

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	An Inspector Calls (Literature)	A Christmas Carol (Literature)	Fiction reading and writing (Language)	Macbeth (Literature)	Macbeth (continued) and exam revision (Literature and Language)	Exam revision (Literature and Language) and spoken
CURRICULUM - Big ideas/ core knowledge.	Declarative knowledge: plot, Edwardian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and structure, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas.	Declarative knowledge: plot, Victorian context, Dickens' biography, themes (redemption, transformation, wealth vs poverty, avarice vs altruism, Christian values), characterisation, literary devices, language and structure, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas.	Reading: language and structure devices; writer's intentions; reader response; analytical writing; evaluative writing; how to write short, concise answers. Writing: story structure and organisation; descriptive writing techniques; 'voice' and tone; narrative perspective; pathetic fallacy and semantic field; creating characters, settings and action; spelling, punctuation and grammar.	Declarative knowledge: plot, Jacobean context, themes (ambition, gender, natural vs supernatural, violence, power), tragic tropes and structure, characterisation, literary devices, language and structure, authorial intention. Procedural knowledge: analytical writing, essay structure, organisation of ideas.	Macbeth continued (see boxes to the left). Revision and development work on <i>An Inspector Calls</i> , <i>A Christmas Carol</i> and 'Fiction Reading and Writing'. Spoken Language preparation: speech organisation; language and structure; principles of delivery.	Revision and development work on <i>An Inspector Calls</i> , <i>A Christmas Carol</i> and 'Fiction Reading and Writing'. Spoken Language preparation: speech organisation; language and structure; principles of delivery.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Formative: regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. Summative: end of unit 'exam-style' analytical essay which involves writing about the whole text.	Formative: regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. Summative: end of unit 'exam-style' analytical essay which involves writing about the whole text.	Formative: regular short reading and writing exercises. Summative: practice Component 1 exam paper (focus on 10 mark questions and creative writing).	Formative: regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. Summative: end of unit 'exam-style' essays which involve two tasks: analysing an extract from the play and an essay on the whole text.	Formative: regular short annotation and writing exercises; low-stakes quizzes in lessons and for homework. Summative: (see comments in box to the left).	Summative: End of Year 10 exams. Component 1: English Language (reading/writing fiction). Component 2: English Literature. Spoken Language Assessment (grades Pass, Merit or Distinction).
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include planning stories, writing parts of stories, answering exam style reading questions. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. May also include revision of material from earlier in the course.	Weekly tasks which include retrieval practice, learning quotations and analytical writing practice. Writing and preparing spoken language presentation.
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Encourage children to re-read the play at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Take children to watch a version of the play - indeed, any theatre visit would be highly beneficial. Home discussions about attitudes to class differences and exposure to political ideas (e.g. left wing and right wing ideologies) and keeping up to date with current affairs.	Encourage children to re-read the novella at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Watch TV or stage adaptations of the story (although bear in mind there are many differences between the original text and some adaptations!). Encourage children to read other Dickens novels and those by other writers of the period (e.g. the Brontes, Wilkie Collins, Elizabeth Gaskell).	Encourage children to read fiction from the twentieth century - please ask their English teacher for a reading list if you would like some recommendations. The more widely they read, the better chance they have of doing well in English. Visit libraries and bookshops. Make sure books are available in your child's bedroom and around the house. Discuss and share books.	Encourage children to re-read the play at home. Test children on key quotations and ideas from the knowledge organiser (for example, by supporting your child to create flash cards and testing your child on them). Watch TV or stage adaptations of the play or, even better, take them to watch a production. Encourage them to read and watch other Shakespeare plays. The online British Library has a number of excellent resources for further study.	Continue to encourage everything suggested from the previous terms. Help children to organise their notes and flashcards as they will have produced a lot by this time of the year.	Continue to encourage everything suggested from the previous terms. Help children to organise their notes and flashcards as they will have produced a lot by this time of the year. Support children by encouraging them to rehearse their spoken language presentations and giving feedback.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Introduction to Media and magazines	Advertising	Newspapers	Film	Video games	NEA
CURRICULUM - Big ideas/ core knowledge.	<p>An introduction to the 4 theoretical frameworks underpinning Media Studies: Media Language, Media Audiences, Media Industries and Media Representation. This unit covers media language and media representation and involves two Close Study Products - the front cover of Tatler magazine and the front cover of Heat! magazine. This unit covers difference between a tabloid magazine and a lifestyle magazine, as well as in-depth look into the advantages and disadvantages of online vs print and the use of stereotypes in magazines.</p>	<p>Focus on media language and representation. Three Close Study Products: Galaxy advert with Audrey Hepburn (moving image), OMO from the 1950s (print advert) and NHS Represent (online advert). Close analysis of stereotyping, countertypes and social and historical context of all three. Closer look at theories including Uses and Gratification Theory, Todorov's Narrative theory and active and passive audience theories. Focus on media industries and media audiences only.</p>	<p>Newspapers are an in-depth study - this means this unit covers media language, industries, representation and audience as well as social and historical context. There are two Close Study Products in this unit: The Times and The Daily Mirror. This allows for an industry study into broadsheet vs tabloid and what the world of newspapers and journalism is like. It also allows for the study of politics and political allegiance/bias of newspapers and how to recognise it.</p>	<p>Focus on media industries only. Independent vs major film companies are the focus - specifically looking at a blockbuster film (Marvel's Doctor Strange) and an independent film (Ken Loach's I, Daniel Blake). Study includes how they were marketed and advertised, how they used star power and director power and how they used their vastly different budgets. Also looks at the process films go through before they are released to an audience - production, distribution and exhibition. Theories of globalisation and vertical and horizontal integration are also studied and applied.</p>	<p>Video games are an in-depth Close Study Product which means it covers all aspects of the theoretical framework - media language, industries, audience and representation as well as social and historical context. The two Close Study Products in this unit are Kim Kardashian Hollywood and Lara Croft Go, both mobile games. Students learn about the gaming industry, the history of gaming and mobile gaming and, most importantly, gender representation in gaming. Students will play games and watch gameplay videos to get the best experience of both games to allow them to fully understand their significance.</p>	<p>Online, Social and Participatory Media is another in-depth unit, meaning it covers media language, industries, audience and representation. In the second part of this term work begins on the Non Exam Assessment (coursework). Briefs are released by the exam board yearly and students create a media product entirely on their own, from research right through to production.</p>

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Formative - Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt to set texts (CSPS - Close Study Products) later on. Summative: An unseen text analysis (usually an album cover).</p>	<p>Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - A test at the end of the term containing half of a full exam paper (42 marks) on everything covered in term 1.</p>	<p>Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - An exam style question on each of the three Close Study Products.</p>	<p>Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - A practice paper 1 exam.</p>	<p>Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - An in class assessment of exam style questions at the end of the unit.</p>	<p>Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - Coursework grade that is sent to the exam board and a mock exam.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homeworks in term 1 are practicing and embedding - practice unseen analysis questions, research tasks and application of theory to various texts.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning for Zoella. Research and creation of Media products for coursework.</p>

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Foster discussions about why we are shown things in the way we are in the Media - for example, why has a newspaper chosen a particular headline? What about the placement of a photo on the front of a magazine? Why is it there? What about a film makes it fit into a certain genre? Media studies is all about learning to question everything we see in the worldwide media.</p>	<p>Encourage children to listen to the radio and watch music videos on YouTube - discuss favourite artists and why they are a favourite, along with how they became famous.</p>	<p>While watching TV, discuss different types of adverts you might see. Are there stereotypes present? What are they? Are they harmful? How are the people, places or situations represented to us an audience? Who are the target audience for that particular advert?</p>	<p>Watch films together, perhaps focusing on both blockbusters and independent films and discussing the merits and pitfalls of both.</p>	<p>Allow students the opportunity to download and play both games and foster discussions about them - are they enjoyable? Why or why not? Why are they studied for Media? What makes them important?</p>	<p>Regularly check in with students about their coursework - they may need to be taken somewhere to get a particular shot or clip, or may need help to take shots if they want to be in their media product. They may also require actors or directors if doing moving image, so parents can help with this.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	<p>FOUNDATION: 1. Number calculations = 4 operations, Highest common factor, lowest common multiple, estimation, error intervals, product of primes, rounding, BIDMAS, negatives, bank statements 2. Expressions = key vocab, simplifying expressions, substitution, expanding and factorising into single and double brackets, rearranging formulae, forming expressions 3. Ratio and Proportion = exchange rates, best buy, scale drawings, direct and inverse proportion, simplifying ratio including writing as 1:n, sharing into a given ratio. HIGHER: As foundation + 1. Number calculations = Product rule for counting, recurring decimals to fractions, bounds. 2. Expressions = Proof, identities, simplifying algebraic fractions, completing the square, expanding triple brackets 3. Ratio and Proportion = Express ratio as equations, proportion from formulae, ratio/proportion graphs.</p>	<p>FOUNDATION: 1. Data = averages and range and choosing the most appropriate one, working backwards to find a mean, understand outliers, comparing data sets, averages from a frequency table, understand different types of data. 2. Equations = Solve linear equations, solve simultaneous equations, form equations, function machines. 3. Sequences = Generate sequences & find missing terms, finding the nth term, deciding if a term is in a sequence, understand non-linear sequences HIGHER: As foundation + 1. Data = Finding a missing value from a frequency table given the mean, averages from grouped frequency table, quartiles and inter quartile range, stratified sampling 2. Equations = Iteration, simultaneous equations including a quadratic, fractional equations with more than one fraction, solving by completing the square, solving by quadratic formula 3. Sequences = quadratic sequences, fractional nth terms, proof.</p>	<p>FOUNDATION: 1. Linear Graphs = Equations of parallel lines, simultaneous equations of graphs, midpoints of line segments, finding the equations of a straight line, plot linear and non-linear graphs, recognise and use equations eg $y=2$ and $x=-1$. 2. Area & Perimeter = Area and perimeter from counting squares and from formulae (including circles), draw rectangles given area/perimeter, use area and perimeter when dimensions are given using algebra, know the properties of 2d shapes. 3. Fractions and percentages = Equivalent fractions, decimal multipliers for percentages, shading fractions/percentages, percentage change, mixed/improper fractions, calculating with fractions, finding percentages of amounts including increase/decrease, reverse fractions/percentages, compound percentages. HIGHER: As foundation + 1. Linear Graphs = ratios in graphical context, perpendicular lines, 3d coordinates. 2. Area & Perimeter = Form quadratic expressions from shapes, work backwards to find a missing arc length or radius/diameter, $0.5ab\sin C$. 3. Fractions and Percentages = Calculate overall % change when overall amount isn't given.</p>	<p>FOUNDATION: 1. Power & Standard Form = Estimates square roots, know and use powers of 2, 3 and 10, standard form (including calculating), simplify expressions with indices. 2. Similarity & Congruence = Calculating missing lengths of congruent and similar shapes, congruence criteria of triangles, calculate scale factors. 3. Pythagoras & Trigonometry = Use Pythagoras to find a missing side, exact trig values, use trig to find missing sides/angles in right triangles. HIGHER: As foundation + 1. Powers & standard form = Simplify indices with different base numbers, powers and roots of mixed fractions, fractional and negative indices. 2. Similarity & Congruence = Similar area/volume, prove congruence based on 2d shape properties. 3. Pythagoras & Trigonometry = Find the value of sin/cos/tan given diagram, worded application, 3D Pythagoras/trig.</p>	<p>FOUNDATION: 1. Data Graphs = Averages from diagrams, identify errors in charts, frequency trees, two way tables, bar charts, pie charts, scatter diagrams. 2. Angles = Measure and estimate angles, understand notation, types of angles, angle properties of quadrilaterals, for and solve equations, vertically opposite angles, exterior angles, sum of interior angles of polygons, angles around and point and on a straight line, angles on parallel lines. HIGHER: As foundation + 1. Data Graphs = Histograms, cumulative frequency and box plots. 2. Angles = Circle Theorems</p>	<p>End of year test revision and exam practice (3 weeks). Foundation: 1. Non-calc number = Multi step problem solving questions, applied BIDMAS & 4 operations, application of fractions, decimals, percentages. Higher: 1. Surds = Simplify surds to the form $a\sqrt{b}$ and back to the form \sqrt{a}, simplify by multiplying and dividing, expand brackets with surds, rationalise a denominator.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Fortnightly worksheet consolidating skills learnt in lessons every other week mixed with Hegarty maths tasks targetted at each individual student.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Use of online platforms, Hegarty maths and Maths pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowlegde of key words within a topic</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Biology B1		Chemistry C1 & Physics P1		Finish C1 & P1 followed by revision for year 10 mock exams & Biology B2	
CURRICULUM - Big ideas/ core knowledge.	<p>Teacher 1- Animal and plant cells, Prokaryotic and Eukaryotic cells, microscopes, specialised cells , cell cycle, stem cells, transport, diffusion, osmosis and active transport, organisation, digestion, food tests, enzymes, heart structure, blood vessels, heart treatment.</p> <p>Teacher 2- Communicable diseases, infection, body defences, vaccination, drug testing, drug history and from plants, intro to photosynthesis.</p>	<p>Teacher 1- Organisation, digestion, food tests, enzymes, heart structure, components of blood, blood vessels, heart treatment. Revision for B1 mock.</p> <p>Teacher 2- Non-communicable diseases , photosynthesis, plant and leaf structure, factors that affect rate of photosynthesis, what plants use glucose for. Revision for B1 mock.</p>	<p>Chemistry- Atomic structure, seperating techniques, history of the atom, alkali metals, halogens, periodic table. Introduction to bonding. Physics- Energy, efficiency, gravitational potential energy, kinetic energy, elastic potential energy, conduction . Current and charge, current in series and parallel circuits.</p>	<p>Chemistry- Giant covalent molecules, fullerenes, metallic bonding, states of matter, relative formula mass, calculations, moles, limiting reagents, concentration, displacement.</p> <p>Physics-Potential difference, resistance, energy from non renewable sources, renewable energy sources, alternating and direct current, power, national grid. Density and states of matter.</p>	<p>Chemistry - Displacement reactions, extracting metals, neutralisation, making salts, electrolysis, exothermic and endothermic reactions, bond energies. Physics- Density, states of matter, latent heat, specific heat capcacity, thermal energy, gas pressure, the atom, radioactivity, half life.</p>	<p>Revision of B1, C1 and P1</p> <p>Teacher 1- Nervous system, hormonal control, controlling blood glucose levels.</p> <p>Teacher 2- Communities and interdependence, competition and adaptations.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Cummulative assessment of past paper questions- Teacher 1 - based upon all of cells, microscopes and transport (diffusion, osmosis and active transport). Teacher 2 - assessment based upon communicable and non communicable diseases.</p>	<p>Cummulative assessment of past paper questions - Teacher 1 - based upon organisation, digestion, enzymes, respiration and the heart. Teacher 2 - based upon plants and photosynthesis.</p>	<p>Cummulative assesment of past paper questions. Chemistry - Based upon structure of atom, history of periodic table, seperating techniques. Physics- based upon energy, calculations from the equations they have learnt.</p>	<p>Cummulative assessment based upon past paper questions. Chemistry - based upon structure and bonding and calculations. Physics - based upon electricity.</p>	<p>Cummulative assesment of past paper question. Chemistry - based upon salts, electrolysis, exo/endothermic (bond energies HT). Physics - based on states of matter, specific heart capacity, latent heat and density. Follow by a radiation mini test.</p>	<p>B1, C1, P1 mock</p>

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning. In chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked.</p>					
<p>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</p>	<p>Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough ones</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	<p>Biology paper 1- Cell biology, cells, eukaryotics and prokaryotic cells, specialised cels, microscopes, mitosis, stem cells.</p> <p>Transport- diffusion, osmosis, active transport.</p> <p>Respiration- Aerobic, response to exercise .</p>	<p>Respiration Anaerobic respiration.</p> <p>Organisation- tissues, digestive system. Enzymes- digestive enzymes, lock and key, factors that affect their action. Heart and blood- components of blood, heart and statins, ventilation.</p>	<p>Communicable Disease Aseptic technique, microbiology, non specific body defences, white blood cells, herd immunity, plant defence, drug discovery, drug testing.</p> <p>Non communicable diseases - cancer, diabetes, coronary heart disease, smoking and alcohol.</p>	<p>Photosynthesis- plant transport, transpiration, how plants use glucose, factors that affect rate of photosynthesis.</p> <p>Start of B2</p>	<p>Biology paper 2- Homeostasis, human nervous system, reflex arc, hormones.</p> <p>Revision for B1 mock.</p>	<p>B1 mock- Followed by continuing with B2 content. Controlling blood glucose levels. Reproduction and fertility, cell division.</p> <p>Inheritance- determining inherited characteristics, including inherited disorders. Selective breeding, genetic engineering and classification.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Cumulative assessment on past paper questions based on cell biology, microscopes, mitosis, stem cells and transport (diffusion, osmosis and active transport).</p>					

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning in chemistry and physics the retrieval questions are related to biology paper 1 which they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked.</p>					
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough, Brian Cox, Jim Al-Khalili.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Atomic structure - compounds, mixtures, separating techniques, history of the atom, alkali metals, halogens, transition metals and noble gases. Periodic table. Bonding - Ionic bonding, properties of ionic compounds.	Covalent bonding - simple and giant covalent structures, metallic bonding, alloys, nanoparticles, states of matter. Calculations - Relative formula mass, the Mole, calculating masses, limiting reagents , percentage yield, concentration.	Chemical Changes - Displacement reactions, extracting metals, metals from ores, rusting, salts. Electrolysis - aluminium, electrollysis of salt solutions.	Energy changes - Exothermic and endothermic reactions, bond energy calculations, batteries, cells fuel cells.	C2-Rates of reaction - how to calculate rate, 5 factors that affect rate, rates from graphs. Equilibria - factors that affect equilibria.	Revision of C1
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assesment on past paper questions based upon - atomic structure, elements, compounds mixtures, seperating techniques, alkalie metals, halogens, history of atom, periodic table.	Cummulative assesment on past paper questions based upon- structure and bonding- ionic, covalent and calculations.		Cummulative assesment on past paper questions based upon- on chemical changes, electrolysis and energy changes.		Chemistry paper 1 mock
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					

CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough, Brian cox, Jim Al- Khallili.					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Energy - stores and transfers, work done, efficiency, kinetic energy, gravitational potential energy, power, energy transfer by IR, conduction, insulation.	Electricity -static, current and charge, potential difference, current in series in parallel, potential difference in series and parallel, resistance, Current and Potential difference graphs for filament bulb, diode, resistor. Mains - Plugs and cables, alternating current, national grid, power and potential difference.	Electrical energy - renewable and non renewable energy. Particle model of matter - density, states, specific heat capacity, latent heat, internal energy, gas pressure and temperature. Gas pressure and volume.	The Atom and radiation - history of the atom, alpha, beta and gamma radiation half life, contamination, hazards, fission and fusion.	P2- Forces - scalars, vectors, resultant forces, parallelogram of forces. Forces in motion - centre of mass, moments, distance time graphs, velocity time graphs. P1 revision	Physics paper 1 mock - then continuing P2 - Forces
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment with past paper questions based upon all of energy, insulation and conduction.	Cummulative assessment with past paper questions based upon all of electricity, mains the plug, national grid.	Cummulative assessment with past paper questions based upon particle model of matter- all of atoms, specific heat capacity, latent heat.	Mini test on radioactivity, fission and fusion.		
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt earlier in the year. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					

CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough, Brian cox, Jim Al- Khallili					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	
	Yr10 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.					
CURRICULUM - Big ideas/ core knowledge.	Why and how new business ideas come about. The role of Enterprise. The Purpose of business activity. Risks and Rewards. Who business stakeholders are and their different objectives.	Identify and understand customer needs. Market research. What is the purpose of market research. Methods of market research. Analysing data from market research. Understanding the competitive environment.	Types of business ownership - sole traders, partnerships, limited companies and franchises. Limited and unlimited liability. The Marketing Mix - Price, Place, Product and Promotion. Factors influencing Business Location.	How the elements of the marketing mix work together. The role and importance of a business plan. The purpose of planning business activity. The sales process. Customer service - importance. Importance of motivation. Methods used to motivate - financial and non financial.	The purpose of business operations. Business aims and objectives. Financial and non financial aims and objectives. How aims and objectives change. Methods of growth. Sources of finance - internal and external. Production Processes - job, batch and flow. Impact of technology on production. The concept of quality and quality control systems.	Business revenue, costs and calculating profit. Calculating gross profit and calculating net profit. Formula for calculating gross profit margin, net profit margin and average rate of return on investments. Break Even - calculating break even and margin of safety. The importance of cash to a business. Calculating cash flow. Interpreting cash flow forecasts.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Formative - Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt into business context, students have fortnightly context case studies which are marked, that show their level of applying their new business knowledge. 3 tracking points tests are sat per year following the format of the exam board questions.					

HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly, we use spaced practice for the homework, meaning that the topics for the homework need students to apply their knowledge and skills from lessons taught a couple of weeks ago, this is good to test that the students have retained this information. The homeworks are retrieval of knowledge plus applying that knowledge to a variety of business situations.
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Watching and reading of local and nation news, including the business news (BBC for example). Looking in local papers where there are articles about new start-up businesses. Talking about parents and families place of work, in terms of employment structures, motivation and running a business.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Portraiture			Architecture		
CURRICULUM - Big ideas/ core knowledge.	Development of portrait skills in painting (acrylic and watercolour) drawing and oil pastel. Focus on observational skills, expressive brush marks and use of colour (warm, cool, complementary colours, flesh tones, expressive colour). Development of rendering eyes, nose, mouth working towards a final large scale self portrait. Final outcome based on the style of a chosen artist (from Ania Hobson, Elly Smallwood, Paul Wright, Kehinde Wiley, Lionel Smidt, Lucian Freud). Annotation and development of techniques to show evidence of strong links with student outcomes and the artists studied. Students able to work independently to create a personal meaningful response demonstrating understanding of visual language.			Focus on architecture from a range of historical eras and regions (classical, gothic, regency) and a range of artists who have been inspired by (John Piper, Ian Murphy, Valery Koshlyakov, Piranesi). Students develop techniques in block printing, oil pastel, watercolour, pen, wax resist, graphite, card construction mixed media, low and high relief. Students learn a range of architectural nomenclature to study and identify various architectural elements (rosette, corbel, acanthus leaves, palmette, volute, tracery, frieze, capital, column, pediment, tuscan, doric, ionic, corinthian, composite). Through thoughtful investigations, recording ideas and observations, experimenting with material and techniques students present a final portfolio and sculpture.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly (students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					

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Having access to computer software for research purposes. Students being able to take their own photographs. Having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
TOPIC/UNIT	Tools and Utensils Negative Positive		Natural Forms - Kew Garden promotional materials	Typography	
CURRICULUM - Big ideas/ core knowledge.	To develop a range of drawing and technical skills whilst exploring the theme of tools and utensils. There is a focus on building confidence in composition, mixed media and relief. Develop observational drawing skills referring to the work of Jim Dine and the theme of steam punk in sketchbooks. Students will explore drawing in a range of mixed media techniques that include tonal pencil, biro and ink wash and will experiment with photography and lino printing to create a variety of compositions. Students will develop their design and make skills in the development of their final response inspired by the tools and utensils theme to create a printed wallpaper.		To develop knowledge and understanding of artists who explore natural forms through looking at the work of Valerie Roybal, Karl Bossfeldt and Ernst Heckle. Students will develop direct observational drawing skills through drawing seeds, plants and sealife in a range of media that include tonal pencil, biro, indian inks and pen wash. Experimentation of further techniques will occur through the use of photography, card cutting and layering techniques. This will lead to a final outcome exploring positive and negative card cutting in a limited colour palette inspired by natural forms.	To develop knowledge and design skills through exploring different styles of font, text and typography. Technical skills are developed through card cutting, stencilling and ink wash. Students will experiment with photography of found objects to create a typography alphabet and explore lettering in sketchbooks. Students will develop their design and make skills in the development of a final design and composition of mixed media typography with elements of three dimensional relief.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.				

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Having access to computer software for research purposes. Students being able to take their own photographs. Having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.</p>

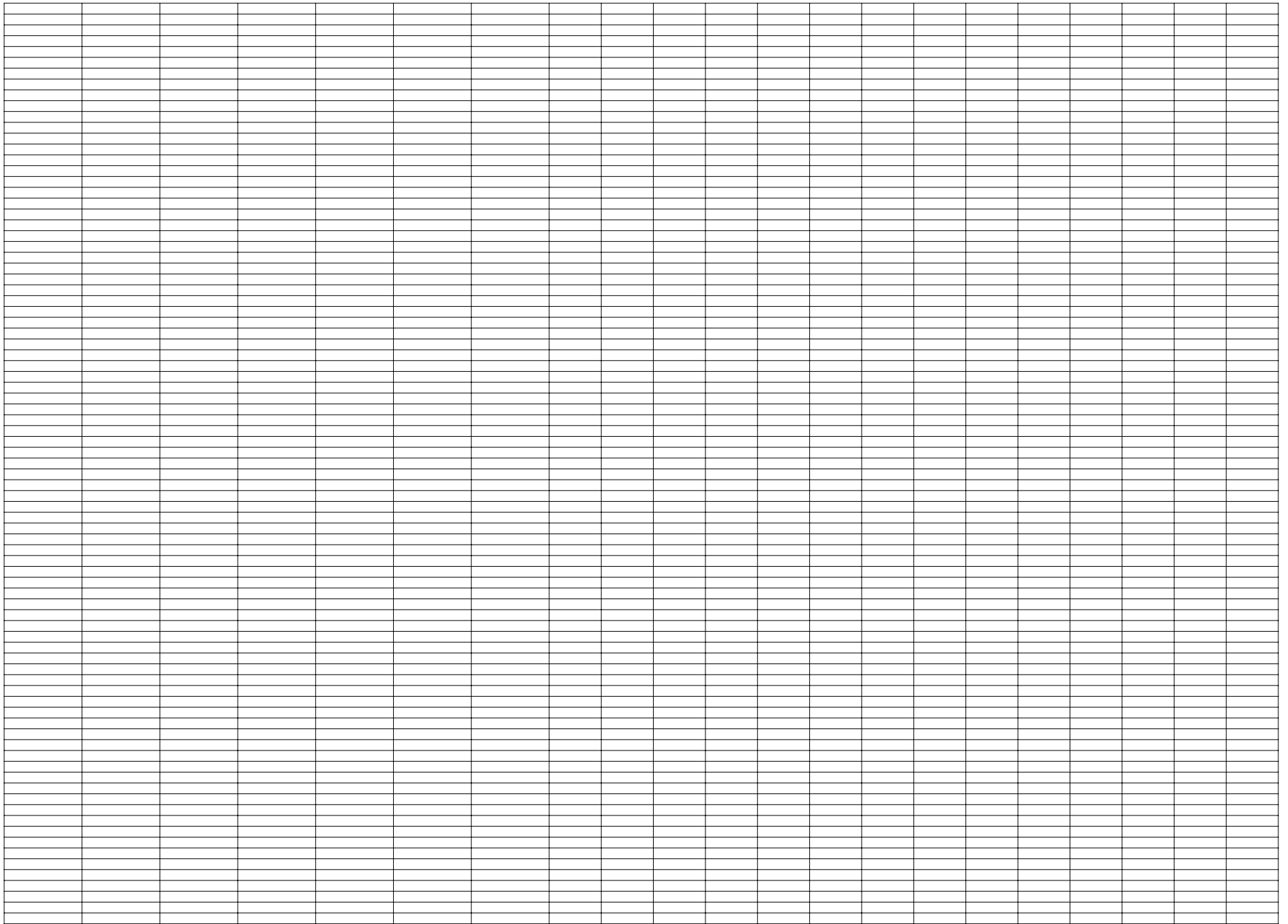
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Alphabet - Using DSLR camera/ skills Development		Portraiture/Identity photography and mixed media experimentation			Miniatuure worlds storyboard
CURRICULUM - Big ideas/ core knowledge.	Skills based unit - Students will learn to become confident using the manual settings on a DSLR camera. Exploring the different elements of composition and viewpoint in photography. Students will engage with practical acivities investigating the formal elements in photography, the effects of lighting, shutter speeds, appeture and depth of field, double exposures and using photoshop to edit and manipulate images. Students will research, investigate and analyse the work of other photographers to inspire their own photographic developoments and outcomes such as Robert Cottingham and Jennifer Blakeley .		Students will explore the theme of identity through photographic portraiture. A wide range of photographers such as Manny Robertson, Alma Haser and artist David Hockney will be used as a source of inspiration. Students will research, investigate and analyse the work of these photographers to inspire their own photographic developments and outcomes. Students will plan photoshoots, take their own photographs and edit the photographs both digitally and manually. Students will engage with a variety of mixed media techniques to physically manipulate photographs that include fragmentation, weaving, relief, stitching and painting. All these techniques will be used to distort, layer and abstract. The outcome of the project will be to create a three dimensional piece that explores the theme of identity through portraiture			Students will develop their abilities to plan and create a storyboard through this project. They will develop their own story and use a variety of both digital and physical manipulation to produce a final outcome. Students will research and analyse the work of other artists and photographers for inspiration and context. They will plan their own photoshoot, take their own images using a DSLR camera and edit their final images.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist/ photographic research, taking a series of photographs for project work, photoshop editing and manipulation, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art/photography rooms if required. Visual exemplars are shared with students on connect for reference.					

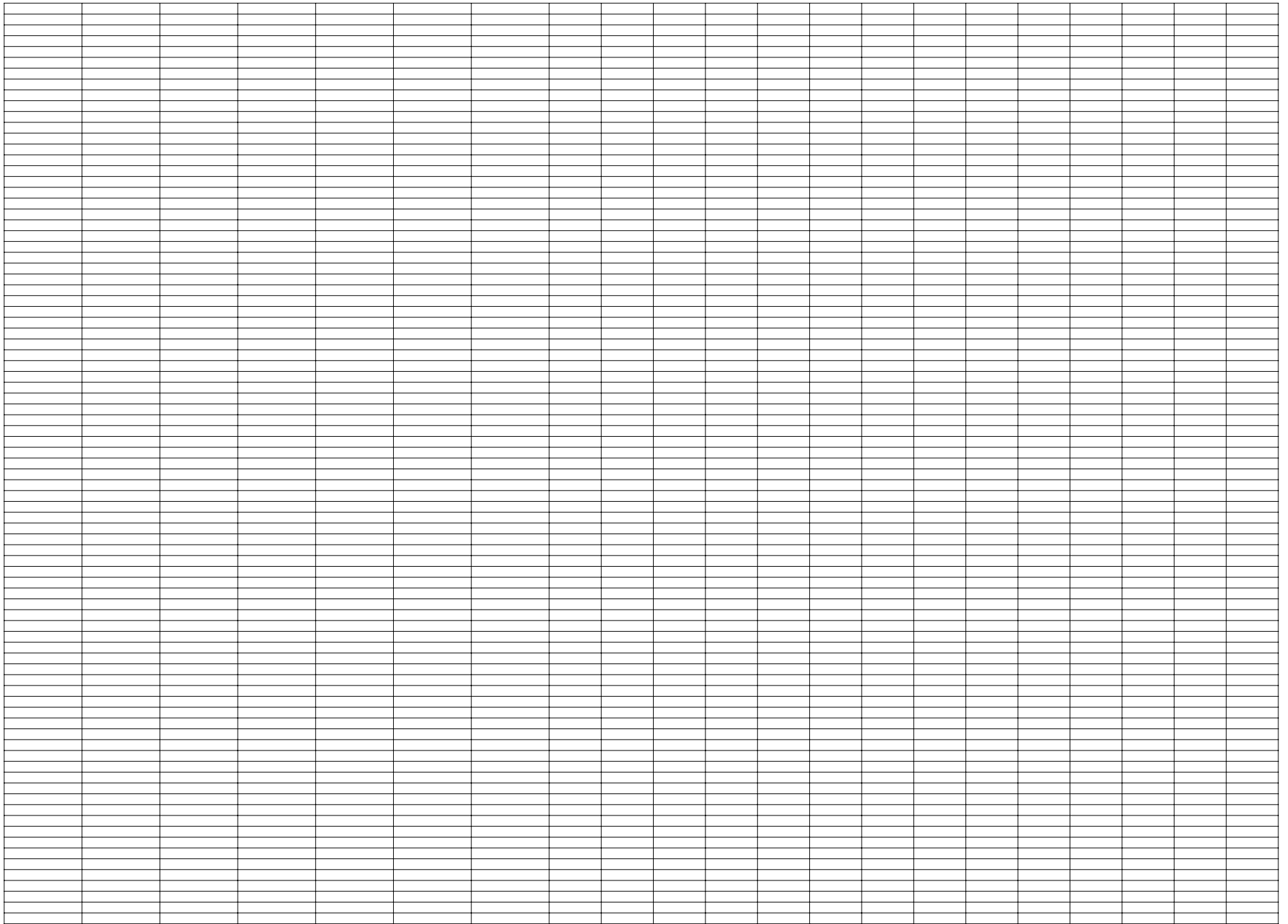
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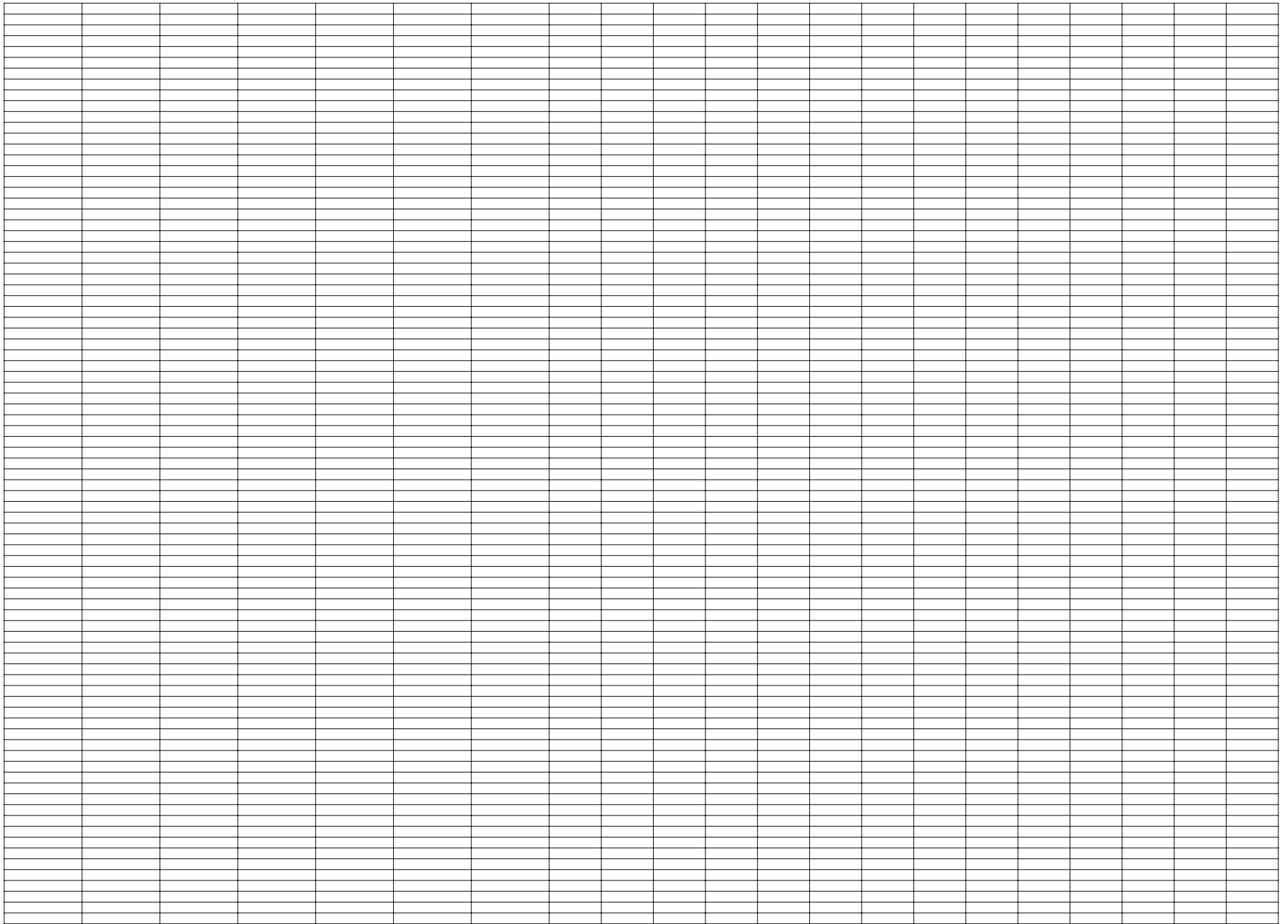
Having access to computer software/ photoshop for research and editing purposes, students being able to take their own photographs. Having their own DSLR camera would be desirable. Having a range of drawing equipment at home (variety of shading pencils, white pens, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or photographic exhibitions to help broaden the students mind and appreciation of photographic art and the world around them.

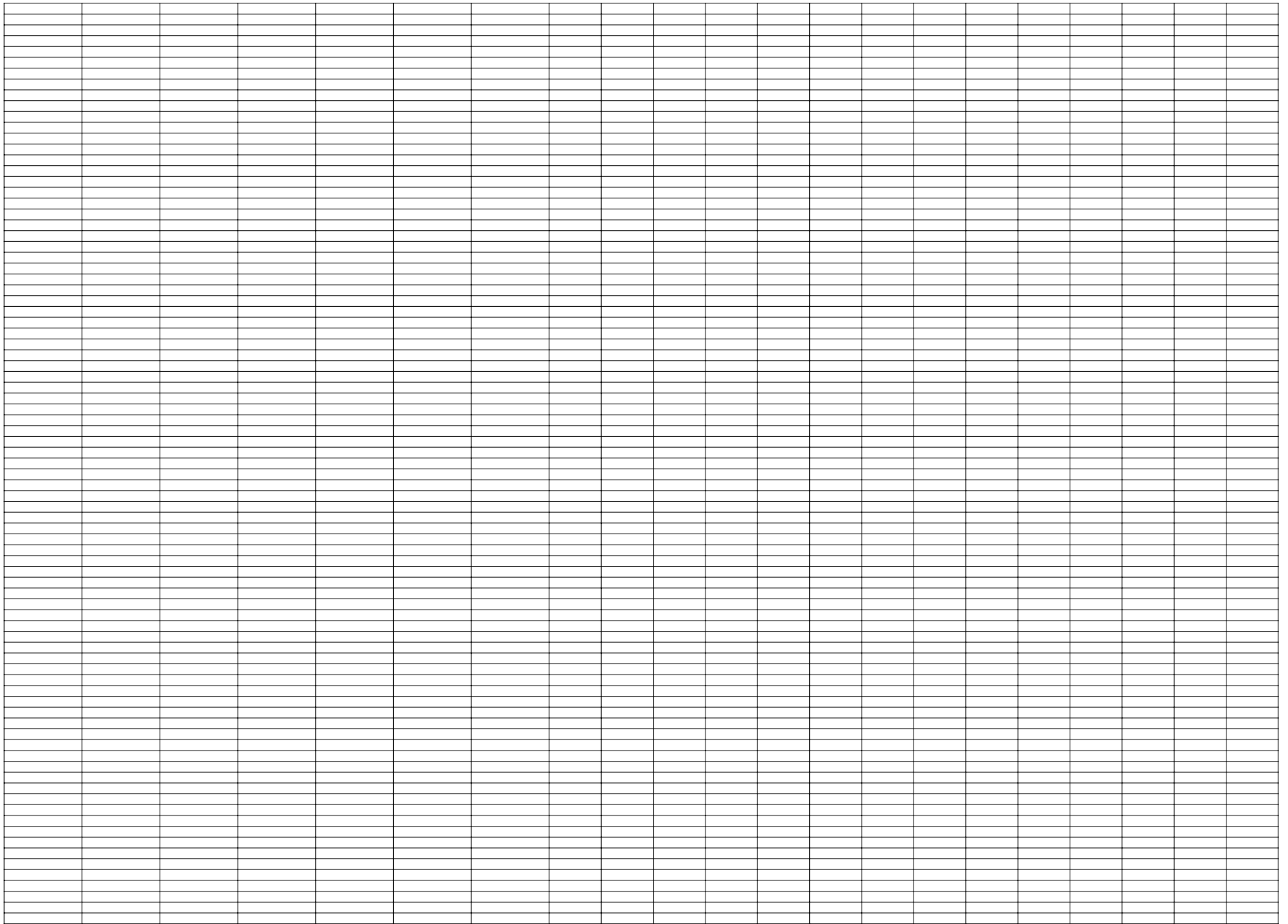
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Steam Punk Top Hats			Recycled/ sea inspired textiles		
CURRICULUM - Big ideas/ core knowledge.	To gain knowledge and understanding of Steam Punk style and imagery. Develop observational drawing skills through experimenting with a range of media, materials and techniques. Students will explore and develop skills in reduction printing, machine embroidery, reverse applique, weaving, transfer printing and mixed media textiles. Students will develop their design and make skills in the development of a mixed media Steam Punk inspired hat.			To develop knowledge and understanding of a range of textile artists that have incorporated recycled/reclaimed materials in their work. Develop observational drawing skills referring to the work of Ernst Heckle. Students will explore drawing through stitching and will experiment with a range of recycled materials to create interesting surfaces and sample ideas. Students will develop their design and make skills in the development of their final response inspired by the idea of 'recycle,reinvent'.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS4 is sketchbook based and is set fortnightly. Students are expected to spend 2 hours on each task. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Having access to a sewing machine would be desirable to enable students to develop their samples at home. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Intro to the skills needed for component 1		Starting the live project brief for component 1, with component 3 teaching alongside			
CURRICULUM - Big ideas/ core knowledge.	The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply , has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The BTEC assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course. The Explore part of the structure, Exploring User Interface Design Principles and Project Planning Techniques (component 1) internally assessed assignment 30% of the total course. This is completed in year 10, alongside some teaching for the apply section ; Effective Digital Working Practices. This is externally assessed exam 40% of the total course (component 3) the external exam sat in the Jan of year 11, so much of the teaching of this is covered in year 10.					
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	During year 10, students will get verbal feedback on their internally assessed assignment , component 1. Once this has been submitted and marked by their teacher students receive written feedback and a set period of time to make improvements. Students will also have 3 tracking point tests a year to help prepare them for the 40% external exam on component 3.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set weekly. One-week students will have a component 1 focus homework - often this is to be completed on a PC. The following week we set written homework with a focus on component 3, where students have to apply their theory knowledge to exam style questions.					
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	It is highly advisable for the course that students have access to their own desktop PC or laptop. They will be able to access all their work via Google Drive.					









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Intro to comp 1	Intro to comp 2	Intro to comp 3	Comp 1	Comp 1	Comp 1
CURRICULUM - Big ideas/ core knowledge.	Students will develop an understanding of the first practical component for GCSE. They are given a knowledge of the grading criteria for component 1 and given a chance to create a piece in line with this criteria. They are also asked to provide a written portfolio based on their work. They are given workshops looking at key practitioners such as Stanislavski, Brecht and Frantic Assembly and are given the opportunity to explore a variety of stimulus within this unit. They are taught how to document their progress and evaluate their successes as part of the written portfolio.	Students will be in pairs and given a monologue and duologue to learn, rehearse and perform. They will be given the grading criteria for component 2 performance exams. They are expected to perform the monologue and duologue to an audience.	Students will study the set text of An Inspector Calls in a practical way. They will learn how to answer exam style questions and complete practice exam papers. The exam questions focus on the roles of actor, designer and director. Students will learn about 6 production areas of costume, lighting, set design, props and stage furniture, sound and staging.	Students will be provided with a wide range of stimulus and a series of workshops in order to allow them to successfully choose their final component 1 piece. They will spend lessons creating a structure and refining their ideas, they will block the piece and create monologues etc.	Students are expected to complete their component 1 performance, they should have a clear structure and characters. They must be thinking about costumes, set, props. They need to think about the style of their piece and their dramatic aims. The piece should be finished by the end of this half term	FINAL COMPONENT ONE DEADLINE Students will be assessed for their actual GCSE performance this half term. They must be refining, polishing, adapting and listening to feedback at all points in this term. The piece should be approximately 15 minutes long (longer for larger groups). Groups should have all costume, music, props and set ready for the final assessment day.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	students will be marked /15 for the practical component and /45 for their written portfolio. They will receive verbal feedback throughout the devising process.		students will be marked on their exam responses according to the exam criteria.	students will complete the first two questions in the portfolio.	students will complete questions 3 and 4 of the portfolio	Component 1 using GCSE criteria. students are marked out of 15 for the performance and 45 for the portfolio.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be expected to learn lines, write monologues, research key ideas from stimulus and complete written portfolio.	Students must learn lines and attend rehearsals with their partner.	Students will be set regular metacognition homeworks to ensure they understand how to approach answering exam papers.	Students should be researching ideas and stimulus at home.	Students should be learning lines, completing portfolio questions and ensuring they attend one extra rehearsal per week.	Students must complete their portfolio and attend one extra rehearsal per week with their group. The final submission for the entire portfolio will be after Summer holidays.

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Support students in learning any scripts that come home, and completion of written work, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Theory / Performance / Composition	Theory / Performance / Composition	Theory / Performance / Composition	Theory / Performance / Composition	Theory / Performance / Composition	Theory / Performance / Composition
CURRICULUM - Big ideas/ core knowledge.	In HT 1, theory lessons are to firstly, reinforce and secure student knowledge of the key vocabulary students developed flashcards for in Y9 before the summer to learn over the break. There is a strong emphasis on vocabulary testing in this first HT to bridge the gap between every student's musical vocabulary. The second theory focus is instrumentation and orchestration. Students listen and identify instruments and families of the Traditional Western Orchestra and modern Pop Music. Students are encouraged to showcase one solo performance by the end of the HT, to the class, of whatever standard, usually a piece that has already been developed prior to the start of the course. Students are introduced to effective rehearsal techniques in class and outside of special circumstance, students are expected to perform to one another for support and feedback. Students are grouped into small teams to develop an initial composition (a random object song), where lyric writing, accompaniment development and composition of melody will be assessed. This is a formative task to bond the group and reinforce key compositional techniques established in Year 9 and again, students will be expected to perform their composition to the class.	Students are introduced to the key concepts of this academic year, MRS. THIT (Melody, Rhythm, Structure, Tempo, Harmony, Instrumentation, Texture). Students are taught these key ideas throughout the term, covering mostly Melody and Rhythm. They are taught Melody and Rhythm through notation, listening and practical challenges. Students are given an advised piece to learn based on their ability shown in HT 1. The advised piece comes from classroom guidance, peripetetic suggestions (when applicable) and exam board focus. Students more often than not must choose a piece from an exam syllabus to ensure predicted / moderated grades remain accurate throughout the year. Students once again compose in small groups, this time in groups of no more than 3 and groups of their own choosing. They must work on composing a festive song with the intention that it is to be performed in the School Christmas Concert at the end of term.	Students continue through the key concept of MRS. THIT, working on key ideas throughout the term, mostly on Structure, Tempo and Harmony, whilst also recalling ideas of Melody and Rhythm. They are taught these ideas through theoretical analysis, listening and practical tasks. Students continue working on their first advised piece, having had the Winter Break to improve on targets given from previous assessment feedback. Students perform twice, once to start the term and once to finish, to evaluate progress and rehearsal development. Students now begin writing their first individual composition, with the intention that this composition will be their first of two compositions contributing to their GCSE. They are advised and shown models of successful GCSE compositions from the past and are taught various processes and approaches to composition.	Students continue through the key concept of MRS. THIT, recalling key ideas throughout the term on Melody, Rhythm, Structure, Tempo and Harmony, whilst also introducing Harmony, Instrumentation (including articulation and expression) and Texture. They are taught these ideas through theoretical analysis, listening and practical tasks. Students record their first performance for submission at the start of this term. Students now begin working on an alternative solo performance piece, using the rehearsal and practical knowledge they have learned over the year so far. Students now begin writing their first individual composition, with the intention that this composition will be their first of two compositions contributing to their GCSE. They are advised and shown models of successful GCSE compositions from the past and are taught various processes and approaches to composition.	Students will still continue to be tested and recall MRS. THIT knowledge throughout the HT. The final HT of the year introduces the second Area of Study focus, 'Conventions of Pop'. This area observes Rock 'n' Roll of the 1950s and 1960s, Rock anthems of the 1970s and 1980s, Pop ballads of the 1970s, 1980s and 1990s and Solo artists from the 1990s to the present day. Again, students will look at each area through the lens of MRS. THIT, identifying key topics of each area. Students now continue working on an alternative solo performance piece, using the rehearsal and practical knowledge they have learned over the year so far, with the expectation that a recording will be submitted at the end of this HT. Students continue writing their first individual composition for GCSE submission. At this point in the year it is the student's responsibility to organise a tutorial time with their classroom teacher to flesh out and arrange their composition notes into a graded work.	Students will still continue to be tested and recall MRS. THIT knowledge throughout the HT. The final HT of the year introduces the third Area of Study focus, 'Film Music'. This area includes film music from all film genres as well as video game music and music for mood. The MRS THIT knowledge is crucial to this area of study for it is the foundation for listening and appraising. Students should now review both performances from this academic year and practice both with a final recording submitted of both by the end of the academic year. Students should have ensured some tutorial time with their classroom teacher to finalise at the very least, a recorded draft of their first composition, with detailed accompaniment, adventurous structure and developing melody lines throughout.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Vocabulary test based off of the OCR Glossary / Listening tests on Instrumentation and the Orchestra / Theory tests on basic notation and musical comprehension. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. One solo performance to the class of a piece previously learned prior to the GCSE course, with some refinement within lessons. One submission of a group composition on a random object as a performance to the class, that is subsequently recorded and analysed.	Vocabulary test based off of the OCR Glossary / Listening tests on Melody and Rhythm / Theory tests on notation of melody and rhythm. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. A solo performance to the class, of a piece that has been discussed and chosen with guidance from the classroom teacher. One submission of a group composition with a festive theme, as a performance to the class and potentially to an audience in the School Christmas Concert.	Vocabulary test based off of the OCR Glossary / Listening tests on Melody, Rhythm, Structure, Tempo and Harmony / Theory tests on notation and reading scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. Two solo performances to the class of their piece chosen in HT 2, one at the start of the HT and one at the end where their progress is tracked between performances. One submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately either as a lead sheet, a garageband file or as a chord chart with lyrics / melody.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT / Theory tests that require the annotation and comprehension of unedited scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons. The marks will be shared and analysed with the students. A solo performance recording at the start of the HT and monitoring and performance of a new alternative Solo Performance piece. One submission of a draft composition that has been developed independently, not as a performance to the class, but to the classroom teacher privately either live or as a recording.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT / Theory tests that require the annotation and comprehension of unedited scores. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons with a particular focus on 'Conventions of Pop'. The marks will be shared and analysed with the students. A solo performance recording at the end of the HT of an alternative piece. Formative assessment of composition progress within student arranged tutorials, working off of direct feedback and making changes as directed throughout the term.	Vocabulary test based off of the OCR Glossary / Listening tests on the complete MRS. THIT / Theory tests that require the annotation and comprehension of unedited scores. Students will also undergo recall low stake quizzes on 'Conventions of Pop'. At the end of the half term students will sit a listening and appraising exam including all content covered in listening lessons with a particular focus on 'Conventions of Pop' and 'Film Music'. The marks will be shared and analysed with the students. Two solo performances that are recorded at the end of the HT for their final GCSE solo work. A final recording of a completed composition, either programmed in through Garageband or a live acoustic recording of the work.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, as their performance practice becomes more rehearsal than learning, students should apply more time to melody/lyric writing, chord progressions, structural development etc.	Students are expected to revise and widen musical vocabulary throughout the term, if vocabulary test scores dip or significantly decrease this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, as their performance practice becomes more rehearsal than learning, students should apply more time to melody/lyric writing, chord progressions, structural development etc.	Students are expected to revise MRS. THIT, but more importantly, the knowledge developed in class on 'Conventions of Pop'. If recall quiz scores and theory tests on this area of study slip, this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, but also, arrange a tutorial time with their classroom teacher to present, develop and record their composition draft.	Students are expected to revise MRS. THIT and 'Film Music'. If recall quiz scores and theory tests on this area of study slip, this will be regarded as a failed homework. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Students must work on their composition in their own time, but also, arrange a tutorial time with their classroom teacher to present, develop and record their composition draft.
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible.	Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible.	Parents can help with vocabulary from the OCR Glossary and can then support in testing/quizzing in preparation for classroom testing and quiz on the new area of study, 'Conventions of Pop'. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible. The most impactful parental intervention here would be to ensure a tutorial time with the classroom teacher is booked in.	Parents can help with vocabulary from the OCR Glossary and can then support in testing/quizzing in preparation for classroom testing and quiz on the new areas of study, 'The Conventions of Pop' and 'Film Music'. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for an appropriate amount of time each day. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible. The most impactful parental intervention here would be to ensure a tutorial time with the classroom teacher is booked in.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	<ul style="list-style-type: none"> - Product evolution - Production Lines - Industrial Revolution - QC/QA - CAD/CAT/CAM - Modelling skills 	<ul style="list-style-type: none"> - Intellectual property - Crowd Funding - Independent mini NEA project - Types of research - CAD/CAT/CAM - Analysis of products - Drawing skills 	<ul style="list-style-type: none"> - Independent mini NEA project - CAD (Solidworks) - CAD/CAT/CAM - Analysis of products - Planned obsolescence - Technology pull/push 	<ul style="list-style-type: none"> - Technical Drawing (Ortho & Iso) - Anthropometrics - Ergonomics - Specialist material area: Timbers - Wood finishes - Analysis of products 	<ul style="list-style-type: none"> - Standard Form - Wood Finishes - Fabricating Wood - Flat pack furniture - AR/VR - Famous Designers: Harry Beck, Philippe Starck - Analysis of products 	<ul style="list-style-type: none"> - Polymers - Polymer processing (Injection moulding, blow moulding, extrusion, vacuum forming) - Famous Companies - Dyson, Alessi - Analysis of products
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Exam questions. TP tests. Retrieval/quizes. In class questioning.	Mini NEA (Exploration of contexts, research (primary and secondary), design brief, initial designs, modelling skills, development of chosen design, Solidworks CAD model). Exam questions. TP tests. Retrieval/quizes. In class questioning.	Mini NEA (Exploration of contexts, research (primary and secondary), design brief, initial designs, modelling skills, development of chosen design, Solidworks CAD model). Exam questions. TP tests. Retrieval/quizes. In class questioning.	Exam questions. TP tests. Retrieval/quizes. In class questioning.	Exam questions. TP tests. Retrieval/quizes. In class questioning.	Exam questions. TP tests. Retrieval/quizes. In class questioning.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	<ul style="list-style-type: none"> - Computer access for research and CAD software purposes. - Visit design exhibitions. - Allow students to develop their practical skills around the house eg: assembling furniture, decorating, modelling kits etc. - Encourage students' involvement when purchasing furniture/lighting particularly if visiting shops. - Encourage viewing of design/architectural/engineering shows such as: grand designs, the repair shop, interior design masters, Abstract: The art of design, Tiny House Nation, Tesla-Master of Lightning, Genius on Hold, Sling Shot, Extreme Engineering etc. 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Nutrients and food safety	Food Safety and Science	Food Science	Nutrients	Health and Food safety	Food Choice and Provenance
CURRICULUM - Big ideas/ core knowledge.	Technical Knowledge: Food, Nutrition & Health - food poisoning, Eatwell Guide, macronutrients protein and carbohydrates, nutritional analysis, denaturation, coagulation, fibre in the diet, gelatinisation. Make: General knife skills, stir fry, coagulation egg experiment, meringues, pastry, lemon curd, lemon meringue pie. Fibre in the diet experiment.	Technical Knowledge: Food, Nutrition & Health - mini NEA practice, gelatinisation, heat transfer, sensory testing, Make: Viscosity of sauce, filleting fish, fish pie, white sauce.	Technical Knowledge: Food, Nutrition & Health - carbohydrates, maillard reaction, staple foods, provenance, sugars, dextrinisation, non-enzymic browning, enzymic browning, caramelisation, primary food processing, secondary food processing. Make: Patsa, ravioli, tagliatelle, spaghetti, tortilini.	Technical Knowledge: Food, Nutrition & Health - exam question practice - 12 markers, visible and invisible fats, saturated, unsaturated, trans fats. Make: Pastry, quiche/ pie	Technical Knowledge: Food spoilage and contamination - signs of food spoilage, micro-organisms in food production, bacterial contamination. Make: Practise dishes for NEA1 and NEA2	Technical Knowledge: Food Choice and Provenance- food sources, environment, sustainability, food production, traditional cuisines, food labelling, marketing, food choices, factors that influence food choice. Make: Practise dishes for NEA1 and NEA2
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	In KS4 we assess the students' knowledge by carrying out retrieval practice at the beginning of each lesson. Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Students carry out Socratic tests and TP Tests to gauge where the students are at academically. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework for KS4 is exam question based and is set weekly. Students are expected to spend 1 hour on each peice. Tasks will include extension of the topics covered in class, feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Connect holds lots of revision to support students with their learning. Students have the opportunity to complete homework at lunch or after hours if they need additional support or the use of our facilities.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Computer access for research purposes. Allowing the student to help prepare and make meals at home. Allowing students to help wash up at home. Visits to supermarkets, specialist food retailers, farms.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Crime and Punishment in Britain c.1000- present.	Crime and Punishment in Britain c.1000- present	Crime and Punishment in Britain c.100-present	Weimar and Nazi Germany. 1918-39	Weimar and Nazi Germany. 1918-39	Weimar and Nazi Germany. 1918-39
CURRICULUM - Big ideas/ core knowledge.	The thematic study of Crime and Punishment in Britain is designed to help students understand changes and continuity across a long time period. Our study takes place in the context of crime and punishment in Britain. Our 4 periods of study are the Medieval period (1000-1500), Early Modern period (1500-1700), 18th and 19th Century Britain (1700- 1800) and Modern Britain (1900-present). Students will investigate the reasons for change or continuity across these time periods by assessing the impact of factors such as Religion, the role of Government, the impact of individuals and societies attitudes. Students will then be expected to explain the role of the different factors for what defined a crime, why different punishments were used.			As part of our GCSE study, students are expected to study a modern depth study. Our choices centre around the development of fascism in Germany. The course begins with a look into the turmoil surrounding Germany post World War One and the threats that the new Weimar democracy faced. The majority of the course will be spent investigating the actions undertaken by Hitler and the Nazi Party that eventually led to Hitler becoming Chancellor in 1933. Students will then investigate the steps taken by Hitler to create a dictatorship in Germany and will look into the different ways in which he maintained control of the people of Germany.		
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be assessed summatively at 3 different times over the course of the year. The first assessment will be half of an exam paper, the second will be a full Crime and Punishment paper and the third will be during mock exams, where students will sit a full Crime and Punishment paper as well as a full USA at Home and Abroad paper. On top of this students will also be assessed weekly during formative question starters and through weekly homework.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework will be provided every week for GCSE students. It will consist of a number of short mark knowledge based questions and then an exam question. As time goes on, homework will become even more important as it will be used to assess students understanding of informaion that has been studied previously. For example during the teaching of Weimar and Nazi Germany the homework will be based around Crime and Punishment.					
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Parents can support learning through helping students to revise and create revision material such as flashcards. These can then be used to test students in preparation for assessments / quizzes. Connect also holds a wealth of resources that parents can use to help students. This includes revision guides, self assessment questions and students answer guides. All of these are designed to help improve the exam literacy of students studying GCSE history.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Qui-suis je?	Le temps des loisirs	Le temps des loisirs - continued	Jours ordinaires, jours de fête	De la ville à la campagne	Le grand large
CURRICULUM - Big ideas/ core knowledge.	Students build on their KS3 knowledge to describe their friends and family, including how they get on with them and what makes a good friend. They revise present, perfect, imperfect and near future tenses in order to describe past activities, future plans, what they were like when they were younger and who their role models are.	Again, using their KS3 foundations, students expand their knowledge of vocabulary and grammar to be able to describe what they do in their free time, including being able to give and justify opinions about a wide range of hobbies: music, TV, film, reading, the internet and sport. They revise comparisons and use the superlative to describe actors. Students use a range of tenses (perfect, present, near future) to describe how they spent / spend / are going to spend their free time and re-visit the imperfect tense to say what they used to read.		Students revise and extend their ability to talk about their daily life, including food and clothes. They learn about festivals in France and the ways in which they are the same as and different to English festivals. They are able to express and justify opinions on festivals and describe how they celebrate events such as birthdays and Christmas.	Students expand on their KS3 knowledge to enable them to describe their home and local area, including the advantages and disadvantages of where they live. They are able to express and justify a range of opinions, including using the conditional tense to say what they would like to change about where they live.	Students re-cap their Y9 learning to be able to describe past, present and future holidays, as well as using the conditional tense to describe a dream holiday. They also develop their transactional speaking skills in order to carry out conversations in hotels, restaurants and markets. They are able to use the perfect tense to describe problems they have experienced while on holiday.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on the autumn term work. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessments use exam-style listening, reading and writing questions based on Y9 and Y10 topics. Listening and reading exercises are peer-marked and writing assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.		Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork is peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment of all 4 skills take the form of GCSE past papers, with speaking and writing tasks adapted where necessary to take account of syllabus coverage. Assessments are marked by class teachers according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.	

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework is set weekly and is peer-marked where possible. There is always a vocabulary / verb learning task, supported by a Quizlet study set, which is assessed in class through vocabulary / verb tests. In addition, there are a number of tasks to develop students' exam skills. These are taken from a range of topics and involve link back tasks to re-activate prior learning. Often students complete reading comprehension work, but they could also be set listening and written tasks, as well as activities relating to the speaking exam, such as describing a photo.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>While a few students may be lucky enough to visit a French-speaking country during their GCSE studies, French can be brought into the home too. Services such as NetFlix, BBC I-Player and Amazon have French films and series and class teachers alert students to these where possible. Watching French films is a great way to improve pronunciation, accent and intonation. Similarly, students can access French music through YouTube and the like. Visiting an art exhibition by a French painter would give students a chance to build their cultural knowledge and see if they can translate the French titles to the paintings. Cooking has a lot of French vocabulay and spotting examples of this is a useful way of making linguistic links.</p>

	Autumn 1	Autumn 2	Spring 1/Spring 2	Spring 2/Summer 1	Summer 1/Summer 2
TOPIC/UNIT	Module 4 El Tiempo Libre (Free Time)	Module 5 La Ciudad (Town)	Module 6 La Comida (Food)	Module 7 El trabajo (Work)	Mock exam preparation Grammar practice
CURRICULUM - Big ideas/ core knowledge.	<p>Students focus on the language and structures needed to describe what they do in their free time, including:</p> <ul style="list-style-type: none"> - Free time activities - TV programmes and films - Sports - What's trending - technology <p>Students review grammar and structures from year 9, as well as specifically focussing on:</p> <ul style="list-style-type: none"> - Perfect tense - Stem-changing verbs - Suolo + infinitive verb - Imperfect tense 	<p>Students focus on the language and structures needed to describe their town/city and others, including:</p> <ul style="list-style-type: none"> - Types of shops - Places around town - Directions - Geographical features of a region, including climate - Shopping, including complaints - Pros and cons of town vs. countryside <p>Students continue to review grammar and structures from previous units, as well as specifically focussing on:</p> <ul style="list-style-type: none"> - Se puede + infinitive verb - Simple future tense - SI + present, + simple future - Demonstrative adjectives - Conditional 	<p>Students focus on the language and structures needed to describe their food preferences and celebrations, including:</p> <ul style="list-style-type: none"> - Food likes and dislikes, including mealtimes - Typical foods in different parts of the Spanish-speaking world - Ordering food in a restaurant, including complaints - Quantities, prices and dialogues in a shop/market - Special days, including Christmas <p>Students continue to review grammar and structures from previous units, as well as specifically focussing on:</p> <ul style="list-style-type: none"> - Present tense - Preterite tense - Numbers, quantities and time - Formal language in dialogues 	<p>Students focus on the language and structures needed to describe jobs and future plans, including:</p> <ul style="list-style-type: none"> - Types of professions - Helping at home - Work experience - Why learn languages - Applying for jobs - Taking a gap year - Future job plans <p>Students continue to review grammar and structures from previous units, as well as specifically focussing on:</p> <ul style="list-style-type: none"> - Solía + infinitive verb - Preterite vs. imperfect tenses - Present vs. present continuous tenses - Indirect object pronouns - Subjunctive with cuando 	<p>Students work on preparation for mock exams and exam skills and practice to transition them into year 11, including:</p> <p>Speaking:</p> <ul style="list-style-type: none"> - Conversation topic preparation - Role play practice - Photo task practice <p>Writing:</p> <ul style="list-style-type: none"> - Box planning for 20/28 mark questions - PISCINA phrases - Translation into Spanish <p>Reading:</p> <ul style="list-style-type: none"> - Gap-fill reading strategy practice - Inferring meaning in texts - Translation into English <p>Listening:</p> <ul style="list-style-type: none"> - Revisiting previous sentence builders - Practice exam questions - Multiple choice and longer answers
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>- Every lesson: questioning, live marking and verbal feedback given to students. Peer and/or self-assessment for listening, reading and vocabulary/grammar activities. General observations are used to inform planning.</p> <p>- Every week: homework is provided in a range of formats (reading questions, translations, writing planning, grammar practice, vocabulary learning, etc.), this is taken in and marked by the teacher or peer marked with a sample taken in by the teacher. As a result of this, core homework DIRT activities are planned to address common errors or misconceptions arising from the homework.</p> <p>- Every 3 weeks: exercise books are taken in for marking, including a written comment on an activity such as writing, photo task, translation, etc.</p> <p>- Every tracking point: reading, listening and/or writing assessments take place, with each one including exam questions on previous topics. These are marked using exam-board criteria and returned to the students either with individual highlighter marking feedback or a whole-class activity to address common errors.</p> <p>- Mocks in June: each of the 4 skills (listening, reading, writing and speaking) are assessed using past papers from the previous year and marked by teachers using exam board mark schemes and grades. All students are entered in at the same tier to facilitate decision-making on tiers early on in year 11.</p> <p>- Throughout curriculum: opportunities to practice exam questions for role plays, photo tasks, writing planning, translations, reading questions, listening questions in timed exam conditions (particularly towards the end of the year). These may be self-marked, peer marked, sampled by teachers and then used to inform planning to address areas of common errors/requiring further practice.</p>				
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	<p>Every week homework either practises a concept/strategy/topic/exam skill covered in lessons during that week or revisits a previous one (interleaving and spaced practice). Homework is varied from week to week so that students are provided with the opportunity to practice, embed and extend upon the four different skills required. Examples of homework tasks are:</p> <ul style="list-style-type: none"> - role play practice, using the strategies practised in class - photo task descriptions, using chosen phrases from the knowledge organisers - gap-fill reading questions, using the 5-step strategy practised in class - grammar activities, revisiting previous tenses, with a specific emphasis on SCHITVEJ - conversation preparation, taken in for marking by teacher (spring and summer terms) - Quizlet vocabulary revision, for in-class tests on a specific topic or grammar point - narrow reading activities, to practise comprehension skills - writing planning, using the box planning strategy to plan questions and use PISCINA phrases, as modelled and practised in class (spring and summer terms) <p>Homework is either taken in and marked by the teacher or peer/self-marked in class with a sample taken in by the teacher. The outcomes of this are used to inform future planning, including, where necessary, core homework whole-class DIRT activities to address common errors.</p>				
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	<p>Things that parents can facilitate/encourage students to do at home/outside of school:</p> <ul style="list-style-type: none"> - Purchasing and using revision guides - Getting into a routine of regularly using Quizlet/Duolingo every day - Using Netflix, YouTube and other streaming services to watch programmes/films in Spanish with English subtitles to practise listening/comprehension - Using YouTube / Spotify to listen to Spanish-language music - Following current affairs (in Spanish) on social media (e.g. BBC Mundo, El Pais) - Talking to their children about the importance of language learning, how this be helpful for future careers, travel abroad - Exploring together aspects of Spanish-speaking culture from a range of Spanish-speaking countries, this could include making traditional food, looking at traditional celebrations, art, music, etc. - Testing their children on vocabulary/grammar and especially speaking conversation questions using flashcards/booklets prepared in class - Eating out in a local Spanish-speaking restaurant and ordering the food in Spanish or travelling to a Spanish-speaking country to practise language skills, if the opportunity arises 				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Practitioner 1 (comp 1/2)	Practitioner 1 (comp1/2)	Practitioner 2 (comp 1/2)	Practitioner 2 (comp1/2)	Practitioner 3 (comp 1/2)	Practitioner 3 (comp1/2)
CURRICULUM - Big ideas/ core knowledge.	Students will participate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will participate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.	Students will participate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will participate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.	Students will participate in a series of workshops exploring a key practitioner (eg Frantic Assembly) and their style. They will watch a pre existing piece of professional repertoire and evaluate how they can recreate this.	Students will select their best practitioner and participate in rehearsals to recreate a pre existing piece of professional repertoire and perform it for assessment.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students are assessed in every lesson through written logbooks and filmed evidence, they receive verbal feedback and are expected to write a theatre review.					Performance and presentation create a presentation that evaluates the similarities and differences between each of the practitioners/ styles.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students are expected to write up every lesson in their logbook and carry out research, they must learn lines and complete target sheets.					Create a presentation that evaluates the similarities and differences between each of the practitioners/ styles.

**CURRICULUM
ENHANCEMENT**
- how parents
can support the
learning that is
happening in
lessons.

Support students in learning any scripts that come home, and completion of written work, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Urban Issues and Challenges - AQA	Living World - Ecosystems	Resource Management - AQA	UK Physical Landscapes - Coastal landscapes- AQA	UK Physical Landscapes Glacial Landscapes - AQA	Fieldwork - Paper 3 - AQA
CURRICULUM - Big ideas/ core knowledge.	<p>This unit of work follows on from the end of year 9. In this unit of work students will study the opportunities and challenges faced by urban areas in contrasting countries. Students will review the work they did at the end of year 9 on the social, economic and environmental challenges of LIC urban areas such as Mumbai, before looking at the challenges facing UK cities (with a particular focus on Newcastle) in regards to social deprivation, regeneration and environmental impacts.</p>	<p>This is the first physical geography unit of work completed at GCSE. Students will learn the component parts of an ecosystems from biotic to abiotic, and how these interact with each other. Students will then develop a detailed understanding of the global atmospheric circulation and the role this plays in biome distribution. Students will then explore how tropical rainforest and hot desert plants/animals are adapted to their environment, before looking at the human threats to the Amazon rainforest and Thar Desert, and how these are being managed.</p>	<p>This is the second of our human geography units. This unit focuses on the availability of food, energy and water on a national scale, looking into how our demand for these essential resources in the UK is changing. The unit then moves on to look at water availability on a global scale, examining the factors affecting water availability, the impacts of water insecurity and the strategies proposed to ensure future water sustainability in the UK and globally.</p>	<p>This is the second physical geography unit we study at GCSE and builds on what students did at year 8. Focusing on the Jurassic coastline of Dorset, we examine the physical processes that shape our coastline, learning how to provide detailed and sequential explanations of how landforms are created. We then study in detail the variety of hard and soft engineering strategies available to protect coastal areas from erosion, before evaluating the strategies used in Bournemouth as a case study of coastal defence.</p>	<p>This unit examines the evidence that much of the UK was once glaciated during the last ice age. It uses UK landscape such as the Lake District to learn about how glaciers form, move and shape our landscape, before going on to explain the formation of various glacial landforms of erosion and deposition. The unit of work ends by looking at the Lake District as an example of a previously glaciated landscape. Initially the focus is on the different land uses/economic activities available in the Lake District, before focusing on the impact of tourism and the management of these impacts.</p>	<p>The final summer term focuses on part one of Paper 3 - fieldwork. As part of the course students have to undertake a day's fieldwork collecting data about from a physical and urban area. This is completed under the supervision of teachers on Worthing beach and in Worthing town. Lessons either side of the fieldwork will revolve around planning the data collection, risk assessing the trip, presenting the data, making conclusions based on the data and evaluating the reliability of the fieldwork.</p>

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lessons will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this topic.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lessons will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this unit and the previous unit.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lesson will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this unit and the previous unit.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lesson will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this unit and the previous unit.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lesson will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit two year 10 exams. The first will assess the physical units - Living World and UK landscapes; and the second the human unit of Urban Issues and Resource Management.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lesson will also have some form of exam question practice in which students will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this unit and the previous unit.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>2 pieces of homework will be set per fortnight. This may be split into one per week or, for longer pieces, set a fortnightly rotation. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge.</p>					

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Available on the VLE are knowledge organisers for both the Mumbai and Newcastle sections of this topic. These are a great way to test your child on what they are learning and encourage them to retrieve information from their long term memory. In addition to this encouraging them to watch documentaries such as Kevin McCloud Slumming is a great way for them to gain an insight into life in a LIC urban area such as Mumbai.</p>	<p>Available on the VLE are knowledge organisers for both the Amazon and Thar case studies, which provide a great way for parents to test their child's knowledge and support them with assessment revision. The local environment also offers many opportunities for enhancement with places like the South Downs National Park offering a vast amount of free education facilities on how ecosystems work and function with human interaction.</p>	<p>Available on the VLE are knowledge organisers for this unit which provide a great way for parents to test their child's knowledge of the unit and support them with their assessment revision. In regards to the food demand in the UK simple activities such as calculating the food miles of your family food shop is a great way to exemplify the UK's current demand for non-seasonal food produce.</p>	<p>Available on the VLE are knowledge organisers for this unit which provide a great way for parents to test their child's knowledge of the unit and support them with their assessment revision. Visiting our local coastal areas such as Seven Sisters and even Worthing beach are a great way to observe coastal processes such as longshore drift. If you go in different weather conditions such as calm vs windy days you will also be able to see the difference between constructive and destructive waves. A bit further afield but visits to the Jurassic Coast, Bournemouth or Barton On Sea are great ways for students to actually see the places we are studying.</p>	<p>Available on the VLE are knowledge organisers for this unit which provide a great way for parents to test their knowledge of the unit and support them with assessment revision. Visiting glaciated landscapes is a little more difficult than coastal areas, but if the opportunity arises visiting places such as the Lake District would be a great opportunity for our students to see these landscapes in the flesh. Alternatively you can visit these landscapes remotely via Google Earth while Arc GIS systems provide a free virtual tour of the impacts of tourism in the Lake District - https://www.arcgis.com/apps/MapJournal/index.html?appid=24c8f9e6379c4686987cf6f1ae61787d</p>	<p>Available on the VLE are knowledge organisers for both the physical and human fieldwork which can be used to test student knowledge of their fieldwork enquiries. Also visiting the beach and the town centre and discussing with your child what they did, how they did it and what they found out would be a great way to keep the fieldwork live in their minds.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Practical- Learning set dance. Theory- safe practise and performing skills	Practical- duet/trio choreography practise. Theory- A Linha Curva	Practical- shadows and ALC performance. Theory- A Linha Curva/shadows	Practical- shadows and E of E performance. Theory- shadows and E or E	Practical- shift/breath solo. Theory- E of E and INFRA	Practical- shift/breath solo. Theory- E of E and INFRA
CURRICULUM - Big ideas/ core knowledge.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lightining, costume, set, aural setting, movement content of professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.	Students to learn performance solo piece. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>
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<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>
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<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFir-gTyV9 is the set phrase they could help make sure student is repeating correctly.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Physical training – Paper 1: The human body and movement in physical activity and sport	Physical training – Paper 1: The human body and movement in physical activity and sport

<p>CURRICULUM - Big ideas/ core knowledge.</p>	<p>Introductory unit looking at Components of Fitness - key words and definitions that underpin much of the paper 1 content.</p> <p>1 - The meaning of health and fitness: physical, mental/emotional and social health-linking participation in physical activity to exercise, sport to health and well-being. 2 - The consequences of a sedentary lifestyle 3 - Obesity and how it may affect performance in physical activity and sport 4 - Somatotypes 5 - Energy use 6 - Reasons for having a balanced diet and the role of nutrients. 7 - The role of carbohydrates, fat, protein, vitamins and minerals 8 - Reasons for maintaining water balance (hydration) and further applications of the topic area</p>	<p>1 - Bones and the functions of the skeleton. 2 - Structure of the skeletal system/functions of the skeleton 3 - Muscles of the body 4 - Structure of a synovial joint 5 - Types of freely moveable joints that allow different movements 6 - How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints</p> <p>Movement Analysis 7 - First, second and third class levers 8 - Mechanical advantage. 9 - Analysis of basic movements in sporting examples 10 - Planes and axes</p>	<p>1 - The pathway of air and gaseous exchange. 2 - Blood vessels 3 - Structure of the heart and the cardiac cycle (pathway of blood and stroke volume (including the effects of exercise). 5 - Mechanics of breathing and interpretation of a spirometer trace 6 - Aerobic and anaerobic exercise 7 - Recovery/EPOC 8 - The short and long term effects of exercise</p>	<p>1 - Skill and ability including classification of skill 2 - Definitions and types of goals 3 - The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimize performance 4 - Basic information processing 5 - Health and fitness recap, including the relationship between health and fitness 6 - The components of fitness - recap and retrieval - Linking sports and activities to the required components of fitness.</p>	<p>1 - Reasons for and limitations of fitness testing 2 - Measuring the components of fitness and demonstrating how data is collected 3 - The principles of training and overload 4 - Applications of the principles of training. 5 - Types of training- including an introduction to the analysis and evaluation task 6 - Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports</p>	<p>1 - Calculating intensity 2 - Considerations to prevent injury 3 - High altitude training and seasonal aspects 4 - Warming up and cooling down 5 - Application of the principles to the analysis and evaluation task</p>
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<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>4</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>					

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Theme A - Students will get to grips with who we are in the UK; specifically, tackling questions - Who is in our community? (Local & National) How are groups in our community treated?	Theme A - Students will use their knowledge from Autumn Term 1 to assess how groups in our community are treated - what is happening to the UK population, discrimination and the law & what human rights protect citizens.	Theme B - Students will tackle questions around democracy. How does voting in the UK work? What do our political parties stand for?	Theme B - Students will tackle questions around - How governments are formed? How laws are made and how our government runs the country in terms of budgets and setting agenda.	Theme C - Students will study how the law works and gain an in depth understanding of the legal system in the UK - criminal and civil law, courts, roles in the legal process.	Theme C and Revision - Students will tackle questions like - how are young people in the justice system treated? And, how can we reduce crime?
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	All assessment is marked through GCSE 1-9 grading criteria, students are given access to grading criteria and time to reflect on learning throughout the year. Exam practice in lessons. Summative written tracking assessment.	Exam practice in lessons. Summative assessment exam paper - Theme A end of unit.	Exam practice in lessons. Written exam based on Theme A and B.	End of Unit. Theme A and B written exam.	Exam practice in lessons. Theme B and C assessments interleaved.	Final Theme A, B and C unit assessments.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly homework including key word tests, exam practice & Knowledge Organiser retrieval practice. Activities are set alongside class work to enhance and develop the students experience. Visual exemplars and exam structure plans are shared with students on connect and the VLE.					

**CURRICULUM
ENHANCEMENT**
- how parents
can support the
learning that is
happening in
lessons.

Resources to consider purchasing- Collins Citizenship Today text book - Edexcel revision guide <https://www.amazon.co.uk/Pearson-Edexcel-Citizenship-Revision-Workbook/dp/1292268166> It would greatly help students if they become engaged in current local, national and global news. They will be able to refer to specific current affairs within their exams.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Not currently offered					
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.						

