

Y10 Curriculum Guide





Traditional Values • Contemporary Aspirations • Creative Curiosity

MALET LAMBERT SCHOOL



GCSE Art & Design

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Skills focus	Controlled Assessment 1	Controlled Assessment 2
Students use primary and	Students are introduced to	Students begin work on a
secondary sources to build	the assessment objectives	second, more ambitious,
up their skills in a variety	and focus on developing a	piece of controlled
of media. Through a series	project from research	assessment which they
of workshops they develop	through development and	can choose
their abilities and apply	refinement to final	independently. The focus
these to an independently	realisation. A number of	is on individual responses
selected outcome	projects are available to	to their own selected
	choose from based on	starting points.
	past exam projects to help	
	students prepare for	
	externally set exam.	

Skills:

Students learn a wide range of skills over the two year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

SMSC and British Values:

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

AQA GCSE Biology

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Autumn Keeping Healthy Students will learn that a combination of a balanced diet and regular exercise is needed to help keep the body healthy. They will learn that our bodies provide an excellent environment for many microbes which can make us ill once they are inside us and how our bodies stop most microbes getting in and deal with	Spring Energy and biomass in food chains Students will learn that by observing the numbers and sizes of the organisms in food chains we can find out what happens to energy and biomass as it passes along the food chain.	Summer Cells and simple cell transport Students learn about structure of different cells and how dissolved substances are transported into and out of cells
any which do get in. Also how vaccination can be used to prevent infection.		
Nerves and hormones Students will learn how our nervous system and hormones enable us to respond to external changes, how we control conditions inside our bodies, how hormones are used in some forms of contraception and in fertility treatments and how plants also produce hormones and respond to external stimuli.	Waste materials from plants and animals Students will learn how animal and plant material is recycled and the role microorganisms play in decomposing this material so that it can be used again by plants.	Tissues, organs and organ systems Students will learn about the hierarchy of structures in living things and how these structure work together to form organisms.
Ine use and abuse of drugs Students will learn how drugs affect our body chemistry, how medical drugs are developed and tested before being used to relieve illness or disease. They will consider why drugs may also be used recreationally and	Genetic variation and its control Students will learn about the causes of variation both within a species and between species. They will find out how asexual reproduction can be used to produce individuals that are genetically identical to their parent and how	Photosynthesis Students will learn how green plants and algae use light energy to make their own food, how they obtain the raw materials they need and the conditions plants are grown in can be changed to promote growth.

their impact on society, why some drugs are addictive and why some athletes take drugs to improve performance.	scientists can now add, remove or change genes to produce the plants and animals they want.	
Interdependence and adaptation Students will learn how organisms are adapted to survive in their normal environment, what factors can affect population size and how changes in the environment may affect the distribution and behaviour of organisms.	Evolution Students will learn how particular genes or accidental changes in the genes of plants or animals may give them characteristics which enable them to survive better and how over time this may result in entirely new species. They will look at the different theories of evolution including Darwin's theory which is the most widely accepted.	Controlled Assessment 25% of the total grade. A set task from AQA exam board comprising
	Biology 1 mock exam A past paper of the biology 1 exam.	

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and

scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

GCSE Applied Business

Controlled assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Unit 1 - Investigating How Businesses Work Introduction to the unit Students look at possible businesses that could be studied for the duration of the course, including the corporate websites of a variety of businesses.	Introduction to 'ethical' business Students research business ethics, social and political pressures on businesses and ethical issues.	Functional areas cont Students investigate three more of the functional areas of known businesses, looking at the interrelationships between areas and the communication methods used
What is a business and what do businesses do? Students study enterprise and its associated business skills: starting up, success and failure.	Organisational structures Students investigate the main aspects of organisational structures.	Communication between functional areas Students study the different forms of communication and their importance to a business: internal and external communications; the use of modern ICT packages.
The range of business activities and the competition faced Students gain an understanding of the provision of goods and services and the impact of e-business.	Functional areas Students investigate three of the functional areas of known businesses, looking at the interrelationships between areas and the communication methods used	Stakeholders Students identify key stakeholders — their power and importance
Business aims and objectives and the links between these as well as how businesses measure achievement Students study target setting, both short term and long term.		

Skills:

Students will develop in interest in business and what businesses do. They will need to be able to organise themselves, their time and their portfolios of work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as

analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

SMSC and British Values:

Spiritual development within Applied Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Applied Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Applied Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees

Social development within Applied Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Applied Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations

work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

Pupils looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

AQA GCSE Chemistry

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Fundamental Ideas in	Plant Oils and Their Uses	Atomic Structure
Chemistry	Students learn about	Students learn and
Students learn about the	vegetable oils, emulsions,	interpret data on mass
structure of atoms, the	saturated and unsaturated	number and atomic
structure of the periodic	oils and how to test for	number, isotopes,
table and chemical	them and evaluate the	chemical analysis and
reactions involving ions,	effect of oils in foods on	quantitative chemistry.
word equations and	diet and health.	
symbol equations.		
Limestone and building	Changes in the Earth and	Rates of Reaction
materials	Atmosphere	Rates of reaction
Students learn about	Students learn about the	calculations, factors
Calcium carbonate, the	structure of the earth,	affecting rates of reaction,
limestone cycle, the	crust movement based on	the role of catalysts.
industrial uses of	convection currents in the	Practical activities
limestone and the	mantle, earthquakes and	investigating factors
environmental impact of	volcanic eruptions.	affecting rates of reaction.
quarrying.	Students also learn about	_
	the earth's atmosphere	
	and the distillation of air.	
Metals and Their Uses	Chemistry 1 mock exam	Controlled Assessment
Students learn about	A past paper of the	25% of the total grade. A
extracting metals, the	chemistry 1 exam.	set task from AQA exam
properties and structure of		board comprising
metals and alloys and their		
uses.		
Crude Oil and Fuels	Structures and Bonding	Energy Transfer in
Students learn about	Students learn about ionic	Reactions
hydrocarbons, alkanes and	bonding, covalent bonding	Exothermic and
alkenes and their	and metallic bonding.	endothermic reactions,
properties and	Bonding properties	the nature of revisable
hydrocarbon based fuels.	between periodic table	reactions and heat loss
	groups.	and gain. Practical
		activities investigating
		energy in reactions.
Useful Substances from	Properties and Uses of	Acids Bases and Salts
Crude Oil	Substances	Students learn about
Students learn about	The properties of simple	making salts, the
cracking of alkanes and	molecules, ionic	properties and examples
polymerisation of alkenes,	compounds, covalent	of acids and bases,
the two production	structures, metals,	balanced chemical
methods and uses of	polymers and	formulae for

ethanol.	nanoscience.	neutralisation reactions. Practical investigations on
		neutralisation.
		Electrolysis
		The process of
		electrolysis, half
		equations, electrolysis
		reactions in practice,
		industrial electrolysis.

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics. The development of alternative fuels in terms of technology, cost, economics and community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage. Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

Cambridge National Level 1/2 in Creative iMedia

Autumn	Spring	Summer
Understand the purpose and content of pre- production Learners are taught the purpose of uses of various pre-production documents including mood boards, mind maps, visualisation diagrams, storyboards and scripts	Be able to review pre- production document Learners are taught how to review a pre-production document and how to identify areas for improvement	Be able to create a digital graphic Learns are taught how to source assets for use in digital graphics and how to create assets. Learns are also taught how to create graphics using a range of digital tools e.g. cropping and colour adjustment
Be able to plan pre- production Learners are taught how to interpret client requirements for a digital product, identify timescales, how to conduct and analyse research, how to produce work plans and production schedules. Learners will also be taught the importance of identifying target audiences and legislation regards assets used in the creation of digital product	Understand the purpose and properties of digital graphics Learners are taught why digital graphics are used, how digital graphics are used and the different types of digital graphics. Learners are also taught about the properties of digital graphics including pixels, resolution and compression	Be able to review a digital graphic Learners are taught how to review a digital graphic against a client brief and how to identify areas for improvement
Be able to produce pre- production documents Learners are taught how to create a mood board, mind map, visualisation diagram and storyboard. Learners are also taught how to analyse a script and about various file type properties	Be able to plan the creation of a digital graphic Learns are taught how to produce pre-production documents to plan the creation of the digital graphic including visualisations and work plans	

Continuous assessment is used throughout the year on and within each topic

Skills:

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research,

planning, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum.

SMSC and British Values:

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc.

Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection .

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources.

Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

GCSE English Language and GCSE English Literature

Autumn	Spring	Summer
Shakespeare Controlled	Literature poetry for Unit	Spoken Language
Assessment (English	2 Literature exam	controlled assessment
Literature)	Students will study the	(Eng Lang)
Students will spend the	fifteen Character and	Students will work
first half term revising	Voice poems from the	towards a controlled
their understanding of	GCSE anthology. They will	assessment which is 10%
'Romeo and Juliet'	analyse themes, language	of their Eng Lang grade.
(studied in Year 9) and will	and structure used and	Spoken language,
compare certain scenes to	learn comparison skills	depending upon the task,
poetry. Students will	between poems. They will	will focus on the origins of
complete their	also study some unseen	our language, accents,
Shakespeare controlled	poems for Section B of this	dialects, attitudes to
assessment (25% of the	exam. Students will	language, how technology
Literature grade) just	continue to use P.E.E.D in	and social media affect
before the October half	order to create effective	how we speak and
term. They will also	responses and will	students will be expected
complete a Presentation	complete a mock exam in	to be able to identify
speaking and listening	February.	different devices within
activity (separately		their own and others'
endorsed).		speech. This controlled
		assessment will be
		completed in May 2015.
English Language exam	English Language exam	English Language exam
skills	skills	skills
One lesson per week will	Students will continue	Students will continue
be dedicated to English	with a weekly exam skill	with a weekly exam skill
Language exam skills for	lesson in order to work on	lesson in order to work on
the 60% English Language	writing skills for an exam	writing skills for an exam
exam. Students will study	and comprehension	and comprehension
reading comprehension	reading skills.	reading skills.
skills and using P.E.E.D to		
answer questions		
effectively and will		
enhance their writing skills		
of spelling, punctuation,		
grammar, sentence		
structures and use of		
devices depending upon		
the style of writing.		
English Literature Drama	Recreation/ Moving	Recreation/ Moving
text for Literature Unit 1	Image/ Commissions	Image/ Commissions
exam Section A	controlled assessment for	controlled assessment for

Continuous assessment is used throughout the year on and within each topic

Students will either study	English Language	English Language
'An Inspector Calls' or 'The	Depending upon their	Depending upon their
Woman in Black' for	class, students will all	class and the assessment
Section A of the Literature	complete a writing	completed in term 2.2,
Unit 1 exam. Students will	controlled assessment for	students will complete
read the text and study	English Language (7.5% of	the other writing
themes, characters and	the Eng Lang grade). This	controlled assessment for
the writer's craft and will	will ensure students focus	English Language (7.5% of
complete a mock exam	on their use of spelling,	the Eng Lang grade). This
just before Christmas on	punctuation, grammar,	will ensure students focus
this text.	vocabulary, sentences	on their use of spelling,
	structures and devices	punctuation, grammar,
	before completing the	vocabulary, sentences
	controlled assessment at	structures and devices
	the end of 2.2 (just before	before completing the
	Easter).	controlled assessment at
		the end of 3.2 (July 2015).

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect.

SMSC and British Values:

Both English Language and English Literature encourage students to develop selfesteem, self-knowledge and confidence through empathy with characters and themes. 'Of Mice and Men' encourages respect and empathy of the characters and ensures that students understand that the reactions by other characters in the 1930s were very different to reactions in 2015. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

Food Technology

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
Students learn practice	Completion of controlled	Preparation of design
and theory of food	assessment	folder.
technology including:	Research/Time	
Designing skills, creativity,	plans/Justification of	
innovation, principle of	choice	
form and function. The	Choux Pastry, whisking	Production of designs for
role of designer and	method	folder work.
developers.	Time plans and planning	
Making skills including	for controlled assessment	
correct use of tools and	1 st Practical assessment for	
equipment, technical	controlled assessment	
problems, safety, quality	Time plans and planning	
control, knowledge of	for second practical	
computer aided	assessment	
manufacture and team	2 nd Practical assessment	Mock exam preparation
working.	for controlled assessment	
Students also learn	Evaluation of controlled	Mock examination
accurate measurements,	assessment	
adaptations of	Completion of final write	Feedback and
measurements,	up	preparation for Y11.
experimentation,		
investigation and product		
research. Storage of food		
and appropriate food		
hygiene.		
Students study		
manufactured		
components, product		
design and evaluation		
techniques.		

<u>Skills</u>:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development; and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;

consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.

French GCSE Edexcel

Continuous assessment is used throughout the year and makes up 60% of the final Y11 GCSE grade. 4 pieces are submitted in total – 2 speaking and 2 writing Listening and reading are assessed through end of Y11 exam worth 40% of final grade.

Autumn	Spring	Summer
Personal Relationships	Home and local	Youth culture
Talking about yourself and	environment	Talking about fashion
your family/friends	Describing the location of	Describing different looks
Talking about your	a place	Talking about shopping
parents and their jobs	Talking about the	for clothes
Saying who you get on	advantages and	Describing what people
with and who you don't	disadvantages of where	wear
Describing what you and	you live	Giving opinions about
your family used to be like	Comparing where you	tattoos and piercings
Saying what you like and	used to live and where you	Optional CA
don't like doing with	live now	speaking/writing June
justification	Talking about life in a	2015
Saying what you have	French speaking country	
done	Talking about a town and	Skills development
CA speaking Oct 2014	what you can do there	Redrafting to improve
Past paper L & R 2011	CA writing March 2015	work
	Past paper L & R 2010	Presenting a balanced
Skills development		argument
Using grammar to	Skills development	Justifying opinions
understand words	Using a range of	Acknowledging other
Building answers from	vocab/structures to make	people's opinions
questions	work more interesting	Using a range of tenses
Making links with English	Listening for inferences	effectively
Identifying patterns	Understanding complex	
Using more complex	language	SMSC
language		Youth attitudes to
Redrafting to improve	SMSC	fashion/popular culture
work	Focus on French speaking	
Pronunciation and	countries	
intonation	Authentic texts	
	Discussing advantages and	
SMSC	disadvantages of where	
Language for interest/	you live	
enjoyment	IL research into a French	
Authentic texts	speaking country/region	
Discussing relationships		
Free time	The Environment	Reflection on Y10 and
Describing what you do in	Discussing world issues	target setting for Y11
your free time	Talking about problems in	

Describing what you did	vour area	Past naner I & R 2012 –
using a variety of verbs	Using more negatives	formal mock
Giving opinions about	Talking about	
various hobbios	anvironmental projects	
Taiking about your main	Understanding news	
hobby in detail	stories	
Talking about new	CA speaking May 2015	
technology and its uses		
CA writing Dec 2014	Skills development	
	Understanding a narrative	
Skills development	Using prior knowledge	
Listening for gist	Adapting for audience	
Using language for a range	Listening for inferences	
of purposes	Recognising rhetorical	
Adapting previously learnt	devices	
language	Initiating and sustaining	
Skimming and scanning	conversation	
Structuring a text		
Narrating	SMSC	
Narrating	Focus on onvironmental	
CN4CC		
SIVISC	issues – global and local	
Language for interest/	Comparison of living in a	
enjoyment	city with living in a	
Authentic texts	village/in the countryside	
Cultural differences – free		
time/hobbies		

GCSE Graphic Products

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
Students learn practice	Controlled assessment -	Controlled Assessment:
and theory of designing	Materials and process and	Making process – focus on
skills, materials and	target audience.	board game.
components such as paper	Students learn,	Marking out, cutting,
sizes A0 to A6, paper	researching, filtering	developing nets, CAD, QA
boards and thicknesses.	information,	checks.
Characteristics of paper	identifying relevance of	
board and graphic	information, presenting	
materials, properties and	information	
uses of virgin, recycled and	Controlled assessment -	Controlled Assessment:
reusable paper and board	Specification - developing	Making process – focus on
for manufacturing	design criteria,	additional elements of
products.	justifying design decisions	board game (dependent
Design and market		on individual designs)
influences, task analysis,	Controlled assessment -	Controlled Assessment:
research and analysis,	Drawing Practice through	Evaluation
sustainability of design,	technical drawing.	
product specification,	Generating ideas with	
creativity, development of	annotation.	
ideas and evaluation of	Controlled assessment -	Controlled Assessment:
ideas. Students also learn	Developing Ideas through	Modifications and Use of
about consumer choice	analytical thinking,	Technology
and legislation,	prototyping, prototyping	
sustainability and	development	
environmental issues,	Final Design Sheet,	
moral ethical and	including formal drawing.	
economic issues.	Controlled Assessment -	Controlled Assessment:
	Planning – How do draw	Social Issues
	flow charts.	
	Marking – focus on boxes	
	and packaging.	
	Easter Holidays: Revision –	Mock exam preparation
	making processes,	Mock exam
	industrial and in school.	Feedback and evaluation.

<u>Skills</u>:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development; and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying resistant materials are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and biodegradable materials.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;

consider safety in terms of function and be aware of consumer rights and safety warnings on products and manufacturing processes.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, harmful substances, procedures used in manufacturing and the need for correct protective clothing and safe working practices.

GCSE Health & Social Care (Edexcel)

Unit 1: Understanding Personal Development and Relationships (Unit Code 5HS01)

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Human Growth and	Effects of relationships	The effects of life events
Development	on personal growth and	on personal
Students learn about the	development	development
different life stages, physical	Students will gain and	Students will study how
growth and development,	understanding in the	expected and
including gross and fine motor	different types of	unexpected life events
skills, intellectual/cognitive	relationships, family,	impact on human
development, including	marriage, divorce,	growth and
language development,	friendships, intimate,	development.
emotional maturity, including	personal, sexual and	
bonding and attachment, self-	working relationships.	Students to develop
image, self-esteem and self-		knowledge and
concept and social	Students to identify how	understanding about
development including the	they are important	how these life events
formation of relationships	across the six life stages	affect personal
with others and the	on an individual's	development and lead
socialisation process.	growth and	to new learning.
	development.	
		Students need to
		develop knowledge and
		understanding about
		how to manage change
		and of the support
		networks that can be
		accessed and used to
		support people through
		change.
Factors affecting human		Unit 1: Understanding
growth and development		Personal Development
Students will gain and		and Relationships Mock
understanding of physical,		Exam
social, cultural and emotional		A past paper of the Unit
factors to include genetic		1 exam.
inheritance, illness, disease,		
diet, family and friends,		
educational experiences,		
employment/unemployment,		
community involvement,		
religion, ethnicity, culture and		
relationships.		

Students will develop and	
understanding of economic	
and environment factors such	
as wealth, income,	
employment, pollution, noise,	
housing, rural and urban	
lifestyles.	

Students will be able to demonstrate knowledge and understanding of a wide range of care services and provider's, identify the needs of a client and the services available to them. Students to analyse issues and problems preventing clients from obtaining care services. They will learn how to identify, gather and record relevant information and evidence. Students to analyse and evaluate evidence and make reasoned judgement and present conclusions.

SMSC and British Values:

In Health & Social Care spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics. Students learn aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisation both in the public and private sectors such as NHS and BUPA. England is still receiving continuing healthcare treatment from the NHS.

Students will examine issues that affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Students interact and experience different roles and responsibilities of those providing a service during group discussions and from external visitors.

Students evaluate their work regularly and have opportunities to reflect on their experiences in Health & Social Care.

OCR GCSE History

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Germany 1918–1945	Pupils complete the	Pupils complete the
Pupils look at key issues	Germany 1918-1945 unit	International relations:
such as:	by the Easter holidays.	The Cold War 1945-1975
-Was the Weimar Republic	International relations:	unit.
doomed from the start?	The Cold War 1945-1975	Pupils revise in class and
-Why was Hitler able to	Pupils look at key issues	at home and sit an end of
dominate Germany by	such as:	year exam on:
1933?	-Who was to blame for the	International relations:
-The Nazi regime: how	Cold War?	The Cold War 1945-1975
effectively did the Nazis	-Who won the Cuban	unit and Germany 1918-
control Germany, 1933–	Missile Crisis?	1945. (2 hours)
1945?	-Why did the USA fail in	
-The Nazi regime: what	Vietnam?	
was it like to live in Nazi	There is a big focus on	
Germany?	knowledge and	
There is a big focus on	understanding with some	
knowledge and	source skills in this unit.	
understanding with some	The unit is worth in	
source skills in this unit.	combination with the	
The unit is worth in	Germany 1918-1945 unit	
combination with the	is worth 45%.	
International Relations		
Unit: The Cold War 1945-		
1975 is worth 45%.		

Skills:

AO1: Knowledge AO2: Understanding AO3: Source Skills Spelling, punctuation and grammar

SMSC and British Values:

Pupils are encouraged to celebrate and cherish British values through activities such as studying how democracy and the law have developed in Britain and comparing this to capitalist, fascist and democratic countries, gaining an understanding of different cultural and religious ideas in other countries, understanding what discrimination is and how it has and can be challenged through studies of American Civil Rights in the 1950's and 1960's, Nazi Germany and the struggle for votes for women in Britain. Pupils also have the opportunity to participate in democratic decision making exercises and mock trials. The curriculum and extra-curricular activities are enriched with a wide range of spiritual, moral, cultural and social opportunities which support pupils as good citizens.

ECDL IT Qualification

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Presentation Using MS	Checking Content Before	Using Mail Merge Feature
PowerPoint Unit	Publication	Prepare documents for
On completion of this unit	Check and correct	mail merge operations
pupils will be able to:	presentation content	and handling data sources
Work with presentations	before finally printing and	
and save them in different	giving presentations	
file formats.		
Slide Layouts and Views	Exam preparation	Using tables
Understand different	Complete diagnostic	Creating, editing and
presentation views and	testing to apply	working with tables.
when to use them; choose	understanding.	
different slide layouts and		
designs.		
Edit and Format Text	ECDL Presentation Exam	Setting Up page Settings
text in presentations	Complete online exam.	Adjust document page
text in presentations.		settings. Using template.
Charts and Graphs	Word Processing using MS	Using Images
Choose, create, and	Word Unit	Inserting & working
format charts to	On completion of this unit	photographs, clip-art
communicate information	pupils will be able to:	images, and charts.
meaningfully.	Work with documents and	
	saving them in different	
	file formats.	
Adding Different Media	Editing Word Documents	Preparing Document for
Insert and edit images,	Create and edit small-sized	Printing
audio and video into the	word processing	Check and correct spelling
presentation.	documents that will be	before finally printing
	ready to share and	documents.
	distribute. Inserting,	
	selecting and editing data.	
Adding Appropriate	Formatting Documents	Exam preparation
Effects	Apply different formats to	Complete diagnostic
Apply animation and	documents to enhance	testing to apply
transition effects to	them before distribution;	understanding.
enhance the	recognise good practice in	
presentations.	choosing the appropriate	
	formatting options.	
Setting Up the Show	Working With Inserted	ECDL Word Processing

Setting up timings and the	Objectives	Exam
ways in which the	Insert tables, images, and	Complete online exam.
presentation can be	drawn objects into	
viewed.	documents.	

The European Computer Driving Licence (ECDL) is an internationally recognised IT qualification designed to give students the skills to use a computer confidently and effectively. The course can help to improve a pupils understanding and efficient use of computers. The course opens up a variety of opportunities through the broad range of skills it provides. The qualification is widely recognised by employers as proof of ability and competence when working with IT.

The course in broken down into four units studied over years 10 and 11. The word processing unit teaches pupils to demonstrate the ability to use a word processing application to accomplish everyday tasks associated with creating, formatting and finishing small-sized word processing documents such as letters and other everyday documents.

The spreadsheet unit teaches pupils to understand the concept of spreadsheets and to demonstrate the ability to use a spreadsheet application. Pupils will understand and be able to accomplish tasks associated with developing, formatting, modifying and using a spreadsheet, in addition to using standard formulas and functions, and demonstrate competence in creating and graphs or charts.

The presentation unit teaches candidates to demonstrate competence in using presentation tools on a computer. Pupils will be able to accomplish tasks such as creating, formatting, modifying and preparing presentations using different slide layouts for display and printed distribution.

The Improving Productivity module, teaches pupils about ways in which you can use Information Technology (IT) skills to improve productivity at work. The unit shows how you can work more efficiently by planning the use of IT tools and systems.

SMSC and British Values:

ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly inter connected world. To promote pupils spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons. We encourage respect for the computer room and its equipment in the way pupils use it and how this affect s others. Whilst encouraging respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage. By making sure pupils are prepared for the modern world by equipping them with knowledge of work related technologies which are recognised by leading industries. Encourage the sensible use of digital technology in the classroom and homework situations given that they are currently living in a digitally cultural environment. We also empower pupils to apply their ICT computing skills and knowledge to the wider curriculum.

GCSE Maths

Content in **bold** is higher tier content

Autumn	Spring	Summer
Number:	Probability and Statistics:	Geometry and Measures:
Place value	Probability scale	Transformations
Reading scales	Mutually exclusive events	Congruence
Adding, subtracting,	Two way tables	Similar shapes
multiplying and dividing	Relative frequency	Pythagoras
negative numbers	Sampling methods	Trigonometry
Rounding	Averages and Spread	
Upper and Lower	Grouped data	
Bounds		
Estimation		
Fractions, Decimals,		
Percentages		
Geometry and Measures:	Algebra:	Algebra:
Metric and Imperial units	Algebraic expressions	Sequences
Perimeter and area of 2D	Indices	Nth term
shapes	Brackets	Patterns and problem
Surface area	Simplifying	solving
Circle Theorems	Factorising	Solving quadratic
Geometric proof	Sequences	equations
	Nth Term	Completing the square
	Equations of straight	Quadratic graphs
	lines	
	Perpendicular lines	
Algebra:	Statistics and Probability:	Number:
Functions	Frequency tables	Factors and Multiples
Linear Graphs	Surveys and	Squares, cubes and roots
Equations of straight	questionnaires	Powers
lines	Grouped data	Prime factor
Index laws	Two way tables	decomposition
Expanding double and	Databases and random	Direct proportion
single brackets	sampling	Inverse proportion
Factorisation	Box plots	Irrational numbers
Deriving and using	Cumulative Frequency	Surds
formulae	Stem and leaf diagrams	Limits of accuracy
	Comparing data sets	
Number:	Geometry and Measures:	Statistics and Probability:
iviental and written	30 snapes	Diagrams and charts
addition, subtraction,	volume of cuboids	Grouped frequency
multiplication and	volume of prisms	Stem and leaf diagrams
aivision	Arc length and sector	Time series graphs
Urder of operations	area	Scatter graphs

Estimation	Volume of pyramids and	Probability
Proportion	cones	Relative frequency
Reverse percentages	Surface area and	Conditional probability
Proportional change	volumes of 3D shapes	
Ratio	Convert between units	
	(metric, imperial etc.)	
Geometry and Measures:	Algebra:	Mock exam revision.
Angle properties	Linear graphs	
Properties of triangles	Real-life graphs	
and quadrilaterals	Conversion graphs	
Parallel lines	Compound measures and	
Symmetry	speed	
Transformations	Distance-time graphs	
Congruence	Solving equations	
Similar shapes	Algebraic fractions	
Number:	Number:	Mock examination and
Fractions	Ratio	evaluation.
Decimal	Effective use of	
Percentages	calculators	
Percentage increase and	Prime factor	
decrease	factorisation	
Mental and written	HCF and LCM	
calculations	Index laws	
Standard form		
Solving problems by		
algebraic manipulation		

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SMSC and British Values:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

AQA GCSE Physics

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
P1.1 Energy	P1.5 Waves and the	P2.3 Electricity
Students will learn that	universe	Students will learn that
energy can be transferred	Students will learn that	the current in an electric
from one place to another	electromagnetic radiation	circuit depends on the
by work or by heating	travel as waves and move	resistance of the
processes. They will learn	energy from one place to	components and the
how this energy is	another. They will also	supply. They will be able
transferred and which	understand that current	to draw and recognise
heating processes are	evidence suggests that the	series and parallel circuits
most important in a	universe is expanding and	and calculate current and
particular situation.	that matter and space	voltage in both types of
	expanded violently and	circuit.
	rapidly from a very small	
	initial 'point', ie the	
	universe began with a 'big	
	bang'.	
P1.2 Efficiency	Physics 1 mock exam	Controlled Assessment
Students will learn that	A past paper of the whole	25% of the total grade. A
appliances transfer energy	physics 1 topic	set task from AQA exam
but they rarely transfer all		board comprising
of the energy to the place		
we want. They will learn		
how to calculate the		
efficiency of appliances so		
that we can choose		
between them, including		
how cost effective they		
are, and try to		
improve them.		
P1.3 Electrical appliances	P2.1 Forces	P2.4 Mains and safety
Students will learn how to	Students will learn that	Students will learn that
calculate much energy is	forces can cause changes	mains electricity is useful
transferred by an	to the shape or motion of	but can be very
appliance and how much	an object. Objects can	dangerous. It is important
the appliance costs to run.	move in a straight line at a	to know how to use it
	constant speed. They can	sately.
	also change their speed	They will learn the various
	and/ or direction	safety features associated
	(accelerate or decelerate).	with using mains

	Graphs can help us to	electricity and how these
	describe the movement of	protect us from harm.
	an object. These may be	
	distance-time graphs or	
	velocity-time graphs.	
P1.4 Generating electricity	P2.2 Speeding up and	
Students will learn that	slowing down	
various energy sources can	Students will learn that	
be used to generate the	when an object speeds up	
electricity we need. They	or slows down, its kinetic	
will learn the	energy increases or	
advantages and	decreases. The forces	
disadvantages of using	which cause the	
each energy source and	change in speed do so by	
decide which energy	doing work. The	
source(s) it would be	momentum of an object is	
best to use in any	the product of the object's	
particular situation.	mass and velocity.	
Students will also learn		
how electricity is		
distributed via the		
National Grid.		

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices which are more efficient. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and

scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.

GCSE Resistant Materials

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
Students learn practice	Controlled assessment -	Exam Preparation To be
and theory of designing	Materials, woods, plastics	planned after Controlled
skills, making skills,	and metals, Processes and	Assessment project is
materials and	target audience.	completed. Structure of
components, such as	Students learn,	Exam preparation is
metals, timber, plastics,	researching, filtering	differentiated on the
composites, smart	information,	learning delivered in the
materials and	identifying relevance of	Controlled Assessment
nanomaterials, adhesives	information, presenting	and student requirement.
finishes and applied	information	This is effectively planned
finishes.	Controlled assessment -	when the controlled
Design and market	Developing design criteria,	assessment is completed.
influences, task analysis,	justifying design decisions	
research and analysis,	Controlled assessment -	
sustainability of design,	Drawing Practice	
product specification,	Generating ideas with	
creativity, development of	annotation.	
ideas and evaluation of	Controlled assessment -	Preparation for the mock
ideas. Students also learn	Developing Ideas through	examination.
about consumer choice	prototyping, prototyping	
and legislation,	development	
sustainability and	Final Design Sheet,	
environmental issues,	including formal drawing.	
moral ethical and	Controlled Assessment -	Mock examination.
economic issues.	Planning	
	How to draw flow charts,	
	Making; FPT, focussed	
	practical tasks.	
	Easter Holidays: Revision -	Feedback and
	Making; focus on making	preparation for Y11.
	additional elements of the	
	final product(dependent on	
	individual designs)	

<u>Skills</u>:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;

and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying resistant materials are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and biodegradable materials.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;

consider safety in terms of function and be aware of consumer rights and safety warnings on products and manufacturing processes.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, harmful substances, procedures used in manufacturing and the need for correct protective clothing and safe working practices.

AQA GCSE Science (Core)

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Keeping Healthy	Energy and biomass in	P2.3 Electricity
Students will learn that a	food chains	Students will learn that
combination of a balanced	Students will learn that by	the current in an electric
diet and regular exercise is	observing the numbers	circuit depends on the
needed to help keep the	and sizes of the organisms	resistance of the
body healthy. They will	in food chains we can find	components and the
learn that our bodies	out what happens to	supply. They will be able
provide an excellent	energy and biomass as it	to draw and recognise
environment for many	passes along the food	series and parallel circuits
microbes which can make	chain.	and calculate current and
us ill once they are inside		voltage in both types of
us and how our bodies		circuit.
stop most microbes		
getting in and deal with		
any which do get in. Also		
how vaccination can be		
used to prevent infection.		
Fundamental Ideas in	Plant Oils and Their Uses	Crude Oil and Fuels
Chemistry	Students learn about	Students learn about
Students learn about the	vegetable oils, emulsions,	hydrocarbons, alkanes
structure of atoms, the	saturated and unsaturated	and alkenes and their
structure of the periodic	oils and how to test for	properties and
table and chemical	them and evaluate the	hydrocarbon based fuels.
reactions involving ions,	effect of oils in foods on	
word equations and	diet and health.	
symbol equations.		
P1.1 Energy	P1.5 Waves and the	P1.4 Generating
Students will learn that	universe	electricity
energy can be transferred	Students will learn that	Students will learn that
from one place to another	electromagnetic radiation	various energy sources
by work or by heating	travel as waves and move	can be used to generate
processes. They will learn	energy from one place to	the electricity we need.
how this energy is	another. They will also	They will learn the
transferred and which	understand that current	advantages and
heating processes are	evidence suggests that the	disadvantages of using
most important in a	universe is expanding and	each energy source and
particular situation.	that matter and space	decide which energy
	expanded violently and	source(s) it would be
	rapidly from a very small	best to use in any
	initial point, ie the	particular situation.
	universe began with a 'big	Students will also learn
	bang'.	how electricity is

		distributed via the
		National Grid.
Nerves and hormones	Waste materials from	Changes in the Earth and
Students will learn how	plants and animals	Atmosphere
our nervous system and	Students will learn how	Students learn about the
hormones enable us to	animal and plant material	structure of the earth,
respond to external	is recycled and the role	crust movement based on
changes, how we control	microorganisms play in	convection currents in the
conditions inside our	decomposing this material	mantle, earthquakes and
bodies, how hormones are	so that it can be used	volcanic eruptions.
used in some forms of	again by plants.	Students also learn about
contraception and in		the earth's atmosphere
fertility treatments and		and the distillation of air.
how plants also produce		
hormones and respond to		
external stimuli.		
Limestone and building	Metals and Their Uses	Genetic variation and its
materials	Students learn about	control
Students learn about	extracting metals, the	Students will learn about
Calcium carbonate, the	properties and structure of	the causes of variation
limestone cycle, the	metals and alloys and their	both within a species and
industrial uses of	uses.	between species. They
limestone and the		will find out how asexual
environmental impact of		reproduction can be used
quarrying.		to produce individuals
		that are genetically
		identical to their parent
		and how scientists can
		now add, remove or
		change genes to produce
		the plants and animals
		they want.
P1.2 Efficiency	P1.3 Electrical appliances	Evolution
Students will learn that	Students will learn how to	Students will learn how
appliances transfer energy	calculate much energy is	particular genes or
but they rarely transfer all	transferred by an	accidental changes in the
of the energy to the place	appliance and how much	genes of plants or animals
we want. They will learn	the appliance costs to run.	may give them
how to calculate the		characteristics which
efficiency of appliances so		enable them to survive
that we can choose		better and how over time
between them, including		this may result in entirely
how cost effective they		new species. They will
are, and try to		look at the different
improve them.		theories of evolution
		including Darwin's theory
		which is the most widely

		accepted.
The use and abuse of	Interdependence and	Controlled Assessment
drugs	adaptation	25% of the total grade. A
Students will learn how drugs affect our body chemistry, how medical drugs are developed and tested before being used to relieve illness or disease. They will consider why drugs may also be used recreationally and their impact on society, why some drugs are addictive and why some athletes take drugs to improve performance.	Students will learn how organisms are adapted to survive in their normal environment, what factors can affect population size and how changes in the environment may affect the distribution and behaviour of organisms.	set task from AQA exam board.
		B1. C1 and P1 mock exam
		papers
		Past papers of the unit 1
		examinations.

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments. Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

Spanish GCSE Edexcel

Continuous assessment is used throughout the year and makes up 60% of the final Y11 GCSE grade. 4 pieces are submitted in total – 2 speaking and 2 writing Listening and reading are assessed through end of Y11 exam worth 40% of final grade.

Autumn	Spring	Summer
Personal Relationships	Home and local	Healthy Living
Talking about your family.	environment	Talking about the body
Talking about	Describing the location of	and illnesses
relationships with your	a place	Talking about how to stay
family using the past and	Talking about the	in good shape
present tense.	advantages and	Reading problem pages
Saying numbers and	disadvantages of where	and giving advice to young
dates.	you live	people
Talking about your daily	Comparing where you	Talking about issues facing
routine.	used to live and where you	young people in society
Talking about what you	live now	today
do to help out with the	Talking about life in a	Describing what you eat
chores at home.	French speaking country	Looking at different meal
Describing and comparing	Talking about how you	times in the Hispanic world
people's personalities.	would change your city	Optional CA
Talking about past	Talking about a town and	speaking/writing June
relationships.	what you can do there	2015
Talking about experiences	CA writing March 2015	
and hopes.	Assessment pack- practice	Skills development
	listening and reading tasks	Finding strategies to
CA speaking Oct 2014		remember words: making
Past paper L & R 2010	Skills development	connections
	Using a range of	Using a variety of complex
Skills development	vocab/structures to make	verbs
Tackling bigger numbers	work more interesting	Distinguishing between
Talking about the past	Using relative clauses	similar tenses
and present	Listening for inferences	Using the present and the
Composing questions	Understanding complex	conditional tense in the
Using desde hace with the	language	same sentence.
present tense to express	Using the conditional	SMSC
how long.	tense	Youth attitudes to
Making deductions while	Developing	eating/drugs/alcohol
listening	speaking/writing skills:	Looking at different meal
Identifying cognates and	accurate tenses usage.	times in the Hispanic world
recognisnig false friends		Promotion of a healthy
Listening for paraphrases	SMSC	lifestyle and lifestyle
and negatives.	Focus on Spanish speaking	choices.
SMSC	countries	

Language for interest/	Authentic texts	
enjoyment	Discussing advantages and	
Authentic texts	disadvantages of where	
Discussing relationships	you live	
	IL research into a Spanish	
	speaking country/region	
Free time	The Environment	Reflection on Y10 and
Describing what you do in	Discussing world issues	target setting for Y11
your free time	Talking about problems in	
Describing what you did,	your area	Past paper L & R 2012 –
using a variety of verbs	Using more negatives	formal mock
Giving opinions about	Talking about	
various hobbies	environmental projects	
Talking about your main	Considering problems	
hobby in detail	facing the planet	
Talking about new	Looking at local solutions	
technology and its uses	to problems	
Talking about extreme	Understanding news	
sports	stories	
Making arrangements to	Homelessness and	
go out	citizenship	
Analysing film reviews	CA speaking May 2015	
CA writing Dec 2014		
Past Paper L & R 2011	Skills development	
	Understanding a narrative	
Skills development	Using prior knowledge	
Listening for specific	Adapting for a model text	
details	for audience	
Using language for a	Listening for inferences	
range of purposes	Recognising rhetorical	
Using absolute	devices	
superlatives to give	Initiating and sustaining	
opinions	conversation	
Using the definite article		
in opinions	SMSC	
Skimming and scanning	Focus on environmental	
Structuring a text	issues – global and local	
Narrating	Comparison of living in a	
Using comparatives	city with living in a	
	village/in the countryside	
SMSC	Spanish Speaking	
Language for interest/	countries	
enjoyment		
Authentic texts		
Cultural differences – free		
time/hobbies		

GCSE Textiles

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
Students learn practice	Outline maritime design	First half term to make
and theory of textiles	brief and begin	final piece and complete
including:	researching and Complete	it.
Properties and	2 pages of artist research.	
characteristics of fibres	Continue creating mood	Evaluation of final piece.
and fabrics.	boards – celebrity, colour	
The processes of dying and	and fabric, plus a museum	
printing, decoration and	visit.	
enhancement and types of	Develop a range of	
finishes.	observational drawings.	
Students study	Complete X4 design ideas	
manufactured	Complete any outstanding	Presentation of work.
components, product	sketchbook work and	
design and evaluation	begin sampling	
techniques.		
	Planning for final piece of	Mock exam preparation
	work	
	Begin final piece.	Mock examination
		Feedback and preparation
		for Y11.

Skills:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;

and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;

consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.