Wolfreton
SCHOOL AND SIXTH FORM COLLEGE

YEAR 10 CURRICULUM 2023-24

Excellence, Endeavour, Respect

THE WOLFRETON WAY

The purpose of our curriculum at Wolfreton, is rooted in our Mission Statement and our core Values. It has been designed to enable each individual to achieve and fulfil their potential and in doing so, to prepare them to achieve success in the future and in their lives beyond school.

We aim to enable every young person to **fulfil their academic potential**,
providing the foundations for them to excel in all that they do
and **to leave prepared to achieve all their ambitions**.

Our approach to achieving this is underpinned by what we call **The Wolfreton Way**; the promotion of what we judge to be important in life – the principles or standards of Excellence, Endeavour and Respect.

EXCELLENCE – We aim to inspire – to be the best we can be
ENDEAVOUR – We promote the qualities of determination and courage
RESPECT – We are firm advocates of friendship and equality

This ethos of 'Excellence, Endeavour, Respect', has informed the principles we identified to lie behind our curriculum.

We have and continue to establish a curriculum based on 4 key principles. A curriculum that will ensure that the education we provide is:

1. Ambitious	2. Broadly based and balanced	3. High quality "rigorous, coherent, sequenced"	4. Stimulating and demanding
Designed to develop ENDEAVOUR	Designed to develop RESPECT	Designed to deliver EXCELLENCE	Designed to ensure we are Igniting Fires
To promote the qualities of determination and courage	We are firm advocates of friendship and equality	We aim to inspire – to be the best that we can be	and Expanding Horizons as we grow

Our strategic intent therefore encapsulates our ethos (The Wolfreton Way) and principles:

To offer an **ambitious** curriculum that is broadly based and balanced
aiming to deliver a **high-quality** provision with a range of pathways
that provide a **stimulating and demanding** education for students of all abilities -
'Igniting Fires and Expanding Horizons.'

This booklet provides a summary of the knowledge and skills that form our Year 10 Key Stage 4 Curriculum.

Year 10 Curriculum Map 2023-24

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	English Literature Paper 2 'An Inspector Calls'	English Literature Paper 2 Anthology Poetry 3 Week Mini Unit English Language Paper 1	English Language Paper 1 English Literature Paper 2 Anthology Poetry 3 Week Mini Unit	English Literature Paper 1 'Jekyll and Hyde'	English Language Paper 1 Section B Re-Cap English Literature Paper 2 Anthology Poetry 3 Week Mini Unit	English Literature Paper 2 Anthology Poetry English Literature Paper 2 Unseen Poetry
Maths Higher	G5 Area and Perimeter, N7 Standard Form, R3 Numerical Proportion, A5 Linear Graphs, N8 Fractions and Decimals, G6 Coordinates, S4 Probability, S5 The Mean, N9 Percentages without a Calculator, R4 Direct and Inverse Proportion, S6 Median and Interquartile Range		N10 Percentages Problem Solving, A6 Simultaneous Equations, N11 FDP, A7 Equations of Lines, G7 3D Shapes, A8 Formulae, G8 Circles, A9 Quadratic Equations		G9 Volume and Surface Area, P5 Problem Solving with Circles, A10 Completing the Square, S7 Tree Diagrams, G10 Transformations, A11 Quadratic Simultaneous Equations, G11 Similar and Congruent, S8 Probability from Venn diagrams, N12 Percentage Change, A12 Inequalities, A13 Algebraic Fractions	
Maths Foundation	A4 Expanding double brackets, G6 3D Shapes, R1 Ratio, A4 Linear Equations, N8 FDP, G5 Angles in Triangles and Quadrilaterals, N9 Properties of Number, G7 Pythagoras' Theorem, S4 Averages, N10 Percentages Without a Calculator		S5 Probability, G8 Perimeter and Area, R2 Proportion, A6 Inequalities, G9 Coordinates, N11 Percentages with a Calculator, G10 Trigonometry, A7 Linear Graphs, N12 Percentages Problem Solving, P4 Problem Solving with Linear Graphs		S6 Scatter Graphs, A8 Powers and Brackets, N14 Standard Form, P5 Problem Solving with Indices, G11 Circles, G12 Angles in Polygons, A9 Simultaneous Equations, P6 Problem Solving with Circles, N15 Interest	
Science	Bioenergetics, quantitative chemistry, electricity	Infection and response Chemical changes and atomic structure	Energy changes and forces and motion	Inheritance, variation and evolution and reaction rates	Organic chemistry and forces and application	Ecology part a
Biology	Bioenergetics	Infection and response	Inheritance, variation and evolution		Ecology part a	
Chemistry	Quantitative chemistry	Chemical changes		Energy changes	Reaction rates	
Physics	electricity		Atomic structure		Forces and motion	
History	Paper 2: Anglo Saxon and Norman England		Paper 1: Medicine through Time and Medicine on the Western Front			
Geography	Paper 1 - Natural Hazards (tectonics, weather and climate change)		Paper 1 - Living World (ecosystems overview, tropical rainforests and hot deserts option element)		Paper 1 - UK Physical Landscapes (coasts and rivers option elements) Paper 3 – Fieldwork	

French	Family and Relationships.	Free Time Activities	Going Out	House, Town and Region	Holidays	School
Spanish	Holidays	School	People and Relationships	Free Time	Town and Region	Customs and Festivals
Japanese	Who am I?	Daily life	Travel & tourist	What is school like	Travel & tourist (2)	Identity & culture
Art	GCSE – Popular				GCSE - Illustration	
Photography	The Devil is in the Detail				Dreams and Nightmares	
Design Technology	Core knowledge and skills		Practical skills development and application	NEA Testing and preparation	Core skills and Knowledge	NEA Context released 1st June AO1 focus
Graphics	GCSE – Typography				GCSE - Packaging	
Food and Nutrition	Proteins. Foam formation. Coagulation. Aeration. Carbohydrates. Gelatinisation. Breadmaking. Dextrinisation. Sensory Analysis.	Fats. Pastry making. NEA Investigation task. Plasticity. Emulsification. Vitamins. DRV's.	Minerals. DRV's. Nutrition Analysis (Food for PC). Sensory Testing. Food Costings.	Dietary needs at different life stages. Special dietary needs. Food provenance.	Water. Energy needs. BMR, PAL, DRV's, BMI. Cooking methods and heat transfer. Food choices. International Cuisine.	Enzymic browning. Additives. Micro-organisms & enzymes. Food Poisoning. Time plans. Primary & Secondary Processing. Jam making.
Hospitality and Catering	Theory work: - Unit 1 LO4: Know how food can cause ill health. Practical work:- Unit 2 LO3: Be able to cook dishes.		Theory work:- Unit 2 LO1: Understanding the importance of nutrition when planning meals. LO2: Understanding menu planning. Practical work:- LO3 Use of commodities.		Theory work: Unit 1 LO1: Understanding the environment in which hospitality and catering providers operate. Practical work:- LO3 Produce dishes to be served on a range of different menus.	
GCSE Music	Composition 1 starting points, Analysis of AOS- musical history, contemporary folk music study piece.	Composition 1 continued, analysis of study style - popular music	Analysis of study style - Western Classical Tradition from 1910, Performance skills	Performance skills - analysis of study style - Western Classical Tradition 1650 - 1910	Exam listening technique, Composition 1 started	Composition 1 developed.
Computing	CT01 Introduction to Programming and Binary / P01 Binary Conversion	P01 Binary Conversion / CT02 String Manipulation and Boolean Operators	CT02 String Manipulation and Boolean Operators / 02P Binary Arithmetic and Hexadecimal	02P Binary Arithmetic and Hexadecimal / 03CT Arrays, Loops, and sub-Programs	03CT Arrays, Loops and sub-Programs / 03P CPU and Storage / 04P Operating Systems	03P CPU and Storage / 04P Operating Systems / CT04 List, Validation and Linear Search

I Media	R094 - Visual identity and digital graphics	R094 - Visual identity and digital graphics	R094 - Visual identity and digital graphics	R094 - Visual identity and digital graphics	R094 - Visual identity and digital graphics	R097 Prep – Interactive Digital Media
GCSE Business	Unit 1 – Business case studies and Introduction to Business and Enterprise. Unit 2 – Production Processes and Quality of Goods and Services.	Unit 1 – The role of business, enterprise and entrepreneurship, business planning. Unit 2 - The sales process and customer service, consumer law.	Unit 1 - Business ownership. Unit 2 – Case Study, business location and working with suppliers.	Unit 1 - Business aims and objectives, stakeholders in business and business growth. Unit 2 - The role of the finance function, revenue and costs, profit margins.	Unit 1 – The role of marketing, market research. Unit 2 – ARR, sources of finance, breakeven.	Unit 1 – Market segmentation, the marketing mix product/ price. Unit 2 – Cashflow.
Travel and Tourism	Component 1 Travel and tourism organisations and destinations/Component 3 Influences on global travel and tourism	Component 1 Travel and tourism organisations and destinations/Component 3 Influences on global travel and tourism	Component 1 Travel and tourism organisations and destinations/Component 3 Influences on global travel and tourism	Component 1 PSA/ Component 2 Customer needs in travel and tourism/Component 3 Influences on global travel and tourism	Component 1 PSA/ Component 2 Customer needs in travel and tourism/Component 3 Influences on global travel and tourism	Component 2 Customer needs in travel and tourism/Component 3 Influences on global travel and tourism
GCSE Drama						
Health and Social Care	Component 1 Human Lifespan Development				Component 2 Services and barriers to accessing services	Component 1 and 2
Religious Studies GCSE	Muslim Beliefs		Marriage + The Family - Islam		Christian Beliefs	Religion, Peace + Conflict - Christianity
Cambridge Nationals Sports Studies	Theory - Issues affecting participation in sport user groups, Barriers to participation and solutions. Practical - Individual/Team Performance	Theory - Popularity of Sport in the Uk, Current trends in popularity, new and emerging sports. Practical - Individual/team Performance	Theory - Role of Sport in Promoting Values, The Olympic and Paralympic Movement, Practical - Individual/Team Performance	Theory - use of Performance Enhancing Drugs in Sport, World Anti-doping Agency, Drug Offences by Elite Performers. Practical - Officiating.	Theory - Hosting of Major Sporting Events, Practical - officiating/ Improving sports performance	Theory - The role of National Governing Bodies. Practical - Improving Sports Performance.

GCSE PE	Theory - Bones and functions of skeletal system, Movement at hinge and ball and socket, major muscles and role they play, KMP/Feedback. Practical - Netball/Football	Theory - Lever systems, Planes of movement, Axis of rotation, KMP/Feedback. Practical - Badminton/Tennis		Theory - Cardiovascular System, respiratory system, Aerobic and Anaerobic exercise, KMP/Feedback. Practical - Rugby/Hockey	Theory - Effects of exercise, Short term, long term, Components of fitness/KMP/Feedback. Practical - Table Tennis/Tennis/ Dance	Theory - Training methods, principles of training, FITT principle, Optimisaing training, KMP/Feedback. Practical - Athletics.	Theory - Warm up/cool down, injury Prevention, Risks/hazards, KMP/Feedback. Practical - Athletics.
PSHE	Citizenship	Diversity + Tolerance	Sex & Relationships		Families	Leadership/Lifestyle choices	Beliefs and Ethics
Core PE Girls Games	Hockey	Netball	Football		Netball		Fielding and Striking / Tennis
	Netball	Hockey	Netball		Football		Tennis / Fielding and Striking
Core PE Girls PE	Dance	Badminton	Fitness		Team Games		Athletics
	Badminton	Dance	Team Games		Fitness		
Core PE Boys Games	Rugby/Hockey	Football/Handball	Football/Handball		Rugby/Hockey		Fielding and Striking / Tennis
	Rugby/Hockey	Football/Handball	Football/Handball		Rugby/Hockey		Tennis / Fielding and Striking
Core PE Boys PE	Gymnastics	Fitness	Badminton		Basketball		Fielding and Striking / Tennis
	Fitness	Gymnastics	Basketball		Badminton		Tennis / Fielding and Striking

ENGLISH

So much more than just a story

To inspire a passion for words and a love of language which will allow you to engage with the world in which we live. To provide you with skills to enter into debate on important social, moral and political issues, through a range of stimulating texts.

SoL	An Inspector Calls	English Literature Paper 2 Anthology Poetry	English Language Paper 1	'Jekyll and Hyde'	English Language Paper 1 – Re-cap	English Literature Paper 2 Anthology Poetry
Knowledge	**Character:** 1.) Mr Birling 2.) Mrs Birling 3.) Sheila 4.) Eric 5.) Gerald 6.) The Inspector 7.) Eva 8.) Edna **Context:** **Edwardian England (1912 setting)** 1. Social hierarchy / class system 2. Women's rights / suffrage 3. Titanic 4. No benefits system 5. WWI imminent **1945 – when written** 1. Desire for welfare state 2. NHS 3. WWII	Knowledge of all 15 poems in anthology. Key Quotations from these Alliteration Assonance Caesura Climax Couplet End Stopped Line Free verse Rhythm Simile Speaker Stanza Symbolism Context to different poems. Key facts about the poets	• *Adjective* – a word that describes a noun • *Adverb* – a word that describes a verb • *Metaphor* – describing one thing to be another • *Noun* – an object, thing, place, or emotion • *Personification* – describing something non-human using human characteristics • *Pronoun* – a word that refers to a person • *Simile* – comparing two things using "like" or "as…as"	**Character:** 1.) Utterson 2.) Enfield 3.) Lanyon 4.) Jekyll 5.) Hyde 6.) Carew 7.) Poole **Context:** 1.) Victorianism 2.) Morality 3.) Science 4.) Religion 5.) Gothic 6.) Elements of tragedy * 7.) Psychology * 8.) London / Cities 9.) Burke and Hare **Themes:** 1.) Good vs Evil 2.) Human Nature 3.) Reality vs Appearance / Secrecy 4.) Duality 5.) Power / Curiosity / 6.) Temptation 7.) Brutality	• *Adjective* – a word that describes a noun • *Adverb* – a word that describes a verb • *Alliteration* – consecutive words that all begin with the same consonant sound • *Metaphor* – describing one thing to be another • *Noun* – an object, thing, place, or emotion • *Onomatopoeia* – a word that, when said, makes the sound that is being described • *Oxymoron* – two words that are opposite in	Knowledge of all 15 poems in anthology. Key Quotations from these Alliteration Assonance Caesura Climax Couplet End Stopped Line Free verse Rhythm Simile Speaker Stanza Symbolism Context to different poems. Key facts about the poets

	4. Labour government replaced Churchill 1917 – Russian Revolution **<u>1926 –</u>** General Strike **<u>Additional Challenge</u>** 1. Feminism 2. Marxism **<u>Themes:</u>** 1.) Gender 2.) Social Class 3.) Responsibility 4.) Generation Gap		• *Circular structure:* When the content of the ending reflects what was focused on at the beginning to repeat that image or character behaviour. • *Exposition:* The opening in which key information is given to set the scene and introduce key information that is relevant later in the story. • *Shift in focus:* Changes the specific content that is concentrated on in the piece of writing from what went before it. • *Wide focus:* A focus on something big which is described in depth, almost as	8.) Fear / Guilt 9.) Reputation / Disgrace	meaning used consecutively • *Personification* – describing something non-human using human characteristics • *Pronoun* – a word that refers to a person • *Simile* – comparing two things using "like" or "as…as" • How to structure your own piece of writing • Technical accuracy	

			if we are a long way away from it. • *Zoom in:* A change in focus from a wide focus to a narrow focus much like a camera shot in a film.. • *Zoom out:* The change in focus from something small to something big.			
Skills	Essay Writing PEEA paragraphs Analyse the language, structure and form used by a writer to create meanings and effects, using apt subject terminology, e.g.: simile, metaphor etc. Atmosphere Contrast Connotation Genre Theme Narrative Structures	To Clearly compare. Effective use of references to support explanation To clearly examine the writer's methods with appropriate use of relevant subject terminology · Understanding of effects of writer's methods to create meanings To understand ideas / perspectives / contextual factors shown by specific links between context / text / task.	Exam responses (how to annotate the poems and produce an essay) Writing P.E.E.A paragraphs. Making comparisons between two poems.	Read, understand and respond to texts. Students should be able to: maintain critical style and develop an informed personal response & use textual references, including quotations, to support and illustrate interpretations. Writer's intention Narrative Structures Writing clear analytical essays Recall of quotation/ reference to texts Respond to extract and wider novella	How to effectively plan a piece of writing How to read and respond to a question Applying key terminology with skill and precision	Exam responses (how to annotate the poems and produce an essay) Writing P.E.E.A paragraphs. Making comparisons between two poems.

				Analyse the language, structure and form used by a writer to create meanings and effects, using apt subject terminology, e.g.: simile, metaphor etc. Atmosphere Contrast Connotation Genre Theme Narrative Structures Show understanding of the relationships between texts and the contexts in which they were written. Writer's Intention 1885		
Assessment KMW	How does Priestley present the character of Sheila in 'An Inspector Calls'?	Compare how the theme of oppression and control are explored through London and one other poem.	Paper 1: Nov 2018 paper.	Carew Murder extract: How does Stevenson present the character of Hyde as evil? Stevenson's presentation of Jekyll allows the reader to feel sympathy for him'. Starting with this extract. Explore how far you agree with this opinion (June 2017)	Year 10 exam- An Inspector Calls- Birling/ Social class	Compare how poets write about the power of nature in Storm On The Island and one other poem.

English Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Testing and Assessment for Learning strategies.

Students complete an assessment at some point within the scheme of learning (usually towards the start/middle of the scheme) based on the topic they have been studying. This varies from scheme to scheme, but some assess writing skills, some reading skills and if the scheme allows for such, some assess both with two different assessments.

They also complete an end of year exam covering all topics studied in that year.

In year 10, students are assessed each half term on the unit of work/focus on the exam paper in which they have been studying. This is always followed up by thorough MRI.(My Response Is…) Throughout the year, they are assessed on An Inspector Calls, English Language Paper 1 both reading and writing and the poetry unit. They also have an end of year exam which focuses on the language papers.

In year 11, students are assessed each half term on the unit of work/area of the exam they are focusing on which largely consists of English Language paper 2 and Macbeth. They also have their in Class Assessments, for which they are assessed on Language Paper 2 and also An Inspector Calls. The data from this is informing our targeted intervention sessions, by questions before Christmas.

We use coloured pens as outlined below:

Green pens – teacher marking and feedback
Red pens – student response to TIFs (to Improve further) or MRI (My Response Is…) work following on from a key marked piece.

As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.
- Highlight achievements and common errors to allow new targets to be accurate and attainable.
- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each key marked piece feedback should be followed by a student's response.
All marked or checked pieces of work will include corrections to literacy using the Wolfreton codes.

Key Marked Work: Key Stage 4

- Completed in normal exercise books and with a blue sheet attached that clearly identifies the marking criteria, the marking will contain both internal comments on the piece of work as well as summative WWW (What Went Well) and TIFs (To Improve Further). The key marked piece will be the culmination of the objectives set out on the medium-term plan for this topic. It will focus on strands of the curriculum knowledge and skills that have been taught in this unit.
- For extended pieces of work a section of the work will be marked in detail for the student to improve upon.

- The What Went Well will highlight areas that the young person has mastered or shown progress in.
- The TIF will be diagnostic, sometimes worded in the form of a question to allow the student to improve upon a certain area.
- Time will be given for the young person to respond to the TIF in the form of the MRI (My Response Is).

MATHS FOUNDATION
The possibilities are infinite
To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	A4 – Expanding Double Brackets	G6 – 3D shapes	R1 – Ratio	A5 – Linear Equations	N7 - FDP
Knowledge	• What is the difference between multiplying and adding in algebra? • How do we collect like terms together?	• Understand the meaning of each of the terms vertices, faces and edges. • Understand how to deconstruct a 3D shape into a net. • Understand that different nets can lead to the same 3D shape. • Understand how to draw different plans and elevation and being able to add dimensions to these.	• How to use the unitary method in order to solve problems involving ratio. • How to solve recipes problems by working backwards? • How to work through exchange rates problems that involves two steps in order to solve.	• What do we mean by a solution? • How does an equation stay balanced? • Why does an equation need to stay balanced? • How can we check our answer?	• What does the word percentage mean? • What does the line in a fraction mean? • What do we need in order to compare items in maths?
Skills	• Expanding (x + a)(x + b) • Expanding (x - a)(x + b) • Expanding (x - a)(x - b) • Expanding (ax + c)(bx + d)	• Vertices, faces, edges • Nets • Plans and elevations •	• Write a ratio • Simplify and equivalent ratio • Sharing in a ratio • Recipes • Exchange rates • Best buys • Scale drawings	• Solving one and two step equations • Solving equations with brackets • Solving equations with unknowns on both sides	• Converting between fractions, decimals and percentages • Ordering fractions decimals and percentages
Assessment KMW	• Half term 1 – 6 assessment	• Half term 1 – 6 assessment	• Half term 1 – 6 assessment	• Half term 2 – 6 assessment	• Half term 2 – 6 assessment

SoL	G5 – Angles in triangles and quadrilaterals	N8 – Properties of number	G7 – Pythagoras' Theorem	S4 - Averages	N9 – Percentages without a calculator
Knowledge	• What are the properties of an equilateral/ isosceles/ right angled/ scalene triangle? • What are the properties of a square/ rectangle/ parallelogram/ rhombus/ kite/ trapezium?	• Listing the value of a number up to 15 squared. • Giving the square root of square numbers up to 15 squared • Listing prime numbers less than 100 • What is the definition of a factor? • What is the definition of a multiple?	• What is a hypotenuse? • How do we know when to add and when to subtract with Pythagoras?	• How do we calculate the mean/ median/ mode/ range? • What should we compare when comparing distributions?	• What does percent mean? • How do we make life easier without a calculator?

Skills	• Finding missing angles in special triangles • Finding missing angles in quadrilaterals	• Using square and cube roots • Listing factors and multiples • Listing prime numbers • Finding the highest common factor and lowest common multiple • Find the prime factor decomposition	• Using Pythagoras' theorem to find the shortest side • Using Pythagoras' Theorem to find the longest side • Solving multi-step and worded problems	• Calculating averages from a list • Drawing and using a stem and leaf diagram • Comparing distributions	• Finding a percentage of an amount • Calculating with percentage increase/ decrease
Assessment KMW	• Half term 2 – 6 assessment	• Half term 2 – 6 assessment	• Half term 3 – 6 assessment	• Half term 3 – 6 assessment	• Half term 3 – 6 assessment

SoL	S5 - Probability	G8 – Perimeter and area	R2 - Proportion	A6 - Inequalities	G9 - Coordinates
Knowledge	• What words do we use in probability? • How do we write a probability as a fraction? • What can a probability not be more than? • What can a probability not be less than?	• What do we mean by perimeter/ area? • What is a compound shape? • What units do we use for area?	• How to use the unitary method in order to solve problems involving ratio. • How to solve recipes problems by working backwards? • How to work through exchange rates problems that involves two steps in order to solve.	• How is an inequality different to an equation? • How would we check our solution?	• What does each number in a coordinate represent?
Skills	• Theoretical probability • Relative frequency • Mutually exclusive • Tree Diagrams	• Perimeter • Compound area • Functional area • Converting units	• Recipes • Exchange rates • Best buys • Scale drawings •	• Representing on a number line • Solving linear inequalities	• Plotting coordinates • Giving missing coordinates in 2D shapes • Midpoint • Length of a line segment
Assessment KMW	• Half term 3 – 6 assessment	• Half term 3 – 6 assessment	• Half term 4 – 6 assessment	• Half term 4 – 6 assessment	• Half term 4 – 6 assessment

SoL	N10 – Percentages with a calculator	G10 - Trigonometry	A7 – Linear Graphs	N12 – Percentages Problem Solving	S6 – Scatter Graphs

Knowledge	• What is a multiplier? • How do we find the multiplier for an increase? • How do we find the multiplier for a decrease?	• How to we label the hypotenuse, adjacent and opposite? • How do we know to use sin, cos or tan? • When do we need to use the inverse button?	• How do we plot coordinates? • How do we generate coordinates? • What shape should the graph be? • When do we get parallel lines?	• How do we know what percentage of an amount we have?	• What does a scatter graph show? • What words do we use to describe correlation? • What is a line of best fit?
Skills	• Multipliers • Increase and decrease	• Finding missing sides • Finding missing angles • Applications in contest	• Plotting with a positive gradient • Plotting with a negative gradient • Parallel lines • Real life graphs	• One number as a percentage of another • Percentage change • Reverse percentages	• Plot scatter graphs • Describe correlation • Draw line of best fit
Assessment KMW	• Half term 4 – 6 assessment	• Half term 4 – 6 assessment	• Half term 5 – 6 assessment	• Half term 5 – 6 assessment	• Half term 5 – 6 assessment

SoL	A8 – Powers and Brackets	N13 – Standard Form	G11 - Circles	G12 – Angles in Polygons	A9 – Simultaneous Equations
Knowledge	• What happens to the powers when we multiply/ divide/ raise? • When can we use these rules and when can't we?	• What is standard form? • How do we write large numbers in standard form? • How do we write very small numbers in standard form? • How do we know what the actual number is with all the digits?	• What is the formula for the area of a circle? • What is the formula for the circumference of a circle? • How do we find the volume of a cylinder? • How do we find the surface area of a cylinder?	• What is the formula to find the total of all the angles inside a polygon?	• What are simultaneous equations? • What does the solution tell us?
Skills	• Laws of indices • Expanding single brackets • Solving linear equations with single brackets	• Writing numbers in standard form • Ordering numbers in standard form • Calculating with numbers in standard form	• Calculating circumference • Calculating area • Finding the perimeter/ area of a shape made up of part circles • Volume and surface area of a cylinder	• Interior angle sum • Finding missing interior angles • Finding missing exterior angles	• Solving simultaneous equations • Using the point of intersection
Assessment KMW	• Half term 5 – 6 assessment	• Half term 6 assessment	• Half term 6 assessment	• Half term 6 assessment	• Half term 6 assessment

MATHS HIGHER
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SoL	N7 – Standard Form	R3 - Numerical Proportion	A5 – Linear Graphs	N8 – Fractions and Decimals	G6 - Coordinates
Knowledge	• Requirements of standard form notation • Convention for writing very big numbers and very small numbers	• When are variables in direct proportion? • When are variables in inverse proportion?	• How do we generate coordinates? • What shape/ direction should the graph be? • What do we need to find in order to give the equation of a straight line?	• What does the line in a fraction mean? • What is a terminating decimal? • What is a recurring decimal? • What is an irrational number?	• What do the two numbers in a coordinate represent?
Skills	• Converting • Adding and subtracting • Rounding • Multiplying and Dividing	• Word problems • Unitary method • Best buys • Map scales • Exchange rates	• Plotting • Finding the gradient • Y = mx + c	• Converting between fractions and decimals • Converting recurring decimals to fractions	• Midpoint • Line segment length • Missing vertices
Assessment KMW	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 2 – 6 assessments

SoL	S4 – Probability	S5 – The Mean	N9 – Percentages without a Calculator	R4 – Direct and Inverse Proportion	S6 – Median and Interquartile Range
Knowledge	• How do we make listing systematic? • How can we find the total number of outcomes? • What is the most efficient way to represent a problem with two variables?	• How do we define the mean? • Where does the overall total come from with a frequency table/ subset? • Where does the population size come from with a frequency table/ subset?	• What does percent mean? • How do we make calculations more efficient without a calculator?	• What do we mean by direct proportion? • What do we mean by inverse proportion?	• How do we define the quartiles? • Why is cumulative frequency useful? • What should we compare when comparing distributions?
Skills	• Product rule for counting • Listing outcomes • Two way tables	• Mean from a frequency table • Estimate of the mean	• Percentage of an amount • Percentage increase/ decrease	• Direct proportion • Inverse proportion	• Finding quartiles from a list • Stem and leaf diagrams • Cumulative frequency

	• Frequency trees	• Mean from a subset			• Comparing distributions
Assessment KMW	• Half term 2 – 6 assessments	• Half term 2 – 6 assessments	• Half term 2 – 6 assessments	• Half term 2 – 6 assessments	• Half term 3 – 6 assessments

SoL	N10 – Percentages Problem Solving	A5 – Simultaneous Equations	N11 – FDP	A7 – Equations of Lines	G7 – 3D Shapes
Knowledge	• How can we find what percentage one number is of another?	• What are simultaneous equations? • What do the solutions tell us?	• How are fractions, decimal and percentages equivalent?	• What is the definition of gradient? • When do we get parallel/ perpendicular lines?	• How do we define edges, vertices and faces? • How do we define a plan view/ front/side elevation?
Skills	• One number as a percentage of another • Percentage change • Reverse percentages	• Multiplying method • Setting equal	• Conversions • Expressing one number as a fraction/ decimal/ percentage of another	• Gradient of a line segment • Equation of a line through one or two points • Parallel and perpendicular lines	• Nets • Plans and elevations • 3D Pythagoras • 3D Trigonometry
Assessment KMW	• Half term 3 – 6 assessments	• Half term 3 – 6 assessments	• Half term 3 – 6 assessments	• Half term 4 – 6 assessments	• Half term 4 – 6 assessments

SoL	A8 – Formulae	G8 – Circles	A9 – Quadratic Equations	G9 – Volume and Surface Area	A10 – Completing the Square
Knowledge	• How do we define a formula/ equation/ expression? • What do we mean by the subject?	• What is the formula for the area of a circle? • What is the formula for the circumference of a circle?	• What shape are quadratic graphs? • How can we check our solution to quadratic equations?	• What do we mean by volume? • How do we define surface area? • How do we define a prism?	• What do we mean by completed square form? • Why is completed square form useful?
Skills	• Substituting into formulae • Changing the subject	• Circumference • Area • Arc length • Sector area	• Plotting quadratic graphs • Solving quadratic equations	• Volume of a prism • Surface area of a prism	• Completing the square • Solving by completing the square • Sketching quadratics
Assessment KMW	• Half term 4 – 6 assessments	• Half term 4 – 6 assessments	• Half term 5 – 6 assessments	• Half term 5 – 6 assessments	• Half term 5 – 6 assessments

SoL	S7 – Tree Diagrams	G10 – Transformations	A11 – Quadratic Simultaneous Equations	G11 – Similar and Congruent	S8 – Probability from Venns
Knowledge	• How do we know if replacement is happening or not? • How is conditional probability different to other types of probability?	• What does a shape look like after it has been translated/ reflected/ rotated/ enlarged? • What detail do we need to give to describe a translation/ reflection/ rotation/ enlargement?		• What is the definition of similar? • What is the definition of congruent? • How do we convert between units of area/ volume?	• How do we define union? • How do we define intersection?
Skills	• And/ or rules • Tree diagrams • Conditional probability	• Translations • Reflections • Rotations • Enlargements	• Substitution method • Intersection of graphs	• Similar shapes • Area and volume scale factors • Congruent triangles	• Completing and drawing Venn diagrams • Unions and intersections • Probability from Venn diagrams
Assessment KMW	• Half term 5 – 6 assessments	• Half term 6 assessment	• Half term 6 assessment	• Half term 6 assessment	• Half term 6 assessment

Maths Assessment and Feedback

All students are formally assessed at the end of each half term. Revision checklists are sent by email to parents in the week before the assessment.

Assessments are cumulative in nature i.e the end of half term 3 will test skills learnt in half term 1, 2 and 3.

Assessments are marked by the class teacher and each young person receives a personalised red, amber, green checklist to show their strengths and weaknesses and a selection of improvement questions with worked examples.

We informally assess students at the end of each lesson through the key questions to ensure they are acquiring the skills and knowledge set out in our curriculum. Students are also informally assessed through their class work home learning task (every three weeks) and provided with feedback to support them in preparation for the end of half term assessment.

Regular marking of work is a departmental responsibility that is fundamental to the process of teaching and learning.
As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.
- Highlight achievements and common errors to allow new targets to be accurate and attainable.
- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Maths lends itself well to instant feedback and students may mark their own or others work in order to develop assessment for learning techniques. Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each piece of feedback should be followed by a student response.

Books/ Classwork

The majority of classwork will be marked by the students throughout the lesson. This will be checked by staff and whole class or individual feedback will be provided when common errors occur. This feedback will be actioned as a starter in a subsequent lesson.

Assessments/ Key Marked Work/ PPEs

These will take place for all year groups according to the departmental Assessment calendar. Staff will mark these according the mark scheme and provide internal TIFs to help students improve their work. A blue KMP sheet will be completed with WWW and TIF statements linked to the learning outcomes. Students will be given sufficient time in a subsequent lesson to discuss their work and to complete feed forward activities.

SCIENCE

Science is organised curiosity; always question, always wonder!

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Bioenergetics, Quantitative chemistry, electricity	Infection and response, Chemical changes and atomic structure	Energy changes and forces and motion	Inheritance, variation and evolution and reaction rates	Organic chemistry and forces and application	Ecology part a
Knowledge	Be able to recall word and balanced symbol equations for photosynthesis. Be able to describe photosynthesis as an endothermic reaction. Be able to explain the effects of temperature, light intensity, carbon dioxide concentration, and the amount of chlorophyll on the rate of photosynthesis. Be able to measure and calculate rates of photosynthesis. Be able to extract and interpret graphs of photosynthesis rate involving one limiting factor. Be able to explain how to carry out a valid investigation into the effect of light intensity on the rate of	*What are communicable diseases* *Examples of diseases caused by bacteria, virus, fungi and their symptoms.* *Bodies first line of defence.* *Disease transmission* *Second line of defence – phagocytes* *Third line of defence – lymphocytes* *Antibodies and how they work* *Immunity* *Antibiotics and how they work* *Painkillers and how they work* *Drug testing stages* *Blind and double bling trials.* *Placebo's* *The reactivity series* *Displacement reactions*	*Endothermic and exothermic reactions* *Energy transfers* *Reaction profiles* ***Bond energy calculations (HIGHER ONLY)*** Equations for velocity and acceleration The forces that change motion Balanced forces and their effect on motion	What are the similarities and differences between sexual and asexual reproduction? What is meiosis and what are the key stages? What is meiosis and what are the key stages? What are the sex chromosomes for a man and a woman? What are the sex chromosomes for a man and a woman? How do the four bases in the DNA molecule interact to code for proteins? How do your genes control your phenotype? What is embryonic screening and should it take place? What is genetic engineering and how is it achieved?	Crude oil – fractional distillation and cracking Hydrocarbons and their properties Alkanes and their reactions Alkenes and their reactions Vectors and scalars Contact and non-contact forces Weight and mass Weight on different planets Resultant forces Calculating work Work and energy Elastic or plastic? Hooke's Law Which spring is best? How much energy can a spring store?	The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to

	photosynthesis in pondweed. (Higher) Be able to explain when factors limit the rate of photosynthesis. (Higher) Be able to explain when two variables on a graph or table are inversely proportional. (Higher) Be able to explain how knowledge of limiting factors helps enhance the conditions of a greenhouse to optimise the rate of photosynthesis and maximise profit. Be able to describe that glucose produced from photosynthesis may be used in respiration, used to produce lipids for storage and seed production, used to produce cellulose to make cell walls, and used to make amino acids to make proteins for growth and repair. Be able to explain that plants also need nitrates to make proteins for growth and repair. Be able to recall word and balanced symbol	*Extracting metals* *Salts* *Neutralisation and the pH scale* *Acids* *Electrolysis* *Aluminium extraction* The structure of an atom The development of the model of the atom Radioactive decay and nuclear radiation Nuclear equations Half-lives and the random nature of radioactive decay Radioactive contamination Hazards and uses of radioactive emissions and of background radiation (physics only) Nuclear fission and fusion (physics only)		What are examples of genetic engineering. What are the different types of variation? What evidence is there to support Darwins theory of evolution? How does Darwin suggest natural selection leads to evolution? How is selective breeding achieved and what are the ethical implications? What causes of extinction are there and why is it important to prevent extinction? Rate of reaction Collision theory Catalysts Reversible reactions Equilibrium Le Chateliers principle		benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.

	equations for aerobic respiration. Be able to describe respiration as an exothermic reaction that continuously occurs in living cells. Be able to describe the purpose of respiration and what organisms require energy for. Be able to explain the differences between aerobic and anaerobic respiration. Be able to recall the word equations for anaerobic respiration in muscles, plants and fungi. Be able to describe the importance of anaerobic respiration to the food and drink industry. Be able to explain how the body reacts to the increased demand for energy during exercise. Be able to explain how during intense exercise, the body continues to function when it cannot supply enough oxygen to respiring cells. (Higher) Be able to explain how the body pays an 'oxygen debt' after intense exercise.					

	Be able to explain how carbohydrates, proteins and lipids are metabolised. Be able to define the term 'metabolism'. Be able to describe a wide variety of metabolic reactions in humans and plants. *Relative atomic mass and relative formula mass (and associated calculations).* *Conservation of mass in chemical equations and how this relates to balanced symbol equations.* *The mole is the unit of a chemical substance.* *Avogadro constant.* *Using the concept of the mole to calculate reacting amounts / products and to balance equations.* *Concentration of a solution, and how to calculate it (in grams per dm3)* *Calculate the mass of a solute in a certain volume of solution of known concentration.*					

	Calculating % yield and atom economy in a chemical reaction. *Calculating moles of gases.* *Titration calculations* Current, p.d and resistance. Resistors. Series and parallel circuits. Domestic uses and safety. Energy transfers. The National grid					
Skills	Literacy: (i) development of vocab – see key word list; (ii) writing a scientific method to describe how to carry out an investigation and why each step must be taken; (iii) make a balanced argument and evaluate the growing conditions gardeners and farmers may use to optimise profit. Numeracy: (i) solve simple algebraic equations to calculate	Measuring the area of a circle Literacy: (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer Numeracy: (i) pH values; calculating concentrations; (ii) recording data in a table Working scientifically: (i) making and recording practical observations;	Literacy: (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer Numeracy: (i) drawing rate graphs; (ii) calculating means; (iii) recording data and placing in a table; (iv) calculating rates; (v) calculating bond energies; (vi) drawing reaction profiles Working scientifically: (i) making observations; (ii)	Calculating means Graphing data Modelling Evaluative arguments Balance equations -identify correct and most useful practical equipment -measure accurately -identify variables that help produce reliable and valid results -Be able to write methods of experiments highlighting safety precautions and hazards.	Literacy: (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer Numeracy: (i) every carbon atom needs 4 covalent bonds – counting and checking displayed formulae when drawing organic molecules. Working scientifically: (i) making and recording practical observations; (ii) writing	Mean, median mode covered in required practical Analysis of data regarding land use, biodiversity and atmospheric change

	rate of reaction; (ii) use the inverse square law in the context of photosynthesis; (iii) balance equations; (iv) measure rate of reaction; (v) extract and interpret graphs of photosynthesis rate; (vi) translate information between graphical and numerical form; (vii) calculating cardiac output using stroke volume and heart rate. <u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning required practical investigation; (iii) identify risks in a planned activity (required practical investigation; (iv) understanding how results could be made more accurate, valid, reproducible and repeatable; (v) plotting a table and graph to show a mean calculation and anomalies identified; (vi)	(ii) writing equations; (iii) explaining practical observations; (iv) use of experimental data to compare against; (v) setting up circuits; <u>Practical skills:</u> (i) soluble salts required practical; (ii) electrolysis required practical; (iii) metal reactions; (iv) displacements reactions; (v) neutralisation reactions; (vi) titration required practical This historical context provides an opportunity for students to show an understanding of why and describe how scientific methods and theories develop over time. Use models in explanations, or match features of a model to the data from experiments or observations that the model describes or explains. Evaluate risks both in practical science and the	recording data; (iii) drawing conclusions from data <u>Practical skills:</u> (i) energy change required practical; (ii) recording changes in temperature Using equations Rearranging equations Converting units Applying knowledge of renewable energy to real-life situations. Draw graphs Interpret motion graphs Plan acceleration investigation Calculate velocity and acceleration	-Apply knowledge of factors that affect the rate of reaction to equilibria.	equations; (iii) explaining practical observations; (iv) use of experimental data to compare against; (v) making models of organic molecules; <u>Practical skills:</u> (i) safety when using alkanes / alkenes; (ii) safe and careful handling of glassware; (iii) making and recording observations. Interpret graphs of force and extension Record practical results clearly	

	understanding and use of inverse proportion. <u>Practical skills:</u> (i) use staining chemicals safely (e.g. iodine); (ii) carry out practical procedures using instructions without guidance; (iii) use of appropriate apparatus to make and record a range of measurements accurately, including time and volume of a gas; (iv) use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes; (v) safe and ethical use of living organisms (plants or animals) to measure physiological functions and responses to the environment, (vi) measurement of rates of reaction by a variety of methods including the production of gas. <u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii)	wider societal context, including perception of risk in relation to data and consequences. Use scientific vocabulary, terminology and definitions. Use prefixes and powers of ten for orders of magnitude (eg tera, giga, mega, kilo, centi, milli, micro and nano).Recognise and use expressions in standard form. Use ratios, fractions and percentages				

	AO2/AO3 style GCSE questions/long answer <u>Numeracy:</u> (i) calculating RFM and **moles of substances; (ii) ratios; (iii) reacting mass calculations**; (iv) % yield and % element calculations;(v) concentration calculations.(vi) use an appropriate number of significant figures. (vii) **recognise and use expressions in standard and decimal form. (viii) change the subject of an equation** <u>Working scientifically:</u> (i) recognise importance of scientific quantities and understand how they are determined (ii) writing equations; (iii) use prefises and powers of ten for orders of magnitude (kilo, milli, centi, micro, nano).(iv) use an appropriate number of significant figures in final answers. <u>Practical skills:</u> (i) use balance to prove conservation of mass where no reactants or					

	products are gases in a closed system. Use models in explanations, or match features of a model to the data from experiments or observations that the model describes or explains. Investigate the relationship between the resistance of a thermistor and temperature. Investigate the relationship between the resistance of an LDR and light intensity. Interconvert units. Recall and apply equations Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Plot two variables from experimental or other data Determine the slope and intercept of a linear graph					

	Draw and use the slope of a tangent to a curve as a measure of rate of change					
Assessment KMW	Cumulative exam 1 November (tests Y9 content) Biology B1 B2 Chemistry C1 C2 Physics energy and the particle model		Cumulative exam 2 March (tests Y10 work to date) Biology Infection and response, bioenergetics Chemistry quantitative chemistry, chemical changes Physics atomic structure and electricity		Cumulative exam 3 June GCSE Paper 1 for all three sciences Biology B1 B2 B3 B4 Chemistry C1 C2 C3 C4 C5 Physics energy, particle model, atomic structure, and electricity	

BIOLOGY

Science is organised curiosity; always question, always wonder!

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Bioenergetics	Infection and Response	Inheritance, variation and evolution	Ecology Part A
Knowledge	Be able to recall word and balanced symbol equations for photosynthesis. Be able to describe photosynthesis as an endothermic reaction. Be able to explain the effects of temperature, light intensity, carbon dioxide concentration, and the amount of chlorophyll on the rate of photosynthesis. Be able to measure and calculate rates of photosynthesis. Be able to extract and interpret graphs of photosynthesis rate involving one limiting factor. Be able to explain how to carry out a valid investigation into the effect of light intensity on the rate of photosynthesis in pondweed. (Higher) Be able to explain when factors limit the rate of photosynthesis. (Higher) Be able to explain when two variables on a graph or table are inversely proportional. (Higher) Be able to explain how knowledge of limiting factors helps enhance the conditions of a greenhouse to optimise the rate of photosynthesis and maximise profit. Be able to describe that glucose produced from photosynthesis may be	*What are communicable diseases* *Examples of diseases caused by bacteria, virus, fungi and their symptoms.* *Bodies first line of defence.* *Disease transmission* *Second line of defence – phagocytes* *Third line of defence – lymphocytes* *Antibodies and how they work* *Immunity* *Antibiotics and how they work* *Painkillers and how they work* *Drug testing stages* *Blind and double bling trials.* *Placebo's* *Plant disease*	What are the similarities and differences between sexual and asexual reproduction? What is meiosis and what are the key stages? What is meiosis and what are the key stages? What are the advantages and disadvantages of sexual and asexual reproduction? (biol only) What are the sex chromosomes for a man and a woman? What are the sex chromosomes for a man and a woman? How do the four bases in the DNA molecule interact to code for proteins? How does protein synthesis take place? (biol HT only) How do your genes control your phenotype? What is embryonic screening and should it take place? Why was gregor mendel pivotal to modern genetic understanding (biol only) What is genetic engineering and how is it achieved? What are examples of genetic engineering.	The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.

	used in respiration, used to produce lipids for storage and seed production, used to produce cellulose to make cell walls, and used to make amino acids to make proteins for growth and repair. Be able to explain that plants also need nitrates to make proteins for growth and repair. Be able to recall word and balanced symbol equations for aerobic respiration. Be able to describe respiration as an exothermic reaction that continuously occurs in living cells. Be able to describe the purpose of respiration and what organisms require energy for. Be able to explain the differences between aerobic and anaerobic respiration. Be able to recall the word equations for anaerobic respiration in muscles, plants and fungi. Be able to describe the importance of anaerobic respiration to the food and drink industry. Be able to explain how the body reacts to the increased demand for energy during exercise. Be able to explain how during intense exercise, the body continues to function when it cannot supply enough oxygen to respiring cells. (Higher) Be able to explain how the body pays an 'oxygen debt' after intense exercise. Be able to explain how carbohydrates, proteins and lipids are metabolised.		How is cloning achieved and what are the ethical implications (biol only) What are the different types of variation? Compare and contrast Darwin and Lamarcks ideas on evolution? (biol only) What evidence is there to support Darwins theory of evolution? How does Darwin suggest natural selection leads to evolution? How is selective breeding achieved and what are the ethical implications? What is speciation and how does it lead to evolution? (biol only) What causes of extinction are there and why is it important to prevent extinction?	

	Be able to define the term 'metabolism'. Be able to describe a wide variety of metabolic reactions in humans and plants.			
Skills	Literacy: (i) development of vocab – see key word list; (ii) writing a scientific method to describe how to carry out an investigation and why each step must be taken; (iii) make a balanced argument and evaluate the growing conditions gardeners and farmers may use to optimise profit. Numeracy: (i) solve simple algebraic equations to calculate rate of reaction; (ii) use the inverse square law in the context of photosynthesis; (iii) balance equations; (iv) measure rate of reaction; (v) extract and interpret graphs of photosynthesis rate; (vi) translate information between graphical and numerical form; (vii) calculating cardiac output using stroke volume and heart rate. Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning required practical investigation; (iii) identify risks in a planned activity (required practical investigation; (iv) understanding how results could be made more accurate, valid, reproducible and repeatable; (v) plotting a table and graph to show a	Aseptic technique Measuring the area of a circle	Calculating means Graphing data Modelling Evaluative arguments	Mean, median mode covered in required practical Analysis of data regarding land use, biodiversity and atmospheric change

	mean calculation and anomalies identified; (vi) understanding and use of inverse proportion. <u>Practical skills:</u> (i) use staining chemicals safely (e.g. iodine); (ii) carry out practical procedures using instructions without guidance; (iii) use of appropriate apparatus to make and record a range of measurements accurately, including time and volume of a gas; (iv) use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes; (v) safe and ethical use of living organisms (plants or animals) to measure physiological functions and responses to the environment, (vi) measurement of rates of reaction by a variety of methods including the production of gas.			
Assessment KMW	Cumulative Exam November B1 B2	Cumulative exam March Bioenergetics and infection and response		Cumulative exam June GCSE paper 1 B1 B2 B3 B4 B5

CHEMISTRY

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To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Chemical Changes	Quantitative Chemistry	Energy changes	Reaction Rates	Organic Chemistry
Knowledge	*The reactivity series* *Displacement reactions* *Extracting metals* *Salts* *Neutralisation and the pH scale* *Acids* *Titrations (CHEM ONLY)* *Electrolysis* *Aluminium extraction*	*Relative atomic mass and relative formula mass (and associated calculations).* *Conservation of mass in chemical equations and how this relates to balanced symbol equations.* *The mole is the unit of a chemical substance.* *Avogadro constant.* *Using the concept of the mole to calculate reacting amounts / products and to balance equations.* *Concentration of a solution, and how to calculate it (in grams per dm3)* *Calculate the mass of a solute in a certain volume of solution of known concentration.* *Calculating % yield and atom economy in a chemical reaction.* *Calculating moles of gases.* *Titration calculations*	*Endothermic and exothermic reactions* *Energy transfers* *Reaction profiles* *Bond energy calculations (HIGHER ONLY)* *Chemical cells* *Fuel cells*	*Rate of reaction* *Collision theory* *Catalysts* *Reversible reactions* *Equilibrium* *Le Chataliers principle*	Crude oil – fractional distillation and cracking Hydrocarbons and their properties Alkanes and their reactions Alkenes and their reactions Alcohols and their reactions Carboxylic acids and their reactions Esters and their uses Polymers Addition Polymerisation Condensation polymerisation (H tier only) Natural polymers (H tier only)
Skills	<u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer	<u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer <u>Numeracy:</u> (i) calculating RFM and moles of substances; (ii)	<u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer <u>Numeracy:</u> (i) drawing rate graphs; (ii) calculating means;	Balance equations -identify correct and most useful practical equipment -measure accurately -identify variables that help produce reliable and valid results	<u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer

	Numeracy: (i) pH values; calculating concentrations; (ii) recording data in a table Working scientifically: (i) making and recording practical observations; (ii) writing equations; (iii) explaining practical observations; (iv) use of experimental data to compare against; (v) setting up circuits; Practical skills: (i) soluble salts required practical; (ii) electrolysis required practical; (iii) metal reactions; (iv) displacements reactions; (v) neutralisation reactions; (vi) titration required practical	ratios; (iii) reacting mass calculations; (iv) % yield and % element calculations;(v) concentration calculations.(vi) use an appropriate number of significant figures. (vii) recognise and use expressions in standard and decimal form. (viii) change the subject of an equation Working scientifically: (i) recognise importance of scientific quantities and understand how they are determined (ii) writing equations; (iii) use prefises and powers of ten for orders of magnitude (kilo, milli, centi, micro, nano).(iv) use an appropriate number of significant figures in final answers. Practical skills: (i) use balance to prove conservation of mass where no reactants or products are gases in a closed system. (ii) titration practical, including required practical.	(iii) recording data and placing in a table; (iv) calculating rates; (v) calculating bond energies; (vi) drawing reaction profiles Working scientifically: (i) making observations; (ii) recording data; (iii) drawing conclusions from data Practical skills: (i) energy change required practical; (ii) recording changes in temperature	-Be able to write methods of experiments highlighting safety precautions and hazards. -Apply knowledge of factors that affect the rate of reaction to equilibria.	Numeracy: (i) every carbon atom needs 4 covalent bonds – counting and checking displayed formulae when drawing organic molecules. Working scientifically: (i) making and recording practical observations; (ii) writing equations; (iii) explaining practical observations; (iv) use of experimental data to compare against; (v) making models of organic molecules; Practical skills: (i) safety when using alkanes / alkenes; (ii) safe and careful handling of glassware; (iii) making and recording observations.
Assessment KMW	Cumulative Exam November C1 C2	Cumulative exam March Quantitative chemistry and chemical changes		Cumulative exam June GCSE paper 1 C1 C2 C3 C4 C5	

PHYSICS

Science is organised curiosity; always question, always wonder!

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Complete Electricity	Atomic Structure	Forces and Motion	Forces and Application
Knowledge	Current, p.d and resistance. Resistors. Series and parallel circuits. Domestic uses and safety. Energy transfers. The National grid. Static electricity (triple only)	The structure of an atom The development of the model of the atom Radioactive decay and nuclear radiation Nuclear equations Half-lives and the random nature of radioactive decay Radioactive contamination Hazards and uses of radioactive emissions and of background radiation (physics only) Nuclear fission and fusion (physics only)	Equations for velocity and acceleration The forces that change motion Balanced forces and their effect on motion	Vectors and scalars Contact and non-contact forces Weight and mass Weight on different planets Resultant forces Calculating work Work and energy Elastic or plastic? Hooke's Law Which spring is best? How much energy can a spring store?
Skills	Use models in explanations, or match features of a model to the data from experiments or observations that the model describes or explains. Investigate the relationship between the resistance of a thermistor and temperature. Investigate the relationship between the resistance of an LDR and light intensity. Interconvert units. Recall and apply equations Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantitiesPlot two	This historical context provides an opportunity for students to show an understanding of why and describe how scientific methods and theories develop over time. Use models in explanations, or match features of a model to the data from experiments or observations that the model describes or explains. Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences. Use scientific vocabulary, terminology and definitions.	Draw graphs Interpret motion graphs Plan acceleration investigation Calculate velocity and acceleration	Interpret graphs of force and extension Record practical results clearly Draw suitable conclusions from data collected Apply knowledge of proportionality to other materials

	variables from experimental or other data Determine the slope and intercept of a linear graph Draw and use the slope of a tangent to a curve as a measure of rate of change	Use prefixes and powers of ten for orders of magnitude (eg tera, giga, mega, kilo, centi, milli, micro and nano).Recognise and use expressions in standard form. Use ratios, fractions and percentages		
Assessment KMW	Cumulative Exam November Energy and the particle model	Cumulative exam March Atomic structure and electricity		Cumulative exam June GCSE paper 1 Energy, the particle model, atomic structure, and electricity

Science Assessment and Feedback

In Year 10 and 11 students will complete an end of unit test. This is done in a variety of ways and is marked either by the teacher or the student. This provides an opportunity to identify gaps in knowledge, misconceptions and these can then be addressed in follow up and by using QUICK 6 starters.

All students are then formally assessed three times during Year 10 by way of cumulative assessments. These are based on named units (from Y9/10) and both students and carers are informed of the units assessed at each cumulative assessment. The assessments comprise exam – type questions on all the topics taught in the specified units. These are then marked using a mark scheme and a grade assigned using appropriate boundaries. The raw score is recorded on the department assessment spreadsheet. These are then used for data entry. These are used to monitor the overall progress a student is making with wave 1 intervention used with students identified from the cumulative assessment data. One of the primary aims of the cumulative assessment is to prepare students for learning large volumes of content and enables students to experiment with revision methods so that they can identify what works for them as they progress through Y10 and into Y11. The end of year exam is a GCSE paper 1 in each of the three sciences and these are used to determine tier of entry and GCSE science entry (separate vs trilogy combined).

In both Y10 and 11, students are informally assessed every lesson by way of a QUICK 6 (starter) and other in lesson activities to ensure that they are all acquiring skills and knowledge as stated in our intended curriculum. Home learning via Tassomai, Seneca learning and GCSEpod also assesses understanding of the knowledge and skills as the students progresses through Y10/11. There is an increasing use of exam questions in lessons and for home learning.

In Year 11, students sit three cumulative assessments, and these are known as mocks. Students will be given a knowledge based test which tests all the knowledge of the paper 1. This is the key marked piece of the year. Students sit a GCSE paper 1 (from previous year – secure) in November and then sit a GCSE paper 2 (secure) in February.

Mocks and cumulative assessments are marked by the teacher using the exam board mark schemes. Raw scores are entered onto the department assessment calendar and appropriate grade boundaries are used. Mocks are then also used to inform tier of entry /GCSE entry (separate vs trilogy combined).

In all three key stages we use coloured pens as outlined below:
Green pens – teacher marking and feedback
Red pens – young persons' response to TIFs or MRI work following on from a key marked piece.
Purple pens – self and peer assessment and feedback.

The types of feedback evident are:

- Verbal feedback in lessons, particularly during practical work and in question and answer sessions.
- Peer / self-assessment and feedback on some classwork.
- Written / verbal feedback to reinforce expectations in terms of presentation of work, in line with the school policy.
- Key marked work which is marked as stated in the whole school policy. This will be evident in students' exercise books. A key marked piece in the form of exam-type questions is also completed three times a year to assess that term's learning.

ART
The home of creativity and imagination
A place to inspire you to: take risks; express your ideas in new ways; develop your cultural awareness; foster resilience; become empowered; have fun and, above all, flourish.

SoL	GCSE - Popular	GCSE - Illustration
Knowledge	Students will know about the pop art movement of the 1950's and 1960's and how iconic artists such as Michael Craig Martin, Robert Indianna, Peter Blake, Jim Dine, James Rosenquist and Robert Rauschenberg responded to the themes of politics, music, icons, packaging, technology and other key aspects of popular culture from this period in America and Great Britain. Students will know how to take influence from the work of others and translate response themes to their own contemporary context. The course structure within the portfolio element has been designed to allow students to develop contextual knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources both traditional and contemporary. This will allow them to develop the skills, techniques, processes and key learning to explore, create and communicate their own ideas which are appropriate to their initial intentions. This will be achieved using a range of first-hand experiences and appropriate secondary sources. Students will know how to progressively develop their own strengths and interests from the subject starting point and, increasingly, follow their own lines of enquiry. Students will be encouraged to employ specialist art vocabulary and key language appropriate to both focus artists and art movement history in imaginative personal responses. Students must learn how sources inspire the development of ideas. For example, drawing on: • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • Other relevant sources researched by the student in project area • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements	Students will look at the specialism of illustration which is a visualisation or a depiction made by an artist, such as a drawing, painting, photograph, collage, digital image or other kind of image of things seen, remembered or imagined, using a graphical representation usually rendered for print or digital media. Students will know how artists, designers and craftspeople respond to a set brief as they respond to being issued a randomly generated key word to illustrate. The course structure within the portfolio element has been designed to allow students to develop contextual knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources both traditional and contemporary. This will allow them to develop the skills, techniques, processes and key learning to explore, create and communicate their own ideas which are appropriate to their initial intentions. This will be achieved using a range of first-hand experiences and appropriate secondary sources. Students will know how to progressively develop their own strengths and interests from the subject starting point and, increasingly, follow their own lines of enquiry. Students will be encouraged to employ specialist art vocabulary and key language appropriate to both focus artists and art movement history in imaginative personal responses. Students must learn how sources inspire the development of ideas. For example, drawing on: • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • Other relevant sources researched by the student in project area • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements • The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

	• The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.	
Skills	Students will demonstrate skills through the exploration, development, refinement, recording, realisation and presentation of their ideas through a portfolio resulting in a final personal outcome. Students develop and apply the skills listed below to realise personal intentions relevant to the 'Popular' starting point. Students must demonstrate the ability to: • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process.	Students will demonstrate skills through the exploration, development, refinement, recording, realisation and presentation of their ideas through a portfolio resulting in a final personal outcome. Students develop and apply the skills listed below to realise personal intentions relevant to the 'illustration' starting point. Students must demonstrate the ability to: • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process.
Assessment KMW	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.

Art Department Marking and Feedback Expectations - A Subject Specific Approach

Rationale

Feedback and marking are vital parts of the bond between the teacher and the student. It is within the nature of art and design practiced-based learning that you will inherently receive a combination of verbal feedback and formal assessment.

'You shouldn't be stamping books to prove something to somebody else' – Ross Morrison McGill

The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To assess whether learning challenges have been met against pre-determined success criteria
- To celebrate success, engage and motivate
- To develop self-esteem and confidence
- To develop resilience to constructive criticism

To establish what knowledge, do students have and need to know
Declarative knowledge – 'to know that' the facts, concepts rules
Procedural knowledge – 'to know how to' produces action, how to perform the steps in a process(skills)
Conditional knowledge – 'to know when and which one' is knowledge about when to use a procedure, skills or strategy and when not use it

Expect to see

In the Art department you will expect to see the following combination of mechanisms to improve and support the student learner journey through observation, discussion and feedback, review and marking.

Verbal feedback

- This is the most powerful form of feedback at KS3, KS4 and KS5. It provides a live, constructive and informative dialogue for students and teacher to develop the next steps in the student learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format.
- Teacher modelling and demonstration (live and video based) in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations for all with a teaching to the top approach.
- Feedback will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress. This will also inform future planning and support.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise students efforts and achievements and offer specific details of ways forward in relation to the shared learning challenges.

Formal feedback – Key Marked Work or Critiques (written or video based)

- All projects at KS4 have a detailed project brief. These will be provided to students and attached to sketchbooks as key reference tools for knowledge and reference. These documents provide a strategic and operational overview for students and quality assurance oversight.
- Formal feedback at KS4 and KS5 is a combination of data entry assessment and progress checks with raw assessment objective numbers recorded in sketchbooks and student log books in addition to verbal and video critiques to support progress. As well as this information being recorded on the school Management information systems the department also record this on a Sharepoint tracking spreadsheet. Note, raw score assessment marking is provided at a current and expected guide only and is subject to final marking, examination moderation and national grade boundary setting. Note it is only when a project is completed in full covering the four assessment objectives that an accurate numeric guide can be given.
- In addition to the formal raw data entry whole school requirement the department undertake a number of formal critique reviews at KS4 and KS5 akin to the support and insight given at a college or university. These can take the form of a pre-arranged meeting to review a student's portfolio or a pre-recorded video critique of student work providing detailed feedback and guidance to support progress and attainment. Digital feedback is stored on the schools Microsoft Stream repository and secure in line with GDPR permissions.

PHOTOGRAPHY

The home of creativity and imagination

A place to inspire you to: take risks; express your ideas in new ways; develop your cultural awareness; foster resilience; become empowered; have fun and, above all, flourish.

SoL	GCSE - The Devil is in the Detail	GCSE - Dreams and Nightmares
Knowledge	Students will know about the how photographers both commercial and fine art make photographs before taking them. Students will know about how photographers need to be detailed orientated to capture the decisive moment. Students will know about the basic technical elements of photography; the camera and digital image enhancement and manipulation required to make and take creative images. Students will know how to take influence from the work of others and translate response themes to their own contemporary context. Students will know how to evidence a clear learning journey using PowerPoint as a means of documenting. The course structure within the portfolio element has been designed to allow students to develop contextual knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources both traditional and contemporary. This will allow them to develop the skills, techniques, processes and key learning to explore, create and communicate their own ideas which are appropriate to their initial intentions. This will be achieved using a range of first-hand experiences and appropriate secondary sources. Students will know how to progressively develop their own strengths and interests from the subject starting point and, increasingly, follow their own lines of enquiry. Students will be encouraged to employ specialist art vocabulary and key language appropriate to both focus artists and art movement history in imaginative personal responses. Students must learn how sources inspire the development of ideas. For example, drawing on:	Students will know about how photographers both historical and contemporary have been influenced by the Surrealist and Dada movement and how images conjured from the sub conscious and conscious mind can be presented to differing audiences with different intentions. Students will continue to develop a growing knowledge of the photographic elements, the camera and digital image enhancement and manipulation tools to further their personal investigations. Students will know how to take influence from the work of others and translate response themes to their own contemporary context. Students will know how to evidence a clear learning journey using PowerPoint as a means of documenting. The course structure within the portfolio element has been designed to allow students to develop contextual knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources both traditional and contemporary. This will allow them to develop the skills, techniques, processes and key learning to explore, create and communicate their own ideas which are appropriate to their initial intentions. This will be achieved using a range of first-hand experiences and appropriate secondary sources. Students will know how to progressively develop their own strengths and interests from the subject starting point and, increasingly, follow their own lines of enquiry. Students will be encouraged to employ specialist art vocabulary and key language appropriate to both focus artists and art movement history in imaginative personal responses. Students must learn how sources inspire the development of ideas. For example, drawing on: • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • Other relevant sources researched by the student in project area • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements

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Skills	Students will demonstrate skills through the exploration, development, refinement, recording, realisation and presentation of their ideas through a digital portfolio resulting in a final personal outcome(s). Students develop and apply the skills listed below to realise personal intentions relevant to the 'Devil is in the Detail' starting point. Students must demonstrate the ability to: • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process.	Students will demonstrate skills through the exploration, development, refinement, recording, realisation and presentation of their ideas through a digital portfolio resulting in a final personal outcome(s). Students develop and apply the skills listed below to realise personal intentions relevant to the 'Dreams and Nightmares' starting point. Students must demonstrate the ability to: • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process.

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Computer Science

Understanding the digital world through creativity and coding – a 'bit' at a time!

To inspire future generations of creative coders and users to be confident, safe and thrive in a global digital economy.

SoL	CT01 Introduction To Programming and Binary / P01 Binary Conversion	CT02 String Manipulation and Boolean Operators / P02 Binary Arithmetic and Hexadecimal	CT03 Arrays, Loops and sub-Programs/ P03 CPU and Storage	CT04 List, Validation and Linear Search / P04 Operating Systems
Knowledge CT	Decomposition, algorithms Data types, variables Input and integer functions, debugging tools Flowcharts	String manipulation, string methods Selection (if, if else, relational operators, elif and readability) Boolean operators Repetition (while)	One-dimensional lists for loops, range function Procedures Functions Subprograms	String formatting Two-dimensional lists Validation Linear search (one-dimensional) Linear search (two-dimensional)
Knowledge P	(Course introduction) Binary conversion Unsigned integers Binary arithmetic Two's complement conversion	Two's complement checksum Logical binary shifts Arithmetic binary shifts Hexadecimal ASCII	Stored program concept Fetch-decode- execute cycle Secondary storage 1	Operating system OS: File management OS: Process management OS: Peripheral & user management Utility software
Skills CT	Be able to follow and write algorithms. Be able to follow and write algorithms that use variables and constants. Be able to determine the correct output of an algorithm for a given set of data.	Be able to write programs that make appropriate use of variables and constants. Be able to write programs that manipulate strings (length, position, substrings, case conversion) Be able to use a range of techniques to facilitate looping and iteration such as: For loops or while loops	Be able to write programs that make appropriate use of sequencing, selection, repetition (count-controlled, condition-controlled), iteration (over every item in a data structure) and single entry/exit points from code blocks and subprograms. To write programs that make use of functions and or procedures where appropriate.	Be able to write programs that use pre-existing (built-in, library) and user-devised subprograms (procedures, functions) Be able to write programs that implement validation (length check, presence check, range check, pattern check) Be able to write a program that utilises a list to write, store and retrieve data. Write a program that can search an array of data using a linear search.

	Be able to read, write, analyse, and refine programs written in a high-level programming language. Be able to write programs that make appropriate use of variables and constants.	Be able to use Boolean operators for a program to make a decision. Be able to write programs that use logical operators (AND, OR, NOT)	Be able to write programs that accept and respond appropriately to user input	
Skills P	Students can convert numbers to and from denary / binary and complete binary addition. Students can convert a negative integer to binary.	Students can convert and check a two's compliment conversion. Student can perform multiplication and division to a two's compliment binary number (positive or negative). Be able to convert denary, binary and hexadecimal. Students understand how ASCII works.	Explain the von Neumann stored program concept and the role of main memory (RAM), CPU (control unit, arithmetic logic unit, registers), clock, address bus, data bus, control bus in the fetch-decode-execute cycle. Describe and explain the role of secondary storage and the ways in which data is stored on devices (magnetic, optical, solid state).	Understand the role of the operating system and why it is needed. Explain the roles / need for file management, process management, peripheral management, and user management. Explain what utility software is and why it is needed.
Assessment KMW	End of topic tests (paper) On screen test (programming theory – multiple choice)	On screen coding test End of topic test (written - binary)	End of topic test (written - computers)	On screen coding test (coding on screen)

iMedia

Understanding the digital world through creativity and coding – a 'bit' at a time!

To inspire future generations of creative coders and users to be confident, safe and thrive in a global digital economy.

SoL	R094 - Preparation	R094 – Controlled Assessment	R097 – Preparation
Knowledge	1.1 Purpose, elements and design of visual identity Students understand the purpose of visual identity and the component features of visual identity. They will understand how elements of visual identity are combined into shape perception and create emotional response. They will be able to look at visual identity design style and make judgements on fitness for purpose and use appropriate elements to create a visual identity. 2.1 Graphic design and conventions Students understand the core concepts of graphic design. They will learn about the layout conventions for different graphic products and purposes. 2.3 Techniques to plan visual identity and digital graphics. Students will learn about how to use pre-production and planning documentation such as mood boards, mind maps, concept sketches and visualisation diagrams. 3.1 Tools and techniques of imaging editing software used to create digital graphics. Students will learn the roles of the various tools to create a digital graphic in Photoshop. 3.2 Technical skills to source, create and prepare assets for use within digital graphics. Students will learn about the different issues associated with sourcing and preparing appropriate assets for a given graphic. They will learn about	Students will use the knowledge attained in R094 to complete the controlled assessment under appropriate assessment conditions.	In this unit students will learn to design and create interactive digital media products for chosen platforms. Students will learn to select, edit, and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Students will learn about the different types of interactive digital media such as websites, information points, mobile app and so on. Students will learn about the different content used in interactive digital media such as images, audio, video, animation, text, tables, list and so on. Students will learn: • What makes an effective GUI? • Differences between the types of interface and interaction styles • Non-linear navigation and its benefits • The importance of accessibility and how each accessibility feature assists users. Students will demonstrate a comprehensive understanding of how assets will contribute to the effectiveness of the final product. Students will learn about the theory behind these areas to apply them in a practical scenario.

	different techniques to ensure the correct tools are used to modify and resample images. They will learn about appropriate file management. 3.3 Techniques to save and export visual identity and digital graphics. Students will be gaining knowledge of saving and exporting proprietary format master files		
Skills	Be able to create and develop a mood board, storyboard, script, mind map / visualisation diagram with appropriate content and technical information. How to interpret a client brief to produce planning documents such as work plans / schedules. How to create a planning document. How to conduct research and analysis. Understand how legislation applies to media production. Use electronic tools to complete tasks, such as using appropriate file naming conventions. Be able to identify areas for improvements in a pre-production document.	Interpret a client requirement for a digital graphic based on a specific brief. Produce a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product. Produce a clear and detailed plan. Produce a visual identity. Produce a graphics product that utilises the visual identity. Prepare assets for use in a digital graphic using a graphics editor (i.e., Photoshop). Be able to use of a range of advanced tools and techniques to create a digital graphic for a client brief. Review the graphic to find areas of strength, areas to improve and make improvements. Be able to review a digital graphic against a specific brief. Save a digital graphic in a format appropriate to the software. Export the digital graphic using appropriate formats and properties for • print use. • web use • multimedia use	Students will be able to produce an effective interpretation of a client brief and state why it appeals to a specific target audience. Students will: Produce detailed preproduction documents such as • Screen Designs • Colour scheme, text, layout • Navigational diagrams • GUI menus • Interaction with media elements • Storyboards • Wireframe Diagrams • Graphical mock-ups Students will additionally learn how to create an interactive digital product. They will create a digital interactive product that: • Includes vector and bitmap images. • Uses filters and effects to enhance the visual style. • Apply transformations such as skew, rotate, flip etc. Students will learn how to: • Use software tools and techniques to repurpose video assets • Import video assets to create assets

Assessment KMW	Computer Based Interim Assessment End of Topic KMW	External Controlled Assessment (R094 Visual Identity Portfolio)	Interim Test End of Topic Assessment

Computer Science and iMEDIA Assessment and Feedback

For GCSE subjects, in years 10 and 11 students are cumulatively assessed each term with an assessment of exam-style questions covering the topics of that unit or SOL (this should roughly fall in line with the SOL delivery mapped over time). On occasions where timings do not work out correctly, cumulative learning will be assessed to check progress. They may also be tested as well as topics from previous learning in the course. Students then complete review lessons on these in order to look at areas of weakness and to practice questions like those on the examination to demonstrate improvement.

Where coursework or controlled assessment takes place, this will be used as an indicator as to the progress of students – KMW will be assessed and given feedback assuming it does not break coursework or controlled assessment regulations. On occasions, the assessment may be preparation work for a given task.

Marking and feedback is given on the completion of a unit of unit of work basis and is based on either teacher checking or more in-depth analysis. Common errors and misconceptions will be addressed and further opportunities to consolidate new understanding are given immediately as part of the whole class task review. This will range from individual checking to more generic class wide checking / sampling / feedback. This also includes Key Marked Work feedback.

Verbal and / or written comments will be used informally throughout lessons where applicable in mini plenaries and to review learning. This will include peer feedback & self-reflection.

Responses will be written in red pen and are an opportunity for the students to show further understanding of the topic studied. These mastery questions can allow an opportunity for whole class/self/peer/teacher assessment and feedback.

GCSE Business

SoL	Unit 1 - Business case studies and Introduction to Business and Enterprise Unit 2 Success and Failure - Production Processes and Quality of Goods and Services	Unit 1 – The role of business, enterprise and entrepreneurship, business planning Unit 2 - The sales process and customer service, consumer law	Unit 1 - Business ownership Unit 2 – Case Study, business location and working with suppliers	Unit 1 - Business aims and objectives, stakeholders in business and business growth Unit 2 - The role of the finance function, revenue and costs, profit margins	Unit 1 – The role of marketing, market research Unit 2 – ARR, sources of finance, breakeven	Unit 1 – Market segmentation, the marketing mix product/ price Unit 2 – Cashflow
Knowledge	Different production processes and their impact on businesses The influence of technology on production and the impact on businesses The concept of quality Methods of ensuring quality The importance of quality in both the production of goods and the provision of services	The purpose of business activity and enterprise Characteristics of an entrepreneur The concept of risk and reward The purpose of planning business activity The role, importance and usefulness of a business plan Methods of selling The influence of e-commerce on business activity The importance to a business of good customer service including after-sales service The contribution of product knowledge and customer engagement to good customer service	The features of different types of business ownership The concept of limited liability The suitability of differing types of ownership in different business contexts Factors influencing business location The role of procurement The impact of logistical and supply decisions on businesses	The aims and objectives of business How and why objectives might change as businesses evolve Why different businesses may have different objectives The roles and objectives of internal and external stakeholder groups The effect business activity has on stakeholders The effect stakeholders have on business Organic growth External growth The purpose of the finance function	The purpose of marketing within business The purpose of market research Primary research methods Secondary research sources How appropriate different methods and sources of market research are for different business purposes The use and interpretation of qualitative and quantitative data in market research The purpose of the finance function	The use of segmentation to target customers The ‘four Ps’ of the marketing mix and their importance How the four Ps of the marketing mix work together The use of the marketing mix to inform and implement business decisions Interpretation of market data The importance of cash to a business The difference between cash and profit

		The impact of consumer law on businesses		The influence of the finance function on business activity The concept of revenue, costs and profit and loss in business and their importance in business decision-making The different costs in operating a business Calculation of costs and revenue Calculation of profit/loss Calculation and interpretation of profitability ratios Calculation and interpretation of average rate of return	The influence of the finance function on business activity The concept of break-even Simple calculation of break-even quantity The usefulness of break-even in business decision-making	The usefulness of cash flow forecasting to a business Completion of cash flow forecasts
Skills	Application of knowledge in context. Analysis in context of an identified business. Evaluation and appropriate recommendation.					
Assessment KMW	Half termly key marked work covering Unit 1 and Unit 2					

TRAVEL AND TOURISM

SoL	Component 1 and Component 3	Component 1 And Component 3	Component 1 and Component 3	Component 1 assignment	Component 2 and Component 3	Component 2 and Component 3
Knowledge	C1 A1 Learners will understand the major components of the UK travel and tourism industry and their roles. Learners will consider the products and services offered by different organisations within these components C3 A1 Learners will understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. They will learn that some factors can have a positive effect, while others have a negative effect. Learners will understand the factors that can influence visitors, including their choice of global destination and will know the meaning of key terms.	C1 A2 Learners will understand that travel and tourism organisations have a number of aims to ensure they remain competitive and stay in business. Organisations may have some similar aims whilst others will relate specifically to their own business operations and customers. A3 Learners will understand that technology designed to be used by customers is known as consumer technology. Learners will explore the different types of consumer technology, including the latest	C1 B2 Learners will understand the meaning of tourism and the different ways tourism can be categorised. They will also learn about the nature and meaning of different types of tourism and associated activities. B3 Learners will understand the meaning of visitor and the general characteristics of the main types of visitor. They will learn that within each visitor type there are different compositions and age ranges to consider. They will evaluate the suitability of popular tourist destinations for different types of visitor. B4 Learners will understand the meaning of travel and the different	10 hours assignment time	C2 A1 Learners will know the different types of market research used by organisations. They will understand when different types of research are used, the types of information they produce and the advantages and disadvantages of each. A2 Learners will understand how different types of market research are used by travel and tourism organisations to identify types of customer and their needs and preferences. They will also learn how organisations could use this information to provide a variety of services and products to meet customer needs.	C2 A3 Learners will understand the importance for organisations of identifying changing trends in travel and tourism so they can develop products and services to meet changing, new or emerging markets. B1 Learners will understand the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services. C3 B3 Learners will understand the benefits of managing

		innovations offered by travel and tourism organisations, and investigate the ways these technologies are used. Consideration of the varied reasons organisations offer consumer technology and their different applications related to each component will be required. Learners will explore the advantages and disadvantages of consumer technologies. B1 Learners will understand that there are different types of destinations in the UK and across the world. They will learn about the different features that can be found in visitor destinations and the extent to which specific features may	types. They will use their knowledge of transport operators and explore the choices of travel available to access tourist destinations. They will investigate the products and services offered to passengers by different transport operators on specific routes. They will learn about the termini, hubs and gateways for travel within, to and from the UK. They will be able ~to evaluate different travel options, transport operators and/or routes for a specific journey and match for suitability to a given visitor type. C3 B1 Learners will understand the possible positive and negative impacts of tourism on destinations. Some global destinations may be more vulnerable to these impacts than others for a variety of reasons		C3 B2 Sustainable tourism is a relatively new concept in global travel and tourism. Learners will discover there is a range of differing explanations and definitions with similar themes.	sociocultural impacts and the methods used

		contribute to a destination's popularity with visitors. C3 A2 Learners will understand the different types of organisation that might respond to these influencing factors. They will know the names of key organisations involved in global travel and tourism and will understand the ways in which these organisations respond	including the impact of incoming visitors on the local community, the contribution of tourism to the local economy and how tourism can both help to protect and threaten the environment.			
Skills	Research and presentation Graph interpretation	Research and presentation Graph interpretation	Research and presentation Graph interpretation		Research and presentation Graph interpretation	Research and presentation Graph interpretation
Assessment KMW		Practice tasks for Assignment C1	Exam question C3	Assignment		Practice tasks for Assignment C2

Business/ Travel & Tourism Assessment and Feedback

Students are regularly tested on their factual recall through low stakes assessments that are planned to take account of the research around spaced learning. Factual low stakes tests along with interactive recall quizzes such as Kahoot and Spiral are a regular feature in lessons. Due to the nature of the subject a lot of assessment during lessons happens using targeted questioning and this enables students to get instant feedback, it also allows all students to benefit from the feedback given to an individual.

From September 2021 we have introduced an assessed piece as part of our home learning cycle. This big question style task will be set every three weeks and collected by staff and marked. The focus/ assessment objectives for these questions will vary over the course of the year. Timely feedback, which the students respond to, will then be provided to support students in addressing weaknesses before their next summative assessment.

Results for home learning are kept on centralised department spreadsheets and it is the class teacher's responsibility to ensure that these are up to date.

Students are assessed summatively at the end of each half term. These assessments are written questions and are cumulative in nature so that students are regularly reviewing their understanding of previously taught content. Students sit an assessment with each teacher. The timing of the exams are staggered to ensure that marking workload does not become a barrier to high quality classroom lessons. Notice of these assessments is sent out to parents along with a revision checklist.

Once all data has been collected we meet as a team to analyse common strengths and weaknesses. Most common weaknesses are addressed through retrieval practice and reteaching with individuals being sign posted to extra support.

Results for summative assessments are kept on centralised department spreadsheets and it is the class teacher's responsibility to ensure that these are up to date.

For units that are assessed through coursework there may need to be adaptations made to the assessment schedule to accommodate the deadlines and demands of these elements. Coursework will primarily be submitted on One Drive/ Teams and where students need support/ fail to meet a deadline they will be strongly encouraged to attend a support clinic.

GCSE Drama

Tell the story - step into someone else's shoes

To inspire students to step with confidence. Work with others, be creative, imaginative and reach for the stars!

SoL	Component 2	Component 1
Knowledge	Devising Drama The process of creating a devised piece of Drama from a stimulus using a practitioner's techniques to be chosen by the school. Each student will understand what it is to be a performer and draw on and demonstrate a practical understanding of the subject content.. • Characteristics of performance • Social cultural and historical context • How meaning is interpreted and communicated • Drama and Key Terminology • Roles and responsibilities of theatre makers in a professional practice Learn how to create and develop ideas to communicate meaning in a devised theatrical performance.	Understanding Drama Knowledge and understanding of Drama and Theatre and how it is developed and performed. Including connection to a set play and on their ability to evaluate and analyze live theatre. Study of one play Blood Brothers by Willy Russell. Analysis and evaluation of the work of live theatre makers. Develop knowledge and understanding of the following... • Characteristics of performance • Social cultural and historical context • How meaning is interpreted and communicated • Drama and Key Terminology • Roles and responsibilities of theatre makers in a professional practice
Skills	Develop their ability to: • carry out research • develop own ideas • collaborate with others • rehearse refine and amend work • Evaluate and analyse own process of creating devised Drama	Expected to know and understand the characteristics of the whole play. Answer multiple choice questions on professional theatre markers roles and terminology. Answer short and extended questions on Blood Brothers on design context and theatrical conventions. Answer questions on the work of theatre makers in a single live performance Discuss a variety of aspects of one production giving a personal analysis and evaluation of theatrical elements such as: Production elements • Lighting • Set • Sound • Costume

		Performance Skills • Voice • Physicality • Use of Space
Assessment KMW	Devised performance Devising log	Written Exam on Blood Brothers and Live Theatre Production

Drama and Performing Arts Assessment and Feedback

In year 10 and 11 pupils all work is assessed against GCSE standards, grade descriptors and assessment objectives. For the assessment of Devised and Scripted work AQA assessment objectives are used. Students will receive feedback during key moments in their rehearsals which shows their progress against these objectives. The finished performance will be marked against these objectives too.

In the first term, component 2 Devising Drama is taught and assessed. The students are assessed on their ability to create and develop ideas to communicate meaning through theatrical performance, apply theatrical skills to realise artistic intentions in live performance and to analyse and evaluate their own work. This work is internally assessed. The students are required to complete 2 assessment tasks:

- Produce an individual Devising Log documenting the devising process
- Contribute to a final devised Group Performance

A signed Candidate Record form will be used to authenticate students work and teachers will record comments on this form, marks will be clearly awarded against the assessment criteria. Verbal praise and feedback will be given every lesson in response to practical work, and this can be in the form of teacher observations or peer assessment.

The second term, the set text Blood Brothers is taught and assessed. The students are assessed on their knowledge and understanding of the text in the year 10 exam. This work is marked against examination descriptors. In year 11 much of the teaching time is spent on preparation of the externally assessed scripted performance and preparation for the written PPE and exam. This again includes questions on Blood Brothers but also requires students to write a play review and answer questions on general drama knowledge.

Written tasks reflect on the students understanding and knowledge gained throughout the unit. This will be 'checked' work with a simple comment and a mark reflected on the assessment criteria.

Verbal praise and feedback will be given every lesson in response to practical work and this can be in the form of teacher observations or peer assessment.

GEOGRAPHY

Place Matters – Without Geography you are nowhere

To inspire a curiosity about the changing world in which we live. Place Matters. Geography is engaging, interesting, relevant and dynamic. You will be challenged to think creatively and sustainably in order to address and solve world issues.

SoL	Natural Hazards	Living World	UK Physical Landscapes
Knowledge	Natural hazards pose risks to people and property. Tectonic hazards • Physical processes that lead to earthquakes and volcanic eruptions • Effects and responses to earthquakes in a LIC (Haiti) and a HIC (New Zealand) • Management strategies to reduce the effects of tectonic hazards Weather hazards • Global atmospheric circulation determines weather patterns and climate • Tropical storms develop as a result of specific physical conditions • Tropical storms have significant effects on people and environments – Typhoon Haiyan example • The UK is affected by a number of weather hazards • Extreme weather events in the UK have impacts on human activity – Storm Jorje example Climate change • Climate change is the result of human and physical factors and has a range of effects • Managing climate change involves both mitigation and adaptation	Ecosystems exist at a range of scales and involve interaction between living and non-living components. Tropical rainforests • Tropical rainforests have distinctive environmental characteristics • Deforestation has economic and environmental impacts – Amazon example • Tropical rainforests need to be managed to be sustainable Hot deserts • Hot deserts have distinctive environmental characteristics • Development of hot deserts creates opportunities and challenges – Thar Desert example • Areas on the fringe of hot deserts are at the risk of desertification – Sahel example	The UK has a range of diverse landscapes. UK coastal landscapes • The coast is shaped by physical processes • Coastal landforms are the result of rock type, structure and physical processes • Different management strategies can be used to protect coastlines from the effects of physical processes – Holderness Coast example UK river landscapes • The shape of river valleys changes as rivers flow downstream • River landforms are the result of different physical processes • Different management strategies can be used to protect river landscapes from the effects of flooding – York example

Skills	Graph techniques to present and interpret information Drawing and annotating sketches Describing and interpreting information from graphs and maps Using photographs to find evidence	Drawing labelled maps and diagrams Interpreting climate graphs Using photographs Describing patterns from maps and data	Using OS maps Drawing cross sections Labelled sketches and diagrams Using and describing information in photos
Assessment KMW	Autumn Term 1 – Natural Hazards 1 exam Autumn Term 2 – Natural Hazards 2 exam	Spring Term 1 – Living World 1 exam Spring Term 2 – Living World 2 exam	Summer Term 1 – UK Physical Landscapes 1 exam Summer Term 2 – UK Physical Landscapes 2 exam

Geography Assessment and Feedback

Year 10 GCSE (Physical Paper 1) – Students will complete three units (Hazards, Living World, UK Landscapes – one per term). There will be two formal GCSE PPQ exams for each topic (mid and end of unit). These will be teacher-marked in detail and feed-forward MRI will take place after each assessment. All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework tasks will be weekly GCSE questions set for the current unit of study and they will be teacher assessed using teacher, peer and self-assessment (appropriate). Students will also complete a Y10 Exam (testing all topics from Y10).

Year 11 GCSE (Human Paper 1) – Students will complete three units (Urban, Economic World, Resources – one per term). There will be two formal GCSE PPQ exams for each topic (mid and end of unit). These will be teacher-marked in detail and feed-forward MRI will take place after each assessment. All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework tasks will be weekly GCSE questions set for the current unit of study and they will be teacher assessed using teacher, peer and self-assessment (appropriate). Students will also complete a Y11 Exam (testing all topics from Y11).

- Class work will be briefly checked by the teacher (ticks only).
- Extended tasks may include teacher WWW/TIF comments if appropriate.
- Homework will be effort-marked (1-5) and will include an overall WWW/TIF comment.

HISTORY
Bringing the past to life.
To inspire and ignite a passion for who we are and where we came from. To promote curiosity and understanding of events of the past.

SoL	Paper 2: Anglo Saxon and Norman England	Paper 1: Medicine through time and Medicine on the Western Front
Knowledge	Anglo-Saxon Society Last years of Edward the Confessor Succession Crisis Rival Claimants Norman invasion How William established control. Anglo-Saxon resistance. Legacy of resistance Revolt of the Earls (1075) Feudal system Norman Church Norman government Norman Aristocracy William I and his sons	Ideas about cause of disease and illness. Four Humours, Religion, Galen, Superstition. Approaches to treatment and prevention. Four Humours, Religion, Galen, Superstition. Dealing with the Black Death Ideas about cause of disease and illness. Approaches to treatment and prevention William Harvey The Great Plague. Ideas about cause of disease and illness. Approaches to treatment and prevention Fighting Cholera and John Snow. Germ Theory. Surgery. Public Health Development of Drugs – Domagk, Ehrlich Penicillin – Fleming, Florey and Chain. Development of the NHS – Bevan, Beveridge, Atlee Advances in the causes of illness. Government campaigns and mass vaccinations e.g. Change 4 life. Fight against lung cancer. Life in a trench Trench systems Problems faced by Medics during WW1 e.g. dirt & disease Role of RAMC and FANY Chain of Evacuation Medical developments during WW1 e.g. Thomas Splint

Skills	Description of key features Explanation- causation and consequence Chronology Evaluation and reaching judgement Analysis	Chronology Evaluation and reaching judgement Analysis Causation Change and Continuities
Assessment KMW	• Describe • Explain • Hypothesis Rivalry in 1066 – Norman control and the Conquest of England (Students will complete all examination style questions as set on Paper 2)	• Describe • Explain • Hypothesis • Source inference and utility Development of medicine since 1250, cause and treatment of illness or injury The treatment of illness and injury on the Western Front. End of year assessment / Paper 2 Anglo Saxon and Norman England

History Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Tests and Assessment for Learning strategies. These are then peer-assessed/self-assessed these will provide useful to look at strengths and weakness in their exercise books to inform teacher judgement for data trawls.

In Years 10 and 11 students are cumulatively assessed each term with an assessment of exam-style questions covering the topics of that term. Students then complete review lessons on these in order to look at areas of weakness and to practice questions like those on the examination to demonstrate improvement.

At the end of Year 10 and in October and January of Year 11 we will assess students using part sets of past-examination papers and these will then be reviewed in specific review lessons, using the success criteria and mark schemes to focus on weak areas. Students will review their paper, making corrections and using the guidance provided by teacher and example answers to demonstrate their improved understanding.

Tracker sheets will be placed at the front of exercise books and will be completed after each Key Marked Piece.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. LST will be used to embed long term memory skills.

Where PPEs are a substantial number of exam questions they will count for 2 KMW. Department WWW/TIF statements will be utilised to give specific feedback alongside an individual WWW and TIF comment. TIF would most likely come in the form of a question for students to answer as part of their 'My Response Is'.

Home Learning tasks should be checked and given an effort grade of 1-5.

FRENCH

Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Family and relationships	Leisure Activities	Going out	House, town and region	Holidays	School
Knowledge	Talking about family Describing my friends Talking about what makes a good friend. Describing relationships Making arrangements to go out. Describing a day out in the past tense. Talking about someone I admire.	Talking about leisure time activities. Describing Films and trips to the cinema. Giving details about which sports I do. Talk about which types of technology I use. Talk about my reading habits and music preferences. Describing TV programmes. Talk about a past night out with friends.	Talking about food preferences. Describe what clothes I wear. Describe my daily routine. Use subject specific vocabulary for shops. Talk about traditions and festivals in France. Describe family celebrations.	Talking about where you live and what you can do there. Revising places in a town and asking the way. Describing a region. Finding out tourist information. Discussing plans and the weather. Talking about my town, village or neighbourhood.	Describe what I normally do on Holiday. Booking a hotel stay. Giving details about an ideal holiday. Describe travelling and the holiday journey. Give details about holiday activities. Order food and drink in a restaurant. Describe a disastrous holiday.	Talk about my school timetable. Give my opinions about school. Compare the school system in France with the system in England. Talk about the different rules at school. Give a range of views on how to live healthily. Talk about the wide range of activities you can do at school. Talk about vices and give advice.
Skills	Using present tense verbs Using possessive adjectives Pronouns Using adjectival agreements Reflexive verbs The near future tense Asking questions The perfect tense	Using jouer à and jouer de Using aimer, adorer, préférer and détester Using the correct article The verb vouloir Asking questions The verb faire depuis + present tense	Saying ‘some’ using du / de la / de l’ / des Irregular verbs boire and prendre Using de / d’ after quantities / containers Adjectives of colour Using porter in the present and near future tenses	on peut + infinitive Different words for ‘in’ Using il y a … and il n’y a pas de … Asking someone the way The imperative Irregular adjectivesThe superlative	Saying ‘in’ or ‘to’ with countries Questions with inversion Making your writing more interesting Using the nous form and notre/nos Using votre/vos to say ‘your’	Working out the meaning of new words Using sound-spelling links to work out meaning Inferring answers from a text Listening to see if someone agrees or disagrees

	Using a combination of tenses Listening and reading exam skills Speaking exam skills Writing exam skills	Using the correct preposition after the verbs jouer Irregular verbs in the present tense Negatives Comparative adjectives The perfect tense	Creating extended sentences using parfois, car / parce que and sinon Modal verbs devoir and pouvoir Asking questions using est-ce que …? and qu'est-ce que …? Using on Using chez moi / chez nous Using sequencers and connecting words The present and near future tenses Using aller + infinitive to talk about future plans à + le = au The perfect and imperfect tenses Identifying past, present and future tenses	Using a variety of adjectives and superlatives Using je voudrais / j'aimerais + infinitivepour + infinitive If clauses NegativesUsing the present tense and the imperfect tense together trop and trop de Paying attention to time markers and negatives	More on the comparative The pronoun y Reflexive verbs Using the present and perfect tenses together Expressions with avoir The pronoun en Using context to work out meaning Using three time frames	Watching out for negatives Using the tu form of the infinitive Giving opinions and making adjectives agree Using 'a' or 'some' when needed Listening for points of view Deciding which tense to use
Assessment KMW	Listening and Reading Assessment on the topic of Family and Relationships	Writing assessment on the topic of Leisure Activities	Listening and Reading Assessment on the topic of Going Out	Speaking Role Play and Photo Card on the topic of Home, Town and Region	End of Year Exam – Listening Reading and Writing tasks on all Year 10 units.	Mock Speaking Exam

SPANISH

Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Holidays	School	People and Relationships	Free Time	Town and Region	Customs and Festivals
Knowledge	Discussing holiday activities and weather Talking about holiday preferences Talking about a past holiday Describing a trip to Barcelona Booking accommodation and dealing with problems Giving an account of a disastrous holiday in the past	Giving opinions about school subjects Comparing subjects and teachers Describing school uniform and the school day Describing your school Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements	Talking about socialising and family Describing people Using adjectival agreement Talking about social networks Making arrangements Talking about reading preferences Describing relationships	Talking about free-time activities Talking about TV programmes and films Talking about what you usually do Talking about sports Talking about what's trending Discussing different types of entertainment Talking about who inspires you	Talking about the places in a town or city Talking about shops Shopping for souvenirs Describing the features of a region Planning what to do Shopping for clothes and presents Talking about problems in a town Describing a visit in the past	Describing mealtimes Talking about daily routine Talking about typical foods Comparing different festivals Describing a special day Ordering in a restaurant Talking about a music festival
Skills	Revising the present tense of regular verbs. Identifying and using connectives. Irregular verbs in the present tense (ser, tener, ir) Verbs of opinion Decoding and using question words. Writing a longer text, using connectives, negatives and opinion phrases	Opinion verbs. Including qualifiers Comparatives Using time expressions correctly Using negatives Distinguishing between the present and the imperfect Using phrases followed by the infinitive Tackling harder listening exercises Using the near future tense	Using verbs in the present tense Using para with infinitives Extending responses by referring to others Using the present continuous Improvising dialogues Using a range of connectives Recognising similar ideas expressed differently Using ser and estar	Using stem-changing verbs Using adjectives of nationality Using suelo + infinitive Looking at context to identify missing words Using the imperfect tense to say what you used to do Listening for different tenses Using the perfect tense Listening for clues Using algunos / otros / muchos / demasiados	Asking for and understanding directions Using se puede and se pueden Asking and responding to questions Using the future tense Using exclamations Using demonstrative adjectives Explaining preferences Using tan and tanto Using antonyms Using different tenses together	Using me gusta / me gustaría Using quantity expressions Using verbs in the 'we' and 'they' form Working out the meaning of new words Using reflexive verbs in the preterite Inferring meaning in a literary text Using estar to describe a temporary state

	The preterite tense (regular -ar, -er, -ir verbs, and ser, ir) Using two past tenses Giving opinions in the past Using verbs with usted Understanding higher numbers Using three tenses together Identifying positive and negative opinions Exam skills	Asking and answering questions Understanding object pronouns Using three tenses together Exam reading and listening practice	Understanding more detailed descriptions	Agreeing and disagreeing Using the he/she form of the perfect tense Translating a text into English	Extending spoken answers Exam skills	Understanding adjectives ending in –ísimo Saying 'before' / 'after' (doing) Using acabar de + infinitive
Assessment KMW	Listening and Reading Assessment on the topic of Holidays	Writing assessment on the topic of School	Listening and Reading Assessment on the topic of People and Relationships	Speaking Role Play and Photo Card on the topic of Free Time activities	End of Year Exam – Listening Reading and Writing tasks on all Year 10 units.	Mock Speaking Exam

JAPANESE

Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Who am I?	Daily life	Travel & Tourist	What is school is like	Travel & Tourist (2)	Identity & Culture
Knowledge	Large numbers Counting people with "nin" Interests - My hobby is A. Someone else's family Pets & animals Question with "ka" Usage of "ga" but Katakana reading	Telling time Daily routines Objects in classrooms Linking forms "de", sohite, sorekara, etc. What I used to do Customs in Japan	Shopping – buying things, prices, shopping related vocab. Describe things – adjectives, Kosoado words, objects around us. Eating out – ordering things, names of foods & drinks Asking for help/problems. "tsu" counting system I-adjective past & negative forms	School subjects, timetable & school day. School trips & events Teachers & role models School types, rules & pressure School activities Celebrating success Introduction of Te-form Particles, "shika" + negative.	Directions – places in town, prepositions. Finding the way – traffic features. Booking train tickets – types of train, places in Japan. Types of tickets. Booking accommodation. Facilities.	Japanese festivals. The Japanese year – seasonal events. Christmas & birthday What my friends and family are like. What makes a good friend. Reading, music, sport, film and TV. When I was younger.
Skills	Review of Year 9 study Hiragana review Katakana reading Speaking with good pronunciation Reading short passages Kanji/vocab. Related ot this theme.	Listening for details Asking & answering questions about daily life Structuring a short paragraph using conjunctions. General hiragana & katakana revision Kanji/vocab. Related to this theme,	Asking for things, making requests. Listening to and noting down big numbers. Describing your requirements more clearly. Kanji characters. Kanji/vocab. Related to this theme.	Describing likes & dislikes. Listening for gist to identify attitudes. Describing a school trip. Stating your own preferences politely. Writing a report on a special event at school. Kanji/ vocab related to this theme.	Asking for and giving directions. Reading and understanding written traffic instructions. Giving directions in writing. Listening to and noting precise travel information. Kanji related to this theme.	Reading at speed for gist. Giving an invitation in speech and writing. Making alternative suggestions. Negotiating plans. Giving opinions about another person. Agreeing and disagreeing politely. Expressing preferences for types of music/sports.

						Giving presentation about a friend. Kanji/vocab. Related to this theme.
Assessment KMW	Reading Assessment	Listening Assessment	Writing Assessment	Reading Assessment	End of Year Exam	Mock Speaking Assessment

MFL Assessment and Feedback

In year 10 and 11 there is a continual assessment approach. Students can expect vocabulary testing most weeks of the term. Students will be given a list of the key vocabulary and chunks/phrases for each topic to be covered during a specific half term and to support memory learning, regular testing of this vocabulary/chunks will be carried out. The number of words and complexity of phrasing will be differentiated to reflect foundation and higher learning.

In addition at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed at GCSE namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill. They will be tested using past paper questions from the exam board used at Wolfreton for MFL (AQA)

Feedback is typically given using a whole class feedback sheet picking out the main strengths and weaknesses of the class. Praise is given to good pieces of work and there is sharing of good practice. Common errors are worked on. Students may have to resit a particular aspect of the test if the score is not close to the student's target. Students will also receive individual feedback in terms of scores for comprehension tasks and a GCSE grade. For writing and speaking students will receive several comments in terms of strengths and weaknesses.

Currently students sit mock exams, one before Christmas, the other February and this provides an excellent opportunity to measure the progress of the student and provide detailed feedback for reading, listening and writing. The mock uses past papers. A speaking mock takes place at the end of year 10 and later in year 11 (March time) to prepare students for the oral and to develop techniques to ensure success. Typically this takes place with the student's regular teacher.

<u>Books</u>

- Regularly checked (expectation every 2/3 weeks)
  To include, ticks, simple corrections, stickers/stamps, if felt appropriate www/TIF but does not need to be routine. MRI in red pen can be used but again does not need to be routine, Praise, challenging presentation issues.

<u>Listening and reading</u>

- Students can self/peer assess for immediate feedback and to obtain the final grade//outcome.
- Teacher to collect in Key Marked Work to check accuracy of marking, record the outcome and to provide feedback on common vocab/technique errors. Students are expected to review and learn vocabulary not known. There may be certain questions that the class have struggled with so these need to be addressed as part of MRI/corrections.
- A retest of any unknown vocabulary should then take place to consolidate the learning. An optional suggestion is to use a whole class feedback sheet.
- There should be a brief teacher comment on each piece e.g. a fabulous test, well done.

<u>Writing and speaking</u>

- Teacher is to annotate work, highlighting common errors that students are expected to correct in red pen.
- Departmental whole class feedback sheets are recommended so teacher can comment on common errors and also share examples of good practice from certain students.

Students are to complete a full MRI on this feedback – correcting errors and trying out a new idea to help them make progress next time.

MUSIC GCSE

Where words fail, music speaks

To promote positivity, self-confidence, self-worth and community. To foster a life-long interest and awareness of different types of music. To develop a learning of the world around you, through music, which is found in every culture across the world.

SoL	Composition 1 (Free Composition)	A Musical Understanding – Western Classical Tradition Musical Understanding – Popular/Fusion Music	Performance Skills
Knowledge	Constructing chords Constructing scales An understanding of the musical elements Common features/understanding of musical style Compose and develop musical ideas with technical control and coherence.	Timeline of western classical 1600 to 1900 Key composers and features of Baroque, classical, romantic and modern orchestral music Evolution of the orchestra Musical notation Musical form and structure Mozart clarinet concerto set work – detailed knowledge for exam series. The Coronation Anthems and Oratorios of Handel. • The Orchestra Music of Haydn, Mozart and Beethoven. • The piano music of Chopin and Schumann. • The Requiem of the late Romantic period. The orchestral music of Copland • British music of Arnold, Britten, Maxwell-Davies and Tavener • The orchestral music of Zoltán Kodály and Béla Bartók • Minimalist music of John Adams, Steve Reich and Terry Riley. DR DMITH elements of each style. Timeline of popular music 1950-present Key performers/groups and features of the music of broadway, rock music of 1960's and 70's, Blues, Film and computer game music from 1990 and popular music from 1990s to present. Blues music from 1920–1950 • Fusion music incorporating African and/or Caribbean music • Contemporary Latin music • Contemporary Folk music of the British Isles. Paul SImon Graceland Album Study pieces: Call Me Al, Graceland and Diamonds on the soles of her shoes.	Perform with technical control, expression and interpretation. Accuracy – in terms of pitch and rhythm – fluency. Interpretation – Style – shaping and musicality.

		DR DMITH elements of each style.	
Skills	Creating Chord Progressions Creating Melodic Ideas Creating Rhythmic Ideas Developing musical elements creatively Compose and develop musical ideas with technical control and coherence.	Critical listening Comparative Writing Demonstrate and apply musical knowledge. Unfamiliar listening Dictation	Perform with technical control, expression and interpretation.
Assessment KMW	Composition assessment Creative and effective selection and use of musical elements Technical and expressive control in the use of musical elements Rhythm, metre, texture, melody, structure and form Harmony, tonality, timbre, dynamics, phrasing, articulation	Listening Baseline Assessment Four Areas of study – identify musical elements, musical contexts and use musical language Unfamiliar and 2 familiar works	Performance assessment Two contrasting pieces One solo and one ensemble performance c through one or a combination of • Playing music • Singing music • Realising music using music technology

Music Assessment and Feedback

GCSE Rationale

Feedback and assessments are vital parts of the music curriculum. It is within the nature of music that the majority of feedback in the practical nature of the subject, will be verbal.

Feedback will 'tackle' the main areas of the GCSE Music Course of Performing, Composing and Listening/Understanding.
The majority of feedback is verbal, however a combination of 'real' candidate record forms' and generic music marking templates will be used for Key Marked work. MRI response and teacher strength are included in Music Template.
Work is marked with GCSE grades, building an overall picture of overall outcome, between the three main strands.
The purpose of our Marking.

- To give pupils the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that pupils are made aware of their success, at an GCSE level.
- To assess whether learning outcomes have been met
- To celebrate success

- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge do students have

Whereas the frequency of KMW at KS3 is around once per half term, GCSE music is more fluid as there are often longer-term projects. In Y11, for example, 2 performances, 2 compositions and a PPE KMW are completed between the short period of October to February, though pupils have been working on the work for a much longer period of time.

Expect to see

In the Music department you will expect to see the following combination of mechanisms to improve and support the pupil learner journey through practical work in a combination of individual, paired and group settings. Pupils will be working in a busy, work focused practical environment. Pupils will often work on a more individual basis in practice rooms, building their improvement of composition or performance over a period of time.

Verbal feedback

- Is the most regular and interactive form of feedback at both KS3, KS4 and KS5. It provides a live, constructive and informative process for pupils to develop the next steps in their learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format. This 'live feedback is the most important to the Music Department. Giving feedback to 'live music', which happens in a set period of time, requires immediate response.

- Teacher modelling and demonstrating in most lessons providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations. Starters of lessons will often focus on a listening starter, in order to keep the strand going through the course, whilst students are working on 'longer' composition/performance tasks in the main lesson.

- It will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress.

- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that pupils can use to develop their learning journey. This is specifically pertinent to pupils looking to develop studies at GCSE level and beyond.

- Verbal feedback will be developmental. It will recognise pupils' efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

Written feedback – Key Marked Work

As previously touched upon:
The majority of feedback is verbal, however a combination of 'real' candidate record forms' and generic music marking templates will be used for Key Marked work. MRI response and teacher strength are included in Music Template.
Work is marked with GCSE grades, building an overall picture of overall outcome, between the three main strands.

Home Learning

This will mainly be practice time, in building towards the final performance.

PHYSICAL EDUCATION CORE

Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

SoL	Football	Rugby	Netball	Hockey	Badminton	Athletics	Field Striking	Basketball	Team Games
Knowledge	Skills: How to perform techniques for core and advanced skills (Elite performers) Tactical: Positions and formations. Offensive tactics such as playing direct, possession football, wing play etc. Defensive tactics such as high press, offside trap, zonal and man to man marking.	Skills: How to perform techniques for core and advanced skills (Elite performers) Tactical: Positions and formations. Offensive tactics. Defensive tactics Decision Making: When to pass, run, kick etc. Timing of the tackle Adapting playing style depending on the game situation. Theory Components of fitness (10	Skills: How to perform techniques for core and advanced skills (Elite performers) Tactical: Positions and formations. Offensive tactics such as playing direct, possession football, wing play etc. Defensive tactics such as high press, offside trap, zonal and man to man marking. Decision Making: When to pass, dribble shoot etc. When to tackle and when to jockey. Adapting playing	Skills: How to perform techniques for core and advanced skills (Elite performers) Tactical: Positions and formations. Defensive tactics E.g. getting goal side Decision Making: When to pass, dribble, shoot etc. When to tackle and when to jockey. Adapting playing style	Tactical: Singles Tactics: Hitting shuttle into a space e.g. moving opponent forwards, backwards, side to side etc; playing on opponent's backhand side; varying serve and angle of serve e.g. high, low, flick, wide, to the 'T'; move opponent away from their base; play on opponent's weaknesses; play a high clear/lob to give time to get back into a good position; return back to base asap ready to prepare for next shot. Doubles Tactics: Defensive formation (side to side); Attacking formation (front and back); avoid	Core: basic running (sprinting and middle distance), jumping (long, triple and high jump) and standing throwing (shot put, discus and javelin) Advanced: Using enhanced techniques for running, jumping and throwing such as run-ups, glides etc.	Learn to play the right shot at the right time to the right ball. Learn to bowl the right bowl at the right time to the right batsman. Variety of field positions based on the batman and context of the Game. Backing up and walking in. GCSE PE Theory: · Components of fitness (10 components OCR)	Tactical: Positions and set play, Tactics to outwit opponents, Rules/court layout Decision Making: When to pass, type of pass. Adapting playing style depending on the game situation. GCSE PE Theory: · Components of fitness (10 components OCR) · Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) · Training principles EG, Specificity, Progression, Overload (reference to FITT), Reversibility. · Movement analysis. · Short-term effects of exercise	Tactical: Positions and formations, offensive tactics such as direct, possession, wing play, zonal and man to man marking, identifying the opposition's weakness and exploiting. Which positions to play individuals in order to suit their physical/technical attributes. Decision Making: When to pass, dribble shoot etc. When to tackle and when to throw, shoot etc. Adapting playing style depending on the game situation. GCSE PE Theory: · Components of fitness (10 components OCR)

	Decision Making: When to pass, dribble shoot etc. When to tackle and when to jockey. Adapting playing style depending on the game situation. Theory Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility.	components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	style depending on the game situation. Theory Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	depending on the game situation. Theory Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	lifting shuttle in the air if possible; try to make opponent lift the shuttle first; play down the middle of opponents to confuse them; play on the weaker partner. Decision Making: Which serve to play; which shot to play; direction of shot; speed of shot; anticipation of opponent's shot. GCSE PE Theory: Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles EG, Specificity, Progression, Overload (FITT), Reversibility Movement analysis Short-term effects of exercise		· Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) · Training principles EG, Specificity, Progression, Overload (reference to FITT), Reversibility. · Movement analysis. · Short-term effects of exercise.		· Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) · Training principles EG, Specificity, Progression, Overload (reference to FITT), Reversibility. · Movement analysis. · Short-term effects of exercise.

	Movement analysis. Short-term effects of exercise								
Skills	<u>Core:</u> Passing, running with the ball, dribbling, ball control, finishing etc. <u>Advanced:</u> Turns, complex dribbles, using weaker foot, different types of pass e.g., Chip, outside of foot, Heading etc.	Core: Pass & catch, running with the ball, Low Tackle Advanced: Pass off both hands, Use a variety of attacking kicks, Contact skills (ruck, maul & set piece)	Core: Throwing, Catching, Footwork, Marking/defending, Dodging/attacking, Shooting, Advanced: Running movement – forward, diagonal and lateral, Umpiring	Outwitting opponents by using: <u>Core:</u> Passing, dribbling with the ball, ball control stopping, shooting, tackling <u>Advanced:</u> Turns, complex dribbles, using reverse stick, different types of pass E.g. Slap, hit, arial etc.	Core Skills: Court set up Forehand/backhand grip Push shot Serve (low, high) Clear Drop Smash Lob Net shot (hairpin) Advanced Skills: Backhand clear, drop & smash Flick serve Tap shot Drive Block Around the head clear, drop & smash Sliced drop Jump smash Net shot (tumble)	Tactical: Tactics to outwit opponents in running events, individual event rules/track and field markings. Decision Making: Speed to run and when to pass an opponent in a middle- distance race, technique to use in throwing event (basic/advanced) to achieve maximum performance. Adapting depending on the race/event situation. GCSE PE Theory:	Core: Throw & catch, Bowl, Grip the bat correctly, front foot drive. Advanced: Bowl with pace or spin, play a variety of shots including sweeps, cover drive, hook etc	Core: Passing and receiving, footwork/pivoting, Marking/defending, Dodging/attacking, Shooting, Advanced: Using weaker hand, applying different types of pass in appropriate practice/match situations, lay-ups, umpiring etc.	Core: catching, throwing, passing, shooting, hitting, tackling, teamwork, tactics

						· Components of fitness (10 components OCR) · Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) · Training principles EG, Specificity, Progression, Overload (reference to FITT), Reversibility. · Movement analysis. · Short-term effects of exercise			
Assessment KMW	Students are assessed throughout their performance in each unit based on them demonstrating their understanding of technical and tactical elements.								

GCSE PE

Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

SoL	SKELETAL SYSTEM / MUSCULAR SYSTEM	MOVEMENT ANALYSIS	CARDIO-RESPIRATORY SYSTEM	EFFECTS OF EXERCISE	COMPONENTS OF FITNESS / PRINCIPLES OF TRAINING	INJURY PREVENTION
Knowledge	Know the location of the listed bones Know the location of the bones and relate to what is used within practical sports activities. Describe why the functions are important Explain why the functions are important to the practical performance Be able to apply practical application to each function Describe the components of the synovial joint To be able to label 2 types of synovial joint and describe how they work Explain how the 2 synovial joints work and be able to apply them to practical situations. Describe the different movements at the different joints Explain the range of movement that comes	Know the components of the lever system To be able to apply the 3 classes of levers into practical actions within sports Analyse what is meant by mechanical advantage within levers Identify and describe movement possible in each plane Explain how the planes work Apply the planes of movement to the different movements within sports Identify and describe movement possible in each axis Explain how the axis work Apply the axis to physical examples within sport	Know the characteristics of the blood vesselsBe able to explain how each vessel works as part of the systems Will be able to label the structure of the CV system and basic blood route Will be able to describe the structure and path of the blood of the CV system with practical Will be able to correctly explain the structure and explain the path of the CV system in performance To know the definitions of key terms for cv system To explain how they work within the cv system in relation to activity Describe the structure including the respiratory muscles Explain the structure and what happens when we exercise Know the definitions of the gas exchange terminology	Able to identify and describe the short term effects on the body Be able to interpret data to identify effects Evaluate the short term effects linking to practical examples within sport Able to identify and describe the long term effects on the body Be able to interpret data and graphical representation to identify effects Evaluate the long term effects linking to practical examples within sport	To know and understand the definitions of fitness test To understand the individual testing protocols and interpret data against national results To analyse the importance of each component of fitness in relation to positions or alternative sports To identify and describe the principles of training To identify the principles within a given training programme and say why it is important To be able to develop a training programme that includes the correct use of the principles Know the definitions of FITT Be able to describe what FITT means and identify when its used in training	To be able to identify the key components in a warm up To give practical examples and justify why they have been applied To be able to analyse the importance of a warm up To understand the key components in a cool down To give practical examples and justify why they have been applied To be able to analyse the importance of a cool down To be able to give basic suggestions on how to minimise injury To be able to apply knowledge in a practical situation to show ways of minimising risk Explain how the risks of injury can be minimised in a variety of sports To be able to identify potential hazards that can

	from the 2 main categories of joints Analyse the different movements within a practical activity Know the location of the listed muscles Know the location of the muscles and relate to what is used within practical sports activities To define what is meant by antagonistic pairs To be able to describe what happens to muscles and bones when movement occurs To be able to analyse the movement within a variety of sporting actions		Explain how the gas exchange works when performing in activities and how it effects the performer Identify what aerobic and anaerobic means Describe what the terms means in relation to practical performance Apply different sports correctly to show the different systems		To apply the FITT principle within a sport in order to increase performance To identify and describe the different types of training To design and undergo a training session using each type of method To be able to analyse each training method and apply the most appropriate to increase performance	occur in different sports and surroundings Apply understanding in a practical situation Explain why hazards occur in a variety of sporting situations
Skills	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.
Assessment KMW	KMW 1 SKELETAL AND MUSCULAR SYSTEM	KMW 2 MOVEMENT ANALYSIS & SKELETAL AND MUSCULAR SYSTEM	KMW 3 CARDIO – RESPIRATORY SYSTEM	KMW 4 EFFECTS OF EXERCISE & CARDIO - RESPIRATORY SYSTEM	KMW 5 FITNESS AND TRAINING	KMW 6 PAPER ONE EXAM COVERS ALL AREAS

CAMBRIDGE NATIONAL SPORTS STUDIES

Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

Unit of work / SoL	R184 Contemporary Issues is sport	R185 Performance and Leadership in Sports Activities	R186 Sport and the Media
	TA1 Issues which affect Participation 1.1 User Groups 1.2 Possible Barriers 1.3 Possible Barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK TA2 Issues which affect Participation 2.1 Sporting values 2.2 The Olympic and Paralympic movement	TA1 Key Components of Performance 1.1 Performances in two selected activities 1.2 Participating in your activities 1.3 Decision-making during performance 1.4 Managing and maintaining in individual activities 1.5 Your role and contribution to team activities TA2 Key Components of Performance 2.1 Strengths and weaknesses of sports performance 2.2 Methods to improve performance 2.3 Measuring improvement in Performance	TA1 The different sources and how they cover sport 1.1 Different sources and how they cover sport TA2 Positive effects of media 2.1 The positive relationship between the media and sport 2.2 Positive impacts of the media in sport TA3 Negative effects of media 3.1 The negative effect of the media on spectators and live sport 3.2 The negative effect of the media on sports and sports performers

Knowledge	Learners will understand the various issues that can affect sporting participation for a number of different user groups. Learners will learn about various ways these user groups are encouraged to participate in sport. Learners will understand how important it is that everyone has an opportunity to participate in sporting activities, allowing the promotion of positive values. Learner will be made aware of the benefits and potential drawbacks of a city or country hosting a major sporting event. Learners will understand the role that National Governing Bodies (NGB's) play in the development of sport and how technology has impacted upon sport, its participants and its spectators.	Learners will learn about performing and leading in different sports activities. Learners will perform in different sports activities and apply what they learn to develop their own performance. Learner will understand the importance of leadership as well as performance, and the role of helping others to participate and improve performance. Learners will plan, deliver and evaluate a sports activity and understand the key considerations that are needed to deliver an effective session.	Learners will understand how sport is covered by social media, broadcast media and print media (including television, written press, radio, internet). Learners will understand positive effects that media can have on sport, i.e. increased exposure of minority sports, increased promotional opportunities, education, increased income which benefits sport, inspiring people to participate, competition between sports and clubs. Learners will understand thew negative effects of the media on sport and the relationship between media and sport Learners will understand what influences the media coverage of certain sports.
Skills	Research and exam technique. Analysing and evaluating your understanding of the topic in a number of sporting settings.	Analysing your skills and describing methods to improve your own performance. Demonstrating your skills and contribution practically in two selected sports activities. Planning, leading and evaluating a sports activity session where you will demonstrate your understanding of considerations and safety.	Research into set sport/team. Produce written reports in response to Set Tasks set by the Exam Board.
Assessment KMW	Ongoing low stakes testing. Exam sat at end of Year 11. 1-hour and 15mins written exam Worth 40% of your overall mark/grade	Assignments set by OCR (set tasks/series of coursework to be completed in Year 10 and 11). Practical performance in two sports. Practical leadership in one sport. Worth 40% of your overall mark/grade	Assignments set by OCR (set tasks/series of coursework to be completed in Year 10). Assignments across the unit (September-May) Each allocated 4 hours of supervised lesson time. Worth 20% of your overall mark/grade.

Physical Education Assessment and Feedback

In year 10 and 11 students are assessed each half term with a KMP appropriate to the unit. This could be exam-style questions covering the topics of that half term, a set task or practical performance. Learners then complete feedback lessons on these to look at areas of weakness, for example to practice questions like those on the examination to demonstrate improvement. Regular lower stakes testing also takes place each week to ensure information from previous lessons are embedded in appropriate units.

During year 10 and 11 we assess learners using a set of full past-examination papers, set tasks and practical performance and these will then be reviewed in specific review lessons, for example using the question-level analysis data to focus on weak areas. Students will review their feedback, understanding and highlighting areas for improvement

in future work/performances. Learners are in regular communication with their teacher regarding their present performance in contrast to their perceived potential and therefore targets will be set based on teacher assessments and judgements to ensure they are achievable but challenging. Learners will have agreed flexible targets to achieve throughout the two years.

Students will focus on the WWW and TIF to understand what the need to do to make progress.

Year 10 – Full completion of R186 Sport and the Media Unit
Partial completion of R184 Contemporary Issues in Sport
Partial completion of R185 Performance and leadership in Sports Activities

SoL	Human lifespan development	Human lifespan development	Life events	Life events	Services and Values	Services and values
Knowledge	• Main life stages: • infants (birth to 2 years) • early childhood (3–8 years) • adolescence (9–18 years) • early adulthood (19–45 years) • middle adulthood (46–65 years) • later adulthood (65+ years). • PIES growth and development in the main life stages: • physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity • intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall • emotional development	Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. • Physical factors, to include: • genetic inheritance • experience of illness and disease • diet and lifestyle choices • appearance. • Social and cultural factors, to include: • culture, e.g. community involvement, religion, gender roles and expectations • educational experiences • the influence of role models • the influence of social isolation • personal relationships with friends and family. • Economic factors, to include: • income/wealth • material possessions	Physical events, to include: • accident/injury • ill health. • Relationship changes, to include: • entering into relationships • marriage • divorce • parenthood • bereavement. • Life circumstances, to include: • moving house, school or job • exclusion from education • redundancy • imprisonment • retirement.	• How individuals adapt to these changes. • Sources of support: • family, friends, partners • professional carers and services • community groups, voluntary and faith-based organisations. • Types of support: • emotional • information and advice • practical help, e.g. financial assistance, childcare, transport	Different health care services and how they meet service user needs: • primary care, e.g. GPs, dental care, optometry, community health care • secondary and tertiary care, e.g. specialist medical care • allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. • Different social care services and how they meet service user needs: • services for children and young people, e.g. foster care, residential care, youth work • services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care • services for older adults, e.g. residential care, domiciliary care • the	Types of barrier and how they can be overcome by the service providers or users: • physical barriers, e.g. issues getting into and around the facilities • sensory barriers, e.g. hearing and visual difficulties • social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence • language barriers, e.g. differing first language, language impairments • geographical barriers, e.g. distance of service provider, poor transport links • intellectual barriers, e.g. learning difficulties • resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand • financial barriers, e.g. charging

	across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image • social development across the life stages, including the formation of relationships with others and the socialisation process.				role of informal social care provided by relatives, friends and neighbours	for services, cost of transport, loss of income while accessing services
Skills	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.	Practical and transferable skills applied to a health and social care sector. Research and assignment writing. Referencing.
Assessment KMW	Ongoing low stakes testing. Students testing during External controlled BTEC assessments in February/ March.					

Health and social care assessment and feedback

In Year 10, learners are assessed within class through low stakes testing and through the BTEC assignments. Feedback is given on the assignments and learners can re-submit an assignment following BTEC guidelines.

Religious Studies
Being unique and celebrating a world of difference.

To explore the advantages and evolving challenges of living in multi-ethnic/faith Britain. Encouraging learners to develop their own values, identity and sense of belonging whilst celebrating difference between cultures and religions. The study of RE provides an environment through which students can develop tolerance and sensitivity towards a broad range of controversial issues and misconceptions.

SoL	Muslim Beliefs	Marriage + The Family - Islam	Matters of Life + Death	Religion, Peace + Conflict - Christianity
Knowledge	• The difference between Sunni and Shi'a Islam. • The 6 beliefs of Sunni Islam. • The five roots of 'Usul ad-Din' • The characteristics of God. • Risalah. • The life of Muhammad (pbuh) • Sacred texts in Islam • Malaikah – angels in Islam • Al-Qadr – predestination in Islam • Akhirah – Islamic beliefs in the afterlife	• Significance of marriage in Islam. • Islamic teachings on sexual relationships. • Muslim teachings about family life. • Community support and the family. • Islamic teachings about contraception. • Muslim beliefs about divorce and remarriage. • The roles of men and women in Islam. • Gender prejudice and discrimination in Islam.	• The origins of the universe • Sanctity of life • The origin + value of human life • Muslim attitudes towards abortion. • Muslim beliefs about life after death. • Muslim attitudes towards euthanasia • Muslim responses to environmental issues and animal rights.	• Christian attitudes towards peace. • The role of peacemaking in Christianity. • Christian responses to conflict. • Christian responses to pacifism and resistance. • The concept of a Just War. • Holy War in Christianity. • Christian responses to weapons of mass destruction. Christian responses to violence, war + terrorism.

Skills	Students will develop the following skills: • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking	Students will develop the following skills: • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking	Students will develop the following skills: • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking	Students will develop the following skills: • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking
Assessment KMW	KMP – Muslim Beliefs	KMP – The Family	KMP – Sanctity of Life	KMP – Christian Beliefs

Religious Studies – Assessment + Feedback

In Year 10 students will complete regular exam style questions as part of classwork and also through set homework tasks. These will be marked according to the exam board mark scheme and feedback given to students to help them improve. There will also be two formal set exam pieces throughout the year that will both assess their knowledge and application of key ideas as well as allow students to perfect their exam technique. An end of Year exam will consolidate all their learning from Year 10.

Exam questions will be completed at the end of every unit, (Muslim Beliefs, Marriage + the Family, Matters of Life + Death and Peace + Conflict) assessing exam technique and retention of information. Students will receive a feedback sheet which shows positive aspects of their assessment as well as areas to improve. In addition students will be given a question next to all exam responses where they have not received full marks and they will answer these in red pen.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work will need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. Low Stakes Tests will be used to embed long term memory skills.

Home Learning tasks will vary between set activities and completing unfinished work in class. This will include retrieval practice tasks which will check and consolidate knowledge and understanding.

PSHE

Learn it. Live it.

PSHE is a high impact course that enables students to reach their full potential by developing knowledge, skills and attributes necessary to thrive as global citizens. PSHE provides students with the capacity to make responsible decisions and manage many of the most critical challenges and opportunities life can present. PSHE provides a platform that gives every student the opportunity to be safe and successful within the ever-changing landscapes of today's society

SoL	Citizenship	Diversity/Tolerance	Sex & Relationship	Families	Mental Health & Wellbeing	Beliefs and Ethics
Knowledge	• What is citizenship? • What are our rights and responsibilities? • Does the UK still have a rich and poor divide? • What is knife crime? • What is the link between crime and council estates?	• Diversity in Britain - communities • Multi-faith Britain - diversity of religion • Racism • Sexism • Hate Crimes • Radicalisation + Extremism • Prevent	• What is safe sex? • How are positive relationships maintained? • What is domestic violence? • What issues do young parents face? • What are the challenges of becoming a new parent? • What is FGM? • Why is pornography dangerous?	• Families – different types • Sexual Relationships • Abortion – the moral debate • Forced Marriage • Divorce – the religious debate • The disabled – supporting others • The elderly – supporting others	• What makes a good role model? • How to be a good leader to others? • What is addiction? • What are eating disorders? • How could you save a life?	• The Big Questions – God • The Big Questions – Creation • The Big Questions – Identity • The Big Questions – Death • Environmental Ethics • Animal Ethics • Genetic Engineering

Skills	• Develop an understanding of citizenship • Understanding of social inequalities • Understanding of knife crime • Understand the importance of the emergency services	Students will develop the following skills: • Analysing texts • Empathy • Contrasting ideas • Evaluating beliefs • Critical thinking	• Developed understanding of safe sex • Ability to maintain positive relationships • Develop an awareness of domestic violence • Developed understanding of the skills and challenges needed for parenting • Developed understanding of FGM • Ability to identify the signs and how to report/report cases of FGM • Awareness of the dangerous of pornography	Students will develop the following skills: • Analysing texts • Contrasting ideas • Questioning • Evaluating beliefs • Critical thinking	• Skills and attributes of role models and leaders • Developed understand the variety of addictions humans can develop and develop coping strategies • Developed understanding eating disorders • Develop healthy lifestyle strategies	Students will develop the following skills: • Analysing texts • Contrasting ideas • Questioning • Evaluating beliefs • Critical thinking

PSHE Assessment and Feedback

Feedback and assessment in PSHE are a vital component of the teaching and learning journey across KS3 and KS4. We as a department, strive to provide feedback and assess students in a multitude of ways. This will inevitably produce young adults who are equipped to thrive within our everchanging landscapes of today's society.

Verbal Feedback

Verbal feedback will be used regularly to give immediate and interactive feedback at both KS3 and KS4. It provides teachers and students with the opportunity to expand the parameters of the teaching and learning experience whilst challenging misconceptions. Verbal feedback in PSHE reinforces high standards and expectations whilst promoting positive outcomes. Effective questioning is used to assess the knowledge and skills established. Learning stages can be sign-posted, thus enabling our students to understand the next step in their learning journey.

Written Feedback

As a department we have set out clear expectations on the marking of exercise books. Work will be marked regularly and consistently across all of KS3 and KS4 to inform a robust teaching and learning experience. A range of strategies are deployed in the form of Low Stakes Testing (LST), self-assessment and peer assessment. This will highlight strengths and weaknesses to inform teacher judgement and future learning. WWWs/TIFs are used to reinforce praise and provide constructive feedback to our students.

Reliable written feedback will ensure:

- The school's policy on feedback is adhered to
- Consistent feedback is provided informing learners, teachers and parents
- The prescribed knowledge and skills have been established
- Engrained misconceptions are challenged and addressed
- High standards and levels of expectations are promoted and celebrated
- Encouragement and reward are provided to motivate, engage and boost self-confidence
- Promote resilience, self-awareness, self-development and self-management

DESIGN TECHNOLOGY
Real problems solved!

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design, develop, model and manufacture products that solve real and relevant problems within a variety of contexts considering their own and others' needs, wants and values. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

SoL	Core Skills and Knowledge and practical application (phone holder) (Term 1)	NEA Testing and Preparation Term 2	Exam prep (mock focus) Term 3	Non-exam assessment (NEA) Term 3
Knowledge	- Design and thinking and communication - Factors that influence material selection - Plastics, manufacturing including textiles - Smart and modern materials - Metals, manufacturing, and processes - Woods, manufacture, properties, and surface finish - Risk assessment and hazard awareness - Health and safety in D&M - Production planning Practical element – phone holder manufacture	Mini NEA practice – this will be based on a past set context theme for students to ensure they have the knowledge and understanding to successfully complete the NEA set for their exam series. Investigation into context Design briefs Existing product analysis Stake holders/user requirements Past and Present design influences Viability of Design solutions New and emerging technologies Exploring existing products usability	Inclusive and environmental impact Marketing and branding LCA and environmental issues Market research Product analysis New and emerging technologies Famous designers Mock topic focus	OCR release NEA Design context for student to begin their coursework worth 50% of their GCSE. Release date 1 June. Evidence: electronic design portfolio with photographic evidence of final prototype(s). Approximately 20 pages of A3. This assessment is to be carried out under the supervised conditions as laid out in the OCR specification. AO1: begins and completed for the summer

				- Context investigation - User/stakeholder investigation - Design Briefs - Existing product analysis - Materials/technical needs
Skills	- 3D drawing skills - CAD (Computer Aided Design) – google sketch up - Marking out/Accuracy/use of jigs - Correct use of a wide range of hand tools - Correct use of machinery within the workshop	- Development of design solutions - Problem solving - Evaluation and reflection on outcomes - Modelling skills/CAD - User/stakeholders feedback impact	Essay writing techniques Application of knowledge	
Assessment KMW	KMW – Student throughout year 10 will be assessed in line with the department and whole school assessment strategy. throughout the course student will be tested on core knowledge content at appropriate points to gauge understanding for the topics. This maybe in a form or exam-based questions, application of knowledge and application of practical elements. this will be supported by regular feedback to individuals, groups, or whole class			

Art - GRAPHIC COMMUNICATION

Graphic communication is the process of designing using and adapting visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. students will have the opportunity to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

<table>
<tr><th>SoL</th><th></th><th>Indepth knowledge</th></tr>
<tr><td>Knowledge</td><td>Students should be introduced to a variety of learning experiences, which encourage the development of skills using appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.

Art Design Graphic communication year 10 topic will be Typography, a visual representation of information and as a form of communication. Students will need to investigate why typography is important, how it is measured, the anatomy of typography, research history and techniques</td><td>Student will learn different ways sources inspire the development of ideas relevant to graphic communication including:
how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.
Student will also learn the ways in which meanings, ideas and intentions relevant to graphic communication can be communicated include the use of:
different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements
visual and tactile elements, such as:
Colour, line, form, tone, texture, shape, pattern, composition, stylisation, simplification, scale, structure.</td></tr>
<tr><td>Skills</td><td colspan="2">Within the context of graphic communication, students learn and develop skills to be able to demonstrate the ability to:
use graphic communication techniques and processes, appropriate to students' personal intentions, for example:
typography
illustration
digital and/or non-digital photography
hand rendered working methods
digital working methods
use media and materials, as appropriate to students' personal intentions, for example:</td></tr>
</table>

	○ pencil, pen and ink, pen and wash, crayon, and other graphic media ○ watercolour, gouache and acrylic paint ○ layout materials ○ digital media ○ printmaking ○ mixed media
Assessment KMW	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.

TEXTILE ART

Textile design course allows the student to explore, create, experiment with designs and produce products which may have woven, knitted, stitched, printed decorative that might have a functional or non-functional purpose. Practical skills will be developed throughout, working towards confident, independent and challenging practical outcomes.

<table>
<tr><th>SoL</th><th></th><th>Indepth knowledge</th></tr>
<tr><td>Knowledge</td><td>Students must develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to textile design and their selected area(s) of study. The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design.</td><td>Student will learn the way sources inspire the development of ideas, relevant to textile design including:
how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.
Student will also the ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of:
figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation
visual and tactile elements, such as:
colour, line, form, tone, texture, shape, pattern, composition, decoration, repetition, scale, structure, surface.</td></tr>
<tr><td>Skills</td><td colspan="2">Within the context of textile design, students must demonstrate the ability to:
use textile design techniques and processes, appropriate to students' personal intentions, for example:
weaving
felting
stitching
appliqué
construction methods
printing.
use media and materials, as appropriate to students' personal intentions, for example:
inks</td></tr>
</table>

	• yarns • threads • fibres • fabrics • textile materials • digital imagery
Assessment KMW	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.

FOOD AND NUTRITION

This course enables student to have the opportunity to adapt and create their own dishes to reflect their personal choices. Students will explore multicultural foods and appreciate cuisine from different countries and learn to Consider factors which affect food choices and current trends to make informed and effective decisions when creating food and meals for intended target groups.

SoL		Yr10 Indepth knowledge
Knowledge	Students will build on their prior learning from year 7, 8 & 9 D&T rotations in Cooking & Nutrition. They will have learnt about basic personal hygiene, food safety, tools and equipment, Eatwell Guide and how nutrients contribute to a healthy balanced diet for teenagers. They will have developed a range of more advanced practical skills to make a repertoire of predominantly savoury products which meet the guidelines for healthy eating.	Students will develop an in-depth nutritional knowledge of both macro and micro nutrients. This will be applied to the nutritional needs of specific groups and also consider dietary requirements in relation to conditions such as diabetes, CHD, high blood pressure etc. The five key areas to be covered are: • Food, Nutrition and Health • Food Science • Food Safety • Food Choice • Food Provenance
Skills	Students will learn a range of food preparation skills and make more complex dishes. This will include general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, preparing combining and shaping, sauce making, tenderising and marinading, dough raising agents and setting mixtures. Students will also learn how to use Food for PC software to calculate the nutritional content and costing of dishes.	Knowledge will be used to apply a wide range of cooking methods using the hob, grill and oven. Student will use their awareness of sensory testing apply the correct terminology related to appearance, aroma, flavour and texture to enable the students to make recommendations on how to improve dishes and make them more complex and meet the intended user needs. Students will also gain a better understanding of food allergens, locally sourced ingredients, Fairtrade, food labelling, energy, seasonal foods and vegetarian diets and use this knowledge to make informed decisions when choosing the correct ingredients and skills to produce set food.
Assessment KMW	KMW – Student throughout year 10 will be assessed in line with the department and whole school assessment strategy. throughout the course student will be tested on core knowledge content at appropriate points to gauge understanding for the topics. This maybe in a form or exam-based questions, application of knowledge and application of practical elements. this will be supported by regular feedback to individuals, groups, or whole class	KMP: 1. Food, Nutrition and Health 2. Food Science 3. Food Safety 4. Food Choice 5. Food Provenance

HOSPITALITY AND CATERING

This course allows students to explore the inner workings of the hospitality and catering industry, from the operation of the kitchen, roles within each sector, to the health, safety and hygiene requirements that must be met. Practical skills will be developed throughout, working towards confident, independent and challenging practical dishes.

SoL		Yr10 Indepth knowledge
Knowledge	Understanding of the environment in which hospitality and catering providers operate. Recognising the health and safety requirements within the hospitality and catering industry. Identify how food can cause ill health. Propose provision to meet specific needs and requirements. Exam preparation.	Pupils will develop an understanding of the environment in which hospitality and catering providers operate, including the structure of the industry, analysis of job requirements, with the ability to describe working conditions of different job roles across the industry They will gain knowledge of the kitchen, the front of house and how provision is set out to meet customer needs and requirements. Work will be completed on health and safety requirements, including personal safety and the control measures in place. Knowledge of how food can cause ill health and food safety legislation. Understanding menu planning will also be visited. Acknowledging the factors to consider, environmental issues, and meeting specific needs.
Skills	Hospitality and catering – in action. Understand the importance of nutrition when planning meals, consider specific groups, including dietary needs. Students learn about food choices, that includes ingredients and recipes from other countries.	**Practical Skills:** Weighing and measuring. Bridge and claw method – fruit and vegetable preparation. Peeling, chopping, slicing, dicing, crushing, shaping, spreading, rolling, piping, storage and cooking of meat products, protein alternative cooking and storage, short crust pastry, choux pastry, ice cream making, boning a chicken, piping and glazing. **Equipment:** Oven, hob, grill, kettle, electric can opener, fridge, food processor, temperature probe, hand blender, ice cream making. **Preparation /Cooking Methods:** Boiling, simmering, baking, stewing, dry frying, baking, sautéing. **Recipes:** Vegetable curry, pasta with tomato and vegetable sauce, Cumberland pie, mince pies, Chelsea buns, chocolate profiteroles, minestrone soup and focaccia bread, ice cream and short bread and chicken and mushroom pie.
Assessment KMW	KMW – Student throughout year 10 will be assessed in line with the department and whole school assessment strategy. throughout the course student will be tested on core knowledge content at appropriate points to gauge understanding for the topics. This maybe in a form or exam-based questions, application of knowledge and application of practical elements. this will be supported by regular feedback to individuals, groups, or whole class	**KMW**: 1. Nutrients 2. Hospitality and catering service providers 3. Practical skills 4. Dietary needs 5. PPE 1 Paper 6. Practical skills 7. Health and Safety 8. PPE 2 Online

Design Technology Assessment and Feedback

Rationale

Feedback and marking are vital parts of the bond between the teacher and the young person. It is within the nature of Design Technology (practiced-based learning and theory) that you will inherently receive a combination of verbal feedback and written assessment.

The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge the students have

Verbal feedback

- Is the most regular and interactive form of feedback at both KS3 and KS4. It provides a live, constructive and informative process to develop the next steps in their learning journey towards success.
- Teacher modelling and demonstrating in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

Written feedback – Key Marked Work

- Written feedback is an integral part of the improvement process and will be evidenced with KMW cover sheets. This includes steps (KS3)/mark schemes assessment (KS4), highlighting WWW (what went well) which acts as success criteria and TIF (To Improve Further) which supports improvements. KMW cover sheet, where possible are given to students at the start of the activity so they have clear understanding of what the teacher will be assessing. This contributes to 'what good looks like' and supported where appropriate with visual exemplars.
- At the end of a project teachers will provide a written summative feedback sheet which will provide a detailed appraisal and provide an opportunity to improve work moving forwards.