

Subject	Exam board	Sessions	Autumn Term	Spring Term	Summer Term
English	AQA	4	<p><b>An Inspector Calls' by J B Priestley</b> - reading for meaning: study of character and theme</p> <p><b>'GCSE English Language Paper 1'</b> - reading for meaning: section A (Q1 to Q4)</p>	<p><b>GCSE English Language Paper 1'</b> - creative writing: section B, Q5</p> <p><b>Study of a pre-19th Century Novel</b> - reading for meaning: character and theme</p>	<p><b>'GCSE English Language Paper 2'</b> - reading for meaning: section A (Q1 to Q4)</p> <p>- creating an argument: section B (Q5) leading to Spoken Language Endorsement</p>
Mathematics	Edexcel	4	<p>Unit 1 - Number</p> <p>Unit 2 - Algebra</p>	<p>Unit 3 - Graphs, tables and charts</p> <p>Unit 4 - Fractions and percentages</p> <p>Unit 5 - Equations, inequalities and sequences</p>	<p>Unit 6 - Angles</p> <p>Unit 7 - Averages and range</p> <p>Unit 8 - Perimeter, area and volume 1</p>
Combinded Science	AQA	4	<p>B1, B2 &amp; B3 recap</p> <p>B4 Bioenergetics</p> <p>C1 Atomic structure and the periodic table</p> <p>C2 Bonding, structure and the properties of matter</p> <p>C3 Quantitative chemistry</p>	<p>C4 Chemicals changes</p> <p>C5 Energy changes</p> <p>P1 Energy</p> <p>P2 Electricity</p>	<p>P3 Particle model of matter</p> <p>P4 Atomic structure</p> <p>B5 Homeostasis and response</p> <p>B6 Inheritance and genetics</p>
Triple Science	AQA	4	<p>B1, B2 &amp; B3 recap</p> <p>B4 Bioenergetics</p> <p>C1 Atomic structure and the periodic table</p> <p>C2 Bonding, structure and the properties of matter</p> <p>C3 Quantitative chemistry</p> <p>C4 Chemicals changes</p>	<p>C4 Chemicals changes</p> <p>C5 Energy changes</p> <p>P1 Energy</p> <p>P2 Electricity</p> <p>P3 Particle model of matter</p> <p>P4 Atomic structure</p>	<p>P3 Particle model of matter</p> <p>P4 Atomic structure</p> <p>B5 Homeostasis and response</p> <p>B6 Inheritance and genetics</p>
Religion and society		1	<p><b>Introduction to Year 10</b> Time and Stress Management</p> <p><b>Matters of Life and Death</b> Creation/Origins of life Environmental issues Treatment of animals Death and Afterlife Abortion Euthanasia</p> <p><b>Drug and Alcohol Education</b> Substance Abuse and assessing risk mananging influence seeking help and sources of support</p>	<p><b>Evaluating KS4 so far</b></p> <p><b>Relationship and Sex Education</b> (contact the school for further information)</p> <p><b>Online behaviour</b> Obsessive behaviour Cookies etc</p> <p><b>Careers Advice, Information and Guidance</b></p> <p><b>Why is the UK democratic</b></p>	<p><b>Migration</b> Why? A histryory Relationship between climate change and migration Controlling immigration Effects on communities UK's role in the world</p> <p><b>Role of Government</b> <b>Volunteering</b> <b>Healthy Eating</b> <b>Money</b></p>

Core PE		1	Students understand how to maintain a healthy lifestyle, achieve their personal best and through games develop tactics and strategies to outwit their opponents. This is delivered through Football, Water Polo Netball, Basketball. Students gain an understand of the importance to remain physically active beyond school life. develop their technique and improve their performance, encouraged to take part regularly in competitive sports and activities outside school through community links or sports clubs.	Students understand how to maintain a healthy lifestyle, achieve their personal best and through games develop tactics and strategies to outwit their opponents. This is delivered through Tchoukball, Volleyball and Fitness . Students gain an understand of the importance to remain physically active beyond school life, develop their technique and improve their performance, encouraged to take part regularly in competitive sports and activities outside school through community links or sports clubs.	Students understand how to maintain a healthy lifestyle, achieve their personal best and through games develop tactics and strategies to outwit their opponents. This is delivered through Softball, Athletics and Rounders. Students gain an understand of the importance to remain physically active beyond school life, develop their technique and improve their performance, encouraged to take part regularly in competitive sports and activities outside school through community links or sports clubs.
<b>Option Subjects</b>					
ART - Fine art	AQA	3	<b>Foundation workshops</b> - formal elements: line, mark making, tone, colour, composition	<b>Approaches to drawing:</b> proportion, measuring, observation, composition <b>Experimentation:</b> painting, mixed media	<b>Developing ideas:</b> ideas page, trialling ideas, visual solutions to given briefs
ART - Graphic communication	AQA	3	<b>Foundation workshops</b> - visual elements: line, mark making, tone, colour, composition	<b>Communicating meaning:</b> effective use of visual language <b>Experimentation:</b> exploring materials and techniques	<b>Developing ideas:</b> ideas page, trialling ideas, visual solutions to given briefs
Business - Enterprise and marketing (OCR National)	OCR	3	<b>R064 Enterprise &amp; Marketing Concepts (exam theory)</b> LO1 Understand how to target a market; LO2 Making a product financially viable; LO3 Understand Product Development; LO4 Understand how to attract and retain customers; LO5 Understand factors for consideration when starting up a business; LO6 Understand functional activities for business start-up	<b>R065 Design A Business Proposal (controlled assessment):</b> LO1 Market segmentation; LO2 Design a customer profile	<b>R064 Enterprise &amp; Marketing Concepts (revision for May exams):</b> summative assessments for each Learning Outcome i.e. LO1 - LO6
Child Development (OCR National)	OCR	3	R058 Create a safe environment and understand the birth to five years Creating a safe environment in a childcare setting  Choosing suitable equipment for a childcare setting	R058 Create a safe environment and understand the nutritional needs of children from birth to five years Creating a safe environment in a childcare setting Nutritional needs of children from birth to five years.	Unit R057: Health and well-being for child development Pre-conception health and reproduction  Antenatal care and preparation for birth
Computer Science	OCR	3	Unit 1: Systems Architecture , Memory, Storage, Wired and Wireless Networks, Network topologies, Systems security , systems software, Legal and Ethical issues	Unit 2- Algorithms , Programming Techniques , producing robust programs, computer logic, translators and data representation	Programming - Full python course and NEA coursework

Dance (BTEC)	EDEXCEL	3	Component 1 – Exploring the performing arts A Linha Curva Emancipation of Expressionism Roles in a Dance company Processes used to create a professional work	Component 1 – Exploring the performing arts West Side Story Message in a Bottle Roles in a Dance company Processes and approaches used to create a professional work	Component 2 – Developing skills and techniques in the performing arts Initial skills audit Developing physical, technical and interpretative skills through learning repertoire from professional works. Mock Repertoire
Design and Technology	OCR ENgineering Design	3	Autumn 1&2 R038: Designing processes; stages and strategies, cyclic approach R038: Sketching and drawing, CAD R039: Sketching design ideas activity	Mock NEA: R039: NEA Assessment (working on) R039: Producing CAD models activity	R038: Sketching and drawing, CAD R039: Producing CAD models activity R038: Influences on engineering product design
Drama	Eduqas	3	Theatre Practitioners (preparation for Component 1 and 2) Theatre of Cruelty (Artaud) Naturalism and 'The System' (Stanislavski) Clowning (Kneehigh Theatre) Shadow Theatre and the Ideograph (Julie Taymour)	Find Me - Olwen Wymark (preparation for Component 3) Narrative of Olwen Wymark's Find Me Practical exploration of the playtext Exam structure Mock papers  Scripted Performance (preparation for Component 2)  Two - Jim Cartwright	Devising from a stimulus (dummy run of Component 1) Total theatre (Berkoff) Theatre of cruelty (Artaud) Physical theatre (Frantic) Connotations of staging/lighting/sound/costume Demonstrate theoretical knowledge of devising, rehearsal, refinement and performance
French	AQA	3	<b>Module 4 - From The Town To The Countryside</b> Talking about where you live, weather and transport Describing a town and asking the way Describing a region Talking about your town, village or district Discussing what to see and do Discussing plans and the weather Describing community projects	<b>Module 5 - Holidays</b> Talking about what you normally do on holiday Talking about holidays (past, present and future) Talking about an ideal holiday Booking and reviewing hotels Ordering in a restaurant Talking about travelling	<b>Module 5 - Holidays</b> Buying souvenirs Talking about holiday disasters  <b>Module 6 - At School</b> Revising school subjects and talking about your timetable Talking about your school Comparing school in the UK and French-speaking countries Discussing school rules Discussing healthy living Discussing vices Talking about a school exchange
Geography	AQA	3	Climate Change  Ecosystems	Ecosystems  Urbanisation/Urban sustainability  Cold Environments	Global Development  UK Physical Landscapes (beach management)

Health and Fitness (BTEC SPORT)	NCFE	3	<p><b>Preparing Participants to Take Part in Sport and Physical Activity</b></p> <p>The different types of physical activity and providers, The needs of participants, The barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity</p> <p><b>Practical content:</b></p> <p>Students have the opportunity to develop participation, leadership, self-esteem and health, fitness and well-being through choosing to participate in a range of physical activities including; Rugby, Football, Netball, Handball, Basketball, Dodgeball, Table Tennis, Trampolining, Swimming, Health and Fitness Training</p>	<p><b>Preparing Participants to Take Part in Sport and Physical Activity</b></p> <p>The different types of physical activity and providers, The needs of participants, The barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity</p> <p><b>Practical content:</b></p> <p>Students have the opportunity to develop participation, leadership, self-esteem and health, fitness and well-being through choosing to participate in a range of physical activities including; Rugby, Football, Netball, Handball, Basketball, Dodgeball, Table Tennis, Trampolining, Swimming, Health and Fitness Training</p>	<p><b>Theory content - Exam based (40% of final grade)</b></p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.</p>
Health and social care (OCR National)	OCR	3	<p>R033 Supporting individuals through life events Topic Area 1 Life stages Topic Area 2 Impacts of life events</p>	<p>R033 Supporting individuals through life events Topic Area 2 Impacts of life events Topic Area 3 Sources of support</p>	<p>R032: Principles of care in health and social care settings Topic Area 1 The rights of service users in health and social care settings Topic Area 2 Person-centred values</p>
History	Pearson Edexcel	3	<p>Paper 1: Medicine in Britain, c1250-present and the British sector of the Western Front</p>	<p>Paper 1: Medicine in Britain, c1250-present and the British sector of the Western Front</p> <p>Paper 2: B1 Anglo-Saxon and Norman England (1060-88)</p>	<p>Paper 2: B1 Anglo-Saxon and Norman England (1060-88)</p>
Hospitality and Catering (Technical Award)	Eduqas	3	<p>Un1/ LO1: Understand the environment in which hospitality and catering providers operate. Un1/LO2: Understand how hospitality and catering provisions operate Un2/LO2: Understand menu planning Un2/LO3: Be able to cook dishes</p>	<p>Un1/LO3: understand how hospitality and catering provisions meet health and safety requirements. Un1/LO4: know how food can cause ill health Un2/LO2: understand Menu planning Un2/LO3: be able to cook dishes</p>	<p>Un1/LO5: be able to propose a hospitality and catering provision to meet specific requirements. Internal assessment brief: Be able to plan, make solutions and evaluate assessment to meet the brief.</p>

Music	Eduqas	3	<p><b>Unit 1 - Forms and Devices</b> Tied to Area of Study 1 of the Eduqas Specification, students will learn a series of forms and devices across the half term, through compositional and performance process, students will also begin to develop understanding of harmonic function and melodic writing.</p> <p><b>Unit 2 - Texture in Music</b> Students will learn about the history of music and specifically the development of texture from monophonic gregorian chant to more complex polyphony of Baroque/Classical and Romantic Music. Gaining an understanding of how we layer music, students will develop compositional skills with a push on greater understanding of texture in music.</p>	<p><b>Unit 3 - Ensemble music project (15%)</b> Tied into extracurricular activities and Component 1 (performance) of the Eduqas specification. Students will learn a series of performance pieces in an ensemble context, both developing their practical skills and learning about new genres within the popular music context. (Area of study 4 - Popular Music)</p> <p><b>Unit 4 - Film Music (Free Composition 15%)</b> Students will explore the history of film and its development as it coincides with music to become a powerhouse of an industry. Through composition and performance, students will explore the functions and idio-syncracies of film music such as the leitmotif and theme and variation. Through project style composition, students will both compose for film and learn to analyse a soundtrack in line with the Area of study 3 of the Eduqas Specification</p>	<p><b>Unit 5 - Africa by Toto (Set piece Component 3 AOS 4 - Popular Music)</b> Tied to component 1 and 3 students will both analyse and learn Africa by Toto in preparation for the appraising context exam and as a potential ensemble performance piece. Students will find out about the devices and other key components whilst exploring the piece in the exam style context they'll experience in the GCSE examination.</p> <p><b>Unit 6 - Solo performance Project (15%)</b> Tied into extracurricular activities and Component 1 (performance) of the Eduqas specification. Students will learn a series of performance pieces in an ensemble context, both developing their practical skills and learning about new genres within the popular or classical music context. (All areas of study)</p>
Physical Education	OCR	3	<p><b>Theory content – Applied Anatomy and Physiology:</b> The structure and function of the skeletal system The structure and function of the muscular system Movement analysis</p> <p><b>Practical content:</b> Developing quality of skills, range of skills, physical attributes and decision making in; Rugby, Football, Netball, Basketball, Handball, Table Tennis and Swimming</p>	<p><b>Theory content - Applied Anatomy and Physiology :</b> The cardiovascular and respiratory systems Preventing injury in physical activity and training</p> <p><b>Practical content:</b> Developing quality of skills, range of skills, physical attributes and decision making in; Rugby, Football, Netball, Basketball, Handball, Table Tennis and Swimming</p>	<p><b>Theory content - Applied Anatomy and Physiology:</b> The effects of exercise on the body systems Components of fitness Applying the principles of training</p> <p><b>Practical content:</b> Developing quality of skills, range of skills, physical attributes and decision making in; Athletics, Cricket, Tennis and Softball</p>

Sociology	AQA	3	<p><b>Introduction</b>  Norms, Values and Culture  Conflict v Consensus Theories  Functionalism, Marxism and Feminism  Social structures, forms and issues.</p> <p><b>Research Methods</b>  Observations, Interviews and Questionnaires  Research design  Qualitative v Quantitative  Primary and Secondary Data  Practical and Ethical issues.</p>	<p><b>Families and Households</b>  Different types of family  Roles of the family  Theory on family  Divorce  Marriage</p>	<p><b>Education</b>  Different types of schools  Theory on education  Educational Achievement</p>
Spanish	AQA	3	<p><b>Module 4 - My Interests and Influences</b>  Talking about free-time activities  Talking about TV programmes and films  Talking about what you usually do  Talking about sports  Talking about what's trending  Discussing different types of entertainment  Talking about who inspires you  Talking about dates</p>	<p><b>Module 5 - Where I live</b>  Talking about places in a town  Talking about shops  Shopping for souvenirs  Describing the features of a region  Planning what to do  Shopping for clothes and presents  Talking about problems in a town  Describing a visit in the past</p>	<p><b>Module 6 - Routines and Celebration</b>  Describing mealtimes  Talking about daily routine  Talking about illnesses and injuries  Asking for help at the pharmacy  Talking about typical foods  Comparing different festivals  Describing a special day  Ordering in a restaurant  Talking about a music festival</p>
Asdan	Asdan	3	Leadership Short Course - Module 1 & Module 2 -	Leadership Short Course Module 3 - Reviewing Leadership Skills. Duke of Edinburgh Award - Volunteering Activities	Careers and Work Experience Short Course - Module Duke of Edinburgh Award - Skills activities