

**KS4 CURRICULUM
2019 - 2021**

YEARS 10 - 11



THE GRANGE SCHOOL
Specialising in Business and Enterprise



THE CURRICULUM

THE CORE

All students will follow GCSE examination courses in English Language, English Literature, Mathematics, and Science (either Combined Science or Biology/Physics/Chemistry).

In addition to this, all students will follow non-examination courses in PSHCE, Religious Education and Physical Education.

OPTION SUBJECTS

Students are required to choose a further three subjects from the list below:

1. Art and Design – Fine Art (GCSE)
2. *Business Studies Department:*
 - 2a: Business Studies (GCCE)
 - 2b: Enterprise (BTEC)
 - 2c: Travel & Tourism (BTEC)
3. Child Development (Cambridge National)
4. Drama (GCSE)
5. *DT Department:*
 - 5a: Construction and the Built Environment (BTEC)
 - 5b: Design & Technology (GCSE)
 - 5c: Food Preparation and Nutrition (GCSE)
6. *Humanities Department:*
 - 6a: Geography (GCSE)
 - 6b: History (GCSE)
 - 6c: Religious Studies (GCSE)
7. *Information Technology Department:*
 - 7a: Computer Science (GCSE)
 - 7b: Digital Information Technology (BTEC)
8. Health & Social Care (BTEC)
9. *Modern Foreign Languages Department:*
 - 9a: French (GCSE)
 - 9b: Spanish (GCSE)
 - 9c: Urdu (GCSE)
10. Music (BTEC)
11. *PE Department:*
 - 11a: Physical Education (GCSE)
 - 11b: Sport (BTEC)
12. Statistics (GCSE)

NON-EXAMINED SUBJECTS

13. Physical Education
14. PSHCE

THE GCSE EXAMINATIONS

CHANGES TO GCSE GRADING

The grading system for GCSE has changed. In 2015, there were new English Language, English Literature and Mathematics GCSEs introduced with the A*- G grading system being replaced with Grades 9 – 1; a grade 9 being the top level of the award. In 2017, the other subjects were also changed and the 9 - 1 grading introduced.

TIERS IN GCSE

As you may already be aware, the system of levels or tiers exists in a number of GCSE syllabuses. In subjects such as Science, Geography and Mathematics, a two-tier system is operational:

E.g. Foundation Tier	Numbers available	5-1
Higher Tier	Numbers available	9-4

Candidates entered for any tier who do not gain the minimum mark for the lowest grade of that tier, will be reported as “Unclassified”.

It is, therefore, vitally important to enter students for the appropriate tier - this, however, is a three-way decision between students, parents, and staff, which will be taken in the early part of January 2018 for GCSE Year 10 and January 2019 GCSE Year 11 and can, in exceptional circumstances, be altered after entry has been made.

COURSEWORK

Coursework plays an important part in some GCSE and BTEC courses. You will find the percentage attributed to coursework for each course offered on the relevant subject profile sheet.

The setting of coursework will be staggered over the two years. It is essential that students manage their time so that they:

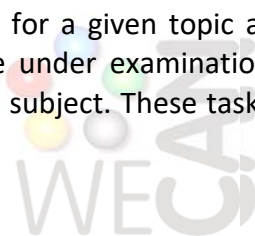
- ★ learn the important lessons of self-motivation and self-discipline;
- ★ complete coursework commitments to the best of their ability;
- ★ avoid unnecessary stress due to accumulation of coursework tasks.

If coursework is not completed by the given date, contact will be made with parents.

CONTROLLED ASSESSMENT

In a significant number of subjects, coursework has been replaced by Controlled Assessment Tasks (CATS). These tasks allow students to research and plan answers for a given topic at home and during lesson time but the final assessment will take place under examination conditions in school. The degree of formal control varies from subject to subject. These tasks require very different skills to coursework.

If you have any queries, please refer to the appropriate subject page.



VOCATIONAL/APPLIED OPTIONS

The school offers a number of vocational-style courses, which have proved to be very popular and successful over the last few years.

In line with recent government changes to vocational courses, each qualification will be equivalent to one GCSE.

Specific details are provided in the actual course descriptions for each subject.

These vocational/applied courses are very much coursework based, with a small proportion of external examinations. They require students to be well organised and able to work independently. Students need to be able to plan their work, set deadlines, and stick to them. The courses are quite demanding and are not to be seen as 'easy' options. The potential rewards are excellent for students who are keen to succeed, enjoy investigation and research, and possibly do not always produce their best work under exam conditions. If students have a particular interest in a subject, then these options will allow for a more in-depth study. This can be extremely motivating, which in turn usually leads to high levels of attainment.

These types of courses prepare youngsters well for the demands of further study, maybe in the Sixth Form, or the world of work.

Traditional GCSEs will tend to be more theoretical and assessed via an external exam in the summer of the final year. Students who struggle with coursework and find it difficult to manage their own time, and adhere to deadlines, may find that this path is the more suitable one for them.

With several option choices available, it is possible to choose a broad mixture of vocational and traditional GCSEs.

If you want any more advice, please contact the Subject Leaders

GCSE English Language and English Literature

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE (One for English Language and one for English Literature)</p> <p>Examination Structure: 100% Examination</p> <p>Coursework / Controlled Assessment: n/a</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style, and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form, and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationships between texts and the contexts in which they were written.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Introduction to English</p> <p>Students look at an introduction to the course for both English Language and English Literature. The groups explore poetry and prose and comment on the key ideas and skills. They also consider transactional writing, with a focus on how to persuade the reader. The schemes are taught using a teaching style developed by Kings' College, London where pupils are encouraged to be independent learners and consider the reasons behind their choices.</p>
Autumn Term (September – December)	<p>Post-1914 Text and Reading Non-Fiction</p> <p>Students read “An Inspector Calls”, focusing on how the author has crafted their ideas about key themes and the context of the text. While studying their literature text, there will be further study of related social theories. Students are taught the skills of inference and evaluation.</p>
Spring term (January - May)	<p>19th Century Literature</p> <p>As well as studying an entire text (“Frankenstein”/“A Christmas Carol”), pupils will also look at a variety of different extracts from Victorian literature. While looking at the themes in the texts, a study of the context and the language will also be included, allowing pupils to fully understand this part of the English literary cannon.</p>
Curriculum Content – YEAR 11	

Summer term (June - July)	Poetry and Imaginative Writing A range of poems will be studied around the theme of “Conflict”. Pupils will also be taught how to approach unseen poetry. From this, they will also be given the opportunity to explore how to write imaginatively using a variety of stimulus material.
Autumn Term (September – December)	Shakespeare An entire Shakespeare text is studied: either “Romeo and Juliet” or “Macbeth”. The language, form, and structure of the text is considered alongside the social and historical contexts in which the plays were written. During this term, pupils also undertake their speaking and listening endorsement.
Spring term (January - May)	Revision English Literature Students continue to develop skills to analyse how the language, form, structure and context of texts can create meanings and effects, from these chosen texts: <ul style="list-style-type: none"> • “Romeo and Juliet” or “Macbeth”. • “An Inspector Calls”. • “Frankenstein” or “A Christmas Carol”. • Poetry anthology “Conflict” and Unseen poems comparison. English Language <ul style="list-style-type: none"> • Evaluate 19th-century fiction extracts and a range of 20th- and 21st-century non-fiction texts. • Develop imaginative and transactional writing skills. • Use spelling, punctuation and grammar accurately.
Assessments	Regular assessments (on average, every three weeks) using exam-style questions from the relevant section of the examinations.
Homework / independent study	Students to complete homework once a week, or more frequently as needed. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Show My Homework), or a variety of quizzes designed to improve vocabulary and spelling (on Show My Homework).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE

GCSE Mathematics

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE</p> <p>Examination Structure: The Maths GCSE is 100% exam based. There is a non-calculator paper and two calculator papers, each 1 ½ hours in duration, which will be sat in May/June of Year 11.</p>
Key Learning Objectives	<p>All students are grouped into five classes depending upon their maths ability. The content of the course depends upon the class that they are in.</p> <p>All classes focus on:</p> <ul style="list-style-type: none"> Improving and extending the students' mathematical understanding across five attainment strands - Number; Algebra; Geometry and Measures; Ratio, Proportion, and Rates of change; Statistics and Probability. Improving skills which are needed within using and applying mathematics, functional mathematics, and problem solving. <p>More details can be obtained from the class teachers.</p>
Curriculum Content – YEAR 10	
Summer term (June - July)	Equations and inequalities.
Autumn Term (September – December)	Circles and constructions. Ratio and proportion. Revision in preparation for November midterm exam. Factors, powers and roots. Analysis of midterm exam.
Spring term (January - May)	Graphs. Introduction to Pythagoras. Working in 3D. Handling data. Calculations.
Curriculum Content – YEAR 11	
Summer term (June - July)	Further Pythagoras and trigonometry. Revision in preparation for June mock exam.
Autumn Term (September – December)	Analysis of June mock exam. Probability. Preparation for November/December mock exam.
Spring term (January - May)	Analysis of November/December mock exam. Sequences. Units and proportion. Revision for March mock exam and final GCSE exam.

Assessments	<ul style="list-style-type: none"> • Year 10 midterm in November. • Mock examinations in June, November/December, and March of Year 11.
Homework / independent study	<p>Homework is set every week to review the objectives/skills studied in class and to inform student ability levels. It is both based on written assessment and ICT led. Exercises can be accessed via the Show My Homework site at home or at school. Homework relating to problem solving skills and exam questions will be worked on throughout the year.</p>
School-based enrichment opportunities	<ul style="list-style-type: none"> • Revision classes from January of Year 11. • Maths drop-in sessions on Tues and Thurs lunchtime. • Opportunity to participate in the UK Maths challenge or Maths Feast.
Resources available for home-based study	<p>Students have online access to Kerboodle, Mathswatch and My Maths, as well as the opportunity to purchase a revision guide through school.</p> <p>The maths department also share useful consolidation/revision websites with students and parents throughout the course.</p>

Science: GCSE Combined Trilogy Science

Course Details	<p>Exam Board: AQA code 8464</p> <p>Examination Structure: There are six papers: two biology, two chemistry, and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</p> <p>Required Practical Work is included in all papers.</p> <ul style="list-style-type: none"> • 1 hour 45 minutes with 16.7% of the overall GCSE grade. 70 marks for each paper. • Foundation (Grade 5-1) and Higher (Grade 9-5). • Multiple choice, structures, closed short answer and open responses. • Students will be required to demonstrate mathematics skills in GCSE Combined Science assessments. • No coursework.
Key Learning Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. • Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. • Analyse information and ideas to interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
Curriculum Content: Year 10	
Autumn Term (September – December)	<p>Students know that power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control. The fundamentals of electromagnetism were worked out by scientists of the 19th century. Students should have a basic understanding of the following biological principles and be able to apply them in all their papers: the structure and functioning of cells and how they divide by mitosis and meiosis from sections Cell biology and Meiosis.</p> <p>Topics: Electrolysis. Energy Changes. Cell Structure. Cell Division. Digestive System.</p>
Spring term (January - May)	<p>Biology Topics: Organising plants and animals. Communicable diseases. Preventing and treating diseases. Non-communicable diseases. Photosynthesis. Respiration.</p> <p>Physics Topics: Forces in balance. Motion.</p>
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Biology Topics: Genetics and evolution. Adaptation and inter-dependence.</p>
Autumn Term (September – December)	<p>Biology Organising and ecosystems. Biodiversity and ecosystems.</p>

	<p>Chemistry Rates and equilibrium. Crude Oil and Fuel. Chemical Analysis. The Earth's Atmosphere.</p>
<p>Spring term (January - May)</p>	<p>Students understand that chemical reactions can occur at vastly different rates. While the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product.</p> <p>Chemistry Topics The Earth's Resources.</p> <p>Physics Forces in balance. Motion. Wave Properties. Electromagnetic waves.</p>
<p>Homework / independent study</p>	<p>Homework is set on Show My Homework. Students are required to log in and follow the instructions. The homework is more likely to focus on reading for understanding and revising required practical work. The effort students put into homework will enhance their participation and enjoyment of classroom learning. Confidence in Science is linked to effort in class and homework.</p>
<p>School-based enrichment opportunities</p>	<p>Revision classes and Easter booster sessions are offered. Speak to your classroom teacher.</p>
<p>Resources available for home-based study</p>	<p>All students have access to digital AQA textbooks through the Kerboodle website. Students will be given passwords in the classroom. Revision books: Revision books can be purchased at most bookstores and on www.amazon.co.uk.</p> <p>CGP Revision books: Foundation (1-5) ISBN: 978 17 82945659 Higher ISBN (5-9): 978 17 82945642</p> <p>CGP Exam practice books: Foundation (1-5): 978 17 8294 5093 Higher ISBN (5-9): 978 17 8294 5086</p> <p>Useful websites: http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/ https://www.teachitscience.co.uk/ http://www.bbc.co.uk/education/subjects/zrkw2hv http://www.gojimo.com/gcse-science-revision/ http://www.s-cool.co.uk/gcse/chemistry http://www.revisionworld.co.uk</p>

Separate Science: Certain students from the X1 and Y1 Groups

GCSE Biology

Curriculum Intent	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • Life processes depend on molecules whose structure is related to their function. • The fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs, and organ systems, enabling living processes to be performed effectively. • Living organisms may form populations of single species, communities of many species, and ecosystems, interacting with each other, with the environment, and with humans.
Course Details	<p>Exam Board: AQA code 8464</p> <p>Examination Structure: There are two biology papers. Each paper will assess knowledge and understanding from distinct topic areas. 50% of each paper counts towards the Biology grade. Required Practical Work is included in all papers. Each paper is 1 hour 45 minutes. No coursework.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, scientific techniques, and procedures. • Apply knowledge and understanding of scientific ideas scientific enquiry, techniques, and procedures. • Analyse information and ideas to interpret and evaluate, make judgments and draw conclusions, develop and improve experimental procedures.
Curriculum Content	
Biology Paper 1 Content	<p><u>Broad topics covered</u></p> <p>Cell Biology. Organisation. Infection and response. Biogenetics.</p>
Biology Paper 2 Content	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • Living organisms are interdependent and show adaptations to their environment. • Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen. <p><u>Broad topics covered</u></p> <p>Homeostasis and response. Inheritance, variation and evolution. Ecology.</p>
Resources available for home-based study	<p>All students have access to digital AQA textbooks through Kerboodle. Students will be given passwords in the classroom.</p> <p>Revision books: Revision books can be purchased at most bookstores and on www.amazon.co.uk</p> <p>CGP Revision books: ISBN 9781782945833</p> <p>Useful websites:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/ https://www.teachitscience.co.uk/ http://www.bbc.co.uk/education/subjects/zrkw2hv</p>

GCSE Chemistry

Curriculum Intent	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements. • Elements show periodic relationships in their chemical and physical properties. • These periodic properties can be explained in terms of the atomic structure of elements' atomic bonds by either transferring electrons from one atom to another or by sharing electrons.
Course Details	<p>Exam Board: AQA code 8462</p> <p>Examination Structure: There are two chemistry papers. Each paper will assess knowledge and understanding from distinct topic areas. 50% of each paper counts towards the Chemistry grade. Required Practical Work is included in all papers. Each paper is 1 hour 45 minutes. No coursework.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, scientific techniques, and procedures. • Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques, and procedures. • Analyse information and ideas to interpret and evaluate, make judgments and draw conclusions, develop and improve experimental procedures.
Curriculum Content	
Chemistry Paper 1 Content	<p><u>Broad topics covered</u></p> <p>Atomic structure and the periodic table. Bonding, structure, and the properties of matter. Quantitative chemistry. Chemical changes. Energy changes.</p>
Chemistry Paper 2 Content	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged are of great importance in terms of the way they behave. • There are barriers to reactions at different rates. • Chemical reactions take place in only three different ways: <ul style="list-style-type: none"> • Proton transfer. • Electron transfer. • Electron sharing. <p><u>Broad topics covered</u></p> <p>The rate and extent of chemical change. Organic chemistry. Chemical analysis. Chemistry of the atmosphere. Using resources.</p>
Resources available for home-based study	<p>All students have access to digital AQA textbooks through Kerboodle. Students will be given passwords in the classroom.</p> <p>CGP Revision books: ISBN 9781782945840</p> <p>Useful websites:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/</p>

<https://www.teachitscience.co.uk/>

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

GCSE Physics

Curriculum Intent	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • The use of models, as in the particle model of matter or the wave models of light and sound. • The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions. • The phenomena of ‘action at a distance’ and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects.
Course Details	<p>Exam Board: AQA code 8463</p> <p>Examination Structure: There are two physics papers. Each paper will assess knowledge and understanding from distinct topic areas. 50% of each paper counts towards the Physics grade. Each paper is 1 hour 45 minutes. Required Practical Work is included in all papers. No coursework.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, scientific techniques, and procedures. • Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques, and procedures. • Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
Curriculum Content	
Physics Paper 1 Content	<p><u>Topics covered</u></p> <p>Energy. Electricity. Particle model of matter. Atomic structure.</p>
Physics Paper 2 Content	<p>These key ideas are universally applied, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment. These ideas include:</p> <ul style="list-style-type: none"> • Differences, for example between pressures or temperatures or electrical potentials, are the drivers of change. • That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science. • That physical laws and models are expressed in mathematical form. • Proton transfer. • Electron transfer. • Electron sharing. <p><u>Topics covered</u></p> <p>Forces. Waves. Magnetism and electromagnetism. Space physics.</p>
Resources available for home-based study	<p>All students have access to digital AQA textbooks through Kerboodle. Students will be given passwords in the classroom.</p> <p>CGP Revision books: ISBN 9781782945857</p> <p>Useful websites:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/ https://www.teachitscience.co.uk/ http://www.bbc.co.uk/education/subjects/zrkw2hv</p>

1: GCSE Art and Design - FINE ART

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE</p> <p>Examination Structure: Externally set exam (40% of final grade).</p> <p>Coursework/Controlled Assessment: Coursework portfolio (60% of final grade).</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop and explore ideas. • Research primary and contextual sources. • Experiment with media, materials, techniques and processes. • Present personal responses to design themes.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Coursework</p> <p>Year 10 coursework project: <u>Abstract Fruit, Vegetables and Cell structures</u></p> <ul style="list-style-type: none"> • Title Page. • Mindmap. • Record observational drawings x 4 tonal, x 2 monotone and x 3 colour observations of fruits, vegetables, cell structures related to the theme (learning about techniques, such as mono printing). • Analyse art that is relevant to the theme. Identify with artists who have tackled the same theme, study their work to find out what is it about, how it relates to the theme and how was it made. Make critical judgements about the quality and value that you think the work has. • Taking own photos towards own work and learn how to signpost to examiner through annotations. • Learn about the AO's – A01, A02, A03, and A04 - and what they mean. • Learn how to present their sketchbooks in RAG lessons, using examples of level 9 sketchbooks. • Create Pinterest boards at home. • Create Google classroom accounts to keep a digital record of their sketchbooks. • Develop ideas through investigations, demonstrating critical understanding of sources.
Autumn Term (September – December)	<p><u>Continuing with Project</u></p> <ul style="list-style-type: none"> • Continue to develop ideas from own photos and research collected so far. • Refine your work by exploring ideas focusing on composition and colour. • Respond further to artists and analyse them specifically regarding refining colour pallets, scale changes and compositions. • Carry out material experimentation tasks and then select and experiment with appropriate media, materials, techniques, and processes. • Producing a maquette of final piece.
Spring term	

(January - May)	Create A3 Final mixed media piece using seeds, buttons, sequins, etc. in response to development from artists. Then students can explore their own specialism using the visual images they have created previously in the project – textiles print projects, fashion, graphics, fine art projects, architectural design in response to the theme, specifically tailored to the interest of the student.
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Begin next Project: Coursework Project 2: <u>ICONS (IDENTITY PROJECT)</u></p> <ul style="list-style-type: none"> • Students will research artists and information on positive and negative Icons. Students will understand the definition of Icons and how it can be used in different contexts and brainstorm their ideas in their sketchbooks. • In this term, students complete research, select and organise images of the theme on a double page spread, using their Pinterest accounts at home and creating visual image boards, annotating to the examiner their initial ideas. • Students will then go on to produce 4 tonal observational drawings on portraits, followed by 2 monotone and 3 colour observations of icons, related to the Icon theme. • Their Art teacher will help students develop their artist’s analysis skills by presenting specific lessons on this skill and give them access to differentiated writing frames. Students will identify with artists who have tackled the same theme, study their work to discover what it is about, how it relates to the theme and how was it made. Make critical judgements about the quality and value that you think the work has. • H/W will include presenting their sketchbooks, signposting to the examiner through annotations and titles, recording ideas related to the theme from direct observation. Researching and connection to artists, producing own versions of their work and writing analysis about their techniques and styles of working.
Autumn Term (September – December)	Your final design/artwork should be in full colour and to a size of A2 or A1. It can be landscape or portrait but is based on the student’s chosen Icons and chosen inspirational artists in terms of process, materials and colour schemes.
Spring term (January - May)	<p><u>January Deadline for ALL coursework to be completed.</u> This is then marked and feedback given back to students. <u>January time will be used to constantly improve and develop coursework portfolios from all Year 10 and Year 11 work.</u></p> <p>February Half-term Exam Papers handed out to students.</p> <p>Begin the planning and research section of the exam theme: Title Page Observational Studies Artist Research Taking own photos towards own work Continuing with project Beginning to develop ideas from own photos and research collected so far. Plan for final piece could be 2D or 3D</p> <p>End of April or start of May – 10-hour exam Deadline for all work.</p>
Assessments	<p>60% Coursework (all work in lessons and for homework goes towards the final grade)</p> <p>40% Exam work (including preparation work before the exam)</p> <p>10 hrs practical exam.</p>

	<p>2 x 5-hour days April/May.</p> <p>Exam Prep begin February half term in Year 11.</p>
Homework / independent study	<p>Students should work outside of lessons on their coursework and exam work. Minimum of 2 hours a week.</p> <p>Catch up/afterschool sessions are available from all members of staff. (Mondays with SCH and Tuesday with Head of Art LHA)</p>
School-based enrichment opportunities	<p>Artist days and trips potentially planned - subject to projects. KS4 students have access to D2 every lunchtime and Tuesday after school for specific KS4 Art coursework helpline.</p>
Books suggested for independent/wider reading	<p>Any artist-specific books based on artists they choose for their project – these can be drawers and painters, sculptors, photographers.</p> <p>Art in Theory</p> <p>Seeing and experiencing art in galleries and other settings is important during the course and reading the information given when viewing. Recording these visits visually and in notebooks will help to boost grades and aid learning.</p>
Resources available for home-based study	<p>Regular practising of drawing real objects – to help improve recording skills.</p> <p>Research into relevant artists using websites such as www.artchive.com, youngtate, gallery sites.</p> <p>Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork.</p> <p>Regular continuation of portfolio work encouraged at home.</p>

2a: Business Studies

Course Details	<p>Exam Board: Eduqas / WJEC</p> <p>Level: GCSE</p> <p>Examination Structure: Component 1: Business Dynamics - Written examination: 2 hours (62.5% of qualification) A mix of short answer and structured questions based on stimulus material covering all the specification content.</p> <p>Component 2: Business Considerations - Written examination: 1 hour 30 minutes (37.5% of qualification) Data response questions to a given case study that covers all the specification content.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. • Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national, and global contexts. • Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. • Develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Use an enquiring, critical approach to make informed judgements. • Investigate and analyse real business opportunities and issues to construct well argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. • Develop and apply quantitative skills relevant to business, including using and interpreting data.
Curriculum Content – YEAR 10	
Summer term (June - September)	<p>Business activity:</p> <ul style="list-style-type: none"> • Why Businesses Start. • Difference between Goods/Services. • Functions of an Entrepreneur. • Types of Ownership. • Aims & Objectives. • Stakeholder Theory.
Autumn Term (September – December)	<p>Marketing:</p> <ul style="list-style-type: none"> • What is Marketing? • Target Markets. • Market Segmentation. • Marketing Research. • Product Life Cycle. • Marketing Mix. • Marketing Constraints.
Spring term (January - May)	<p>Human Resources:</p> <ul style="list-style-type: none"> • Recruitment & Selection. • Job Descriptions & Person Specifications. • Training. • Motivation & Leadership Styles. • Organisational Structures. • Communication. • Employment Law.

Curriculum Content – YEAR 11	
Summer term (June - September)	Business Operations: <ul style="list-style-type: none"> • Factors of Production. • Business Location. • Methods of Production. • Stock Control. • Quality Control. • Technology. • Growth. • Internal Economies of Scales.
Autumn Term (September – December)	Finance: <ul style="list-style-type: none"> • Costs, revenue and profit. • Sources of Finance. • Break-Even. • Profit & Loss Account. • Balance Sheets. • Cash Flow Forecasting. • Business Plan.
Spring term (January - May)	Influences on Business: <ul style="list-style-type: none"> • Technological. • Ethics and Environment. • Economical. • Globalisation. • Legislation. <p>Preparation for exam</p>
Assessments	<p>In-class Assessments (Self, Peer and Teacher Assessments).</p> <p>End of Unit Progress Tests.</p> <p>Mock examinations.</p> <p>2 exams at the end of year 11.</p>
Homework / independent study	<p>Students are expected to read widely about the issues that are raised during lessons. They also need to remain abreast of current developments in the news. There are numerous revision materials; however, we recommend the official Eduqas/WJEC GCSE Business Studies Revision guide, which we will offer for sale at the start of the course. Useful websites include GCSE Bitesize, Bized and Tutor2u. Takeaway Homework activities.</p>
School-based enrichment opportunities	<p>The 7-Up Club for stretching.</p> <p>Targeted Hour 6 GCSE revision sessions at various points throughout the course.</p> <p>Homework support.</p> <p>Business visits.</p> <p>Guest speakers from industry.</p>
Resources available for home-based study	<p>On the school website.</p> <p>VLE.</p> <p>GCSE Bitesize.</p> <p>Bized.</p> <p>Tutor2u.</p>

2b: BTEC Enterprise

Course Details	<p>Exam Board: Pearson/Edexcel</p> <p>Level: BTEC Level 2 Tech Award in Enterprise</p> <p>Examination Structure: One externally assessed piece of work (40% of final mark) taken in Year 11. 2 pieces of internally assessed coursework (each worth 30% of final mark) completed in Years 10 and 11, internally submitted and marked, and a sample is externally moderated.</p>
Key Learning Objectives	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities. • Give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units. • Encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure. • Give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification. • Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. • Give learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the BTEC Level 3 Extended Certificate in Business (offered at The Grange Sixth Form).
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Unit 1: Exploring Enterprises</p> <p>In this unit, students will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.</p> <p>Learning Outcome A: Examine the characteristics of Enterprises.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • What an enterprise is. • Types and characteristics of small and medium enterprises. • The purpose of enterprise. • Entrepreneurs. <p>The work covered in this Learning Aim feeds into the internal assessment that will be completed for Unit 1.</p>
Autumn Term (September – December)	<p>Learning Outcome B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Customer needs. • Using market research to understand customers. • Understanding competitors. <p>The work covered in this Learning Aim feeds into the internal assessment that will be completed for Unit 1.</p>

	<p>Learning Outcome C: Investigate the factors that contribute to the success of an enterprise.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Internal Factors. • External Factors. • Situational Analysis. • Measuring the success of a small and medium enterprise. <p>Completion of an internally assessed piece of coursework worth 30%</p>
<p>Spring term (January - June)</p>	<p>Unit 3: Promotion and Finance for Enterprise</p> <p>Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents, how to use them to monitor and improve the performance of an enterprise, and make decisions and recommendation strategies for success.</p> <p>Learning Outcome A: Promotion.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Elements of promotional mix and their purposes. • Targeting and segmenting the market. • Factors influencing the choice of promotional methods used. <p>Learning Outcome B: Financial Records.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Financial Documents. • Payment methods. • Sources of revenue and cost. • Terminology in financial statements. • Statement of comprehensive income. • Statement of financial position. • Profitability and Liquidity. <p>The content of these Learning Aims feeds into the external assessment that students will take at the end of Year 11.</p> <p>Learning Outcome C: Financial Planning and Forecasting.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Using cash flow. • Financial forecasting. • Suggesting improvements to cash flow problems. • Break-Even Analysis and Break-Even Point. • Sources of Finance for businesses. <p>Completion of externally assessed examination worth 40%</p>

Curriculum Content – YEAR 11

<p>Autumn Term (September – December)</p>	<p>Unit 2: Planning and pitching an Enterprise</p> <p>Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.</p> <p>Learning Outcome A: Explore ideas, plan and pitch for a micro-enterprise activity.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Generating ideas for a micro-enterprise activity. • Planning for a micro-enterprise activity. <p>The work covered in this Learning Aim feeds into the internal assessment that will be completed for Unit 2.</p> <p>Learning Outcome B: Operate and review the success of a micro-enterprise activity.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Pitching a micro-enterprise activity. • Presenting a business idea. <p>The work covered in this Learning Aim feeds into the internal assessment that will be completed for Unit 2.</p>
<p>Spring term (January - May)</p>	<p>Learning Outcome C: Review own pitch for a micro-enterprise activity.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Using feedback to review and identify possible changes to a pitch. <p>Completion of an internally assessed piece of coursework with a presentation to business professionals worth 30%.</p>
<p>Assessments</p>	<p>Mock assignments. Internally assessed coursework. Mock external assessment in Year 11. External assessment in May/June.</p>
<p>Homework / independent study</p>	<p>Students are expected to read widely about the issues that are raised during lessons. They also need to remain abreast of current developments in the news. There are numerous revision materials and students will be provided with a revision workbook as well as Learning Mats covering all the topics to help them revise. Useful websites include GCSE Bitesize, Bized and Tutor2U. Takeaway Homework.</p>
<p>School-based enrichment opportunities</p>	<p>Young financial writer competitions. Targeted Hour 6 BTEC Coursework support and Exam Revision sessions. Homework support. Business visits.</p>
<p>Books suggested for independent/wider reading</p>	<p>Business review magazines. Financial pages of newspapers. BBC Business News website - http://www.bbc.co.uk/news/business Bitesize Business - http://www.bbc.co.uk/education/subjects/zpsvr82 Tutor2u website - https://www.tutor2u.net/</p>
<p>Resources available for home-based study</p>	<p>On the school website. GCSE Bitesize. Bized. Tutor2u.</p>

2c: BTEC Travel and Tourism

Course Details	<p>Exam Board: Pearson/Edexcel</p> <p>Level: BTEC First Award Level 1/2 Award in Travel and Tourism</p> <p>Examination Structure: One 1½ hour exam on the UK Travel and Tourism Sector to be taken during Year 11 (25% of final mark).</p> <p>Coursework/Controlled Assessment: 3 units of coursework (each piece worth 25% of final mark) internally submitted and marked and a sample externally moderated.</p>
Key Learning Objectives	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational travel, tourism and business activities. • Give learners a wider understanding and appreciation of the broad range of travel and tourism business specialisms through selection of optional specialist units. • Encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure. • Give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification. • Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. • Give learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the BTEC Level 3 Extended Certificate in Travel and Tourism (launching at The Grange Sixth Form September 2019).
Curriculum Content – YEAR 10	
<p>Summer & Autumn term (June - December)</p>	<p>Unit 2 – UK Travel and Tourism Destinations (Coursework)</p> <p>Students will investigate travel and tourism organisations, their aims, and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.</p> <p>Learning Outcome A: UK Travel and Tourism destinations and gateways.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • UK Travel & Tourism categories. • Gateways, railways, motorways, and travel planning. <p>At this point, students will complete their first assignment for this unit of study.</p> <p>Learning Outcome B: Investigate the appeal of UK tourism destinations for different types of visitors.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Appeal of UK destinations. • Types of visitors. • Increasing appeal.

	<p>At this point, students will complete their second assignment for this unit of study.</p> <p>Learning Outcome C: Plan UK holidays to meet the needs of different visitors.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Sources of information. • UK holiday planning. <p>At this point, students will complete their final assignment for this unit of study.</p>
<p>Spring Term (January - April)</p>	<p>Unit 1 – The UK Travel and Tourism Sector (Exam)</p> <p>Students will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together, and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.</p> <p>Learning Outcome A: Understand the UK travel and tourism sector and its importance to the UK economy.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Types of tourism. • Types of travel. • Sustainable Tourism. • Travel & Tourism and the UK Economy. <p>Learning Outcome B: Know about the industries and key organisations within the travel and tourism sector, their roles, and interrelationships.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Industries in the Travel and Tourism sector. • Key organisations in the Travel and Tourism sector. • Interrelationships in the Travel and Tourism sector.
<p>Summer Term (May - July)</p>	<p>Unit 1 – The UK Travel and Tourism Sector (Exam)</p> <p>Learning Outcome C: Understand the role of consumer technology in the travel and tourism sector.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The role of consumer technology. <p>Students will sit their first attempt at this examination for this unit in June 2020.</p>
<p>Curriculum Content – YEAR 11</p>	
<p>Autumn & Spring Term (September – January)</p>	<p>Unit 4 – International Travel and Tourism Destinations (Coursework)</p> <p>Learning Outcome A: Know the major international travel and tourism destinations and gateways.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • International destinations. • Major Gateways. • International Travel Routes.

	<p>At this point, students will complete their first assignment for this unit of study.</p> <p>Learning Outcome B: Investigate the appeal of international travel and tourism destinations to different types of visitors.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Features of international travel. • Types of international travellers. <p>At this point, students will complete their second assignment for this unit of study.</p> <p>Learning Outcome C: Be able to plan international travel to meet the needs of visitors.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Planning international travel and tourism. <p>At this point, students will complete their final assignment for this unit of study.</p>
<p>Spring term (February - May)</p>	<p>Unit 3 – The Travel and Tourism Customer Experience (Coursework)</p> <p>Students will look at different types of customers, both internal and external, to travel and tourism organisations. Internal customers are important – a happy workforce will want to keep external customers happy. Determining what a customer needs may depend on what products and services are available, which is why all travel and tourism organisations will investigate their customer needs first. It is also important to recognise where customer needs come from and often these can be unstated, which can make it difficult to find out exactly what the customer wants. One thing all travel and tourism organisations hope for is that they will meet and exceed every customer’s needs and expectations.</p> <p>Learning Outcome A: Investigate travel and tourism Customer Service.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • What Customer Service is. • How Travel and Tourism organisations use research to identify customer needs. <p>At this point, students will complete their first assignment for this unit of study.</p> <p>Learning Outcome B: Explore the needs and expectations of different types of customer in the travel and tourism sector.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Customer types. • Customer needs. • Expectations of customers. <p>At this point, students will complete their second assignment for this unit of study.</p> <p>Learning Outcome C: Understand the importance of customer service to travel and tourism organisations.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Technology in Customer Service. • Impacts of quality in Customer Service. <p>At this point, students will complete their final assignment for this unit of study.</p>

Assessments	Mock assignments. Internally assessed coursework. Mock exams in Year 10 (1 resit available in January exam series of Year 11).
Homework / independent study	Students are expected to read widely about the issues that are raised during lessons. They also need to remain abreast of current developments in the news. There are numerous revision materials and students will be provided with a revision workbook, as well as Learning Mats covering all of the topics to help them revise. Useful websites include GCSE Bitesize, Bized and Tutor2u. Takeaway Homework.
School-based enrichment opportunities	Young financial writer competitions. Targeted Hour 6 BTEC Coursework support and Exam Revision sessions. Homework support. Travel and Tourism/Business visits.
Resources available for home-based study	On the school website. GCSE Bitesize. Bized. Tutor2u.



3: Child Development

Course Details	<p>Exam Board: OCR</p> <p>Cambridge National Certificate Level: 1/2</p> <p>Examination Structure: Unit R018 consists of an external examination set and marked by OCR. It is a written paper that is worth 80 marks i.e. 40% of the overall final assessment. The exam will take 75 min to complete. The exam will be sat in January of Year 11.</p> <p>Coursework / Controlled Assessment: Units R019 and R020 are tasks that are set and assessed by the centre and are then subject to moderation by the exam board. Each unit is worth 60 marks i.e. 30% of the overall final assessment. Grading decisions are made based on the assessment requirements. Unit R020 will be completed in March of Year 10 and unit R019 will be completed in May of Year 11.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Understand the development of a child from birth to five years. • Health and well-being for child development. • Understand the equipment and nutritional needs of children from birth to five years.
Curriculum Content – YEAR 10	
<p>(YEAR 9/10) Summer term (June – July)</p> <p>Autumn Term (September – December)</p> <p>Spring term (January - March)</p>	<p>Unit R020: Understand the development of a child from birth to five years</p> <p>Learning Outcome A: Understand the physical, intellectual and social developmental norms from birth to five years.</p> <ul style="list-style-type: none"> • The development norms from birth to five years. <p>Unit R018: Health and well-being for child development</p> <p>Learning Outcome A: Understand reproduction and the roles and responsibilities of parenthood.</p> <ul style="list-style-type: none"> • The wide range of factors which affect the decision to have children. • Pre-conception health. • Roles and responsibilities of parenthood. • To recognise and evaluate methods of contraception, their efficiency and reliability. • The structure and function of male and female reproductive systems. • How reproduction takes place. • The signs and symptoms of pregnancy. <p>Learning Outcome B: Understand antenatal care and preparation for birth.</p> <ul style="list-style-type: none"> • The roles of the different health professionals supporting the pregnant mother. • The importance of antenatal and parenting classes. • Routine checks carried out at an antenatal clinic, including scans. • Specialised diagnostic tests. • The choices available for delivery. • The stages of labour and the methods of delivery. <p>Unit R020: Understand the development of a child from birth to five years</p> <p>Learning Outcome B: Understand the benefits of learning through play.</p> <ul style="list-style-type: none"> • Types of play. • Benefits of play.

	<p>Learning Outcome D: Be able to investigate and develop feeding solutions for children from birth to five years.</p> <ul style="list-style-type: none"> • How to investigate feeding solutions. • How to develop feeding solutions for babies aged 0 to 6 months. • How to develop feeding solutions for babies aged 6 to 12 months. • How to develop feeding solutions for children aged 1 to 5 years. • How to evaluate feeding solutions.
<p>Assessments</p>	<p>Unit R018: Health and well-being for child development</p> <ul style="list-style-type: none"> • Ongoing assessment through end of topic progress tests. • Final assessment - written paper - OCR set and marked – 75 min - 80 marks. <p>Unit R019: Understand the equipment and nutritional needs of children from birth to five years</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment - centre assessed tasks - OCR moderated - approx. 7 to 10 hours - 60 marks. <p>Unit R020: Understand the development of a child from birth to five years</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment - centre assessed tasks - OCR moderated - approx. 7 to 10 hours - 60 marks.
<p>Homework / independent study</p>	<p>Homework will be set regularly and will be published on Show My Homework. Further independent study will be encouraged in order for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment.</p> <p>Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of topic progress tests.</p>
<p>School-based enrichment opportunities</p>	<ul style="list-style-type: none"> • After school homework club every Tuesday 3-4pm in V6. • Mother and toddler visits.
<p>Resources available for home-based study</p>	<p>Cambridge National Level 1/2 Child Development student textbook ISBN: 9781471899683</p>

4: Drama

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE (9-1)</p> <p>Examination Structure: Component 3: Theatre Makers in Practice (40%) - Written Exam: 1hr 30 min.</p> <p>Coursework / Controlled Assessment: Component 1: Devising (40%) – Filmed performance and coursework Component 2: Performance From Text (20%) – Live Performance assessed by visiting examiner</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Apply knowledge and understanding when making, performing and responding to drama. • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills and apply them to create performances. • Work collaboratively to generate, develop and communicate ideas. • Develop as creative, effective, independent and reflective students able to make informed choices in process and performance. • Contribute as an individual to a theatrical performance. • Reflect on and evaluate their own work and that of others. • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. • Adopt safe working practices.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>An Introduction to GCSE Drama Students are introduced to each other and the exam through a variety of games, exercises and improvisations, script work, and using performance skills.</p> <p>Written Work All students will be expected to complete a number of short written tasks in their Drama log book, issued at the beginning of the project.</p>
Autumn Term (September – December)	<p>Practitioners and Key Skills Students will be learning about key theatre practitioners, their performance styles and exploring their techniques practically in both a workshop and performance context. The skills learned will allow students to understand the theory behind performance and use the knowledge when completing written tasks.</p> <p>Mock Component 2: Scripted Students will be given a modern play script where they will apply the techniques of their chosen practitioner to demonstrate their practical knowledge and performance skills.</p> <p>Written Work Log books will be issued for each project (usually one per term). Students will create ‘practitioner posters’ which will assess their understanding of what they have learned in lessons and encourages them to conduct further research.</p>
Spring term (January - May)	<p>Students will continue to use their log book to make notes throughout the rehearsal process in preparation for written coursework.</p>

	<p>Mock Component 1: Devised Students will be given the theme, such as ‘domestic violence’, where they must work in groups to create an original piece of drama. Throughout this unit students are encouraged to experiment with a variety of drama techniques to make their performances more thought-provoking and intelligent.</p> <p>Written Work Students will be completing mock coursework for each unit, showing process and understanding of dramatic terminology.</p>
<p>Curriculum Content – YEAR 11</p>	
<p>Summer term (June - July)</p>	<p>Component 1: Devised Students will be given a variety of stimuli which they must explore in groups to create an original piece of drama. The dress rehearsal of the performances may be shown to an invited audience of friends and family.</p> <p>Mock Component 3: Written Exam Students will prepare throughout Year 10 for a written exam which assesses their understanding of content taught surrounding a chosen play and live performance they have seen as a whole class.</p> <p>Written Work Students will evaluate their work during this last term. They will hand in and complete their coursework for Component 1 under controlled conditions in school.</p>
<p>Autumn Term (September – December)</p>	<p>Component 2: Scripted Students will be put into groups where they will be studying a script ready to be performed in front of an external examiner. Students will prepare both a group piece and a monologue.</p> <p>Written Work There will be a number of tasks to complete for homework and these will be added to the folder of written evidence needed after this project.</p> <p>Exam Preparation Throughout each term, students will have dedicated lessons that will prepare for their written exam which will take place during the summer term and will last 1 hour 30 minutes.</p>
<p>Spring term (January - May)</p>	<p>Component 3: Written Exam As part of the written exam students will be expected to study a play that has been explored from both a theoretical and a practical angle. As part of the course, students are expected to see a live theatre performance that they will evaluate during the 1 hour 30 minute exam.</p> <p>Written work Students will be completing mock exam questions to prepare for the written exam and expected to conduct further research outside of lessons.</p>
<p>Assessments</p>	<p>Component 1: Devising – Internal assessment of practical performance which is filmed, a portfolio is created by each student and this is sent off to an examiner.</p> <p>Component 2: Performance from Text – Externally assessed practical group, duo and/or solo performances.</p> <p>Component 3: Theatre Makers in Practice – Externally assessed 1 hour 30 minute written exam.</p>

Homework / independent study	<p>Homework will be set accordingly and is used to extend the students understanding of the process of creating Drama and performing.</p> <p>In Year 10 the students develop their writing skills and learn how to collect evidence. Most of this work is marked but does not form part of students' final coursework grade.</p> <p>In Year 11 all of the homework set contributes to their coursework and is used as part of their GCSE grade. It is expected that students will focus online learning and practice exam questions for component 3, once all coursework is finalised for components 1 and 2.</p>
School-based enrichment opportunities	<p>We offer all GCSE students the opportunity to go to the theatre to see a show at least once during the course. GCSE students have access to both drama studios for group, solo rehearsals and coursework queries. Students are also encouraged to take part in school productions.</p>
Resources available for home-based study	<p>A Student Study book is available online or we could order this book in bulk if enough students and parents would like to purchase a copy. The GCSE Drama specification is also available to view and download online which has detailed information about each component including assessment criteria.</p>

5a: Construction and the Built Environment

<p>Course Details</p>	<p>Exam Board: Edexcel</p> <p>Level: BTEC</p> <p>Examination Structure:</p> <ul style="list-style-type: none"> • Three Mandatory Units (Construction Technology, Scientific and Mathematical Applications for Construction and Construction and Design.) • One Optional Specialist Unit (Exploring Carpentry and Joinery Principles) <p>Written exam: Construction Technology (1 ½ Hours). 60 marks</p> <p>Coursework/Controlled Assessment:</p> <ul style="list-style-type: none"> • Scientific and Mathematical Applications for Construction. • Construction and Design. • Exploring Carpentry and Joinery Principles.
<p>Key Learning Objectives</p>	<p>This course allows you to study construction and the built environment, giving you the opportunity to gain a broad knowledge and understanding of the industry. You will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work, and understanding how client needs can shape building design.</p> <p>You will study three mandatory units, covering the fundamental knowledge, skills, and understanding required for construction technology and design:</p> <ul style="list-style-type: none"> • Construction Technology • Construction and Design • Scientific and Mathematical Applications for Construction. <p>You will build on the knowledge gained in the mandatory units by completing the Exploring Carpentry and Joinery Principles unit. This will provide you with an opportunity to develop a wider understanding and appreciation of a specific aspect of the construction industry.</p>
<p>Curriculum Content</p>	
<p>Summer term (June - July)</p>	<p>Unit 1 – Construction Technology</p> <p>Learning Outcomes</p> <p>In this unit you will:</p> <p>A - Understand the structural performance required for low-rise construction. B - Explore how sub-structures are constructed. C - Explore how superstructures are constructed.</p> <p>In the summer term, you will focus on covering the following topics:</p> <ul style="list-style-type: none"> • Performance Requirements of Materials. • Strength and Stability. • Thermal Insulation. • Sound Insulation. • Weather Resistance. • Sustainability. • Common Structural Forms for Low-Rise Construction (Cavity walls, cross walls, insulated panels, timber framing).

<p>Autumn Term (September – December)</p>	<p>During the Autumn term you will focus on covering the following topics:</p> <ul style="list-style-type: none"> • Preconstruction work. • Legal requirements and planning. • Programmes of work. • Demolition and clearance. • Site set up. • Substructure groundworks. • Hazards. • Control of water. • Earthworks and foundations. • Ground-floors and details. <p>Students are also taught the following in preparation for their exam:</p> <ul style="list-style-type: none"> • Superstructures, including walls, floors, and roofs. <p>Alongside theory and revision lessons, students will participate in small, skill-based practical projects relating to the topic of their exam (Construction Technology).</p>
<p>Spring term (January - May)</p>	<p>In the spring term of year 10, students will begin their first practical unit – Exploring Carpentry and Joinery Principles.</p> <p>This unit will introduce students to the tools, materials, and personal protective equipment (PPE) used by carpenters and joiners. Students will learn about the potential health and safety hazards in a carpentry and joinery work area, how to carry out a risk assessment, and what is safe working practice in the use of common tools and equipment. Students will also develop the knowledge, skills, and techniques to determine and select appropriate materials to produce a timber frame to a given specification.</p> <p>Learning Outcomes In this unit you will:</p> <p>A - Understand tools, materials, and equipment used in carpentry and joinery. B - Develop practical skills using safe techniques to produce a timber frame.</p>
<p>Curriculum Content – YEAR 11</p>	
<p>Summer term (June - July)</p>	<p>During this term, students continue to work on their second unit – Exploring Carpentry and Joinery Principles.</p> <p>As well as completing their practical outcomes, students also cover topics such as:</p> <ul style="list-style-type: none"> • Tools, materials, equipment and information for carpentry and joinery. • Safe use and storage of the carpentry and joinery tools, materials and equipment. • Health and safety
<p>Autumn Term (September – December)</p>	<p>In the Autumn term, students will go on to begin their third unit of work – Scientific and Mathematical Principles in Construction.</p> <p>Students will learn the scientific principles affecting the performance of construction materials. They will develop skills to perform a wide range of mathematical calculations relating to, for example, dimensions, areas, volumes, material quantities and costs.</p> <p>Learning Outcomes In this unit you will:</p> <p>A - Understand the effects of forces and temperature changes on materials used in construction. B - Use mathematical techniques to solve construction problems.</p>

<p>Spring term (January - May)</p>	<p>In the Spring term, students will go on to begin their third unit of work – Construction and Design.</p> <p>In this unit, students will analyse needs and constraints in order to produce a typical client brief for a low-rise domestic building (up to 5.2 metres in height) and produce a range of sketch proposals or ideas from this.</p> <p>Learning Outcomes In this unit you will:</p> <p>A - Understand the work of the construction industry B - Understand a client’s needs in order to develop a design brief for a low-rise building C - Produce a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.</p>
<p>Assessments</p>	<p>Students will carry out tasks/assignments throughout the course. Their teacher will mark these, and students will receive feedback as to how they are getting on.</p> <p>For the assessment for <i>Unit 3: Construction and Design</i>, students will be able to draw on the knowledge, skills and understanding they have developed during the qualification as a whole.</p> <p>The assessment for <i>Unit 1: Construction Technology</i>, is an exam which is sent away to be marked.</p>
<p>Homework / independent study</p>	<p>Over the duration of the course, students will be set homework regularly in order to improve understanding of the topics covered in theory lessons.</p>
<p>School-based enrichment opportunities</p>	<p>Afterschool sessions are often run for students who would like to improve their work. Students should ask their teacher for more details with regards to which days of the week they may stay.</p>
<p>Books suggested for independent/wider reading</p>	<p>BTEC First Construction and the Built Environment Student Book</p>
<p>Resources available for home-based study</p>	

5b: Design and Technology

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: 50% Coursework 50% Exam</p> <p>Written exam: 2 hours (100 marks) 50% of GCSE</p> <ul style="list-style-type: none"> • Section A: Core Technical Principles (20 marks) • Section B: Specialist Technical Principles (30 marks) • Section C: Designing and Making Principles (50 marks) <p>Coursework / Controlled Assessment:</p> <p>Non-exam assessment (NEA): 30-35 hours approx. (100 marks) 50% of GCSE</p> <ul style="list-style-type: none"> • Core Technical Principles. • Specialist Technical Principles. • Designing and Making Practice. 	
Key Learning Objectives	<p>In KS4 Design and Technology, students will gain a breadth of knowledge that covers the whole Design and Technology Curriculum. This includes a knowledge of both Product Design and Compliant materials, which have been covered in KS3. During Year 10, students will work on a design project in preparation for the NEA that will be delivered in Year 11. The project includes researching and investigating a design context, generating and developing ideas, realising and making prototypes and evaluating the design process.</p>	
Curriculum Content		
Summer term (June - July)	<ul style="list-style-type: none"> • New and emerging technologies. • Sustainability in Design and Technology (Finite and non-finite resources, disposal of waste). • Enterprise in Design and Technology (Crowdfunding, virtual marketing, and fair-trade). • Culture and Society in Design and Technology (SMSC considerations in Design). • Environment and Design and Technology (Continuous improvement, efficient working, pollution and global warming). 	<p>Y10 NEA Preparation Project</p> <p>Introduction to the design context. Researching and investigating.</p> <p>Analysing the task/context. Investigating a client. Writing a design specification</p>
Autumn Term (September – December)	<ul style="list-style-type: none"> • Production Techniques and Systems (automation, CAD, CAM, FMS, JIT and lean manufacturing). • Fossil fuels (Coal, oil and gas), Nuclear Power and Renewable Energy (Wind, solar, tidal, hydro-electrical, biomass), Energy Storage. • Modern Materials (New or improved processes), Function alterations (LCDs, Nanomaterials). • Smart Materials and their properties. • Composite Materials and Technical Textiles. 	<p>Y10 NEA Preparation Project</p> <p>Generating and presenting ideas around the context. Developing ideas through a range of methods.</p>

Spring term (January - May)	<ul style="list-style-type: none"> • Electronics (Inputs, processes and outputs). • Different types of movement (Linear, rotary, reciprocating and oscillating). • Levers, linkages and rotary systems. (1st, 2nd, 3rd order, bell cranks, push/pull, CAMS, gears, pulleys and belts). • Materials and their working properties (Papers and boards, timbers, metals, polymers and textiles). • Skills Build Projects. 	Y10 NEA Preparation Project Realising Ideas and creating a final prototype.
Curriculum Content – YEAR 11		
Summer term (June - July)	Students begin final assessed project (NEA). Theory lessons covering: <ul style="list-style-type: none"> • Selecting materials (functionality, aesthetics, environmental factors, availability, cost, social factors, cultural factors and ethical factors). • Testing materials against forces and stresses (tension, compression, bending, torsion and shear). • Improving properties of materials (lamination, bending, folding, webbing, fabric interfacing). • Carbon footprint and Ecological issues in design and manufacture (Deforestation, mining, drilling and farming). • The 6 R's (reduce, refuse, re-use, repair, recycle and rethink). • Social issues (safe working conditions, reducing pollution). 	
Autumn Term (September – December)	<ul style="list-style-type: none"> • Primary sources of materials. • Properties of materials. • Modification of material properties for specific purposes. • Shaping and forming using cutting, abrasion and addition. • Stock forms, types and sizes of materials. • Scales of production (Prototype, batch, mass and continuous). 	Students continue to develop final NEA. Generating and developing their ideas.
Spring term (January - May)	<ul style="list-style-type: none"> • The use of production aids (patterns, jigs, templates). • Tools, equipment and processes (wastage, addition, deforming and reforming). • Industrial processes. • The preparation and application of treatments and finishes. • Application of quality control. Completion of final NEA project	Students continue to develop final NEA. Realising and evaluating their ideas.
Assessments	Students will be assessed on their final NEA project and exam. These parts of the course are both worth 50%. Throughout the course, students' progress will be monitored closely. In Year 10, students will be assessed in the same way that they will be assessed in Year 11, enabling them to understand the criteria and assessment procedure for their final NEA in Year 11.	
Homework / independent study	Over the duration of the course, students will be set homework regularly in order to improve understanding of the topics covered in theory lessons.	

	Students will gain an understanding of how to work independently as this is essential for their final project. Afterschool sessions are often run for students who would like to improve their work.
School-based enrichment opportunities	Afterschool sessions are often run for students who would like to improve their work. Students should ask their teacher for more details with regards to which days of the week they may stay.
Books suggested for independent/wider reading	AQA GCSE (9-1) Design and Technology - Authors: Michael Ross http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks - See the AQA website for books more closely relating to each specialist topic.
Resources available for home-based study	http://www.bbc.co.uk/schools/gcsebitesize/design/ http://www.technologystudent.com/

5c: Food Preparation and Nutrition

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: Multiple choice and extended answers - 50% of final grade.</p> <p>Coursework/Controlled Assessment: Coursework - 50% of final grade. NEA1: Food Investigation (15%, 10 hours). NEA2: Food Preparation Task (35%, 20 hours and 3-hour practical exam).</p>
Key Learning Objectives	<p>The specification sets out the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Students will learn about how to apply nutrition through practical work, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles effecting food safety, sustainability, food labelling and marketing, food processing and production and sensory evaluation. Throughout Year 10, students will acquire knowledge and practise the acquisition of food preparation skills. They will complete 2 pieces of NEA in Year 11 which are timed. The first piece of coursework is a science investigation with a focus on the functional and chemical properties of food. The second piece of coursework involves showcasing food preparation methods to make three dishes based on a topic set by AQA. Students will then have a written examination at the end of Year 11.</p>
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Learning in depth food preparation skills. Students will also apply nutritional knowledge to dishes produced and explore the different types of food chemistry and functions. This is to prepare students for their NEA in Food Science and their NEA in Food Preparation.</p>
Autumn Term (September – December)	<p>Students will acquire knowledge on the specification topics in order to apply this in the practical classroom. This is to prepare students with the knowledge required for their written examination.</p>
Spring term (January - May)	<p>Research tasks, preparation for practical dishes exploring the knowledge learnt in nutrition and food chemistry.</p> <p>Mock Exam (15%) - Food Science Investigation Students spend a maximum of 10 hours experimenting with different types of food products and their functions in recipes. They then produce a written or electronic report including photographs (1500 - 2000 words).</p>
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Mock exam (35%) Food Preparation Assessment Release date 1st November in Year 11. Task to be set by the exam board. Produce a 3-course meal showing as many preparation skills as possible. Maximum of 20 hours. 3 hours for the practical production as an exam.</p>
Autumn Term (September – December)	<p>NEA1 Food Science investigation (15%) Applying food science and chemistry knowledge to experiments and writing up your findings in a 1500—2000 word report / essay with photographs.</p>

	<p>NEA2 Food Preparation (35%) Produce three dishes around a set brief within a 3-hour timed assessment showing as many food preparation skills as possible. Write up and evaluate your findings within a 20-hour written report.</p>
<p>Spring term (January - May)</p>	<p>Revision programme for the end of Year 11 Revisiting topics learnt in year 10 Written examination (50% of final grade).</p>
<p>Assessments</p>	<p>Written examination (50%)—multiple choice, descriptive and essay/extended writing style questions. Question themes: How you can apply nutrition through practical work, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles effecting food safety, sustainability, food labelling and marketing, food processing and production, sensory evaluation.</p> <p>NEA1: Food Investigation (15% 10 hours) NEA2: Food Preparation Task (35% 20 hours and 3-hour practical exam)</p>
<p>Homework / independent study</p>	<p>A commitment is required to bring ingredients in on a regular basis and complete homework that builds on the theoretical knowledge gained in class.</p>
<p>School-based enrichment opportunities</p>	<p>Culinary Skills Build afterschool clubs. Future Chef & Rotary Club competition entry.</p>
<p>Resources available for home-based study</p>	<p>‘AQA GCSE Food Preparation & Nutrition’ by Anita Tull ‘AQA GCSE Food Preparation & Nutrition Revision guide’ by CGP</p>

6a: GCSE Geography

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: Paper 1: Living with the physical environment - 1h30min (35%) Paper 2: Challenges in the human environment - 1h30min (35%) Paper 3: Geographical applications - 1h15 min (30%)</p> <p>Coursework/Controlled Assessment: Compulsory fieldwork Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography.</p>
Key Learning Objectives	<p>Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).</p> <ul style="list-style-type: none"> • Gain understanding of the interactions between people and environments, the change in places and processes over space and time, and the interrelationship between geographical phenomena on different scales and in different contexts (think like a geographer). • Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).
Curriculum Content – YEAR 10	
Summer term (June - July)	The challenge of natural hazards. The living world.
Autumn Term (September – December)	The living world. Fieldwork - planning and preparation.
Spring term (January - May)	Fieldwork - visits and write-up. Physical landscapes in the UK.
Curriculum Content – YEAR 11	
Summer term (June - July)	Urban issues and challenges. The changing economic world.

Autumn Term (September – December)	The changing economic world. The challenge of resource management.
Spring term (January - May)	The challenge of resource management. DME work post pre-release. Revision.
Assessments	End of Unit assessments. Mock examinations.
Homework / independent study	Students are expected to read widely about the issues that are raised during lessons. They also need to remain abreast of current developments in the news. Homework is set and displayed on the schools VLE. Students should have purchased the revision guides, exam questions, and answers which will help them with their studies.
School-based enrichment opportunities	Environmental club. GCSE revision. Homework support,
Resources available for home-based study	On the school website.



6b: GCSE History

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure: 1: Crime and Punishment: From 1000 to the Present - 1hr 15 mins. (30%) 2: Cold War and Elizabeth - 1hr 45 mins. (40%) 3: Weimar and Nazi Germany - 1hr 20 mins. (30%)
Key Learning Objectives	<ul style="list-style-type: none"> • Explore the changes in Crime and Punishment in the UK over the last 1000 years. • Investigate the impact of the Cold War. • Assess the challenges and issues faced by Elizabeth I. • Analyse the changes in Germany between the two World Wars.
Curriculum Content – YEAR 10	
Summer term (June - July)	Crime and Punishment Crime and Punishment: From 1000 to 1700. Crime and Punishment: From 1700to the present day.
Autumn Term (September – December)	Crime and Punishment, and Whitechapel Crime and Punishment Case studies. The Historic environment of Whitechapel. Elizabeth Queen, Government and Religion.
Spring term (January - May)	Elizabeth Challenges to Elizabeth at home and abroad. Society and the age of exploration.
Curriculum Content – YEAR 11	
Summer term (June - July)	Germany The Weimar Republic. Hitler’s Rise to Power.
Autumn Term (September – December)	Germany Nazi control and Dictatorship. Cold War Origins of the Cold War.
Spring term (January - May)	Cold War Cold War Crises. The end of the Cold War. Revision.
Assessments	Each topic within a unit will have a formal examination test to assess students’ knowledge and progress. At the end of Year 10, students will sit two Mock Exams. In December of Year 11, students will sit all three Mock Exams.

Homework / independent study	Knowledge Organisers available through SMHW and VLE. Revision guides available through school or independently. Homework set fortnightly.
School-based enrichment opportunities	Active History Club. Membership of Historical Society.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Historical events.

6c: Religious Studies

Course Details	Exam Board: OCR Level: GCSE Examination Structure: 1: Christianity 1hr (25%) 2: Islam 1hr mins (25%) 3: Ethics and Moral issues from a Christian perspective 2hrs (50%)
Key Learning Objectives	<ul style="list-style-type: none"> • Explore the practices and beliefs of the Christian faith. • Explore the practices and beliefs of the Islamic faith. • Investigate the moral implications of key ethics issues.
Curriculum Content – YEAR 10	
Summer term (June - July)	Beliefs and Teachings and Practices – Christianity: <ul style="list-style-type: none"> • Nature of God. • Concept of God as a Trinity of persons. • Biblical accounts of creation. • Agape. • The problem of suffering and evil and a loving and righteous God. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of salvation.
Autumn Term (September – December)	<ul style="list-style-type: none"> • Eschatological beliefs and teachings. • Worship. • Sacraments. • Prayer. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the community and living practices. • Mission. • The role of the church in the wider world.
Spring term (January - May)	Beliefs and Teachings and Practices – Islam: <ul style="list-style-type: none"> • Core beliefs. • Nature of Allah. • Prophethood (Risalah). • Books (Kutub). • Angels (Malaikah). • Eschatological beliefs and teachings. • Life after death.
Curriculum Content – YEAR 11	
Summer term (June - July)	<ul style="list-style-type: none"> • The importance of practices. • Public acts of worship. • Private acts of worship. • Hajj. • Zakah. • Sawm. • Festivals/ special days. • Jihad.

Autumn Term (September – December)	Religion, Philosophy, and Ethics in a Modern World From a Christian Perspective Relationships and Families: <ul style="list-style-type: none"> • Relationships and families. • Men and Women. • Christian Understandings of Equality. The Existence of God: <ul style="list-style-type: none"> • The question of God. • The nature of reality. • Experiencing God.
Spring term (January - May)	Religion, Peace and Conflict: <ul style="list-style-type: none"> • Violence and conflict. • Peace and peace making. • Forgiveness and reconciliation. Dialogue between religious and non- religious beliefs and attitudes <ul style="list-style-type: none"> • Challenges for religion. • Dialogue within and between religious groups. • Dialogue between religious and non-religious groups.
Assessments	Christianity: Beliefs. Christianity: Practices. Islam: Beliefs. Islam: Practices. Christianity and Islam Mock Exams. Families. God. Conflict. Dialogue. Final Mock Exams.
Homework / independent study	Homework is a mixture of research work and written tasks. Students are encouraged to use a number of media, e.g. ICT, Art etc., to understand religious viewpoints.
School-based enrichment opportunities	Guest Speaker. Project Work. Assembly projects.
Resources available for home-based study	<ul style="list-style-type: none"> • Various interactive virtual tour sites. • “The Muslim Experience” by JF Aylett. • “This is Christianity” by Michael Keene. Extra topics are on The Grange VLE. Websites: www.aportraitofjesus.org www.reonline.org.uk Related reading: Exodus – The Bible (story of Moses) The story of the Prophet Mohammed The Easter Story

7a: Computer Science

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE Grades 9-1</p> <p>Examination Structure: 100% written examination – 2 papers</p> <p>Coursework/Controlled Assessment: One piece of Controlled assessment set by the exam board. Requires the student to analyse the problem, break it down into sections, write the Python code to solve the problem and then to test and evaluate the solution. Work presented as a written document. This must be submitted to the examination board.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To be able to develop Python code to solve a practical problem. • To have an understanding of problem-solving using algorithms. • To understand how data is represented in different ways. • To be able to use databases. • To understand hardware and software. • To understand how computers communicate using networks and the internet. • To understand the impact computers have on the environment, our lifestyles, and privacy.
Curriculum Content – YEAR 10	
Summer term (June - July)	Binary, hex and data representation.
Autumn Term (September – December)	Algorithms and Data representation. Data Storage, compression and Encryption. Programming skills in Python. Hardware and Software.
Spring term (January - May)	The Bigger Picture Networks. Python skills for assessment task.
Curriculum Content – YEAR 11	
Summer term (June - July)	The Bigger Picture – effect of computers on the environment, computers and our lives and also privacy, networks. Databases. Practice for the assessment task. Assessment task.
Autumn Term (September – December)	Continued work on the assessment task. Data entry and compression.
Spring term (January - May)	Machines and modelling Programming computer languages. Revision.
Assessments	<p>One piece of practical Controlled assessment to be completed in school during late Year 10 or beginning of Year 11. This is set each year by the exam board. Students will be required to break the problem down and to analyse its parts, to write a solution in Python and to evaluate the outcome.</p> <p>Written examination: 2 papers.</p>

Homework / independent study	Use of online Python resources. Revision Guide and workbook available to purchase. It is strongly recommended that all students purchase these, as they are very useful in preparing students for the written examination and providing further examples of typical examination-style questions. Seneca learning and ReviseComputerScience.com
School-based enrichment opportunities	Use of computers at lunchtime or after school.
Resources available for home-based study	Resources available on the VLE.

7b: BTEC Tech Award in Digital Information Technology

Course Details	<p>Exam Board: Edexcel</p> <p>Level: BTEC Level 1 and Level 2</p> <p>Examination Structure: One written paper - 1 hour and 45 minutes (40% of final grade)</p> <p>Coursework/Controlled Assessment: (60% of final grade) There will be several assignments given to the students to complete. These are set by the exam board. They will take place at various intervals during the course. These will constitute 60% of the course.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To have an understanding of use Interfaces and Design principles. • The impact on using data for organisations and individuals. • Modern technologies and cybersecurity.
Curriculum Content – YEAR 10	
Summer term (June - July)	User interfaces, designs, and design principles.
Autumn Term (September – December)	User interfaces, designs, and design principles – Formal assessment part 1A. Project planning techniques. Development and review of user interfaces.
Spring term (January - May)	Formal assessment 1B. Role and impact on using data on organisations and individuals. Preparation for Formal Assessment 1C.
Curriculum Content – YEAR 11	
Summer term (June - July)	Formal assessment 1C. Modern Technology. Cybersecurity.
Autumn Term (September – December)	Wider implications of digital systems. Planning and communication in digital systems. Formal assessments 2A and 2B.
Spring term (January - May)	Formal assessment 2C. Planning and communication in digital systems (continued). Revision.
Assessments	Several assignments given to the students at various points in the course after they have completed each section of work (60% of grade). Written examination (1hr 45 min.) that accounts for 40% of the final grade.
Homework / independent study	Questions based on the theory section of the work, and practical skills. Students are expected to work on their assignments at home as well as in school. Development and completion of the assignments.
School-based enrichment opportunities	Use of computers at lunchtime or after school.

**Resources
available for
home-based
study**

Resources available on the VLE.

Revision material available on the VLE

Revision book from exam board (due to be published Oct. 2019)

8: Health and Social Care

<p>Course Details</p>	<p>Exam Board: Pearson</p> <p>Level: BTEC Tech Award Level 1/2</p> <p>Examination structure: There is a formal synoptic external examination set and marked by Pearson. It is worth 60 marks i.e. 40% of the overall final assessment and will take 2 hours to complete. The students will sit the examination in the Spring of Year 11.</p> <p>Coursework/Controlled Assessment: Components 1 and 2 are assessed through internally set and marked assignments that are subject to external standards verification. Each unit is worth 30% of the overall final assessment. Grading decisions are made based on the assessment requirements. Component 1 will be completed in December of Year 10 and component 2 will be completed in May of Year 11.</p> <p>Learners are required to complete and achieve all the components included in the qualification.</p>
<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> • Human Lifespan Development. • Health and Social Care Service and Values. • Health and Wellbeing.
<p>Curriculum Content YEAR 10 Summer term (June - July)</p> <p>Autumn term (September - December)</p> <p>Spring term (January - February)</p> <p>(February - March)</p>	<p>Component 1 Human Lifespan Development</p> <p>Learning Outcome A: Understand human growth and development across life stages and the factors that affect it.</p> <p>A1 Human growth and development across life stages:</p> <ul style="list-style-type: none"> • Main life stages. • PIES growth and development in the main life stages. <p>A2 Factors affecting growth and development:</p> <ul style="list-style-type: none"> • Physical factors. • Social and cultural factors. • Economic factors. <p>Learning Outcome B: Investigate how individuals deal with life events.</p> <p>B1 Different types of life event:</p> <ul style="list-style-type: none"> • Physical events. • Relationship changes. • Life circumstances. <p>B2 Coping with change caused by life events:</p> <ul style="list-style-type: none"> • How individuals adapt to these changes. • Sources of support. • Types of support. <p>Introduce Component 2 Health and Social Care Services and Values and Component 3 Health and Wellbeing - content as below – to enable support from work experience.</p> <p>Component 3 Health and Wellbeing</p> <p>Learning Outcome A: Learn the factors that affect health and wellbeing.</p>

	<p>A1 Factors affecting health and wellbeing:</p> <ul style="list-style-type: none"> • Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing. • Social, emotional, and cultural factors that can have positive or negative effects on health and wellbeing. • Economic factors that can have positive or negative effects on health and wellbeing. • Environmental factors that can have positive or negative effects on health and wellbeing. • The impact of life events relating to relationship changes and changes in life circumstances.
<p>Summer term (April - July)</p>	<p>Learning Outcome B: Interpreting health indicators.</p> <p>B1 Physiological indicators:</p> <ul style="list-style-type: none"> • Physiological indicators that are used to measure health. • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. <p>B2 Lifestyle indicators:</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data, specifically risks to physical health.
<p>Curriculum Content YEAR 11 (September - December)</p>	
<p>(January - May)</p>	<p>Component 2 Health and Social Care Services and Values</p> <p>Learning Outcome A: Understand the different types of health and social care services and barriers to accessing them.</p> <p>A1 Health and social care services:</p> <ul style="list-style-type: none"> • Different health care services and how they meet service user needs. • Different social care services and how they meet service user needs. <p>A2 Barriers to accessing services:</p> <ul style="list-style-type: none"> • Types of barrier and how they can be overcome by the service providers or users. <p>Learning Outcome B: Demonstrate care values and review own practice.</p> <p>B1 Care values:</p> <ul style="list-style-type: none"> • Care values. <p>B2 Reviewing own application of care values:</p> <ul style="list-style-type: none"> • Key aspects of a review. •
<p>Assessments</p>	<p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment - internal assessment subject to external standards verification (30% of marks). <p>Component 2: Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks • Final assessment - internal assessment subject to external standards verification (30% of marks). <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> • Ongoing assessment through end of topic progress tests. • Final assessment - written paper - Pearson set and marked – 2 hours (60 marks – 40% of final marks).
<p>Homework / independent study</p>	<p>Homework is set regularly and is published on Show My Homework. Further independent study is encouraged in order for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied ongoing tasks need to be completed independently as part of the homework commitment.</p>

	Homework tasks are set in order to prepare for the externally assessed synoptic set task.
School-based enrichment opportunities	Afterschool homework club every Tuesday 3-4pm in V6.
Resources available for home-based study	BTEC Tech Award in Health and Social Care Level 1 and 2 ISBN: 1292200928

9a: French

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure: 4 x final exam. 25% writing, 25% listening, 25% reading and 25% speaking.
Key Learning Objectives	<ul style="list-style-type: none"> • To build upon and extend the vocabulary and grammar from KS 3. • To develop independent learning skills. • To build confidence and communication skills in the target language.
Curriculum Content – YEAR 10	
Summer term (June - July)	Qui suis-je? (Identity and culture) <ul style="list-style-type: none"> • Family and describing people. • Places and in town and activities. • Using the past, present, future and imperfect tenses.
Autumn Term (September – December)	Le Temps de Loisirs (Identity and culture) <ul style="list-style-type: none"> • Sport and music. • Technology, films and TV. • Using superlatives, direct object pronouns, further revision of the imperfect tense. Jours ordinaires (Identity and culture) <ul style="list-style-type: none"> • Food and Meals. • Shopping for clothes. • Festivals and Traditions. • Using venir de, pronouns, pouvoir and devoir.
Spring term (January - May)	Jours ordinaires (Identity and culture) <ul style="list-style-type: none"> • Food and Meals. • Shopping for clothes. • Festivals and Traditions. • Using venir de, pronouns, pouvoir and devoir. De la Ville à la Campagne (Local area, holiday and travel) <ul style="list-style-type: none"> • Where you live, weather and transport. • Describing a town and asking the way. • Using y, negatives and future.
Curriculum Content – YEAR 11	
Summer term (June - July)	Le Grand Large (Local area, holiday and travel) <ul style="list-style-type: none"> • Holidays – past, present and future. • Using reflexive verbs, the conditional tense, the pluperfect tense and demonstrative adjectives.
Autumn Term (September – December)	Un œil sur le monde (International and global dimension) <ul style="list-style-type: none"> • Using the passive voice, modal verbs and indirect object pronouns. Bon Travail (Future aspirations, study and work) <ul style="list-style-type: none"> • Work, jobs and work preferences. • Using direct object pronouns, adverbs, understanding the subjunctive.

Spring term (January - May)	Bon Travail (Future aspirations, study and work) <ul style="list-style-type: none"> • Work, jobs and work preferences. • Using direct object pronouns, adverbs, understanding the subjunctive. Au Collège (School) <ul style="list-style-type: none"> • School subjects, rules, exchanges. • Using the imperative and il faut. Exam practice.
Assessments	Baseline assessment End of Year 9. Year 10 Mock Exams in July 2019. Year 11 Mock Exams in December 2019. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.
Homework / independent study	Set weekly on Show My Homework. Active learn tasks that reflect lesson content. Edexcel revision guides highly recommended and available to purchase through the school.
School-based enrichment opportunities	Trip to France in year 10 or 11. French films/video clips used to supplement lessons. Use of realia in lessons.
Resources available for home-based study	Edexcel revision guides. Duolingo. Satellite TV e.g. TV Monde.

9b: Spanish

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure: 4 x Final exam. 25% writing, 25% listening, 25% reading, 25% speaking.
Key Learning Objectives	<ul style="list-style-type: none"> • To build upon and extend the vocabulary and grammar from Key Stage 3. • To develop independent learning skills. • To build confidence and communication skills in the Target Language.
Curriculum Content – YEAR 10	
Summer term (June - July)	Desconéctate (Local area, holiday and travel) <ul style="list-style-type: none"> • Holidays. • Holiday preferences. • Problems and complaints.
Autumn Term (September – December)	Desconéctate (Local area, holiday and travel) (continued) <ul style="list-style-type: none"> • Holidays. • Holiday preferences. • Problems and complaints. Mi vida en el insti (school) <ul style="list-style-type: none"> • School life. • Exchange plans. Mi gente (Identity and culture) <ul style="list-style-type: none"> • Self. • Family. • Social networks.
Spring term (January - May)	Mi gente (Identity and culture) (continued) <ul style="list-style-type: none"> • Self. • Family. • Social networks. Ciudades (Local area, holiday and travel, identity and culture) <ul style="list-style-type: none"> • Town. • Region. • Shopping. De costumbre (Identity and culture) <ul style="list-style-type: none"> • Daily routine • Mealtimes. • Festivals. • Illness and injury.
Curriculum Content – YEAR 11	
Summer term (June - July)	De costumbre (Identity and culture) (continued) <ul style="list-style-type: none"> • Daily routine. • Mealtimes.

	<ul style="list-style-type: none"> • Festivals. • Illness and injury. <p>A currar (future aspirations)</p> <ul style="list-style-type: none"> • Work. • Work experience. • Future plans.
Autumn Term (September – December)	<p>Hacia un mundo mejor (International and global dimension)</p> <ul style="list-style-type: none"> • Housing and environment. • Global issues. <p>Intereses e influencias (Identity and culture)</p> <ul style="list-style-type: none"> • Free time activities. • TV. • Cinema. • Music.
Spring term (January - May)	<p>Intereses e influencias (Identity and culture) (continued)</p> <ul style="list-style-type: none"> • Free time activities. • TV. • Cinema. • Music. <p>De costumbre (Identity and culture)(continued)</p> <ul style="list-style-type: none"> • Daily routine. • Mealtimes • Festivals. • Illness and injury. <p>Exam preparation.</p>
Assessments	<p>Baseline assessment End of Year 9. Year 10 Mock Exams in July 2018. Year 11 Mock Exams in December 2018. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.</p>
Homework / independent study	<p>Set weekly on Show My Homework. Revision guides available to purchase. Separate personal vocabulary books which pupils update every week.</p>
School-based enrichment opportunities	<p>Film club once a week. Trip to Spain in Year 10 or 11. Spanish and South American films and music used to enrich lessons on a regular basis. Use of realia in lessons.</p>
Resources available for home-based study	<p>Revision guides. Pupils are guided towards online revision. Duolingo. Satellite TV for films and box sets in Spanish.</p>

9c: Urdu

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE (Foundation / Higher Level)</p> <p>Examination Structure: Written exams in Reading (25%), Writing (25%), Listening (25%) and Speaking (25%).</p>
Key Learning Objectives	<ul style="list-style-type: none"> To build upon and extend the vocabulary and grammar from KS 3. To develop independent learning skills. To build confidence and communication skills in the target language.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Relationships with Family and Friends</p> <ul style="list-style-type: none"> Talking about yourself and about your family. Saying what you like and dislike.
Autumn Term (September – December)	<p>What School is Like</p> <ul style="list-style-type: none"> Talking about school subjects and daily routine. Talking about your plans and comparing schools in England and Pakistan.
Spring term (January - May)	<p>Business, Work and Employment</p> <ul style="list-style-type: none"> Talking about where you live. Talking about your area.
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Holidays - Plans, Preferences, Experiences</p> <ul style="list-style-type: none"> Talking about the weather. Making holiday plans.
Autumn Term (September – December)	<p>Shopping, Money, Fashion</p> <ul style="list-style-type: none"> Discussing jobs and money. Talking about work experience.
Spring term (January - May)	<p>Free Time and the Media</p> <ul style="list-style-type: none"> Discussing TV and cinema. Arranging to go out.
Assessments	<p>Baseline test at start of Year 10.</p> <p>Written/Speaking assessments at the end of each topic (TBA).</p> <p>Reading and Listening assessments at the end of topics.</p> <p>Year 10 Mock Exams in July 2019 and Year 11 Mocks in November/ December 2019.</p> <p>End of Unit tests (ongoing assessment).</p> <p>Regular vocab tests as part of weekly set homework.</p>
Homework / independent study	Set on a weekly basis and on Show My Homework.
School-based enrichment opportunities	See Termly Update.

Resources available for home-based study	Popular Oxford Practical Combined Dictionary: English - Urdu, Urdu - English.
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10: Music

Course Details	<p>Exam Board: Edexcel</p> <p>Level: BTEC First Award in Music (level 2 Year 11)</p> <p>Examination Structure: A Music Industry written examination and coursework as described below.</p> <p>Coursework/Controlled Assessment: Three Unit 4 assignments internally assessed and moderated.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To explore creative stimuli to meet a composing brief. • To develop, extend, and shape music for performances. • To present compositions appropriately. • To understand different types of organisations that make up the music industry. • To understand job roles in the music industry.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Practice Units: Preparatory exercises to prepare for BTEC assignments focusing on performance skills and use of Computer Music software.</p>
Autumn Term (September – December)	<p>Introducing Music Performance: Exploring skills and making decisions as you prepare for a performance. Planning and practising to make your performance successful. You will be encouraged to choose your own pieces for performance to an audience.</p>
Spring term (January - May)	<p>Managing a Music Product: Managing the planning, delivery and promotion of a live concert. Your planning will lead to the final delivery of your product and its presentation to others. You will be required to work with others, as well as achieving your personal goals, ensuring the product reflects your work and the qualities you show.</p>
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Introducing Music Composition: Developing a portfolio of ideas, some of which will be developed, and one of which will be completed. Discovering a range of compositional techniques and producing contrasting musical ideas to develop compositional expertise.</p>
Autumn Term (September – December)	<p>Introducing Music Composition: Refining, developing, and extending the compositional ideas from the portfolio of ideas.</p>
Spring term (January - May)	<p>The Music Industry: This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p>
Assessments	<ul style="list-style-type: none"> • Three Unit 4 assignments assessed and moderated internally. • A written examination in May externally assessed.

Homework / independent study	Tasks set to support assignments and prepare for written examination when appropriate.
School-based enrichment opportunities	<ul style="list-style-type: none">• School choir and ensembles.• Concert at Christmas.• Lunch time music club.
Resources available for home-based study	

11a: GCSE P.E.

Course Details	<p>Exam Board: Pearson/Edexcel</p> <p>Level: GCSE (Level 2)</p> <p>Examination Structure: 4 units of work comprising 2 exam papers and coursework, including the practical moderation of 3 sports and a Personal Exercise Programme.</p> <p>Coursework / Controlled Assessment: Assessed in 3 sports (from approved list) and planning of personal exercise programme.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. • Understand how the physiological and psychological state affects performance in physical activity and sport. • Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. • Develop their ability to analyse and evaluate to improve performance in physical activity and sport. • Understand the contributions that physical activity and sport make to health, fitness and well-being. • Understand the key socio-cultural influences that can affect people’s involvement in physical activity and sport.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Unit 1: Fitness and Body Systems</p> <ul style="list-style-type: none"> • Applied anatomy and physiology. <p>Pupils to look at the structure and functions of the various body systems and how they respond to exercise in both the short and long term. They will look at the differences between aerobic and anaerobic exercise and how the body adapts to them.</p>
Autumn Term (September – December)	<p>Unit 3: Practical element</p> <p>The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice.</p> <p>Students must participate in three separate activities. They will be assessed against set assessment criteria found in the <i>Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria</i> document on our website. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson. The practical activities will last right through to December of Year 11.</p> <p>Unit 1: Fitness and Body Systems</p> <ul style="list-style-type: none"> • Movement analysis. <p>Pupils will look at an introduction into biomechanics, how the body uses levers to produce movement and also planes of movement.</p> <ul style="list-style-type: none"> • Physical training methods and principles. <p>Pupils will look at the relationship between health and fitness and the different components of fitness. They will also look at how training can be tailored to individuals’ needs and aimed at making improvements in certain areas of fitness.</p>

Spring term (January - May)	Unit 1: Fitness and Body Systems <ul style="list-style-type: none"> • Use of data. <p>Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p>Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods.</p> <p>Present data (including tables and graphs).</p> <p>Interpret data accurately.</p> <p>Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport.</p>
Curriculum Content – YEAR 11	
Summer term (June - July)	Unit 2: Health and performance <ul style="list-style-type: none"> • Health, fitness and well-being. <p>Pupils to look at how Physical, Emotional and Social health have an impact on our well-being and the consequences of leading a sedentary lifestyle. Pupils will also look at the impact of nutrition and hydration on energy levels and participation.</p> <ul style="list-style-type: none"> • Sport psychology. <p>Pupils will look at the classification of skill and how we can set targets to improve our learning. The influence of feedback and how we use guidance to learn and prepare.</p>
Autumn Term (September – December)	Unit 2: Health and performance <ul style="list-style-type: none"> • Socio-cultural influences. <p>Pupils to look at how their environment around them will influence participation and the effect business and money has on sport.</p> <ul style="list-style-type: none"> • Use of data. <p>Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p>Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods.</p> <p>Present data (including tables and graphs).</p> <p>Interpret data accurately.</p> <p>Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport.</p>
Spring term (January - May)	Unit 4: Personal Exercise Programme <p>Non-examined assessment: internally marked and externally moderated. 10% of the qualification - 20 marks.</p> <p>Content overview</p> <ul style="list-style-type: none"> • Aim and planning analysis. • Carrying out and monitoring the PEP. • Evaluation of the PEP. <p>Assessment overview</p> <p>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.</p> <p>THE PRACTICAL MODERATION WILL ALSO TAKE PLACE WITHIN THIS TERM.</p>
Assessments	4 units of work comprising 2 exam papers and coursework, including the practical moderation of 3 sports and a Personal Exercise Programme.

Homework / independent study	Pupils will gather video evidence of them performing in their chosen sports. Exam questions to consolidate learning of lesson.
School-based enrichment opportunities	Pupils are encouraged to use core P.E. sessions to improve their skills in isolation and game situations.
Resources available for home-based study	All resources will be available through the shared drive. Revision books are also available through the school finance department.

11b: BTEC First Award SPORT

Course Details	<p>Exam Board: Pearson/Edexcel</p> <p>Level: BTEC First Award (Level 2)</p> <p>Examination Structure: A mixture of online exam and coursework.</p> <p>Coursework / Controlled Assessment: Online Exam (25% of overall grade) – 60 marks. Written and practical coursework (75% of final grade) – 3 units of work.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Encourage personal development through practical participation and performance in a range of sports and exercise activities. • Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units. • Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure. • Provide education and training for sport, leisure and recreation employees.
Curriculum Content – YEAR 10	
Summer term (June - July)	<p>Unit 2: Practical Sport</p> <p>Pupils will be exposed to a variety of different sports and through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques, and tactics. You will show your knowledge of rules, regulations and scoring, as well as your practical knowledge through filmed moderation.</p>
Autumn Term (September – December)	<p>Unit 2: Practical Sport (Second Sport)</p> <p>This unit introduces you to a variety of different sports and through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics. You will show your knowledge of rules, regulations and scoring, as well as your practical knowledge through filmed moderation.</p>
Spring term (January - May)	<p>Unit 3: Applying The Principles Of Personal Training</p> <p>The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people’s fitness and are essential for a number of job roles in the sector, such as sports coaches and personal trainers. In this unit, you design a fitness programme and keep a diary as you complete it. You then will be required to evaluate its overall effectiveness.</p>
Curriculum Content – YEAR 11	
Summer term (June - July)	<p>Unit 4: Leading Sport Activities</p> <p>This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.</p>

	Due to the nature of a large group of pupils taking the subject, it may take a few weeks for everyone to teach their sessions. This could push the unit into the next term.
Autumn Term (September – December)	<p>Unit 1: Fitness for Sport and Exercise</p> <p>Fitness for sport and exercise is core to the programme of study. This unit has links to and underpins the other units for sport.</p> <ul style="list-style-type: none"> You will cover the components of physical and skill-related fitness and the principles of training. Explore different fitness training methods for developing components of fitness. Gain knowledge and skills in undertaking and administering fitness tests. <p>This unit is particularly relevant if you would like to work in sports coaching, elite sport or personal training. Please note that this unit is assessed by an externally set exam. The exam will be taken in January.</p>
Spring term (January - May)	Revision and prep for resits of the external exam. Finishing off Unit 4.
Assessments	Each coursework unit has 3 assignments and will be marked internally. They will also be externally moderated. Unit 1 is assessed in the form of an online exam which pupils can resit. This paper has multiple choice, short and longer exam-style questions.
Homework / independent study	Some homework will be revision-based for the Unit 1 exam, some will be completed in relation to assignments. Once pupils are set an assignment, they are expected to complete these assignments independently.
School-based enrichment opportunities	Pupils can join and help run school clubs to practice and hone leadership skills.
Resources available for home-based study	All resources are available via the school network and student shared drive.

12: Statistics

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE (Higher tier)</p> <p>Examination Structure: The Statistics GCSE is 100% exam based. There are two papers, each 1 hour 45 minutes in duration, which will be sat in May/June of Year 11. Each paper is worth 50% of the GCSE qualification and consists of multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question. Calculators are allowed in both.</p>
Key Learning Objectives	<p>GCSE Statistics helps students develop a knowledge and understanding of:</p> <ul style="list-style-type: none"> • Statistical thinking and practice. • How to use statistics in the real world. • Enables students to acquire transferable skills and knowledge, which enhance their career opportunities. <p>It is particularly suitable for students who wish to progress to a range of A-level subjects outside Maths, including A-level Sciences, Geography, Psychology and Business Studies.</p>
Curriculum Content – YEAR 10	
<p>Spring term (March - May)</p>	<p>This GCSE is taken by students in set 1 only and is delivered alongside the Maths GCSE.</p> <p>Topics which overlap between Maths GCSE and Statistics GCSE are taught first, and include:</p> <ul style="list-style-type: none"> • Types of variables. • Sampling. • Graphs, including histograms, cumulative frequency, pie charts, stem and leaf, box plots and scatter graphs. • Averages and spread. • Probability tree diagrams. <p>Students will then cover more theory as part of the Statistics course, including:</p> <ul style="list-style-type: none"> • Classification of data. • How to conduct experiments. • Other diagrams such as population pyramids. • Product moment correlation coefficient. • Characteristics of a binomial distribution. • Statistical misrepresentation. • Normal Distribution. • Pearson’s measure of skew. • Moving averages. • RPI and CPI.
Curriculum Content – YEAR 11	
<p>Autumn Term (September – December)</p>	<p>Students learn and become familiar with the steps required to carry out a sound statistical investigation – Statistical Enquiry Cycle (SEC):</p> <ul style="list-style-type: none"> • Initial planning. • Data collection. • Data processing and presentation. • Interpretation of results. • Evaluation and review.

Spring term (January - May)	Students will then cover more theory as part of the Statistics course and revise content in preparation for final examinations.
Assessments	Mock examinations in November/December and March of Year 11.
Homework / independent study	Homework is set regularly where topics overlap with the GCSE Maths course, to review the objectives/skills studied in class and to inform student ability levels. It is both based on written assessment and ICT led. Exercises can be accessed via the Show My Homework site at home or at school.
School-based enrichment opportunities	Maths drop-in sessions on Tues and Thurs lunchtime.
Books suggested for independent/wider reading	<ul style="list-style-type: none"> • Any relating to the AQA Statistics (Higher tier) of study. • CGP revision guide (available to purchase through the school).
Resources available for home-based study	<p>Students have online access to Kerboodle, Doodle and My Maths, as well as the opportunity to purchase a revision guide through the school.</p> <p>The maths department also share useful consolidation/revision websites with students and parents throughout the course.</p>

13: Physical Education - BOYS

Key Learning Objectives	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> • Delivering skills and understanding of the activity. • Performing and encouraging other students to enjoy the full activity or game. • Building team cohesion and leadership skills. • Developing your role within a team. • Enjoying the activities so that you will have been encouraged to continue doing the activity when you leave school. • Developing skills of sportsmanship and fair play. • Understanding the beneficial effects of exercise on your body and its value for health and fitness generally. 	
Curriculum Content:		GELS:
Summer term 2nd half	Cricket Tennis Striking and fielding games	<i>Communication</i> <i>Team-work</i>
Autumn term 1st half	Rugby Handball Dodgeball	<i>Communication</i> <i>Creativity</i>
Autumn term 2nd half	Badminton Rugby Basketball	<i>Self-management</i> <i>Team-work</i>
Spring term 1st half	Football Fitness Hockey	<i>Can-do</i> <i>Leadership</i>
Spring term 2nd half	Handball Volleyball Fitness	<i>Team-working</i> <i>Independence</i>
Summer term 1st half	Athletics	<i>Self-management</i>
Assessments	Pupils are not assessed in core P.E. They will receive an Attitude to Learning score based on effort, participation and attitude to activities.	
Homework Structure	Students are not set homework.	
School-based enrichment opportunities	All students are encouraged to attend extra-curricular sports clubs, represent school sports teams, and set targets for improvement and to participate in inter-form competitions. Community based clubs/activities.	
Resources available for home-based study		

Physical Education - GIRLS

Key Learning Objectives	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> • Developing skills in physical activity. • Making and applying decisions. • Developing physical and mental capacity. • Evaluating and improving. • Making informed choices about healthy, active lifestyles. 	
Curriculum Content:		GELS:
Summer term 2nd half	Rounders	<i>Team-work</i>
Autumn term 1st half	Netball Fitness Hockey	<i>Communication Reflectiveness</i>
Autumn term 2nd half	Dance Basketball Football	<i>Creativity Communication</i>
Spring term 1st half	Fitness OAA Badminton	<i>Independence Self-management</i>
Spring term 2nd half	Short Tennis Volleyball Gymnastics	<i>Leadership Creativity</i>
Summer term 1st half	Athletics	<i>Can-do</i>
Assessments	<p>Pupils are assessed each half-term on the activities they have completed. The criteria used to assess is based on the Doddle steps and criteria that staff have agreed in meetings / moderation. The criteria produce a step number which is then used as an average over the course of the year.</p>	
Homework Structure	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 5 Fitness training and programming. Homework should be completed within Show my homework.</p>	
School-based enrichment opportunities	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams, and set targets for improvement and to participate in inter form competitions. Community based clubs/activities.</p>	
Resources available for home-based study		

14: PSHCE

Course Details	N/A: This is programme developed by The Grange School to meet the statutory Citizenship National Curriculum and to cover the 2020 Statutory RSE guidance, as well as following relevant aspects of the non-statutory PSHE programme of study.
Key Learning Objectives	<ul style="list-style-type: none"> • To explore the world we live in, including crime, finance and politics. • To explore a range of issues surrounding our personal health.
Curriculum Content – YEAR 10	
PSHCE Cycle	<p><u>The Law</u> Visit from the local magistrates to discuss the legal system and roleplay examples of cases that have passed through the Magistrates' court.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Difference between Civil and Criminal Law. • Knife Crime (and a raising awareness campaign around it). • Gangs. • How the legal system works in the UK (from arrest to prison). • Your legal rights. • Preparation for a Mock Trial (using the Citizenship Foundation mock trial resources). <p>Drugs and Relationships Education</p> <ul style="list-style-type: none"> • Why do people take drugs? • The law surrounding drugs. • What are the effects of drugs and how they can affect performance at school and work? <p>Plus, topical and relevant lessons from the following 3 themes:</p> <ul style="list-style-type: none"> • Health and Wellbeing. • Living in the Wider World. • Relationships.
Curriculum Content – YEAR 11	
PSHCE Cycle	<p>Your future:</p> <ul style="list-style-type: none"> • How to write C.V.s/Letters of application. • Interview techniques including a mock group interview. • Options post-16. <p>Sex Education:</p> <ul style="list-style-type: none"> • What is the law around sex? • What is consent? • Sexually Transmitted Diseases • Contraception • Pornography: How realistic is it? • Sex and the Internet: keeping safe and online dating. • Body image and expectations. • Pregnancy and having a baby. Peer pressure and expectations of sex. • Is sex pleasurable? • Respect – being safe online and protecting yourself in the future. • Different types of contraception including condom demonstration. • DELAY training – when is it best to start a healthy sexual relationship?

	<p>Revision Techniques.</p> <p>Plus, topical and relevant lessons from the following 3 themes:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Living in the Wider World • Relationships
Assessments	<p>Not assessed formally.</p> <p>Though students will be assessed in terms of their effort in extended writing tasks (this could be self/peer/teacher assessment).</p>
Homework / independent study	N/A
School-based enrichment opportunities	Young Magistrates Competition.
Resources available for home-based study	N/A