



# Year 10 Curriculum Booklet



Traditional Values • Contemporary Aspirations • Creative Curiosity

# MALET LAMBERT

## GCSE Art & Design

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

Autumn	Spring	Summer
Controlled Assessment 1 Students are introduced to the assessment objectives and focus on developing a project from research through development and refinement to final realisation.		Controlled Assessment 2 Students begin work on a second, more ambitious, piece of controlled assessment which they can choose independently. The focus is on individual responses to the brief as a starting point.

### 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
<p>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 any which do get in. Also how vaccination can be used to prevent infection.</p>	<p>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.</p>	<p>Cells and simple cell transport Students learn about structure of different cells and how dissolved substances are transported into and out of cells</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>The 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</p>	<p>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</p>	<p>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.</p>

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.	

**Skills:**

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

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

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

**Skills:**

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

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

Autumn	Spring	Summer
<p>Understand the purpose and content of pre-production</p> <p>Learners are taught the purpose of uses of various pre-production documents including mood boards, mind maps, visualisation diagrams, storyboards and scripts</p>	<p>Be able to review pre-production document</p> <p>Learners are taught how to review a pre-production document and how to identify areas for improvement</p>	<p>Be able to create a digital graphic</p> <p>Learners are taught how to source assets for use in digital graphics and how to create assets. Learners are also taught how to create graphics using a range of digital tools e.g. cropping and colour adjustment</p>
<p>Be able to plan pre-production</p> <p>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</p>	<p>Understand the purpose and properties of digital graphics</p> <p>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</p>	<p>Be able to review a digital graphic</p> <p>Learners are taught how to review a digital graphic against a client brief and how to identify areas for improvement</p>
<p>Be able to produce pre-production documents</p> <p>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</p>	<p>Be able to plan the creation of a digital graphic</p> <p>Learners are taught how to produce pre-production documents to plan the creation of the digital graphic including visualisations and work plans</p>	

### 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

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

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

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

**Skills:**

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 self-esteem, 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.

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

### **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.

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

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

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

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

**Skills:**

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
<p>Germany 1918–1945</p> <p>Pupils look at key issues such as:</p> <ul style="list-style-type: none"> <li>-Was the Weimar Republic doomed from the start?</li> <li>-Why was Hitler able to dominate Germany by 1933?</li> <li>-The Nazi regime: how effectively did the Nazis control Germany, 1933–1945?</li> <li>-The Nazi regime: what was it like to live in Nazi Germany?</li> </ul> <p>There is a big focus on knowledge and understanding with some source skills in this unit.</p> <p>The unit is worth in combination with the International Relations Unit: The Cold War 1945-1975 is worth 45%.</p>	<p>Pupils complete the Germany 1918-1945 unit by the Easter holidays.</p> <p>International relations: The Cold War 1945-1975</p> <p>Pupils look at key issues such as:</p> <ul style="list-style-type: none"> <li>-Who was to blame for the Cold War?</li> <li>-Who won the Cuban Missile Crisis?</li> <li>-Why did the USA fail in Vietnam?</li> </ul> <p>There is a big focus on knowledge and understanding with some source skills in this unit.</p> <p>The unit is worth in combination with the Germany 1918-1945 unit is worth 45%.</p>	<p>Pupils complete the International relations: The Cold War 1945-1975 unit.</p> <p>Pupils revise in class and at home and sit an end of year exam on:</p> <p>International relations: The Cold War 1945-1975 unit and Germany 1918-1945. (2 hours)</p>

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

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

**Skills:**

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 is 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 affects 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
Basic Number Place value Four rules BIDMAS Number Properties(prime, square etc.)  Geometry and measures: Measures and scale drawings Angles  Statistics: Charts, tables and averages	Approximations: Rounding to a degree of accuracy  Decimals and fractions: All four rules  Linear graphs: Drawing linear graphs Gradient Finding the equation Real life graphs Solving simultaneous equations  Expressions and formulae: Substitution Expanding and factorising Changing the subject  Ratio, speed and proportion: Best Buys Solving ratio and proportion problems	Geometry and measures: Perimeter and area of various 2 d shapes Transformations Volumes and surface areas of prisms  Probability and events: Calculating Mutually exclusive Experimental  Linear equations: Solving various linear equations
<b>Basic number:</b> <b>Negative numbers</b> <b>Four rules</b> <b>Number properties</b>  <b>Fractions, ratio and proportion:</b> <b>All four rules</b> <b>Perctnages</b>  <b>Statistical diagrams and averages:</b> <b>Averages</b> <b>Scattergraphs</b>	<b>Transformations , construction and loci:</b> <b>Bisectors</b> <b>Plans and elevations</b>  <b>Algebraic manipulation</b> <b>Substitution</b> <b>Expanding and factorising</b> <b>Changing the subject</b>  <b>Geometry and measures:</b> <b>Perimeter and area of various 2 d shapes</b> <b>Volume of various 3d</b>	<b>Similarity:</b>  <b>Exploring and applying probability:</b>  <b>Powers and standard form:</b>  <b>Linear equations:</b> <b>Solving various linear equations</b> <b>Solving Linear inequalities</b>

<p><b>Number and sequences:</b> Nth term formulas Generating sequences</p> <p><b>Ratio and proportion:</b> Best Buys Solving ratio and proportion problems</p> <p><b>Geometry and measures:</b> Measures and scale drawings Angles</p>	<p><b>shapes</b> (Prism, pyramids, cones, spheres)</p> <p><b>Linear graphs:</b> Drawing linear graphs Gradient Finding the equation Real life graphs Solving simultaneous equations</p> <p><b>Pythagoras Theorem and Trigonometry:</b></p>	
--	--	--

**Skills:**

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

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

**Skills:**

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.

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

### **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 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

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

		distributed via the National Grid.
<p><b>Nerves and hormones</b> 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.</p>	<p><b>Waste materials from plants and animals</b> 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.</p>	<p><b>Changes in the Earth and Atmosphere</b> Students learn about the structure of the earth, crust movement based on convection currents in the mantle, earthquakes and volcanic eruptions. Students also learn about the earth's atmosphere and the distillation of air.</p>
<p><b>Limestone and building materials</b> Students learn about Calcium carbonate, the limestone cycle, the industrial uses of limestone and the environmental impact of quarrying.</p>	<p><b>Metals and Their Uses</b> Students learn about extracting metals, the properties and structure of metals and alloys and their uses.</p>	<p><b>Genetic variation and its control</b> 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 scientists can now add, remove or change genes to produce the plants and animals they want.</p>
<p><b>P1.2 Efficiency</b> Students will learn that appliances transfer energy but they rarely transfer all 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.</p>	<p><b>P1.3 Electrical appliances</b> Students will learn how to calculate much energy is transferred by an appliance and how much the appliance costs to run.</p>	<p><b>Evolution</b> 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</p>

		accepted.
<p><b>The use and abuse of drugs</b></p> <p>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.</p>	<p><b>Interdependence and adaptation</b></p> <p>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.</p>	<p><b>Controlled Assessment</b></p> <p>25% of the total grade. A set task from AQA exam board.</p>
		<p><b>B1. C1 and P1 mock exam papers</b></p> <p>Past papers of the unit 1 examinations.</p>

**Skills:**

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

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

## **GCSE Textiles**

Continuous assessment and homework is used throughout the year.

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