build on the knowledge taught at KS3 with understanding of the components of fitness and fitness tests related to Unit R181: Applying the principles of training: fitness and how it affects skill performance. Students will further develop the application of components of fitness; fitness tests and principles of training and how these can be incorporated into designing and evaluating a training programme to improve performance. In addition, Unit R183: Nutrition and Sports Performance will further support the development of content taught from Unit R181, linking diet and nutrition into becoming a healthy sports performer. Students will revise how selected sports performers must train and diet in order to be successful in their selected areas of expertise. Reviewing and analysing the effects of training and nutrition will be essential in improving the knowledge and understanding of students to make links between the exam Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions.

All units are very closely tied together in order to provide development in knowledge and understanding for students to select a bespoke interest in an area of sport they may wish to continue in the future. The OCR Sports Science course will enable students to gain a wide range of experiences to prepare them for their exam unit in Year 11. Development in knowledge will allow students to begin to “sound like an expert” and understand how to structure assignment work in preparation for exam content and responses. Transferable skills will be developed in Year 10 and will enable students to gain both theoretical and practical environment experiences around the topical areas taught across the academic year; whilst students will be gaining a variety of learning experiences.

HALF TERM 1 R181

All students will know:

Topic Area 1: Components of Fitness to different sports.

- » 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness.
- » 1.1.2 Fitness component requirements of sports: How each component is important in two different sports.
- » 1.1.3 Justification of most important components of fitness:
 - 1.2.1 Fitness tests for components of fitness:
 - 1.2.2 Collect and interpret the results of fitness tests:
 - 1.2.3 Strengths and areas of improvement of each fitness component:
- » 1.3.1 Devising skill based fitness tests: 1.3.2 Conduct the tests devised 1.3.3: How to record results of skill based fitness tests:

All students will be assessed:

Assignment content.
Written OCR Topic area 1.

Skills needed for this unit:

- » Select components of fitness to improve performance.
- » Interpret results and suggest components of fitness to be improved.

Key vocabulary:

- » Components.
- » Fitness.
- » Fitness Testing.
- » Suitability.
- » Justification.
- » Strengths.
- » Area of improvement.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | OCR SPORT SCIENCE

HALF TERM 2 R181

All students will know:

Topic Area 2: Principles of Training in Sport.

- » 2.1.1 The definition and application of each principle of training and goal setting: SPOR principle; FITT principle; SMART goals.
- » 2.2.1 Advantages and disadvantages of the structure of each training method.
- » 2.2.2 Aerobic exercise: Characteristics of aerobic exercise.
- » 2.2.3 Anaerobic exercise: Characteristics of anaerobic exercise.

All students will be assessed:

Assignment content.
Written OCR Topic area 2.

Skills needed for this unit:

- » Application of principles of training to improve sporting performance.
- » Advantages and disadvantages of selected training methods.

Key vocabulary:

- » Principles of training
- » SPOR
- » FITT
- » SMART
- » Aerobic
- » Anaerobic
- » Characteristics

HALF TERM 3 R181

All students will know:

Topic Area 3: Organising and planning a fitness training programme.

- » 3.1 Factors when designing a fitness training programme; 3.1.1 Considerations to inform planning.
- » 3.1.2 Applying principles of training.
- » 3.2.1 Elements of training programmes: 3.2.2 How to monitor progress and adapt a programme.
- » 3.3 Recording results from fitness training programme; 3.3.1 Post programme tests: Skill based tests and Fitness tests.
- » 3.3.2 Achievement recognised: Meeting SMART goals; Results from tests.

All students will be assessed:

- » In class observations and Q & A against lesson content and SOW
- » Peer assessment - WWW and EBI following performances in each lesson.
- » Assignment content.
- » Written assessment at the end of half term - in line with OCR Specification Topic area 3.

Skills needed for this unit:

- » Designing fitness training programmes for sports performance.
- » Application of principles of training and fitness testing.

Key vocabulary:

- » Designing
- » Applying
- » Fitness Tests
- » Principles of Training
- » Skill based tests
- » Fitness based tests
- » SMART Goals

HALF TERM 4 R181

All students will know:

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.

- » 4.1.1 Reflections on the fitness training programme considering the: • Goals set • Training methods used
- » Fitness component links correctly to skill tests.
- » 4.1.2 Strengths and areas for improvement of the fitness training programme: • Reasons for success and failure.
- » 4.1.3 Further development suggestions for improvements to the fitness training programme.

All students will be assessed:

- » In class observations and Q & A against lesson content and SOW
- » Peer assessment - WWW and EBI following performances in each lesson.
- » Assignment content.
- » Written assessment at the end of half term - in line with OCR Specification Topic area 4.

Skills needed for this unit:

- » Key terms linked to sport athletes.
- » How this can develop performance.
- » Reflection on fitness training programmes considering success and areas for improvement.
- » Reflection and development considerations of a fitness training programme.

Key vocabulary:

- » Training methods
- » Fitness tests
- » Advantages
- » Disadvantages
- » Reflection
- » Justification
- » Evaluation

All students will know:

- » 1.1 Characteristics of a balanced nutrition plan.
- » 1.2 The role of nutrients in sports and their sources
- » 2.1 The dietary requirements of endurance/aerobic activities:
- » 2.2 The dietary requirements of short intense/anaerobic activities
- » 2.3 The dietary requirements of strength based activities.

All students will be assessed:

- » In class observations and Q & A against lesson content and SOW
- » Peer assessment - WWW and EBI following performances in each lesson.
- » Assignment content.
- » Written assessment at the end of half term - in line with OCR Specification Topic area 1 and 2.

Skills needed for this unit:

- » Characteristics of a balanced nutrition plan on effective sports performance.
- » Dietary requirements for specific athletes to be successful based on activities.

Key vocabulary:

- » Nutrition
- » Characteristics
- » Sports Performance
- » Aerobic
- » Anaerobic
- » Dietary
- » Requirements

All students will know:

- » 3.1 How to design and develop a balanced nutrition plan
- » 3.1.2 Adapt the nutrition plan to suit a chosen sporting activity:
- » 3.2 Key factors when considering the success / impact of a nutrition plan
- » 3.2.1 Identify the nutritional changes that can be made 3.2.2 Suitability and organisation of a nutrition plan.
- » 4.1 The effect of overeating on sports performance; 4.2 undereating on sports performance; 4.3 dehydration on sports performance.

All students will be assessed:

- » In class observations and Q & A against lesson content and SOW
- » Peer assessment - WWW and EBI following performances in each lesson.
- » Assignment content.
- » Written assessment at the end of half term 2 - in line with OCR Specification Topic area.

Skills needed for this unit:

- » Compare and contrast
- » Designing and developing a nutritional plan for a selected sporting activity.
- » Key factors when designing a nutrition plan on sport performance.
- » The effects of over and under nutritional dietary requirements.

Key vocabulary:

- | | |
|----------------------|-----------------|
| » Nutrition | Characteristics |
| » Sports Performance | Aerobic |
| » Anaerobic | Dietary |
| » Requirements | |

YEAR 10 | GCSE PE

Skills developed within year 10 through studying Health Fitness and Wellbeing students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. In the Sports Psychology unit students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. This broad knowledge base Students should be taught to understand and justify appropriate elements of a warmup and a cool down for different sporting activities.

HALF TERM 1 HEALTH, FITNESS AND WELLBEING

All students will know:

- » Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people.
- » The consequences of a sedentary lifestyle.
- » Obesity and how it may affect performance in physical activity and sport.

Definitions of the following body types:

- » endomorph.
- » mesomorph.
- » ectomorph.
- » Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.
- » Nutrition – reasons for having balanced diet

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data.

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » health, fitness and wellbeing.
- » Analyse and interpret requirements of a balanced diet

Key vocabulary:

endomorph, mesomorph, ectomorph, nutrition, serotonin, sedentary lifestyle, weight gain/obesity, heart disease, hypertension, diabetes, poor sleep, poor self-esteem, lethargy.

HALF TERM 2 SOCIO-CULTURAL INFLUENCES

All students will know:

- » Engagement patterns of different social groups and the factors affecting participation
- » Commercialisation of physical activity and sport
- » Types of sponsorship and the media
- » Positive and negative impacts of sponsorship and the media
- » Positive and negative impacts of technology
- » Ethical and socio-cultural issues in physical activity and sport
- » All students will be assessed

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » socio-cultural influences.
- » barriers to participation
- » Interpret data/graphs charts of socio- economic factors & participation rates

Key vocabulary:

Disability, attitudes, role models, accessibility (to facilities/ clubs/activities), sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, socio-economic factors/disposable income, adaptability/ inclusiveness.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | GCSE PE

**HALF TERM 3 CLASSIFICATION OF SKILLS
(BASIC/COMPLEX, OPEN/CLOSED)****All students will know:**

Basic definition of the following skill classifications:

- » basic/complex
- » open/closed
- » self-paced/externally paced
- » gross/fine.

The use of goal setting and SMART targets to improve and/or optimise performance

- » SMART targets of goal setting

Basic information processing

- » The role of each stage (input, decision making, output and feedback) of the model.
- » Input – information from the display (senses), selective attention.
- » Decision making – selection of appropriate response from memory. The role of long term and short term memory.
- » Output – information sent to muscles to carry out the response.
- » Feedback – received via self (intrinsic) and/or others (extrinsic).

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » psychology.
- » data from psychological testing.

Key vocabulary:

Basic/complex, open/closed, self-paced/externally paced, gross/fine, positive/negative, knowledge of results/knowledge of performance, extrinsic/intrinsic.

HALF TERM 4 SPORTS PSYCHOLOGY

Principles of training A.5 and additional principles of training A.6.

All students will know:**Guidance and feedback on performance**

- » Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers
- » Mental preparation for performance
- » Inverted-U theory
- » How optimal arousal levels vary according to the skill being performed in a physical activity or sport
- » How arousal can be controlled using stress management techniques before or during a sporting performance
- » Understand the difference between direct and indirect aggression with application to specific sporting examples
- » Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » Sport psychology
- » Evaluating psychological concepts/theories

Key vocabulary:

Visual (seeing), verbal (hearing), manual (assist movement – physical), mechanical (use of objects/aids), introvert and extrovert.

HALF TERM 5 PHYSICAL TRAINING**All students will know:**

The relationship between health and fitness and the role that exercise plays in both.

- » Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness.
- » Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness.

The components of fitness, benefits for sport and how fitness is measured and improved

- » Definitions of the following components of fitness:
- » Reasons for and limitations of fitness testing
- » Linking sports and physical activity to the required components of fitness
- » Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports.

All students will be assessed:

- » Applied anatomy and physiology
- » Movement analysis
- » Physical training
- » Use of data

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » Evaluate relevance of testing

Key vocabulary:

Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed.

CURRICULUM AND ASSESSMENT PLAN

YEAR 10 | GCSE PE

HALF TERM 6 PHYSICAL TRAINING

All students will know:

The principles of training and their application to personal exercise/training programmes.

Key principles of training.

SPORT to include:

- » specificity
- » progressive overload
- » reversibility
- » tedium.

Key principles of overload.

FITT to include:

- » frequency
- » intensity
- » time
- » type.

How to optimise training and prevent injury

- » Calculating intensities to optimise training effectiveness
- » Considerations to prevent injury
- » Specific training techniques – high altitude training as a form of aerobic training
- » Seasonal aspects

Effective use of warm up and cool down

- » Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.

All students will be assessed:

- » Applied anatomy and physiology
- » Movement analysis
- » Physical training
- » Use of data

How it's assessed

- » Written exam: 1 hour 15 minutes
- » 78 marks
- » 30% of GCSE

Skills needed for this unit:

- » Identify strengths and/or weaknesses in a performance/the success of a training programme
- » Compare against norms of the group/national averages

Key vocabulary:

- » monitor improvement

YEAR 11 | ART

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad art curriculum that enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

TERM 1 SURREALISM

All students will know:

Students will produce a series of imaginative outcomes explored by imagery from the previous term. Students will be inspired by the visual surreal imagery to inform their own compositions. Students will be encouraged to work independently investigating their own ideas inspired by Surrealism.

All students will be assessed:

- » A02, A04.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Change of scale, focal point, space, imaginative, perspective, enlarge, organic.

Tier 2 - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic.

TERM 2 EXTERNALLY SET ASSIGNMENT PREPARATION

All students will know:

Students will develop their own creative journey based upon the externally set assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.

All students will be assessed:

Students will be assessed on the 4 assessment objectives in accordance with AQA criteria:

- » Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

Investigation into particular artists and designers appropriate to their chosen exam question.

Key vocabulary:

Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe.

Tier 2 - Assimilate, Analyse, Compose, contextual, reflect and evaluate.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | ART

CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and seeing the impact as to the historical and social context, the artist has had on the work.

TERM 3 EXTERNALLY SET ASSIGNMENT PREPARATION

All students will know:

Students will develop their own creative journey based upon the externally set assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.

All students will be assessed:

Students will be assessed on the 4 assessment objectives in accordance with AQA criteria:

- » Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

Investigation into particular artists and designers appropriate to their chosen exam question.

Key vocabulary:

Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe.

Tier 2 - Assimilate, Analyse, Compose, contextual, reflect and evaluate.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross curricular links with other departments.

Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the scheme of work.

History - Looking at the social context of an artist and what was affecting them.

Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

Science - Colour mixing and the origins of colours and pigments.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

YEAR 11 | ART TEXTILES

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad Art Textiles curriculum that enables them to produce innovative, individual and imaginative work through exploration of textile media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of Art Textiles - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

TERM 1 SAFARI

All students will know:

Students will produce a series of imaginative textile outcomes explored by the sourced imagery from the previous term.

They will continue developing creative use of textiles to create a fashion costume or wall hanging inspired by the theme of safari.

All students will be assessed:

A02, A04.

Reading skills needed for this unit:

- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Tribal pattern, colour, camouflage, texture, shape, form, pattern, recycle.

Tier 2 - Juxtaposition, form, representation, depiction, analysing, authentic.

TERM 2 EXTERNALLY SET ASSIGNMENT PREPARATION

All students will know:

Students will develop their own creative journey based upon the Externally Set Assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.

All students will be assessed:

Students will be assessed on the four assessment objectives in accordance with AQA criteria.

Reading skills needed for this unit:

Investigation into particular artists and designers appropriate to their chosen exam question.

Key vocabulary:

Investigate, composition, primary and secondary sources, explore, experiment, photograph and record, identify, describe.

Tier 2 - Analyse, compose, contextual, reflect and evaluate.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | ART TEXTILES

CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and seeing the impact as to the historical and social context, the artist has had on the work.

TERM 3 EXTERNALLY SET ASSIGNMENT PREPARATION

All students will know:

Students will develop their own creative journey based upon the Externally Set Assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.

All students will be assessed:

Students will be assessed on the four assessment objectives in accordance with AQA criteria:

- » A01,A02,A04 Assessment booklets.
- » Formal and individual feedback.
- » Online tracker if required.

Reading skills needed for this unit:

Investigation into particular artists and designers appropriate to their chosen exam question.

Key vocabulary:

Body Investigate, composition, primary and secondary sources, explore, experiment, photograph and record, identify, describe.

Tier 2 - Analyse, compose, contextual, reflect and evaluate.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art textiles shows detailed opportunities for cross curricular links with other departments.

Maths, English, science, technology.

Careers Opportunities:

Links with artists in residence, guest speakers, career signposting through Schemes of Work.

YEAR 11 | BUSINESS

ENRICHMENT OPPORTUNITIES

Revision sessions tailored to A0 needs, Tycoon in School, student investors challenge.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of influences in business and develop students into justified decision makers, economist experts for young people:

Students need to understand that all businesses operate in an external environment and there are a number of external influences that impact on business activity. The success or failure of a business will often depend on its willingness and ability to recognise and anticipate these external influences. It is important that businesses respond to these influences in order to remain competitive and achieve their aims and objectives. External influences can impact a business and its stakeholders in a number of diverse and conflicting ways. Students will be introduced to technology advancements, economic climate, ethical and environmental influences on business activity. Understanding the growth of globalisation and the changes in legislation that causes businesses to adapt the way they operate in dynamic/competitive environments. Therefore, building on the PSHE focus across KS3, introducing enterprise skills applied to business activity from KS3 learning in history, geography, science, English, maths, and ICT. By the end of the year, all students will have had the opportunity to give advice on business scenarios and produce analysed reports about the impacts of change in the external environment that require business to make decisions, utilising business terminology and applying the knowledge and skills acquired throughout the year. Students will have the opportunity to invest time watching "the apprentice", "inside the factory", "BBC Business news" to appreciate a diversifying business encompassing all learning from KS4 business and be able to use qualitative and quantitative data to aid business decision making. The full course can prepare students for further study of business, financial studies, accounting and economics at A level and builds strong foundations for future employment opportunities.

HALF TERM 1 INFLUENCE ON BUSINESS: TECHNOLOGY

All students will know:

- » Technological influence on business activity.
- » CAD and CAM.
- » E-commerce and M-commerce.

All students will be assessed:

- » **Mini assessment:** Technology impact on business.
- » **SMHW:** Spelling and recall quizzes.
- » Mock exam 1 component 1 only.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence Construction.
- » Sentence cohesion.
- » Working Memory.
- » Attention.

Key vocabulary:

Capital intensive, Labour intensive, CAD, CAM, E-Commerce.

HALF TERM 2 INFLUENCE ON BUSINESS: ETHICAL AND ENVIRONMENTAL

All students will know:

- » Ethical, environmental and economic influences on business activity.
- » Interest and tax rates, unemployment.

All students will be assessed:

- » **Mini assessment:** Ethics and environment impact on business.
- » **SMHW:** Spelling and recall quizzes.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence Construction.
- » Sentence cohesion.
- » Working Memory.
- » Attention.

Key vocabulary:

Ethics, Morals, Values, Culture.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Geography - Deforestation.

Mathematics - For accounting documents and formula, percentage change.

PSHE - Financial management and budgeting.

ICT - With e/m commerce technological change.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BUSINESS

HALF TERM 3 INFLUENCE ON BUSINESS: ECONOMIC AND LEGISLATION

All students will know:

- » Consumer income.
- » Unemployment.
- » Interest rates.
- » Tax rates.
- » Impact on business activity.

All students will be assessed:

- » **Mini assessment:** Economic activity on business.
- » **SMHW:** spelling and recall quizzes.
- » Mock exam series 2 component 1 & 2.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction.
- » Sentence cohesion.
- » Working memory.
- » Attention.
- » Comprehension.

Key vocabulary:

Recession, Boom, Slump, Tax.

HALF TERM 4 INFLUENCE ON BUSINESS: GLOBALISATION

All students will know:

- » Impact of globalisation, and legislation on business.
- » International trade.
- » Multinationals, EU employment and consumer law.

All students will be assessed:

- » **Mini Assessment:** Globalisation.
- » End of unit assessment influence on business.
- » **SMHW:** Spelling and recall quizzes.
- » Mock exam.
- » Students will sit component 1 and component 2.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction.
- » Sentence cohesion.
- » Working memory and attention.

Key vocabulary:

Exam command words.

HALF TERM 5

All students will know:

- » Concentrated exam practice, component 2 assessment objectives.
- » Exam practice unit, exam technique skills and revision.
- » Lots of higher level questions, including WAGOLL, EBI and improving editing answer from modelling and self evaluation and reflection.

All students will be assessed:

- » Exam paper synoptic questions.
- » **SMHW:** Spelling and recall quizzes.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction.
- » Sentence cohesion.
- » Working memory and attention.

Key vocabulary:

Exam command words.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Website: www.bbc.co.uk/bitesize

Text book: WJEC and Eduqas GCSE Business.

Revision text book: My revision notes: WJEC and Eduqas GCSE Business.

YEAR 11 | BUSINESS - FINANCE

ENRICHMENT OPPORTUNITIES

Revision sessions tailored to A0 needs, Tycoon in school, student investors challenge.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of business finance and develop students into accounting business experts for young people:

Learners need to understand that the finance function manages the financial activities of a business. It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance. Businesses will organise their finance function in different ways, depending on their size, the goods and services they sell and the markets they operate in. The financial decisions made by businesses will also be affected by these different contexts. Learners will begin to know the variety of sources of finance available to a business for different business activities including how a business generates revenue and appreciating the different costs that a business pays. From this, learners will calculate profit, cash flow and break even. Leading into analysing the financial performance of a business over time. Therefore, building on the PSHE workability focus across KS3, introducing enterprise skills applied to business activity from KS3 learning in technology, science, maths, and ICT. By the end of the year, all students will have had the opportunity to provide advice in a business scenario and produce analytical reports about the financial data/performance, decisions about sources of finance and how to improve the financial position of the business in order to meet business aims. Students will utilise business terminology and apply the knowledge and skills acquired throughout the year. Learners will have the opportunity to visit Drayton Manor Park to appreciate a diversifying business encompassing all learning from KS4 business and be able to use qualitative and quantitative data to aid business decision making. The full course can prepare students for further study of business, financial studies, accounting and economics at A level and builds strong foundations for future employment opportunities.

HALF TERM 1 SOURCES OF FINANCE: COSTS / REVENUES

All students will know:

- » **Recap of sources of finance:**
Costs and revenues. Calculation of break even point.
- » Effect on changes in costs and revenues on break even point.

All students will be assessed:

- » **Mini assessment:**
Sources of finance / Costs / Revenues / Break even.
- » **SMHW:** Spelling and recall quizzes.
- » MOCK EXAM 1 component 1 only.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction and cohesion.
- » Working memory and attention.

Key vocabulary:

Profit, Revenue, Costs, Break even.

HALF TERM 2 CASH FLOWS/ INCOME STATEMENTS: FINANCIAL PERFORMANCE

All students will know:

Cash Flow forecasting and how to improve it, Income statements, Gross and Net Profit, Financial performance qualitative and quantitative data. Measuring the success of an investment. Average rate of return.

All students will be assessed:

- » **Mini assessment:** Cash flow forecasting.
- » **Mini assessment:** Income statements financial performance.
- » **SMHW:** Spelling and recall quizzes.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction and cohesion.
- » Working memory and attention.

Key vocabulary:

Gross profit, Net profit, NPM %, GPM%, Annual rate of return.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Geography - Deforestation.

Mathematics - For accounting documents and formula, percentage change.

PSHE - Financial management and budgeting.

ICT - With e/m commerce technological change

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BUSINESS - FINANCE

HALF TERM 3

All students will know:

- » Revision for end of unit in finance.
- » Assessment objectives.
- » Component 2 case study annotating, dissecting, synoptic exam technique, holistic approaches to higher skilled questioning.

All students will be assessed:

- » **Assessment:** End of unit finance.
- » **SMHW:** Spelling and recall quizzes.
- » Mock exam series 2 component 1 & 2.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction and cohesion.
- » Working memory and attention.

Key vocabulary:

Exam command words.

HALF TERM 4

All students will know:

- » Concentrated exam practice, component 2 assessment objectives.
- » Exam practice unit, exam technique skills and revision.

All students will be assessed:

- » TBC

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction and cohesion.
- » Working memory and attention.

Key vocabulary:

Exam command words.

HALF TERM 5

All students will know:

- » Concentrated exam practice, component 2 assessment objectives.
- » Exam practice unit, exam technique skills and revision.
- » Lots of higher level questions, including WAGOLL, EBI and improving editing answers from modelling and self-evaluation and reflection.

All students will be assessed:

- » Exam paper synoptic questions.
- » **SMHW:** spelling and recall quizzes.

Reading skills needed for this unit:

- » Vocabulary.
- » Sentence construction and cohesion.
- » Working memory and attention.

Key vocabulary:

TBC

HOW STUDENTS CAN BE SUPPORTED AT HOME

Website: www.bbc.co.uk/bitesize

Text book: WJEC and Eduqas GCSE Business.

Revision text book: My Revision Notes: WJEC and Eduqas GCSE Business.

YEAR 11 | CLASSICS

ENRICHMENT OPPORTUNITIES

Podcasts to develop skills further and videos on different topic areas by experts.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of classical civilisations and develop students into classicists:

In year 11, all students should be able to consolidate and refine their knowledge and skills relating to both myth and religion and the Homeric world from year 10. They should be able to apply both classical and modern contexts and understanding to the ancient past showing they can make substantiated judgements using evidence and prescribed sources that they have been studying over the last three years. They should be able to build their knowledge from year 10 and now apply that knowledge more effectively to examination questions demonstrating they can work independently to consolidate learning as-well as in the classroom. This will ultimately prepare them for A level or other level 3 courses they wish to pursue in the future. All students should now begin to see the benefits of this subject at GCSE, even if they do not wish to take their study further. They should recognise it has equipped them with vital skills, such as the ability to compare and contrast, analyse events in the past and evaluate. Furthermore, they should recognise that the past does not mean that culture is forgotten but that it still shapes who we are as people in our modern world today. This subject started as a journey of discovery that we led you through, now it is time for you to take all the knowledge and skill you have developed and continue that journey. Remember, learning never stops, even after an exam has.

HALF TERM 1 REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » Myths and foundation stories to include; the naming of Athens and the adventures of Theseus as displayed on the Kylix; the founding of the Roman race, Aeneas's leadership of the Trojans and the founding of Alba Longa with the line of Kings. Romulus and Remus also need to be revisited. Prescribed source-Plutarch's Lives for the comparison Theseus and Romulus and also Livy and the early history of Rome.
- » Greek and Roman Gods and how to make comparisons between their roles and responsibilities.
- » Re-reading of the key books of the prescribed literary text, the Odyssey. (9, 10, 19) as well as coverage of non-key relevant books for scope – 11/12 specifically.
- » Further analysis of the plot, key themes, characters, literary techniques and references to classical context and ancient Greek values relating to these books.

All students will be assessed:

- » Formatively - quizzes, questioning and modelling.
- » 15 marker question comparing Theseus to Romulus assessing A01 and A02.

Reading skills needed for this unit:

- » Skim and scan.
- » Reading for meaning.
- » Inferencing.

Key vocabulary:

Anthropomorphic, Aeneas, Troy, Romulus and Remus, Augury, Xenia, Polymetis, In Medias Res, Homeric Simile.

HALF TERM 2 REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » The myths associated with Heracles/Hercules to include the prescribed sources- the Homeric Hymn to Heracles the Lion Hearted, the metopes at the Temple of Zeus; (Hercules) the myth of Cacus and Achelous and Nessus.
- » Re-reading of the key books of the prescribed literary text, the Odyssey. (21, 22, as well as coverage of non-key relevant books for scope – particularly 23.
- » Further analysis of the plot, key themes, characters, literary techniques and references to classical context and ancient Greek values relating to these books.
- » Homeric question – question of authorship of the epic relating to the Mycenaean topic covered in year 10.

All students will be assessed:

- » Formatively- quizzes, questioning and modelling.
- » Summatively - mock examinations but also 15 markers on: Heracles/Hercules (15) Comparative analysis - combining A01 and A02.

Reading skills needed for this unit:

- » Skim and scan.
- » Reading for meaning.
- » Inferencing.

Key vocabulary:

Cacus, Achelous, Demi-God, Proci, Flashback, Homeric Question, Milman Parry.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | CLASSICS

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

PRE explores the concepts of religious rituals and at KS3 they explore some of the myths and legends associated with this unit.

HALF TERM 3

REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » The temples and their uses - the Parthenon and the Temple of Zeus at Olympia; (Greece); the temple of Fortuna Virilis and the Pantheon (Rome).
- » Festivals: including the origin of the festival, officials, sacrifices, the programme and participants; Greece, The city of Dionysia and the Panathenaia. Rome - the Lupercalia and Saturnalia.
- » Continued focus on writing techniques for the literary paper, rehearsal of extended writing styles, modelling of best practice and encouraging metacognitive approaches to self-assessing. (Skills A02).
- » Alongside this, interleaved reference to topic content, (knowledge A01) including any areas identified as requiring development/focus.

All students will be assessed:

- » Formatively- quizzes, questioning and modelling.
- » Summatively: 15 marker comparison of temples, 8 marker on festivals -both assessing A01 and A02.

Reading skills needed for this unit:

- » Skim and scan.
- » Reading for meaning.
- » Inferencing.

Key vocabulary:

Naos, Opisthodomos, Altar, Cella, Pediments, Parthenon, Classical context, interpretation, Balance, critical analysis.

HALF TERM 4

REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

- » Developing effective revision techniques on topics covered on Heracles/Hercules Gods and Goddesses, foundation stories, temples and festivals.
- » Revision of the Mycenaeans topic (again).
- » Developing exam technique and writing styles associated with this paper.

All students will be assessed:

- » Formatively - quizzes, questioning and modelling.
- » Summative assessment: Mock examination.
- » A01 and A02 questions on Gods and Goddesses, Heracles/Hercules and foundation stories.

Reading skills needed for this unit:

- » Skim and scan.
- » Reading for meaning.
- » Inferencing.
- » Decoding exam questions.

Key vocabulary:

All vocab utilised thus far for myth and religion and Homeric world topics.

HALF TERM 5

REVISION: MYTH AND RELIGION AND THE HOMERIC WORLD

All students will know:

All the topics and skills necessary for success.

All students will be assessed:

GCSE papers.

Reading skills needed for this unit:

Decoding exam questions.

Key vocabulary:

All vocab utilised thus far for myth and religion and Homeric world topics.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Department revision packs that can guide them when revising for assessments.

<https://classcivgcse.buzzsprout.com/> - this is a website of podcasts on everything connected to the GCSE course.

YEAR 11 | COMPUTER SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of computer science and develop students into computer scientists that hold sector specific knowledge and skills gained through a practical learning environment:

In year 11, students will continue to build on the skills and knowledge developed at KS3 and in the previous year of study. They will continue to develop their understanding of computer systems, computational thinking, algorithms and programming. Students will be given the opportunity to develop their knowledge of networks by looking deeper into how devices communicate. They will encounter physical devices as well as theoretical understanding involving the use of protocols, addresses, cloud computing and client server approaches. We wish to instil a balanced approach to learning with students being able to elevate different approaches to networking. During this year students will explore the wider issues that surround and use of technology. They will develop their understanding of legislation including the data protection act, computer misuse act and copyright. They will explore the environmental aspects and the impact on both individuals and society. They will develop their cultural

awareness and how they can play a responsible role in society. Students will continue to work on their programming skills by being given the opportunity to produce solutions to a range of complex problems related to real-life scenarios. They will be expected to produce solutions in the form of algorithms and programs which will allow them to develop their logical thinking and problem solving skills. This will also aid with the development of answers when working with the practical based topics on: algorithms, programming, robust programs, Boolean logic, programming language and integrated development environments. Students will also develop their understanding of the CPU and the components that form it. They will be able to identify the registers and their purpose as well as the purpose of the ALU, clock and control units. We will further develop students' understanding of exam techniques by utilising past exam questions and mark schemes. Students will be heavily exposed to the technical language used in the exam papers to ensure that they are ready and able to access paper one and two. The full course can prepare students with the knowledge, skills and understanding necessary for further study at BTEC level3 or A level and builds a strong foundation for students considering a career in computer science.

HALF TERM 1 SYSTEMS ARCHITECTURE / NETWORKS / PROGRAMMING PRACTICAL

All students will know:

- » Von Neumann Architecture.
- » CPU components, functions and performance.
- » Storage technologies.
- » Memory.
- » Wired and wireless networks.
- » Network topologies, protocols and layers.
- » Threats to networks.

All students will be assessed:

- » 'Do it now' tasks and live marking in lesson.
- » Completion of sample exam questions.
- » Summative at the end of the term by completing an assessment to cover current and prior learning.
- » Completion of a mock exam paper. Reading skills needed for this unit: Students need to recognise key vocabulary in text and pick out key information.

Reading skills needed for this unit:

High level skills to break down problems.

Key vocabulary:

PU, REGISTERS, ALU, MAR, MDR, ACC, PC, LAN, WAN, RAM, ROM.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | COMPUTER SCIENCE

HALF TERM 2 ETHICAL, LEGAL, CULTURAL AND ENVIRONMENTAL ISSUES / DATA REPRESENTATION / PRODUCING ROBUST PROGRAMS / PROGRAMMING PRACTICAL

All students will know:

- » Ethic, legal, cultural and environmental issues affecting technology.
- » Open source and proprietary software.
- » Defensive design.
- » High- and low-level languages.
- » Compilers and interpreters.
- » Images, sound and compression.

All students will be assessed:

- » Summative at the end of the term by completing an assessment to cover current and prior learning. Reading skills needed for this unit: Students should be able to read texts and pick out key information to produce answers.

Reading skills needed for this unit:

Students need to break down scenarios and decide on what should be done.

Key vocabulary:

Stakeholders, legislation, data protection, copyright, creative commons, freedom of information, privacy, maintainability

HALF TERM 3 INTERLEAVING REVISION / PROGRAMMING SKILLS / ALGORITHMS

All students will know:

- » 1.2 Memory & Storage
- » 1.4 Network Security
- » 1.5 System Software
- » 2.1 Algorithms
- » 2.2 Programming Fundamentals
- » 2.3 Robust Programs
- » 2.4 Boolean Logic
- » 2.5 Programming languages and IDEs

All students will be assessed:

- » 'Do it now' tasks and live marking in lesson.
- » Completion of sample exam questions.
- » Summative at the end of the term by completing an assessment to cover current and prior learning.
- » Completion of a mock exam paper. Reading skills needed for this unit: Students need to recognise key vocabulary in text and pick out key information.

Reading skills needed for this unit:

Students need to recognise key vocabulary in text and pick out key information.

Key vocabulary:

Compression, Bit Depth, Sample Rate, Character Set, Metadata, Malware, Prevention.

HALF TERM 4 INTERLEAVING REVISION / PROGRAMMING SKILLS / ALGORITHMS

All students will know:

- » 1.1 System Architecture
- » 1.3 Computer networks, connections & protocols
- » 1.6 Ethical, legal, cultural & environmental impacts of digital technology
- » 2.1 Algorithms
- » 2.2 Programming Fundamentals
- » 2.3 Robust Programs
- » 2.4 Boolean Logic
- » 2.5 Programming languages and IDEs

All students will be assessed:

- » 'Do it now' tasks and live marking in lesson.
- » Completion of sample exam questions.
- » Summative at the end of the term by completing an assessment to cover current and prior learning.

Reading skills needed for this unit:

Students should be able to read texts and pick out key information to produce answers.

Key vocabulary:

CPU, Registers, Topologies, Client server, Authentication, Maintainability, Defensive Design, Validation, Verification.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | COMPUTER SCIENCE

HALF TERM 5 REVISION AND EXAM

All students will know:

- » How to respond to exam questions appropriately.
- » Computer systems.
- » Computational thinking and problem solving.

All students will be assessed:

Students will be externally assessed by completing two exam papers:

- » **J277/01** - Computer systems.
- » **J277/02** - Computational thinking, logic and programming.

ENRICHMENT OPPORTUNITIES

A regular programme of computing revision is offered throughout the year where students can complete practical tasks to support their understanding. Everyone is welcome to join a cybercrime extracurricular programme provided by the government. Students can use this to improve their understanding of crime whilst developing their problem-solving skills. A programming club is offered where students can attend and practice writing programmes for real life scenarios. They can programme using Micro Bits, Raspberry Pis and various sensors to bring programming to life.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The computing curriculum has links to mathematics. Examples include studying and writing algorithms and using mathematical operators in programs. Students are required to learn and use various sorting and searching algorithms as well as performing calculations using different number systems.

HOW STUDENTS CAN BE SUPPORTED AT HOME

The following website has videos available for each of the topics included in the GCSE computer science qualification - www.youtube.co.uk/craigndave.

Students are provided with a CGP OCR computer science revision guide which should be used to support the course. The department would strongly recommend the purchase of the OCR practice paper workbook which has sample questions and solutions from past papers - <https://www.amazon.co.uk/GCSE-Computer-Science-Practice-Workbook/dp/1782946039>.

The OCR text book is also a useful aid to the course content - <https://www.amazon.co.uk/OCR-GCSE-9-1-Computer-Science/dp/1910523089>.

The Khan Academy is a useful website that students can use to support their studies - <https://www.khanacademy.org>.

YEAR 11 | BTEC DIGITAL INFORMATION TECHNOLOGY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of information technology and develop students into knowledgeable IT practitioners and skills gained through a practical learning environment:

This is the second year of a two year course. Students will spend the first part of year 11, revising and extending their understanding of the component 3 content to ensure they have the relevant knowledge, understanding and technical vocabulary required to sit the external component. Following their first sitting of the examination in February of year 11, students will then complete component 2 and this will develop their skills in spreadsheet design, development and how to summarise and draw conclusions from the data. This builds on the knowledge that students gained on data models and spreadsheets at KS3. We expect that students will understand the characteristics of data and information and how they can be used to help organisations make decisions. Students will apply their knowledge to the given data and evaluate the reliability and validity of the information. They will draw on their

knowledge of data collection methods, how data can be represented and threats that can occur to individuals as a result of collecting information. Students will review data models and select an appropriate data set to develop using their skills in data manipulation methods to produce a well-designed and purposeful dashboard to present and draw conclusions from. Through this component, students will gain and apply practical skills in developing and analysing data models. They will be able to apply a range of complex formulas and functions to their model as well as using complex presentation techniques to summarise the data. This year 11 unit will provide knowledge and understanding for the synoptic external exam that students will sit for component 3. Following the data modelling component, The full course can provide students with the knowledge, skills and understanding necessary for students to continue their studies at BTEC L3 or A level. The full course is especially useful for students considering careers in project management, technical support or cyber security.

HALF TERM 1 DIGITAL WORKING PRACTICES (COMPONENT 3)

All students will know:

Component 3 Revision

- » **A** - Modern technologies.
- » **B** - Cyber security.
- » **C** - The wider implications of digital systems.
- » **D** - Planning and communication in digital systems.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample exam questions.
- » Mock paper for students attempting a resit.
- » Through the resit opportunity for the externally assessed unit.

Reading skills needed for this unit:

- » Students will need to have a secure knowledge of vocab.
- » Use inference to draw conclusions from scenarios in questions.
- » Interpret information and apply knowledge of cause and effect.

Key vocabulary:

Black hat, White hat, Virus, Trojan, Worm, Social engineering, Malware, Shoulder surfing, Phishing, AUP, Data protection, Unintentional disclosure, Denial of service, Access restriction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BTEC DIGITAL INFORMATION TECHNOLOGY

HALF TERM 2 DIGITAL WORKING PRACTICES (COMPONENT 3) / DATA MODELLING (COMPONENT 2)

All students will know:

Component 2

- » **C1** - Drawing conclusions based on data.
- » **C2** - How presentation affects understanding.

Component 3 (A)

- » Modern technologies.
- » Impacts of modern technologies.
- » Managing teams (scheduling etc).
- » Cloud technologies.
- » Modern team working.
- » 24/7 access.
- » Inclusivity / accessibility.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample exam questions.
- » Summative assessment – Component 2 learning aim B.

Reading skills needed for this unit:

- » Students need to decompose questions and pick out key information whilst justifying answers given.
- » They will be skimming and scanning content and using this to determine opinions.

Key vocabulary:

Totals, Counts, Percentages, Breakdown, Cloud applications, 24/7, Remote working, Communication, Accessibility.

HALF TERM 3 DIGITAL WORKING PRACTICES (COMPONENT 3)

All students will know:

Component 3 (B+C+D)

- » **(B)** Threats to individuals and data.
- » **(B)** System attacks from external and internal threats and their impacts.
- » **(B)** Prevention and management.
- » **(B)** Policies inc. Acceptable use policy.
- » **(C)** Responsible use.
- » **(C)** Legal / ethical inc. Data protection.
- » **(D)** Forms of notation.
- » **(D)** Flow diagrams.
- » **(D)** Flow charts.
- » **(D)** System diagrams.
- » **(D)** Tables.
- » **(D)** Revision of key learning aims.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and exam questions.
- » Summative assessment of learning aims completed using PG online exam assessment.

Reading skills needed for this unit:

Students will be summarising information, comparing and contrasting information gained, and problem solving.

Key vocabulary:

Black hat, White hat, Virus, Trojan, Worm, Social engineering, Malware, Shoulder surfing, Phishing, AUP, Data protection, Unintentional disclosure, Denial of service, Access restriction.

HALF TERM 4 DATA MODELLING (COMPONENT 2)

All students will know:

Component 2

- » **B1** - Data processing methods.
- » **B2** - Produce and fully evidence a data dashboard.
- » **C1** - Drawing conclusions based on data.
- » **C2** - How presentation affects understanding.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and sample questions.
- » Summative assessment – Component 2 learning aim B.

Reading skills needed for this unit:

- » Students will read and decompose assignment scenarios.
- » They will use inference to enable them to develop solutions.
- » They will summarise information read.

Key vocabulary:

Manipulation, Charts / graphs, Import, Formula, Decision making, Lookup, String, Count, Logical operators, Sorting, Outline filtering, Macros, Validation, Verification.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BTEC DIGITAL INFORMATION TECHNOLOGY

HALF TERM 5

DATA MODELLING (COMPONENT 2)

All students will know:

Component 2

- » A1 Characteristics of data and information.
- » A2 Representing information.
- » A3 Ensuring data is fit for processing.
- » A4 Data collection.
- » A5 Quality of information and the impact on decision making.
- » A6 Sectors that use data modelling.
- » A7 Threats to individuals.

All students will be assessed:

- » Formatively through 'do it now' tasks, questioning, live marking and questions.
- » Summative assessment of component 2 learning aim A.

Reading skills needed for this unit:

Students will compare, contrast and evaluate the role and impacts of using data on individuals and organisations, they will also be drawing conclusions.

Key vocabulary:

Data, Information, Characteristics, Infographics, Tables, Processing range, Type, Lookup, Data check, Presence, Length check, Threats.

ENRICHMENT OPPORTUNITIES

Students have the opportunity to attend revision sessions to prepare them for the exam and the re-sit. Time is limited in year 11 so visits are not scheduled, however, there is an opportunity for a speaker to discuss threats, prevention and policies within a business which relates to component 3. There is also an extracurricular club that students can attend to gain basic practical experience in the setting up of a network and the chance to disassemble and rebuild computers. This will give them the opportunity to develop an understanding of internal hardware.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Component 3 has links to other subjects like business where items such as online shopping, business stakeholders and collecting information is taught. The spreadsheet component links to mathematics due to the operators, cell referencing, formulas and use of graphs and charts. Students will have to analyse numerical values and interpret the data they analyse.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students should use the revision guides that they have been given which covers the specification content. Tasks set on SMHW should be completed and submitted by the deadlines set.

KnowItAllNinja (<https://www.knowitallninja.com>) contains supportive materials and online quizzes which can be used to check understanding.

Students can access the Pearson website to view past papers and assessments. There are many spreadsheet tutorials that can be accessed on YouTube to support understanding.

Students may benefit from access to the supporting book - <https://www.amazon.co.uk/Award-Digital-Information-Technology-Student/dp/1292208376>.

In addition the department would recommend the purchase of this workbook which contains many sample assessments for the exam - <https://www.amazon.co.uk/Digital-Information-Technology-Practice-Assessments/dp/1292307005>.

YEAR 11 | ENGLISH LANGUAGE

ENRICHMENT OPPORTUNITIES

Opportunities for OAT/PIXL conferences for students to attend.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Language and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and its issues. Giving students the opportunity to write for a range of contexts helps to develop functional and transferable skills applicable to everyday contexts.

HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC Bitesize includes relevant information on English Language skills (www.bbc.co.uk/bitesize). Students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors.

HALF TERM 1 ANALYSING THE WRITER'S CRAFT

All students will know:

How writers manipulate language and structure to create meaning for readers. Students will know how to develop and justify their opinions around characters, events and themes using relevant textual evidence. They will read and understand a range of fiction texts, helping them to understand a writer's intentions, identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

All students will be assessed:

In class assessments of knowledge and written practice.
Mock exams to take place in October.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Information retrieval

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

HALF TERM 2 ANALYSING THE WRITER'S CRAFT

All students will know:

How writers manipulate language and structure to create meaning for readers. Students will know how to develop and justify their opinions around characters, events and themes using relevant textual evidence. They will read and understand a range of fiction texts, helping them to understand a writer's intentions, identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

All students will be assessed:

In class assessments of knowledge and written practice.
Mock exams to take place in October.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Information retrieval

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | ENGLISH LANGUAGE

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Reading and writing skills are present in the majority of subjects
- » History and Classics use inference, interpretation and evaluation skills
- » PRE explore social and ethical issues, and employ debating and discussion skills

HALF TERM 3

TRAVEL - COMPARING NON-FICTION TEXTS

All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, helping them to understand a writer's intentions, identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text. They will know how to make comparisons across texts, supporting their ideas with evidence.

All students will be assessed:

In class assessments of knowledge and written practice.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Information retrieval
- » Comparison

Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

HALF TERM 4

CONSTRUCTING AND DELIVERING ARGUMENTS

All students will know:

How to employ a range of rhetorical devices in order to express an opinion. Students will explore a range of topics, covering different social issues that they will then use to develop and construct an argument. Students will present speeches on a chosen topic, engaging in discussion and debate around their argument.

All students will be assessed:

In class assessments of knowledge and written practice.

Spoken language assessment.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Information retrieval

Key vocabulary:

Audience, discourse marker, monologue, perspective, opinion, argument, register, debate, persuasion.

HALF TERM 5

REVISION

All students will know:

How to consolidate their knowledge and develop the depth of understanding of a range of written texts, both fiction and non-fiction, to help them explore the writer's manipulation of language, form and structure. Students will know how to write critically, with an emphasis on the use of critical verbs to help explore the impact of language and structural choices. They will know how to produce their own writing, both fiction and non-fiction, employing a range of methods and adapting their tone and style to suit audience and purpose.

All students will be assessed:

GCSE examinations start in June.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Information retrieval
- » Comparison

Key vocabulary:

Attitude, character, compare, convey, dialogue, evaluate, extract, however, in contrast, inference, interpretation, judicious, methods, narrative voice, perspective, setting, structure, tone, summary, synthesis.

YEAR 11 | ENGLISH LITERATURE

ENRICHMENT OPPORTUNITIES

Possibility for theatre trips/live screenings of these productions if they are available.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Literature and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the role of the writer and the context in which texts are produced will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to develop an understanding of complex social and emotional issues including social responsibility, differences in class and ideas about the impact of power. The study of literature will help students to realise that all texts are crafted and that a writer communicates their own ideas in a text meaning that they are better able to make informed judgements of all texts they encounter in real life, including news articles and other information texts. Revision of texts studied in year 10 will ensure that students are prepared for examinations.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

History, PSHE and PRE.

HALF TERM 1 A CHRISTMAS CAROL

All students will know:

The plot and characters of 'A Christmas Carol', including key themes and contextual information.

Students will know how Dickens uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Dickens conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 and year 10 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.

All students will be assessed:

In class assessments of knowledge and written practice.
Mock exams to take place in October.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Prediction
- » Information retrieval

Key vocabulary:

Characterisation, structure, plot, imagery, motif, metaphor, symbolism, redemption, benevolence, charity, humanity, empathy, welfare.

HALF TERM 2 A CHRISTMAS CAROL

All students will know:

The plot and characters of 'A Christmas Carol', including key themes and contextual information.

Students will know how Dickens uses language and structure to construct characters and plot, and will be able to analyse the effect of these on the reader. They will be able to identify the different ways that Dickens conveys his message to the reader and will consider the wider social and cultural impact of the text. They will build on their knowledge of form, language and structure from KS3 and year 10 to help them form personal responses to the text that they can support with evidence from the text and detailed analysis.

All students will be assessed:

In class assessments of knowledge and written practice.
Mock exams to take place in October.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Prediction
- » Information retrieval

Key vocabulary:

Characterisation, structure, plot, imagery, motif, metaphor, symbolism, redemption, benevolence, charity, humanity, empathy, welfare.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | ENGLISH LITERATURE

HALF TERM 3 MACBETH

All students will know:

The plot and characters of 'Macbeth', including key themes and contextual information.

Students will know how Shakespeare uses form, structure and language to build characters and plot throughout the play. They will be able to analyse Shakespeare's dramatic methods, exploring how ideas are developed and built across the play. Students will consider how key social, historical and cultural contexts influences the production and reception of the play both for contemporary and modern audiences, and will explore the tragic nature of the story.

All students will be assessed:

In class assessments of knowledge and written practice. Mock exams to take place in February.

Reading skills needed for this unit:

- » Reading for meaning
- » Critical analysis
- » Inference
- » Interpretation
- » Judicious selection of evidence
- » Prediction
- » Information retrieval

Key vocabulary:

Stage direction, Soliloquy, Aside, Iambic pentameter, Dramatic irony, Elizabethan/Jacobean, Rhyming couplet, Verse/prose, Renaissance, Contractions, Tragedy, Tragic flaw, Hamartia/hubris, Tragic hero, Regicide, Supernatural, Foreshadowing, Playwright, Imagery, Motif.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » BBC bitesize includes relevant information on all English Literature texts (www.bbc.co.uk/bitesize).
- » Students have hard copies of the plays, the novel and anthology, and should be encouraged to read these at home, as well as reading wider fiction texts.
- » Versions of An Inspector Calls and A Christmas Carol are available on Youtube also.
- » Digital Theatre access is available from the school to allow students to watch productions and performances of texts online.

HALF TERM 4 MACBETH

All students will know:

The plot and characters of 'Macbeth', including key themes and contextual information. Students will know how Shakespeare uses form, structure and language to build characters and plot throughout the play. They will be able to analyse Shakespeare's dramatic methods, exploring how ideas are developed and built across the play. Students will consider how key social, historical and cultural contexts influences the production and reception of the play both for contemporary and modern audiences, and will explore the tragic nature of the story.

All students will be assessed:

In class assessments of knowledge and written practice. Mock exams to take place in February.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Judicious selection of evidence.
- » Prediction.
- » Information retrieval.

Key vocabulary:

Stage direction, Soliloquy, Aside, Iambic pentameter, Dramatic irony, Elizabethan/Jacobean, Rhyming couplet, Verse/prose, Renaissance, Contractions, Tragedy, Tragic flaw, Hamartia/hubris, Tragic hero, Regicide, Supernatural, Foreshadowing, Playwright, Imagery, Motif.

HALF TERM 5 REVISION OF ALL TEXTS

All students will know:

How to form personal responses to texts, making informed interpretations that they can support with relevant textual evidence. They will know how writers create meaning, and how they use language, form and structure to fulfil their intentions. Students will know how to express themselves in a critical way, making inferences from the text and considering how social, cultural, political and historical influences helped to shape the writers, the texts and the audience reaction.

All students will be assessed:

GCSE examinations will start in May.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Critical comparison.
- » Judicious selection of evidence.

Key vocabulary:

Dramatic methods, evidence, suggests, criticises, challenges, upholds, demonstrates, highlights, exposes, reveals, implies, emphasises, portrays, represents, signifies, motif, symbolism, dramatic methods, language, form, structure, reaction, response, analysis, evaluation.

YEAR 11 | GEOGRAPHY

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Hurricane Katrina (Christian Beliefs – GCSE RS).

'Becoming a Geographer'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of geography and develop students into geographers:

Building on the geography curriculum in KS3 and the start of GCSE, in year 11 students will be taught about tectonic and climatic hazards as well as preparing for the 'issue evaluation' element of their Paper 3 exam. Our approach to the topics will be challenging and ambitious: exploring the causes of natural hazards as well as their social, economic and environmental impacts. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity of impacts of natural hazards and how the location of the hazards determines the severity by studying the levels of development in those areas. Additionally, skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe and explain concepts such as, plate tectonic theory, causes and impacts of natural hazards, physical and human causes of climate change and mitigation strategies in place to reduce this, by utilising and applying the knowledge and skills acquired throughout the GCSE course. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also have the opportunity to undertake a human fieldwork enquiry in which students will be involved in working with peers to collect primary data in the local area. This is to embed prior learning about social inequality and urban environments and also to develop critical evaluation of data collected as well as sampling and collection methods. Students will also be preparing for the 'issue evaluation' element of their examination by analysing the pre-release booklet and making links to the topics they have learned. This is to embed prior learning about a given topic and also to develop critical evaluation of a scenario or proposal. The year 11 course will prepare students for A level geography whereby they will be broadening their understanding of physical and human global systems and human intervention. It builds a strong foundation for a career in geography, geosciences, travel and tourism or planning and development.

HALF TERM 1 ECONOMIC WORLD (ECONOMIC FUTURES IN THE UK)

All students will know:

- » Causes of economic change in UK.
- » Features of a post-industrial economy.
- » Science and business parks.
- » Impacts of industry on the environment (Torr Quarry).
- » Changes in the rural landscape.
- » Road and rail infrastructure.
- » North-South divide.
- » UK in the wider world.

All students will be assessed:

- » Examination style questions.
- » End of topic test.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Post-industrial economy, De-industrialisation, Globalisation, Mechanisation, Science park / Business park, Quarrying, Sustainable, Infrastructure, North-South Divide, European Union, Commonwealth.

HALF TERM 2 HUMAN FIELDWORK: SOCIAL INEQUALITIES IN OLD HILL

All students will know:

- » What makes a suitable enquiry question.
- » Risk assessment.
- » Types of data and sampling techniques.
- » Measuring and recording data.
- » Justification of data collection methods.
- » Data presentation.
- » Analysing data.
- » Drawing conclusions.

All students will be assessed:

- » Examination style questions.
- » End of topic test.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Hypothesis, Mitigation, Primary/secondary data, Qualitative/quantitative, Random sampling, Systematic sampling, Stratified sampling, Anomaly.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | GEOGRAPHY

HOW STUDENTS CAN BE SUPPORTED AT HOME

Reading/watching/listening to global news, SMHW, GCSE Pod, AQA online, revision guide.

HALF TERM 3 NATURAL HAZARDS

All students will know:

- » Definition of natural hazard and factors affecting hazard risk.
- » Structure of the Earth.
- » Tectonic theory.
- » Distribution of earthquakes and volcanoes.
- » Impacts of, and responses to, a tectonic hazard (comparing Christchurch to Nepal).
- » Reasons to live in areas of tectonic risk.
- » Management of a tectonic hazard.
- » Atmospheric circulation.
- » Distribution of tropical storms.
- » Causes and structure of tropical storms.

All students will be assessed:

- » Examination style questions.
- » Mock exam.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Natural hazard, Hazard risk, Crust, Mantle, Outer core, Inner core, Tectonic plates, Convection currents, Destructive plate boundary, Constructive plate boundary, Conservative plate boundary, Volcano, Earthquake, Immediate / long-term response.

HALF TERM 4 NATURAL HAZARDS

All students will know:

- » Evidence of climate change.
- » Natural causes of climate change (Milankovitch cycles).
- » Human causes of climate change (enhanced greenhouse effect).
- » Impacts of climate change.
- » Managing climate change.
- » The impact of climate change on frequency and strength of tropical storms.
- » Named example: Hurricane Katrina.
- » Managing a tropical storm.
- » Weather hazards in the UK (including named example: Boscastle floods).
- » Frequency of extreme weather events.

All students will be assessed:

- » Examination style questions.
- » End of topic test.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Glacial / Interglacial, Quaternary period, Ice cores, Eccentricity, Precision, Axial tilt, Sunspots, Enhanced greenhouse effect, Adaptation / Mitigation, Carbon capture and storage (CCS).

HALF TERM 5 PRE-RELEASE PREPARATION

All students will know:

Unknown content until pre-release material is received.

All students will be assessed:

Examination style questions.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Skimming and Scanning.
- » Assessment.
- » Suggestion.

Key vocabulary:

Unknown until pre-release material is received.

ENRICHMENT OPPORTUNITIES

Students will have the opportunity to conduct fieldwork in the local area (Old Hill) in order to assess social inequality.

YEAR 11 | HEALTH AND SOCIAL CARE

ENRICHMENT OPPORTUNITIES

Trips to local universities (TBC).

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of health and social care and develop students into health and social care practitioners:

Building on the work done in year 10, year 11 will focus on consolidating and applying the learning to explain factors affecting health, interpreting physiological data and formulating a health and wellbeing plan for an individual. Assessment of learning will draw on existing knowledge and skills developed from all 3 components within the qualification to apply this to unseen scenarios in exam conditions. In preparation for this, year 11 students will focus on the skills required for measuring and interpreting physiological data, including blood pressure, BMI, pulse and peak flow. All students will be able to explain the impact of the measurement on health and wellbeing, including both short and long term. They will further develop their analysis skills to identify key information within the life of an individual, before producing a plan of care which takes into account all of their needs, wishes and circumstances, addressing any obstacles and suggesting how to overcome these. In order to achieve success in the assessment year 11 students will work extensively on how to convey their ideas in line with the awarding body requirements, using a variety of exam and revision techniques. Year 11 will prepare students for the further study of health and social care at level 3 and a career in the health and social care sector, where assessing needs and planning care are central to the role.

HALF TERM 1 FACTORS THAT AFFECT HEALTH AND WELLBEING

All students will know:

- » Definition of health.
- » Impact of physical factors, emotional and social factors, environmental factors and socioeconomic factors.
- » The positive and negative impacts of factors.
- » Expected and unexpected life events and the impact on development.

All students will be assessed:

- » Past paper.
- » Exam questions.
- » GCSE pod activities.
- » Q&A.

Reading skills needed for this unit:

Interpreting information from sources NHS Choices, selecting key information from text.

Key vocabulary:

Genetic inheritance, Finances, Poverty, Housing, Acute and chronic illness, Redundancy, Bereavement.

HALF TERM 2 INTERPRETING HEALTH INDICATORS

All students will know:

- » Physiological measurements to monitor health and the results, including BP, peak flow & pulse.
- » Short and long term impacts of lifestyle factors, including smoking, diet, lack of exercise, alcohol and drug use.

All students will be assessed:

- » Past paper.
- » Exam questions.
- » Discussions.
- » Class notes.
- » Quiz activities.
- » Case study analysis.

Reading skills needed for this unit:

- » Definitions of key terminology.
- » Reading for meaning.
- » Inference.

Key vocabulary:

BMI, TPR, Peak flow, Stroke, Diabetes, Addiction, susceptibility, Heart disease.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links to maths and English are required to research and interpret written and numerical data and use this to support their own ideas in assessed coursework. Ethical discussions and considerations will support RS and knowledge of how health issues impact the body supports biology.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | HEALTH AND SOCIAL CARE

HALF TERM 3 PERSON-CENTRED HEALTH AND WELLBEING IMPROVEMENT PLANS

All students will know:

- » How to write a personalised health improvement plan for a specific individual. Obstacles to implementing action plans and behaviour change, including economic, emotional, and practical barriers.
- » The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.

All students will be assessed:

- » Past paper questions.
- » Case study analysis.
- » Q&A.
- » External exam.

Reading skills needed for this unit:

- » Inference.
- » Knowledge of cause and effect.

Key vocabulary:

SMART targets.

HALF TERM 4 SERVICES AND BARRIERS/CARE VALUES

All students will know:

- » Categories of barriers to accessing services.
- » Impact of barriers on the use of service and individual well being.
- » Strategies to overcome barriers.
- » Care values.
- » Importance of care values.

All students will be assessed:

- » Explaining how services meet the needs of individuals.
- » Analysing the extent to which services meet their needs and assessing the suitability of services compared to others.
- » Explaining barriers to service, including impact, suggesting and justifying strategies to overcoming them.

Reading skills needed for this unit:

Key terminology, researching data and statistics.

Key vocabulary:

Geographical, Psychological, Communication, Care values.

HALF TERM 5 CARE VALUES

All students will know:

- » Promotion of anti-discriminatory practice.
- » Effective communication.
- » Safeguarding.
- » Empowerment.
- » Confidentiality.
- » Preserving dignity.
- » Respect.

All students will be assessed:

- » Producing a role play script and performing a role play in which 7 care values are demonstrated in practice.
- » A reflective report following self assessment, peer assessment and teacher feedback will identify strengths and limitations and areas for future development.

Reading skills needed for this unit:

Definitions of key terminology.

Key vocabulary:

Reflective practice, Care values, Duty of care.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health and well being - poverty, environmental issues, medical advancements, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs. Documentaries such as Panorama can provide a real life account of issues addressed in class. Read about life changing experiences, either biographical accounts or fiction. NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.

YEAR 11 | HISTORY

ENRICHMENT OPPORTUNITIES

Royal Shakespeare Company's production of Macbeth and a visit to the National Holocaust centre and museum.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of history and develop students into historians.

Students will develop their historical skills from year 10 as they continue to explain significant political, economic and social events, which have shaped modern British and European history. In doing so, students will continue to analyse wide-ranging themes such as the rise of Nazism, the spread of communism and the creation of the NHS. By the end of year 11, all students will have experienced a skills-based focus to their learning as they will make inferences from sources whilst also exploring how historians reach different conclusions about specific historical events. As is the case in year 10, our history curriculum allows students to build on themes studied in other subjects such as the 'Human rights and social justice' topic in PRE and the study of 'Religion, peace and conflict' in GCSE English. Students will have had the opportunity to visit the Imperial War museum and interviews from survivors will be incorporated into lessons about Nazi racial policy. Our history curriculum prepares students to continue with history at A Level and it builds strong foundations for a career in numerous fields such as law, business consultancy and education.

HALF TERM 1 WEIMAR AND NAZI GERMANY 1918-1939 (1 LESSON)

All students will know:

- » Weimar Germany - its origins 1918/19.
- » Early challenges: Treaty of Versailles.
- » Revolts and rebellions and hyperinflation.

Early Elizabethan England, 1558-1588 (1 lesson):

- » Early problems for Elizabeth.
- » The Religious Settlement (including challenges).
- » The threat of Mary Queen of Scots.
- » Plots against Elizabeth.
- » The reasons why Philip II launched the Spanish Armada.

All students will be assessed:

- » At least one 4-mark inference question (Germany).
- » At least one 12-mark 'explain why' question (Germany).
- » At least one 8-mark 'how useful are Sources B and C for an inquiry into...' question (Germany).
- » At least one 4-mark 'describe two features' question (Elizabeth).
- » At least one 12-mark 'explain why' question (Elizabeth).
- » Students will also be completing a mock exam this term (Germany and Elizabeth).

Superpower relations and the Cold War 1941-91 (1 lesson)

- » The Origins of the Cold War 1941-58:
- » Origins of the Cold War.
- » Grand Alliances.
- » The arms race.
- » The Truman Doctrine and the Marshall Plan.
- » The Berlin Crisis.
- » The Warsaw Pact.

- » The Hungarian Uprising.

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.
- » Inference.
- » Reading for meaning.

Key vocabulary:

Abdicate, Kaiser, Republic, Democracy, Dictatorship, Treaty, Putsch, Hyperinflation, Stresemann, Domestic, Left wing/right wing, Papal Bill, Excommunicated, Execution, The Pope, Legitimacy, Armada, Galleons.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | HISTORY

HALF TERM 2 WEIMAR AND NAZI GERMANY 1918-1939 (1 LESSON)

All students will know:

- » Development of the Nazi Party.
- » Hitler's early career.
- » Early growth of Nazi Party.
- » Munich Putsch.
- » How Hitler became Chancellor of Germany in 1933.
- » Recovery – economic, domestic and foreign under Stresemann.
- » Changes in society: living standards, women, art and culture.

Superpower relations and the Cold War 1941-91 (2 lessons)

All students will know:

Cold War Crisis 1958-70:

- » Berlin Ultimatum.
- » Berlin Wall.
- » Cuban Missile Crisis.
- » Prague Spring.

Early Elizabethan England, 1558-1588 (1 lesson):

- » The reasons why the Spanish Armada failed.
- » Poverty in Elizabethan England.
- » Exploration in Elizabethan England.

All students will be assessed:

- » 3B, 3C and 3D style questions (Germany).
- » All style exam questions (Elizabeth).

Reading skills needed for this unit:

- » Comprehension.
- » Chronology.
- » Inference.
- » Source analysis.
- » Reading for meaning.

Key vocabulary:

Nazi, Putsch, SA, Propaganda, Great Depression, Communism, Political Intrigue, Interpretation, Poverty, Grammar schools, Bear baiting, Vagabond, Vagrant, Inflation, Migration, Agriculture, Astrolabes, Galleons, John Hawkins.

HALF TERM 3 WEIMAR AND NAZI GERMANY 1918-1939 (1 LESSON)

All students will know:

Creation of a Nazi dictatorship:

- » Rise to dictator.
- » Nazi police state.
- » Control and influence (propaganda and censorship).
- » How Hitler established a dictatorship before the end of 1934.
- » Germ theory (Pasteur) and the development of further vaccines (Koch).
- » Bigger picture: Rise and fall of tensions between USA and USSR.

Medicine in Britain 1250- present (1 lesson):

- » Medieval causes and treatments.
- » Medieval hospital care/medical professionals.
- » Dealing with Black Death and general prevention.
- » Renaissance causes and treatments.
- » Renaissance hospital care and treatment.
- » Important individuals of the Renaissance.
- » Education in Elizabethan England.
- » Leisure in Elizabethan England.

All students will be assessed:

- » Full mock exam paper (Germany)
- » At least one 16 mark 'how far do you agree?' question (Medicine).

Reading skills needed

for this unit:

- » Source Analysis.
- » Comprehension.
- » Chronology.
- » Interpretation.

Key vocabulary:

Dictator, Totalitarian State, Censorship, Gleichschaltung, Nazification, Goebbels, Himmler, The Hitler Youth, The League of German Maidens, Concentration camps, Kristallnacht, The Four Humours, Religion, Hippocrates, Galen, Barber surgeon, Flagellants, Miasma, Apothecaries.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | HISTORY

HALF TERM 4

MEDICINE IN BRITAIN 1250- PRESENT (1 LESSON)

Persecution of minorities/ changes to society/ culture:

- » Control of religion.
- » Opposition.
- » Policies towards women.
- » Policies towards youth.
- » Policies towards workers.
- » Treatment of minorities. Jenner and the first vaccine.
- » Extent of change in treatments (especially surgery).
- » Extent of change in care (Nightingale).
- » Public health (Industrial Period).

The end of the Cold War 1970-91:

- » Attempts to reduce tension between East and West.
- » [SALT 1, Helsinki, SALT 2, Reagan and Gorbachev's changing attitudes, Gorbachev's "new thinking", INF Treaty 1987].
- » Flashpoints (Soviet invasion of Afghanistan, Carter Doctrine, Olympic boycotts, Reagan and the "Second Cold War", strategic Defence Initiative).
- » The collapse of Soviet control of Eastern Europe (impact of Gorbachev's "new thinking", significance of the fall of the Berlin Wall, collapse of the USSR and its significance in bringing about the end of the Warsaw Pact).

Medicine in Britain 1250- present (1 lesson):

- » Twentieth century: preventing illness and improvements in care.
- » Twentieth century: causes of illness in the 20th century, prevention and antibiotics.
- » Section A (the British sector of the western front).

All students will be assessed:

- » At least one 8-mark 'explain

two consequences' question (Cold War).

- » At least one 8-mark narrative account question (Cold War).
- » All style exam questions (mock exam for Medicine and the Cold War).

Reading skills needed for this unit:

- » Comprehension Chronology.
- » Source analysis.
- » Interpretation.

Key vocabulary:

Cold War, Grand Alliance, Conferences, Ideology, Satellite States, Cominform, Blockade, Miasma, Religion, Vesalius, Harvey, Government, Quarantine, Anaesthetic, Antiseptic, Vaccine.

HOW STUDENTS CAN BE SUPPORTED AT HOME

GCSE POD covers all the topics for GCSE history (Early Elizabethan England 1558-1588, Superpower relations and the Cold War 1941-91, Medicine in Britain c.1250-present, Weimar and Nazi Germany 1918-39) <https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>. YouTube revision clips (created for students) on Medicine through time and Elizabethan England. CGP revision guides, department revision guides, regular quizzes will be put on Satchel One for students to complete.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » In English, and in PRE, year 8 students read 'Animal Farm' which links to the Cold War topic.
- » In GCSE PRE, students study the units, 'Religious peace and conflict' and 'human rights and social justice'; both of which link to Germany and Cold War topics.
- » In GCSE PRE, students also study the units, 'Human rights and social justice' and 'Power and conflict'; both of which relate to all the topics covered in GCSE history.
- » In GCSE English, students read Macbeth and look at the context which links to Elizabethan England.
- » In GCSE English, students study the unit 'Religion, peace and conflict' which links to all of the topics covered in GCSE History.
- » In GCSE geography, students learn about economic developing (including corruption) which links to the Nazi Germany topic.

YEAR 11 | HOSPITALITY AND CATERING

ENRICHMENT OPPORTUNITIES

UCB Trip, onsite visitor - vegetarian society, Future Chef, Future chef competition / rotary chef competition

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of hospitality and catering and develop students into hospitality and catering practitioners. The aim of hospitality and catering is to allow students to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students will be able to understand the relationship between diet, nutrition and health, including the effects of poor diet and health. Developing a wider knowledge of economic, environmental, ethical, and socio-cultural influences on food and the hospitality industry. Students will have a clear knowledge of the job roles, structures, establishments and service styles as well as laws and legislation within the hospitality industry.

HALF TERM 1+2 HOSPITALITY OPERATIONS

All students will know:

LO5 – Be able to propose a H&C provision to meet specific requirements.

Understand about specific types of food establishments/service.

How to plan and propose the set up of a H&C business.

How to select suitable dishes for each establishment and adapt those dishes for special diets/groups.

All students will be assessed:

- » Practical – adapting dishes to suit different outlets and dietary needs given.
- » Exam questions – H&C Provision
- » SMHWK – Questions and quizzes

Reading skills needed for this unit:

- » Menu – how to adapt and change for outlets.
- » Justify choices of establishments, menu, special diets.

Key vocabulary:

Propose, provision, unique selling points (UPS), current trends, potential customers, competition.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | HOSPITALITY AND CATERING

HALF TERM 3

HEALTH AND SAFETY

All students will know:

- » **L03 (Exam)** - Understand how hospitality and catering provision meets health and safety requirements.
- » Students will have a clear understanding of H&S at work act, RIDDOR, COSHH, manual handling and personal protective equipment PPE.
- » **L04 (Exam)** - Know how food can cause ill health.
- » Students will have a clear understanding of the Food safety act, Food Hygiene Regulations and how to implement HACCP. They will be clear what the laws and legislations cover, responsibility of employees and employers and how to implement these.
- » Students will be focusing on their NEA practical assessment building skills and developing dishes. Students will begin to consider AC2.4 to prepare the timeplan.

All students will be assessed:

- » Exam Questions - Laws and legislation (taken from past papers).
- » SMHWK - Questions and quizzes.
- » Revision for January 2022 written paper.

Reading skills needed for this unit:

- » Identifying symbols.
- » News articles – bad practice.

Key vocabulary:

Control measure, Hazard, Risk assessment.

HALF TERM 1

HOSPITALITY OPERATIONS

All students will know:

- » **L02 (Exam)** - Understand how hospitality and catering provisions operate.
- » Students will have a clear understanding of workflow and layout, kitchen operations, job requirements, stock control and documentation.
- » Focus will be given to student practicals allowing students
- » to develop a range of practical skills and cooking techniques across the half term.

All students will be assessed:

- » Presentation skills.
- » Exam Questions - L02 exam paper.
- » SMHWK - Questions and quizzes.

Reading skills needed for this unit:

- » News articles.
- » Identify and recall logos associated

Key vocabulary:

Operations, workflow, layout, organisation, stock control.

HALF TERM 5

All students will know:

Students will refocus on the written paper for those completing a resit (taken in January 2022).

All students will be assessed:

- » **L01 (Exam)** - Hospitality Environment.
- » **L02 (Exam)** - Understand how hospitality and catering provisions operate.
- » **L03 (Exam)** - Understand how hospitality and catering provision meets health and safety requirements.
- » **L04 (Exam)** - Know how food can cause ill health.
- » **L05 (Exam).**

Reading skills needed for this unit:

Comprehension of texts on key topics. Skimming and scanning of material to ascertain key facts.

Key vocabulary:

Intolerance, Allergy, Microbes, Cross-contamination.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

RS – religious beliefs.

Geography – seasonality / food security.

Science – coagulation etc / nutrition.

PE – nutrition and healthy eating

Health & Social care – nutrition, age groups, diets.

Maths – ratio, units of measure.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Cooking with family on a regular basis, visiting restaurants / cafés / hotels and establishments, accompanying and

YEAR 11 | MATHEMATICS

“Becoming a Mathematician”

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into analytical and logical problem solvers:

Year 11 students will strengthen their knowledge and understanding of the Big Ideas and will start to prepare for their GCSE exams. We have chosen Pearson Edexcel as our exam board; a key element of student learning in year 11 is how to interpret GCSE questions and how to apply their understanding of the Big Ideas to these questions. Big Ideas have been developed to improve the student's ability to retain information and knowledge. Each Big Idea is such because the students will see and experience these concepts on many occasions.

They will recognise that by understanding each Big Idea in a deep way, they can then apply the Big Idea to the many questions which it represents. Students will be trained to link and interconnect the Big Ideas in a fluent way thus becoming familiar with them.

Year 11 will build on the knowledge and understanding of mathematical concepts learned during years 9 and 10. Where year 9 was an introduction to KS4 content and year 10 aimed to strengthen this knowledge, year 11 students will become more confident when applying this understanding to a range of challenges including multi-step questions. We also aim for fluency in the language of mathematics and for students to enhance their literacy skills when explaining their understanding of mathematics.

HALF TERM 1 DEVELOPING FLUENCY IN NUMBER

All students will know:

- » Number operations.
- » Dealing with directed number.
- » Place value.
- » Equivalent fractions.
- » Percentage change (with and without calculator).
- » Ratio and proportion.

All students will be assessed:

- » Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.
- » Students will sit a mock GCSE at the end of the half term which will consist of 3 GCSE papers. This will be used to support gap closure and intervention during Half Term 2.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.
- » Summarising.

Key vocabulary:

Arithmetic, Fluency, Grid method, Place value table, Powers of 10.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | MATHEMATICS

HALF TERM 2

ALGEBRA AND SHAPE

All students will know:

- » The Language of Algebra including solving equations (balance method).
- » All aspects of Dimension (length/area/volume) and properties of shape.
- » What works with number works with algebra.

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.
- » Summarising.

Key vocabulary:

Expand, Factorise, Balance method, Simplify, Substitute, Solve, Pythagoras, Perimeter, Area, Volume.

HALF TERM 3

ANGLES, FRACTIONS AND PROBABILITY

All students will know:

- » 360° in a full turn will cover all aspects of angles.
- » Operations with fractions ready for probability.
- » Probability.
- » Ratio (Extended work to cover such a large Big idea).

All students will be assessed:

Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.
- » Summarising.

Key vocabulary:

Isosceles, Trigonometry, Circle theorems, Bearings, Sample space, Independent, Dependant.

HALF TERM 4

SEQUENCES AND GRAPHS

All students will know:

- » Sequencing (this will link to graph work).
- » Number properties 2.
- » More balance method (ready to link to graphs).
- » Graphs.
- » Averages (which involves charts and graphs).
- » Measures which involves ratio, graphs and dimensions.

All students will be assessed:

- » Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.
- » Students will sit a mock GCSE at the end of the half term which will consist of 3 GCSE papers. This will be used to support gap closure and intervention during Half Term 5.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.
- » Summarising.

Key vocabulary:

Linear sequence, Primes/factors and multiples, HCF and LCM, Prime factors, Linear graphs, Quadratic sequence, Quadratic graph, Pie chart, Frequency polygon, Cumulative frequency, Histograms.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | MATHEMATICS

HALF TERM 5 TRANSFORMATIONS

All students will know:

- » Transformations.
- » Unusual Algebra questions.

All students will be assessed:

- » Students will be quizzed weekly and any gaps identified in understanding will be addressed in lessons and during homework through the use of Sparx Maths after topics to check retention and understanding.
- » In preparation for the exams, students will also participate in a walking talking mock.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.
- » Summarising.

Key vocabulary:

Reflection, Rotation, Translation, Congruency, Enlargement, Similarity, Scale factor.

HALF TERM 6 EXAMS

All students will know:

- » Exam experience.
- » Organisation.
- » Application.

All students will be assessed:

- » External assessment.

ENRICHMENT OPPORTUNITIES

AMSP will be running support sessions, trips and competitions to widen student understanding of mathematics, particularly with real life scenarios and context. In addition to this, other trips and competitions will be run with a key focus on careers and potential jobs that involve mathematics. Maths Club and homework support will also be available from September. The aim of these are to support students with resources and projects that would normally be unavailable to them.

HOW STUDENTS CAN BE SUPPORTED AT HOME

As a department, we have invested in Sparx Maths which is an online learning platform consisting of close to 1,000 mathematical videos and quizzes. This can be accessed on any device and is an excellent revision tool.

Students will also have the opportunity to use revision guides and we produce bespoke "passports" that students can work through. These also come with videos to support students learning at home.

In addition to this, after each assessment, students will be provided with YouTube videos to watch and take notes from for the topics which they found challenging on the assessment.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

There are opportunities for links with science, technology, geography and PE. Consistent methods will be used across all departments to support students' understanding of mathematics.

YEAR 11 | MODERN FOREIGN LANGUAGES

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Modern Foreign Languages and develop students into confident and curious linguists:

In Year 11, students will build upon their work from Year 10 to become increasingly confident linguists. Students will be able to manipulate language to suit a range of purposes, in both written and spoken form. Students will be taught the comprehension skills to read and listen to more complex materials on a range of topics which are relevant and appropriate for their age. Throughout the year, students will be taught and revise the five key themes for GCSE MFL; Identity and

culture, local area and holidays, school and daily life, work and future aspirations, and global and societal issues. By the end of the GCSE course, students will be able to clearly communicate their thoughts, ideas and opinions in a range of tenses. Students will approach language challenges as linguists; seeking understanding through their prior learning and making grammatical and semantic links. Students will be aware of the diversity of cultures in the world, as well as the similarities and differences between their own lives, and those of Spanish and French speakers around the world. Students will know the value of speaking another language in a multicultural society, and they will know that their language skills will broaden their horizons and increase their opportunities in the wider world.

HALF TERM 1

All students will know:

- » How to describe and give their opinion on a variety of jobs.
- » How to use superlatives and comparatives to expand opinions.
- » How to use the present tense to discuss part-time jobs and how they earn money.

All students will be assessed:

- » Translation challenges.
- » Mock exam series - Reading, Writing and Listening.
- » In-class Speaking tests.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | MODERN FOREIGN LANGUAGES

HALF TERM 2

All students will know:

- » How to use the past tenses together to describe a work experience placement.
- » How to give opinions in the past tense.
- » How to discuss work places and locations.
- » How to explain why language learning is important, in relation to expanding their horizons and planning for the future.

All students will be assessed:

- » Translation challenges
- » Speaking exam preparation – Students will choose their primary speaking theme for the exam and produce a short introduction to this topic.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HALF TERM 3

All students will know:

- » How to describe what they like reading.
- » How to talk about what kind of films and TV programmes they watch.
- » How to give their opinion about sport and discuss the sport they play and the importance of sport.
- » How to discuss their music preferences.
- » How to describe festivals and daily celebrations in other countries.

All students will be assessed:

- » Mock exam series – Reading, Writing and Listening and Speaking.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HALF TERM 4

All students will know:

- » Key vocabulary from the five themes at GCSE.
- » How to effectively revise for the four MFL GCSE papers.
- » How to address gaps in their knowledge using a range of revision methods.
- » How to give varied and detailed responses to a series of speaking questions at GCSE level.

All students will be assessed:

- » Translation challenges.
- » Past GCSE papers.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | MODERN FOREIGN LANGUAGES

HALF TERM 5

All students will know:

- » Their specific areas of focus for revision.
- » Complex phrases and idiomatic language for use in the speaking and writing exams.

All students will be assessed:

- » Past GCSE papers.
- » GCSE Speaking exam.

Reading skills needed for this unit:

- » Inference.
- » Skimming.
- » Summarising.
- » Vocabulary development.
- » Reading for gist/detail.
- » Reading for comprehension.
- » Prediction.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students can use Quizlet for learning vocabulary. Chunks of language from sentence builders are placed on Quizlet for students to learn and revise.
- » Language Gym / sentencebuilders.com have a variety of activities which ensure students process vocabulary in various forms to promote deep, meaningful and long-term learning.
- » GCSE Bitesize has a variety of resources to revise topics and grammar, specifically for the Edexcel GCSE course.

ENRICHMENT OPPORTUNITIES

Students will be offered targeted intervention sessions, focussed on different skills and GCSE papers e.g. listening intervention, conversation practice, translation skills. Students will be able to attend sessions based on their individual needs and recommendations from their teacher.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » **PRE** – Students will engage in discussion of religious festivals and traditions.
- » **Cross-curricular** – Students will be taught strategies for memorising key words and chunks of text, which will be beneficial in many other subjects.

YEAR 11 | MUSIC

ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of music and develop students into musicians:

Continuing to build on the knowledge and skills they have developed throughout year 10 students will engage with a full live performance project including planning, rehearsal, performance and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry. Students will develop the ability to rehearse effectively. Students will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process and will be exposed to live music performances to further develop their knowledge of the music industry. By the end of year 11 students will have critically analysed live performance techniques and applied them to their own performance. The full course can prepare students for further study of music at level 3 and builds strong foundations for a career in the music industry.

HALF TERM 1 UNIT 202TA - LIVE MUSIC PERFORMANCE (CORE UNIT)

All students will know:

- » How to describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation.
- » Produce a production plan for the Live performance to meet the needs of an agreed brief.
- » Produce a rehearsal plan.
- » Describe Health & Safety issues in the context of performing live music.

All students will be assessed:

- » How to describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation.
- » Produce a production plan for the Live performance to meet the needs of an agreed brief.
- » Produce a rehearsal plan.
- » Describe Health & Safety issues in the context of performing live music.

Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

Key vocabulary:

Personal aims, Audience expectation, Agreed, Brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical Elements.

HALF TERM 2 UNIT 202TA - LIVE MUSIC PERFORMANCE (CORE UNIT)

All students will know:

- » How to undertake the rehearsal process produced in half term 1.
- » Make appropriate modifications to the set of music through the rehearsal process.

All students will be assessed:

- » How to describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation.
- » Produce a production plan for the Live performance to meet the needs of an agreed brief.
- » Produce a rehearsal plan.
- » Describe Health & Safety issues in the context of performing live music.

Reading skills needed for this unit:

Musical elements and their definitions.

Key vocabulary:

Personal aims, Audience expectation, Agreed, Brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical Elements.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | MUSIC

HALF TERM 3

UNIT 202TA - LIVE MUSIC PERFORMANCE (CORE UNIT)

All students will know:

- » Rehearse and present a performance to a target audience.
- » How to use performance skills to perform to an audience.

All students will be assessed:

- » Observations of practical tasks throughout the Schemes of Work.
- » Peer and self-assessment of progress so far.
- » Video recordings of milestone practice sessions.

Reading skills needed for this unit:

- » Reading notation.
- » Responding to feedback and setting targets.
- » Musical elements and key terminology.

Key vocabulary:

Personal aims, Audience expectation, Agreed brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical elements.

HALF TERM 4

UNIT 202TA - LIVE MUSIC PERFORMANCE (CORE UNIT)

All students will know:

- » How to review their performance in the light of feedback.
- » How to suggest ways to improve future performances.

All students will be assessed:

- » Observations and milestone recordings.
- » Practice Plan and Skills audit.
- » Notes from logs kept throughout the process.
- » Written report/video.

Reading skills needed for this unit:

- » Reading and responding to feedback.

Key vocabulary:

Personal aims, Audience expectation, Agreed brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review.

HALF TERM 5

All students will be assessed:

The external coursework will be submitted to the exam board by the end of April and students will use the remaining lesson time for revision/coursework.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links with science (voice anatomy, sound/timbre of instruments) Maths (note durations, polyrhythms).

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to listen to different genres of music. Music can be accessed via the radio, YouTube, Spotify, TV and film.

YEAR 11 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates and watch live performances. Trips to other establishments to perform.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the arts and develop students into performers:

Building on the knowledge and skills that students have developed in year 10, students will recreate a professional theatre piece where they will conduct research, character analysis and partake in rehearsals to prepare for a final recorded performance. Students will develop their rehearsal skills through the exploration of characterisation, communication with their peers in rehearsals, time management and commitment. Students will also develop their understanding of devising theatre in response to a stimulus. They will use the skills and techniques they have gained in year 10 and year 11 to create their own performance. Students will be exposed to a variety of texts from plays and musicals as well as professional dance pieces and physical theatre. Students will be exposed to live theatre linked to their personal study so that they can analyse their character in preparation for their performance. By the end of the year students will have the skills to perform in a variety of theatre and will understand the importance of projection, diction, dynamics, communication and teamwork. The full course will enable students to continue their study in performing arts at college or sixth form, building firm foundations for a career in the arts.

HALF TERM 1 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

- » Participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.
- » Students to record skills and create an audit where they can identify their strengths and weaknesses throughout the year.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit - summative assessment.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

- » Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.
- » For performers: repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography.
- » Students will be able to self assess their workshops and make links to professional works and how they will be able to work as a professional performer in the industry.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | PERFORMING ARTS

HALF TERM 3

APPLY SKILLS AND TECHNIQUES IN REHEARSAL AND PERFORMANCE

All students will know:

- » Learners will apply skills and techniques during the rehearsal and development process to support their development.
- » Skills and techniques - physical, vocal and stylistic.
- » Students will be able to demonstrate the skills needed to work well with others, independently and demonstrate the rehearsal process.

All students will be assessed:

- » Q+A when exploring professional material to check understanding and key features.
- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 4

APPLY SKILLS AND TECHNIQUES IN REHEARSAL AND PERFORMANCE

All students will know:

Application of skills and techniques in/for performance

- » Learners will apply/realise skills and techniques during the performance of existing repertoire.
- » Application of performance/design skills appropriate to performance repertoire.
- » Application of interpretative skills such as expression, character, mood and atmosphere.
- » Application of stylistic characteristics particular to the style or genre.
- » Communicating meaning of repertoire through: interpretation and realisation of creative intentions, demonstrating style and influences, expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 5

All students will know:

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.

The review can include recordings, annotations and/or written content.

Review own development of skills and techniques in/for performance.

- » Developing skills such as physical, vocal, musical, design and interpretative.
- » Responding to feedback, eg teachers, instructors, peers.
- » Identifying strengths and areas for development.
- » Actions and targets for improvement.
- » Reference to professional working practices.
- » Use of terminology appropriate to the discipline/style of performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | PERFORMING ARTS

HALF TERM 6

All students will know:

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content.

- » Review own application of skills and techniques in/for performance.
- » Applying skills such as physical, vocal, musical, design and interpretative.
- » Responding to audience feedback.
- » Identifying strengths and areas for future development.
- » Actions and targets for future performances.
- » Reference to professional working practices.
- » Use of terminology appropriate to the discipline/style of performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to watch examples of live performance on YouTube, local theatres, TV and performance HUBS.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

English - exploring different texts and plays,

Geography - Different performance styles from a variety of cultures

Art - Exploring costumes and costume design

Technology - Exploring how lighting and sound is used to enhance a performance

YEAR 11 | PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:

Our GCSE curriculum covers Christianity as the main religious tradition of the UK and Sikhism as a main religion in the area of Sandwell. We also look into four contemporary ethical themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills,

the ability to work with abstract ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen. The year 11 course will prepare students to not only be critical but also succinct. Students will refine their knowledge, ensuring that they have a secure understanding of the beliefs and practices of Christianity and Sikhism. Not only this, students will complete a number of sequence lessons on thematic studies, in which they will further develop and secure key knowledge, yet also compare and contrast key opinions towards ethical life events.

HALF TERM 1 MOCK RECAP AND REVISION

All students will know:

Religions topics: Christianity and Sikhism.

Impact- Why do we teach this?

Students do consolidation revision within the first term leading up to the mock to ensure each student is fully prepared for their mock exam.

All students will be assessed:

At the end of this half-term, students will be summatively assessed through the completion of a mock exam.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

All keywords across the Christianity and Sikhism topics that students' study will be key during this half-term.

Command Keywords will also be imperative.

ENRICHMENT OPPORTUNITIES

Within philosophy, religion and ethics there are enrichment opportunities for students to participate in. We run a trip to Smethwick Gurdwara for KS4 students. This allows the students to experience going to a Sikh place of worship, making it more of a reality for them. They are also able to participate in the Langar together. This allows students to broaden their religious understanding and cultural capital. Students also have the opportunity to visit Coventry Cathedral which further embeds learning and content taught in the PRE GCSE. This trip also supports students studying History.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 2

RELATIONSHIPS AND FAMILIES

All students will know:

- » Human sexuality.
- » The purpose of sex.
- » Homosexuality.
- » Contraception.
- » Family planning.
- » Marriage and the importance of marriage.
- » Divorce and remarriage.
- » Purpose of the family.
- » Family roles.

Impact - Why do we teach this?

- » This topic allows students to engage with current affairs in the RS classroom.
- » It allows them to develop their skills in empathy, as well as communication and analytical skills.
- » To analyse how we can become more tolerant citizens and contribute to an increasingly liberal society.

All students will be assessed:

- » Students will be formatively assessed throughout the mid-section of the topic through quizzes, they will also be recalling previous information through do now tasks.
- » At the end of this topic, students will complete a summative assessment on relationships and families with an interleave on crime and punishment.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

Homosexual, Heterosexual, Contraception, Marriage, Cohabitation, Divorce, Remarriage.

HALF TERM 3

CAROUSEL OF TOPIC SEQUENCING

RELIGIONS AND THEMATIC THEMES

All students will know:

- » During this term students will have two lessons where they will revise knowledge on content to prepare them for their second mock exam period and also their Summer exams. During this term, we will ensure the specification of the exam is sufficiently covered and students are confident on each aspect. They are being upskilled based on feedback from previous PRE mock exams and assessments. Topics covered: Christianity- beliefs and teachings and practices, Sikhism- beliefs and teachings and practices, Religion and life, Crime and punishment, Human rights and social justice, Peace and conflict, Relationships and families.
- » We will then do specific exam technique lessons where we work on 4, 5 and 12-mark exam answers through I do, we do and you do techniques and other evaluation tasks such as debates and discussions.

Impact - Why do we teach this?

- » Through revising the themes, students explore how religious believers interact with the world around them.
- » It allows for students to formulate their own judgements on ethical dilemmas and come to reasoned conclusions for their own opinions. It offers the opportunity for rich discussion, allowing students to develop their communication skills.

All students will be assessed:

Throughout this topic, students will be formatively assessed through exam technique lessons and home learning tasks.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

All keywords across the 8 topics that students study will be key during this half-term. Command keywords will also be imperative.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 4

CAROUSEL OF TOPIC SEQUENCING RELIGIONS AND THEMATIC THEMES

All students will know:

- » During this term students will have two lessons where they will revise knowledge on content to prepare them for their second mock exam period and also their Summer exams. During this term, we will ensure the specification of the exam is sufficiently covered and students are confident on each aspect. They are being upskilled based on feedback from previous PRE mock exams and assessments.
- Topics covered: Christianity- beliefs and teachings and practices, Sikhism- beliefs and teachings and practices, Religion and life, Crime and punishment, Human rights and social justice, Peace and conflict, Relationships and families.
- » We will then do specific exam technique lessons where we work on 4, 5- and 12-mark exam answers through I do, we do and you do techniques and other evaluation tasks such as debates and discussions.

Impact - Why do we teach this?

- » Through revising the themes, students explore how religious believers interact with the world around them.
- » It allows for students to formulate their own judgements on ethical dilemmas and come to reasoned conclusions for their own opinions. It offers the opportunity for rich discussion, allowing students to develop their communication skills.

All students will be assessed:

Throughout this topic, students will be formatively assessed through exam technique lessons and home learning tasks.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

All keywords across the 8 topics that students study will be key during this half-term. Command keywords will also be imperative.

HALF TERM 5

REVISION AND EXAM PREPARATION

All students will know:

Religions Topics

- » Christianity.
- » Sikhism.

Themes Topics

- » Relationships and families.
- » Religion and life.
- » Peace and conflict.
- » Crime and punishment.
- » Human Rights and Social Justice.

Impact - Why do we teach this?

- » Students do consolidation revision on religions and themes leading up to the summer exam to ensure they are fully prepared.

All students will be assessed:

At the end of this half-term, students will be summatively assessed through the completion of a full mock exam.

Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

Key vocabulary:

All keywords across the 8 topics that students' study will be key during this half-term.

Command keywords will also be imperative.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students will be able to use Satchel One where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.
- » They will also be able to use educational web pages such as BBC bitesize which will allow students to further expand their philosophy, religion and ethics knowledge.
- » Online there are also many exam board specific resources available on AQA.
- » Students are also provided with AQA revision packs and knowledge organisers to support them with their learning.

YEAR 11 | SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of science and develop students into scientifically literate and aware individuals:

Building on the fundamental concepts delivered in the year 9 and 10 science curricula, year 11 will provide students with the opportunity to use fundamental concepts taught in lower KS4 to learn about other scientific processes. This sequential approach to teaching will allow students to further explore the human body, ecological relationships, organic chemistry and the properties of waves. Students will continue to develop how to graphically represent and analyse different types of data, identify variables, critically examine practical methodologies to identify sources of error and limitations as well as appreciate and practise

how to approach examination style questions. By the end of the year all students will have acquired key skills and knowledge to allow them to access GCSE examinations, write concisely about scientific phenomena and apply their understanding to unfamiliar contexts. Students will continue to gain experience with using a range of scientific apparatus, discussing scientific developments in the real world and exploring routes into a number of scientific careers. We will refer to facts from local and national sources, supporting students to build their knowledge of the world. Students also have the opportunity to speak with representatives at Severn Trent concerning the treatment of waste water and potential careers in the industry. The course, as a whole, will allow students to develop the foundations for study of sciences at KS5, leading to potential careers in medicine, pharmacy and engineering.

HALF TERM 1

All students will know:

- » **Biology - homeostasis** - Nervous system, reflexes, hormones, menstrual cycle, contraception, blood glucose control, diabetes and IVF.
- » **Chemistry** - rate and extent of chemical change - Collision theory, rates of reaction, effect of concentration, effects of temperature, effect of surface area and pressure and catalysts.
- » **Chemistry** - organic chemistry - Hydrocarbons, alkanes, alkenes, cracking and combustion.

All students will be assessed:

October mock exams - all students will be assessed on paper 1 content in biology, chemistry and physics.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Alkene, alkane, combustion, distillation, homeostasis, neurone, effector, collisions, temperature, kinetic.

ENRICHMENT OPPORTUNITIES

STEM club- KS4 students are invited to act as student leaders for KS3 STEM, OAT LP Days, University visits through the Aimhigher project, private tutoring through mytutor, Severn Trent speaker, involvement in activities as part of British Science Week, opportunities to contribute to STEM newsletters.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | SCIENCE

HALF TERM 2

All students will know:

Biology - Ecology - Biotic and abiotic, communities, sampling, food chains and webs, carbon cycle, water cycle.

Chemistry - organic chemistry - Hydrocarbons, alkanes, alkenes, cracking and combustion.

Chemistry - Chemical Analysis - Pure substances, mixtures, formulations, chromatography and testing for chlorine/oxygen/hydrogen/carbon dioxide.

Biology - Inheritance - Reproduction, meiosis, DNA and the genome, genetic conditions, embryo screening, variation, selective breeding, evolution and natural selection.

Physics - Forces - Scalars and vectors, centre of mass, Hooke's Law, speed, acceleration, distance-time graphs, terminal velocity and stopping distances.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Soluble, chromatography, separate, mobile, stationary, greenhouse effect, global warming, producer, apex predator, Newtons, resultant force.

HALF TERM 3

All students will know:

Biology - Inheritance - Reproduction, meiosis, DNA and the genome, genetic conditions, embryo screening, variation, selective breeding, evolution and natural selection.

Chemistry - Using Resources - Natural and finite resources, life cycle assessment, potable water and water treatment.

Chemistry - Chemistry of the Atmosphere - Early atmosphere, greenhouse gases, pollution and carbon footprints.

Physics - Waves - Longitudinal and transverse waves, speed of a wave, EM spectrum, refraction, radiation.

All students will be assessed:

Paper 2 mini-exam - all students will be assessed on paper 2 content in biology, chemistry and physics.

Students have workshops planned into curriculum time. These modelled sessions focus on a variety of substantive and disciplinary knowledge, such as variables, graph plotting and evaluating data.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Greenhouse effect, wavelength, global warming, frequency, refraction, electromagnetic spectrum, genotype, phenotype, dominant, recessive.

HALF TERM 4

All students will know:

Physics - Magnets and Electromagnets - Magnetic fields, electromagnets and motor effect - Space - Triple students only.

Revision - all specialisms - students will be revising content from their KS4 science journey.

All students will be assessed:

March/April mock exams - all students will be assessed on paper 2 content in biology, chemistry and physics.

Students have workshops planned into curriculum time. These modelled sessions focus on a variety of substantive and disciplinary knowledge, such as variables, graph plotting and evaluating data.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Magnet, induced magnet, pole.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | SCIENCE

HALF TERM 5

All students will know:

This half term will be used as examination preparation for Year 11. Plans for this half term will be in response to question level analysis from both sets of mock exams to ensure that weaknesses are addressed before the GCSE examination period.

All students will be assessed:

GCSE examinations - biology, chemistry and physics paper 1.

Students have workshops planned into curriculum time. These modelled sessions focus on a variety of substantive and disciplinary knowledge, such as variables, graph plotting and evaluating data.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Identify, describe, explain, compare, evaluate, calculate, state, suggest, analyse.

HALF TERM 6

All students will know:

This half term will be used as examination preparation for Year 11. Plans for this half term will be in response to question level analysis from both sets of mock exams to ensure that weaknesses are addressed before the GCSE examination period.

All students will be assessed:

GCSE examinations - biology, chemistry and physics paper 2.

Students have workshops planned into curriculum time. These modelled sessions focus on a variety of substantive and disciplinary knowledge, such as variables, graph plotting and evaluating data.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.
- » Interpreting data.

Key vocabulary:

Identify, describe, explain, compare, evaluate, calculate, state, suggest, analyse.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Revision guides are available to purchase in school.

www.gcscscience.com

www.senecalearning.com

www.physicsandmathstutor.com

www.tassomai.com

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Maths - Ratios and percentages (Inheritance), rearranging to make variables the subject, substituting values for letters in equations, gradients.

Geography - composition of the atmosphere (Chemistry of the atmosphere), water cycle.

YEAR 11 | BTEC SPORT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the importance of physical activity in improving our health and well-being and developing students into leaders with the knowledge and skills that can be applied to a range of career paths in the sport and leisure industry.

Building on the knowledge and skills developed around practical performance and self-analysis in year 10. The curriculum and assessment of students in year 11 is achieved through firstly completing one optional unit:

- » **Unit 6 - Leading sports activities;** this introduces you to the skills required for effective sports leadership, enabling you to start on the ladder of leadership and coaching. Through delivering components of sports sessions and whole activity sessions, your confidence and interpersonal skills will develop throughout, culminating in a practical session that you will plan, deliver and finally review to identify your strengths and weaknesses. To further reinforce these self-analytic skills.

- » **Unit 3 - Applying the principles of personal training;** gives you the opportunity to apply all the skills and knowledge learned in the previous units within a synoptic assessment based around planning a personal training plan for yourself. By the end of this year you will have the skills and knowledge to analyse your own lifestyle and fitness needs with the purpose of developing a bespoke training plan to meet them. The skills and knowledge developed on this two-year course will provide a solid foundation for those students wishing to continue their sport or PE studies at level 3 or A level. However, due to the transferable nature of the skills developed such as self-analysis, delivering and communicating sessions with peers etc, students may also find the course beneficial to their own personal development, regardless of the career path chosen. In addition to this students may go on to volunteer within local sports clubs to develop their own coaching skills and benefit their local communities.

HALF TERM 1 UNIT 6

Know the attributes associated with successful sports leadership.

All students will know:

- » Different types of sports leaders.
- » Skills of sports leaders.
- » Attributes of sports leaders.
- » Core responsibilities of sports leaders.
- » Wider responsibilities of sports leaders.

All students will be assessed:

- » Assessment at the end of half term 1 - in line with BTEC specification.
- » Coursework set tasks following a set assignment brief.
- » Explain the attributes required for, and responsibilities of, sports leadership.
- » Evaluate the attributes of two successful sports leaders.

Reading skills needed for this unit:

- » Scan and summarise documents.
- » Locate information in documents.

Key vocabulary:

Qualities, Skills, Leadership, Models, Responsibility, Describe, Explain, Evaluate.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BTEC SPORT

HALF TERM 2 UNIT 6

Undertake and review the planning and leading of sports activities.

All students will know:

- » Types of sports activities.
- » Planning a sports activity session.
- » Components of a warm up.
- » Components of a cool down.
- » Health and safety considerations.
- » Demonstrate leadership attributes.
- » How to measure the success of an activity session.
- » Strengths and areas for improvement.
- » Methods of review - comment cards, questionnaires, verbal feedback etc.
- » Impact of SMARTER targets.

All students will be assessed:

- » Assessment at the end of half term 2 - in line with BTEC specification.
- » Plan and independently lead a successful sports activity session.
- » Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.

Reading skills needed for this unit:

- » Scan and summarise documents.
- » Interpret information.
- » Synthesise information.

Key vocabulary:

Demonstrations, Conditioned Games, SMARTER, Formative assessment, Review, Plan.

HALF TERM 3 UNIT 3

Design a personal fitness training programme.

All students will know:

- » How to plan using SMARTER goals.
- » Importance of lifestyle factors and activity history.
- » Use personal information to aid programme design.
- » Apply FITT to programme design.
- » Consider exercise intensity within programme design.

All students will be assessed:

- » Assessment at the end of half term 3 - in line with BTEC Specification.
- » Synoptic assessment.
- » Unit 3, which provides the main synoptic assessment for the qualification.
- » Unit 3 builds directly on units 1 and 2 and enables learning to be brought together and related to a real-life situation.

Reading skills needed for this unit:

- » Interpret a training programme.
- » Select ideas to improve upon.

Key vocabulary:

FITT, Principles of training, SMART, Targets, Training zones
HR/ MHR, Describe, Explain, Evaluate, Impact.

HALF TERM 4 UNIT 3

Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training.

All students will know:

The short effects of exercise on:

- » Musculoskeletal system.
- » Cardiovascular system.

Structure and function of the:

- » Musculoskeletal system.
- » Cardiovascular system.

All students will be assessed:

Assessment at the end of half term 4 - in line with BTEC Specification.

Synoptic assessment.

Unit 3: Applying the principles of personal training requires learners to draw on and apply their learning of FITT principles and principles of training, and considerations for safety to a designed and implemented fitness training programme. The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

Reading skills needed for this unit:

- » Scan and summarise documents.
- » Locate information in documents.
- » Interpret information.

Key vocabulary:

Deltoids, Gastrocnemius, Ventricles, Aorta, Respiratory.

CURRICULUM AND ASSESSMENT PLAN

YEAR 11 | BTEC SPORT

HALF TERM 5 UNIT 3

Implement and review a self-designed personal fitness training programme to achieve own goals and objectives.

All students will know:

- » How to safely implement a training programme.
- » Complete a training diary for each training session.
- » Apply the principles of progressive overload to a training programme.
- » Measure the level of success of a programme.
- » Review programme against planned goals.

All students will be assessed:

- » Assessment at the end of half term 5 - in line with BTEC Specification.
- » Synoptic assessment.
- » Unit 3: The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Reading skills needed for this unit:

- » Scan and summarise rules and regulation documents.
- » Locate information in documents.

Key vocabulary:

Progressive overload, Max HR, Intrinsic/extrinsic motivation, Objectives.

ENRICHMENT OPPORTUNITIES

BTEC sports students can get involved in many ways. The school has an extensive extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC sport we aim to instil the core values of PE through our leadership programme. Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, sports tours and MENCAP, where students are given the opportunity to work within the local community, sport businesses and other partnership schools such as the Meadows disability school. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students are encouraged to watch / read about a range of different sports and topic areas - sport can be accessed via the radio, internet and TV.
- » Sport based discussions as podcasts on a range of networks (BBC Sounds / 5 Live sports/Spotify etc).
- » Complete SMHW tasks.
- » Students are encouraged to join or volunteer as a coach in local sports clubs.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Whole school curriculum - Self reflection/target setting/leadership.

Science - Effects of exercise on the body.

Health and social - Effects of exercise on the body.

Psychology - Intrinsic/extrinsic motivation.