



# Cotham KS4 Curriculum



# Curriculum Principles

**Our curriculum is guided using the following principles:**

- Ambitious for all; challenging in its scope, structure and quality of content; planning lessons that pitch high and scaffold down
- Curriculum overviews / long-term plans in each subject that are very clear about what students need to know (subject concepts, knowledge, skills and exam knowledge) from Years 7 to 13 in order to prepare them for linear examinations at the end of KS4 and KS5 in that subject and teach these to depth
- Develops cultural capital, recognises diverse and Bristol's local history and achievement, provides enriching experiences to level up the social playing field, links learning to the world, current affairs and social issues, and engages students in thinking about 'big ideas' outside of their life experiences achieving breadth. Encourages disadvantaged students to diversify their interests e.g. taking up Arts-based subjects, widening their extracurricular opportunities
- Prepares students well for making good decisions about their future i.e. quality CEIAG, including recognising local employment opportunities
- Enables students to make links, and apply their learning, between different points in the same subject and also across different subjects
- Makes suitable provision and adaptations for SEND and EAL students, particularly those working at a very low level, providing some alternative curriculum at KS3 to make them ready for KS4
- Supports with the teaching of literacy and oracy in every subject i.e. not just teaching subject-specific words but also improving students' Tier 2 (general and academic) vocabulary; insisting and persisting with students in rephrasing how they answer questions
- Explicitly teaching reading strategies in all subjects to enable all students to access key knowledge in the planned curriculum.
- Summative assessment tasks over a year and a key stage that have sufficient challenge built in, assess knowledge and skills from previous learning not just the current topic, enable students to demonstrate learning towards linear examinations, and allow teachers to plan to re-teach elements of topics based on data analysis following each assessment
- Formative assessment embedded into everyday teaching practice that is planned for in a variety of ways to check the progress of all, not just some, and allow the teacher to identify common errors, and intervene to re-teach aspects within the lesson
- Schemes of work / medium-term plans are coherently and sequentially planned; building on and interleaving prior learning through practising the retrieval of concepts, knowledge and skills from last lesson, last month, last year.
- Encourages independent study and subject-specific revision skills and metacognition.



# Curriculum Structure

**Our Key Stage 4 curriculum is broad and balanced, and fully meets the requirements of the National Curriculum. Our timetable is based on a two week cycle of fifty 1 hour lessons. All KS4 students study the subjects outlined in the plan below.**

	Year 10	Year 11
English Language and English Literature	8	8
Maths	8	8
Science	10	10
Core Physical Education	4	4
Core PSHE	2	2



# Curriculum Structure

	<b>Year 10</b>	<b>Year 11</b>
<b>Pathway Subject 1</b>	6	6
<b>Pathway Subject 2</b>	6	6
<b>Pathway Subject 3</b>	6	6
<b>Total</b>	50	50



# English Language GCSE

At KS4, we work towards 2 GCSEs: **English Language** and **English Literature**. These are separate subjects/qualifications, however we teach them through an **interleaved, sequential** curriculum building **component knowledge and skills** to develop students' confidence and independence with **reading** (analysis, evaluation, comparison, synthesis) and **writing** (argument-building, creative, transactional, accurate). Below is an outline of the **English Language** content only which runs alongside Literature (slide 6).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	An Introduction to the English skills required for GCSE.  Focusing on Language Paper 1 to develop language and structure analytical skills.	Developing analytical skills, focusing on evaluation of writer's methods.  Introduction to persuasive/transactional writing skills.	Developing persuasive/transactional writing skills.  Introduction to creative and narrative writing skills.	Developing creative and narrative writing skills.	Complete Language Paper 1 mock and use feedback to develop the reading and writing skills covered so far this year.	Revising persuasive/transactional writing skills and completing students' Spoken Language assessment (NEA).
<b>Year 11</b>	Developing reading skills of analysis, comparison and evaluation - focusing on non-fiction texts from the 21st and 19th century.	Complete Language Paper 2 mock and use feedback to revisit and improve on specific reading and writing skills.	Specific revision of the exam technique, analytical reading, and writing skills as identified on an individual/class basis.	Specific revision of the exam technique, analytical reading, and writing skills as identified on an individual/class basis.	Specific revision of the exam technique, analytical reading, and writing skills as identified on an individual/class basis.	GCSE Exams



# English Literature GCSE

At KS4, we work towards 2 GCSEs: **English Language** and **English Literature**. These are separate subjects/qualifications, however we teach them through an **interleaved, sequential** curriculum building **component knowledge and skills** to develop students' confidence and independence with **reading** (analysis, evaluation, comparison, synthesis) and **writing** (argument-building, creative, transactional, accurate). Below is an outline of the **English Literature** content only which runs alongside Language (slide 5).

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	An Introduction to the English skills required for GCSE.  <b>Modern text</b> - 'An Inspector Calls'  <b>Power and Conflict</b> poetry anthology	<b>Modern text</b> - 'An Inspector Calls'  <b>Power and Conflict</b> poetry anthology	<b>Power and Conflict</b> poetry anthology  <b>Shakespeare</b> - 'Macbeth'	<b>Shakespeare</b> - 'Macbeth'  Preparation for Mock exam	<b>Mock exam</b> - 'Macbeth' essay.  Use feedback to develop the analytical skills covered so far this year.	<b>Power and Conflict</b> poetry anthology.  Consolidation of content covered across Y10 Literature course.
	Students develop the skills of analysis, evaluation, and interpretation. They synthesise effective and relevant context with their own analysis to plan coherent arguments whilst learning the skill of essay planning and academic expression.					
<b>Year 11</b>	<b>19th Century Novel</b> - 'A Christmas Carol'  Revision of prepare for Mock exam (Lit Paper 1 - 'Macbeth' and 'Christmas Carol')	Return to 'A Christmas Carol' using feedback to develop the analytical skills required.  <b>Unseen Poetry</b>	<b>Unseen Poetry</b>  Preparation for Mock exam  Mock Exam (Lit Paper 2 - 'An Insp Calls, Power and Conflict Poetry, & Unseen Poetry)	Specific revision of the exam techniques, analytical skills as identified on an individual / class basis.	Specific revision of the exam techniques, analytical skills as identified on an individual / class basis.	GCSE Exams



# Maths GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	(numbers in brackets) refer to Chapter numbers (from the textbooks we use and which students have access to in kerboodle)					
<b>Year 10</b> <small>(blue italics for additional Higher tier topics. Shared topics may also come slightly earlier for Higher tier)</small>	(1) Basic number, negatives, rounding (2) Basic Algebra (3) Angles, polygons, congruence	(4) Collecting & representing data  Assessment & feedback  (5) Fractions, decimals, percentages (6) formulae, expanding and factorising quadratics, <i>function notation (H)</i>	(7) Perimeter & area, scale drawings, bearings, transformations	(8) basic probability  Assessment & feedback  (9) measure, speed (10) solving linear equations	(10) simultaneous equations, inequalities, quadratic equations, <i>(iteration for H)</i> (11) circumference & area, construction & loci, <i>(circle theorems, Surds for H)</i>  Assessment & feedback	(12) percentages, ratio & proportion (13) factors and multiples <i>(10) completing the square, quadratic formula</i>
<b>Year 11</b> <small>(blue italics for additional Higher tier topics. Shared topics may also come slightly earlier/later for Higher tier)</small>	(13) indices, factors, multiples (14) linear graphs (15) 3D shapes, volume (16) statistical measure (17) standard form <i>(Ch 14, 15, Pythagoras and Trig for H)</i>	(16) scatter graphs (19) trigonometry, pythagoras, vectors (18) real life graphs <i>(Ch 18 Transforming functions, equation of a circle, area under a curve for H)</i>  Mock exam & feedback	(18) quadratic graphs (20) probability (21) sequences (22) direct & inverse proportion <i>(Ch 19 sin and cosine rules for H)</i> <i>(Ch 22 gradients and rates of change for H)</i>  Mock exam & feedback	(22) growth and decay  Revision	Revision GCSE Exams	GCSE Exams



# Science GCSE

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>(Numbers in brackets) refer to Chapter numbers (from the textbooks we use and which students have access to in kerboodle)</b>					
<b>Year 10 Combined</b>	Bonding and Structure (C3) Communicable diseases (B5) Treating Diseases (B6) Non-Communicable Diseases (B7)	Electricity in the home (P5) Molecules and Matter (P6) Chemical Calculations (C4)	Chemical Changes (C5) Electrolysis (C6) Molecules and matter (P6) Radioactivity (P7)	Photosynthesis (B8) and Respiration (B9)	No new content taught due to mocks and work experience	Forces in Balance (P8) Motion (P9) The atmosphere (C11) The earth's resources (C12) Interdependence and competition (B15)
<b>Year 10 Separate</b>	Bonding and Structure (C3) Communicable diseases (B5) Treating Diseases (B6) Non-Communicable Diseases (B7)	Electricity in the home (P5) Molecules and matter (P6)	Photosynthesis (B8) and Respiration (B9) Chemical Calculations (C4) Chemical Changes (C5)	Electrolysis (C6) Adaptations, Interdependence and competition (B16)	No new content taught due to mocks and work experience	Forces in Balance (P8) Motion (P9) The atmosphere (C13) The earth's resources (C14) The human nervous system (B10)
<b>Year 11 Combined</b>	Nervous system (B10) Hormonal Coordination (B11) Rates and Equilibrium (C8)	Forces and Motion (P10) Crude oil and Fuels (C9) Chemical Analysis (C10) Reproduction (B12) Variation and Evolution (B13) Genetics and Evolution (B14) Ecosystems (B16)	Biodiversity and Ecosystems (B17) Wave properties (P11) Electromagnetic waves (P12) Electromagnetism (P13)	Revision	Revision GCSE exams	GCSE Exams
<b>Year 11 Separate</b>	Nervous system (B10) Hormonal Coordination (B11) Homeostasis in action (B12) Chemical Calculations (C4) Rates and Equilibrium (C8) Forces and Motion (P10) Pressure and surfaces (P11)	Reproduction (B13) Variation (B14) Crude oil and Fuels (C9) Organic reactions (C10) Polymers (C11) Wave properties (P12) Electromagnetic waves (P13) Light (P14)	Genetics and Evolution (B15) Chemical Analysis (C12) Organising an ecosystem (B17)	Using resources (C15) Space (P16) Biodiversity and Ecosystems (B18)	Revision GCSE exams	GCSE Exams



# Core PSHEE including elements of Philosophy and Religion

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Applying for Jobs and Courses	Relationships & Sex Education (RSE)	Relationships & Sex Education (RSE)	Emotional Wellbeing	Emotional Wellbeing	Personal Safety
<b>Year 11</b>	Diversity, Prejudice and Discrimination	Diversity, Prejudice and Discrimination	Personal Finance	Drugs Education	Drugs Education	GCSE Exams (There is no exam in this subject)



# Core Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Girls</b> Dodgeball / volleyball  <b>Boys</b> Rugby / frisbee	<b>Girls</b> Football / multi sports  <b>Boys</b> Basketball / tag games	<b>Girls</b> Basketball / badminton / couch to 5km  <b>Boys</b> Participation football / lacrosse / multisports	<b>Girls</b> Kingsdown Gym / Health and fitness  <b>Boys</b> Dodgeball / kickball / boxercise	<b>Girls</b> Rounders  <b>Boys</b> Performance football / tennis / badminton	<b>Girls</b> Athletics  <b>Boys</b> Cricket / athletics / striking & fielding
<b>Year 11</b>	<b>Girls</b> Dodgeball / Volleyball  <b>Boys</b> Rugby / Tag games / Multi Sports	<b>Girls</b> Football / Multi sports  <b>Boys</b> Basketball / handball	<b>Girls</b> Basketball / Badminton / couch to 5km  <b>Boys</b> Participation football / lacrosse / Multi Sports	<b>Girls</b> Kingsdown Gym / Health and fitness  <b>Boys</b> Dodgeball / frisbee / boxercise	<b>Girls</b> Rounders  <b>Boys</b> Performance football / badminton/ tennis	GCSE Exams



# Modern Foreign Languages: French, German, Spanish GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b> <b>FRENCH</b> <b>GERMAN</b> <b>SPANISH</b>	Identity and relationships	Healthy Living	Education and Work	Free Time activities	Customs and festivals	Celebrity Culture
<b>Year 11</b> <b>FRENCH</b> <b>GERMAN</b> <b>SPANISH</b>	Celebrity Culture	Travel and tourism	Media and technology	Environment and where people live  Speaking exams	Revision + GCSE Exams	GCSE Exams

*Skills: Grammar, phonics and core vocabulary development*



# Humanities: Ancient History GCSE

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	<p><b>Paper 1 Unit 1 The Persian Empire 559-465 BC</b></p> <p>The rise of the Persian Empire under Cyrus the Great 559–530 BC</p>	<p><b>Paper 1 Unit 1 The Persian Empire 559-465 BC</b></p> <p>Cambyses II, Smerdis and the accession of Darius 530–522 BC</p> <p>The reign of Darius the Great 522–486 BC</p>	<p><b>Paper 1 Unit 1 The Persian Empire 559-465 BC</b></p> <p>Xerxes I and the Greeks 486–465 BC</p>	<p><b>Paper 1 Unit 2 Alexander the Great 356-323 BC</b></p> <p>Upbringing, character, beliefs and life of Alexander</p>	<p><b>Paper 1 Unit 2 Alexander the Great 356-323 BC</b></p> <p>Alexander's campaigns: The reasons for his expeditions and the main battles</p> <p>Significant events in Alexander's life</p>	<p><b>Paper 1 Unit 2 Alexander the Great 356-323 BC</b></p> <p>The Macedonian army under Alexander</p>
	Skills: <i>Essay Writing Skills Developed / Source Analysis skills developed</i>					
<b>Year 11</b>	<p><b>Paper 2 Unit 1 The Foundations of Rome: from Kingship to Republic, 753-440 BC</b></p> <p>The legendary kings: Origins of Rome 753–616 BC</p> <p>The Etruscan kings: 616–509 BC</p>	<p><b>Paper 2 Unit 1 The Foundations of Rome: from Kingship to Republic, 753-440 BC</b></p> <p>Origins of the Republic: 509–494 BC</p> <p>Securing the Republic: 494–440 BC</p>	<p><b>Paper 2 Unit 2 Hannibal and the Second Punic War, 218-201 BC</b></p> <p>Reasons for the outbreak of the Second Punic War</p> <p>The nature and dynamics of Hannibal's leadership</p>	<p><b>Paper 2 Unit 2 Hannibal and the Second Punic War, 218-201 BC</b></p> <p>The changing nature of Rome's response to Hannibal</p> <p>How did Rome defeat Carthage?</p>	Revision & Consolidation	GCSE Exams
	Skills: <i>Essay Writing Skills Developed / Source Analysis skills developed</i>					



# Humanities: History GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Paper 1 Unit 1 Germany 1890-1945</b>  <b>Germany and the growth of democracy</b>  The reign of Kaiser Wilhelm, the impact of World War I and Weimar democracy	<b>Paper 1 Unit 1 Germany 1890-1945</b>  <b>Germany and the Depression</b>  The impact of depression, the failure of Weimar democracy and the establishment of Hitler's dictatorship	<b>Paper 1 Unit 1 Germany 1890-1945</b>  <b>The experiences of Germans under the Nazis</b>  Economic changes under the Nazis, impact of social policy on German society and Nazi control over the state	<b>Paper 2 Unit 1 Restoration England 1660-1685</b>  <b>Crown, Parliament, plots and court life:</b> The restoration of the monarchy, Catholic plots, Charles II court	<b>Paper 2 Unit 1 Restoration England 1660-1685</b>  <b>Life in restoration England:</b> Great Plague of 1666, Fire of London and restoration culture	<b>Paper 2 Unit 1 Restoration England 1660-1685</b>  <b>Land trade and war:</b> East India Company, Hudson Bay, Captain Morgan. Conflict with the Dutch, Spain and France.
	<i>Skills: Essay Writing Skills Developed / Interpretation Analysis &amp; Evaluation skills developed</i>					
<b>Year 11</b>	<b>Paper 1 Unit 2 Conflict &amp; Tension 1945-1972 (The Cold War)</b>  <b>Origins of the Cold War:</b> The end of the Second World War and rising ideological tensions. The Iron curtain and Berlin blockade  <b>Development of the Cold War:</b> USSR's support for Mao, the nuclear and space race as well as the 'Thaw'	<b>Paper 1 Unit 2 Conflict &amp; Tension 1945-1972 (The Cold War)</b>  <b>Transformation of the Cold War:</b> The Berlin Wall, tensions over Cuba, Czechoslovakia and the reasons for Détente.	<b>Paper 2 Unit 2 Migration to and from Britain 790 - today</b>  <b>Conquered and conquerors:</b> Invasions by the Anglo-Saxons and Vikings, rule by the Normans and the Hundred Years' War.  <b>Looking West:</b> Piracy in the Caribbean, colonisation of North America and migrants to and from Britain.	<b>Paper 2 Unit 2 Migration to and from Britain 790 - today</b>  <b>Expansion and empire:</b> Expansion in India, Africa and migration to and from Britain  <b>Britain in the 20<sup>th</sup> century:</b> End of the empire and the legacy, Falklands war, membership of the EU. European and non-European migration in the present day.	Revision & Consolidation	GCSE Exams
	<i>Skills: Essay Writing Skills Developed / Interpretation Analysis &amp; Evaluation skills developed</i>					



# Humanities: Geography GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Paper 1 Topic 1: The Challenge of Natural Hazards</b>  Earthquakes and Volcanoes.	<b>Paper 1 Topic 1: The Challenge of Natural Hazards</b>  Tropical Storms and Extreme Weather Events in the UK.	<b>Paper 1 Topic 2: The Living World</b>  Natural and Human Factors, Effects of Climate Change.  Managing Climate Change, Mitigation and Adaptation.	<b>Paper 1 Topic 2: The Living World</b>  Tropical Rainforests and Hot Deserts, NOT Cold Environments.	<b>Paper 1 Topic 3: Physical Landscapes in the UK</b>  Coasts and Rivers, NOT Glaciers	<b>Paper 2 Topic 1: Urban Issues and Challenges</b>  Urbanisation and Rio de Janeiro - Themes of Migration and Urban Planning
	<i>Skills: Extended Writing Skills Developed / Map and numeracy skills developed</i>					
<b>Year 11</b>	<b>Paper 2 Topic 1: Urban Issues and Challenges</b>  Bristol - Themes of Sustainable Resource Management and Transport Sustainably.	<b>Paper 2 Topic 2: Changing Economic World</b>  Variations in Development and Quality of Life.	<b>Paper 2 Topic 2: Changing Economic World</b>  How to Reduce the Development Gap, Impacts of Rapid Development.	<b>Paper 2 Topic 3: Challenge of Resource Management</b>  Changing demand on resources in the UK. Global water, NOT Global Food or Global Energy.	<b>Paper 3 (Synoptic) &amp; Revision</b>  Understanding geographical data  OS Maps, Atlases, Diagrams, Graphs and Charts, Statistics, Photographs, Satellite Images, and Sketches.	GCSE Exams
	<i>Skills: Extended Writing Skills Developed / Map and numeracy skills developed</i>					



# Humanities: Religious Studies GCSE

	Term 1		Term 2		Term 3		Term 4	Term 5	Term 6
<b>Year 10</b>	Paper 2 Religion & Life  Abortion rights, Right to die, Animal rights, How was the world made? Scientific vs Religious truth	Paper 1: Buddhist History and Context  Context of Ancient India, Life the Buddha, key textual authority in Buddhism	Paper 2: Religion & Life  Abortion rights, Right to die, Animal rights, How was the world made? Scientific vs Religious truth	Paper 1: Buddhist beliefs  Context of Ancient India, Life the Buddha, key textual authority in Buddhism	Paper 2: Crime and Punishment  The death penalty Prison reform Aims of punishment Causes of crime	Paper 1: Buddhist beliefs  Textual authority, human condition, four noble truths, 3 marks of existence.	Paper 2: Crime and Punishment  The death penalty Prison reform Aims of punishment Causes of crime	Paper 1: Buddhist Practices Worship Meditation, Thankgas, religious buildings.  Paper 2: Human rights and social justice Gender equality Racial prejudice and discrimination Justice (ethics) Exploitation and people trafficking.	Paper 1: Buddhist Practices Festivals, retreats, funeral rites, life after death. Karma, compassion, merit.  Paper 2: Human rights and social justice Gender equality Racial prejudice and discrimination Justice (ethics) Exploitation and people trafficking.
<b>Year 11</b>	Paper 2: The existence of God  What are arguments for Gods existence? Are the arguments successful? How does science / philosophy	Paper 1: Muslim Beliefs  History, textual sources, prophets, beliefs about God.	Paper 1: The existence of God  What are arguments for Gods existence? Are the arguments successful? How does science / philosophy	RC- Muslim Beliefs  Life after death, Angels, prophets, the imamamate.	RC- Muslim Practices  The five pillars, the 10 obligatory acts, prayer and how its done. The importance of private v communal worship.	RC- Muslim Practices  Hajj, Eids, ramadan, Ashura, day of Judgement.	Revision & Consolidation	GCSE Exams	GCSE Exams



# PE: Sports Science CNAT

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b> <b>Unit R181</b> <b>Applying the principles of training</b>	Task 1 Topic Area 1 Components of fitness applied in sport	Task 2 Topic Area 1 Components of fitness applied in sport	Task 3 Topic Area 2 Principles of training in sport	Task 4 Topic Area 3 Organising and planning a fitness training programme	Task 5 Topic Area 4 Evaluate own performance in planning and delivery of a fitness training programme	Task 5 Topic Area 4 & R180 Different factors which influence the risk & severity of injury
<b>Year 11</b> <b>Unit R180</b> <b>Reducing the risk of sports injuries and dealing with common medical conditions</b>	Topic Area 1 Different factors which influence the risk & severity of injury  Topic Area 2 Warm up & Cool Down Routines	Topic Area 3 Different types and causes of sports injuries	Topic Area 4 Reducing risk, treatment and rehabilitation of sports injuries and medical conditions	Topic Area 5 Causes, symptoms and treatment of medical conditions	Revision in preparation for exam	GCSE Exams
<b>Unit R182</b> <b>Nutrition and sports performance</b>	Task 1 Topic Area 1 Nutrients needed for a healthy, balanced nutrition plan	Task 2 Topic Area 2 Applying differing dietary requirements to varying types of sporting activity	Task 3 Topic Area 3 Developing a balanced nutrition plan for a selected sporting activity	Task 4 Topic Area 4 How nutritional behaviours can be managed to improve sports performance	Revision in preparation for exam	GCSE Exams



# PE: GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Paper 2: Sports psychology</b> Classification of skill, types of goal, SMART targets, Information processing model, guidance and feedback, arousal, aggression, personality types and motivation	<b>Paper 2: Health fitness and wellbeing</b> Health and wellbeing, sedentary lifestyle, somatotypes, energy use, nutrition	<b>Paper 1: Physical training (blended practical/theory)</b> health and fitness, components of fitness, fitness testing, limitations of fitness testing, principles of training and overload	<b>Paper 1: Physical training (blended practical/theory)</b> Types of training, calculating intensity, considerations to prevent injury, altitude training, season aspects, warm up and cool down.	<b>Paper 1: Applied anatomy and physiology:</b> - Bones - Structure and function of skeleton - Muscles - Synovial joint - Pathway of air - Gaseous exchange - Blood vessels	<b>Paper 1: Applied anatomy and physiology:</b> Structure of heart, cardiac cycle, mechanics of breathing, aerobic and anaerobic exercise, EPOC (recovery process) - immediate, short and long term effects of exercise
<b>Year 11</b>	<b>Paper 1: Movement analysis (blended theory/practical)</b> - Levers - Basic movement - Planes and axis	<b>NEA coursework:</b> Overview - Skill strength, skill weakness, component of fitness strength, component of fitness weakness, chosen training type, training session, cause and corrective measure.	<b>Paper 2: Social, cultural influences</b> - Social groups, barriers to engagement, commercialisation, sponsorship, technology	<b>Paper 2: Social, cultural influences</b> Conduct of performers, prohibited substances and methods, spectator behaviour.	Revision Moderation	Exams



# Performing Arts: Drama BTEC

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>						
<b>Year 11</b>	Review rehearsal processes Developing skills such as physical, vocal, and interpretative. Responding to feedback, e.g. director, instructors, peers.	Review performance/outcomes Applying skills Responding to feedback. Identifying strengths/areas for future development. Actions and targets for future performances.	C3 Brief Launched and exploration begins	C3 Rehearsals	C3 Assessment	GCSE Exams



# Performing Arts: Dance BTEC

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	A Linha Curva Swansong  Investigate how professional performance or work is created	Swansong Kin  Investigate how professional performance or work is created	C1 Assessment	C2 teaching and assessment; Develop your performing arts skills and techniques through the reproduction of repertoire	Student work as part of a group to contribute to a workshop performance in response to a brief	MOCK C3
<b>Year 11</b>	Review rehearsal processes Developing skills such as physical, vocal, and interpretative. Responding to feedback, e.g. director, instructors, peers.	Review performance/outcomes Applying skills Responding to feedback. Identifying strengths/areas for future development. Actions and targets for future performances.	C3 Brief Launched and exploration begins	C3 Rehearsals	C3 Assessment	GCSE Exams



# Performing Arts: Music BTEC

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	Introduction to more complex musical elements focusing on chords and developing how to put together a piece of music.	Development of understanding of technology and how to implement it through practice assessment tasks.	Mock Assessment	QLA and Component 1 Assessment	Finishing of real assessment	Preparation for next unit
<b>Year 11</b>	Developing musical skills - professional and commercial skills for the music industry	Component 2 Assessment	Routes in the music industry - responding to a Music Brief introduction. Pupils recognising their desired pathway	Routes in the music industry - responding to a Music Brief introduction. Pupils developing their understanding of their pathway	Component 3 Assessment	GCSE Exams



# Social Science: Business GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Business activity:</b>  Enterprise and business planning.  Business aims and objectives.  Business ownership, growth and location.	<b>Influences on business:</b> technological, ethical, environmental, economic.	<b>Influences on business:</b> Globalisation. Legislation.	<b>Business operations:</b>  Production and quality.  Supply chain and the sales process.	<b>Finance:</b>  Sources, revenue and costs.  Profit and loss accounts.	<b>Finance:</b>  Cash flow.  Financial performance
<b>Year 11</b>	<b>Marketing:</b>  Understanding customers.  Market research.	<b>Marketing:</b>  The marketing mix.	<b>Human Resources:</b>  Recruitment Training	<b>Human Resources:</b>  Motivation.  Organisational structures.  Functional organisations and interdependence.	<b>Revision</b>	GCSE Exams



# Social Science: Child Development CNAT

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	Reasons why accidents happen in a childcare setting  Types of childhood accidents  Plan to prevent accidents in a childcare setting  Conditions for development  And Childhood illnesses and a child-safe environment	Plan to prevent accidents in a childcare setting  Current Government dietary recommendations for healthy eating for children from birth to five years  Essential nutrients and their functions for children from birth to five years.  Conditions for development  Childhood illnesses and a child-safe environment	Food Sources to meet nutritional needs  Understand provision for a nurturing, safe and fun nursery environment.  Types of Essential Equipment  Factors affecting suitability and choice  Pre-conceptual health and reproduction	Plan for preparing a feed/meal  How to evaluate planning and preparation of a feed/meal  Pre-conceptual health and reproduction	Pre-conceptual health and reproduction	Physical, intellectual and social developmental norms from one to five years  Physical development Intellectual development  Social development Development is holistic
<b>Year 11</b>	Observe the development of a child aged one to five years	Plan and evaluate play activities for a child aged one to five years for a chosen area of development	Antenatal Care and Preparation for Birth  Postnatal checks and postnatal care	Conditions for development  Childhood illnesses and a child safe environment	Revision and exam technique	GCSE Exams



# Social Science: Sociology GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Introduction to Sociology:</b>  Overview of key sociological terms and perspectives.  <b>Research methods:</b> Primary and secondary methods, ethical considerations	<b>Research methods:</b>  Strengths and weaknesses of different research methods.	<b>Families:</b>  Family diversity	<b>Families:</b>  Marriage, divorce, sociological perspectives on family	<b>Education:</b>  How to measure educational success, and differences in social class, gender and ethnicity,	<b>Education:</b>  Sociological perspectives on education, different types of schools
<b>Year 11</b>	<b>Crime and Deviance:</b>  Social construction of crime and deviance, informal and formal social control,	<b>Crime and Deviance:</b>  Differences in social class, gender and ethnicity and crime	<b>Social Stratification:</b>  Functionalist view, types of stratification, social class	<b>Social Stratification:</b>  Power, poverty, how social groups, impact life choices.	<b>Revision</b>	<b>GCSE Exams</b>



# STEAM: Visual Arts GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>All you Can Eat Project. Component One (60%)</b>  <b>AO1</b> Introduction to project including visual mind-map and research linked to the theme of FOOD. <b>AO3</b> Observational drawing skills linked to food. Building of fundamental drawing skills.	<b>All you Can Eat Project. Component One (60%)</b>  <b>AO2</b> Experimental media, processes and techniques explored through drawing. Students develop photography skills.	<b>All you Can Eat Project. Component One (60%)</b>  <b>AO2</b> Research, analysis and response to artists using a range of mediums. Including Artist Ben Frost. <b>AO3</b> Students demonstrate abilities to record and present work. Including annotating work.	<b>All you Can Eat Project. Component One (60%)</b>  <b>A02</b> <b>A04</b> students have the option to develop their own artist responses and observational drawings based on their skill sets.	<b>All you Can Eat Project. Component One (60%)</b>  <b>AO4</b> students produce design ideas and produce a final piece in response to Lucy Sparrow and Kate Malone. This includes Textiles and Ceramics.	<b>All you Can Eat Project. Component One (60%)</b>  <b>AO4</b> students conclude and evaluate their responses. Ensuring a clear visual journey throughout.  <b>Identity Project begins.</b>
<b>Year 11</b>	<b>Identity Project Component One (60%)</b>  <b>AO1</b> Introduction to project including visual mind-map and research linked to IDENTITY. <b>AO3</b> Observational drawing skills linked to theme. Developing fundamental drawing skills.	<b>Identity Project Component One (60%)</b>  <b>AO2</b> Experimental media, processes and techniques explored through drawing. Students develop photography skills. <b>AO4</b> students produce design ideas and produce a final piece responding to identity themed artists.	<b>Exam unit set by AQA. Component 2 (40%)</b>  Students begin a 12 week exam course. <b>AO1</b> Introduction to project including visual mind-map and research into exam theme. <b>AO3</b> Observational drawing skills linked to theme.	<b>Exam unit set by AQA. Component 2 (40%)</b>  <b>AO3</b> Observational drawing skills linked to theme. <b>AO2</b> Experimentation and development of theme using artist sources. <b>AO3</b> Recording and annotating through drawing and photography.	<b>ART Exam AQA.</b>  <b>AO4</b> students produce design ideas and produce a final piece in response to artist and theme. 10 hours allocation.	GCSE Exams



# STEAM: Computer Science GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Unit 1. Algorithms:</b> <ol style="list-style-type: none"> <li>Computational Thinking</li> <li>Flowcharts, Pseudocode</li> <li>Trace tables</li> <li>Search Algorithms – Binary and Linear</li> <li>Sorting Algorithms – Bubble, Merge</li> </ol>	<b>Unit 4. Computer Systems:</b> <ol style="list-style-type: none"> <li>Computer Systems</li> <li>Software Classification</li> <li>CPU and Von-Neumann Architecture</li> <li>CPU Performance</li> <li>Memory</li> <li>Storage</li> <li>Logic Gates and Truth Tables</li> </ol>	<b>Unit 3. Data Representation:</b> <ol style="list-style-type: none"> <li>Binary</li> <li>Storage Units</li> <li>ASCII</li> <li>Hexadecimal</li> <li>Images</li> <li>Sound</li> <li>Compression</li> </ol>	<b>Unit 5. Networks:</b> <ol style="list-style-type: none"> <li>LAN, WAN, PAN</li> <li>Performance and MAC Addresses</li> <li>The Internet</li> <li>Networking</li> <li>Hardware</li> <li>Network Topologies</li> <li>Wired and Wireless</li> <li>Protocols</li> </ol>	<b>Algorithms/ Networks:</b> <ol style="list-style-type: none"> <li>Pseudocode</li> <li>Python</li> <li>Programming languages and secure and robust programming</li> </ol>	
	<b>Unit 2. Programming</b> is delivered during terms 1 to 6, 2 lessons per fortnight					
<b>Year 11</b>	<b>Unit 6. Cyber Security:</b> <ol style="list-style-type: none"> <li>Cyber Security</li> <li>Social Engineering</li> <li>Malicious Code</li> <li>Detection and Prevention</li> </ol>	<b>Unit 8. Databases:</b> <ol style="list-style-type: none"> <li>Databases</li> <li>Relational Databases</li> <li>Basic SQL</li> <li>Advance SQL</li> </ol>	<b>Unit 7. Ethics:</b> <ol style="list-style-type: none"> <li>Ethical Issues</li> <li>Legal Issues</li> <li>Cultural Issues</li> <li>Environmental Issues</li> <li>Privacy Issues</li> </ol>	<b>Revision / Exam Preparation:</b>  Dependent on formative and summative assessments throughout the year.	<b>Revision / Exam Preparation</b>	<b>GCSE Exams</b>
	<b>Unit 2. Programming</b> is delivered during terms 1 to 4, 2 lessons per fortnight					



# STEAM: Engineering L2 Vocational Certificate

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Manufacturing (Unit 1 Skills Building)</b> Marking Out Shaping Engineering Drawing (making task)	<b>Manufacturing (Unit 1 Skills Building)</b> Presenting Engineering Information Planning  <b>Engineering Drawing (Unit 2 Skills building)</b> Isometric Views Hidden Details Computer Aided Design Sections Views	<b>Mock examination</b> based on engineering drawing and materials, tools and equipment questions.  <b>Structural design – bicycles:</b> Understanding the properties of the component parts of a typical bicycle;  <b>Applying tests</b> to a range of materials.	<b>Practice Unit 2</b> Design Brief linked to Unit 1. Perform a series of disassembly's of common products.  <b>Design Task</b> – Design task looking at developing design iterative skills Developing sketching techniques. Producing a manufacturing specification based on the outcome of Practice Unit 2 task. Undertake CAD task to generate the outcomes produced in the Practice Unit 2 Task.	Mechanical Design – Theme parks Electronic Design Manufacturing Task 2 Manufacturing task with detailed component drawings	Risk Assessment Evaluations  <b>Unit 1: Task start</b> Identify materials tools and equipment Planning and sequencing
<b>Year 11</b>	<b>Unit 1:</b> Continuation Presenting evidence Manufacturing Evaluating Product Review	Materials (in preparation for unit 2 and unit 3) Calculations and Mathematical Techniques Formulae Model Making	<b>Unit 2: Task start</b> Analysis of WJEC issued brief, Template creation Sketch concepts	<b>Unit 2:</b> Continuation; Evaluation methods SWOT Analysis Model making development and functionality Testing Specification and Methods of manufacture	Engineering development Processes, Tools & Equipment Engineering Drawing Revision	Revision ahead of Examination.



# STEAM: iMedia VCERT

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	Photoshop revision Content Area 1 Types of interactive media products and their features - Assets, Intellectual Property, Websites, Mobile applications, Health and Safety in Media, Employment legislation, Ethical considerations.	Content Area 1 Interactive media and the audience Features of interactive kiosks, Understanding Interactive television, Interactive video, Virtual reality, Augmented reality	Content Area 2 Software and hardware options for interactive media products Audience categorisation, Psychographics, Quantitative and qualitative data Tools.	Content Area 2 Product proposals and planning for interactive media products Customer funnel, Trending queries, Collecting data, Audience profiles Content area 3 Developing an interactive media product authorising platforms, Hardware, Analog cameras, Digital cameras	Content Area 3 Developing an interactive media product Authorising platforms, Hardware, Analog cameras, Digital cameras Content Area 4 Promotion and presentation of interactive media products Client and proposals, Client needs, research, proposals content and function	Content Area 4 Promotion and presentation of interactive media products Presentation of a proposal, response to client feedback, review of processes, Content Area 5 Review of production processes and final product Assets, Interactive media product,
<b>Year 11 (New spec for 2023/24)</b>	Content Area 6 Presenting Interactive Media Product, Content Area 7 Processes, production and post production, evaluation.	NEA Mock Practise Preparation NEA Externally-set, internally marked and externally moderated: synoptic project	NEA Externally-set, internally marked and externally moderated: synoptic project	Revision of 7 Content areas and exam practise	Revision of 7 Content areas and exam practise	GCSE Exams External assessment IMEDIA
<b>Year 11 Current</b>	Unit 3 Development and production of an interactive media product	Unit 3 Development and production of an interactive media product	Unit 4 Present and promote an interactive media product	Unit 4 Present and promote an interactive media product	Preparation for External assessment.	



# STEAM: Food Preparation and Nutrition GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Healthy Eating Macronutrients Protein Carbohydrate Dietary Fibre Influences Food Choice The effect of cooking on Food Food Science Investigations Practical Lessons.	Macronutrients Fat Energy Balance Dietary Needs Micro Nutrients Water The effect of cooking on Food Food Science Investigations Practical Lessons.	Cereals wheat, flour, bread, oats, rice, pasta Fruit and vegetables (fresh, frozen, dried, canned and juiced) Food Science Investigations Practical Lessons.	Milk, cheese and yoghurt Meat, fish, poultry, eggs Soya, tofu, beans, nuts, seed Food Science Investigations Practical Lessons.	Food Spoilage Where Food Comes From Food Provenance Sensory Perception. Food Science Investigations Practical Lessons.	Mock NEA shortened version of NEA 1 Food Science Investigation Food presentation and Styling Ahead of Term 1 Visit to local food producer or street food market. Mock NEA 2 Practical Exam.
<b>Year 11</b>	Food Preparation and Nutrition in Action Non-examination assessment: Assessment 1 Recap key content.	Food Preparation and Nutrition in Action Non-examination assessment: Assessment 1 Introduce Assessment 2 Recap key content.	Food Preparation and Nutrition in Action Non-examination assessment: Assessment 2 Recap key content.	Food Preparation and Nutrition in Action Non-examination assessment: Assessment 2 Recap key content.	Revision key content.	GCSE Exams