

**KS4 CURRICULUM
2025 - 2026**

YEARS 10 - 11



THE GRANGE SCHOOL



THE KS4 CURRICULUM

This guide outlines the curriculum available for our year 10 and 11 students. It provides details of the following:

- Course specification
- Objectives of the course
- Course content across each term
- Assessment
- Homework / independent study
- Resources available for home-based study

CORE SUBJECTS

All students will follow GCSE examination courses in English Language, English Literature, Mathematics, and Science (*Combined Trilogy*).

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 four 'option' courses.

ASSESSMENT

TIERS

For some GCSE subjects, students will be entered for either the Foundation or Higher Tier.

Foundation Tier Grades available: 5-1

Higher Tier Grades 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 during year 10; this decision, however, can be altered after the entry has been made.

GCSE / BTEC / VOCATIONAL AWARD

Students can opt for GCSE, BTEC or Vocational courses; qualification is equivalent to one GCSE, and grades compare as follows:

Each of these qualifications are equivalent to one GCSE, and grades compare as follows:

BTEC / VOCATIONAL		GCSE Equivalent	
Level 1 Pass		grade 1	
Level 1 Merit		grade 2	
Level 1 Distinction		grade 3	
Level 2 Pass		grade 4	
Merit		grade 5/6	
Distinction		grade 7	
Distinction*		grade 8/9	

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



COURSES

Core Subjects

- i. English Language and Literature
- ii. Mathematics
- iii. Science (*Combined Trilogy*)

Option Subjects

1. Art, Craft and Design (GCSE)
2. Business Studies (GCSE)
3. *Design and Technology Department:*
 - 3a: Construction and the Built Environment (BTEC)
 - 3b: Design & Technology – Product Design (GCSE)
 - 3c: Design & Technology – Graphic Products (GCSE)
 - 3d: Food Preparation and Nutrition (GCSE)
4. Drama (GCSE)
5. *Humanities Department:*
 - 5a: Geography (GCSE)
 - 5b: History (GCSE)
 - 5c: Religious Studies (GCSE) – Christianity and Buddhism
Religious Studies (GCSE) – Christianity and Islam
6. Computer Science (GCSE)
7. Health & Social Care (BTEC)
8. *Modern Foreign Languages Department:*
 - 8a: French (GCSE)
 - 8b: Spanish (GCSE)
 - 8c: Urdu (GCSE)
9. Music (GCSE)
10. *PE Department:*
 - 10a: PE (GCSE)
 - 10b: Sport (BTEC)

NON-EXAMINED SUBJECTS

11. Physical Education (Core PE)
12. PSHCE



i. English Language and English Literature

Course Details	<p>Exam Board: AQA</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	
Autumn Term (September – December)	<p>Introduction to English, AQA Poetry Anthology, English Language Paper 1 skills and the 19th Century Novel</p> <p>Students look at an introduction to the course for both English Language and English Literature. The groups continue to explore poetry and prose and comment on the key ideas and skills. A range of poems will be studied around the theme of "Conflict". Students 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.</p> <p>Students will engage in creative texts which will inspire them to write creatively. Students will read literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will learn to create their own creative texts, inspired by the topic explored during the scheme.</p> <p>Students will read an entire text "A Christmas Carol", students 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 students to fully understand this part of the English literary cannon.</p>
Spring Term (January - April)	<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> <p>They will also consider viewpoints in texts and in their own writing, with a focus on how to persuade the reader. The schemes are taught using the approach suggested by the exam board, where students are encouraged to be independent learners and consider the reasons behind their choices.</p> <p>During this term, students also undertake their speaking and listening endorsement.</p>
Summer Term (May - July)	<p>Unseen poetry and explorations in creative reading and writing</p> <p>A range of poems will be studied around various themes.</p> <p>Students will engage in creative texts which will inspire them to write creatively. Students will read literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will learn to create their own creative texts, inspired by the topic explored during the scheme.</p>

Curriculum Content – Year 11	
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.
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”. • “A Christmas Carol”. • Poetry anthology “Conflict” and Unseen poems comparison. English Language <ul style="list-style-type: none"> • Evaluate literature fiction extracts and a range of fiction and non-fiction texts. • Develop imaginative and viewpoint 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. English Language and Literature mock examinations at the end of Year 10 and 11.
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 Satchel One), or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Study guides: <ul style="list-style-type: none"> • Macbeth – ISBN: 9781841461168 or Romeo and Juliet – ISBN: 9781841461182 • An Inspector Calls – ISBN: 978-1841461151 • A Christmas Carol – ISBN: 1782943099

ii. Mathematics

Course Details	Exam Board: Edexcel Level: GCSE 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 students will sit in May/June of Year 11.	
Key Learning Objectives	All students are grouped into five classes depending upon their prior attainment in mathematics. The content they cover depends upon the class that they are in. Currently, sets 1, 2 and 3 follow the Higher Tier course and sets 4a and 4b follow the Foundation Tier course. All classes focus on: <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. • More details can be obtained from the class teachers. 	
Curriculum Content – YEAR 10		
Autumn Term (September – December)	Percentages Surface area and volume Linear simultaneous equations Formulae Trigonometry Constructions <i>End of term assessment</i>	
Spring Term (January – April)	Linear graphs Real-life graphs Set notation & Tree Diagrams Compound measures Ratio Graphs <i>End of term assessment</i>	
Summer Term (May - July)	Sequences Handling data Proportion Transformations Rounding Indices Recurring decimals (Higher Only) Brackets Statistical Diagrams <i>Y10 Mock Examinations</i>	
Curriculum Content – YEAR 11		
Autumn Term (September – December)	Foundation Tier Factors, Multiples and Primes Fractions Expressions Equations Angles	Higher Tier Surds Algebraic fractions Equations Pythagoras’ theorem and trigonometry Circle Geometry

	Foundation Tier (cont.../) Right-angled triangles Surface area and volume Statistical diagrams <i>Y11 Mock Examinations</i>	Higher Tier (cont.../) Statistical diagrams <i>Y11 Mock Examinations</i>
Spring Term (January - May)	Foundation Tier Probability Inequalities Vectors Percentages Compound measures Ratio and Proportion Standard form Sequences Linear graphs <i>Y11 Mock Examinations 2</i>	Higher Tier Probability Inequalities Functions Transformations Iteration Algebraic proof Similarity Geometric proof Graphs <i>Y11 Mock Examinations 2</i>
Assessments	<ul style="list-style-type: none"> Y10 End of term assessments (December and March) Mock examinations in June of Year 10, November/December and March of Year 11. All these assessments are teacher marked. Individual Question Level Analysis sheets are completed for every student. Copies are sent home so students can use Sparx Maths to close skills gaps.	
Homework / independent study	Homework will be set weekly via the online platform Sparx Maths. Homework tasks will include recall of current topics in the classroom; and, consolidation of previous topics.	
School-based enrichment opportunities	<ul style="list-style-type: none"> Y10 Opportunity to participate in the UK Maths Challenge Y10 Opportunity to participate in Maths Feast Y11 After School Revision Sessions from January onwards 	
Resources available for home-based study	Students have online access to Independent Learning in Sparx Maths as well as the opportunity to purchase a Collins Edexcel GCSE 'All in One Revision and Practice' guide through school. (Higher tier ISBN 978-0-00-811036-9; Foundation tier ISBN 978-0-00-811249-3) Useful consolidation/revision websites include: www.mathsgenie.co.uk Revision notes and You Tube video explanations of all GCSE topics by grade. Exam questions and model answers are organised by topics and as full exam papers. www.onmaths.com Past papers, online exam practice, revision by topic. Make sure you choose Edexcel as the exam board. www.corbettmaths.com Past papers, videos and worksheets. www.bbc.com/education/examspecs/z9p3mnb This takes you to the Edexcel GCSE maths part of the site. www.khanacademy.org You Tube videos and practice for almost any maths topic. www.mrbartonmaths.com Past papers, videos and quizzes. www.mathsmadeeasy.co.uk/gcse-maths-revision Past papers, online exam practice, revision by topic.	

iii. Science: 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. Required Practical's are completed in class and assessed with the structure of the six papers.</p> <ul style="list-style-type: none"> • Each paper is 1 hour 15 minutes long with 16.7% of the overall GCSE grade. 70 marks for each paper. • Foundation assesses Grade 1-5, Higher Grade 5-9. • There is a variety of multiple choice, diagram structures, closed short answer and open responses in the exam paper. • Students will be required to demonstrate mathematics skills in all papers. • There is 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.
Subject Specific Skills that are embedded within the Curriculum throughout GCSE	<ul style="list-style-type: none"> • Manipulation of practical equipment • Scientific modelling • Data Analysis • Ethical Considerations • Development of Scientific thinking • Experimental Skills and Strategies • Analysis and Evaluation • Scientific Vocabulary, Quantities, Units, Symbols and Nomenclature • Extended Writing • Investigation planning • Conclusion writing • Evaluation writing • Application of Mathematical formulae
Curriculum Content: Year 10	
Autumn Term (September – December)	<p>Biology Paper 1 Content</p> <p>Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.</p> <p>Topics:</p> <ul style="list-style-type: none"> Organising plants and animals. Communicable diseases. Preventing and treating diseases. Non-communicable diseases. Photosynthesis. Respiration.

	<p>Chemistry Paper 1</p> <p>The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.</p> <p>Topics: Atomic Structure The Periodic Table Structure and Bonding Chemical Calculations Electrolysis Energy Changes</p>
<p>Spring Term (January - April)</p>	<p>Physics Paper 1</p> <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: Energy Transfer and Resources Electrical Circuits Electricity in the home Molecules and Matter Radioactivity</p>
<p>Summer Term (May – July)</p>	<p>Biology Paper 2</p> <p>Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to support this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.</p> <p>Topics: Nervous System Hormonal Control Variation Genetics Adaptations and Ecosystems Human Impact</p>
<p>Curriculum Content – Year 11</p>	
<p>Autumn Term (September – December)</p>	<p>Chemistry Paper 2</p> <p>In chemistry, a pure substance is a single element or compound, not mixed with any other substance. Pure elements and compounds melt and boil at specific temperatures. Melting point and boiling point data can be used to distinguish pure substances from mixtures. In everyday</p>

	<p>language, a pure substance can mean a substance that has had nothing added to it, so it is unadulterated and in its natural state. Students should be able to use melting point and boiling point data to distinguish pure from impure substances.</p> <p>Topics: Rates and equilibrium. Crude Oil and Fuel. Chemical Analysis. The Earth's Atmosphere.</p>
Spring Term (January - May)	<p>Physics Paper 2</p> <p>Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.</p> <p>Physics Forces in balance. Motion. Wave Properties. Electromagnetic waves.</p>
Assessment	Assessments are written once per half-term, the department will decide on which modules are selected. Students use knowledge organisers and PLC sheets to prepare for assessments.
Homework / independent study	Homework is set on Satchel One each week. 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.
School-based enrichment opportunities	Revision classes and Easter booster sessions are offered. We cover retrieval practice as part of our lessons before assessments. Teachers will post revision resources on Satchel One for students prior to assessments.
Resources available for home-based study	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 . CGP Revision books: Foundation (1-5) ISBN: 978 17 82945659 Higher (5-9) ISBN: 978 17 82945642 CGP Exam practice books: Foundation (1-5): 978 17 8294 5093 Higher ISBN (5-9): 978 17 8294 5086 Useful websites: www.bbc.co.uk/schools/gcsebitesize/science/aqa/ www.teachitscience.co.uk/ www.bbc.co.uk/education/subjects/zrkw2hv www.gojimo.com/gcse-science-revision/ www.s-cool.co.uk/gcse/chemistry www.senecalearning.com www.revisionworld.co.uk

1: Art, Craft and Design

Course Details	<p>Exam Board: AQA Level: GCSE – Art, Craft and Design</p> <p>Unit 1 – Personal Portfolio 60% of the qualification</p> <p>Unit 2 – Externally Set Assignment 40% of the qualification</p> <p>The Royal Botanical gardens, Kew. The Victoria and Albert Museum</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	
	<p>Term 1 Studying the Natural World in the first 12 weeks students will explore a wide range of materials with experimental workshops.</p> <p>Term 2 Component 1. Two themes: Natural world and Objects; Inner Worlds Outer Realities. An independent coursework project and begins the first line of enquiry. Students will visually and critically develop an investigation into themes which reflect social, political, environmental or economic linking to the natural themes.</p> <p>Developing skills.</p> <ul style="list-style-type: none"> • Students investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing, printing, painting, photography and ceramics. • Students will develop their analytical skill and critical understanding of artists and designer's work. • How to develop their ideas and generate work which is relevant and reflective of themselves. • Student outcomes demonstrate personal preferences, thoughts, and feelings, or simply observe and record people, places, in new and unique ways. • Students will become more familiar with the Assessment Objectives and the requirements of fulfilling each objective to achieve their expected grades. <p>END OF EASTER TERM</p> <ul style="list-style-type: none"> • Review work completed so far and set targets to improve quality of coursework. • Students will revisit themes; refine drawings, sketch book development, written annotation, and final pieces.
March - July	<p>Term 3 Component 1</p> <p>Project 2: Personal Theme and second line of enquiry. Objects; Inner Worlds, Outer Realities.</p> <ul style="list-style-type: none"> • Students investigate still life objects with a more personal theme linked to their interests in further detail. • Students will research, analyse, and respond to the work of artists, designers, and craftspeople. • Aim to give students more choice and freedom and build their independent research and analysis skills in preparation for the personal exam project. • This student led investigation will form the basis for students to create a personal response that show influences from their chosen artists.

	<p>Year 10 MOCK EXAM June</p> <ul style="list-style-type: none"> Students will resolve ideas in either 2D or 3D materials which demonstrates the influences from their chosen artists and incorporates their research and observational work from previous studies in their project. <p><u>Part of this unit will count towards the end of year assessment grade.</u> <u>Component 1 is submitted to the exam board and forms 60% of the assessment grade.</u></p> <p>Summer project – a HW project is set developing a visual journal.</p>
<p>Curriculum Content – Year 11</p>	
<p>September – December</p>	<p>Term 1&2 Component 1. Development of Project 2: Personal Theme - linked to one of the skills building projects An investigation into Objects; Inner worlds, Outer realities. Supported by a study of The Victoria and Albert Museum.</p> <ul style="list-style-type: none"> Students will complete a series of observational drawings from first hand. Students will research, analyse, and respond to the work of Artists, designers, and Craftspeople. They will experiment with and use a range of artistic techniques and processes to create their own responses. Essential for students to understand the importance of portfolio preparation, presentation skills and working to the final deadline.
<p>Year 11 Art Exam (February Half Term Onwards)</p>	<p><u>January Deadline for ALL coursework to be completed.</u> This is then marked, and feedback given back to students.</p> <p>Early January Exam Papers handed out to students.</p> <ul style="list-style-type: none"> Students must develop a project for the ESA (Externally Set Assignment). Students will receive support; however, it is important for students to develop an independent outcome in response to a provided theme. In the 8 – 10 weeks run up to the two-day exam, students will work independently, to produce work using a variety of artistic media, techniques, and process. Students will plan an outcome in response to their project for the ESA. Students will then produce an outcome in their two-day (10hour) exam. <p>End of March/beginning of April– 10-hour exam –</p> <ul style="list-style-type: none"> Students will produce an outcome during this time. It could be 2D/OR 3D and the work can be a series of pieces or one larger artwork. <p>Deadline for all work by end of April – Specific dates are subject to change each academic year.</p>
<p>Assessments</p>	<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. Dates are subject to change depending on formal exam dates and examination windows for other subjects.</p> <p>Exam papers for the Externally set assignment are released at the start of the second term in January of Year 11.</p>

Homework / independent study	<p>Students should work outside of lessons on their coursework and exam work.</p> <p>The suggested time is minimum of 2 hours a week to complete set tasks, however students aiming for aspirational grades are encouraged to stretch themselves further in order to demonstrate quality and quantity of work.</p>
School-based enrichment opportunities	<p>All coursework is supported by trips to the Royal Botanical Gardens, Kew and in Year 11, the Victoria and Albert Museum.</p> <p>Catch up/afterschool sessions are available from all members of staff (please check via Teams and Satchel One for specific days offered)</p>
Books suggested for independent/wider reading	<ul style="list-style-type: none"> • The Story of Art - Phaidon • The Story of Modern Art - Phaidon • The Twentieth Century Art book – Phaidon • The Art Book – Phaidon • Styles, Schools and Movements - Thames & Hudson • Art Today – Phaidon • Art Now – Taschen • Creative paint workshop for mixed media artists - Ann Baldwin • Artists' journals and sketchbooks - Lynne Perella • The decorated journal (creating expressive journal pages) - Gwen Diehn • Extraordinary sketchbooks - Jane Stobart <p><u>Galleries and Museums</u></p> <p>• Modern Art Oxford • The Ashmolean Museum Oxford • Ovada Gallery Oxford • The Old Fire Station Oxford • Pitt Rivers Museum Oxford • Natural History Museum Oxford • The Tate Modern London • The Tate Britain London • The National Portrait Gallery London • The Royal Academy of Arts London • The British Museum London • The Courtauld Gallery London • The Hayward London • The Saatchi Gallery London • The White Cube Gallery London • The V&A Museum London • The National Gallery London</p>
Resources available for home-based study	<p>studentartguide.com BBC Bitesize GCSE Art and Design Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art. Tate Kids Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school. Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Regular continuation of portfolio work encouraged at home.</p>

2: Business Studies

Course Details	<p>Exam Board: Eduqas</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	
Autumn Term (September – December)	<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. <p>Marketing:</p> <ul style="list-style-type: none"> • What is Marketing? • Target Markets. • Market Segmentation. • Marketing Research.
Spring Term (January - April)	<p>Marketing (continued):</p> <ul style="list-style-type: none"> • Product Life Cycle. • Marketing Mix. • Marketing Constraints. <p>Human Resources:</p> <ul style="list-style-type: none"> • Recruitment & Selection. • Training. • Motivation & Leadership Styles. • Organisational Structures. • Communication. • Employment Law.

Summer Term (May - July)	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. Finance: <ul style="list-style-type: none"> • Revenues, Costs and Profit. • Sources of Finance. • Break-Even. • Profit & Loss Account. • Cash Flow Forecasting. • Average Rate of Return on Investments • Business Plan.
Curriculum Content – Year 11	
Autumn Term (September – December)	Finance: <ul style="list-style-type: none"> • Revenues, Costs and Profit. • Sources of Finance. • Break-Even. • Profit & Loss Account. • Cash Flow Forecasting. • Average Rate of Return on Investments • Business Plan.
Spring Term (January - May)	Influences on Business: <ul style="list-style-type: none"> • Technological. • Ethics and Environment. • Economical. • Globalisation. • Legislation. Preparation for exam
Assessments	In-class knowledge consolidation Assessments (Self, Peer and Teacher Assessments). Case Study (Exam Technique Builder) Assessments End of Unit Progress Tests. Mock examinations. 2 exams at the end 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; however, we recommend the official Eduqas GCSE Business Studies Revision guide, which we will offer for sale at the start of the course. Useful websites include GCSE Bitesize and Tutor2u. Takeaway Homework activities.
School-based enrichment opportunities	The 7-Up Club for stretching. Targeted Hour 6 GCSE revision sessions at various points throughout the course. Homework support through Seneca Learning Business visits. Guest speakers from industry.
Resources available for home-based study	On the school website. Class Teams Group GCSE Bitesize. Tutor2u.

3a: Construction and the Built Environment

<p>Course Details</p>	<p>Exam Board: Edexcel</p> <p>Level: Tech Level 2</p> <p>Examination Structure:</p> <ul style="list-style-type: none"> • Two internal set units Construction in Practice and Construction and Design. • One External (exam) Construction Technology <p>The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.</p> <p>Written exam:</p> <p>Component 1: Construction Technology (1 ½ Hours). 60 marks (January/February)</p> <p>Coursework/Controlled Assessment:</p> <ul style="list-style-type: none"> • Component 2: Construction in Practice • Component 3: Construction and Design
<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>Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:</p> <ul style="list-style-type: none"> • Construction technology • Construction in practice • Construction and design. <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>Autumn Term (September – December)</p>	<p>In the Autumn term of Year 10, students will begin their first assignment brief, Component 2: Construction in practice.</p> <p>This unit is the practical element of the course and in this term, students will be able to explore working in the workshop using the tools and machinery.</p> <p>In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical work in carpentry and joinery.</p> <p>Learning Outcomes</p> <p>In this unit you will:</p> <p>A - Be able to understand hazards and risk for safe production of a practical construction outcome</p> <p>B - Be able to produce a practical construction outcome.</p> <p>As well as building a frame with 4 different types of joints, they will be tasked to complete a risk assessment and to demonstrate their understanding of tools and machinery.</p>

	<p>Alongside component 2 student will also be developing their knowledge and understanding of component 1: Construction technology (exam)</p> <p>This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment.</p> <p>An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of 1.5 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June.</p> <p>Assessment Objectives</p> <p>AO1 Demonstrate knowledge of work of the construction industry and the different technology used in low-rise construction projects</p> <p>AO2 Demonstrate understanding of work of the construction industry and the different technology used in low-rise construction projects</p> <p>AO3 Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios</p>
<p>Spring Term (January - April)</p>	<p>During this term the student will continue to work on component 2: Construction in practice and prepare themselves for the assessment in March.</p> <p>Student will continue to develop their knowledge and understanding of component 1: Construction technology (exam).</p>
<p>Summer Term (May - July)</p>	<p>In the Summer term, students will go on to begin their third assignment brief Component 3: Construction and design. Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.</p> <p>Learning Outcomes</p> <p>In this unit you will:</p> <p>A - understand the needs of a client and the constraints on design when designing a low-rise building</p> <p>B - be able to graphically communicate the design of a low-rise building.</p> <p>The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training.</p>
<p>Curriculum Content – Year 11</p>	
<p>Autumn Term (September – December)</p>	<p>During this term the student will continue to work on component 3: Construction in practice and prepare themselves for the assessment in November.</p> <p>Student will continue to develop their knowledge and understanding of component 1: Construction technology (exam).</p>
<p>Spring Term (January - May)</p>	<p>In January of this term student will take their exam (Component 1).</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> <ul style="list-style-type: none"> • Construction technology (exam) Externally marked • Construction in practice – Assignment internally marked • Construction and design – Assignment internally marked

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.
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	BTEC First Construction and the Built Environment Student Book
Resources available for home-based study	

3b: Design and Technology - Product Design

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE Grades 9-1</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 building on knowledge they have gained in KS3 during both Product Design and Compliant materials units. During Year 10, students will be able to complete a series of projects building on their designing, making and CAD skills, preparing them for year 11 when they start their NEA (design and make project). The project includes researching and investigating a design context, generating, and developing ideas, realising and making prototypes and evaluating the design process.</p> <p>Students following the Product Design pathway will work with and develop skills and knowledge of woods, plastic and metals.</p>	
Curriculum Content – Year 10		
Autumn Term (September – December)	<p>What will be covered?</p> <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). • 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. 	<p>Project: NEA Prep</p> <p>Introduction to the design context. Researching and investigating.</p> <p>Analysing the task/context. Investigating a client. Writing a design specification</p>

Spring Term (January - April)	<ul style="list-style-type: none"> • Modern Materials (New or improved processes), Function alterations (LCDs, Nanomaterials). • Smart Materials and their properties. • Composite Materials and Technical Textiles. • 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. 	Year 10 NEA Preparation Project Generating and presenting ideas around the context. Developing ideas through a range of methods. Realising Ideas and creating a final prototype.
Summer Term (May - 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). 	
Curriculum Content – Year 11		
Autumn Term (September – December)	What will be covered? <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). 	Project: NEA Prep 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. 	Students continue to develop final NEA. Realising and evaluating their ideas. Completion of final NEA project
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	<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>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.</p>
School-based enrichment opportunities	<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>
Books suggested for independent/wider reading	<p>AQA GCSE (9-1) Design and Technology - Authors: Michael Ross</p> <p>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.</p>
Resources available for home-based study	<p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>http://www.technologystudent.com/</p>

3c: Design and Technology - Graphic Products

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE Grades 9-1</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 Key Stage 4 Design and Technology, students will gain a breadth of knowledge that covers the whole Design and Technology Curriculum. This includes building on knowledge they have gained in Key Stage 3 during both Product Design and Compliant materials units. During Year 10, students will be able to complete a series of projects building on their designing, making and CAD skills, preparing them for Year 11 when they start their NEA (design and make project). The project includes researching and investigating a design context, generating, and developing ideas, realising and making prototypes and evaluating the design process.</p> <p>Students following the Graphic Products pathway will work with and develop skills and knowledge of Cards, paper, and plastic. They will produce a graphic outcome for their final make.</p>	
Curriculum Content – Year 10		
Autumn Term (September – December)	<p>What will be covered?</p> <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). • 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. 	<p>Project: NEA Prep</p> <p>Introduction to the design context. Researching and investigating.</p> <p>Analysing the task/context. Investigating a client. Writing a design specification</p>

Spring Term (January - April)	<ul style="list-style-type: none"> • Modern Materials (New or improved processes), Function alterations (LCDs, Nanomaterials). • Smart Materials and their properties. • Composite Materials and Technical Textiles. • 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. 	Year 10 NEA Preparation Project Generating and presenting ideas around the context. Developing ideas through a range of methods. Realising Ideas and creating a final prototype.
Summer Term (May - 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). 	
Curriculum Content – Year 11		
Autumn Term (September – December)	What will be covered? <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). 	Project: NEA Prep 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. 	Students continue to develop final NEA. Realising and evaluating their ideas. Completion of final NEA project
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	<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>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.</p>
School-based enrichment opportunities	<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>
Books suggested for independent/wider reading	<p>AQA GCSE (9-1) Design and Technology - Authors: Michael Ross</p> <p>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.</p>
Resources available for home-based study	<p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>http://www.technologystudent.com/</p>

3d: Food Preparation and Nutrition

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE 9-1</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	
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. 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>
Spring Term (January - April)	<p>Students will continue to acquire knowledge on the specification topics in order to apply this in the practical classroom.</p> <p>Research tasks, preparation for practical dishes exploring the knowledge learnt in nutrition and food chemistry through further practical exploration.</p> <p>Mock Exam - Food Science Investigation Introduction to NEA1 in preparation for their Yr11 assessment. 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>
Summer Term (May - July)	<p>Mock exam - Food Preparation Assessment Introduction to NEA2 in preparation for their Yr11 assessment. Using task previously set by exam board AQA. Produce 3 dishes showing as many preparation skills as possible. Maximum of 20 hours. 3 hours for the practical production as an exam.</p> <p>Mock exam (written exam paper) Introduction to the written exam paper in preparation for their final Yr11 exam.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>NEA1 Food Science investigation (15%) Released by AQA on 1st September. 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%) Released by AQA on 1st November. 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>
Spring Term (January - May)	<p>Revision programme for the end of Year 11 Revisiting topics learnt in year 10 Written examination (50% of final grade).</p>
Assessments	<p>Written examination 1hour 45 minutes (50% of final grade)—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>
Homework / independent study	A commitment is required to bring ingredients in on a regular basis and complete homework that builds on the theoretical knowledge gained in class.
School-based enrichment opportunities	<p>Culinary Skills Build afterschool clubs. Future Chef & Rotary Club competition entry.</p>
Resources available for home-based study	<p>‘AQA GCSE Food Preparation & Nutrition’ by Anita Tull ‘AQA GCSE Food Preparation & Nutrition Revision guide’ by CGP</p>

4: Drama (GCSE)

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE (9-1)</p> <p>Examination Structure</p> <p>Component 1: Devising (40%) – Filmed performance and portfolio (coursework) assessed internally and sent off for moderation</p> <p>Component 2: Performance From Text (20%) – Live performance of 2 extracts, assessed by a visiting examiner</p> <p>Component 3: Theatre Makers in Practice (40%) - Written Exam (1h45m)</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	
Autumn Term (September – December)	<p>An Introduction to GCSE Drama</p> <p>Students are introduced to each other and the course through a variety of games, exercises, improvisations, script work, and using performance skills.</p> <p>Practitioners and Key Skills</p> <p>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 apply it to their own work – both written and practical.</p> <p>Mock Component 1:</p> <p>Students will complete mini devised performances, in changing groups, after each practitioner exploration, developing their teamwork and devising skills. Students will create a poster for each practitioner explaining their methodology and encouraging further research. Students will keep a Drama log of reflections about process and practitioners, they will also analyse and evaluate the work they create. These performances and notes will be assessed using GCSE Criteria.</p> <p>Component 1 – Devising:</p> <p>Students will be given a variety of stimuli which they must explore in groups to create an original piece of drama, applying knowledge of practitioners to influence style, form, structure etc. Throughout the devising process students will spend time in a computer room answering questions that will contribute to their Devised portfolios. Students will be assessed on work in progress.</p>

<p>Spring Term (January - April)</p>	<p>Continued Component 1 – Devising performance: Students will continue to develop their devised performances and work on their Drama portfolios. Students will perform their final devised pieces, dress/tech rehearsals may be performed to an invited audience.</p> <p>Component 1 – Devising portfolio: Students will complete their Drama portfolios analysing and evaluating the devising process and final performance. This will be completed in controlled conditions in school, with preparation at home. Students will receive feedback from teachers on a draft copy before making improvements and submitting their final portfolio. This will be assessed by teachers and sent off for external moderation.</p> <p>Live Theatre: Students will have the opportunity to attend a theatre trip to watch some live theatre with other KS4 and KS5 Drama students. Students will spend time reflecting on the trip in lessons and writing about how meaning is communicated to the audience.</p>
<p>Summer Term (May - July)</p>	<p>Component 3 - Set Text Preparation: Students will begin to explore our GCSE set text (An Inspector Calls) both in practical workshops and theory lessons. Students will explore the themes, characters and social, cultural and historical context of the play, alongside developing their understanding and ability to make decisions as a director, actor and designer. Students will complete a reduced component 3 mock towards the end of the summer term.</p> <p>Mock Component 2: Students will continue to explore An Inspector Calls as a class. They will work on how to successfully stage an extract of the play and will develop their performance skills and characterisation. They will perform a mini mock and be assessed using the GCSE exam criteria.</p>
<p>Curriculum Content – Year 11</p>	
<p>Autumn Term (September – December)</p>	<p>Component 3 – Set Text Preparation: Students will continue to explore An Inspector Calls. Developing understanding of the play, themes, S/C/H context alongside enhancing skills of writing as an actor, director and designer. Students will unpack the written exam and prepare how to approach each of the questions.</p> <p>Component 3 – Live Theatre Preparation: Students will be given the opportunity to attend a piece of live theatre alongside KS5 students. It is encouraged that all students attend the trip (another will be available in the Spring term). Students will reflect on the trip, analysing and evaluating meaning and impact on the audience. We will dissect key moments with different theatre makers in mind and individually students will write a set of notes that they will be able to take into their mock exams. In lessons we will prepare to answer section B of the written exam.</p> <p>Mock Component 3: written exam (1 hour, 45 minutes) Students will complete a full component 3 mock in this term. Assessing their knowledge and understanding of Section A – Set Text and Section B – Live Theatre.</p> <p>Component 2: Students will begin to prepare for their Component 2 exam which will happen in the Spring Term. We will explore scripts, choose groups, complete research and begin workshoping key extracts. Students will be expected to learn their lines for homework. Students will be assessed and receive feedback on work in progress performances.</p>
<p>Spring Term (January - May)</p>	<p>Component 2: Students will continue to prepare for their component 2 exam. We will have a performance date in the Spring term where an external examiner will come to assess these. Students will take part in</p>

	<p>character development workshops in lessons and will be invited to after school rehearsals to help them to prepare. Teachers will offer feedback and facilitate.</p> <p>Component 3 – Live Theatre Preparation: Students will be given the opportunity to attend another piece of live theatre alongside KS5 students. It is encouraged that all students attend the trip. Students will reflect on the trip, analysing and evaluating meaning and impact on the audience. We will dissect key moments with different theatre makers in mind and individually students will write a set of notes that they will be able to take into their GCSE component 3 exam. We will complete more exam practice whilst ensuring notes are as useful as possible.</p> <p>Component 3 – Set Text Preparation: Students will continue to explore An Inspector Calls. Developing understanding of the play, themes, S/C/H context alongside enhancing skills of writing as an actor, director and designer. Students will unpack the written exam and prepare how to approach each of the questions. Students will complete their GCSE component 3 exam.</p>
Assessments	<p>Component 1: Devising – Internal assessment of practical performance which is filmed, a portfolio is created by each student, and this is marked internally and sent off to be moderated. -Mock component 1 mini performances and reflective questions -Practitioner posters</p> <p>Component 2: Performance from Text – Externally assessed practical performance of 2 key extracts of a script. -Mock component 2 performance of An Inspector Calls</p> <p>Component 3: Theatre Makers in Practice – Externally assessed 1 hour 45-minute written exam. -Mock component 3 exam -In class assessments and practice questions</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>Students will be expected to complete research independently throughout the course.</p> <p>Students will develop their writing skills and learn how to collect evidence. Students will complete their final written devising portfolios, part of which can be planned from home.</p> <p>Students will be expected to rehearse for practical assessments outside of lesson time.</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 however we will aim for 2 trips. 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: 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	<ul style="list-style-type: none"> • 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). • 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	
Autumn Term (September – December)	The challenge of natural hazards. Natural hazards: tectonics hazards, tropical storms, extreme weather in the UK, climate change
Spring term (January - April)	Urban issues and challenges. Urban issues and challenges (Rio and Bristol) Urban planning to improve quality of life for the urban poor (Favela Bairro) Urban regeneration project in the UK (Temple Quarter, Bristol) Urban sustainability and Urban Transport Strategies
Summer term (May-July)	The living world. local ecosystems, tropical rainforests, one from deserts or cold Fieldwork - planning and preparation. Fieldwork - visits and write-up.

Curriculum Content – Year 11	
Autumn Term (September – December)	The changing economic world Global patterns, development, UK economy, country study
Spring term (January - May)	Physical landscapes in the UK. Physical landscapes in the UK: two from Coasts, Rivers Resource management: UK resources, global resources, one from water, food and energy
Assessments	Each topic within a unit will have a formal examination test to assess students' knowledge and progress. In addition, students will sit formal mock examinations during the school internal examination periods.
Homework / independent study	Knowledge Organisers available through SMHW and VLE. Revision guides available through school or independently. Homework set 3x per half term
School-based enrichment opportunities	GCSE Revision sessions after school. Homework support.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Environmental Issues. Membership of the Royal Geographic Society with a login to access a wide range of resources and wider reading.

5b: GCSE History

<p>Course Details</p>	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: Paper 1: Understand the modern world – 2hr exam (50%) <ul style="list-style-type: none"> • Period Study: Germany 1890-1945: Democracy and Dictatorship • Wider Depth Study: Conflict and tensions: The First World War, 1894-1918 Paper 2: Shaping the nation – 2hr exam (50%) <ul style="list-style-type: none"> • Thematic studies: Britain: Migration, empires and the people: c790 to the present day • British Depth Study: Elizabethan England, c1568-1603 </p>
<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> • To study the political, economic, social and cultural aspects of democracy and dictatorship and the role ideas played in influencing change • To analyse the causes, nature and conclusion of the First World War. To consider the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. • To gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world- considering invasions and conquests. A study of the country's relationship with Europe and the wider world. • To study in depth the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.
<p>Curriculum Content – YEAR 10</p>	
<p>Autumn Term (September – December)</p>	<p>Paper 2 Thematic Studies: Britain: Migration, empires and the people</p> <p>Option focuses:</p> <ol style="list-style-type: none"> 1. How has Britain been affected by conquest, settlement, and migration? 2. What has motivated migration to and from Britain? 3. Why did Britain gain and lose an empire and with what effects? 4. How have the people of Britain and the wider world responded to, and been influenced by, interaction? 5. What is the significance of key individuals and events in the development of empire and British identity? <p>Course breaks down into four sections:</p> <ol style="list-style-type: none"> 1. Conquered and conquerors <ul style="list-style-type: none"> - Vikings and Anglo-Saxons - A Norman Kingdom and Angevin Empire - Birth of English identity 2. Looking West <ul style="list-style-type: none"> - Sugar and the Caribbean: piracy, plantations and slavery - Colonisation of North America - Migrants to and from Britain 3. Expansion and Empire <ul style="list-style-type: none"> - Expansion in India - Expansion in Africa - Migrants to and from Britain

Spring term (January - April)	Paper 2 Thematic Studies: Britain: Migration, empires and the people (cont.) <ol style="list-style-type: none"> 4. Britain in the 20th century <ul style="list-style-type: none"> - End of the Empire - Legacy of Empire - Britain's relationship with Europe Paper 2 British Depth Study: Elizabethan England, c1568-1603 <ol style="list-style-type: none"> 1. Elizabeth's court and Parliament <ul style="list-style-type: none"> - Elizabeth I and her court - Difficulties of a female ruler 2. Life in Elizabethan times <ul style="list-style-type: none"> - A 'Golden Age' - The poor - English sailors
Summer term (May-July)	Paper 2 British Depth Study: Elizabethan England, c1568-1603 (cont.) <ol style="list-style-type: none"> 3. Troubles at home and abroad <ul style="list-style-type: none"> - Religious matters - Mary Queen of Scots - Conflict with Spain 4. The Historic Environment of Elizabethan England <ul style="list-style-type: none"> - Different focus every year set by the exam board, worth 10% of overall course - Examined on a specific site in depth, focus on historical context, and examine the relationship between a specific place and associated historical events/development Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 <ol style="list-style-type: none"> 1. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war
Curriculum Content – YEAR 11	
Autumn Term (September – December)	Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 (cont.) <ol style="list-style-type: none"> 2. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war 3. WW1: Stalemate <ul style="list-style-type: none"> - Schlieffen Plan - The Western Front - The wider war 4. Ending the war <ul style="list-style-type: none"> - Changes in the Allied Forces - Military developments in 1918 - Germany surrenders
Spring term (January - May)	Paper 1 Period Study: Germany 1890-1945: Democracy and Dictatorship <ol style="list-style-type: none"> 1. Germany and the growth of democracy <ul style="list-style-type: none"> - Kaiser Wilhelm - Impact of WW1 - Weimar democracy 2. Germany and the Depression <ul style="list-style-type: none"> - Impact of the Depression - Failure of Weimar democracy - Establishment of Hitler's dictatorship 3. The experiences of Germans under the Nazis <ul style="list-style-type: none"> - Economic changes

	<ul style="list-style-type: none"> - Social policy and practise - Control
Assessments	<p>Each topic within a unit will have a formal examination test to assess students' knowledge and progress.</p> <p>In addition, students will sit formal mock examinations during the school internal examination periods.</p>
Homework / independent study	<p>Knowledge Organisers available through satchel one</p> <p>Revision guides available</p> <p>Homework set 3x per half term. Retrieval Practice in year 11 using History Homework</p>
School-based enrichment opportunities	<p>GCSE Revision sessions after school.</p> <p>Homework support.</p>
Resources available for home-based study	<p>Reading widely improves the level and depth of understanding.</p> <p>Conducting independent research.</p> <p>Encouraging an interest in Historical events.</p> <p>Membership of the Historical Association with a login to access a wide range of resources and wider reading.</p>

5c: Religious Studies

Course Details	Exam Board: AQA Level: GCSE Examination Structure: Paper 1 – Christianity and Islam 1hr 45 minutes (50% of the grade) Paper 2 – Thematic paper 1hr 45 minutes (50% of the grade)
Key Learning Objectives	<ul style="list-style-type: none"> • Explore the practices and beliefs of the Buddhist philosophy and the Christian and Islamic faiths. • Understanding key themes of Relationships and families, Religion peace and conflict, Crime and punishment and Human rights within the thematic paper.
Curriculum Content – Year 10	
Autumn Term (September – December)	Beliefs and Teachings– Christianity <ul style="list-style-type: none"> • Nature of God. • Concept of God as a Trinity of persons. • Different Christian beliefs on creation. • Agape. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of sin and salvation. • Christian beliefs on afterlife and judgement. • Heaven, hell and purgatory. • Role of Christ in salvation. Practices – Christianity <ul style="list-style-type: none"> • Worship, prayer and Sacraments. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the local community. (Food banks and Street pastors) • Church growth. • The role of the church in the wider world. • Christian persecution. • The Church’s response to poverty.
Spring Term (January - April)	Relationships and Families: <ul style="list-style-type: none"> • Human sexuality, Sex before marriage, Contraception & family planning. • Marriage, Divorce and remarriage, nature of families. • Purpose of families. • Attitudes to gender equality.
Summer Term (May - July)	Human Rights <ul style="list-style-type: none"> • Human rights, social justice, prejudice and discrimination. • Religious freedom, Race and disability • The status and role of women within religion. • Religious teachings on wealth. • Exploitation of the poor and the role of charities. Peace and conflict <ul style="list-style-type: none"> • Violence, protest and terrorism. • Reasons for war and WMDs. • Just war and Holy war. • Pacifism and religious responses to victims of war.

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Beliefs and Teachings– Islam:</p> <ul style="list-style-type: none"> • Oneness of God (Tawhid) • Branches of Islam (Sunni and Shia) • The nature of God. • Prophethood (Risalah). • Books (Kutub). • Angels (Malaikah). • Predestination. • Life after death. The importance of practices. • Muhammad and the Imamate. <p>Practices – Islam</p> <ul style="list-style-type: none"> • The five pillars • Salah • Sawm • Zakah • Hajj • Jihad • Id-ul-Fitr • Id-ul-Adha • Ashura
Spring Term (January - May)	<p>Crime and punishment</p> <ul style="list-style-type: none"> • Crime and punishment. • Reasons for crime. • Lawbreakers and different types of crime. • Three main aims of punishment. • Suffering and causing suffering to others. • Treatment of criminals – prison, corporal punishment, community service • Forgiveness • Capital punishment
Assessments	<p>A mid topic assessment will take place halfway through the content to check student understanding of key terminology and religious teachings.</p> <p>A formal assessment based on GCSE exam questions and graded according to GCSE criteria will take place approximately once per term.</p> <p>Additionally, mock examinations will take place in accordance with the school calendar.</p>
Homework / independent study	Homework is set on Seneca learning.
School-based enrichment opportunities	Assemblies Class based focus on religious festivals
Resources available for home-based study	<p>“AQA GCSE Religious Studies textbooks and revision guides.</p> <p>Extra topics are on The Grange VLE.</p> <p>Websites:www.reonline.org.uk</p> <p>Related reading:</p> <p>Exodus – The Bible (story of Moses)</p> <p>The story of the Prophet Mohammed</p> <p>The Easter Story</p>

5c: Religious Studies

Course Details	Exam Board: AQA Level: GCSE Examination Structure: Paper 1 – Christianity and Buddhism 1hr 45 minutes (50% of the grade) Paper 2 – Thematic paper 1hr 45 minutes (50% of the grade)
Key Learning Objectives	<ul style="list-style-type: none"> • Explore the practices and beliefs of the Buddhist philosophy and the Christian and Islamic faiths. • Understanding key themes of Relationships and families, Religion peace and conflict, Crime and punishment and Human rights within the thematic paper.
Curriculum Content – Year 10	
Autumn Term (September – December)	Beliefs and Teachings– Christianity <ul style="list-style-type: none"> • Nature of God. • Concept of God as a Trinity of persons. • Different Christian beliefs on creation. • Agape. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of sin and salvation. • Christian beliefs on afterlife and judgement. • Heaven, hell and purgatory. • Role of Christ in salvation. Practices – Christianity <ul style="list-style-type: none"> • Worship, prayer and Sacraments. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the local community. (Food banks and Street pastors) • Church growth. • The role of the church in the wider world. • Christian persecution. • The Church’s response to poverty.
Spring Term (January - April)	Relationships and Families: <ul style="list-style-type: none"> • Human sexuality, Sex before marriage, Contraception & family planning. • Marriage, Divorce and remarriage, nature of families. • Purpose of families. • Attitudes to gender equality.
Summer Term (May - July)	Human Rights <ul style="list-style-type: none"> • Human rights, social justice, prejudice and discrimination. • Religious freedom, Race and disability • The status and role of women within religion. • Religious teachings on wealth. • Exploitation of the poor and the role of charities. Peace and conflict <ul style="list-style-type: none"> • Violence, protest and terrorism. • Reasons for war and WMDs. • Just war and Holy war. • Pacifism and religious responses to victims of war.

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Beliefs and Teachings– Buddhism:</p> <ul style="list-style-type: none"> • The concept of Dhamma (Dharma). • The concept of dependent arising (paticcasamupada). • The Three Marks of Existence: • The human personality, in the Theravada and Mahayana traditions • The Four Noble Truths • The Eightfold path <p>Practices – Buddhism</p> <ul style="list-style-type: none"> • Places of worship • Buddhist festivals • Ethical teachings • The six perfections in the Mahayana tradition
Spring Term (January - May)	<p>Crime and punishment</p> <ul style="list-style-type: none"> • Crime and punishment. • Reasons for crime. • Lawbreakers and different types of crime. • Three main aims of punishment. • Suffering and causing suffering to others. • Treatment of criminals – prison, corporal punishment, community service • Forgiveness • Capital punishment
Assessments	<p>A mid topic assessment will take place halfway through the content to check student understanding of key terminology and religious teachings.</p> <p>A formal assessment based on GCSE exam questions and graded according to GCSE criteria will take place approximately once per term.</p> <p>Additionally, mock examinations will take place in accordance with the school calendar.</p>
Homework / independent study	Homework is set on Seneca learning.
School-based enrichment opportunities	Assemblies Class based focus on religious festivals
Resources available for home-based study	<p>“AQA GCSE Religious Studies textbooks and revision guides.</p> <p>Exodus – The Bible</p> <p>Websites:www.reonline.org.uk</p> <p>Watch – The Little Buddha</p>

6: Computer Science - GCSE

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE Grades 9-1</p> <p>Examination Structure: 100% examination – 2 papers One written examination and one practical examination involving solving programming problems that are set by the exam board on the computer.</p> <p>Coursework/Controlled Assessment: There is no coursework</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To be able to develop Python code to solve a practical problem. • To understand problem-solving using algorithms. • To understand how data is represented in different ways. • 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	
Autumn Term (September – December)	Systems architecture and storage. Systems software. Introduction to programming. Data representation 1. String manipulation.
Spring Term (January - April)	Introduction to Turtle. Data representation 2. 1Dimensional lists.
Summer term (May - July)	Computer networks, protocols and layers 2 Dimensional lists. Network and cybersecurity. Further programming. Ethical, legal and environmental.
Curriculum Content – Year 11	
Autumn Term (September – December)	Sorting and searching. Data types and errors. Robust and secure programming.
Spring Term (January - May)	2-Dimensional Data. Basic and Advanced programming concepts. Revision.
Assessments	Written examination: 1 paper. Programming paper: 1 paper.
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 Smart revise.
School-based enrichment opportunities	Use of computers after school.
Resources available for home-based study	Resources available on appropriate online platforms. There is a range of videos to support each section of the specification. Seneca Learning is also used to support understanding.

7: Health and Social Care BTEC

<p>Course Details</p>	<p>Exam Board: Pearson</p> <p>Level: BTEC Tech Award Level 1/2 (2022 Specification)</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 May/June exam period of Year 11.</p> <p>Coursework/Controlled Assessment: Components 1 and 2 are assessed through non-exam internal assessments set by Pearson that are marked internally and are subject to external standards verification. These are released twice a year in October and February. Students are given 6 hours to complete this via supervised assessment. Each unit is 60 marks and worth 30% of the overall final assessment. Grading decisions are made based on the assessment requirements. Component 1 will be completed in March of Year 10 and Component 2 will be completed in November 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>	<p>The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> • the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development • different life events and how individuals can adapt or be supported through changes caused by life events • health and social care conditions, how they can be managed by the individual and the different health and social care services that are available • the barriers and obstacles an individual may encounter and how these can be overcome • the skills, attributes and values required to give care and how these benefit the individual • how factors can affect an individual's current health and wellbeing • how physiological indicators and an individual's lifestyle choices determine physical health • the use of the person-centred approach • recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.
<p>Curriculum Content – Year 10</p>	
<p>Autumn term (September - December)</p> <p>Spring Term (January- February)</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. Students will learn about:</p> <ul style="list-style-type: none"> • human growth and development across life stages • factors affecting growth and development. <p>Learning Outcome B: Investigate how individuals deal with life events. Students will learn about:</p> <ul style="list-style-type: none"> • different types of life event • coping with change caused by life events.

	<p>At this point, students will complete their Pearson set internal assessment for Component 1 worth 30% of the total qualification.</p>
<p>Spring Term (March - April)</p> <p>Summer Term (May-July)</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>Students will learn about:</p> <ul style="list-style-type: none"> • health and social care services • health conditions such as diabetes, arthritis etc. • barriers to accessing services health and social care services • types of barriers and how they can be overcome by the service providers or users.
<p>Curriculum Content – Year 11</p>	
<p>Autumn & Spring Term (September – November)</p>	<p>Component 2- Health and Social Care Services and Values (continued)</p> <p>Learning Outcome B: Understand the skills, attributes and values required to give care</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • skills and attributes in health and social care • values in health and social care • the obstacles individuals requiring care may face • the benefits to individuals of the skills, attributes and values in health and social care practice. <p>At this point, students will complete their Pearson set internal assessment for Component 2 worth 30% of the total qualification.</p>
<p>Autumn and Spring term (November – March)</p>	<p>Component 3- Health and Wellbeing</p> <p>Learning Outcome A: Factors that affect health and wellbeing</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • factors affecting health and wellbeing • definition of health and wellbeing • physical, lifestyle, cultural, social, economic, and environmental factors that affect health and wellbeing. <p>Learning Outcome B: Interpreting health indicators</p> <ul style="list-style-type: none"> • physiological indicators such as heart rate, blood pressure and BMI • lifestyle indicators. <p>Learning Outcome C: Person-centred approach to improving health and wellbeing</p> <ul style="list-style-type: none"> • the importance of a person-centred approach • taking into account individual needs and wishes • recommendations and actions to improve health and wellbeing • barriers and obstacles to following recommendations. <p>Students will then complete their external assessment for Component 3 worth 40% of the total qualification during the exam period in May.</p>
<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 – Pearson set internal assessment subject to external standards verification (30% of final grade).

	<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 – Pearson set internal assessment subject to external standards verification (30% of final grade). <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 externally marked – 2 hours (60 marks – 40% of final grade).
Homework / independent study	<p>Homework is set regularly and is published on Satchel One. Further independent study is encouraged for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing assessment tasks need to be completed independently as part of the homework commitment. (For Component 1 and 2) Homework tasks are set to prepare students for the externally assessed synoptic set task. (Component 3)</p>
School-based enrichment opportunities	<p>Intervention groups for students to complete revision, every Tuesday 3-4pm in V4. Visits to health and social care simulation activities at Buckinghamshire New University.</p>
Resources available for home-based study	<p>BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care) ISBN: 9781292444628 New BTEC Tech Award in Health & Social Care: Revision Guide (for courses starting in 2022) (CGP BTEC Tech Awards) CGP Books. ISBN: 9781789089097 Pearson REVISE BTEC Tech Award Health and Social Care 2022 Revision Guide Pearson. ISBN: 9781292436128</p>

8: 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 Key Stage 3. • To develop independent learning skills. • To build confidence and communication skills in the target language.
Curriculum Content – Year 10 2025-26	
Autumn Term (September – December)	Tu as du temps à perdre? (Themes - Media and Technology, My Personal World) <ul style="list-style-type: none"> • Using present, future and past tenses. • To give details about your personal preferences and habits. • Using aimer + infinitive. • Mon Clan, ma tribu (Theme - My Personal World) <ul style="list-style-type: none"> • To talk about your identity. • To use reflexive verbs, adverbs, adjectives and direct object pronouns
Spring term (January - April)	Mon Clan, ma tribu (Theme - My Personal World) <ul style="list-style-type: none"> • To talk about celebrations • To extend sentences using sequencers and connectives. • Mon Petit Monde a Moi (Theme My Personal World / My neighbourhood) <ul style="list-style-type: none"> • To use demonstrative adjectives. • To describe your town or village. • To use indefinite adjectives. • To revise directions.
Summer term (May - July)	Mon Petit Monde a Moi (Theme My Personal World / My neighbourhood) <ul style="list-style-type: none"> • To use negatives to talk about your town. • To shop for clothes. • To describe your ideal home. • To talk about visiting another town • Notre Planète (Theme My neighbourhood) <ul style="list-style-type: none"> • Using comparatives, superlatives, the passive voice and en + present participle. • To understand environmental issues. • To understand the difference between the perfect and imperfect tenses. <p>Mocks preparation and Mocks</p>
Curriculum Content – Year 11 2026-27	
Autumn Term (September – December)	Notre Planète (Theme My neighbourhood) <ul style="list-style-type: none"> • To talk about future weather • To discuss protecting the environment. • To talk about school based environmental projects. • Ma Vie Scolaire (Theme - Studying and my future) <ul style="list-style-type: none"> • To learn about school in Francophone countries and describe your school. • To use comparative adjectives and opinions with reasons. • To use the imperfect tense to reflect on your Primary years. • To express opinions with il faut...

	<ul style="list-style-type: none"> To talk about learning languages. <p>Mes projets d’avenir (Theme – Studying and my future)</p> <ul style="list-style-type: none"> To use three tense to express your future plans. To talk about different jobs. To reference future career paths. To discuss travel and earning money. To use transactional language. To buy tickets at a station. <p>En Pleine Forme (Theme - Lifestyle and Wellbeing)</p> <ul style="list-style-type: none"> To understand the imperative. To talk about mealtimes using the partitive article. To use reflexive verbs in the past tense to describe illness and accidents. To book appointments To reference good mental health To say how you are going to improve your health. To use 4 tenses when talking about lifestyle changes.
Spring Term (January – April)	<p>Numéro Vacances (Theme - Travel and Tourism)</p> <ul style="list-style-type: none"> To discuss holiday activities, venues and accommodation. To use the conditional tense To use relative pronouns to create more complex sentences To describe your ideal holiday. To give advice using modal verbs. To talk about festivals. To book holiday accommodation.
Summer Term (May – July)	<p>En Pleine Forme (Theme - Lifestyle and Wellbeing)</p> <ul style="list-style-type: none"> To understand the imperative. To talk about mealtimes using the partitive article. To use reflexive verbs in the past tense to describe illness and accidents. To book appointments To reference good mental health To say how you are going to improve your health. To use 4 tenses when talking about lifestyle changes. <p>Exam practice.</p>
Assessments	<p>Year 10 Mock Exams in July. Year 11 Mock Exams in December. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.</p>
Homework / independent study	<p>Set weekly on Bromcom. Revision guides are available to purchase through the school.</p>
Resources available for home-based study	<p>Edexcel revision guides. Duolingo. Satellite TV e.g. TV Monde.</p>

8b: 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 (2025 – 2026)	
Autumn Term (September – December)	Mi gente, mi mundo <ul style="list-style-type: none"> • Describing people • Friendships/relationships/identity • Reflexive verbs ¡Diviertete! <ul style="list-style-type: none"> • Hobbies/media/technology • Freetime • Cinema • Present/Preterite/Near future tenses
Spring Term (January - April)	¡A clase! <ul style="list-style-type: none"> • School life • School trip • Ideal school • Conditional tense • Superlatives Viajes <ul style="list-style-type: none"> • Festivals • Holidays • Comparatives • Imperfect tense
Summer Term (May - July)	Mi estilo de vida <ul style="list-style-type: none"> • Lifestyle and wellbeing • Food and mealtimes • Healthy routines • Illness and injuries • Future plans for health • Imperfect tense • Reflexive verbs preterite tense • Simple future Mocks
Curriculum Content – Year 11 (2026 – 2027)	
Autumn Term (September – December)	Mi estilo de vida continued Mi barrio y yo <ul style="list-style-type: none"> • Describe town and area • Directions

	<ul style="list-style-type: none"> • Shopping • Present/Imperfect tenses • Present subjunctive • Future tense
Spring Term (January – April)	Un mundo mejor para todos <ul style="list-style-type: none"> • Volunteering • Climate change and environment • Imperative • Passive • Imperfect continuous • Present subjunctive El futuro te espera <ul style="list-style-type: none"> • Jobs • Future plans • Importance of language learning • AI • Consolidation of all grammar
Summer Term (May – July)	Exam preparation.
Assessments	Year 10 Mock Exams in July. Year 11 Mock Exams in December. End of Unit tests (ongoing assessment). Regular vocabulary tests as part of weekly set homework.
Homework / independent study	Set weekly on Satchel One. Revision guides are available to purchase.
Resources available for home-based study	Revision guides. Pupils are guided towards online revision. Duolingo. Satellite TV for films and box sets in Spanish.

8c: Urdu

Course Details	Exam Board: AQA Level: GCSE (Foundation / Higher Level) Examination Structure: Written exams in Reading (25%), Writing (25%), Listening (25%) and Speaking (25%).
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	
Autumn Term (September – December)	Relationships with Family and Friends <ul style="list-style-type: none"> • Talking about yourself and about your family. • Saying what you like and dislike. What School is Like <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 - April)	What School is Like (cont) <ul style="list-style-type: none"> • Talking about school subjects and daily routine. • Talking about your plans and comparing schools in England and Pakistan. Business, Work and Employment <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area.
Summer Term (May - July)	Business, Work and Employment (cont) <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area. Holidays - Plans, Preferences, Experiences <ul style="list-style-type: none"> • Talking about the weather. • Making holiday plans.
Curriculum Content – Year 11	
Autumn Term (September – December)	Holidays - Plans, Preferences, Experiences (cont) <ul style="list-style-type: none"> • Talking about the weather. • Making holiday plans. • Shopping, Money, Fashion <ul style="list-style-type: none"> • Discussing jobs and money. • Talking about work experience.
Spring Term (January - May)	Shopping, Money, Fashion (cont) <ul style="list-style-type: none"> • Discussing jobs and money. • Talking about work experience. Business, Work and Employment (cont) <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area. Free Time and the Media <ul style="list-style-type: none"> • Discussing TV and cinema. • Arranging to go out.

Assessments	Baseline test at start of Year 10. Written/Speaking assessments at the end of each topic (TBA). Reading and Listening assessments at the end of topics. Year 10 Mock Exams in July and Year 11 Mocks in November/ December. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.
Homework / independent study	Set on a weekly basis and on Satchel One.
Resources available for home-based study	Popular Oxford Practical Combined Dictionary: English - Urdu, Urdu - English.

9: Music

Course Details	<p>Exam Board: Eduqas</p> <p>Level: GCSE</p> <p>Examination Structure: Listening and Appraising examination, including the study of two set works.</p> <p>Coursework/Controlled Assessment: Two performances (one must be an ensemble and one other) Two compositions (One free brief and one set by the exam board in September of Y11)</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Practice skills and performance preparation: 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> <p>Music notation and theory: Learning staff notation and chord progressions. Understanding reading music in preparation for analysis.</p>
Spring Term (January - April)	<p>Musical Forms and Devices: Learning about the use of form and structure through listening, analysis, performance and composition.</p> <p>Music for Ensemble: Exploring different musical ensembles and how music differs between them. Study of set work 1 “Badinerie” by Bach.</p>
Summer Term (May - July)	<p>Music for Film: Composing to a brief. Writing for film. Exploring and analysing the music of other film composers</p> <p>Performance 1: Completing one of the coursework performance pieces through preparation in class and private practice.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Complete composition 1: Refining, developing, and extending the compositional ideas from the portfolio of ideas.</p> <p>Performance 2: Preparation, rehearsal and performance of the ensemble piece of performance coursework.</p> <p>Musical Fusion: Exploring Musical Fusion through listening and analysis.</p>
Spring Term (January - May)	<p>Complete composition 2: Prepare, develop and refine a composition based on a brief set by Eduqas from a choice of 4 options. These vary each year but are from the four areas of study.</p> <p>Revision and Exam Practice</p>
Assessments	<ul style="list-style-type: none"> • Two pieces of performance coursework internally assessed and externally moderated • Two pieces of composition coursework internally assessed and externally moderated • A written examination in May externally assessed.
Homework / independent study	<p>Tasks set to support assignments and prepare for written examination when appropriate.</p> <p>Daily practice of chosen instrument throughout the course</p>
School-based enrichment opportunities	<ul style="list-style-type: none"> • School choir and ensembles. • Concert at Christmas. • Lunch time music clubs. • Theory breakfast
Resources available for home-based study	<p>Private practice is essential for completion of this course.</p>

10a GCSE PE

Course Details	<p>Exam Board: OCR</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 an analysis and evaluation of performance.</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 contribution 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	
Autumn Term (September – December)	<p>J587/01 Physical factors affecting performance</p> <p>1.1 Applied anatomy and physiology Students 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>
Spring Term (January - April)	<p>J587/04 Practical Performances</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>approved sporting performance list</i>. Each activity can last up to 12 hours.</p> <p>These will be assessed by the teacher and moderated by OCR. The practical activities will last right through to January of Year 11.</p> <p>J587/01 Physical factors affecting performance</p> <p>1.2 Physical training</p> <p>Students will look at an introduction into biomechanics and 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>Students 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>

Summer 1st Half Term (May-June)	Unit 1: Fitness and Body Systems <ul style="list-style-type: none"> • Use of data. Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods Present data (including tables and graphs) Interpret data accurately Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport.
Summer 2nd Half Term (June-July)	J587/02 Socio-cultural issues and sports psychology <p>2.1 Socio-cultural influences Students to look at how their environment around them will influence participation and the effect business and money has on sport.</p> <p>2.2 Sports psychology Students 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>
Curriculum Content – Year 11	
Autumn Term (September – December)	J587/02 Socio-cultural issues and sports psychology <p>2.3 Health, fitness and well-being Students to look at how Physical, Emotional and Social health have an impact on our well-being and the consequences of leading a sedentary lifestyle. Students will also look at the impact of nutrition and hydration on energy levels and participation.</p> <ul style="list-style-type: none"> • Use of data Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods Present data (including tables and graphs) Interpret data accurately Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport
Spring Term (January - May)	J587/05 Analysis and Evaluation of Performance <p>Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks</p> <p>Content overview This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer’s performance in one activity.</p> <p>Assessment overview 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	Students will gather video evidence of them performing in their chosen sports. Exam questions to consolidate learning of lesson.
School-based enrichment opportunities	Students are encouraged to use core PE sessions to improve their skills in isolation and game situations. There are also opportunities to represent the school in interschool competition to help moderate scores.
Resources available for home-based study	All resources will be available through the shared drive and also the Teams class. Revision books are also available through the school finance dept.

10: Health and Social Care – Year 13 in September 2025

Course Details	<p>Exam Board: Pearson</p> <p>Level: BTEC National Level 3 Extended Certificate</p> <p>Examination Structure: 2 Written papers set and marked by Pearson: (58%)</p> <ul style="list-style-type: none"> • Unit 1: Human Lifespan Development – 90 marks (1hr 30 mins) • Unit 2: Working in Health and Social Care – 80 marks (1hr 30 mins) <p>Coursework/Controlled Assessment: (42%) Internally set and assessed tasks that are subject to external standards verification:</p> <ul style="list-style-type: none"> • Unit 5: Meeting Individual Care and Support Needs. • Unit 14: Physiological Disorders and their Care.
Key Learning Objectives	<ul style="list-style-type: none"> • To learn about the human body and how it changes over time, exploring physical, intellectual, emotional, and social development across an individual’s lifespan. • To learn about the roles and responsibilities of health and social care practitioners and the organisations they work for ensuring that the individual needs of vulnerable people are met. • To be able to provide care and support that meets the needs of an individual in a health and social care environment, understanding the principles and practicalities that are the foundation of all care disciplines. • To explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.
Curriculum Content – Year 12	
Autumn and Spring Term (September – April)	<p>Unit 1: Human Lifespan Development</p> <p>Learning Outcome A: Human growth and development through the life stages. (Infancy, Early Childhood, Adolescence, Early, Middle and Late Adulthood)</p> <ul style="list-style-type: none"> • Physical development across the life stages. • Intellectual development across the life stages. • Emotional development across the life stages. • Social development across the life stages. <p>Learning Outcome B: Factors affecting human growth and development.</p> <ul style="list-style-type: none"> • The nature/nurture debate related to factors. • Genetic factors that affect development. • Environmental factors that affect development. • Social factors that affect development. • Economic factors that affect development. • Major life events that affect development. <p>Learning Outcome C: Effects of ageing.</p> <ul style="list-style-type: none"> • The physical changes of ageing. • The psychological changes of ageing. • The societal effects of an ageing population. <p>Students will complete their Unit 1 examination during the May/June exam period of Year 12.</p> <p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Outcome A: Examine principles, values and skills which underpin meeting the care and support needs of individuals.</p>

	<ul style="list-style-type: none"> • Promoting equality, diversity and preventing discrimination. • Skills and personal attributes required for developing relationships with individuals. • Empathy and establishing trust with individuals. <p>Learning Outcome B: Examine the ethical issues involved when providing care and support to meet individual needs.</p> <ul style="list-style-type: none"> • Ethical issues and approaches. • Legislation and guidance on conflicts of interest, balancing resources, and minimising risk. <p>Learning Outcome C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</p> <ul style="list-style-type: none"> • Enabling individuals to overcome challenges. • Promoting personalisation. • Communication techniques. <p>Learning Outcome D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <ul style="list-style-type: none"> • How agencies work together to meet individual care and support needs. • Roles and responsibilities of key professionals on multidisciplinary teams. • Maintaining confidentiality • Managing information <p>Students will have completed their Unit 5 coursework by the May of Year 12.</p>
<p>Summer Term (May – July)</p>	<p>Unit 2: Working in Health and Social Care</p> <p>Learning Outcome A: The roles and responsibilities of people who work in the health and social care sector.</p> <ul style="list-style-type: none"> • The roles of people who work in health and social care settings. • The responsibilities of people who work in health and social care settings. • Multidisciplinary working in the health and social care sector. • Monitoring the work of people in health and social care settings. • Specific responsibilities of people who work in health and social care settings.
<p>Curriculum Content – Year 13</p>	
<p>Autumn and Spring Term (September - May)</p>	<p>Learning Outcome B: The roles of organisations in the health and social care sector.</p> <ul style="list-style-type: none"> • The roles of organisations in providing health and social care services. • Issues that affect access to services. • Ways organisations represent interests of service users. • The roles of organisations that regulate and inspect health and social care services • Responsibilities of organisations towards people who work in health and social care settings. <p>Learning Outcome C: Working with people with specific needs in the health and social care sector.</p> <ul style="list-style-type: none"> • People with specific needs. • Working practices <p>Students will complete their Unit 2 Exam in the January of Year 13, with retake opportunities available in the May/June exam period of Year 13.</p> <p>Unit 14: Physiological Disorders and their Care</p> <p>Learning Outcome A: Investigate the causes and effects of physiological disorders.</p> <ul style="list-style-type: none"> • Types of physiological disorders and effects on body systems and functions • Causes of physiological disorders <p>Signs and symptoms of physiological disorders</p>

	<p>Learning Outcome B: Examine the investigation and diagnosis of physiological disorders.</p> <ul style="list-style-type: none"> • Investigative procedures for physiological disorders. • Diagnostic procedures for physiological disorders. <p>Learning Outcome C: Examine treatment and support for service users with physiological disorders.</p> <ul style="list-style-type: none"> • Provision of treatment and support. • Types of carers and care settings. <p>Learning Outcome D: Develop a treatment plan for service users with physiological disorders to meet their needs.</p> <ul style="list-style-type: none"> • Care methods and strategies. • Treatment planning processes. <p>Students will complete their Unit 14 coursework by May of Year 13.</p>
Assessments	<p>Unit 1: Human Lifespan Development</p> <ul style="list-style-type: none"> • Ongoing assessment through end-of-learning aim progress tests and mock exams • Final assessment: Written paper - Pearson set and marked - 90 marks (1 ½ hr). <p>Unit 2: Working in Health and Social Care</p> <ul style="list-style-type: none"> • Ongoing assessment through end-of-learning aim progress tests and mock exams. • Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hr). <p>Unit 5: Meeting Individual Care and Support Needs</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment: Internally set and assessed tasks subject to external standards verification. <p>Unit 14: Physiological Disorders and their Care</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment: Internally set and assessed tasks subject to external standards verification.
Homework / independent study	<p>Homework will be set regularly and will be published on SatchelOne.</p> <p>Further independent study will be encouraged for the assessments to be completed to a high standard. It is encouraged for coursework units that 30 hours of study is required to complete one assignment.</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 learning aim progress tests.</p>
Equipment required	<p>Textbook: Pearson BTEC National Health and Social Care Student Book 1 2016 specification BTEC National Health and Social Care Student Book 1: For the 2016 specifications (BTEC Nationals Health and Social Care 2016). Paperback by Marilyn Billingham et al. ISBN: 978129212601</p>
School-based enrichment opportunities	<p>Visits to local early years, health care, and social care settings such as Buckinghamshire NHS Healthcare Trust</p> <p>Visits from outside speakers and agencies.</p>

11: Physical Education - BOYS

Key Learning Objectives	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Young leaders in sport and Active role models. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> • Know - procedural knowledge in how to lead activities and apply decision making and tactical skills across a number of activities. Students will also develop skills of sportsmanship and fair play. Students will value the benefit of lifelong participation. • Show – flair in movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. Students will also show skills in building team cohesion and leadership skills. • Grow - linked with the school’s core value and ethos such as leadership and empathy. Students will look to enjoy the activities so they will be encouraged to continue doing the activity when they leave school. Students will also show an understanding of the beneficial effects of exercise on your body and its value for health and fitness generally.
Curriculum Content – Year 10	
Autumn Term (September to December)	Rugby Fitness for life Handball Badminton
Spring Term (January to April)	Football Fitness in sport Sports leadership Gaelic football
Summer Term (May to June)	Athletics Tennis
Summer Term (June to July)	Cricket Rounders
Curriculum Content – Year 11	
Autumn Term (September to December)	Rugby Football Fitness in Sport Badminton Rugby
Spring Term (January to April)	Basketball Football Fitness for Life Handball Gaelic football
Summer Term (May to July)	Lifelong participation options Study leave
Assessments	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess is based on their Attitude to learning. This will come from their application to the key learning objectives mentioned above and also how well the students conduct themselves in lessons – being fully equipped and also working hard in each lesson.</p>

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	Fitness work and quizzes available on Teams and the student shared drive.

Physical Education - GIRLS

Key Learning Objectives	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Young leaders in sport and Active role models. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> • Know – procedural knowledge in how to lead activities and apply decision making and tactical skills across a number of activities. Students will also develop skills of sportsmanship and fair play. Students will value the benefit of lifelong participation. • Show – flair in movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. Students will also show skills in building team cohesion and leadership skills. • Grow – linked with the school’s core value and ethos such as leadership and empathy. Students will look to enjoy the activities so they will be encouraged to continue doing the activity when they leave school. Students will also show an understanding of the beneficial effects of exercise on your body and its value for health and fitness generally.
Curriculum Content – Year 10	
Autumn Term (September to December)	Fitness for life Tournament tactics and play Football Handball
Spring Term (January to April)	Fitness in sport Badminton Sports leadership Officiating in games
Summer Term (May to June)	Athletics Tennis
Summer term (June to July)	Cricket Rounders
Curriculum Content – Year 11	
Autumn Term (September to December)	Netball Circuit training Well- being Tactical and tournament play Basketball Football
Spring Term (January to April)	Fitness to music Yoga / Pilates Badminton Positive risks in physical activity Volleyball
Summer Term (May to July)	Lifelong participation options Study leave
Assessments	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess is based on their Attitude to learning. This will come from their application to the key</p>

	learning objectives mentioned above and also how well the students conduct themselves in lessons – being fully equipped and also working hard in each lesson.
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	Fitness work and quizzes available on Teams and the student shared drive.