



Maiden Erlegh School

Curriculum

2017-2018

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INFORMATION FOR PARENTS

For each learning stage there should be a subject overview. This includes the topics studied on a term by term basis and an overview of the assessment that is involved in that topic.

At Maiden Erlegh we aim for a broad and balanced curriculum which enables each student access to interesting and relevant learning.

FOUNDATION STAGE

ENGLISH

Year 7

Assessment tasks may change at the discretion of the class teacher and to suit the needs of a particular class or individual.

Topics Covered	Overview of Assessment
<p><u>Term 1</u></p> <p>'Great Lives' Introductory Unit</p> <p>'Journey to a Poem' Poetry Unit</p>	<p><u>Term 1</u></p> <p>Writing – autobiographical writing</p> <p>Reading – extract from 'Boy'</p> <p>Writing: own poetry anthology</p> <p>Reading: analysis of a poem</p> <p>S&L – persuasive speech in a 'Balloon debate'</p>
<p><u>Term 2</u></p> <p>Class reader – this will vary according to class</p> <p>Non-fiction Sports</p>	<p><u>Term 2</u></p> <p>Writing – transactional writing based on an issue raised in the novel</p> <p>Reading – analysis of a character</p> <p>Writing – transactional writing related to a new sport</p> <p>S&L – formal presentation to the class</p>
<p><u>Term 3</u></p> <p>'Myths and Legends' History & Development of English Unit</p> <p>'Bardology' - Introduction to Shakespeare Unit</p>	<p><u>Term 3</u></p> <p>Reading - evaluation of the first chapter of 'Percy Jackson & the Lightning Thief'</p> <p>Writing - a retelling of a section of Beowulf</p> <p>Writing – descriptive writing from a 'Groundling's' perspective</p> <p>Reading - analysis of a sonnet and/or analysis of Shakespearean extract</p>

Year 8

Assessment tasks may change at the discretion of the class teacher to suit the needs of a particular class or individual.

*relevant to 2015 intake only

Topics Covered	Overview of Assessment
<p><u>Term 1</u></p> <p>‘The World of Dickens’ – Introduction to Dickens Unit</p> <p>‘In My Opinion....’ Non-fiction – argument/persuasion Unit</p> <p><u>Term 2</u></p> <p>*Shakespeare – ‘A Midsummer’s Night’s Dream’</p> <p>Class reader – this will vary according to class</p> <p><u>Term 3</u></p> <p>‘The Romantics’ - Poetry Unit</p> <p>Creative Writing Unit</p>	<p><u>Term 1</u></p> <p>Writing - David Copperfield’s diary</p> <p>Reading- analysis of the way Dickens presents a character</p> <p>Reading – analysis of a transactional text</p> <p>Writing – persuasive non-fiction text</p> <p>S&L – participation in a debate</p> <p><u>Term 2</u></p> <p>Writing: ‘A Visit to the Globe’ (imaginative)</p> <p>Reading - analysis of how a theme is presented</p> <p>Reading - analysis of a theme present in the novel</p> <p>Writing – rewriting a section of the novel from a different perspective</p> <p><u>Term 3</u></p> <p>Writing – an article on a ‘Romantic’ event</p> <p>Reading - analysis of a poem</p> <p>Writing – own creative writing piece</p> <p>S&L – individual speech to class</p>

MATHEMATICS

YEAR 7

Topics Covered	Overview of Assessment
<p><u>Number:</u></p> <p>Multiplying and dividing whole numbers; place value; order of operations; calculator methods; fractions, decimals and percentages; multiples and factors; types of numbers; use of inequality signs; approximating answers by rounding</p> <p><u>Algebra:</u></p> <p>Introduction to algebraic notation and techniques; using formulae; sequences; linear equations and graphs; solving equations</p> <p><u>Ratio, Proportion and Rates of Change:</u></p> <p>Introduction to ratio and proportion; using unitary methods; proportional division</p> <p><u>Geometry and Measures:</u></p> <p>Area and perimeter of 2d shapes; surface area and volume of cubes and cuboids; properties of shapes; calculating angles; constructions; transformations; unit conversions;</p> <p><u>Statistics:</u></p> <p>Representing data; averages; questionnaires</p> <p><u>Probability:</u></p> <p>Using probability scales; assigning probabilities; single-event probability</p>	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on the introduction of new Key Stage 3 content from the Programme of Study and consolidation and extension of Key Stage 2 content.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>

Year 8

<p><u>Number:</u></p> <p>Order of operations; calculator methods; fractions, decimals and percentages; percentage multipliers; indices and standard form; HCF and LCM; rounding</p> <p><u>Algebra:</u></p> <p>Sequences, formulae, plotting linear and quadratic graphs; using and rearranging formulae; solving linear equations; real-life graphs; inequalities</p> <p><u>Ratio, Proportion and Rates of Change:</u></p> <p>Unitary methods; Direct proportion; Using compound units</p> <p><u>Geometry and Measures:</u></p> <p>Area, surface area and volume (including circles and cylinders); angles in parallel lines; interior and exterior angles; angle and line constructions; loci; bearings; transformations; congruence; plans and elevations; Pythagoras' Theorem</p> <p><u>Statistics:</u></p> <p>Collecting and representing data; averages from frequency tables</p> <p><u>Probability:</u></p> <p>2-event probability; sample spaces; theoretical and experimental probability</p>	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on the continuation of new Key Stage 3 content from the Programme of Study.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>
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Foundation Stage Purple Pathway

Students in Year 7 and 8 follow the Foundation Stage Support scheme of work. This is differentiated so that all students in these groups have a bespoke learning experience in order for them to access all topics. We also revisit basic number and numeracy skills that students may not have understood at Key Stage 2 in order to reinforce the fundamental concepts of maths, place value, calculations, time and number facts in order to ensure that they see and use the maths needed to progress. We have high expectations for all of our students and challenge is embedded in lessons. The small group settings ensure that students have a safe learning environment and immersion in engaging, practical activities helps to develop their confidence in their Mathematical ability.

Year 7

Topics Covered	Overview of Assessment
<p><u>Number:</u></p> <p>Multiplying and dividing whole numbers; place value; order of operations; calculator methods; fractions, decimals and percentages; multiples and factors; types of numbers; use of inequality signs; approximating answers by rounding</p> <p><u>Algebra:</u></p> <p>Introduction to algebraic notation and techniques; using formulae; sequences; linear equations and graphs; solving equations</p> <p><u>Ratio, Proportion and Rates of Change:</u></p> <p>Introduction to ratio and proportion; using unitary methods; proportional division</p> <p><u>Geometry and Measures:</u></p> <p>Area and perimeter of 2d shapes; surface area and volume of cubes and cuboids; properties of shapes; calculating angles; constructions; transformations; unit conversions;</p> <p><u>Statistics:</u></p>	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on the introduction of new Foundation Stage content from the Programme of Study and consolidation and extension of Key Stage 2 content.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>

Representing data; averages; questionnaires

Probability:

Using probability scales; assigning probabilities;
single-event probability

Year 8

<p><u>Number:</u></p> <p>Order of operations; calculator methods; fractions, decimals and percentages; percentage multipliers; indices and standard form; HCF and LCM; rounding</p> <p><u>Algebra:</u></p> <p>Sequences, formulae, plotting linear and quadratic graphs; using and rearranging formulae; solving linear equations; real-life graphs; inequalities</p> <p><u>Ratio, Proportion and Rates of Change:</u></p> <p>Unitary methods; Direct proportion; Using compound units</p> <p><u>Geometry and Measures:</u></p> <p>Area, surface area and volume (including circles and cylinders); angles in parallel lines; interior and exterior angles; angle and line constructions; loci; bearings; transformations; congruence; plans and elevations; Pythagoras' Theorem</p> <p><u>Statistics:</u></p> <p>Collecting and representing data; averages from frequency tables</p> <p><u>Probability:</u></p> <p>2-event probability; sample spaces; theoretical and experimental probability</p>	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on the continuation of new Foundation Stage content from the Programme of Study.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>
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SCIENCE

Science in Year 7 and 8 is taught in topics which are broadly Biology, Chemistry or Physics based. There are 2 rotations in each year and students will cover all the topics in each rotation, but not necessarily in the order given below.

Year Group	Topics Covered	Overview of Assessment
Year 7	Term 1&2 <ul style="list-style-type: none"> • Introduction to Science Topic rotation 1: <ul style="list-style-type: none"> • Organisms 1 • Matter 1 • Forces 1 • Energy 1 	Baseline test In each topic there will be one or two assessments which will take place mainly during lessons or occasionally for homework. The assessments will be either skills or knowledge focused.
	Term 2&3 Topic rotation 2: <ul style="list-style-type: none"> • Electromagnets 1 • Reactions 1 • Waves 1 • Earth 1 • Ecosystems 1 • Genes 1 	At the end of the first rotation there will be a longer test of both the knowledge and skills learned up to that point. Year 7 examination at the end of the year covering the whole content of the year.
Year 8	Term 1&2 Topic rotation 1 <ul style="list-style-type: none"> • Organisms 2 • Matter 2 • Electromagnets 2 • Energy 2 • Earth 2 	In each topic there will be one or two assessments which will take place mainly during lessons or occasionally for homework. The assessments will be either skills or knowledge focused.
	Term 2&3 Topic rotation 2 <ul style="list-style-type: none"> • Reactions 2 • Genes 2 • Ecosystems 2 • Waves 2 • Forces 2 	At the end of the first rotation there will be a longer test of both the knowledge and skills learned up to that point. Year 8 examination at the end of the year covering the whole content of the year.

ART AND DESIGN

Year Group	Topics Covered	Overview of Assessment
Year 7	<p>Term 1 Baseline Assessment Portraits/landscape/Still Life</p> <p>Term 2 3D sculpture unit “Pods” an exploration of shape and making materials , application of colour/pattern</p> <p>Term 3 Colour, The colour wheel, mixing and blending colour tone use of paint. “Food.” Portraits</p> <p>Looking at artists writing a response to the Art exhibitions.</p>	<p>Mark-making and Texture Baseline Drawing assessment An exploration of drawing skills. A Milestone. An introduction to how to write about Artists, their work and your own.</p> <p>Exploring 3 dimensional materials, Such as; clay, (thumb pots) Wire and tissue construction, withies or Recycled materials. 3D artists. A milestone</p> <p>Paint techniques,watercolours, opaque, Transparent,impasto. Mood, The fauvists, pop art. Computer generated portraits. A milestone</p>
Year 8	<p>Term 1 Architecture, ancient, modern ,local Reading “our Town”</p> <p>Term 2 Other cultures, Ancient cultures, Islamic, Greek,Egyptian,Native American,African Aboriginal, Indian, Pattern and adornment</p> <p>Term 3 Image and Text exploration of text</p> <p>CUBISM,SURREALISM, FUTURISM “ISM Movements in Art. Looking at artwork, how to discuss and write about artwork from the GCSE and A level exhibitions.</p>	<p>Different styles and periods of architecture, Classical, Fronts and columns. Victorian, Turrets, windows and the town hall, Modern the Oracle Centre. Surrealism? An Exhibition in the peacock gallery.</p> <p>Printmaking mono prints, poly prints, Repeat pattern printmaking, sculptural work, and collaborative work. Coil pots and decorative relief, mask making. A milestone</p> <p>An Exploration of different fonts using text as artwork, graffiti. Issue based, Mixed media, combining student’s interests with their artwork. A milestone.</p>

COMPUTING

Year Group	Topics Covered	Overview of Assessment
Year 7	<u>Autumn Term</u> Computational Thinking Small Basic <u>Spring Term</u> Future Technology Spreadsheet development <u>Summer Term</u> Interactive Media	Unit Assessment Unit Assessment Presentation to class Unit Assessment Assessed Project
Year 8	<u>Autumn Term</u> Computer Systems Networking <u>Spring Term</u> Python Criminals Database <u>Summer Term</u> Creating Mobile Apps Independent Project	Unit Assessment Unit Assessment Unit Assessment Assessed Project Assessed Project Assessed Project

DRAMA

Year 7

Every topic will include tuition on the following skills:

- Creating and Responding
- Performing a role
- Elements of staging
- Drama strategies and techniques

Topics covered	Overview of Assessment
Elements of Drama 1 Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks.	Students will be assessed on the following: <ul style="list-style-type: none">• Co-operating• Contributing• Facial Expression• Body Language• Gesture• Projection• Spatial awareness• Audience awareness• Freeze Frame/Still image/Tableau(x)• Narration• Thought tracking
Elements of Drama 2 Students will explore Movement and Mime skills through Melodrama and Silent Movies	<ul style="list-style-type: none">• Polished improvisation• Mime• Movement• Pace• Facial Expression• Gesture• Exaggeration• Actor/Audience Relationship• Placards
Working with scripts Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'.	<ul style="list-style-type: none">• Contributing to staging a script• Character Profile• Non-verbal communication• Stage directions• Blocking• Proxemics• Flashback• Naturalistic characterisation
Genre Safari Students are introduced to a range of genres which they will explore through a variety of	<ul style="list-style-type: none">• Tone of voice• Pace and pause

<p>devising/scripted tasks including:</p> <ul style="list-style-type: none"> • Pantomime • Horror • Comedy 	<ul style="list-style-type: none"> • Facial expression • Gesture • Body language • Actor/audience relationship • Proxemics
<p>Titanic</p> <p>Students will be creating a role using research, culminating in a whole class performance.</p>	<ul style="list-style-type: none"> • Gait • Posture • Verbal register • Tableaux • Narration • Slow motion • Split screen
<p>Page to Stage</p> <p>Students and introduced to theatrical elements including staging, costume and set in order to create an Overall Performance Concept for varied extracts from 'Charlie and the Chocolate Factory'.</p>	<ul style="list-style-type: none"> • • Characterisation • Costume • Lighting • Set design • Staging forms

Year 8

Topic	Overview of Assessment
<p>Physical Theatre</p> <p>Students will explore what physical theatre is and use techniques from the theatre company Frantic Assembly.</p>	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Collaborating • Experimenting • All physical theatre skills • Patterns of movement • Proxemics
<p><i>The Tempest</i></p> <p>Students will explore Shakespeare's 'The Tempest'. They will explore a variety of characters and consider how to build atmosphere in scene.</p>	<ul style="list-style-type: none"> • Articulation • Gesture • Patterns of movement • Proxemics • Actor / audience relationship • Whole class in role • Sound collage
<p>Working with Scripts</p>	<ul style="list-style-type: none"> • Directing • Character motivation • Vocal skills • Physical skills

<p>Students will develop their characterisation skills through a variety of script extracts</p>	<ul style="list-style-type: none"> • Set • Costume • Props • Off-text improvisation • Flashback
<p>Devised Thematic</p> <p>Students will undertake a term long devising project using a specific theme stimulus</p>	<ul style="list-style-type: none"> • Physical and vocal skills • Exposition • Rising action • Climax • Falling action • Denouement
<p>Investigating through Drama: Auschwitz</p> <p>This unit explores the Auschwitz and the issues that surround it. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank's Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques.</p>	<ul style="list-style-type: none"> • Polished improvisation • Character profile • Given circumstances • Blocking • Use of set and props • Split screen • Writing in role • Marking the moment
<p>Theatre Compendium</p> <p>Students will be introduced to a few Drama Practitioners and their style.</p> <p>It is also an opportunity for students to demonstrate all of the skills learnt in Foundation Drama in a final performance piece.</p>	<ul style="list-style-type: none"> • Directing • All vocal skills • All physical theatre skills • Blocking • Set and props

	<ul style="list-style-type: none"> Talking about jobs people do: masculine & feminine nouns Talking about where people live: using depuis Describing the weather: red book: using quand & si; using pronoun on describing a typical day: using –ir & –re verbs <p>HT2</p> <ul style="list-style-type: none"> talking about last weekend; talking about what you like doing talking about yesterday evening; talking about the sports you do talking about what you watched on TV the perfect tense with être; –er verbs talking about what you did in the past 	assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing. Regular vocabulary tests will also be taking place.
Year 8	<p>TERM 2</p> <p>HT1</p> <ul style="list-style-type: none"> Making and reacting to invitations: the verb vouloir Making excuses: the verbs pouvoir & devoir Talking about clothes: using adjectives Shops and shopping: comparative adjectives (& superlatives) using aller in the perfect tense <p>HT 2</p> <ul style="list-style-type: none"> 	Yr8 assessment week
Year 8	<p>TERM 3</p> <p>HT1</p> <ul style="list-style-type: none"> Talking about countries: using à & en Talking about holidays Describing a holiday centre Talking about past holidays Finding out about holiday destinations <p>HT2</p> <ul style="list-style-type: none"> Talking about friends 	

	<ul style="list-style-type: none">• Pocket money• Gadgets• ☑ Past, present and future	
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GEOGRAPHY

Year Group	Topics Covered	Overview of Assessment
Year 7	<p><u>Term 1</u> Plate theory & Volcanoes Geographical skills</p> <p><u>Term 2</u> Our Island Nation Ecosystems + Tropical Rainforests</p> <p><u>Term 3 –</u> Atmospheric hazards China & India</p> <p>Please see the personalised learning checklist for each module (in your son or daughter’s geography booklet) to see an in-depth overview of what they are learning in each module.</p>	<p>Students will be assessed in each module by completing: -</p> <ul style="list-style-type: none"> - An extended piece of writing - GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. - Assessment either based on an issue from that module or an end of module test questions.
Year 8	<p><u>Term 1</u> World Cities Plate theory & Volcanoes</p> <p><u>Term 2</u> Earthquakes & Tsunamis River Flooding</p> <p><u>Term 3</u> Development & Africa The Middle East & Russia</p> <p>Please see the personalised learning checklist for each module (in your son or daughter’s geography booklet) to see an in-depth overview of what they are learning in each module.</p>	<p>Students will be assessed in each module by completing: -</p> <ul style="list-style-type: none"> - An extended piece of writing - GCSE style questions, mainly interpretation from a resource E.g. map, photo, graph. <p>Assessment either based on an issue from that module or an end of module test questions.</p>

GERMAN

Year Group	Topics Covered	Overview of Assessment
Year 7	<p>In Year 7 we use the text book 'Echo Express 1'.</p> <p><u>Term 1</u></p> <p>Introducing yourself</p> <p>Classroom instructions and Student classroom expressions</p> <p>Leisure Time</p> <p>School stationery</p> <p>Alphabet</p> <p>Colours</p> <p><u>Term 2</u></p> <p>Family, pets and friends</p> <p>Present Tense</p> <p>School subjects</p> <p>Telling the time</p> <p>Food</p> <p>Clothes</p> <p><u>Term 3</u></p> <p>Saying what you like doing</p> <p>Time Phrases</p> <p>Modal Verbs</p> <p>Looking at authentic German texts for children</p> <p>Future Tense</p> <p>House and Home</p>	<p><u>First Half of Autumn Term</u></p> <p>Listening and Translation Test</p> <p>Speaking Test</p> <p><u>Second Half of Autumn Term</u></p> <p>Reading and Translation Test</p> <p>Writing and Translation Test</p> <p><u>First Half of Spring Term</u></p> <p>Speaking Test</p> <p>Listening and Translation Test</p> <p><u>Second Half of Spring Term</u></p> <p>Reading and Translation Test</p> <p>Writing and Translation Test</p> <p><u>First Half of Summer Term</u></p> <p><u>Year 7 Assessment Week – End of May</u></p> <p>Listening and Translation Test</p> <p>Speaking Test</p> <p><u>Second Half of Summer Term</u></p> <p>Writing and Translation Test</p> <p>Reading and Translation Test</p>

HISTORY

Year Group	Topics Covered	Overview of Assessment
Y7 T1	<ul style="list-style-type: none"> - Baseline Test. - Romans. - The Norman Conquest: Who should be King? & King William. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - Baseline Test. - How important was the Roman invasion of Britain? - Paragraph on WSBK? - How reliable is the Bayeux Tapestry?
Y7 T2	<ul style="list-style-type: none"> - Black Death - English Reformation. - Slavery. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - Consequences & Significance of the Black Death. - Why did Henry make the English Reformation? - Different interpretations of slavery
Y7 T3	<ul style="list-style-type: none"> - English Civil War. - Local History Project. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - Why did the English Civil War break out? - Research Projects on chosen area of interest.
Y8 T1	<ul style="list-style-type: none"> - Victorians. - American Civil Rights. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - How different was life in Victorian Britain? - Research on Civil Rights campaigners.
Y8 T2	<ul style="list-style-type: none"> - Holocaust. - Terrorism. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - Jewish Resistance source analysis. - Why did the Qing Dynasty fall?
Y8 T3	<ul style="list-style-type: none"> - Suffragettes. - Qing Dynasty. 	<u>Formal pieces</u> <ul style="list-style-type: none"> - Can Terrorism ever be justified? - Did Emily Davison mean to die?

ICT

Year Group	Topics Covered	Overview of Assessment
Year 7	<p><u>Term 1</u> E-safety and how computers work MS Office skills development</p> <p><u>Term 2</u> Problem solving and programming</p> <p><u>Term 3</u> Programming</p>	<p>Development of an e-safety website. Develop a game using Scratch. Produce an interactive digital product.</p>
Year 8	<p><u>Term 1</u> Computer Health and Safety, hardware</p> <p><u>Term 2</u> Information handling and modelling Programming</p> <p><u>Term 3</u> Programming</p>	<p>Programming using Turtle Logo and Small Basic.</p> <p>Make spreadsheet models Make a database</p> <p>Develop basic programming concepts.</p>

MUSIC

Year Group	Topics Covered	Overview of Assessment
Year 7	<p><u>Term 1</u></p> <p>Autumn 1:</p> <ul style="list-style-type: none"> • Baseline Music quiz & practical • The Ingredients of Music <p>Autumn 2:</p> <ul style="list-style-type: none"> • Vocal Music <p><u>Term 2</u></p> <p>Spring 1:</p> <ul style="list-style-type: none"> • Music through history <p>Spring 2:</p> <ul style="list-style-type: none"> • Programme Music <p><u>Term 3</u></p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Calypso Music <p>Summer 2:</p> <ul style="list-style-type: none"> • Pop Songs 	<ul style="list-style-type: none"> • Baseline assessment • Basic keyboard skills • Part singing • Vocal composition • Performance of music from the different eras • Pictures at an Exhibition composition • Performance of traditional Calypso piece • Calypso composition • Practical task involving covering a modern chart song as a band
Year 8	<p><u>Term 1</u></p> <p>Autumn 1:</p> <ul style="list-style-type: none"> • Chinese Music <p>Autumn 2:</p> <ul style="list-style-type: none"> • Jazz and Blues <p><u>Term 2</u></p>	<ul style="list-style-type: none"> • Performance of “China Town” • Chinese composition • Performance of 12-bar blues chord sequence • Blues composition

	<p>Spring 1:</p> <ul style="list-style-type: none"> • Britpop <p>Spring 2:</p> <ul style="list-style-type: none"> • Music in advertising <p><u>Term 3</u></p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Samba <p>Summer 2:</p> <ul style="list-style-type: none"> • Film Music 	<ul style="list-style-type: none"> • Performance of either “Wonderwall” by Oasis or “Parklife” by Blur • Composition for a Mars Bar advert • Performance of “Samba de Janeiro” • Film music composition
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PE - CORE

Year Group	Topics	Overview of Assessment
7	<p>Students complete half a term on each activity.</p> <p>Focus: Basic movement skills and rules.</p> <p><u>Girls:</u></p> <p>Netball, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics.</p> <p><u>Boys:</u></p> <p>Rugby, Football, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics</p>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit.</p>
8	<p>Students complete half a term on each activity.</p> <p>Focus: Developing skills and game play.</p> <p><u>Girls:</u></p> <p>Netball, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics.</p> <p><u>Boys:</u></p> <p>Rugby, Football, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics</p>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit.</p>

RELIGIOUS STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 7	<p><u>Term 1</u> Baseline test Who is God? Why are we still telling stories?</p> <p><u>Term 2</u> Jesus: Mad, Bad or God? PSHE</p> <p><u>Term 3</u> Why are festivals so important? Baseline test review</p>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.</p>
Year 8	<p><u>Term 1</u> What would you choose? PSHE What's it like to be a Muslim?</p> <p><u>Term 2</u> Are all Christians the same? What's it like to be a Buddhist?</p> <p><u>Term 3</u> What role should religion play in today's world? What is life all about?</p>	<p>Extended written piece per unit, focusing on the presentation of knowledge and expressing of personal opinion, and one assessed homework task.</p>

SPANISH

Year Group	Topics Covered	Overview of Assessment
Year 7	<i>Term 1 - Introduction of Target Language</i>	Assessment Term 1 – Listening, Reading, Writing and Speaking.
	<i>Term 1 - Me, my family and my friends – where I live – what language do I speak</i>	Assessment Term 2 – Listening, Reading, Writing and Speaking.
	<i>Term 2 - Home, town, neighbourhood and region</i>	Assessment Term 3 – Listening, Reading, Writing and Speaking
	<i>Term 2 - Free time activities</i>	
	<i>Term 3- My studies</i>	
	<i>Term 3 - Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.</i>	

FOOD

Year Group	Topics Covered	Overview of Assessment
Year 7 12 week Module	Personal and Kitchen safety and hygiene Focused practical tasks Healthy eating Eat well Guide Parts of the cooker Uses of equipment Meal Planning task: Prepare, cook and serve a packed lunch product for children	Practical tasks will be marked A level will be given based on achievement in the final meal planning task
Year 8 12 week Module	Hygiene and safety Nutrients with particular reference to teenagers Meal planning Task- Prepare ,cook and serve a hot dish suitable for a school lunch	Practical tasks will be marked A level will be given based on achievement in the final meal planning task

TECHNOLOGY: DESIGN

Year Group	Topics Covered	Overview of Assessment
Year 7	<p>12-14 week rotation in Design & Technology</p> <p>Resistant materials focused practical task to design and make a ball bearing game that includes an introduction to Computer Aided Design (CAD). Students learn to use hand and power tools in a 3D studio, add a component made by using the laser (CAM) machine and apply a durable finish. Along with the 3D outcome, students design, research and develop their understanding of the design process.</p> <p>Project under review, Jan 2018</p>	<ul style="list-style-type: none"> - Baseline assessment - Design booklet assessment and evaluation of final product. - Use and development of CAD/CAM in the development of the ball bearing game.
Year 8	<p>12-14 week rotation in Design & Technology</p> <p>Resistant materials practical task to design and make a fashion accessory for use as a promotional item made from pewter.</p> <p>Students develop their working knowledge of hand and power tools in the 3D studio, in order to design and make a mould which the molten metal is poured into. Quality of finish and relevance to design context are key development elements.</p> <p>Project under review, Jan 2018</p>	<ul style="list-style-type: none"> - Baseline assessment - Design booklet assessment and evaluation of final product and associated packaging. - Use and development of CAD/CAM in the development of the pewter mould.

TECHNOLOGY: TEXTILES

Year Group	Topics Covered	Overview of Assessment
<p>Year 7 12 week Module</p>	<p>Health and Safety in the Textiles room The Sewing Machine Textiles equipment Practical Skills to include Applique technique, Seams and Casing Design and Make task including construction of a Draw-string bag.</p>	<p>Written tasks and practical samples will be marked. Levels will be awarded for research, designing, planning, making and evaluation. A final level will be given based on achievement in the Design and Make task</p>
<p>Year 8 12 week Module</p>	<p>Health and Safety in the Textiles room The Sewing Machine, straight and zig-zag stitches. Fabric construction related to Winter hats Practical Skills to include Applique/Logo technique, hand stitching, Seams and Headband Design and Make task including construction of a Fleece hat.</p>	<p>Written tasks and practical samples will be marked. Levels will be awarded for research, designing, planning, making and evaluation. A final Key Stage 3 level will be given based on achievement in the Design and Make task</p>

KEY STAGE 4

ENGLISH

Year 9

Topics Covered	Overview of Assessment
<p><u>Term 1</u></p> <p>Nineteenth Century Texts A selection of extracts from nineteenth century texts will be explored.</p> <p>Class reader Of Mice and Men</p>	<p>Nineteenth Century Texts Reading: analysis of a nineteenth century extract Writing: Writing an opening to a nineteenth century novel. Sp & List: group debate</p> <p>Class Reader Reading: analysis of extract from the novel Writing: writing a description inspired by an image Sp & List: a presentation on context</p>
<p><u>Term 2</u></p> <p>Shakespeare Romeo and Juliet</p> <p>Poetry A cluster of poems from the Edexcel GCSE anthology to be studied</p>	<p>Shakespeare Reading: Analysis of an extract followed by analysis of the play as whole linked to a key theme. Writing: Transactional Writing</p> <p>Poetry Reading: a comparison of two poems Writing: Creative Writing task</p>
<p><u>Term 3</u></p> <p>Modern Drama</p> <p>Non Fiction and Imaginative Writing</p>	<p>Modern Drama Writing: a written monologue for a character Reading: analysis of a character</p> <p>Imaginative Writing Writing: an original story (<i>to be confirmed</i>) S&L: Class Discussion on a topic</p>

Year 10

Topics Covered	Overview of Assessment
<p><u>Term 1</u></p> <p>English Language: Paper 1 Fiction and Imaginative Writing</p> <p>English Literature: Shakespeare</p>	<p>Exam-style assessment (Edexcel)</p> <p>Exam-style assessment (Edexcel)</p>
<p><u>Term 2</u></p> <p>English Language: Paper 2 Transitional Writing</p> <p>English Literature: Post-1914 Drama (either <i>Journey's End</i> or <i>An Inspector Calls</i>)</p>	<p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p>
<p><u>Term 3</u></p> <p>English Language: Paper Two Non-Fiction</p> <p>English Literature: Unseen Poetry</p> <p>Spoken Language</p>	<p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p> <p>Spoken Language Endorsement</p> <ul style="list-style-type: none"> ● The component is internally assessed under controlled conditions, and externally monitored. ● Candidates must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively. ● There are no marks for the Spoken Language endorsement. Students are awarded a grade (Pass, Merit or Distinction).

Year 11

Topics Covered	Overview of Assessment
<p><u>Term 1</u> English Language: Paper 2 Non-Fiction and literary non-fiction English Literature: Anthology Poetry (Paper 2)</p> <p><u>Term 2</u> English Language: Paper 1 revision English Literature: Post 1914 text revision and revisiting the 19th-century Novel</p> <p><u>Term 3</u> English Language: Paper 2 revision English Literature: Revisit 19th-century Novel and revisiting the Shakespeare text</p>	<p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p> <p>PPE Exam-style assessment (Edexcel)</p>
<p><i>Students will be working towards Edexcel GCSE English Language & Edexcel GCSE English Literature and will sit the following examinations at the end of Year 11 :</i></p> <p><u>English Language :</u></p> <p>Paper 1 : Fiction and Imaginative Writing</p> <ul style="list-style-type: none"> ● Section A – Reading: questions on an unseen 19th-century fiction extract. ● Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract. ● The total number of marks available is 64. ● Assessment duration 1 hour and 45 minutes. <p>Paper 2 : Non Fiction and Transactional Writing</p> <ul style="list-style-type: none"> ● Section A – Reading: questions on two thematically linked, unseen non-fiction extracts. ● Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts. ● The total number of marks available is 96. ● Assessment duration: 2 hours. <p><u>English Literature :</u></p> <p>Paper 1 : Shakespeare and Post-1914 Literature</p> <ul style="list-style-type: none"> ● Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. ● Section B – Post-1914 British play or novel: ONE essay question. ● The total number of marks available is 80. ● Assessment duration: 1 hour and 45 minutes. 	

- Closed book (texts are not allowed in the examination).

Paper 2 : 19th-century Novel and Poetry since 1789

- Section A – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- The total number of marks available is 80.
- Assessment duration: 2 hours and 15 minutes.
- Closed book (texts are not allowed in the examination).

MATHEMATICS

Year 9 – GCSE Baseline

<p><u>Number:</u></p> <p>Order of operations; fractions, decimals and percentage including operations and conversion; standard form notation and calculation; upper and lower bounds</p> <p><u>Algebra:</u></p> <p>Solving equations including quadratic equations where applicable; representing functions graphically; understanding and constructing proofs; quadratic sequences, functions and graphs</p> <p><u>Ratio, Proportion and Rates of Change:</u></p> <p>Direct and inverse proportion; applying proportional reasoning</p> <p><u>Geometry and Measures:</u></p> <p>Surface area and volumes of prisms; circles and angles; transformations; congruence; construction and loci; unit conversion; Trigonometry where applicable</p> <p><u>Statistics:</u></p> <p>Averages including from frequency distributions; representation and comparison of data</p> <p><u>Probability:</u></p> <p>Experimental and theoretical probability; mutual exclusivity; independence of events; tree diagrams</p>	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on consolidation of key skills from the National Curriculum Programme of Study and begin covering content required for GCSE assessment.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>
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Year 10 and 11 - Foundation

Students will be studying for qualifications in the Pearson Edexcel GCSE (9-1) Mathematics linear course (1MA01). All students will be tested half-termly on recently covered topics unless they are participating in a PPE. The units below have been organised for testing schedules.

Unit	Title
1	Integers and decimals
	Fractions and Reciprocals
2	Introduction to algebra
	Algebraic Manipulation 1.
	Formulae and Substitution
	Lines and angles
	Shapes and angles
3	Collecting data
	Displaying data, charts and graphs
	Constructions, loci, bearings, scale drawings
4	Factors and multiples
	Laws of indices
	3-D Shapes and nets, symmetry and plans and elevations
5	Estimates & reading scales
	Metric, imperial & compound units
	Scatter graphs and correlation
	Using a calculator
	Probability
6	Averages
	Percentages 1 and Percentage Problems
	Ratio and scale
7	Patterns and Sequences
	Linear graphs $y = mx + c$
	Drawing and interpreting graphs
8	Similarity and Congruence
	Area, perimeter & volume
	Circles and cylinders
	Area and Volume: Units and Unit Conversion
9	Transformations
	Pythagoras' theorem
	Trigonometry
	Solving linear equations and inequalities
10	Standard Index Form
	Percentages 2
	Direct and Indirect Proportion
11	Quadratics
	Simultaneous Equations
12	Drawing and Interpreting Graphs
	Vectors
	Upper and Lower Bounds
	Algebraic Manipulation 2
	Proof

Year 10 and 11 - Higher

Students will be studying for qualifications in the Pearson Edexcel GCSE (9-1) Mathematics linear course (1MA01). All students will be tested half-termly on recently covered topics unless they are participating in a PPE. The units below have been organised for testing schedules.

Unit	Title
1	Using a calculator
	Integers and decimals
	Fractions
	Converting fractions to decimals
2	Algebraic manipulation
	Angles and shapes
	Collecting data
3	Displaying data, charts and graphs
	Histograms
	Construction, loci and congruency
	Bearings and scale drawings
	Factors and multiples. Highest Common Factor and Lowest Common Multiple
4	Laws of indices
	Surds
	Patterns and sequences
	Linear graphs
5	3D shapes
	Area, perimeter and volume
	Percentages and percentage problems
	Ratio and scale
	Algebraic formulae
6	Harder Algebraic Manipulation
	Solving linear equations & inequalities
	Ratio and Scale
	Units of area and volume
7	Compound units and SUVAT
	Circles
	Scatter graphs and correlation
8	Averages
	Median and interquartile range
	Transformations
9	Similarity and congruence
	Pythagoras Theorem and Trigonometry in 2-D. Exact values.
	Applications of Pythagoras theorem & trigonometry in 3-D

	Trigonometry for non-right-angled triangles.
	Standard form
10	Cones, pyramids and spheres
	Circle geometry and circle theorems. Proof of circle theorems
	Probability
11	Upper & lower bounds
	Direct and inverse proportion a) Equations b) Reciprocals and Exponential Graphs
	Proportion and Graphs
12	Similar shapes
	Vectors
	Quadratic equations
	Simultaneous equations
13	Curved graphs
	Graphical Inequalities
14	Composite functions
	Solving equations using iteration
	Transforming graphs

SCIENCE – COMBINED SCIENCE GCSE

Science in Years 9 and 10 is taught in three rotations, which are slightly shorter than a term. The number of lessons for each topic are given in brackets.

Science in Year 11 is mainly focused on the final examination, though there is a small amount of content to complete.

Year Group	Topics Covered	Overview of Assessment
Year 9	Rotation 1 <ul style="list-style-type: none"> • Animal organisation (10) • Atomic structure (12) • Mechanics (6) • Forces (7) 	Each topic will contain a skills based assessment. Rotation 1 test: w/c Monday 4 th December
	Rotation 2 <ul style="list-style-type: none"> • Plant organisation (4) • Cell structure (6) • Periodic Table (7) • Simple electric circuits (6) • Electrical Safety (4) 	Each topic will contain a skills based assessment. Rotation 2 test: w/c Monday 19 th March
	Rotation 3 <ul style="list-style-type: none"> • Cell transport (5) • Cell division (4) • Structure and Bonding (11) • Energy resources (5) 	Each topic will contain a skills based assessment. End of year exam: w/c Monday 18 th June
	Final Topics <ul style="list-style-type: none"> • Infectious diseases (11) • Chemical Changes (11) • Mechanics (6) 	Each topic will contain a skills based assessment.
Year 10	Term 1 <ul style="list-style-type: none"> • Energy • Electrolysis • Calculations 	Each topic will contain a skills based assessment. PPE 1 Jan 8 th to 12 th
	Term 2 <ul style="list-style-type: none"> • Plant organisation (4) • Cell Division (4) • Enzymes (7) • Rates • Equilibrium • Forces and Momentum (12) • Waves (7) 	Each topic will contain a skills based assessment.
	Term 3	

	<ul style="list-style-type: none"> • Photosynthesis (7) • Organisation of ecosystems (4) • Inheritance (5) • Organic chemistry • Chemical analysis • Atoms and Radiation (10) • Infectious diseases (11) • Energy and Efficiency (7) 	<p>Each topic will contain a skills based assessment.</p> <p>End of Year tests 11th -15th June</p>
Year 11	<p>Term 1</p> <ul style="list-style-type: none"> • Revision and Feedback for PPE • Electromagnetism (6) 	<p>Past paper questions</p> <p>Pre Public Examinations (30th October – 6th November)</p>
	<p>From December to February</p> <ul style="list-style-type: none"> • Cell division and Inheritance • Speciation • Acids, Bases and Salts • Electrolysis <p>Revision of topics covered in year 9 and 10 based on PPE</p>	<p>End of February: Tiering examinations – One 1 hour examination containing questions on all three units in Core Science and One 1 hour examination containing questions on all three units in Additional Science</p>
	<p>March until May</p> <ul style="list-style-type: none"> • Revision and past paper practice 	<p>Pre Public Examinations (19th April – 25th April)</p>

BIOLOGY – SEPARATE SCIENCE GCSE

Year Group	Topics Covered	Overview of Assessment
Year 10	<p>Term 1 Animal Organisation Plant Organisation Cell division Enzymes</p> <p>Term 2 Photosynthesis Nervous System Hormonal Control</p> <p>Term 3 Ecosystems Part 2 Inheritance Genetics</p>	<p>Each topic will contain a skills based assessment. There will be a termly test covering material studied. This will be in the form of examination paper questions.</p>
Year 11	<p>Term 1 Movement in and out of Cells Plant Transport Transport in Animals</p> <p>Term 2 Transport in animals cont... Homeostasis</p> <p>Term 3 Homeostasis cont... Revision and past paper practice</p>	<p>Each topic will contain a skills based assessment. ISA Pre Public Examinations (Triple Science – unit 2 Biology, Double science – unit 1 Biology) ISA intervention (where required) Pre Public Examinations (Triple Science – unit 3 Biology , Double Science – unit 2 Biol</p>

CHEMISTRY – SEPARATE SCIENCE GCSE

Year Group	Topics Covered	Overview of Assessment
Year 10	Term 1 Energy Electrolysis Calculations Term 2 Rates Equilibrium Term 3 Organic chemistry Chemical analysis	Each topic contains a formative assessment task that is completed at an appropriate point in during the topic. In addition there is are two 25 mark progress tests, one in Term 1 and one in Term 3.
Year 11	Term 1 Rates and Equilibrium Chemical analysis Term 2 Organic chemistry Using resources Term 3 Revision	Each topic contains either a formative assessment or an end of topic test.

PHYSICS – SEPARATE SCIENCE GCSE

Year Group	Topics Covered	Overview of Assessment
Year 9	As year 9 combined science, Physics topics	As year 9 combined science
Year 10	As year 10 combined science, Physics topics	As year 10 combined science. Assessments will reflect the greater content and skills required for the separate science course.
Year 11	<p>Term 1 Fission and Fusion (6) Electromagnetism (6) Applications of Electromagnetism (5)</p> <p>Term 2 Static Electricity (5) Pressure and Moments (6) Astrophysics (5) Lenses and Light (8)</p>	<p>Written assessed task Pre Public Examinations (30th October – 6th November) Written assessed task and end of topic test</p> <p>Written assessed task Pre Public Examinations (19th April – 25th April)</p>

ART AND DESIGN

Year Group	Topics Covered	Overview of Assessment
Year 9	<p>Term 1 Introduction to GCSE Assessment criteria Drawing skills, painting skills, Lino Printmaking and different printmaking techniques.</p> <p>Term 2 Exploring and experimenting with 3D materials. Looking at sculptors, their drawings Their techniques</p> <p>Responding to museum/Art gallery trip Pitt Rivers /Kew Gardens</p> <p>Term 3 An independent project based on the trip or visit using all of the 4 assessment criteria.</p> <p>GCSE and A level exhibitions, used to discuss marking and grade descriptors for the GCSE assessment criteria</p>	<p>A series of workshops that re-introduce new skills in drawing, painting and printmaking and re-cap on old techniques learnt in the previous years.</p> <p>Milestones connected to techniques homework</p> <p>Milestones and homework's form assessment</p> <p>Clay thumb pots, coil pots, slab pots. Wire and continuous line drawings Plaster casting and carving Card and paper construction</p> <p>How to write about artists work How to write about sculptures. Responding to artwork first hand.</p> <p>Practice in working on a small project independently, and ensuring that you use all of the GCSE assessment criteria.</p> <p>Practice in assessing standards of work required at GCSE.</p>
Year 10	<p>Term 1 Artists workshops A GCSE project stimulated by the artist's workshops</p> <p>Term 2 A completion of supporting GCSE portfolio project up until Feb half term. (workshops)</p> <p>An introduction to A new GCSE project Individually driven</p> <p>Term 3 An exploration of artists connected to student's 2nd and full portfolio project.</p>	<p>Natural forms and mechanical objects An exploration of the topic addressing the 4 GCSE assessment criteria.</p> <p>Milestones connected to each assessment criteria</p> <p>Topics might include; Texture, portraits, landscapes, still life, image and text, architecture, structures or other titles from past papers.</p> <p>Milestones connected to each assessment criteria</p> <p>Drawing, observation and recording using different materials and techniques connected to the individual's topic.</p>
Year 11	<u>Term 1</u>	

	<p>Completion of the Course work ; UNIT 1 Portfolio. 60% of the overall exam grade</p> <p>Term 2</p> <p>Controlled test. An exam question paper given out at the beginning of January.</p> <p>Term 3</p> <p>Complete and present portfolio for marking.</p>	<p>Individual work in response to the student's chosen topic.</p> <p>Milestones connected to each assessment criteria</p> <p>The students choose one of 7 questions and respond individually to all of the assessment criteria.</p> <p>A two day 10 hour examination in March.</p> <p>Portfolio marking and moderation.</p>
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BUSINESS STUDIES

Year Group	Topics Covered	Overview of Assessment
<p>Year 9: Certificate in Preparation for Working Life Enrichment Course</p> <p>Introduction to Year 10 GCSE Business Studies Course: Unit 1</p>	<p><u>Term 1</u> Unit 4: The changing world of work Unit 6: Economic and financial aspects of life Unit 7: Employment opportunities Unit 8: Enterprise activities</p> <p><u>Term 2</u> Unit 9: Hazard identification at home, on the roads and at work Unit 5: Applying for jobs and course Unit 1: Personal awareness Unit 2: Healthy lifestyles for work-life balance</p> <p><u>Term 3</u> Unit 3: Relationships and the differences between people</p> <p>Enterprise competition</p> <p>GCSE Business Studies course unit 1:</p> <p>1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 5.3 Revenue, costs, profit and loss 1.3 Business ownership</p>	<p>End of unit milestone End of unit milestone End of unit milestone End of unit milestone</p> <p>End of unit milestone</p> <p>Coursework unit. 20 marks available End of unit milestone End of unit milestone</p> <p>End of unit milestone</p> <p>Formal Public examination, 1 hour 30 minutes: May 2018</p>
<p>Year 10: GCSE Business Studies Course: Unit 1</p>	<p><u>Term 1</u> GCSE Business Studies course unit 1 Business Activity: 1.4 Business aims and objectives</p>	

<p>Introduction to Year 11 GCSE Business Studies Course: Unit 2</p>	<p>1.5 Stakeholders in business</p>	End of unit milestone
	<p>1.6 Business growth</p>	
	<p>GCSE Business Studies course unit 2 Marketing:</p>	
	<p>Topics covered:</p>	
	<p>2.1 The role of marketing</p>	
	<p>2.2 Market research</p>	
	<p>2.3 Market segmentation</p>	
	<p><u>Term 2</u></p>	
	<p>GCSE Business Studies course unit 2 Marketing:</p>	
	<p>Topics covered:</p>	End of unit milestone
<p>2.4 The marketing mix</p>		
<p>GCSE Business Studies course unit 3 People:</p>		
<p>3.1 The role of human resources</p>		
<p>3.2 Organisational structures and different ways of working</p>		
<p>3.3 Communication in business</p>	End of unit milestone	
<p><u>Term 3</u></p>		
<p>GCSE Business Studies course unit 3: People</p>		
<p>Topics covered:</p>		
<p>3.4 Recruitment and selection</p>		

	<p>3.5 Motivation and retention</p> <p>3.6 Training and development</p> <p>3.7 Employment law</p>	End of unit milestone
<p>Year 11: GCSE Business Studies Course: Unit 3</p> <p>GCSE Business Studies Controlled Assessment: Unit 2</p>	<p><u>Term 1</u> GCSE Business Studies course unit 3.3: Effective Financial Management. Topics covered:</p> <ol style="list-style-type: none"> 1. How to improve cash flow 2. How to improve profit 3. Break-even charts and break- even analysis 4. Financing growth <p>GCSE Business Studies course unit 3.4: Effective People Management. Topics covered:</p> <ol style="list-style-type: none"> 1. Organisational structure 2. Motivation theory 3. Communication 4. Remuneration <p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered:</p> <ol style="list-style-type: none"> 1. Ethics in business 2. Environmental issues <p><u>Term 2</u> GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered:</p> <ol style="list-style-type: none"> 1. Economics issues affecting international trade 2. The impact of government and the EU <p>Controlled Assessment mock exam Controlled Assessment exam</p> <p><u>Term 3</u> Revision</p>	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p> <p>Written controlled assessment in controlled conditions. This unit is worth 25% of the overall GCSE qualification.</p>

COMPUTER SCIENCE

Year Group	Topics Covered	Overview of Assessment
Year 9	<u>Autumn Term</u>	
	Programming Skills	Topic tests
	Algorithms	Unit Assessment
	Data Representation	Unit Assessment
	<u>Spring Term</u>	
	Programming Skills	Topic tests
	Data Representation	Unit Assessment
	<u>Summer Term</u>	
	Programming Skills	Topic tests
Computer Systems	Unit Assessment	
Year 10	<u>Autumn Term</u>	
	Programming Skills	Topic tests
	Computer Systems	Unit Assessment
	Networking	Unit Assessment
	<u>Spring Term</u>	
	Programming Skills	Unit Assessment
	Cyber Security	Assessed Project
	<u>Summer Term</u>	
	Programming Skills	Assessed Project
	Ethics	Assessed Project
	Preparing for NEA	Assessed Project
Year 11	<u>Autumn Term</u>	
	Preparing for NEA	Assessed Project
	NEA	Internally and externally assessed by AQA
	<u>Spring Term</u>	
	Consolidating theory	Topic tests and past papers

	<u>Summer Term</u> Revision for Exams	External Assessment via AQA
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DESIGN TECHNOLOGY

Year Group	Topics Covered	Overview of Assessment
Year 9 & 10 (2017-2018 only)	<p>Term 1 New GCSE (years 9 &10) AQA 8552 – Design & Technology (Focus on product Design / RM)</p> <p>Term1: Timbers based focus. Students design and make a clock from softwood and manufactured boards, to include a range of differentiated wood joints and use of CAD / CAM to create clock face. Design to be based upon a past design movement. Manufacture of hardwood puzzle using a range of workshop practises, introduction to hardwoods.</p> <p>Term 2: Graphics based focus. Students design and make activity using a variety of papers and boards to design a Point of Sale (POS) product. Use of CAD and Desktop Publishing (DTP), including both 2D and ICT modelling.</p> <p>Term 3: Plastics (polymers) based focus. Students design and make a desktop lighting solution for a specific market and application. Product evolution, including the delivery of ‘market pull’ and ‘technology push’ to be included.</p> <p>Textbook for success: ISBN = 1910523100 www.pgonline.co.uk – AQA GCSE (9-1) Design & Technology 8552 by M.J. Ross</p>	<ul style="list-style-type: none"> - Sample theory questions (to prepare for exam, worth 50%). - Design portfolio will contain formal 2D and 3D drawings to support manufacture of project outcomes. - Google SketchUp renderings of student ideas and development (subject to home installation). - Peer and group assessment used to develop presentation and communication skills. - Quality 3D products that are well made with precision and tolerance suitable for a specific user / market with suitable finish, creativity and innovation. - April Pre Public Examination 1 - June Examination Resit PPE2
Year 10	<p>(for 2017-2018 only, same as above)</p> <p>Term 3: Preparation for controlled assessment (CA).</p>	<ul style="list-style-type: none"> - Sample theory questions (to prepare for exam, worth 50%). - April Pre Public Examination 1 - June Examination Resit PPE2
Year 11	<p><u>(2017-2018 cohort) – final Year 11 for:</u></p> <p>AQA 4560 - Resistant Materials (RM) AQA 4550 - Graphic Products (GP)</p> <p>Term 1: RM & GP - Continue controlled assessment (CA), complete sections A1&A2, including:</p>	<ul style="list-style-type: none"> - Weekly revision exercises (exam = 40% of the November - Pre public Examination 1 - December resit 2 - April Pre-Public Examination 3 - Summer Examination

	<ul style="list-style-type: none"> - Analysis, research, specification, ideas, modelling, development and plan for manufacture. <p>Term 2: RM & GP - Complete controlled assessment (CA) and begin revision. Controlled assessment sections A3&A4, including:</p> <ul style="list-style-type: none"> - 3D making, modelling, development, testing, evaluation, commercial manufacture and diary of making <p>Term 3: RM & GP – Examination workshops, revision for final Summer examinations.</p> <p>After school support and extension workshop every Tuesday, in C1 from 3-4pm. Students welcome in C14 at lunch to continue with independent study (silent working).</p> <p>Textbook for revision RM: ISBN = 1847623539 www.cgpbooks.co.uk – GCSE Resistant Materials ‘The revision guide’.</p> <p>GP: ISBN = 1847623565 www.cgpbooks.co.uk – GCSE Graphic Products ‘The revision guide’.</p>	
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DRAMA AND THEATRE STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 9	<p><u>Term 1</u></p> <p>Baseline assessment</p> <p>Duologue performances</p> <p>Stanislavski and naturalism</p> <p>Brecht and Epic theatre</p> <p><u>Term 2</u></p> <p>Devising project 1</p> <p>Scripted project 1</p> <p><u>Term 3</u></p> <p>Devising project 2</p> <p>Scripted project 2</p>	<p>In Year 9, students continue to experience a combination of on-going assessment, and summative assessments, when performances are shared and responded to.</p> <p>In addition, students complete written tasks to help them prepare for the written paper.</p>
Year 10	<p><u>Term 1</u></p> <p>Controlled Test 1</p> <p>Study of live theatre performance</p> <p><u>Term 2</u></p> <p>Controlled Test 2</p> <p><u>Term 3</u></p> <p>Controlled Test 3, with preparation for Section A of the written paper, based on this unit.</p>	<p>In Year 10, students work on practical assessments throughout the year, with final performances tending to come at the end of a half or full term.</p> <p>They will continue to complete written tasks to help them prepare for the written examination paper.</p>
Year 11	<p><u>Term 1</u></p> <p><u>Controlled Test 4</u></p> <p>Study of live theatre performance</p> <p><u>Term 2</u></p> <p>Controlled Test 5</p>	<p>In Year 11, students continue to work on practical assessments throughout the year, with final performances tending to come at the end of a half or full term. Students will submit the best two marks that they have achieved over the two years for their final grade</p>

	<p><u>Term 3</u></p> <p>Revision and preparation for written examination paper:</p> <p>Section A: Work done in class</p> <p>Section C: Live theatre seen</p>	<p>They will continue to complete written tasks to help them prepare for the written examination paper.</p> <p>An AQA moderator will visit to see a sample of the work from the Assessment in the Spring term</p>
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ECONOMICS

Year Group	Topics Covered	Overview of Assessment
Year 9: GCSE Economics Course: Unit 1	<p><u>Term 1</u> GCSE Economics course unit 1: What is the Economic Problem? Topics covered:</p> <ol style="list-style-type: none"> 1. Defining the economic problem 2. Scarcity, choice and opportunity cost 3. Approaches to the economic problem 4. What is specialisation? <p><u>Term 2</u> GCSE Economics course unit 2: What are Competitive Markets? Topics covered:</p> <ol style="list-style-type: none"> 1. Markets 2. Monopoly and monopoly power 3. Demand 4. The demand curve – rise or fall? 5. Price elasticity of demand 6. Supply 7. Price elasticity of supply 8. Determination of price in competitive markets (1) 9. Determination of price in competitive markets (2) <p><u>Term 3</u> GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered:</p> <ol style="list-style-type: none"> 1. Costs, revenues and profit 2. Productivity 3. Growth of firms 4. Economies and diseconomies of scale 5. Rewards for labour 6. Differences in wage rates 	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>
Year 10: GCSE Economics Course: Unit 2	<p><u>Term 1</u> GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered:</p> <ol style="list-style-type: none"> 1. Objectives of government policy 2. Economic growth 3. Costs and benefits of economic growth 	<p>End of unit milestone</p>

	<p>4. Employment and unemployment 5. Inflation 6. Consequences of inflation</p> <p><u>Term 2</u> GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered:</p> <ol style="list-style-type: none"> 1. Government income and expenditure 2. Distribution and redistribution of incomes 3. Taxes and redistribution in income 4. Correcting market failure <p>GCSE Economics course unit 6: Which Policies can the UK Government Use? Topics covered:</p> <ol style="list-style-type: none"> 1. Fiscal policy 2. Money and interest rates 3. Monetary and interest rate policy 4. Supply-side policies 5. Government policies and conflicts <p><u>Term 3</u> GCSE Economics course unit 7: The UK Economy and Globalisation. Topics covered:</p> <ol style="list-style-type: none"> 1. Globalisation 2. Multinationals 3. International specialisation and trade 4. The World Trade Organization 5. Patterns of trade 6. Protectionism 7. China and India 	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>
<p>Year 11: GCSE Economics Course: Unit 3</p>	<p><u>Term 1</u> GCSE Economics course unit 8: Why is the UK in the European Union? Topic covered:</p> <ol style="list-style-type: none"> 1. European Union <p>GCSE Economics course unit 9: How is the UK's International Trade Recorded? Topics covered:</p> <ol style="list-style-type: none"> 1. Balance of payments 	<p>Past examination questions</p> <p>Past examination questions</p>

	<p>2. Balance of payments deficit</p> <p>GCSE Economics course unit 10: What is the Economic Problem? Topics covered:</p> <ol style="list-style-type: none"> 1. Exchange rates 2. Exchange rates, the rate of interest and trade <p><u>Term 2</u></p> <p>GCSE Economics course unit 11: How does a Country Become More Competitive? Topics covered:</p> <ol style="list-style-type: none"> 1. Factors influencing competitiveness 2. Government policy and international competitiveness 3. The UK and globalisation <p>GCSE Economics course unit 12: Why do Some Less Developed Countries Struggle to Achieve Growth and Benefit from International Trade? Topics covered:</p> <ol style="list-style-type: none"> 1. Poverty 2. Limits to benefiting from globalisation <p>GCSE Economics course unit 13: What Measures may be used to Support Growth in Less Developed Countries? Topic covered:</p> <ol style="list-style-type: none"> 1. Ways of supporting growth <p><u>Term 3</u></p> <p>Pre-release theme mock exam</p> <p>Pre-release exam preparation</p> <p>Revision</p>	<p>Past examination questions</p> <p>Past examination questions</p> <p>Past examination questions</p> <p>Past examination questions</p>
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FOOD PREPARATION AND NUTRITION

Year Group	Topics Covered	Overview of Assessment
Year 9 AQA GCSE Food Preparation and Nutrition	<u>Term 1</u> Safe Food Handling Eat well Guide Starchy carbohydrates eg bread, pasta rice, Fruit and vegetables Sugar <u>Term 2</u> Fats and oils Vitamins and Minerals Overview-Protein foods Dairy foods <u>Term 3</u> Cake making assignment Complex practical tasks and functional properties of food e g roux sauce Socio economic factors and Food	All practical work will be assessed. Milestone Assessments on Carbohydrates and fats All practical work will be assessed. Milestone Assessments on protein Assessed Late brunch/ afternoon tea task as well as on going practical assessment
Year 10 AQA GCSE Food Preparation and Nutrition	<u>Term 1</u> Food Hygiene and Food Spoilage Food Storage Detailed study of Meat, fish, eggs, milk, cheese, alternatives <u>Term 2</u> Eatwell Guide Revision Methods of cooking Factors influencing food choice to include special dietary needs Food labelling and additives <u>Term 3</u> British Cuisine International Cuisines PPE Primary and Secondary Processing Equipment	All practical work will be assessed. Milestone Assessments on each of the main commodities Practice NEA (Non- Examination Assessment) Task 1 Practice NEA task 2 PPE- 1hour 45 minutes examination Note: All Non- Examination Assessments take place in Year 11

	GCSE FOOD PREPARATION AND NUTRITION	
Year 11 AQA GCSE Food Preparation and Nutrition	<u>Term 1</u> <u>September to November</u> <u>NEA 1. Food Investigation Task- 15% of final GCSE grade- (carried out under supervised conditions)</u> Title set by AQA <u>PPE Examinations</u> <u>November to March</u> <u>NEA 2 Food Preparation task- 35% of final GCSE grade(carried out under supervised conditions)</u> Title set by AQA <u>Term 3</u> Revision.	NEA 1 – Deadline November (1500-2000 words including graphs, charts and diagrams) NEA 2 – Deadline March (portfolio of no more than 20 sides of A4)

FRENCH

Year group	Topics covered	Overview of assessment
YEAR 9 EXPO 3 Rouge	<u>Term 1</u> Introducing yourself and others Free time activities: TV, books, films Daily routine Describe and discuss relationships with friends and family Making arrangements to go out <u>Grammar:</u> <i>Present, near future and perfect tense</i> <i>Giving opinions and justifications</i> <i>Reflexive verbs</i> <i>Using direct object pronouns</i> <i>Possessives</i>	Writing assessment (two short pieces and one translation) Writing Assessment (one longer piece and one translation) Speaking (the role play) Reading and listening assessments

<p>AQA GCSE French</p> <p>'Studio'</p>	<p><u>Module 1</u></p> <p>Revising family & describing people</p> <p>Revising places in a town and activities</p> <p>Friends and relationships</p> <p><i>Irregular verbs in the present tense</i></p> <p>Family relationships</p> <p><i>Reflexive verbs in the present tense</i></p> <p>Arrangements to go out</p> <p><i>Near future tense</i></p> <p>Describing a night out</p> <p><i>Perfect tense</i></p> <p>When you were younger</p> <p><i>Imperfect tense</i></p> <p>Role models</p> <p><i>Present, perfect & imperfect tenses</i></p> <p><u>Module 2</u></p> <p>Revising sport and music</p> <p>Revising technology, films & TV</p> <p>Sports</p> <p><i>Depuis + present tense</i></p> <p>Life online</p> <p><i>comparatives</i></p> <p>Reading</p> <p><i>More imperfect tense</i></p> <p>TV programmes</p>	<p>Module 2: Reading & Writing</p>
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	<p><i>negatives</i></p> <p>Seeing the sites</p> <p><i>Asking questions with quel/quelle/quells/quelles</i></p> <p>Plans for excursions / weather</p> <p><i>Future tense</i></p> <p>Community projects</p> <p><i>Present, perfect & future tense</i></p> <p><u>Module 5</u></p> <p>Revising holidays</p> <p>Revising past, present & future holidays</p> <p>Ideal holidays</p> <p><i>conditional</i></p> <p>Using a hotel</p> <p><i>Reflexives in the perfect tense</i></p> <p>Visiting a restaurant</p> <p><i>En + present tense</i></p> <p>Travelling</p> <p><i>Avant de + infinitive</i></p> <p>Buying souvenirs</p> <p><i>Demonstrative adjectives</i></p> <p>Holiday disasters</p> <p><i>Pluperfect tense</i></p>	<p>Module 5: Reading & Writing</p> <p>PPE 1: specimen exam papers</p> <p>All skills</p>
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Year 11	<p>Term 1</p> <ul style="list-style-type: none"> • Comparing French and English schools • Talking about school rules • Talking about future plans • Discussing money and jobs • Talking about part-time jobs • Talking about problems at work • Talking about holidays • The weather • Hotels and travelling • Holiday plans • Using a range of tenses <p>Term 2</p> <ul style="list-style-type: none"> • Talking about food and drink • Talking about parts of the body • Health and fitness • Addiction and health problems • The environment 	<p>Controlled writing / speaking assessment</p> <p>Listening and reading past papers</p> <p>Controlled writing / speaking assessment</p>
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GEOGRAPHY

Year Group	Topics Covered	Overview of Assessment
Year 9 OCR	<u>Term 1</u> Baseline test Map skills + physical landscapes in the UK New GCSE: Coasts <u>Term 2</u> Urban issues and challenges <u>Term 3</u> Rivers	New AQA GCSE Spec Series of past paper questions used in lessons (timed) and for homework. Every topic... <ul style="list-style-type: none"> - One full past paper on relevant module - Map test - Two Key word spelling tests
Year 10 AQA	<u>Term 1</u> Urban Issues and challenges River landscapes <u>Term 2</u> Economic development Tectonics <u>Term 3</u> Geographical skills	Series of past paper questions used in lessons (timed) and for homework. One full past paper on relevant module each topic. Map tests once a half term Key word spelling tests twice each half term. PPE1
Year 11	<u>Term 1</u> Finish Tectonics module Resource management <u>Term 2</u> Weather hazards & Climate change Economic development <u>Term 3</u> Issue Evaluation preparation Revision	Series of past paper questions used in lessons (timed) and for homework. One full past paper on relevant module each topic. Map tests once a topic Key word spelling tests twice each half term. PPE1 + PPE3

GERMAN

Year Group	Topics Covered	Overview of Assessment
Year 9	<p>In Year 9 we use 'Echo Express 2' and move onto the GCSE book 'Stimmt!' towards the end of the year.</p> <p><u>Term 1 – Echo Express 2</u></p> <p>Holidays</p> <p>Shopping and Food</p> <p><u>Term 2 – Echo Express 2</u></p> <p>Activities after school</p> <p>Clothes & Daily Routine</p> <p><u>Term 3 – Stimmt!</u></p> <p>Leisure time</p> <p>A film project</p>	<p><u>First Half of Autumn Term</u></p> <p>Listening Test</p> <p>Writing Test (grammar and translation)</p> <p><u>Second Half of Autumn Term</u></p> <p>Reading and Translation Test</p> <p>Speaking – role play cards</p> <p><u>First Half of Spring Term</u></p> <p>Listening Test</p> <p><u>Second Half of Spring Term</u></p> <p>Writing Test</p> <p><u>First Half of Summer Term</u></p> <p><u>Year 9 Assessment Week</u></p> <p>Speaking Test – describing a photo</p> <p>Writing Test</p>
Year 10	<p>In Year 10 we continue with 'Stimmt!'</p> <p>Leisure Time</p> <p>Festivals</p> <p>Grammar: Tenses</p> <p>Current and future study and employment</p>	<p><u>First Half of Autumn Term</u></p> <p>Writing and Listening Tests</p> <p><u>Second Half of Autumn Term</u></p> <p>Speaking and Reading Tests</p>

	<p><u>Term 2</u></p> <p>Grammar: Cases Speaking Preparation</p> <p>On holiday and at home</p> <p><u>Term 3</u></p> <p>Where I live Technology</p> <p>Exam Skills</p>	<p><u>First Half of Spring Term</u></p> <p>Speaking Peer Assessment</p> <p><u>Second Half of Spring Term</u></p> <p>Writing Test</p> <p><u>First Half of Summer Term</u></p> <p>PPE Speaking Test</p> <p><u>Second Half of Summer Term</u></p> <p>PPE Writing, Reading & Listening Tests</p>
Year 11	<p>We continue with the text book 'Stimmt!'</p> <p><u>Term 1</u></p> <p>Planning a holiday and communicating about practical things whilst on holiday</p> <p>The benefits of learning languages</p> <p>The world of work</p> <p><u>Term 2</u></p> <p>A visit to a theme park – good aspects and problems</p> <p>Festivals Social Problems</p> <p>Protecting the Environment Relationships with Family & Friends</p> <p><u>Term 3</u></p> <p>Revision</p>	<p><u>First Half of Autumn Term</u></p> <p>PPE Speaking Test</p> <p><u>Second Half of Autumn Term</u></p> <p>PPE Reading, Writing and Listening Tests</p> <p><u>First Half of Spring Term</u></p> <p>Writing Test</p> <p><u>Second Half of Spring Term</u></p> <p>Speaking Peer Assessment</p> <p>Listening Test</p> <p><u>Summer Term</u></p> <p>Writing Test</p> <p>Reading Test</p>

BTEC HEALTH AND SOCIAL CARE

Year Group	Topics Covered	Overview of Assessment
Year 9	<u>Teacher A</u> Health and social care provision Local Research project Communication	Types of services available in the sector To research services in the local area and how these services help individuals and society The skills that adults need to use when communicating with young children Activities that will help to develop children’s talking and listening skills The role of the adult in supporting talking and listening activities
Year 9	<u>Teacher B</u> The health and social care sector The impact of nutrition on health and well being Healthy Living	To understand the different sectors in HSC To explore job roles in the HSC industry List the main food groups. State what is meant by a balanced diet. State the effects of a balanced diet. Outline the importance of family mealtimes. Describe ways to encourage children to eat healthily. Identify a healthy meal for children. To explore the factors that contribute to healthy and unhealthy lifestyles, and their effects on health and wellbeing To explore the ways of improving health and wellbeing
Year 10	<u>Teacher A</u> Human Lifespan Development <u>Teacher B</u> Health and social care services and values	Coursework assessed Understand human growth and development across life stages and the factors that affect it. (A) Investigate how individuals deal with life events. (B) Coursework assessed Understand the different types of health and social care services and barriers to accessing them. (A) Demonstrate care values and review own practice. (B)
Year 11	<u>Teacher A & B</u> Health and wellbeing	External examination Explore the factors that contribute to healthy and unhealthy lifestyles, and their effects on health and wellbeing. (A)

		Interpreting health indicators. (B) Person centred health and wellbeing improvement plans. (C)
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HISTORY

Year Group	Topics Covered	Overview of Assessment
Y9 T1	<ul style="list-style-type: none"> - Twentieth century contextual background - Causes of WW1 - Events/methods of warfare - Consequences of WW1 - Russia & the end of Tsardom (start it) 	<u>Formal pieces</u> - Extended writing GCSE question focussed on the failure of the British attack at the Somme - Assessment focussing on the causes of WWI including extended writing and source analysis.
Y9 T2	<ul style="list-style-type: none"> - Russia & the end of Tsardom (finish it) - Lenin's new society (start it) 	<u>Formal pieces</u> - Russia & the end of Tsardom Milestone Comparison of causes for Russian revolution GCSE question
Y9 T3	<ul style="list-style-type: none"> - Lenin's new society (finish it) 	<u>Formal pieces</u> - Lenin's new society Milestone -Year 9 Assessment
Y10 T1	<ul style="list-style-type: none"> - Russia & the end of Tsardom (finish it) - Lenin's new society - Stalin's USSR (start it) 	<u>Formal pieces</u> - Russia & the end of Tsardom Milestone - Lenin's new society Milestone
Y10 T2	<ul style="list-style-type: none"> - Stalin's USSR (finish it) - Britain Health and the people c1000 to the present day (start it) 	<u>Formal pieces</u> - Stalin's USSR Milestone - Britain Health and the people c1000 to the present day milestone
Y10 T3	Britain Health and the people c1000 to the present day	<u>Formal pieces</u> - Britain Health and the people c1000 to the present day milestone British depth studies including the historic environment milestone Year 10 PPE
Y11 T1	<ul style="list-style-type: none"> - Britain Health and the people c1000 to the present day (finish it) - Edward I (start it) 	<u>Formal pieces</u> Britain Health and the people c1000 to the present day milestone - British depth studies including the historic environment milestone PPE 2
Y11 T2	<ul style="list-style-type: none"> - Edward I (finish it) 	<u>Formal pieces</u> Edward I milestone including case study – the Battle of Stirling Bridge PPE 3
Y11 T3	Revision	<u>Formal pieces</u> - Various milestones across course.

ICT

Year Group	Topics Covered	Overview of Assessment
Year 9	<p><u>Term 1</u> ICT: MS Office Skills Development Computer Science: Computational thinking</p> <p><u>Term 2</u> ICT: Theory of ICT in a digital world Computer Science: Computational thinking</p> <p><u>Term 3</u> ICT Commence Controlled Assessment Unit 2 Computer Science: Preparation for Controlled Assessment</p>	<p>Complete graduated tasks.</p> <p>Interim test.</p> <p>Controlled Assessment</p> <p>Practice assignment</p>
Year 10	<p><u>Term 1</u> ICT: Controlled Assessment Unit 2 Computer Science: Controlled Assessment 1 (Traditional)</p> <p><u>Term 2</u> ICT: Controlled Assessment Unit 2 Computer Science: Theory and practical for Controlled Assessment 2</p> <p><u>Term 3</u> ICT: Theory for digital design Computer Science: Controlled Assessment 2</p>	<p>Controlled Assessments</p>
Year 11	<p><u>Term 1</u> ICT: Controlled Assessments Computer Science: Controlled Assessment (Mobile Apps)</p> <p><u>Term 2</u> ICT: Revision Computer Science: Revision</p> <p><u>Term 3</u> ICT: Revision Computer Science: Revision</p>	<p>Controlled Assessments</p> <p>Pre-public examinations</p>

MEDIA STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 10	<p><u>Term 1</u></p> <p>Coursework assignment 1: Packaging of DVDs (10%)</p> <p>Content:</p> <ul style="list-style-type: none"> • Connotation and denotation • Audience: actual and target • Shot types and impact – focus on still images for DVD packaging • Representation: stereotypes • An introduction to photography and Photoshop • How to analyse • Coursework assignment 2: Marketing and Advertising (20%) • Content: Representation • Certificate regulations • Regulating bodies and potential restrictions • Promotional teams – roles and responsibilities • Genre • Conventions of advertising / marketing • Cross-media / convergence / synergy • Storyboard skills • Shot types • Methods of planning <p><u>Term 2</u></p> <p>Coursework assignment 2: Marketing and Advertising continued.</p> <p>Coursework assignment 3: Student choice from moving image, print or music promotion (30%)</p> <p>Content:</p> <ul style="list-style-type: none"> • Pre-production planning • Practical production skills • Media software • Evaluation 	<p>Coursework assignment 1: Packaging of DVDs (10%)</p> <ul style="list-style-type: none"> • <i>Analyse the DVD covers for two films or television programmes.</i> • <i>Design a DVD cover for a film or television programme. This must be targeted at a specific audience.</i> <p>Coursework assignment 2: Marketing and Advertising (20%)</p> <ul style="list-style-type: none"> • <i>Compare two advertisements for the same product or service across two different media platforms.</i> • <i>Present ideas for advertising a single product or service across two different media platforms.</i>

	<p><u>Term 3</u></p> <p>Coursework assignment 3: Student choice from moving image, print or music promotion continued.</p> <p>By the end of Year 10 students will have completed 60% of their final GCSE.</p>	<p>For assignment 3, candidates are required to undertake a practical production which addresses all four key concepts, from conception to realisation, together with an evaluation of 700-800 words.</p>
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MUSIC

Year Group	Topics Covered	Overview of Assessment
Year 9	<p><u>Term 1</u></p> <p>Autumn 1:</p> <ul style="list-style-type: none"> • Music theory • Solo Performing <p>Autumn 2:</p> <ul style="list-style-type: none"> • Music History • Ensemble Performing <p><u>Term 2</u></p> <p>Spring 1:</p> <ul style="list-style-type: none"> • Film Music • Composing skills <p>Spring 2:</p> <ul style="list-style-type: none"> • Musicals • Fusions <p><u>Term 3</u></p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Structure • Song writing <p>Summer 2:</p> <ul style="list-style-type: none"> • Ground bass • Pop songs 	<p>Continuous assessment of performance and composition work throughout the year</p> <ul style="list-style-type: none"> • Elements composition • Solo performance • Listening test • Ensemble performance • Film music composition • Composition task • Solo performance • Performance of a song from a musical • Fusions composition • Ensemble performance • Structure composition • Song composition • Solo performance • Ground bass composition • Pop song performance • Ensemble performance
Year 10 New Spec	<p><u>Term 1</u></p> <p>Autumn 1:</p> <ul style="list-style-type: none"> • The Elements of Music • Solo performing • Pop songs • 4-chords song & melody writing • <i>Killer Queen</i> by Queen set work analysis 	<p>Continuous assessment of performance, composition and listening work throughout the year</p> <ul style="list-style-type: none"> • Star Wars variations composition • Pop song chorus composition • Performance of verse from <i>Killer Queen</i>

	<p>Autumn 2:</p> <ul style="list-style-type: none"> • <i>Killer Queen</i> by Queen set work analysis • Ensemble performing • Baroque Music • Ground bass and Pachelbel's Canon • <i>Music for a While</i> by Purcell set work analysis <p><u>Term 2</u></p> <p>Spring 1:</p> <ul style="list-style-type: none"> • Baroque orchestral music & concerto grosso • <i>Brandenburg Concerto No. 5</i> by Bach set work analysis <p>Spring 2:</p> <ul style="list-style-type: none"> • Classical and Romantic Music • Development of the piano • <i>Piano Sonata No.8</i> by Beethoven set work analysis <p><u>Term 3</u></p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Musicals • <i>Defying Gravity</i> from 'Wicked' set work analysis <p>Summer 2:</p> <ul style="list-style-type: none"> • Film music • <i>Star Wars main theme</i> by John Williams set work analysis • Free composition 	<ul style="list-style-type: none"> • Solo performance • Queen style composition • Performance of <i>Pachelbel's Canon</i> • Ground bass composition <ul style="list-style-type: none"> • Ensemble performance • Performance of main themes from <i>Brandenburg Concerto</i> • Ritornello form composition <ul style="list-style-type: none"> • Solo performance • Performance of main themes from <i>Piano Sonata No.8</i> • Ternary form piano composition <ul style="list-style-type: none"> • Ensemble performance • Performance of a song from a musical • Musical song composition <ul style="list-style-type: none"> • Solo performance • Film music composition
<p>Year 11</p> <p>Old Spec</p>	<p><u>Term 1</u></p> <p>Autumn 1:</p> <ul style="list-style-type: none"> • The Elements of Music • <i>Grace</i> by Jeff Buckley set work analysis 	<p>Continuous assessment of performance, composition and listening work throughout the year</p> <ul style="list-style-type: none"> • Solo performance • Star Wars variations composition • Practice listening paper • Pop song composition

PE - CORE

Year Group	Topics	Overview of Assessment
9	<p>Students complete half a term on each activity.</p> <p>Focus: Tactics and game strategies.</p> <p><u>Girls:</u></p> <p>Netball, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics.</p> <p><u>Boys:</u></p> <p>Rugby, Football, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics</p>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit.</p>
10	<p>Students chose a KS4 pathway, which they stay on for the whole year. The activity focus will change but it will stay under the same curriculum heading.</p> <p>Pathways – Traditional games, Alternative games, Leadership, Dance and Exercise, Fitness Development.</p>	<p>Students are grading using the GCSE criteria. They build up the levels from 0 – 10.</p> <p>They receive bronze, silver, gold, platinum ratings.</p> <p>Leadership – Follows the Ofqual assessment criteria and external moderation.</p>
11	<p>Students chose a KS4 pathway, which they stay on for the whole year. The activity focus will change but it will stay under the same curriculum heading.</p> <p>Pathways – Traditional games, Alternative games, Leadership, Dance and Exercise, Fitness Development.</p> <p>They also complete House activities or have the option of complete a First Aid course or officiating qualification.</p>	<p>Students are grading using the GCSE criteria. They build up the levels from 0 – 10.</p> <p>They receive bronze, silver, gold, platinum ratings.</p> <p>Leadership – Follows the Ofqual assessment criteria and external moderation.</p>

PE

Year Group	Topics	Overview of Assessment
Year 9	<p>Theory:</p> <ul style="list-style-type: none"> • Health, fitness and Well-being. • Applied anatomy and physiology. <ul style="list-style-type: none"> - Skeletal System - Muscular System - Cardio-respiratory system - Aerobic and anaerobic exercise <p>Practical: Variety of activities are completed so that students are more focused on theory best sports/activities.</p>	<p>Exam style assessment at the end of each unit. Practical assessment for each activity.</p>
Year 10	<p>Coursework: Sept – Dec Students complete their coursework on a six week training programme.</p> <p>Theory:</p> <ul style="list-style-type: none"> - Lever Systems - Injuries and Drugs - Long term training effects on the musculo-skeletal system - Injuries <p>Practical: Variety of activities are completed so that students are more focused on theory best sports/activities.</p>	<p>Controlled Assessment</p> <p>Exam style assessment at the end of each unit. Practical assessment for each activity.</p>
Year 11	<p>Theory: All topics are recover through revision. Focus is on examination questions and exam techniques.</p> <p>Practical: Student focus on their chosen sports and prepare for assessments.</p>	<p>Theory: Examination techniques Past papers Timed assessment</p> <p>Practical: Assessments take place in March/April and the moderator will</p>

PURPLE PATHWAY KEY STAGE 4

This academic year Maiden Erlegh has introduced an alternative curriculum pathway at Key Stage 4. This is a continuation of the Key Stage 3 Purple Pathway and is designed for a small number of students who need an extension of this provision at Key Stage 4 in preparation for college, working life and adulthood.

During this three year course students will study Mathematics, English and Science within the mainstream curriculum, in addition to three options subjects. They will then be timetabled for five lessons per week, outside of the mainstream curriculum to study ASDAN, a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. Students will also have additional support with literacy and numeracy and we will be introducing components in study skills and problem solving. To facilitate this provision, students will take one less option subject and will not attend lessons in Religious Education. The design of the course will be subject to change on an annual basis to reflect the needs of cohort.

ASDAN – Scheme of Work and Resources

Yr 9	Module 1 – COMMUNICATION
1	<p><u>Activity requiring Communication</u></p> <ul style="list-style-type: none"> - Discuss importance of communication – especially when trying to get things done. - Activity – designing and building a paper table. <p><i>Resources; Paper table challenge sheets, newspaper, sticky tape, cardboard, scissors.</i></p>
2	<p><u>1A2: Obtaining information on a topic 1</u></p> <ul style="list-style-type: none"> - Introduce topic - will be obtaining information on the topic of Pet Care – dogs, cats, rabbits or hamsters. - Discuss what sort of information would be needed and how the information can be collected i.e. internet/radio or TV/ phoning someone/newspapers, magazines, leaflets/asking someone etc. - Give out leaflets for students to use to plan what sort of information will be needed. Group discussion/add ideas to mind map on board. - Pupils use framework sheet to write the headings they want to answer – with space to add information later on. <p><i>Resources; Pet care leaflets, framework sheet.</i></p>
1A2 OP1	
3	<p><u>1A2: Obtaining information on a topic 2</u></p> <ul style="list-style-type: none"> - Plan which questions to ask someone to find out more information on Pet care - Research pet care on internet - Continue to add information on sheet. <p><i>Resources; Minibooks/computer room?</i></p>

1A2 OP1	
4 1A2 OP1	<p><u>1A2: Obtaining information on a topic 3</u></p> <ul style="list-style-type: none"> - Arrange for interviewees to come in and answer questions - Pupils to interview and add information to sheets. - Complete research <p><i>Resources; Pet care leaflets/minibooks?</i></p>
5 1A1 OP1	<p><u>1A1: Give an illustrated talk 1</u></p> <ul style="list-style-type: none"> - Introduce topic – will be using information already gathered to give an illustrated talk – PowerPoint/poster etc. - Students to start producing presentation <p><i>Resources; Minibooks/paper for posters</i></p>
6 1A1 OP1	<p><u>1A1: Give an illustrated talk 2</u></p> <ul style="list-style-type: none"> - Continue and complete presentation <p><i>Resources; Minibooks/posters, Camera</i></p>
7 1A1 OP1	<p><u>1A1: Give an illustrated talk 3</u></p> <ul style="list-style-type: none"> - Give oral presentation <p><i>Resources; Access to whiteboard/posters</i></p>
8	<p><i>Complete Plan/Do/Review sheets and complete Student Presentation Evidence Sheets, Observation checklists, Evidence of preparation and of presentation, Peer Statements etc. for OP1 above.</i></p>
9	<p><i>Complete Plan/Do/Review sheets and complete Student Presentation Evidence Sheets, Observation checklists, Evidence of preparation and of presentation, Peer Statements etc. for OP1 above.</i></p>
10 Schedule for open mornings	<p><u>1A3b: Welcome visitors and show around school</u></p> <ul style="list-style-type: none"> - Arrange for students to assist at open mornings for Year 6 pupils. - MES dates – Tues 19/9, Thurs 21/9, Mon 25/9 and Tue 26/9. - MER dates – all on Fri 15/9, 22/9, 29/9 and 6/10 - Ensure evidence collected – letter from HOY and photo evidence.

1A3b	<i>Resources; Camera</i>
11 1A6	<p><u>1A6: Plan two journeys using different maps 1</u></p> <ul style="list-style-type: none"> - Look at different types of map. Discuss differences, what they are used for, other ways to find our way around etc. - Plan a journey from school to ASDA (MES) or from school to _____ (MER) using a street map. - Draw route on map and write directions. <p><i>Resources; Variety of maps – street map, road atlas and OS map. Street map photocopies.</i></p>
12 1A6	<p><u>1A6: Plan two journeys using different maps 2</u></p> <ul style="list-style-type: none"> - Plan a journey from school to Legoland in Windsor using a road atlas. - Draw route on map and write directions. - Use AA Route Planner to plan the same journey – use smartboard and give out printed route. How does this compare? <p><i>Resources; Road atlas. Printed out route from AA.</i></p>
13 1A6	<p><u>1A6: Plan two journeys using different maps 3</u></p> <ul style="list-style-type: none"> - Use planned route to walk from school to ASDA/ _____ and back. - Review accuracy of planned route – what went well/was there any difficulty following the instructions?/what could be done differently next time. <p><i>Resources; Planned route and directions, camera.</i></p>
14 1B1	<p><u>1B1: Write an illustrated short story 1</u></p> <ul style="list-style-type: none"> - Go to library and look at a selection of children’s books - students to read their favourite to the group. - Discuss why they liked it – language/rhyme/illustrations etc. – and why they didn’t like some of the other books. - Start to think about what format their story will take. <p><i>Resources; Access to library/children’s books.</i></p>
15 1B1	<p><u>1B1: Write an illustrated short story 2</u></p> <ul style="list-style-type: none"> - Start to plan story – characters, setting etc. <p><i>Resources; Access to library/children’s books/minibooks/paper.</i></p>
16	<p><u>1B1: Write an illustrated short story 3</u></p> <ul style="list-style-type: none"> - Continue with story – add pictures

1B1	<i>Resources; Minibooks/computer room</i>
17	<p><u>1B1: Write an illustrated short story 4</u></p> <ul style="list-style-type: none"> - Complete story and print. - Add front cover? <p><i>Resources; Computer room/ paper/coloured pens?.</i></p>
18	<p><u>1B1: Write an illustrated short story 5</u></p> <ul style="list-style-type: none"> - Read stories to a group of younger children – preschool? <p><i>Resources; Students illustrated story</i></p>
19	<p><u>1A5: Using a new piece of equipment/make something new</u></p> <ul style="list-style-type: none"> - Discuss different ideas and decide on a topic. - Students to plan how to approach the task – research/ask an expert - Students to plan how they will present the information to others. <p><i>Resources; Mini-books/computer room</i></p>
1A5	
20	<p><u>1A5: Using a new piece of equipment/make something new</u></p> <ul style="list-style-type: none"> - Continue research and start to write up notes. <p><i>Resources; Mini-books/computer room/A3 paper/coloured pens.</i></p>
1A5	
21	<p><u>1A5: Using a new piece of equipment/make something new</u></p> <ul style="list-style-type: none"> - Complete notes on how to use new equipment/make something new. - Add images/diagrams/visuals <p><i>Resources; Mini-books/computer room/A3 paper/coloured pens.</i></p>
1A5	
22	<p><u>1A5: Using a new piece of equipment/make something new</u></p> <ul style="list-style-type: none"> - Demonstrations/presentations to group. - Feedback and review – what went well/what would you do differently next time. <p><i>Resources; Mini-books/computer room/A3 paper/coloured pens.</i></p>
1A5	

Non ASDAN Scheme and Resources

Yr. 9		OTHER
	1	<p><u>Intro to course and each other.</u></p> <p>'Time capsule' activity - Students to give handwriting sample, draw around hand, note down shoe size, measure height, note down favourite food, food they hate, favourite TV programme and current music track, 'what I want to do when I leave school', hobbies etc.</p> <p><i>Resources; Empty Pringle Tubes with lids, tape measure, plain and lined paper, sellotape, sticky white labels.</i></p>
	1	<p><u>Importance of organisation.</u></p> <p>Discussion - Why do we need to be organised?</p> <p>Activity – category cards to demonstrate there is no 'right' way – you have to find something that works for you.</p> <p>Organisation PowerPoint (Year 9)</p> <p>Activity – organisation flow chart cards</p> <p><i>Resources; Flow chart cards.</i></p>
	2	<p><u>Ideal Study area.</u></p> <p>Messy room PowerPoint and discuss the need for good study area.</p> <p>Draw picture of current study area – discuss in group.</p> <p>Good study area PowerPoint.</p> <p>Add improvements to drawing to make it better.</p> <p>Discuss problems and possible solutions.</p> <p><i>Resources; Plain paper, pencils, rubbers and colouring pencils.</i></p>
	1	<p><u>Introduction to Learning styles.</u></p> <p>Learning Style Demo</p> <p>Discussion – how do we learn to do new things – ride a bike, learn to walk, play chess etc. (copy, ask for help, read instructions, try/fail)</p> <p>Watch YouTube clip -Learning Styles for Kids Environmental Preferences - YouTube - general info</p> <p>Activity - Paper aeroplanes.</p> <p>Discuss what went well and what was difficult.</p>

		<i>Resources; Instructions for paper aeroplane demo, plain paper.</i>
	2	<p><u>What type of Learner are You?</u></p> <p>Learning styles interactive quiz</p> <p>http://www.brainboxx.co.uk/A3_ASPECTS/pages/VAK_quest.htm</p> <p>Look at YouTube clips for each style of learner</p> <p>Auditory – http://www.youtube.com/watch?v=TyfvnnDk-D0</p> <p>Visual – http://www.youtube.com/watch?v=IYVn9YfmV3w</p> <p>Kinaesthetic – http://www.youtube.com/watch?v=fYbaa8RMics</p> <p>Complete Learning Style questionnaire.</p> <p>Discuss how knowing your learning style can help you to find study skills that work for you.</p> <p><i>Resources; Learning Styles questionnaire.</i></p>
	1	<p><u>Personal Learning Styles</u></p> <p>Review personal learning style quizzes.</p> <p>Learning Styles PowerPoint.</p> <p>Activity – Cut and stick – to pick out what study tips will work for them.</p> <p>Activity – Interactive Learning Style Quiz – PowerPoint</p> <p><i>Resources; Cut and Stick sheets, scissors, glue sticks, colour pencils.</i></p>
	2	<p><u>Note Taking 1.</u></p> <p>Activity - Memory challenge – discuss and assess importance of writing things down.</p> <p>Activity - Split into groups of 2/3 to discuss the best way of taking notes. Write ideas on post-it notes - stick on board – discuss.</p> <p>Taking notes PowerPoint.</p> <p>Practice as group – use a sample text and complete note taking.</p> <p><i>Resources; Post-it notes, sample text.</i></p>
	1	<p><u>Note Taking 2.</u></p> <p>Review note taking techniques.</p>

	<p>Activity – ‘The Meal’ text – students to highlight important parts in different colours.</p> <p>Group discussion – demonstrate how a mind-map could be used to condense information.</p> <p>Students to draw own mind-maps.</p> <p><i>Resources; Coloured pencils, A3 plain paper, Highlighters, ‘The Meal’ text.</i></p>
2	<p><u>Review Note taking.</u></p> <p>Return mind-maps and hand out the outline of a man.</p> <p>Students to use mind map to add details to outline.</p> <p>Practise note taking from a piece of text.</p> <p><i>Resources; Student’s mind-maps, Man outline, colour pencils.</i></p>
1	<p><u>Mind-Maps</u></p> <p>Explain what mind-maps are, why they work and what they can be used for – essay planning/revision/note taking etc.</p> <p>Mind-map PowerPoint.</p> <p>Give demo on board.</p> <p>Students to create mind-map on a subject of their choice.</p> <p><i>Resources; A3 plain paper, colour pencils.</i></p>
2	<p><u>Mnemonics</u></p> <p>Discuss ways that we use to help us to remember things – colour of rainbow etc.</p> <p>Mnemonics PowerPoint.</p> <p>Activity – make own mnemonic – how to spell a word – friend, February, rhythm etc. (rhythm helps your two hips move.)</p> <p><i>Resources; A3 plain paper, colour pencils.</i></p>
1	<p><u>Stress, Exams and Exam Techniques</u></p> <p>Stress questionnaire</p> <p>Discuss stress and how it affects people – ways to deal with it</p> <p>Stress and exams PowerPoint</p> <p>Look at different exam techniques – ‘On Exam Day’ PowerPoint</p>

	<p>2 <u>Review Study Skills</u></p> <p>Activity – Matching memory game. 2 sets of identical cards – half blu-tacked around room and the other half face down in the middle. 3 minutes to remember where cards are – take turns to turn over cards and remember where matching cards are.</p> <p>Class discussion – any questions?</p> <p>Activity – Lifeboat (problem solving).</p>
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RELIGIOUS STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 9	<p><u>Term 1</u> Peace and Conflict Marriage and the Family</p> <p><u>Term 2- changed to the new Edexcel specification B</u> Crime and Punishment Believing in God</p> <p><u>Term 3</u> Marriage and the Family</p>	GCSE style questions – 2 full questions per unit.
Year 10	<p><u>Term 1</u> Environmental and Medical Issues</p> <p><u>Term 2</u> Matters of Life and Death</p> <p><u>Term 3</u> PSHE</p>	GCSE style questions - 2 full questions per unit.

SPANISH

Topics Covered	Overview of Assessment
<p><i>Term 1 - Introduction of Target Language</i></p> <ul style="list-style-type: none"> • Introducing myself • Saying what I like • How do you say ... ? • Can I ... ? • What are the school rules? • How do you spell? • What do you fancy doing? • What can we do today? <p><i>Term 1 - Me, my family and my friends – where I live – what language do I speak</i></p> <ul style="list-style-type: none"> • possessive adjectives • use two verbs together/ Use of modal verb • <i>poder + infinitive</i> • <i>Vamos a + infinitive</i> • adjective agreement rules • <i>casarse/enfadarse/llevarse bien con</i> • adverbs of frequency • <i>gustar</i> • regular verbs using the infinitive • interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i> • <i>What/who is important to me</i> • <i>What do I like doing</i> <p><i>Term 2 - Home, town, neighbourhood and region</i></p> <ul style="list-style-type: none"> • <i>Hay</i> • <i>The present tense – I live/he/she lives</i> • Prepositions • use two verbs together/ Use of modal verb • <i>Vamos a + infinitive</i> • comparatives <i>más que/menos que</i> • expressions of quantity • <i>los que/las que + verb</i> • interrogatives <i>dónde</i> and <i>por qué</i> • <i>poder + infinitive</i> <p><i>Term 2 - Free time activities</i></p> <ul style="list-style-type: none"> • consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> • extend range of two verbs together 	<p>Each term</p> <p>Listening, Reading, Writing and Speaking.</p>

- adverbs such as *por lo general/normalmente*
- clauses introduced by *cuando* and *si* (y9)
- *Dónde/ con quien/cuando*
- *Past tense – it was/I went*

Term 3- My studies

- *Me gusta + infinitive*
- *tener que/deber + infinitive*
- *hay que + infinitive* (compulsory subjects)
- *porque* to express reasons
- More present tense
- perfect tense, some irregular verbs
- The future tense – *voy a/ vamos a ...*
- two verbs together eg *ir a/ esperar/gustar más*
- reflexive verbs
- comparative and superlative in expressing opinions about subjects
- use of *tú* and *usted* in informal/formal exchanges (Y9)

Term 3 - Customs and festivals/ in Spanish speaking countries/communities. Spanish movies.

- preterite tense rules – regular and common irregular verbs (*ser, estar, tener, hacer, ir*)
- reflexive verbs in preterite; perfect and imperfect tenses together
- describing a past event/festival; actions and opinions
- talking about movies – use of the future tense
- More use of describing words

KEY STAGE 5

ENGLISH LANGUAGE

Year 12

Topics Covered	Overview of Assessment
<p>AS ENGLISH LANGUAGE (Edexcel)</p> <p>Component 1 - Language: Context and Identity</p> <p>Throughout this component students will cover a wide range of texts and focus on how language varies, depending on</p> <ul style="list-style-type: none">• mode• field• function• audience <p>Students will study how the key language frameworks of pragmatics and discourse contribute to meaning in spoken and written English, as well as the following: graphology, morphology, lexis, semantics, syntax, phonetics, phonology and prosody.</p> <p>Language and Context focuses on how contexts of production and reception affect language choices, causing language variation.</p> <p>Language and Identity focuses on how language choices can reflect and create identities.</p> <p>Component 2 - Child Language</p> <p>This component focuses on the ways in which speech develops and the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading and learning to write. Students will analyse both written and spoken data, and will learn about relevant children's language development theories.</p> <p>PUBLIC EXAMINATION</p> <p>Begin A Level course</p>	<p>Examination (Paper 1): 1 hour and 30 mins</p> <p>Weighting : 50% of AS (50 marks)</p> <p>Section A (25 marks): Language and Context</p> <p>One compulsory question on a small set of thematically linked unseen data; students produce an extended comparative response.</p> <p>Section B (25 marks): Language and Identity</p> <p>One compulsory question on unseen 21st century data.</p> <p>Examination (Paper 2): 1 hour and 30 mins</p> <p>Weighting : 50% of AS (50 marks)</p> <p>Section A (20 marks)</p> <p>Creative response to one short piece of unseen written data</p> <p>Section B (30 marks)</p> <p>Extended response to one longer set of unseen spoken data</p>

Topics Covered	Overview of Assessment
<p><u>A Level ENGLISH LANGUAGE (Edexcel)</u></p> <p>Component 1</p> <p>Language Variation</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • how language varies depending on mode, field function and audience; • how language choices can create personal identities; • language variation in English from c1550 (the beginnings of Early Modern English) to the present day. <p>Students will study how the key language frameworks (pragmatics and discourse) contribute to meaning in spoken and written English, as well as the following language levels: graphology, morphology, lexis, semantics, syntax, phonetics, phonology and prosody.</p> <p>Component 2</p> <p>Child Language</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • spoken language acquisition and how children learn to write between the ages of 0 and 8; • the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading; • appropriate theories of children’s language development. 	<p>Examination: 2 hours and 15 mins</p> <p>Weighting: 35% of total A level (60 marks)</p> <p>Section A (30 marks): Individual Variation</p> <p>One question on two unseen 21st century texts/data; students produce an extended comparative response.</p> <p>Section B (30 marks): Variation Over Time</p> <p>One question on two thematically linked unseen texts/data, from two different periods; students produce an extended comparative response.</p> <p>Examination: 1 hour</p> <p>Weighting : 20% of total A level (45 marks)</p> <p>One question based on a set of unseen data – <i>either</i> spoken or written; students produce an extended response.</p>

<p>Component 3</p> <p>Investigating Language</p> <p>Students will:</p> <ul style="list-style-type: none"> • select a research focus from five topic areas; • develop their research and investigation skills; • undertake a focused investigation; • apply their knowledge of language levels and concepts developed through the whole course; • develop their personal language specialism. <p>Non-exam assessment (coursework)</p> <p>Crafting Language</p> <p>Students will:</p> <ul style="list-style-type: none"> • research a selected genre; • demonstrate their skills as writers within their selected genre, crafting texts for different audiences and /or purposes; • reflect on their research and writing in an accompanying commentary. <p>PUBLIC EXAMINATION</p>	<p>Examination: 1 hour and 45 mins</p> <p>Weighting: 25% of total A level (45 marks)</p> <p>Section A (15 marks)</p> <p>One question on unseen data; students answer the question on the sub-topic they have researched.</p> <p>Section B (30 marks)</p> <p>One evaluative question; students produce an extended response to the question on the sub-topic they have researched, and must make connections with data from their investigation.</p> <p>Internally-assessed</p> <p>Weighting: 20% of total A level (50 marks)</p> <p>Students produce two assignments.</p> <ul style="list-style-type: none"> • Assignment 1 (30 marks): two pieces of original writing from the same genre, differentiated by function and/or audience; the advisory word count is 1500-2000 words. • Assignment 2 (20 marks): one commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken; the advisory word count is 1000 words.
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ENGLISH LITERATURE

Year 12

Topics Covered	Overview of Assessment
<p>AS ENGLISH LITERATURE (AQA Spec B)</p> <p>Paper 1</p> <p>Literary Genres: Drama</p> <p>There is a choice of genres; we have opted for Aspects of Tragedy.</p> <p>Students will study two texts:</p> <ul style="list-style-type: none">• <i>Othello</i> by William Shakespeare (Oxford School Shakespeare, ISBN 978-0-198-32873-5)• <i>Death of a Salesman</i> by Arthur Miller (Penguin, ISBN 978-0-141-18274-2) <p>Paper 2</p> <p>Literary Genres: Prose and Poetry</p> <p>There is a choice of genres; we have opted for Aspects of Tragedy.</p> <p>Students will study two texts:</p> <ul style="list-style-type: none">• A selection of Thomas Hardy poetry• <i>The Great Gatsby</i> by F. Scott Fitzgerald (Penguin, ISBN 978-0-141-18263-6)	<p>Examination: 1 hour and 30 mins (<i>closed book</i>)</p> <p>Weighting: 50% of AS (50 marks)</p> <p>Section A (25 marks):</p> <p>One passage-based question on the Shakespeare text (<i>Othello</i>).</p> <p>Section B (25 marks):</p> <p>One essay question on a drama set text (<i>Death of a Salesman</i>).</p> <p>Examination: 1 hour and 30 mins (<i>open book</i>)</p> <p>Weighting : 50% of AS (50 marks)</p> <p>Section A (25 marks)</p> <p>One passage-based question on the poetry set text (Thomas Hardy)</p> <p>Section B (25 marks)</p> <p>One essay question on the prose set text (<i>The Great Gatsby</i>)</p>

Topics Covered	Overview of Assessment
<p>A Level ENGLISH LITERATURE (AQA Spec B)</p> <p>Paper 1: Literary Genres</p> <p>There is a choice of literary genres; we have opted for Aspects of Tragedy.</p> <p>Students will study three texts:</p> <ul style="list-style-type: none"> • <i>Othello</i> by William Shakespeare • <i>Death of a Salesman</i> by Arthur Miller • a pre-1900 text: <i>Tess of the D'Urbervilles</i> by Thomas Hardy <p>Paper 2: Texts and Genres</p> <p>The genre we have chosen is:</p> <p>Elements of political and social protest writing</p> <p>Three texts will be studied:</p> <ul style="list-style-type: none"> • one post-2000 prose text: <i>The Kite Runner</i> by Khaled Hosseini • one poetry text (pre-1900): <i>Songs of Innocence and of Experience</i> by William Blake • one text from any genre: <i>The Handmaid's Tale</i> by Margaret Atwood <p>Non-exam assessment</p> <p>Theory and Independence</p> <p>Students study two texts (one poetry and one prose), informed by study of a critical anthology supplied by AQA.</p>	<p>Examination: 2 hours and 30 mins (closed book)</p> <p>Weighting: 40% of total A level (75 marks)</p> <p>Section A (25 marks)</p> <p>One passage-based question on the Shakespeare text (<i>Othello</i>).</p> <p>Section B (25 marks)</p> <p>One essay question covering the other two texts (<i>Death of a Salesman</i> and <i>Tess of the D'Urbervilles</i>).</p> <p>Examination: 3 hours (open book)</p> <p>Weighting: 40% of total A level (75 marks)</p> <p>Section A (25 marks)</p> <p>One compulsory question on an unseen passage.</p> <p>Section B (25 marks)</p> <p>One essay question on one of the set texts.</p> <p>Section C (25 marks)</p> <p>One essay question covering the other two texts.</p> <p>Internally assessed</p> <p>20% of total A Level (50 marks)</p> <p>Two essays of 1250-1500 words, each responding to a different text and linking to a different aspect of the critical anthology.</p>

MATHEMATICS

Year 12 (2017 specification)

Topics Covered	Overview of Assessment
<p>Year 1/AS Mathematics course, including:</p> <p><u>Pure Mathematics</u></p> <ul style="list-style-type: none"> • Algebra and Functions • Coordinate Geometry • Further Algebra • Trigonometry • Vectors • Differentiation • Integration <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Statistical Sampling • Data representation and interpretation • Probability • Statistical distribution • Statistical hypothesis testing <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Quantities and units in mechanics • Kinematics • Forces and Newton's laws 	<p>AS examinations are</p> <ul style="list-style-type: none"> • 2 hr paper in Pure Mathematics • 1 ¼ hr paper in Statistics and Mechanics. <p>Non-AS students will be assessed using a similar format in Pure Mathematics at PPE1 but there will be no terminal examination.</p> <p>During the year there will be an Essential Skills test early in the Autumn term and periodic Unit Tests throughout the course.</p>

Year 13 (2010 specification)

Topics Covered	Overview of Assessment
<p>The Year 2 course covers:</p> <p><u>Core 3</u></p> <ul style="list-style-type: none"> • Numerical Methods • Trigonometry • Differentiation • Integration • <p><u>Core 4</u></p> <ul style="list-style-type: none"> • Algebraic Fractions • Coordinate geometry • Binomial expansion 	<p>A2 public examinations are</p> <ul style="list-style-type: none"> • Three 1 ½ hr papers in Core 3, Core 4 and one applied mathematics module <p>During the year there will be periodic Unit Tests throughout the course.</p> <p>There will be a PPE examination before February half term examining content covered up to that point</p>

<ul style="list-style-type: none"> • Differentiation & Integration • Vectors <p>Students will then study one further Applied Mathematics module from</p> <ul style="list-style-type: none"> • Mechanics 1 • Mechanics 2 • Statistics 1 • Statistics 2 	
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Year 13 (2017 specification)

Topics Covered	Overview of Assessment
<p>The Year 2 course covers:</p> <p><u>Pure Mathematics</u></p> <ul style="list-style-type: none"> • Mathematical proof • Algebraic and partial fractions • Functions and modelling • Series and sequences • The binomial theorem • Trigonometry • Parametric equations • Differentiation & Integration • Numerical methods • Vectors <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Regression and correlation • Probability • The Normal Distribution <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Applications of kinematics • Moments • Forces at any angle • Application of forces • Further kinematics 	<p>A2 examinations are</p> <ul style="list-style-type: none"> • Two 2 hr papers in Pure Mathematics (all content) • One 2 hr paper in Statistics and Mechanics. <p>During the year there will be periodic Unit Tests throughout the course.</p>

FURTHER MATHEMATICS

Year 12 (2017 specification)

Topics Covered	Overview of Assessment
<p>Year 1 Further Mathematics:</p> <p><u>Further Pure Mathematics</u></p> <ul style="list-style-type: none"> • Complex numbers • Matrices • Algebra and functions • Series • Proof • Vectors • Calculus <p><u>Further Statistics1</u></p> <ul style="list-style-type: none"> • Poisson and binomial distributions • Hypothesis testing • Chi squared tests 	<p>Students will be assessed internally at AS-level standard during Year 12 but there will be no terminal public examination.</p> <p>During the year there will be an Essential Skills test early in the Autumn term and periodic Unit Tests throughout the course.</p>

Year 13 (2017 specification)

Topics Covered	Overview of Assessment
<p>The Year 2 course covers:</p> <p>Year 2 Further Mathematics:</p> <p><u>Further Pure Mathematics</u></p> <ul style="list-style-type: none"> • Further Complex numbers • Hyperbolic functions • Polar coordinates • Further algebra and functions • Further calculus • Differential equations • Calculus <p><u>Further Mechanics 1</u></p> <ul style="list-style-type: none"> • Momentum & Impulse • Work, Energy & Power • Elastic collisions in one or two dimensions • Elastic springs and strings, and elastic energy 	<p>A-level examinations are</p> <ul style="list-style-type: none"> • Two 1½ hr papers in Pure Mathematics (all content) • One 1½ hr paper in Further Statistics • One 1½ hr paper in Further Mechanics. <p>During the year there will be periodic Unit Tests throughout the course.</p>

USING AND APPLYING MATHEMATICS

Year 12

Topics Covered	Overview of Assessment
<p>In Using and Applying Mathematics, students study the following topics:</p> <p><u>Compulsory content:</u></p> <ul style="list-style-type: none"> • Analysis of data • Maths for personal finance • Estimation <p><u>Option 1: Statistical techniques</u></p> <ul style="list-style-type: none"> • Critical analysis of given data and models • The normal distribution • Probabilities and estimation • Correlation and regression 	<p>There are two 1 ½ hr terminal papers:</p> <p>Paper 1: compulsory content</p> <p>Paper 2: statistical techniques</p> <p>These lead to a Level 3 qualification “Level 3 Mathematical Studies” from Edexcel, equivalent in value to an AS-level.</p> <p>There will be periodic topic testing throughout the course.</p>

BIOLOGY

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <p>Disease may be caused by pathogens</p> <p>Structure of carbohydrates and proteins Biochemical tests for Proteins and carbohydrates</p> <p>Enzymes: Action of enzymes, Enzyme properties</p> <p>Structure of digestive system, Carbohydrate digestion , absorption of products of digestion</p> <p>Structure of Prokaryotic cell</p> <p>Cholera and its treatment</p> <p>Principles of Immunology: Humoral and cellular responses Vaccines Monoclonal antibodies Evaluate scientific methods, evidence and data Ethical issues associated with use of vaccines</p> <p>Cells: Cell structure, Eukaryotic cells Differential centrifugation, Electron microscopy , Structure of lipids, Plasma membranes, Diffusion Osmosis, Use of mean and standard deviation Active transport, Absorption</p> <p>Lungs: Lung function The biological basis of lung disease</p> <p>Heart: Heart structure and function The biological basis of heart disease Analysis of data: risk factors associated with coronary heart disease.</p>	<p>End of topic tests and pre public examination (Unit 1)</p> <p>(ongoing – ISA sessions after school leading to formal practical examination paper)</p> <p>End of topic tests and pre public examination (Unit 2)</p> <p>(ongoing – ISA sessions after school leading to formal practical examination paper)</p>

Term 2

DNA:

Structure of DNA

DNA and chromosomes(in eukaryotes and prokaryotes)

Replication of DNA

Genes and polypeptides

Mitosis

Cell cycle

Cancer and its treatment

Meiosis

Genetic diversity

Influence of selection, founder effect and genetic bottlenecks on genetic diversity

Antibiotics

Genetic variation in bacteria

Investigating variation

Random sampling

Use of mean and standard deviation

Causes of variation

Genetic factors, environmental factors

Species diversity: influence of deforestation and agriculture

Index of diversity: calculation

Principles of taxonomy (for negotiation)

Genetic comparisons; DNA, Proteins

Size and surface area

Cells:

Differences between plant and animal cells

Carbohydrates: structure and function of starch, glycogen and cellulose

Gas exchange in:

Single celled organism, insect, fish, dicot. Limiting water loss in : insects, Xerophytes

Mass transport: need for transport system, features of, pattern in mammal

The blood system

Haemoglobin: in different organisms

	<p>The passage of water through a plant: uptake apoplastic, symplastic. Transport through stem Factors affecting transpiration, potometers Xerophytes</p> <p>Principles of taxonomy</p> <p>Behaviour: Courtship and species recognition</p> <p><u>Term 3</u></p> <p>Nutrient cycles. (Nitrogen and Carbon)</p> <p>Succession</p> <p>Populations and ecosystems Investigating populations Variation in population size</p> <p>Succession</p> <p>Investigating biological problems</p> <p>Energy transfer and energy and food production</p> <p>Revision and Past paper practice</p>	
Year 13	<p><u>Term 1</u> Populations and Ecosystems</p> <p>ATP</p> <p>Inheritance</p> <p>Photosynthesis Light –dependent reaction Light –independent reaction Limiting factors</p> <p>Inheritance</p> <p>The Hardy-Weinburg principle</p> <p>Speciation and Selection</p>	<p>End of topic tests, skills based assessments and pre public examination (Unit 4)</p> <p>(ongoing – ISA leading to practical exam within lessons)</p> <p>End of topic tests, skills based assessments and pre public examination (Unit 5)</p> <p>(ongoing – ISA leading to practical exam within lessons)</p>

	<p>The genetic code</p> <p>Aerobic and anaerobic respiration</p> <p><u>Term 2</u></p> <p>Principles of co-ordination</p> <p>Receptors (Pacinian corpuscle and eye)</p> <p>Nerve impulses</p> <p>Synaptic transmission</p> <p>Reflex arc</p> <p>Genetic mutations</p> <p>Regulation of transcription and translation</p> <p>Gene cloning and transfer</p> <p>Control of heart rate, survival and response</p> <p><u>Term 3</u></p> <p>The sliding filament theory of muscle contraction.</p> <p>Muscles as effectors</p> <p>Gene therapy</p> <p>Medical diagnosis</p> <p>Genetic fingerprinting</p> <p>Principles of homeostasis, temperature control, control of blood glucose concentration</p> <p>Control of mammalian oestrus.</p> <p>Revision and examination paper practice.</p>	
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CHEMISTRY

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u> <u>Teacher 1</u> Bonding Shapes and Intermolecular forces <u>Teacher 2</u> Atomic structure Calculations</p> <p><u>Term 2</u> <u>Teacher 1</u> Energetics <u>Teacher 2</u> Group 2 and 7</p> <p><u>Term 3</u> <u>Teacher 1</u> Organic chemistry A2 Entropy (after return from AS examinations) <u>Teacher 2</u> Kinetics Spectroscopy A2 Kinetics</p>	<p>There will be a progress test every term. Students also complete past paper questions on each topic, on which they receive written feedback</p>
Year 13	<p><u>Term 1</u> <u>Teacher 1</u> Equilibria <u>Teacher 2</u> Redox</p> <p><u>Term 2</u> <u>Teacher 1</u> Carbonyl chemistry <u>Teacher 2</u> Transition metals</p> <p><u>Term 3</u> <u>Teacher 1</u> Nitrogen and benzene chemistry Organic synthesis <u>Teacher 2</u> Spectroscopy Acid/base equilibria</p>	<p>Each topic has an end of topic test using examination-style questions</p>

PHYSICS

<p>Year 12</p>	<p><u>Term 1</u></p> <p>Electric Circuits Scalars and Vectors Kinematics and Mechanics Energy Efficiency Generating Electricity</p> <p><u>Term 2</u></p> <p>Waves Introduction to Quantum Physics Particle Physics Communications and Sound</p> <p><u>Term 3</u></p> <p>Astronomy Revision Start A2 – Rockets, Circular Motion and Simple Harmonic Motion</p>	<p>End of topic tests and pre public examination (Unit 1)</p> <p>(ongoing – ISA and EMPA sessions after school leading to practical exam within lessons)</p> <p>End of topic tests and pre public examination (Unit 2)</p> <p>(ongoing – ISA and EMPA sessions after school leading to practical exam within lessons)</p>
<p>Year 13</p>	<p><u>Term 1</u></p> <p>Gravitational Fields Magnetic Fields Medical Physics and Imaging</p> <p><u>Term 2</u></p> <p>Molecular Kinetic Theory Thermodynamics Particle Accelerators Nuclear Radiation Nuclear Energy</p> <p><u>Term 3</u></p> <p>Revision</p>	<p>End of topic tests and pre public examination (Unit 4)</p> <p>(ongoing – ISA and EMPA sessions leading to practical exam within lessons)</p> <p>End of topic tests and pre public examination (Unit 5)</p> <p>(ongoing – ISA and EMPA sessions leading to practical exam within lessons)</p>

BTEC SCIENCE

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u> Teacher 1 will have taught and assessed Cytology topic. Working to assess the Chemistry topic Teacher 2 will have taught and assessed the Energy and working to assess Data storage</p> <p><u>Term 2</u> Unit 1 completed Teacher 1 will have taught and assessed Laboratory design Teacher 2 will have taught and assessed Safety and Qualitative analysis Unit 2 completed</p> <p><u>Term 3</u> Teacher 1 will have taught and assessed Separation and Purity Teacher 2 will have taught and assessed Analytical Techniques Unit 4 completed</p>	<p>Each topic contains an assignment brief which is assessed by the teacher.</p> <p>The assignment brief takes on average 2-4 weeks</p> <p>The assessed work is then Internally Verified, IV by the second member of staff with the teaching team.</p> <p>The lead internal verifier will take a sample of assessed work to also IV</p>
Year 13	<p><u>Term 1</u> Teacher 1 will have taught and assessed Crime and Media and Penal Policy topics. Teacher 2 will have taught and assessed the Extraction techniques working to assess Synthesis</p> <p><u>Term 2</u> Unit 31 completed Teacher 1 will have taught and assessed Biological Evidence Teacher 2 will have taught and assessed Synthesis and Further Qualitative Analysis Unit 22 completed</p> <p><u>Term 3</u> Teacher 1 will have taught and assessed Physical Evidence Teacher 2 will have taught and assessed Chemical Evidence Unit 31 completed</p>	<p>Each topic contains an assignment brief which is assessed by the teacher.</p> <p>The assignment brief takes on average 2-5 weeks</p> <p>The assessed work is then Internally Verified, IV by the second member of staff with the teaching team.</p> <p>The lead internal verifier will take a sample of assessed work to also IV</p>

ART and DESIGN

Year Group	Topics Covered	Overview of Assessment
Year 12	<p>Term 1 Completion of the Course work ; UNIT 1 Portfolio. 60% of the overall exam grade Drawing, observation, exploring materials, looking at artists writing about them. Creating an ambitious outcome or FINAL PIECE.</p> <p>Term 2 Refining portfolio and adding support work/a short project. Issue of UNIT 2 (the Controlled Test)</p> <p>Term 3 Refining and concluding all examination work and final pieces.</p>	<p>Individual work in response to the student's chosen topic. Milestones connected to each assessment criteria</p> <p>Individual work in response to the student's chosen exam question Milestones connected to each assessment criteria. A/S 10 hour examination</p> <p>Portfolio and controlled test marking And moderation</p>
Year 13	<p>Term 1 Completion of the Course work ; UNIT 3 Portfolio. 50% of the overall exam grade</p> <p>Term 2 Refining portfolio and adding support work. Issue of UNIT 4 (the Controlled Test)</p> <p>Term 3 Refining and concluding all examination work and final pieces.</p>	<p>Individual work in response to the student's chosen topic. Milestones connected to each assessment criteria</p> <p>Individual work in response to the student's chosen exam question Milestones connected to each assessment criteria. A2 15 hour 3 day examination</p> <p>Portfolio and controlled test marking And moderation</p>

BTEC BUSINESS

Year Group	Topics Covered	Overview of Assessment
Year 12: Level 3 BTEC Business (new specification)	<p><u>Term 1:</u></p> <p>Unit 27: Begin Work Experience placement preparation</p> <p>Unit 1: Exploring Business</p> <p><u>Term 2:</u></p> <p>Unit 1: Exploring Business</p> <p><u>Term 3:</u></p> <p>Unit 27: Conduct Work Experience</p>	<p>Coursework portfolio evidence and participation in work experience</p> <p>Coursework portfolio evidence</p> <p>Coursework portfolio evidence</p> <p>Reflect on own personal and professional development linked to work experience placement</p>
Year 13: Level 3 BTEC Business (legacy specification)	<p><u>Term 1:</u></p> <p>Unit 4: Business Communication</p> <p><u>Term 2:</u></p> <p>Unit 3: Introduction to Marketing</p> <p><u>Term 3:</u></p> <p>Unit 13: Recruitment and Selection in Business</p>	<p>Coursework portfolio evidence</p> <p>Coursework portfolio evidence</p> <p>Coursework portfolio evidence</p>

BUSINESS STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 12: AQA AS Business Studies Units 1-6	<p><u>Term 1:</u></p> <p>Unit 1: What is business? Topic covered:</p> <ol style="list-style-type: none"> 1. Understanding the nature and purpose of business 2. Understanding different business forms 3. Understanding that businesses operate within an external environment <p>Unit 2: Managers, leadership and decision making. Topics covered:</p> <ol style="list-style-type: none"> 1. Understanding management, leadership and decision making 2. Understanding management decision making 3. Understanding the role and importance of stakeholders <p><u>Term 2:</u></p> <p>Unit 3: Decision making to improve marketing performance. Topics covered:</p> <ol style="list-style-type: none"> 1. Setting marketing objectives 2. Understanding markets and customers 3. Making marketing decisions: segmentation, targeting and positioning 4. Making marketing decisions: using the marketing mix <p>Unit 4: Decision making to improve operational performance. Topics covered:</p> <ol style="list-style-type: none"> 1. Setting operational objectives 2. Analysing operational performance 3. Making operational decisions to improve performance: increasing efficiency and productivity 4. Making operational decisions to improve performance: improving quality 	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>

	<p>5. Making operational decisions to improve performance: managing inventory and supply chains</p> <p><u>Term 3:</u></p> <p>Unit 5: Decision making to improve financial performance. Topics covered:</p> <ol style="list-style-type: none"> 1. Setting financial objectives 2. Analysing financial performance 3. Making financial decisions: sources of finance 4. Making financial decisions: improving cash flow and profits <p>Unit 6: Decision making to improve human resource performance. Topics covered:</p> <ol style="list-style-type: none"> 1. Setting HR objectives 2. Analysing HR performance 3. Making HR decisions: improving organisational design and managing the human resource flow 4. Making HR decisions: improving motivation and engagement 5. Making HR decisions: improving employer-employee relations <p>Examination technique and revision of units 1-6</p>	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>
<p>Year 13: AQA A-Level Business Studies Units 7-10</p>	<p><u>Term 1:</u></p> <p>Unit 7: Analysing the strategic position of a business. Topics covered:</p> <ol style="list-style-type: none"> 1. Mission, corporate objectives and strategy 2. Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis 3. Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance 4. Analysing the external environment to assess opportunities and threats: political and legal change 	<p>End of unit milestone</p>

	<p>5. Analysing the external environment to assess opportunities and threats: Economic change</p> <p>6. Analysing the external environment to assess opportunities and threats: social and technological</p> <p>7. Analysing the external environment to assess opportunities and threats: the competitive environment</p> <p>8. Analysing strategic options: investment appraisal</p> <p>Unit 8: Choosing strategic direction. Topic covered:</p> <p>1. Strategic direction: choosing which markets to compete in and what products to offer</p> <p>2. Strategic positioning: choosing how to compete</p> <p><u>Term 2:</u></p> <p>Unit 9: Strategic methods: how to pursue strategies. Topics covered:</p> <p>1. Assessing a change in scale</p> <p>2. Assessing innovation</p> <p>3. Assessing internationalisation</p> <p>4. Assessing greater use of digital technology</p> <p>Unit 10: Managing strategic change. Topics covered:</p> <p>1. Managing change</p> <p>2. Managing organisational culture</p> <p>3. Managing strategic implementation</p> <p>4. Problems with strategy and why strategies fail</p> <p><u>Term 3:</u></p> <p>Examination technique and revision of units 1-10</p>	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>
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COMPUTER SCIENCE

Year Group	Topics covered	Assessment Overview
12 AQA 7516	<u>Autumn Term</u> Fundamentals of programming Problem Solving Data Representation Hardware and software <u>Spring Term</u> Fundamentals of programming Computer organisation and architecture Communications <u>Summer Term</u> Revision	Topic tests Exam questions Topic tests Exam questions Past papers
13 AQA 7517	<u>Autumn Term</u> Big Data Fundamentals of databases Preparing for NEA NEA <u>Spring Term</u> Consolidating theory <u>Summer Term</u> Revision for Exams	

DESIGN AND TECHNOLOGY

Year Group	Topics Covered	Overview of Assessment
Year 12	<ul style="list-style-type: none"> - Term 1: Exam 1, 'technical principles'. - Introduction and communication, presentation skills. - Focused practical task, speaker project with RM / product design focus. - Delivery of 'product analysis' content for exam 2. - Introduce NEA unit, begin, analysis, research. - Google Sketchup development and 3D printing. - Term 2: Exam 2, 'designing and making principles'. - Continuation of NEA unit, ideas, development and plan for manufacture. - Delivery of 'commercial manufacture content for exam 2. - Term 3: Exam 2 'designing and making principles'. - Completion of NEA unit, manufacture, evaluation, testing and commercial manufacture. <p>Begin A2 Design and manufacture project (to be agreed with D&T teacher): analysis, client and research.</p> <p>Textbook for success: 'AQA AS/A-Level Design and Technology: Product Design', ISBN = 1510414088. Will Potts, Hodder. 2017</p>	<ul style="list-style-type: none"> - Three components: - 2 x exams and 1 x NEA (coursework, non-exam assessment) - Exam1 = technical principles, 2.5hrs paper, 30% of grade, short and extended answers. - Exam2 = designing and making principles, 1.5hrs paper, 20%, of grade, short and extended answers (product analysis & commercial manufacture). - (NEA) = Design & manufacture: 3D product, a practical application of technical principles, designing and making principles, 50% of A Level. - January Pre public Examination - March Pre Public Examinations
Year 13	<p><u>Last year of year 13 for: AQA Design and Technology: Product Design (3D) (2550).</u></p>	<ul style="list-style-type: none"> - Weekly assessment of theory questions - January Pre public Examination - March Pre Public Examinations - Submit PROD4 Assignment

	<p>Term 1, Begin PROD4 design and manufacture activity: analyse, research, design and develop a 3D product as agreed with D&T teacher.</p> <p>Term 2, Complete PROD4 design and manufacture activity: modelling, making, testing, client feedback, evaluation and commercial considerations.</p> <p>Term 3, Prepare / revision for final examination PROD3.</p> <p>Textbook for success: 'AQA Design & Technology: Product Design (3-D Design) AS/A2 (Aqa Design for a Level)', ISBN = 0748782575. Will Potts, Oxford. 2008</p>	<p>- Summer Exams for PROD3</p>
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ECONOMICS

Year Group	Topics Covered	Overview of Assessment
Year 12: Edexcel Economics A – Themes 1 and 2	<p><u>Term 1:</u></p> <p>Theme 1: Introduction to markets and market failure. Topics covered:</p> <ol style="list-style-type: none"> 1. The nature of economics 2. The nature of demand 3. The nature of supply 4. How markets work: price determination 5. How markets work: the price mechanism in action <p>Theme 2: The UK economy – performance and policies. Topics covered:</p> <ol style="list-style-type: none"> 1. Measures of economic performance: economic growth 2. Measures of economic performance: inflation, unemployment and the balance of payments 3. Aggregate demand 4. Aggregate supply <p><u>Term 2:</u></p> <p>Theme 1: Introduction to markets and market failure. Topics covered:</p> <ol style="list-style-type: none"> 1. Market failure and externalities 2. Market failure: public goods and information gaps 3. Government intervention and government failure <p>Theme 2: The UK economy – performance and policies. Topics covered:</p> <ol style="list-style-type: none"> 1. National income and macroeconomic equilibrium 2. Economic growth 3. Macroeconomic policy objectives 	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>

	<p>4. Macroeconomic policies</p> <p><u>Term 3:</u></p> <p>Examination technique and revision for Theme 1 and Theme 2</p>	
Year 13: Edexcel Economics A – Themes 3 and 4	<p><u>Term 1:</u></p> <p>Theme 3: Business behaviour and the labour market. Topics covered:</p> <ol style="list-style-type: none"> 1. Business growth 2. Market structure: perfect competition and monopoly 3. Market structure: monopolistic competition and oligopoly 4. Pricing strategies and contestable markets <p>Theme 4: A global perspective. Topics covered:</p> <ol style="list-style-type: none"> 1. Globalisation and trade 2. Trading blocs and restrictions on trade 3. The balance of payments and exchange rates 4. Poverty and inequality in developed and developing countries 5. Emerging and developing countries <p><u>Term 2:</u></p> <p>Theme 3: Business behaviour and the labour market. Topics covered:</p> <ol style="list-style-type: none"> 1. The labour market 2. Government intervention to promote competition <p>Theme 4: A global perspective. Topics covered:</p> <ol style="list-style-type: none"> 1. Promoting growth and development 2. The financial sector 3. The role of the central bank 4. The role of the state in the macroeconomy <p><u>Term 3:</u></p> <p>Examination technique and revision for Themes 1-4</p>	<p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p> <p>End of unit milestone</p>

FRENCH

Year Group	Topics Covered	Overview of Assessment									
Year 12	<p>TERM 1 Theme 1: Aspects of French-speaking society: current trends. Unit 1: La famille en voie de changement Unit 2 : la ‘cyber société’ Unit 3 : le rôle du bénévolat</p> <p>TERM 2 Theme 2: Artistic culture in the French-speaking world. Unit 4: une culture fière de son patrimoine Unit 5 : la musique francophone contemporaine Unit 6 : le septième art</p> <p>Film study : Au Revoir les enfants</p> <p>TERM 3 Split AS/ A Level Research and presentation (student own topics) Skills development – translation, essay writing,</p>	<table border="1"> <thead> <tr> <th data-bbox="940 353 1102 423">Skills/ Application</th> <th data-bbox="1102 353 1441 423">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 423 1102 640"> TERM 1 Grammar Translation Summary Role plays </td> <td data-bbox="1102 423 1441 640"> Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review </td> </tr> <tr> <td data-bbox="940 640 1102 1032"> TERM 2 Essay writing Translation Summary Listen + Reading Discussion Exam technics Role plays </td> <td data-bbox="1102 640 1441 1032"> PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review </td> </tr> <tr> <td data-bbox="940 1032 1102 1285"> TERM 3 Research Exam technics </td> <td data-bbox="1102 1032 1441 1285"> Grammar and vocabulary tests Stepped / scaffolded research PLC Review </td> </tr> </tbody> </table>	Skills/ Application	Assessment	TERM 1 Grammar Translation Summary Role plays	Grammar and vocabulary tests. Translations/summaries Past/ practice paper PLC Review	TERM 2 Essay writing Translation Summary Listen + Reading Discussion Exam technics Role plays	PPE 1-2 Grammar and vocabulary tests Past/ practice papers PLC Review	TERM 3 Research Exam technics	Grammar and vocabulary tests Stepped / scaffolded research PLC Review	
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Year 13	<p>TERM 1 Theme 3: Aspects of French-speaking society current issues. Unit 7: Les aspects positifs d’une société diverse Unit 8 : Quelle vie en France pour les marginalisés ? Unit 9 : Comment on traite les criminels</p> <p>Literature : Molière, Le Tartuffe.</p> <p>TERM 2 Theme 4: Aspects of political life in the French-speaking world Unit 10: les ados, le droit de vote et l’engagement politique Unit 11 : manifestations et grèves – a qui le pouvoir ? Unit 12 : la politique et l’immigration</p> <p>TERM 3</p>	<table border="1"> <thead> <tr> <th data-bbox="940 1296 1102 1364">Skills/ Application</th> <th data-bbox="1102 1296 1441 1364">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 1364 1102 1722"> TERM 1 Exam preparation and technics Presentation skills Listening + reading Essays </td> <td data-bbox="1102 1364 1441 1722"> Grammar and vocabulary tests PLC Review </td> </tr> <tr> <td data-bbox="940 1722 1102 1973"> TERM 2 Translation Listening + reading </td> <td data-bbox="1102 1722 1441 1973"> Grammar and vocabulary tests PPE 1-2 Translations PLC Review </td> </tr> <tr> <td data-bbox="940 1973 1102 2042"> TERM 3 </td> <td data-bbox="1102 1973 1441 2042"></td> </tr> </tbody> </table>	Skills/ Application	Assessment	TERM 1 Exam preparation and technics Presentation skills Listening + reading Essays	Grammar and vocabulary tests PLC Review	TERM 2 Translation Listening + reading	Grammar and vocabulary tests PPE 1-2 Translations PLC Review	TERM 3		
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TERM 3											

	Themes 1 & 2 revisited : Unit 13: l'approfondissement		Grammar and vocabulary tests
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GEOGRAPHY

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u> Urban environments Hazards</p> <p><u>Term 2</u> Coasts Changing places</p> <p><u>Term 3</u> Geographical skills</p>	Specimen exam questions used as mini milestones, full milestones and class and home activity tasks.
Year 13	<p><u>Term 1</u> Water and Carbon cycles Global systems & Governance</p> <p><u>Term 2</u> Water and Carbon cycles Global systems & Governance</p> <p><u>Term 3</u> Revision & Examination practice</p>	<p>Specimen exam questions used as mini milestones, full milestones and class and home activity tasks.</p> <p>NEA 20% individual project written up.</p>

GERMAN

Year Group	Topics Covered	Overview of Assessment
Yea 12	<p>'AQA German A Level Year 1 and AS'.</p> <p><u>Term 1</u></p> <p>Chapter 1: Different family set-ups</p> <p>Chapter 4: Festivals and traditions</p> <p>Set film: 'Almanya'</p> <p><u>Term 2</u></p> <p>Chapter 2: The digital world</p> <p>Chapter 3: Youth Culture: Fashion, music and television</p> <p>Chapter 5: Art and Architecture</p> <p>Set film: 'Almanya'</p> <p><u>Term 3</u></p> <p>Chapter 6: Cultural life in Berlin, then and now</p> <p>'AQA German A Level Year 2'</p> <p>Chapter 1: Migration</p> <p>Introduction to set text 'Der Besuch der alten Dame' by Dürrenmatt</p>	<p><u>First Half of Autumn Term</u></p> <p>Reading, Writing & Listening Test</p> <p>PLC Review</p> <p><u>Second Half of Autumn Term</u></p> <p>Reading, Writing & Listening Test</p> <p>PLC Review</p> <p><u>First Half of Spring Term</u></p> <p>Reading, Writing & Listening Test</p> <p>PLC Review</p> <p><u>Second Half of Spring Term</u></p> <p>Reading, Writing, Listening & Speaking Tests</p> <p>PLC Review</p> <p><u>First Half of Summer Term</u></p> <p>PLC Review</p> <p><u>Second Half of Summer Term</u></p> <p>Speaking Test</p>
Year 13	<p>'AQA German A Level Year 2'</p> <p><u>Term 1</u></p> <p>Chapter 2: Integration</p>	<p><u>First Half of Autumn Term</u></p> <p>Reading, Writing & Listening Test</p>

	<p>Chapter 3: Racism</p> <p>Chapter 4: Germany and the European Union</p> <p>Set film: 'Almanya'</p>	<p>PLC Review</p> <p><u>Second Half of Autumn Term</u></p> <p>Reading, Writing & Listening Test</p> <p>PLC Review</p>
	<p><u>Term 2</u></p> <p>Chapter 5: Young people and politics</p> <p>Set film: 'Almanya'</p>	<p><u>First Half of Spring Term</u></p> <p>Reading, Writing, Listening & Speaking Test</p> <p>PLC Review</p>
	<p>Chapter 6: Reunification and its consequences</p> <p>Set film: 'Almanya'</p>	<p><u>Second Half of Spring Term</u></p> <p>Reading, Writing, Listening & Speaking Tests</p> <p>PLC Review</p>
	<p><u>Term 3</u></p> <p>Revision</p>	<p><u>First Half of Summer Term</u></p> <p>Examinations</p>

HISTORY

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <ul style="list-style-type: none"> - Religious Change (Edward & Mary) - Elizabeth and Religion - Rebellion and unrest (Edward & Mary) - Elizabeth's management of financial, economic and social affairs - The establishment and development of the Weimar Republic: 1919–Jan 1933 - The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939 <p><u>Term 2</u></p>	<p>There will be, on average, two past exam paper questions set for each module each half term.</p>

	<ul style="list-style-type: none"> - The stability of the monarchy (Edward & Mary) - The nature of Elizabeth's monarchy, government and parliament - The impact of war and defeat on Germany: 1939–1949 - (Start) Divided Germany: The Federal Republic and the DDR 1949–1963 <p><u>Term 3</u></p> <ul style="list-style-type: none"> - (Finish) Divided Germany: The Federal Republic and the DDR 1949–1963 - Elizabethan later years - Revision 	
Year 13	<p><u>Term 1</u></p> <p>Coursework</p> <p>African American Civil Rights</p> <p><u>Term 2</u></p> <p>Coursework</p> <p>Native American Civil Rights</p> <p>Trade Union Civil Rights</p> <p><u>Term 3</u></p> <p>Women's Civil Rights</p> <p>Trade Union Civil Rights</p> <p>Revision</p>	<p>N.B. The Elizabeth module is the coursework element of the course so is not assessed through milestones.</p> <p>There will be, on average, two past exam paper questions set for each topic of the American Civil Rights module.</p>

ICT AND CAMBRIDGE TECHNICAL ICT

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <p>ICT: Unit 1 – Problem Solving in a Digital World</p> <p>ICT Cambridge Technical: Unit – Social Media for Business</p> <p><u>Term 2</u></p> <p>ICT: Unit 2 – Living in a Digital World</p> <p>ICT Cambridge Technical: Mandatory unit on Employability</p> <p><u>Term 3</u></p> <p>ICT: Examination preparation</p> <p>ICT Cambridge Technical: Mandatory Unit on Computer Systems</p>	Coursework
Year 13	<p><u>Term 1</u></p> <p>ICT: Unit 4 – coursework</p>	Coursework

	<p>ICT Cambridge Technical: Animation unit <u>Term 2</u> ICT: Unit 3 – The use of ICT in a Digital World ICT Cambridge Technical: Ecommerce unit. <u>Term 3</u> ICT: Examination preparation ICT Cambridge Technical: Gaming technologies unit.</p>	
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LAW

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Introduction to the ELS: civil and criminal law, outline of court system, legal rules, sources of law and rule of law • Parliamentary law making • Delegated legislation • Statutory interpretation • Judicial precedent • Law reform • Civil dispute resolution • Criminal courts • Legal personnel • Access to justice and funding • judiciary <p><u>Term 2</u></p> <p>Paper 1 Criminal Law</p> <p>Paper 2 Tort Law</p> <p><u>Term 3</u></p> <p>Revision</p> <p>Case Law</p> <p>Identifying elements of Law</p> <p>Developing Ao3 skills</p>	<ul style="list-style-type: none"> • This will be a range of exam questions from past papers • Students will be assessed on MC, 5 mark, 10 mark, 15 mark and 30 mark questions. • student will be expected to prepare revision and assessment will take place in exam conditions. • Feedback will be given by teacher, including suggestions for improvement • DIRT time for students with opportunity to complete 'green pen' feedback. • Assessments will be Half term Mile stone assessments and homework based tasks.
Year 13	<p><u>Term 1</u></p> <p>ELS</p> <p>Concepts of Law: Justice, fault, morality, competing interests</p> <p><u>Term 2</u></p>	<p>This will be a range of exam questions from past papers</p> <ul style="list-style-type: none"> • Students will be assessed on MC, 5 mark, 10 mark, 15 mark and 30 mark questions. • student will be expected to prepare revision and assessment will take place in exam conditions.

	<p>EU LAW</p> <p>Paper 3: Human rights</p> <p><u>Term 3</u></p> <p>Revision of paper 1, 2 and 3</p>	<ul style="list-style-type: none"> • Feedback will be given by teacher, including suggestions for improvement • DIRT time for students with opportunity to complete 'green pen' feedback. • Assessments will be Half term Mile stone assessments and homework based tasks.
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BTEC MEDIA STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 12	<p>Unit 1: Media Representation</p> <p>Content:</p> <ul style="list-style-type: none"> • Understand the concept of representation • Understand media theories linked to representation • Understand the construction of media messages • Recognise the stylistic codes used in order to create media representations. <p>Unit 8: Responding to a Commission</p> <p>Content:</p> <ul style="list-style-type: none"> • Understand how to respond to a commission brief with ideas based on required content, style, audience, purpose and approach proposed by the client. • Develop ideas in response to a brief and communicate them effectively. 	<p>Practice questions</p> <p>Practice assignments</p> <p><u>Summer examinations</u></p> <p>Unit 1: Onscreen exam set and marked by Pearson.</p> <p>Two hours</p> <p>80 Marks</p> <p>Unit 8: A task set and marked by Pearson and completed under supervised conditions.</p> <p>Consists of Parts A and B</p> <p>Part A: learners will be provided with a commission for a media production two weeks before the supervised assessment period.</p> <p>Part B: A task completed in 5 hours under supervised conditions.</p> <p>Written submission marked by Pearson.</p> <p>75 marks.</p>
Year 13	<p>Note: Units 4 and 10 run alongside each other to form a project. The students research the Film and television industry and then complete a practical production.</p>	<p>Students submit a portfolio of work for each unit. These are assessed internally.</p>

	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Research into genre and preproduction processes. • Begin to plan production. • Complete preproduction documentation. <p>(Over the Christmas break, scenes must be shot.)</p> <p><u>Term 2</u></p> <ul style="list-style-type: none"> • Production blogs and evaluations. • Editing of footage and postproduction of film. • Postproduction documentation. <p><u>Term 3</u></p> <ul style="list-style-type: none"> • Editing of footage and postproduction of film. • Postproduction documentation. 	
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MEDIA STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <p>The four key media concepts (Media Forms, Representation, Audiences, Institutions.)</p> <p>Coursework: choose production brief and complete research and planning.</p> <p><u>Term 2</u></p> <p>Broadcast / lifestyle / news case studies</p> <p>Examination practice</p> <p>Coursework practical pieces</p> <p><u>Term 3</u></p> <p>Coursework evaluation</p> <p>Revise key concepts and case studies for examination.</p>	Past papers
Year 13	<p><u>Term 1</u></p> <p>Identities and New Digital Media case studies</p> <p>Coursework practical investigation</p> <p>Coursework linked production</p> <p><u>Term 2</u></p> <p>Unseen media texts practice papers</p> <p>Develop identities and new digital media case studies</p> <p>Complete coursework</p> <p><u>Term 3</u></p> <p>Examination revision</p>	Past papers

MUSIC – no uptake this year

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <p><u>Term 2</u></p> <p><u>Term 3</u></p>	<p>Throughout the course of the year, students study the set works for the AS exam, conduct interim performances and develop one composition. The Solo Performance programme (5-6 mins) is recorded in or before April, the Composition is recorded and completed before April. The Listening exam, including the analysis of the set works is in June. Throughout the year, students work is continually assessed in-line with Edexcel specification.</p> <p>N.B. The set works list changes every year so it is not possible to say which are addressed in each term</p>
Year 13	<p><u>Term 1</u></p> <p><u>Term 2</u></p> <p><u>Term 3</u></p>	<p>Throughout the course of the year, students study the set works for the A2 exam and conduct a series of interim performances, building up to their recital performance programme- this is recorded in or before April. The Listening exam, including the analysis of the set works is in June. Throughout the year, students work is continually assessed in-line with Edexcel specification.</p> <p>N.B. The set works list changes every year so it is not possible to say which are addressed in each term</p>

	Topics Covered	Overview of Assessment
12	<p>The structure of the course will include the following topics.</p> <ul style="list-style-type: none"> - Applied Anatomy and Physiology. - Exercise physiology - Biomechanics - Skill Acquisition - Sports Psychology - Sport and Society <p><u>Applied Anatomy and Physiology:</u></p> <p>Students will cover the structure and function of the bodily systems to include, skeletal, muscular, cardiovascular and respiratory.</p> <p><u>Exercise Physiology:</u></p> <p>Students will cover the implications of diet and its effect on performance. They will also look at methods of training and preparation to improve.</p> <p><u>Biomechanics:</u></p> <p>Students will focus on biomechanical principles, levers and the use of technology.</p> <p><u>Skill Acquisition:</u></p> <p>Students will learn how to classify different skills, types of practice methods, skill transfer and theories of learning. They will also look at stages of learning with guidance and feedback.</p> <p><u>Sports Psychology:</u></p> <p>Student will cover how individual difference affect participation and how group dynamics and goal setting affects performance.</p> <p><u>Sport and Society:</u></p> <p>Students will look at the emergence of different sports and how global sporting events have modernised.</p>	<p><u>Theory:</u></p> <p>Students will be assessed throughout the course using a variety of methods. For example verbal discussions, mini tests and homework. Student will be set examination style questions for each topic.</p> <p>Most lessons will start with a recap knowledge test assessing the previous lessons objectives.</p> <p>Each unit will have a formal assessment each half term to assess student's strengths and areas for development. The will complete in class using examination questions.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> - Students will be assessed practically in their chosen practical activity. - Students will also complete an oral examination. They will be required to observe a performance which they will then need to fully analyse. They will need to include comments on the performer's strengths and weakness, and suggest ways the performer could improve whilst showing knowledge of the theory specification.

<p>13</p>	<p>The structure of the course will include the following topics.</p> <ul style="list-style-type: none"> - Applied Anatomy and Physiology. - Exercise physiology - Biomechanics - Skill Acquisition - Sports Psychology - Contemporary Issues <p><u>Applied Anatomy and Physiology:</u></p> <p>Students will study how energy is create and used during exercise. Also they will cover environmental effects on the body.</p> <p><u>Exercise Physiology:</u></p> <p>Students will cover how to prevent injury and injury rehabilitation.</p> <p><u>Biomechanics:</u></p> <p>Students will focus on types of motion, fluid mechanics and projectile motion.</p> <p><u>Skill Acquisition:</u></p> <p>Student will cover how memory impacts participation and performance.</p> <p><u>Sports Psychology:</u></p> <p>Students will cover attribution theories as well as confidence and self-efficacy in sport. They will also look at leadership and how to manage stress.</p> <p><u>Contemporary Issues:</u></p> <p>Students will look at ethics in sport including commercialisation and media influences. The course will also focus on sporting excellence routes and how modern technology impact fair play and outcomes in sport.</p>	<p><u>Theory:</u></p> <p>Students will be assessed throughout the course using a variety of methods. For example verbal discussions, mini tests and homework. Student will be set examination style questions for each topic.</p> <p>Most lessons will start with a recap knowledge test assessing the previous lessons objectives.</p> <p>Each unit will have a formal assessment each half term to assess student’s strengths and areas for development. The will complete in class using examination questions.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> - Students will be assessed practically in their chosen practical activity. They will need to provide evidence of competitive participation which must include video evidence. - Students will also complete an oral examination. They will be required to observe a performance which they will then need to fully analyse. They will need to include comments on the performer’s strengths and weakness, and suggest ways the performer could improve whilst showing knowledge of the theory specification.
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PHILOSOPHY AND ETHICS

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u> Plato and Aristotle Judaeo Christian God Teleological Argument Absolutism and Relativism Natural Law Utilitarianism</p> <p><u>Term 2</u> Cosmological Argument Ontological Argument Moral Argument Kantian Ethics Religious Ethics Abortion and Right to a Child</p> <p><u>Term 3</u> Problem of Evil Religion and Science Genetic Engineering War and Peace Religious Experience Virtue Theory</p>	AS style examination question – at the end of each unit.
Year 13	<p><u>Term 1</u> Miracles Religious Language Nature of God Meta Ethics Environment Business</p> <p><u>Term 2</u> Life after Death Sexual Ethics Conscience Freewill and Determinism</p> <p><u>Term 3</u> Revision</p>	A2 style examination question – at the end of each unit.

PSYCHOLOGY

Year Group	Topics Covered	Overview of Assessment
Year 12	<p><u>Term 1</u></p> <p>Social Influence</p> <p>Memory</p> <p>Attachment</p> <p>Research Methods</p> <p><u>Term 2</u></p> <p>Psychopathology</p> <p>Bio-Psychology</p> <p>Research Methods</p> <p><u>Term 3</u></p> <p>Approaches</p> <p>Bio-Psychology</p> <p>Research Methods</p>	<ul style="list-style-type: none"> • Students will spend time on assessment. This will be a range of exam questions from past papers •The paper will include a range of 2 mark, 6 mark and 16 mark question. •student will be expected to prepare revision and assessment will take place in exam conditions. •Feedback will be given by teacher, including suggestions for improvement •DIRT time for students with opportunity to complete 'green pen' feedback. •Assessments will be Half term Mile stone assessments and homework based tasks.
Year 13	<p><u>Term 1</u></p> <p>Issues and Debates</p> <p>Schizophrenia</p> <p>Research Methods</p> <p><u>Term 2</u></p> <p>Forensic Psychology</p> <p>Psychology of relationships</p> <p>Research Methods</p>	<ul style="list-style-type: none"> • Students will spend time on assessment. This will be a range of exam questions from past papers. •The paper will include a range of 2 mark, 6 mark, 8 mark and 16 mark question. •student will be expected to prepare revision and assessment will take place in exam conditions •Feedback will be given by teacher, including suggestions for improvement •DIRT time for students with opportunity to complete 'green pen' feedback.

	<u>Term 3</u> Revision of paper 1, 2 and 3	•Assessments will be Half term Mile stone assessments and homework based tasks.
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SOCIOLOGY

Year Group	Topics Covered	Overview of Assessment
Year 12	<u>Term 1:</u> Families & Households Education <u>Term 2</u> Families & Households Education with Methods <u>Term 3</u> Research Methods	Students will complete a series of milestone assessments by completing past exam-style essay questions in class, under strict timed conditions. Students will be given time to revise and prepare, but will complete each assessment without using their notes.
Year 13	<u>Term 1</u> Beliefs in Society Crime and deviance <u>Term 2</u> Beliefs in Society Crime and deviance <u>Term 3</u> Theory and Methods	Students will complete a series of milestone assessments by completing past exam-style essay questions in class, under strict timed conditions. Students will be given time to revise and prepare, but will complete each assessment without using their notes.

THEATRE STUDIES

Year Group	Topics Covered	Overview of Assessment
Year 12	<p>Term 1</p> <p>Study of Theatre Styles and Practitioners</p> <p>The process of creating devised drama</p> <p>Live theatre</p> <p>Term 2</p> <p>Component 2 -Practical Unit: Presentation of devised drama (influenced by the work and methodologies of one prescribed practitioner).</p> <p>Live theatre</p> <p>Term 3</p> <p>Study of Set Text – ‘Yerma’</p> <p>Live Theatre</p>	<p>Begin A2 course</p> <p>Students are assessed on:-</p> <ul style="list-style-type: none"> • Study of a set text – written (In preparation for the A-Level exam – to be sat in 2018) • Analysis and evaluation of the work of live theatre makers – written. (Exam to be sat in 2018) • Practical performance, with working Notebook (Final marks recorded and kept in school to be entered in 2018) <p>There will be on-going formative assessment of work completed in class and at home.</p>
Year 13	<p><u>Term 1</u></p> <p>Study of 2 further Set Texts:</p> <p>‘The Servant to Two Masters’</p> <p>‘Our Country’s Good’</p> <p><u>Term 2</u></p> <p>Practical Unit: Devised Performance</p> <p><u>Term 3</u></p> <p>Revision for written examination</p>	<p>Students are assessed through 2 further units of work:</p> <p>Unit 1 = Written examination</p> <p>Unit 2 = Practical examination, with Supporting Notes</p> <p>There will be on-going formative assessment of work completed in class and at home.</p>