



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

'Aspire - Challenge - Succeed'

Curriculum Book Year 10

Academic Year 2018/19

Message from the Head Teacher

At St Mary's we value our partnership work between school and home and expect parents/carers to be actively engaged in their child(ren)'s learning. To support our work together, this Curriculum Booklet has been written to provide you with information about the courses that will be taught this year and to give sources of information as well as suggestions about how parents/carers can become actively involved with learning at home.

The Timetabled Curriculum

This curriculum outline represents the formal teaching and learning programme that is scheduled between 8.25am and 3.10pm each school day. Students, of course, learn more than can ever be listed in a booklet and developing social skills and positive attitudes to life-long learning are an important part of our personal, social, health and citizenship education programmes at St Mary's High School.

Life in Modern Britain

As part of the wider curriculum, this provision will offer students the opportunity to learn about Life in Modern Britain and British Values. This has always been an important aspect of our curriculum, but now will receive more emphasis in line with Government directives. Life in Modern Britain will be included in the programmes of study for Personal, Social and Health Education (PSHE), Citizenship, Humanities and Religious Studies. Student support days and special curriculum events, that include visiting speakers and focussed workshops, provide enrichment and further opportunities to study British Values and how they impact on life in Modern Britain.

Extended Learning

Extended learning is a vital extension of the curriculum offered at school, and is never more important than when students are studying examination subjects. It is designed to promote independent learning and often builds on, or extends, topics covered in the classroom. High levels of attainment in examinations are reliant upon the effective and regular completion of extended learning. Extended learning can be completed at home or in study clubs at school and students in Key Stage 4 would be expected to be studying (as a minimum) between 1.5 and 2 hours each evening. Please provide your child(ren) with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website www.showmyhomework.co.uk

The Curriculum Booklet

The curriculum booklet is organised to explain what topics and skills students are learning on a half termly basis so that parent/carers can support their children throughout the school year. There is information regarding the expectations that each subject areas has for students and also how to support students maximise their learning outcomes.

Again parents/carers are asked to encourage students to use every possible opportunity to use staff expertise and the study opportunities that are provided for them so that they can stay on track with their studies and gain confidence in their ability to perform well. We will be pleased to hear any feedback that you may have about teaching, learning and life throughout the academic year. We look forward to continuing our partnership work to ensure that all our students optimise their progress and are able to perform to the very best of their abilities.

Thank you in anticipation of your support.

Stephanie Benbow
Head Teacher

KEY	
Subject	
English & MFL Teaching & Learning	English
	French
	Spanish
Maths & ICT Teaching & Learning	Mathematics
	ICT
	Computer Science
	Business Studies & Enterprise
Science & Technology Teaching & Learning	Science
	Technology
	Textile Design
	Hospitality and Catering
Humanities Teaching & Learning	Religious Studies
	Geography
	History
	PSHE – Healthy Minds
Performing Arts Teaching & Learning	Music
	BTEC L2 Award in Art & Design
	Sports Science

ENGLISH & MFL TEACHING & LEARNING AREA

Director of English and Modern Foreign Languages	Ms Eireann Cunningham
Lead teacher of English	Mr Nick Pigott
Lead teacher of Modern Foreign Languages	Mr Robert Pugsley

ENGLISH

Exam Board and Syllabus:	AQA GCSE English Language 8700 / AQA GCSE English Literature 8702
Link to website:	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700 http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	GCSE Literature Paper 1 Section B: 19th Century <ul style="list-style-type: none"> • Dr Jekyll and Mr Hyde (Robert Louis Stevenson) 	Exam Practice: Students will answer one question on Jekyll and Hyde. They will be required to write in detail about an extract from the novella and then to write about the text as a whole.
Autumn Half Term 2	Revision: GCSE Language Paper 1 <ul style="list-style-type: none"> ➤ Explorations in Creative Reading and Writing 	Mock exam Paper 1 Language and Paper 1 Literature
Spring Half Term 3	GCSE Literature Paper 2 Section A: Modern Text <ul style="list-style-type: none"> • Curious Incident of the Dog in Night-time (Simon Stephens) 	Exam Practice: Students will answer one essay question from a choice of two.
Spring Half Term 4	GCSE Language and Literature Final Revision <ul style="list-style-type: none"> • <u>GCSE Language Paper 1</u> <ul style="list-style-type: none"> ➤ Explorations in Creative Reading and Writing • <u>GCSE Language Paper 2</u> <ul style="list-style-type: none"> ➤ Writers' Viewpoints and Perspectives • <u>GCSE Literature Paper 1</u> <ul style="list-style-type: none"> ➤ Romeo and Juliet ➤ Dr Jekyll and Mr Hyde • <u>GCSE Literature Paper 2</u> <ul style="list-style-type: none"> ➤ Curious Incident of the Dog in the Night-time ➤ Power and Conflict Poetry ➤ Unseen Poetry 	Mock Exam Paper 2 Language and Paper 2 Literature
Summer Half Term 5		

	Frequency, Length and Exemplars
Extended Learning	<ul style="list-style-type: none"> • Weekly quotation memorisation homework • Weekly extended writing self-assessed against mark scheme with exemplar responses • Ongoing revision – refer to <i>Student Reference Booklet</i> for strategies to support revision and SMHW for additional resources

Assessment Tasks	One formal assessment every half-term which will be graded by the class teacher. Regular extended writing in green progress books – student will self- assess and/or receive collective feedback with exemplar responses from the class teacher.
Formal Examination	<p>Mock Week 1: 10th December to 14th December 2018 Paper 1 GCSE Language: Explorations in Creative Reading and Writing Paper 1 GCSE Literature: Romeo and Juliet & Dr Jekyll and Mr Hyde</p> <p>Mock Week 2: 25th February to 1st March 2019 Paper 2 GCSE Language: Writers' Viewpoints and Perspectives Paper 2 GCSE Literature: Curious Incident of the Dog in the Night-time, Power and Conflict Poetry and Unseen Poetry.</p> <p>Students should use their books to revise and will be provided with revision resources on SMHW.</p>

Student Independent Learning Tasks	Use the Collins Content revision books via SMHW: AQA GCSE Advance or Core book & Grammar for GCSE English
Parent/Carers Can help by:	<ul style="list-style-type: none"> ▪ Taking an active interest in the development of literacy (for example: reading the same book as your child, asking questions about what your child is reading, listening to audiobooks together) ▪ Support your child's completion of extended learning / revision by quizzing, asking probing questions and getting students to explain what they have learnt. ▪ Attend performances / film screenings that will support knowledge, understanding and appreciation of literature (such as: film screenings of Shakespeare plays and performances, going to the Globe Theatre, programmes shown on TV) <p>Purchase revision guides linked to the texts studied</p>

FRENCH

Exam Board and Syllabus:	AQA
Link to website:	www.aqa.org.uk

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	School Life	<p><u>Assessment focus: Listening, Reading, Writing, Speaking.</u></p> <p><u>Listening.</u> Listen to texts and answer related questions in either French or English.</p> <p><u>Reading.</u> Read a series of texts about school life in francophone countries and answer related questions in either French or English. Translate a piece of French into English.</p> <p><u>Writing.</u> Write four sentences to describe a picture of a school canteen, containing a group of students chatting over lunch. Write a 40 word message about the subjects you study, your subject likes and dislikes and your school facilities. Write a 90 word paragraph about four bullet points (the name, location types of school and facilities it offers, the school rules, details of any competitions you have won in the past and which</p>

		clubs you are going to take part in this year). Translate a piece of English into French. <u>Speaking.</u> Perform a role play about your school facilities, favourite subjects and a description of your teachers. Describe a photo of students in a school library. Answer questions from module 2 of your general conversation booklet about school life.
Autumn Half Term 2	The Environment (Local issues)	<u>Listening.</u> Listen to a series of texts about environmental hazards, recycling, how to look after the planet and ethical shopping, and answer related questions in either French or English. <u>Reading.</u> Read a series of texts about local environment issues and answer related questions in either French or English. Translate a text about recycling from French to English. <u>Speaking.</u> Complete a role play task about how you help at home. Describe a picture about ways to protect the planet. Answer a series of questions from your module 8 of your speaking booklet about the local environment. <u>Writing.</u> Write a 90 word paragraph about how you protect the environment at home, how you can protect the environment in public, what you've done recently to protect the planet and how you are going to do so in the future. Translate a text about local environment issues from English to French.
Spring Half Term 3	School Life	<u>Listening</u> to young French speakers discussing aspects of their school life and responding to related questions in French and English. <u>Reading</u> texts of varying lengths about school life in francophone countries and answering questions in French or English. Translating a text from French to English. <u>Speaking</u> about aspects of your school life by performing a role play. Describing a typical school scene. Answering 8 key questions from your general conversation speaking booklet about school. <u>Writing</u> a 90 and 150 word task about aspects of school, in the present, past, imperfect, future and conditional tenses. Translating a text from English to French.
Spring Half Term 4	The environment (Local issues)	<u>Listening</u> to young French speakers discussing how they help protect their local environment and answer questions in either French or English. <u>Reading</u> a variety of texts about what people do to look after their living environment in various parts of the francophone world and answering questions in either French or English. Translating a text from French to English. <u>Speaking</u> about what you do at home to look after the environment, through performing a role play. Answer two questions from your speaking booklet about what you did recently and what you are planning to do in future to protect the environment. <u>Writing</u> a 90 word and 150 word task about how you can protect the planet in the present, past, imperfect and future tenses. Translate a text from English to French.
Summer Half Term 5	The environment (Global issues)	<u>Listening</u> to people talking about world issues such as drugs, unemployment, poverty and pollution and answer questions in either French or English. <u>Reading</u> a variety of texts about world issues and answering questions in either French or English. Translating a text from French

		<p>to English.</p> <p><u>Speaking</u> to describe a photo about a poverty scene in a socially deprived area. Giving your opinions about world issues.</p> <p><u>Writing</u> a 90 and 150 word task about world issues, in the present, future and conditional tenses. Translating a text from English to French.</p>
--	--	--

	Frequency and Length	Example of learning and assessment
Extended Learning	<p>Students will have access to a bank of extension resources on Show My homework. Each student is required to attempt at least one extended learning task per week and will be self – assessed.</p> <p>Students learn 40 words and phrases per week of vocabulary, over six weeks, followed by a vocabulary test on any 20 words and phrases to test understanding of homework. All vocabulary lists with learning deadlines are available on Show My Homework.</p>	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English.</p> <p>Students can also access the work covered in class by completing additional reinforcement online activities on Active learn. Their MFL teacher will provide them with log in details.</p>
Assessment Tasks	<p>Students are formally assessed in a focus skill of listening, speaking, reading with translation into English and writing with translation into French.</p>	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in French via multiple choice options or short written answers in French or English.</p> <p><u>Reading</u> – Reading texts and answering questions in French via multiple choice options or short written answers in French or English. Reading a literary extract and answering questions in English. Translating a short text from French to English.</p> <p><u>Writing</u> – Producing four sentences to describe a picture, writing a 40 word message in response to four bullet points. Writing a structured response of 90 words to four bullet points. Writing an open response of 150 words in response to two bullet points.</p>
Formal Examination	<p>Students will receive a mock examination in listening, reading and writing in May. The examination will test topics covered to date in the format of GCSE style questions, The questions will test understanding at both foundation and higher tier.</p>	<p>Students will be assessed in listening, speaking, reading and writing on the last four of eight modules which the course covers.</p>

Student	Students are encouraged to use Active learn on a weekly basis, as well as the app Duo
----------------	---

Independent Learning Tasks	Lingo. Students are also encouraged to access independent reading materials to boost their vocabulary knowledge and understanding of longer texts.
Parent/Carers Can help by:	Testing your son / daughter with their weekly vocabulary learning.
Curriculum Links to GCSE skills and content	The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.
Extra-Curricular or enrichment Activities	Students may attend a language club at lunchtime as well as morning and after school intervention sessions to boost confidence.

SPANISH

Exam Board and Syllabus:	AQA GCSE Spanish
Link to website:	www.aqa.org.uk

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Holidays	<p><u>Listening.</u> Listen to texts about people discussing holidays and answer the questions in either Spanish or English</p> <p><u>Reading.</u> Read texts about holidays in Spanish and answer questions in either Spanish or English.</p> <p><u>Writing.</u> Write a forty word message about what students do in the holidays and why. Write a 90 word paragraph about a recent holiday students went on, saying where they went, where they stayed, what they did, what the weather was like and what they had to eat and drink, as well as discussing future holiday plans. <u>Speaking.</u> Complete a role – play at the tourist information office. Describe a family holiday picture. Answer a series of questions from module 1 of your speaking booklet.</p>
Autumn Half Term 2	My school life.	<p><u>Listening.</u> Listen to a series of texts about holidays and answer related questions in either Spanish or English.</p> <p><u>Reading.</u> Read a series of texts about types of holidays and answer related questions in either Spanish or English. Translate a text about a holiday experience from Spanish to English.</p> <p><u>Writing.</u> Write four sentences to describe a picture of a school canteen, containing a group of students chatting over lunch. Write a 40 word message about the subjects students study, subject likes and dislikes and school facilities. Write a 90 word paragraph about four bullet points (the name, location types of school and facilities it offers, the school rules, details of any competitions students have won in the past and which clubs they are going to take part in this year.</p> <p><u>Speaking.</u> Perform a role play about school facilities, favourite subjects and a description of teachers. Describe a photo of students in a school library. Answer questions from module 2 of your general conversation booklet about school life.</p>
Spring Half Term 3		<p><u>Listening.</u> Listen to two texts about life in two different Hispanic countries and answer related questions in Spanish and English.</p>

	Customs and traditions.	<p><u>Reading.</u> Read a variety of texts about the food and festival customs of Hispanic countries and answer questions in Spanish.</p> <p><u>Speaking.</u> Perform a short speech about a tradition within the students own culture that they enjoy.</p> <p><u>Writing.</u> Write a 90 word task about a festival / custom which students' take part in, using present, past and future tenses.</p>
Spring Half Term 4	The local and global environment.	<p><u>Listening.</u> Listen to people talking about world issues such as drugs, unemployment, poverty and pollution and answer questions in either Spanish or English.</p> <p><u>Reading.</u> Read a variety of texts about world issues and answering questions in either Spanish or English. Translating a text from Spanish to English.</p> <p><u>Speaking.</u> Describing a photo about a poverty scene in a socially deprived area. Giving opinions about world issues.</p> <p><u>Writing.</u> Write a 90 and 150 word task about world issues, in the present, future and conditional tenses. Translating a text from English to Spanish.</p>
Summer Half Term 5	My family and friends.	<p><u>Listening.</u> Listen to a series of texts about Hispanic speakers discussing aspects of their appearance and character, their family relationships, leisure interests, aspects of their childhood and a character they admire. Answer related questions in both Spanish and English.</p> <p><u>Reading.</u> Read a variety of texts about self, family and friends and answer related questions in either Spanish or English. Translate a text about family relationships or friendships from Spanish to English.</p> <p><u>Speaking.</u> Complete a role – play task about making arrangements to meet a friend at the cinema. Describe a picture of a group of friends in a social situation. Answer a set of questions from module 1 of your speaking booklet.</p> <p><u>Writing.</u> Write a 40 word piece of writing about character and appearance, relationships with family and friends, and leisure interests. Translate a text about family relationships from English to Spanish.</p>
Summer Half Term 6	Holidays	<p><u>Listening.</u> Listen to texts about people discussing holidays and answer the questions in either Spanish or English</p> <p><u>Reading.</u> Read texts about holidays in Spanish and answer questions in either Spanish or English.</p> <p><u>Writing.</u> Write a forty word message about what students do in the holidays and why. Write a 90 word paragraph about a recent holiday students went on, saying where they went, where they stayed, what they did, what the weather was like and what they had to eat and drink, as well as discussing future holiday plans.</p> <p><u>Speaking.</u> Complete a role – play at the tourist information office. Describe a family holiday picture. Answer a series of questions from module 1 of your speaking booklet.</p>
	Frequency and Length	Example of learning and assessment
Extended Learning / Extension	Students will have access to a bank of extension resources on Show My homework. Each student is required	Translation tasks, reading comprehensions, literary extracts with question and answers in English. Practice test papers with mark

Activities	<p>to attempt at least one extended learning task per week and will be self – assessed.</p> <p>Students learn 40 words and phrases per week of vocabulary, over six weeks, followed by a vocabulary test on any 20 words and phrases to test understanding of homework. All vocabulary lists with learning deadlines are available on Show My Homework.</p>	<p>schemes.</p> <p>Students can also access the work covered in class by completing additional reinforcement online activities on Active learn. Their MFL teacher will provide them with log in details.</p> <p>Students also have access to a bank of revision resources which they should use to revise Modules 1 – 3 of the course.</p>
Assessment Tasks	<p>Students are formally assessed in a focus skill of listening, speaking, reading with translation into English and writing with translation into Spanish.</p> <p>Students are also offered frequent trial runs at the GCSE examinations, through the use of walking talking mocks.</p>	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in Spanish via multiple choice options or short written answers in Spanish or English.</p> <p><u>Reading</u> – Reading texts and answering questions in Spanish via multiple choice options or short written answers in Spanish or English. Reading a literary extract and answering questions in English. Translating a short text from Spanish to English.</p> <p><u>Writing</u> – Writing four sentences to describe a picture, writing a 40 word message in response to four bullet points. Writing a structured response of 90 words to four bullet points. Writing an open response of 150 words in response to two bullet points.</p>
Formal Examination	<p>Students will receive a mock examination in listening, reading, speaking and writing in. The examination will test topics covered to date in the format of GCSE style questions, The questions will test understanding at both foundation and higher tier.</p>	<p>Students will be assessed in listening, reading, speaking and writing on the first six of eight modules of the course.</p>

Student Independent Learning Tasks	<p>Students are encouraged to use Active learn on a weekly basis, as well as the app Duo Lingo. Students are also encouraged to access independent reading materials to boost their vocabulary knowledge and understanding of longer texts.</p>
Parent/Carers Can help by:	<p>Testing your son / daughter with their weekly vocabulary learning. Monitor any practice tests and extension / revision tasks from Show my homework and ensure your son / daughter completes them.</p>
Curriculum Links to GCSE skills and content	<p>The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.</p>
Extra-Curricular or enrichment	<p>Students may attend a language club at lunchtime as well as morning and after school intervention sessions to boost confidence. Students</p>

Activities	should also attend at least one after school session per week to focus on examination technique.
------------	--

MATHS & ICT TEACHING & LEARNING AREA

Director of Maths and ICT	Mrs Angela Johnston
Assistant Director of ICT and Business Studies	Ms Grace Lyttle
Lead Teacher for maths	Mr Darren Harvey
Co-ordinator for KS4 maths	Mr Jack Burnell

MATHEMATICS

Exam Board and Syllabus:	Edexcel Mathematics 1MA1
Link to website:	https://qualifications.pearson.com

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Number: Structure Number: Calculations	<p>Your son/daughter will be assessed at the end of each teaching module. This means that they will have 2 assessments in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms)</p> <p>The first assessment will focus on the content of the first three weeks teaching only (Interim assessment). The second assessment (final assessment) will be a longer assessment which includes the teaching content for the full half term.</p> <p>These knowledge based assessments are incorporated into each half term to improve students' retention of information.</p> <p>Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and extend their knowledge and understanding.</p>	<p>Most extended learning tasks are set on Show My Homework.</p> <p>Extended learning will be set twice per week and students would be expected to work on these tasks for approximately 45 minutes for each task.</p> <p>Students are encouraged to revisit their learning frequently in order to retain key concepts and knowledge. Revision and guides and workbooks are available for purchase from the school.</p>
Autumn Half Term 2	Algebra: Manipulation Algebra: Solving		
Spring Half Term 3	Geometry: Properties & Angles Geometry: Measures & Mensuration		
Spring Half Term 4	Ratio: Ratio & Proportion Geometry: Transformations		
Summer Half Term 5	Algebra: Sequences Algebra: Graphs		
Summer Half Term 6	EXAMINATIONS		

	Frequency, Length and Exemplars
Extended Learning	Extended learning tasks are typically related to the current teaching theme. Extended learning will be set twice per week and students would be expected to work on these tasks for approximately 45 minutes for each task. Additional extended learning may be set for revision purposes.
Assessment Tasks	Students are assessed at the end of each topic.
Formal Examination	Assessment weeks will take place the week beginning 10 th December 2018 and 25 th February 2019. Students will be examined in the main hall or classrooms with their teacher as moderator. Students will be assessed on any content taught over the year. The format will be similar to GCSE style exam. Students should use their books to revise and will be provided with revision materials and useful website links prior to the exam weeks

Student Independent Learning Tasks	Students can access the school text books through the following link https://connect.collins.co.uk/school/defaultlogin.aspx Additional useful websites include: https://www.mathsgenie.co.uk/gcse.html http://m4ths.com/gcse-page.html https://corbettmaths.com/
Parent/Carers Can help by:	<ol style="list-style-type: none"> 1. Ensure that your son/daughter has the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator 2. Help your child by being positive about maths and point out that maths is everywhere. Discuss problem solving and encourage them to be involved in real life situations involving maths (calculate best buys, cheapest tariffs) 3. Test your child on their times tables and the equivalent division facts 4. Review extended learning books and discuss assessment results 5. Test your child on basic mathematical concepts regularly 6. Ensure they have adequate space and quiet to revise regularly and encourage them to speak to their maths teacher if they recognise they are unsure on particular concepts
Curriculum Links to GCSE skills and content	All topics covered in year 11 are linked to the knowledge required for the GCSE maths examinations at the end of year 11
Extra-Curricular or enrichment Activities	A number of enrichment activities take place across the academic year. Details will be shared with students and published nearer the time of the events. There may also be opportunities for additional intervention and support for identified students across the academic year.

GCSE Maths Teaching & Assessment Calendar

Year 7 to Year 10

September 2018 – July 2019

Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	Number: Structure	16B (07/01)	Algebra 1: Manipulation	28B (22/04)	Algebra 2: Sequences
2B (10/09)	Number: Structure	17A (14/01)	Algebra 1: Manipulation	29A (29/04)	Algebra 2: Sequences
3A (17/09)	Number: Structure	18B (21/01)	Algebra 1: Manipulation Manipulation Assessment	30B (06/05)	Algebra 2: Sequences Sequences Assessment
4B (24/09)	Number: Structure Number Structure Assessment	19A (28/01)	Algebra 1: Solving Review Manipulation	31B (13/05)	Algebra 2: Graphs Review Sequences
5A (01/10)	Number: Calculations Review Number Structure	20B (04/02)	Algebra 1: Solving Review Manipulation	32A (20/05)	Algebra 2: Graphs Sequences & Graphs Assessment
6B (08/10)	Number: Calculations Review Number Structure	21A (11/02)	Algebra 1: Solving Manipulation & Solving Assessment	Half Term	
7A (15/10)	Number: Calculations Review Number Structure	Half Term		34B (03/06)	Data: Probability
8B (22/10)	Number Structure & Calculations Assessment	22B (25/02)	35A (10/06)	35A (10/06)	Data: Probability
Half Term		23A (04/03)	Ratio: Ratio & Proportion	36B (17/06)	Data: Probability Probability Assessment
9A (05/11)	Geometry: Properties and Angles	24B (11/03)	37A (24/06)	37A (24/06)	Data: Statistics
10B (12/11)	Geometry: Properties and Angles	25A (18/3)	38B (01/07)	38B (01/07)	Data: Statistics
11A (19/11)	Geometry: Properties and Angles Properties and Angles Assessment	26B (25/03)	39A (08/07)	39A (08/07)	Data: Statistics Probability & Data Assessment
12B (26/11)	Geometry: Measure and Mensuration Review Properties and Angles	27A (01/04)	Ratio, Proportion & Transformation Assessment	Summer holiday	
13A (03/12)	Geometry: Measure and Mensuration Review Properties and Angles	Easter holiday			
14B (10/12)	Geometry: Measure and Mensuration Review Properties and Angles				
15A (17/12)	Properties, Angles, Measure and Mensuration Assessment				
Christmas holiday					

ICT

Exam Board and Syllabus:	BTEC Tech Awards Digital Information Technology
Link to website:	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	<p>Component 1</p> <p>Investigate user interface design for individuals and organisations</p> <ul style="list-style-type: none"> • Introduction to user interfaces: hardware features, software features and human facilitation and example uses • Basic user interface: text-based and menu-based • How hardware and software affects user interfaces: operating systems/platforms, screen type/size, types of user input, hardware resources available and emerging technologies • User accessibility needs: visual, hearing, speech, motor and cognitive needs • User skills: expert, regular, occasional and novice user skills and demographics: age, beliefs/values, culture and past experiences • Design principles: visual elements: colour and font style/size • Design principles: text elements: language and amount of information • Design principles: layout: consistency, placement of items, user expectations, grouping related items, navigational components and input controls • Design principles: user expectations: colour, sound, symbols, visuals • Design principles: keeping the user engaged: uncluttered screens, tip text, labels, default values and autofill • Design principles: intuitive design: graphics denoting actions, helpful messages, easy reversal of actions, help features and consistency • Improving the speed of user interfaces: keyboard shortcuts, reversal of actions, informative feedback and distinguishable objects 	<p>Assignment 1</p> <p>Internally Assessed Coursework:</p> <p>A.2D1 Assess how effectively two different types of user interface meet the design principles and user needs with justified examples.</p> <p>A.2M1 Analyse how two different types of user interface meet the design principles and user needs with relevant detailed examples.</p> <p>A.2P1 Explain how two different types of user interface meet design principles with some relevant examples.</p> <p>A.2P2 Explain how the user interfaces meet user needs with some relevant examples.</p>

<p>Autumn Half Term 2</p>	<p>Component 1 Use project planning techniques to plan and design a user interface</p> <ul style="list-style-type: none"> • Project methodologies: waterfall, iterative and Agile • Co-coordinating project tasks: Gantt charts, PERT charts and critical path diagrams • Basic project planning tools: task lists, graphical descriptions, written descriptions and mood boards • Planning the project basics: aims and objectives, audience and purpose • Defining the project requirements: user requirements, output requirements, input requirements and user accessibility requirements • Project constraints and risks: time, resources, task dependencies, security and contingency planning • Planning project timescales: overall timescales, when tasks will be completed, key milestones and resources • What is a design specification: user requirements, output requirements, input requirements and user accessibility requirements • Designing the visuals: sketches and storyboarding • Defining the hardware, software and testing strategy 	<p>Assignment 2</p> <p>Internally Assessed Coursework</p> <p>B.2P3 Create an appropriate project plan for the design of a user interface which makes relevant use of project planning techniques.</p> <p>B.2P4 Create a detailed initial design that shows how it meets most user requirements.</p> <p>B.2D2 Create an appropriate project plan for the design of a user interface which makes full and effective use of project planning techniques and create a comprehensive initial design that shows how it meets all user requirements.</p> <p>B.2M2 Create an appropriate project plan for the design of a user interface which makes effective use of project planning techniques and create a detailed and considered initial design that shows how it meets most user requirements.</p>
<p>Spring Half Term 3</p>	<p>Component 1 Develop and review a user interface</p> <ul style="list-style-type: none"> • Developing a functional user interface: showing the outputs, inputs and the navigational methods • Showing the key aspects of a user interface: awareness of intended device, how the requirements have been met, the overall look/feel and the ease of use • Refining the user interface: presenting the interface to potential users, gaining feedback, refining the interface, documenting changes • Reviewing the user interface and what areas could be developed further • Reviewing the project planning techniques and lessons learned 	<p>Assignment 3</p> <p>Internally Assessed Coursework</p> <p>C.2D3 Use their plan to develop and refine an effective user interface that shows all features and assess the strengths and weaknesses of their user interface and project plan, justifying decisions made.</p> <p>C.2M2 Use their plan to develop and refine an effective user interface that shows most features and analyse the strengths and weaknesses of their user interface and project plan, discussing decisions made.</p>

		<p>C.2P5 Use their plan to develop and refine an appropriate user interface using feedback to make some changes.</p> <p>C.2P6 Explain the strengths and weakness of both their user interface and project plan, summarising decisions made.</p> <p>C.1M5 Use their plan to develop and refine a user interface that shows limited features using feedback to make limited changes.</p>
Spring Half Term 4	Component 2 Collecting, Presenting and Interpreting Data	Internally Assessed Coursework
Summer Half Term 5	Component 2 Collecting, Presenting and Interpreting Data	
Summer Half Term 6	Component 2 Collecting, Presenting and Interpreting Data	

	Frequency, Length and exemplars
Extended Learning	Students will be expected to spend time working on their coursework outside of the classroom. All extended learning activities will be posted on SMHW
Formal Examination	Students will be formally assessed on their coursework and deadlines for each unit will be set

Useful websites	<p>https://accessibility.blog.gov.uk – search for ‘Dos and don'ts on designing for accessibility’. This website provides useful information on how to create accessible user interfaces to meet a range of different user needs.</p> <p>https://www.apm.org.uk/ – search for ‘What is project management?’ This website introduces students to the basics of project management, including a definition, core components and when project management is actually needed.</p> <p>https://www.computerworld.com/ – search for ‘IT's biggest project failures – and what we can learn from them’. This website gives a list of real-life IT projects that have failed and the reasons why.</p> <p>https://www.pinterest.com – search for ‘mood boards’. This website displays additional mood boards for different purposes, which enables students to see a range of different mood boards and provokes discussion.</p> <p>https://tinkerlab.com – search for ‘9 Inspiring Mood Board Examples’. This website displays various different mood boards for different purposes, which enables students to see a range of different mood boards and provokes discussion.</p>
------------------------	---

	<p>https://www.usability.gov/ – search ‘What & Why of Usability’ for ‘User Interface Design Basics’. This website provides useful information on how to create user interfaces that are easy to access and easy to understand and use to facilitate those actions.</p> <p>http://usabilitypost.com – search the 2009 archive for ‘8 Characteristics of Successful User Interfaces’. This website provides a summary of the areas that should be followed when creating effective user interface design.</p> <p>https://en.wikipedia.org – search for ‘List of failed and overbudget custom software projects’. This website gives an additional list of real-life IT projects that have failed and the reasons why.</p>
<p>Extra-Curricular or enrichment Activities</p>	<p>Students will be able to take advantage of after school support to help with coursework</p>



KEY STAGE 4- BTEC Tech Award in Digital Information Technologies
SUMMARY SCHEME OF WORK
 September 2018 to July 2019



<i>Week</i>	<i>Autumn Term</i>	Week	<i>Spring Term</i>	Week	<i>Summer Term</i>
1A (03/09)	Component 1: Introduction to user interfaces: hardware features, software features and human facilitation and example uses Basic user interface: text-based and menu-based	16B (07/01)	Component 1: Developing a functional user interface: showing the outputs, inputs and the navigational methods	29A (22/04)	Component 2 Data manipulation methods: importing data and text to columns, formulae and decision making functions
2B (10/09)	Component 1: Complex user interfaces: speech/natural language-based, GUI/WIMPs and sensor-based Choosing a user interface: performance/response time, ease of use, user requirements, user experience, accessibility and storage space	17A (14/01)	Component 1: Showing the key aspects of a user interface: awareness of intended device, how the requirements have been met, the overall look/feel and the ease of use Refining the user interface: presenting the interface to potential users, gaining feedback, refining the interface, documenting changes	30B (29/04)	Component 2 Data manipulation methods: lookup functions and count functions Data manipulation methods: logical operations/sorting, using outlines and string operation functions
3A (17/09)	Component 1: How hardware and software affects user interfaces: operating systems/platforms, screen type/size, types of user input, hardware resources available and emerging technologies User accessibility needs: visual, hearing, speech, motor and cognitive needs	18B (21/01)	Component 1: Learning aim B and C: formal assessment	31A (07/05)	Data manipulation methods: filtering Other processing methods: absolute and relative cell referencing Other processing methods: macros, multiple and linking worksheets and alternative views Component 2: Learning aim B and C: formal assessment
4B (24/09)	Component 1: User skills: expert, regular, occasional and novice user skills and demographics: age, beliefs/values, culture and past experiences Design principles: visual elements: colour and font style/size	19A (28/01)	Component 1: Learning aim B and C: formal assessment	32B (13/05)	Other processing methods: conditional formatting Showing information summaries: totals, counts and percentages Component 2: Learning aim B and C: formal assessment

5A (01/10)	<p>Component 1: Design principles: text elements: language and amount of information</p> <p>Design principles: layout: consistency, placement of items, user expectations, grouping related items, navigational components and input controls</p>	20B (04/02)	Component 1: Learning aim B and C: formal assessment	33A (20/05)	<p>Breaking information down: sales breakdowns, departmental breakdown, time allocation and budget allocations</p> <p>Presentation methods – session 1: form controls, graphs/charts, pivot tables, conditional formatting and select data/range</p> <p>Component 2: Learning aim B and C: formal assessment</p>
6B (08/10)	<p>Component 1: Design principles: user expectations: colour, sound, symbols, visuals</p> <p>Design principles: keeping the user engaged: uncluttered screens, tip text, labels, default values and autofill</p> <p>Design principles: intuitive design: graphics denoting actions, helpful messages, easy reversal of actions, help features and consistency</p> <p>Improving the speed of user interfaces: keyboard shortcuts, reversal of actions, informative feedback and distinguishable objects</p>	21A (11/02)	Component 1: Learning aim B and C: formal assessment	(25/5)	
7A (15/10)	Component 1: Learning aim A: formal assessment	(16/2)	Half Term	34B (03/06)	<p>Presentation methods – session 2: form controls, graphs/charts, pivot tables, conditional formatting and select data/range</p> <p>Presentation features: font size/style/colour, cell borders/shading, graphics, axis label and titles</p>
8B (22/10)	Component 1: Learning aim A: formal assessment	22B (25/02)	<p>Data and information: meaning, structure, context and processing</p> <p>How to present information: text, numbers, tables, graphs/charts and infographics</p>	35A (10/06)	<p>Component 2: Learning aim B and C: formal assessment</p> <p>Drawing conclusions: e.g. trends, patterns, anomalies and possible errors</p> <p>Component 2: Learning aim B and C: formal assessment</p>
(29/10)		23A (27/02)	<p>Making data suitable for processing: validation: range, type, look up, presence and length checks and verification:</p>	36B (17/06)	Making recommendations: e.g. who to target advertisements at, where to deploy

	Half Term		proofreading and double entry Collecting data: data collection methods, data collection features and big data		staff and how to adapt transport schedules The impact of presentation: information being misinterpreted, information being bias and inaccurate conclusions being made Component 2: Learning aim B and C: formal assessment
9A (05/11)	Component 1: Project methodologies: waterfall, iterative and Agile Co-coordinating project tasks: Gantt charts, PERT charts and critical path diagrams	24B (04/03)	Why quality is important: source, accuracy, age, completeness, amount of detail, format/presentation and volume Who uses data modelling: types of sectors and data modelling in decision making	37A (24/06)	Component 2: Learning aim B and C: formal assessment
10B (12/11)	Component 1: Basic project planning tools: task lists, graphical descriptions, written descriptions and mood boards Planning the project basics: aims and objectives, audience and purpose	25A (11/3)	Threats: privacy, fraud, targeting vulnerable groups and inaccurate data Learning aim A: assessment practice	38B (01/08)	Component 2: Learning aim B and C: formal assessment
11A (19/11)	Component 1: Defining the project requirements: user requirements, output requirements, input requirements and user accessibility requirements Project constraints and risks: time, resources, task dependencies, security and contingency planning	26B (18/03)	Component 2: Learning aim A: formal assessment	39A (08/07)	Activities Week
12B (26/11)	Component 1: Planning project timescales: overall timescales, when tasks will be completed, key milestones and resources What is a design specification: user requirements, output requirements, input requirements and user accessibility requirements	27A (25/03)	What is a dashboard?	Summer Holidays	
13A (03/12)	Component 1: Designing the visuals: sketches and storyboarding Defining the hardware, software and testing	Easter Holidays			

	strategy		
14B (10/12)	Component 1: Assignment 2 Learning Aim B		
15A 7 (17/12)	Component 1: Assignment 2 Learning Aim B		
<i>Christmas Holidays</i>			

COMPUTER SCIENCE

Exam Board and Syllabus:	GCSE Computer Science J276 9-1
Link to website:	http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	1.1 Systems architecture: The Central Processing Unit 1.1 Systems architecture: Function and characteristics of the CPU 1.2 Memory 1.3 Storage 1.1, 1.2 & 1.3 System Architecture 1.4 Wired and wireless networks: The Internet 1.5 Network Topologies: Local Area Networks Assessment	Topic Test Closing the Gap activity
Autumn Half Term 2	1.4 Wired and wireless networks: Wireless networking 1.4 Wired and wireless networks: Client-server and peer-to-peer networks 1.5 Network Topologies: Protocols and layers 1.6 System Security: Network threats 1.6 System Security: Detecting & preventing vulnerabilities	Topic Test Closing the Gap activity
Spring Half Term 3	1.7 Systems software: Operating system software 1.7 Systems software: Utility software 1.6 & 1.7 System Software & Security Topic Test 1.6 & 1.7 System Software & Security "Closing the Gap" 1.8 Ethical, legal, cultural and environmental concerns: Ethical and cultural issues 1.8 Ethical, legal, cultural and environmental concerns: Computer systems in the modern world Assessment	Topic Test Closing the Gap activity
Spring Half Term 4	1.8 Ethical, legal, cultural and environmental concerns: Legal issues 1.8 Ethical, legal, cultural and environmental concerns Topic Test 2.1 Algorithms: Computational thinking 2.1 Algorithms: Searching & sorting algorithms 2.1 Algorithms: Developing algorithms using flow diagrams	Topic Test Closing the Gap activity
Summer Half Term 5	2.1 Algorithms: Developing algorithms using pseudocode 2.1 Algorithms: Interpret, correct or complete algorithm 2.2 Programming techniques: Programming concepts	Topic Test Closing the Gap activity
Summer Half Term 6	2.2 Programming techniques: Sequence, selection and Iteration 2.2 Programming techniques: Arrays 2.2 Programming techniques: Procedures and functions 2.2 Programming techniques: Records and files 2.2 Programming techniques "Closing the Gap"	Topic Test Closing the Gap activity

	Frequency, Length and exemplars
Extended Learning	https://revisecomputerscience.com/ Students will be provided with a username and password
Assessment Tasks	Topic Test

	Closing the Gap activity
Formal Examination	Students will be formally assessed during exam week using past paper questions

	Description
Student Independent Learning Tasks	Practice programming skills to prepare for NEA Cambridge Computing Science Student Book (GCSE Computer Science for OCR Student Book with Cambridge Elevate Enhanced Edition (2 Years) Weidmann Ann, Waller David)
Parent/Carers Can help by:	Email sara.trickey@st-maryshigh.herts.sch.uk if you have any questions



SUMMARY SCHEME OF WORK
ICT
Year 10 Computer Science
September 2018-July 2019



Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	1.1 Systems architecture: The Central Processing Unit	16B (07/01)	1.7 Systems software: Operating system software	28A (22/04)	2.1 Algorithms: Developing algorithms using pseudocode
2B (10/09)	1.1 Systems architecture: Function and characteristics of the CPU	17A (14/01)	1.7 Systems software: Utility software	39B (29/04)	2.1 Algorithms: Interpret, correct or complete algorithms
3A (17/09)	1.2 Memory	18B (21/01)	1.6 & 1.7 System Software & Security Topic Test	30A (07/05)	2.1 Algorithms Topic Test
4B (24/09)	1.3 Storage	19A (28/01)	1.6 & 1.7 System Software & Security "Closing the Gap"	31B (13/05)	2.1 Algorithms "Closing the Gap"
5A (01/10)	1.1, 1.2 & 1.3 System Architecture Topic Test	20B (04/02)	1.8 Ethical, legal, cultural and environmental concerns: Ethical and cultural issues	32A (20/05)	2.2 Programming techniques: Programming concepts Assessment
6B (08/10)	Systems Architecture "Closing the Gap"	21A (11/02)	1.8 Ethical, legal, cultural and environmental concerns: Computer systems in the modern world Assessment	Half Term	
7A (15/10)	1.4 Wired and wireless networks: The Internet	Half Term		33B (03/06)	2.2 Programming techniques: Sequence, selection and Iteration
8B (22/10)	1.5 Network Topologies: Local Area Networks Assessment	22B (25/02)	1.8 Ethical, legal, cultural and environmental concerns: Legal issues	34A (10/06)	2.2 Programming techniques: Arrays
Half Term		23A (04/03)	1.8 Ethical, legal, cultural and environmental concerns Topic Test	35B (17/06)	2.2 Programming techniques: Procedures and functions
9A	1.4 Wired and wireless networks: Wireless	24B	1.8 Ethical, legal, cultural and	36A	2.2 Programming techniques: Records and

(05/11)	networking	(11/03)	environmental concerns "Closing the Gap"	(24/06)	files
10B (12/11)	1.4 Wired and wireless networks: Client-server and peer-to-peer networks	25A (18/3)	2.1 Algorithms: Computational thinking	37B (01/08)	2.2 Programming techniques topic Test
11A (19/11)	1.5 Network Topologies: Protocols and layers	26B (25/03)	2.1 Algorithms: Searching & sorting algorithms Assessment	38A (08/07)	2.2 Programming techniques "Closing the Gap" Activities Week
12B (26/11)	1.4 & 1.5 Wired & Wireless Networking Topic Test	27A (01/04)	2.1 Algorithms: Developing algorithms using flow diagrams	Summer Holiday	
13A (03/12)	Wired & Wireless Networking "Closing the Gap"	Easter Holiday			
14B (10/12)	1.6 System Security: Network threats				
15A (17/12)	1.6 System Security: Detecting & preventing vulnerabilities Assessment				
Christmas Holiday					

GCSE Computer Science Revision Calendar Year 10 to Year 11 September 2018 – July 2019

Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	Assessment – Comp 1 and Comp 2 based on prior learning from year 10		1.1 Systems architecture 1.2 Memory	28B (22/04)	Comp 2 Feedback & Closing the Gap Activities Revision for Comp1 and Comp 2
2B (10/09)	2.1 Algorithms	17A (14/01)	1.3 Storage 1.4 Wired and wireless networks	29A (29/04)	Revision for Comp1 and Comp 2
3A (17/09)	2.2 Programming techniques	18B (21/01)	1.5 Network topologies, protocols and layers 1.6 System security & 1.1/1.4 Review	30B (06/05)	Revision for Comp1 and Comp 2
4B (24/09)	2.3 Producing robust programs	19A (28/01)	1.7 Systems software 1.8 Ethical, legal, cultural and environmental concerns & 1.5/1.6 Review	31B (13/05)	Monday 13 th May 2019 (AM) – GCSE Comp 1 Paper Thursday 16 th May 2019 (PM) – GCSE Comp 2 Paper
5A (01/10)	2.4 Computational logic and review 2.1 Algorithms	20B (04/02)	Comp 1 Exam Paper <p align="right">Assessment</p>	32A (20/05)	
6B (08/10)	2.5 Translators and facilities of languages and review 2.2 Programming techniques	21A (11/02)	Comp1 Feedback & Closing the Gap Activities	Half Term	
7A (15/10)	2.6 Data representation and review 2.3 Producing robust programs	Half Term		34B (03/06)	
8B (22/10)	Unit 2 Assessment <p align="right">Assessment</p>	22B (25/02)	Year 11 Core Exams	35A (10/06)	
Half Term		23A (04/03)	2.1 Algorithms	36B (17/06)	
9A (05/11)	1.1 Systems architecture 1.2 Memory	24B (11/03)	2.2 Programming techniques 2.3 Producing robust programs	37A (24/06)	
10B (12/11)	1.3 Storage 1.4 Wired and wireless networks	25A (18/3)	2.4 Computational logic & 2.1/2.3 Review 2.5 Translators and facilities of languages	38B (01/07)	
11A (19/11)	1.5 Network topologies, protocols and layers 1.6 System security & 1.1/1.4 Review	26B (25/03)	2.6 Data representation & 2.4/2.5 Review	39A (08/07)	
12B (26/11)	1.7 Systems software and 1.8 Ethical, legal, cultural and environmental concerns & 1.5/1.6 Review	27A (01/04)	Comp 2 Exam Paper <p align="right">Assessment</p>	Summer holiday	
13A (03/12)	Revision for Mock exam – Review all Unit 1 Components	Easter holiday			
14B (10/12)	Mock Exam Week and Study Leave				
15A (17/12)	Mock Exam Feedback & Closing the Gap Activities				
Christmas holiday					

BUSINESS STUDIES & ENTERPRISE

Exam Board and Syllabus:	BTEC Level 1/Level 2 Tech Award in Enterprise
Link to website:	https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAward_Enterprise_Spec_Iss3.pdf

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Exploring Enterprises <ul style="list-style-type: none"> • What is an enterprise? • Examine the characteristics of enterprises • Types and characteristics of small and medium enterprises (SMEs) • The purpose of enterprise • Entrepreneurs 	Component 1 Assignment 1 Internally Assessed Coursework
Autumn Half Term 2	Explore how market research helps enterprises meet customer needs and understand competitor behaviour <ul style="list-style-type: none"> • Customer needs • Using market research to understand customers • Understanding competitors 	
Spring Half Term 3	Investigate the factors that contribute to the success of an enterprise <ul style="list-style-type: none"> • Internal factors • Situational analysis • Measuring the success of an SME • External factors 	
Spring Half Term 4	Component 3 Promotion and Finance for Enterprise	End of topic test
Summer Half Term 5	Component 3 Promotion and Finance for Enterprise	End of topic test
Summer Half Term 6	Component 3 Promotion and Finance for Enterprise	End of topic test

	Frequency, Length
Extended Learning	Students will be expected to work on their coursework outside of the classroom for at least 45 minutes – 1 hour
Assessment Tasks	End of topic tests will assess knowledge and understanding of the subject matter
Formal Examination	Students will be formally assessed through their coursework.

Student Independent Learning Tasks:	<p>https://www.bbc.co.uk/news/business</p> <p>www.youtube.com/watch?v=0xjTJoLklvs – a short film from the Advertising Standards Authority.</p> <p>www.youtube.com/watch?v=hG0ZXD89Bq0 – a range of UK-based advertisements.</p> <p>www.youtube.com/watch?v=mhQOgLzlZfc – a focus group tasting different foods.</p> <p>www.youtube.com/watch?v=XA2Fo1ggkjc – an explanation of how focus groups work from the University of Derby.</p> <p>www.youtube.com/watch?v=kcSlnAOc00E – a short introduction on lead times from TDM videos</p> <p>www.youtube.com/user/YoungEnterpriseUK – the Young Enterprise UK channel, which may be a useful resource around visits to enterprises.</p>
Parent/Carers Can help by:	<p>Encourage students to wider reading – Reading the business section on BBC news</p> <p>Encourage students to watch various clips (as above)</p>
Useful websites	<p>www.barclays.co.uk <i>Barclays</i> – can be used to help explain APRs and the types of rate open to SMEs.</p> <p>www.bbc.co.uk <i>BBC</i> – news programmes and articles on consumer changes.</p> <p>www.thebigfig.co.uk <i>The Big Fig</i> – a useful example to consider when working on social enterprise.</p> <p>www.britishchambers.org.uk <i>British Chambers of Commerce</i> – a business network with links across the world.</p> <p>http://www.csscloud.co.uk <i>CSS Cloud Computer Services</i> – an IT support service enterprise.</p> <p>www.fsb.org.uk <i>Federation of Small Businesses</i> – provides members with a range of business services, including a voice in government.</p> <p>www.gov.uk/browse/business <i>Gov.UK</i> – a government website for small businesses and sole traders/self-employed people.</p> <p>www.micromentor.org <i>MicroMentor</i> – an online community of entrepreneurs and volunteer business mentors.</p> <p>www.moneysavingexpert.com <i>Money Saving Expert</i> – can be used to explain terms such as APR in business.</p> <p>www.ofcom.org.uk <i>Ofcom</i> – the UK regulator for communications, including TV, radio and on-demand sectors.</p> <p>www.pastafoods.com <i>Pasta Foods</i> – a useful example to consider for discussing the growth of enterprises.</p> <p>http://smallbusiness.co.uk <i>Small Businesses</i> – a useful website resource giving a range of information on financing, funding and running a small business.</p> <p>www.socialenterprise.org.uk <i>Social Enterprise</i> – the national body for businesses that have a social or environmental bias.</p> <p>www.tripadvisor.co.uk <i>TripAdvisor</i> – an online review site where customers can post ratings comments and potential customers can read them.</p> <p>www.which.co.uk <i>Which?</i> – useful summaries of legislation.</p>
Extra-Curricular Activities	<p>Students can attend coursework catch up club</p>



Year 10 Business Studies
Assessment Calendar
September 2018 to July 2019



Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	1: Exploring Enterprises Learning Aim A	16B (07/01)	Exam Content: Unit 3 Promotion and Finance	29A (22/04)	Exam Content: Unit 3 Promotion and Finance
2B (10/09)	1: Exploring Enterprises Learning Aim A	17A (14/01)	Exam Content: Unit 3 Promotion and Finance	30B (29/04)	Exam Content: Unit 3 Promotion and Finance
3A (17/09)	1: Exploring Enterprises Learning Aim A	18B (21/01)	Exam Content: Unit 3 Promotion and Finance	31A (07/05)	Exam Content: Unit 3 Promotion and Finance
4B (24/09)	1: Exploring Enterprises Learning Aim A	19A (28/01)	Exam Content: Unit 3 Promotion and Finance	32B (13/05)	Exam Content: Unit 3 Promotion and Finance
5A (01/10)	1: Exploring Enterprises Learning Aim A	20B (04/02)	Exam Content: Unit 3 Promotion and Finance	33A (20/05)	Assessment Exam Content: Unit 3 Promotion and Finance
6B (08/10)	1: Exploring Enterprises Learning Aim A	21A (11/02)	Assessment Exam Content: Unit 3 Promotion and Finance	(25/5)	Half Term
7A (15/10)	Assignment 1 Assessment Learning Aim A	(16/2)	Half Term	34B (03/06)	Exam Content: Unit 3 Promotion and Finance
8B (22/10)	Assignment 1 Assessment A.2D1 Assess how successful a selected local enterprise has been in achieving its main purpose. A.2M1 Analyse how entrepreneurial characteristics and skills support the purpose	22B (25/02)	Exam Content: Unit 3 Promotion and Finance	35A (10/06)	Exam Content: Unit 3 Promotion and Finance

	of a selected local enterprise. A.2P2 Describe the entrepreneurial characteristics and skills demonstrated in each selected local enterprise. A.2P1 Compare the purpose, activities and aims of two contrasting local enterprises.				
(29/10)		23A (27/02)	Exam Content: Unit 3 Promotion and Finance	36B (17/06)	Exam Content: Unit 3 Promotion and Finance
		Half Term			
9A (05/11)	1: Exploring Enterprises Learning Aim B	24B (04/03)	Exam Content: Unit 3 Promotion and Finance	37A (24/06)	Exam Content: Unit 3 Promotion and Finance
10B (12/11)	1: Exploring Enterprises Learning Aim B	25A (11/3)	Exam Content: Unit 3 Promotion and Finance	38B (01/08)	Exam Content: Unit 3 Promotion and Finance
11A (19/11)	1: Exploring Enterprises Learning Aim B	26B (18/03)	Exam Content: Unit 3 Promotion and Finance	39A (08/07)	Activities Week
12B (26/11)	1: Exploring Enterprises Learning Aim B	27A (25/03)	Assessment Exam Content: Unit 3 Promotion and Finance	Summer Holidays	
13A (03/12)	1: Exploring Enterprises Learning Aim B	Easter Holidays			

<p>14B (10/12)</p>	<p>Assignment 2 Assessment</p> <p>B.2D2 Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise.</p> <p>B.2M2 Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises.</p> <p>B.2P3 Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour.</p>
<p>15A 7 (17/12)</p>	<p>Assignment 2 Assessment</p> <p>B.2D2 Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise.</p> <p>B.2M2 Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises.</p> <p>B.2P3 Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour.</p>
<p><i>Christmas Holidays</i></p>	

SCIENCE & TECHNOLOGY MFL TEACHING & LEARNING AREA

Director of Science and Technology	Mr Michael McDougall
Lead Teacher of Science	Mr Theo Constantinides
Lead Teacher of Technology	Mrs Elizabeth McKinney

Exam Board and Syllabus:	Twenty First Century Science OCR 2016
Link to website:	https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-combined-science-b-j260-from-2016/

SCIENCE

	Curriculum Content	Potential Assessment Opportunities
Autumn term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <p>B3. Living together – food and ecosystems</p> <ul style="list-style-type: none"> • What happens during photosynthesis? • How do producers get the substances they need? • How are organisms in an ecosystem interdependent? • How are populations affected by conditions in an ecosystem? <p>C3. Chemicals of the natural environment</p> <ul style="list-style-type: none"> • How are the atoms held together in a metal? • How are metals with different reactivities extracted? • What are electrolytes and what happens during electrolysis? • Why is crude oil important as a source of new materials? 	<p>Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods, analysing data to draw conclusions and drawing graphs of results. Mathematical skills will be assessed and developed in line with curriculum expectations.</p> <p>Summative topic assessments will be completed at the end of each topic to assess student progress</p>
Spring term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <p>C4. Material Choices</p> <ul style="list-style-type: none"> • How is data used to choose a material for a particular use? • How do bonding and structure affect properties of materials? • Why are nanoparticles so useful? 	

	<ul style="list-style-type: none"> • What happens to products at the end of their useful life? <p>P3. Electric circuits</p> <ul style="list-style-type: none"> • What determines the current in an electric circuit? • How do series and parallel circuits work? • What determines the rate of energy transfer in a circuit? • What are magnetic fields? • How do electric motors work? 	
Summer term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <p>B4. Using food and controlling growth</p> <ul style="list-style-type: none"> • What happens during cellular respiration? • How do we know about mitochondria and other cell structures? • How do organisms grow and develop? • Should we use stem cells to treat damage and disease? <p>P4. Explaining motion</p> <ul style="list-style-type: none"> • What are forces? • How can we describe motion? • What is the connection between forces and motion? • How can we describe motion in terms of energy transfers? 	

	Frequency, Length and exemplars
Extended Learning	Science task set once a week for 60 minutes that the teacher will mark. Students can purchase a revision work book and complete, self-mark which will highlight priority area for revision.
Assessment Tasks	6 summative assessments over the school year to assess units taught and progress made. Formative assessments fortnightly completed in exercise books, to improve a student's application of science and mathematical skills. Feedback for each assessment will be given to guide students on how to improve the development of necessary skills.
Formal Examination	Assessment week will take place on week beginning 5 th November 2018, and a second examination will be carried out week beginning 24 th April 2019. Students will be examined in the main hall with their teacher as moderator. Students will be assessed on any content taught over the year through GCSE style questions in one hour exam. Students should use their books to revise and will be provided with revision lists and questions three weeks prior to the exam week.
Student Independent	Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series' with wider links to the

Learning Tasks:	relevant science topics covered in school. Students will be given an individual log in for Kerboodle interactive software to carry out revision and independent study.
Parent/Carers Can help by:	By reviewing student exercise books and reading through targets together. Checking on time management for home learning projects. Encouraging students to learn the meanings of keywords for each topic. Ensure home learning tasks are completed on time. Encouraging pre-reading on the next topic (e.g. BBC Bitesize reading and activities) Useful websites: http://www.bbc.co.uk/bitesize/ks3/science/ http://www.rsc.org/periodic-table
Curriculum Links to GCSE skills and content	The GCSE science courses develop knowledge and understanding of the science topics studied at Key Stage 3 and show how topics relate. Assessments prepare students for questions and skills expected in the GCSE paper
Extra-Curricular or enrichment Activities	Students can attend the Science Enrichment club, once per week after school to carry out investigations, participate in discussions and debate, and share knowledge with other students.

TECHNOLOGY

Exam Board and Syllabus:	OCR Cambridge National: Engineering Design Level 2 Certificate
Link to website:	https://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Pizza Wheel project	<ul style="list-style-type: none"> Analysis of Ergonomics and Anthropometrics of everyday products Modelling and prototyping ergonomic pizza wheel handle Making of an ergonomic pizza wheel 	<ul style="list-style-type: none"> Online subject knowledge tests Completion of classwork Attending afterschool practical workshops
Autumn Half Term 2	Drawing skills project <ul style="list-style-type: none"> 3D engineering drawings <ul style="list-style-type: none"> Isometric Oblique exploded views assembly drawings 2D engineering drawings <ul style="list-style-type: none"> 3rd angle orthographic Scale Dimensions Materials Parts lists 	<ul style="list-style-type: none"> Understanding various drawing skills and when to choose the appropriate method Exploded diagram 	<ul style="list-style-type: none"> Online subject knowledge tests Completion of coursework

Spring Half Term 3	Unit R106 – Electric Drill Analysis	<ul style="list-style-type: none"> Understand how commercial production methods, legislation and standards impact on design. Research existing products Analyse an existing product through disassembly 	<ul style="list-style-type: none"> Completion of coursework. Attending afterschool workshops
Spring Half Term 4			
Summer Half Term 5	Unit R107 - Developing and presenting engineering design	<ul style="list-style-type: none"> Developing and presenting design proposals Developing designs using engineering drawing techniques Produce and communicate design proposals using Computer Aided Design (CAD) 	<ul style="list-style-type: none"> Online subject knowledge tests Completion of coursework Attending afterschool practical workshops
Summer Half Term 6			

	Frequency and Length	Example of learning and assessment
Extended Learning	Homework will be set regularly. Students will be set up to 2hrs worth of homework across the 2 week timetable	Students will be set a number of independent research tasks to be completed both individually and as a group. Online tests will be set regularly for students to reflect upon their learning and teachers monitor understanding. When completing coursework students will be expected to complete work not completed during the lesson.
Assessment Tasks	Students will complete 4 units, each worth 25% of their final grade. 3 units will be completed as coursework in school	<ul style="list-style-type: none"> Product analysis Developing and presenting engineering designs 3D design realisation
Formal Examination	Students will sit a 1 hour exam at the end of year 11.	Unit R105 – Identifying design needs – this is a written exam, set by the exam board. It is worth 25%

Student Independent Learning Tasks	Students will be set a number of independent research tasks both individually and as a group. The tasks will aid develop teamwork skills, presentation skills and independent learning
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
Extra-Curricular Activities	Coursework club will run each week on Tuesday and Thursdays afterschool for all of KS4 and KS5

TEXTILE DESIGN

Exam Board and Syllabus:	AQA GCSE Art & Design: Textile Design
Link to website:	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

		Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Year 10	Autumn Half Term 1	Skills Project: Natural Forms	Self-reflection Evaluation task at the end of the project and Teacher Feedback	Students will be expected to complete a minimum of two hours per week continuing with the project (evaluations and development work)
	Autumn Half Term 2	NEA Portfolio Project 1: Mythical Creatures	Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. Students will regularly reflect on their own work using the marking criteria from the exam board.	When completing their NEA students will be expected to complete work not completed during the lesson and continuing to develop their ideas using a range of different decoration methods. All practical work must also be annotated and evaluated
	Spring Half Term 3			
	Spring Half Term 4			
	Summer Half Term 5	NEA Portfolio Project 2: Mad Hatter’s Tea Party		
	Summer Half Term 6	Hair Accessories		
Year 11	Autumn Half Term 1	NEA Portfolio Project 3: Structure		
	Autumn Half Term 2			
	Spring Half Term 3	NEA Externally Set Project		
	Spring Half Term 4	NEA Externally Set Project Examination & Evaluation		
	Summer Half Term 5			

	Frequency and Length	Example of learning and assessment
Extended Learning	All students are expected to complete a minimum of two hours per week on developing their portfolio work. Some of this will be self-directed.	When completing their NEA students will be expected to complete work not completed during the lesson.
Assessment Tasks	<p>Component 1: Portfolio (60% of the final GCSE grade) Students will complete 3 Portfolio projects where they develop a range of skills and samples to produce a final outcome, which is documented throughout the portfolio; drawing on work of existing Textiles designers</p> <p>Component 2: Externally set assignment (40% of the final GCSE grade) Students to choose an AQA set assignment and respond to it developing their work to produce a final outcome which will be completed in a 10 hour examination</p>	
Formal Examination	A final 10 hour examination will take place for Component 2; where students will need to produce a final outcome	

Student Independent Learning Tasks	All work is independently led where students will need to develop ideas from a given starting point, to create a final outcome. There will be approved guidance to support students to meet the Assessment Objectives; however students will need to independently use the resources to develop their portfolios.
Parent/Carers Can help by:	Encouraging students to make use of the additional support after school in the Technology department. Ensure students are regularly checking Show My Homework to support them with meeting deadlines. Encouraging students to actively research work of other Textiles Designers that could inspire their own design work
Extra-Curricular Activities	Students should all be encouraged to attend additional support clubs after school in the Technology department where they can use the facilities to develop their project work

HOSPITALITY AND CATERING

Exam Board and Syllabus:	WJEC Level 2 Hospitality and Catering
Link to website:	http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html

		Curriculum Content		Assessment Opportunities	Extended Learning /Extension Activities
		Theory	NEA		
Year 10	Autumn Half Term 1	AC 1.1 Structure of Hospitality and Catering industry	AC1.1 Nutrition AC1.2 Special Diets	Self-reflection Evaluation task at the end of each practical Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. Students will regularly reflect on their own work using the marking criteria from the exam board.	For NEA, students will begin tasks in the classroom and where possible tasks can be completed outside the classroom, both at home and during afterschool clubs. Gathering of ingredients in preparation of practical lessons
	Autumn Half Term 2	AC 1.2 Job requirements	AC1.3 Poor Nutrition AC1.4 Cooking methods		
	Spring Half Term 3	AC 1.3 Working conditions of job roles	AC 2.1 Dish proposal factors AC 2.2 Environmental issues		
	Spring Half Term 4	AC 1.4 Factors affecting success of Hospitality and Catering	AC 2.3 Customer Needs AC 2.4 Production Plan		
	Summer Half Term 5	AC 2.1 Operation of the kitchen	Plan AC 3.1-3.5		
	Summer Half Term 6	AC 2.2 Operations of front of the house AC 2.3 Meet Customer requirements	MAKING FINAL CHOSEN DISHES		
Year 11	Autumn Half Term 1	AC 3.1 Personal Safety AC 3.2 Risk Assessment AC 3.3 Control measures "AC 4.1 Food			<ul style="list-style-type: none"> • Revision calendar with weekly questions to guide revision • Gathering of

		related causes of ill health "			ingredients in preparation of practical lessons
	Autumn Half Term 2	AC 4.2 The role and responsibilities of the EHO AC 4.3 Food Safety legislation AC 4.4 Types of Food poisoning AC 4.5 Symptoms of food induced health			
	Spring Half Term 3	AC5.1, AC 1.2, Dish proposals REVISION LESSONS FOR EXAMS			
	Spring Half Term 4	REVISION LESSONS FOR EXAMS			
	Summer Half Term 5	REVISION LESSONS FOR EXAMS			

	Frequency and Length	Example of learning and assessment
Extended Learning	Homework will be set regularly. Students will be set 2-3hrs worth of homework across the 2 week timetable. Depending on the time of year this will either be a revision task or completion of NEA.	When completing their NEA students will be expected to complete work not completed during the lesson. Students will be set a number of independent research tasks to be completed both individually and as a group.
Assessment Tasks	Hospitality and Catering in Action Unit 2 The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes This is worth 60% of the final grade	<ul style="list-style-type: none"> • understand the importance of nutrition when planning menus • understand menu planning • be able to cook dishes
Formal Examination	The Hospitality and Catering Industry Unit 1 This is worth 40% of the final grade	<ul style="list-style-type: none"> • Understand the environment in which hospitality and catering providers operate • Understand how hospitality and catering provisions operate • Understand how hospitality and catering provision meets health and safety requirements • Know how food can cause ill health • Be able to propose a hospitality and catering provision to meet specific requirements

Student Independent Learning Tasks	Students will be set a number of independent research tasks both individually and as a group. The tasks will aid develop teamwork skills, presentation skills and independent learning
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
Extra-Curricular Activities	Students should all be encouraged to attend additional support clubs after school in the Technology department where they can use the facilities to develop their project work

HUMANITIES TEACHING & LEARNING AREA

Director of Humanities	Mrs Emma Watts
Lead Teacher of Geography	Ms Louise Douglas
Lead Teacher of Religious Studies	Mrs Tanitta Sandiford
KS3 Co-ordinator	Ms Brandie Noseworthy

RELIGIOUS STUDIES

Religious Studies is taught on a carousel system to ensure that all students receive specialist knowledge and teaching. Each teacher has two units they teach throughout the two year course, and there is an eight week period to teach each unit.

The outline below therefore shows each of the units that will be taught throughout the two-year period although the order in which they are taught will vary between the groups.

Exam Board and Syllabus:	AQA Religious Studies A (8062)
Link to website:	http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

	Curriculum Content	Assessment Opportunities
Judaism Unit 1	<p>Judaism Beliefs.</p> <p>Key Beliefs</p> <ul style="list-style-type: none"> The nature of God The divine presence (Shekhinah). Beliefs about life after death, including judgement and resurrection. The nature and role of the Messiah, including different views on the role and importance of the Messiah. <p>The Covenant and mitzvot</p> <ul style="list-style-type: none"> The promised land and the Covenant with Abraham, Genesis 12:1-3. The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. Key moral principles including justice, healing the world, charity and kindness to others. The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh). The relationship between free will and the 613 mitzvot. 	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two Jewish teachings about the Messiah. (5 Mark)</p> <p>Refer to sacred writings or another source of Jewish belief and teaching in your answer.</p> <p>'The resurrection is not an important Jewish belief.'</p> <p>Evaluate this statement. (12 Mark)</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> refer to Jewish teaching give reasoned arguments to support this statement give reasoned arguments to support a different point of view reach a justified conclusion.
Judaism Unit 2	<p>Judaism Practises.</p> <p>The synagogue and worship</p> <ul style="list-style-type: none"> The synagogue and its importance. 	<p>End of unit test (covering all 5 exam style questions).</p>

	<ul style="list-style-type: none"> • The design and religious features of synagogues including bimah (reading platform), aron hakodesh (ark), ner tamid (ever burning light) and associated practices; differences between Orthodox and Reform synagogues. • Public acts of worship including: <ul style="list-style-type: none"> ○ synagogue services in both Orthodox and Reform synagogues ○ the significance of prayer, including the Amidah, the standing prayer. • Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer. • Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life. <p>Family life and festivals</p> <ul style="list-style-type: none"> • Rituals and their significance: <ul style="list-style-type: none"> ○ ceremonies associated with birth including Brit Milah. ○ Bar and Bat Mitzvah ○ the marriage ceremony ○ mourning rituals. • Dietary laws and their significance, including different Jewish views about their importance. <ul style="list-style-type: none"> ○ kosher and trefah ○ separation of milk and meat. • Festivals and their importance for Jews in Great Britain today, including the origins and meaning of: <ul style="list-style-type: none"> ○ Rosh Hashanah and Yom Kippur ○ Pesach. 	<p>Homework/classwork for students to answer the higher mark questions:</p> <p>(5 Mark) Explain two ways in which the ark (Aron hakodesh) is important in the synagogue.</p> <p>Refer to Jewish teaching in your answer.</p> <p>(12 Mark) ‘The best way for Jews to understand what God is like is by taking part in Jewish family life.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Jewish teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion.
<p>Christianity Unit 1</p>	<p>Christianity Beliefs</p> <p>Key beliefs</p> <ul style="list-style-type: none"> • The nature of God • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. <p>Jesus Christ and salvation</p> <ul style="list-style-type: none"> • Beliefs and teachings about: <ul style="list-style-type: none"> ○ the incarnation and Jesus as the Son of God ○ the crucifixion, resurrection and ascension 	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two Christian teachings about judgement. (5 Mark)</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>‘If God were loving, there would be no suffering in the world.’</p> <p>Evaluate this statement. (12 Mark)</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching

	<ul style="list-style-type: none"> ○ sin, including original sin ○ the means of salvation, including law, grace and Spirit ○ the role of Christ in salvation including the idea of atonement. 	<ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion.
Christianity Unit 2	<p>Christianity Practises</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> • Different forms of worship and their significance: <ul style="list-style-type: none"> ○ liturgical, non-liturgical and informal, including the use of the Bible ○ private worship. • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: <ul style="list-style-type: none"> ○ the meaning of sacrament ○ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism ○ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: <ul style="list-style-type: none"> ○ two contrasting examples of Christian pilgrimage: Lourdes and Iona ○ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: <ul style="list-style-type: none"> ○ working for reconciliation ○ how Christian churches respond to persecution ○ the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. 	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two ways in which Christian street pastors carry out their Christian duty. (5 Mark)</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>‘The best way for Christians to reach an understanding of God is by practising prayer.’ Evaluate this statement. (12 Mark)</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion.
Year 11	Theme A: Relationships and families.	End of unit test (covering all 5 exam style questions).

	<p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Families and gender equality</p> <ul style="list-style-type: none"> • The nature of families, including: <ul style="list-style-type: none"> ○ the role of parents and children ○ extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> ○ procreation ○ stability and the protection of children ○ educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> ○ same-sex parents ○ polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 	<p>Homework/classwork for students to answer the higher mark questions:</p> <p>(5 Mark) Explain two religious beliefs about the role of parents in a religious family.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>(12 Mark) 'Divorce is never right.'</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion.
<p>Ethics Unit 1</p>	<p>Theme B: Religion and life.</p> <p>The origins and value of the universe</p> <ul style="list-style-type: none"> • The origins of the universe, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of the universe, and different interpretations of these ○ the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: <ul style="list-style-type: none"> ○ animal experimentation ○ the use of animals for food. <p>The origins and value of human life</p>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Homework/classwork for students to answer the higher mark questions:</p> <p>(5 Mark) Explain two religious beliefs about animal experimentation.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>(12 Mark) 'It is not reasonable to believe in life after death.'</p> <p>Evaluate this statement.</p> <p>In your answer you:</p>

	<ul style="list-style-type: none"> • The origins of life, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of human life, and different interpretations of these ○ the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. 	<ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion.
Ethics Unit 2	<p>Theme D: Religion, peace and conflict.</p> <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> • The meaning and significance of: <ul style="list-style-type: none"> ○ peace ○ justice ○ forgiveness ○ reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. 	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two religious beliefs about forgiveness. (5 Mark)</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>‘War is never right.’ Evaluate this statement. (12 Mark)</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion.
Ethics Unit 3	<p>Theme E: Religion, Crime and punishment.</p> <p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none"> • Good and evil intentions and actions, including whether it can ever be good to cause suffering. 	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two religious beliefs about breaking the law in order to get a bad law changed. (5 Mark)</p>

	<ul style="list-style-type: none"> • Reasons for crime, including: <ul style="list-style-type: none"> ○ poverty and upbringing ○ mental illness and addiction ○ greed and hate ○ opposition to an unjust law. • Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder. <p>Religion and punishment</p> <ul style="list-style-type: none"> • The aims of punishment, including: <ul style="list-style-type: none"> ○ retribution ○ deterrence ○ reformation. • The treatment of criminals, including: <ul style="list-style-type: none"> ○ prison ○ corporal punishment ○ community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. 	<p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>‘Corporal punishment can never be justified.’</p> <p>Evaluate this statement. (12 Mark)</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion
--	--	--

	Frequency, Length and exemplars
Extended Learning	Extended learning will be set once a week and students should spend between 45 mins-1 hour. Tasks will vary from exam practise to reading and revision-based tasks.
Assessment Tasks	At the end of each unit, students will complete a GCSE assessment to assess progress on the various skills within each unit Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content
Formal Examination	Mock exams will take place in Year 11 There will be an end of year exam at the end of Year 10 whereby students will be assessed on all content from the year.

Student Independent Learning Tasks:	Students will be expected to make continuous notes from the news and current affairs throughout their studies, to be able to use as evidence or examples in their written answers. This is specifically important for the <i>Themes</i> studied in Year 11.
Parent/Carers Can help by:	Reviewing exercise books and reading through targets together Checking on time management for home learning projects- Reviewing assessment feedback Discussing key content / facilitating regular revision Purchasing revision materials to support each unit Discussing current events considering topics studied in the course, encourage students to visit museums (Such as <i>The Jewish Museum</i>) or places of worship.

GEOGRAPHY

Students will cover 8 topics across the 2 years. In addition to these 8 topics they will also learn a wide range of literacy skills, numeracy skills and fieldwork techniques.

Exam Board and Syllabus:	OCR Geography B (Geography for Enquiring Minds) (9-1) - J384
Link to website:	https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/

	Curriculum Content	Extension Activities
Paper 1 – Our Natural World		
Topic 1	Global Hazards <ul style="list-style-type: none"> • Why do we have weather extremes? • When does extreme weather become a hazard? • What processes occur at plate boundaries? • How can tectonic movement be hazardous? • How does technology have the potential to save lives in hazard zones? 	Visit the Natural History Museum in London. Watch one of the many films or documentaries about earthquakes, volcanoes or hurricanes E.G. Volcano, Dante’s Peak, San Andreas or Eye of the Hurricane
Topic 2	Changing Climate <ul style="list-style-type: none"> • What evidence is there for climate change? • Is climate change a natural process? • Why is climate change a global issue? 	Watch ‘An Inconvenient Truth’ by Al Gore. Visit the National Geographic Website and read some articles on Climate Change
Topic 3	Distinctive Landscapes <ul style="list-style-type: none"> • What is a landscape? • Where are the physical landscapes of the UK? • What physical processes shape landscapes? • What are the characteristics of your chosen landscapes? 	Visit a local river and/or coast and research the processes occurring in these locations. Identify the features formed.
Topic 4	Sustaining Ecosystems <ul style="list-style-type: none"> • What are ecosystems? • What biodiversity exists in tropical rainforests? • Why are tropical rainforests being ‘exploited’ and how can this be managed sustainably? • What is it like in Antarctica and the Arctic? • How are humans seeking a sustainable solution for polar environments? 	Read the information on the British Antarctic Survey Website focusing on how the areas are used.
Paper 2 – People and Society		
Topic 5	Urban Futures <ul style="list-style-type: none"> • How is the global pattern of urbanisation changing? • What does rapid urbanisation mean for cities? • What is life like for people in a city? • How can cities become more sustainable? 	Find out about (and possibly visit) BedZED – where is it and is it successful? Watch the film Slumdog Millionaire

Topic 6	<p>Dynamic Development</p> <ul style="list-style-type: none"> • What is development and how can it be measured? • What has led to uneven development? • How has an LIDC developed so far? • What global connections influence its development? • What development strategy is most appropriate? 	<p>Visit the United Nations Website and have a look around. Find out what they do and where they work.</p> <p>Research in detail Yemen and the conflict there and the impact conflict is having.</p>
Topic 7	<p>UK in the 21st Century</p> <ul style="list-style-type: none"> • What does the UK look like in the 21st century? • How is the UK's population changing? • How is the UK's economy changing? • What is the UK's political role in the world? • How is the UK's cultural influence changing? 	<p>Research an area of the UK with an ageing population in detail E.G. East Dorset</p> <p>Find out what TV programmes created in the UK are watched around the world and how popular they are</p>
Topic 8	<p>Resource Reliance</p> <ul style="list-style-type: none"> • How has increasing demand for resources affected our planet? • What does it mean to be food secure? • How can countries ensure their food security? • How sustainable are these strategies? 	<p>Put the key term 'Food Security' into Youtube and a number of short and longer films will be found. Watch some of them and think about how important Food Security is.</p>

	Frequency, Length and Exemplars
Extended Learning	Extended learning will be set at least once a week and students should spend between 45 mins- 1 hour. Tasks will vary from exam practise to reading and revision-based tasks.
Assessment Tasks	At the end of each topic, students will complete a GCSE assessment to assess progress on the various skills within each topic. Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content.
Formal Examination	Year 10 students will have exams during the week of 24 th April. Year 11 students will have mock exams during the week of 10 th December. Year 11 students will sit their 3 GCSE papers in the summer term. All these formal exams will contain questions on all the content the students have covered during their GCSE course and will be able to use the revision materials provided as well as online sites such as GCSE Bitesize. In the Autumn term all GCSE Geography students will have the opportunity to purchase a CGP revision guide and workbook through the school. Letters will be e-mailed out regarding this order.

Student Independent Learning Tasks	<p>Students should be watching the news and reading topical news stories ensuring they are fully aware of global current affairs. This can be by watching the news, reading a newspaper (online or printed) or by downloading a news app. Following the geography department twitter account will give students a good range of reading and other information sources @SMHSch_Geog</p> <p>There are many documentaries which cover key geographical ideas. Look out for presenters such as Simon Reeve who documents his global travels in a very accessible way.</p>
Parent/Carers	Checking on time management for home learning tasks.

Can help by:	<p>Reviewing assessment feedback, discussing strategies for improvement and areas of weakness.</p> <p>Discussing key content.</p> <p>Encouraging and facilitating regular revision.</p> <p>Purchasing revision materials to support each unit.</p> <p>Making trips to key case study locations or places which link to the content i.e. coasts or rivers.</p> <p>Discussing key case studies and asking questions about dates, facts and figures.</p> <p>Asking students to justify any decisions they make for example what mode of transport should be used for a journey with the advantages and disadvantages of each.</p> <p>Looking at maps with students of the local area, the UK and the world. Talk to students about where you are travelling to, how long it will take and what you are passing.</p>
Extra-Curricular or enrichment Activities	<p>Geography Study Support is offered every Thursday lunch time and after school in Hu7. Students can access resources as well as teacher input during these sessions in order to catch up, get ahead, revise or complete home learning tasks.</p> <p>Geography film club is available for all students one lunch time a week in Hu7. In this, we will be watching a film with a geographical slant such as Lion and Everest.</p> <p>Fieldwork is compulsory for all GCSE Geography students and is carried out in November of Year 11. This will consist of 2 or 3 days of off-site activities learning the skills required to carry out a piece of investigation. This is examined in all of the Geography GCSE papers and so is an essential part of the curriculum. This fieldwork is subsidised by the school but will require a financial contribution.</p>

HISTORY

History is taught on a carousel system to ensure that all students receive specialist knowledge and teaching. The outline below therefore shows each of the units that will be taught throughout the 2-year period although the order in which they are taught will vary between the groups. Students will change teachers at Christmas in preparation for the next carousel.

Exam Board and Syllabus:	<p>60180924 Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History 1HI0 2B 2018-19 1HI0 6B 2019-20</p> <p>60149747 (AS)/60149735 (A2) AQA Level 3 Advanced Subsidiary GCE in History 7402CO</p>
Link to website:	<p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p>

Curriculum Content	Assessment Opportunities Extended Learning /Extension Activities	Unit and exam weighting
--------------------	---	-------------------------

<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Saxon England – law and order • Explain how the Normans impacted in Crime and punishment • The impact of King and Church in the Later Middle Ages on crime and punishment • New crimes in the Early Modern Period • Law Enforcement and the introduction of the Bloody Code • Transportation in the Early Modern and Industrial period • Industrial Britain and the introduction of the Metropolitan Police Force • The end of the Bloody Code and the impact of the enlightenment • The end of public execution • Twenty First Century crimes, policing and punishments • Revision of Whitechapel (taught in Year 9) 	<p>Exam questions are set weekly and students will sit a mock exam on two occasions over the two years</p> <p>Example extended learning questions:</p> <p>Explain why Trial by Ordeal was used in 1000-1215 (12 marks)</p> <p>Explain why William I changed law and order after the Norman Conquest (12 marks)</p> <p>‘It was fear of vagrancy that caused society to implement harsh laws’ How far do you agree? (16 marks)</p>	<p>Unit 1</p> <p>30%</p> <p>1 hour 15 minutes</p>
<p>Cold War</p> <ul style="list-style-type: none"> • Impact of World War Two • Start of tension between the USSR and USA • Iron Curtain / Berlin Wall • Space Race • Korea • Cuban Missile Crisis • Vietnam • Afghanistan • Fall of Communism in the Eastern Bloc 	<p>Explain two consequences of the Space Race on relations between the USSR and USA</p> <p>Write a narrative account of the Hungarian Uprising</p> <p>Explain the Importance of the Yalta Conference on Germany</p>	<p>Unit 2</p> <p>40%</p> <p>(20% each unit)</p>
<p>Anglo Saxons</p> <ul style="list-style-type: none"> • Saxon England under Edward the Confessor • Contenders for the throne of England in January 1066 • Conquest of England in 1066 and major battles • Establishment of Norman Control and securing the kingdom • Anglo Saxon Resistance • The feudal system • The Normanisation of the 	<p>Describe two features of the Witan (4)</p> <p>Explain how William won the Battle of Hastings in October 1066 (12)</p> <p>‘The Normanisation of the church was the biggest reason for William being able to keep control in England.’ How far do you agree and explain your answer using your own knowledge</p>	<p>1 hour 45 minutes</p>

church <ul style="list-style-type: none"> • Norman government • William I and his sons 		
Weimar & Nazi Germany <ul style="list-style-type: none"> • Impact of WW1 on Germany and abdication of the Kaiser • Setting up of the Weimar Republic • Challenges to the Weimar Republic between 1918-1923 • Recovery of the Republic 1924-1929 • Wall Street Crash • Rise of the Nazis • Consolidation of Nazi control • Police State and Propaganda • Life in Nazi Germany, including women, children, workers and minorities 	Question 1: Give two things you can infer from Source A about (4 marks) Question 2: Explain why..... (12) Question 3: How useful are Sources B and C for an enquiry intoExplain your answer, using Sources B and C and your knowledge of the historical context. (8) Question 3b. Study Interpretations 1 and 2. They give different views about.....What is the main difference between the views? (4) Question 3c: Suggest one reason why interpretations 1 and 2 give different views aboutYou may use sources B and C to help explain (4) Question 3d: How far do you agree with Interpretation 2 about Explain your answer, using both interpretations and your knowledge of the (20)	Unit 3 30% 1 hour 20 minutes

	Frequency, Length and exemplars
Extended Learning	Extended learning will be set once a week and students should spend between 45 mins-1 hour. Tasks will vary from exam practise to reading and revision-based tasks Students should also form good habits of revising subject matter regularly, reviewing and completing work in their exercise books and practicing exam questions in timed conditions.
Assessment Tasks	At the end of each unit, students will complete a GCSE assessment to assess progress on the various skills within each unit Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content
Formal Examination	<u>Mock Week 1: 5th November to 9th November 2018</u> Students will revise at least two of the units dependent on those taught <u>Mock Week 2: 24th April to 3rd May 2019</u> Students will revise at least two of the units dependent on those taught

Student Independent Learning Tasks:	Students with an interest in history can enhance their knowledge by reading around the subject matter, watching documentaries and visiting historical sites to help History come to life.
Parent/Carers Can help by:	Reviewing exercise books and reading through targets together Testing students using the knowledge organisers Reviewing assessment feedback and using collective feedback to encourage students to improve their marks

	Discussing key content / facilitating regular revision Purchasing revision materials to support each unit Making trips to museums or places of Historical interest such as the Churchill War Rooms, Bletchley Park Museum, Imperial War Museum, London dungeons,
--	--

PSHE – HEALTHY MINDS

In Year 10 students are taught PSHE over a term in tutorial

	Curriculum Content
1	Mental Illness <ul style="list-style-type: none"> • Types of mental illness • Looking after our mental health • Sign and symptoms • Being aware of others and their needs • Talking about mental health
2	Parents Under Construction <ul style="list-style-type: none"> • Ideas about parenting • Positive and Negative parenting • Babies and responsibilities • Impact of being a young parent • Parenting around the world
3	Resilient Learners <ul style="list-style-type: none"> • Preparation for examinations • Stress and how to manage it • Revision

	Frequency, Length and exemplars
Extended Learning	There is no extended learning for Year 10
Assessment Tasks	PSHE is not assessed

PERFORMING ARTS TEACHING & LEARNING AREA

Director OF Performing Art s	Mr Tony Crosby
Lead Teacher of Art	Ms Tina Papadopoulos
Lead Teacher of Physical Education	Mr Rosco Hunt
Phoenix Academy Lead	Ms Deborah King

MUSIC

Exam Board and Syllabus:	BTEC first award EDEXCEL/PEARSON
Link to website:	https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	The Music Industry (Job Roles and connections) Extended writing (industry and event planning) Introducing Music Performance (including performance skills/opportunities for individual practice and self-evaluation/targeting)	Music Industry: (4 mock papers/4 written assignments across the term) Music Performance: (half termly performance recordings) Portfolio/diary of targets and evaluations (every lesson)	'Memory revision' homework set for entirety of the first term to support Unit 1 examination in January 2019 (see Memory homework file attached)
Autumn Half Term 2	Introducing Music Composition Introducing Music Performance The Music Industry	Criteria A –composition (4 completed/assessed musical ideas to mp3) Criteria A – Performance 3-4 performance audits and completed daily practice diary compiled for evidence/assessment)	Memory Homework continues to support unit 1. Performance diary and practice is updated weekly and assessed at audit points across the course. (expected rehearsal at least 3x45 min rehearsals as H/W.
Spring Half Term 3	Introducing Music Composition Introducing Music Performance The Music Industry	(As above – continued diary evidence with audit points) January - External Examination (The Music Industry)	Memory Homework continues to support unit 1.
Spring Half Term 4	Managing a music product: (Managing and producing the music festival and a	Students design, plan and produce the annual music festival event.	Music product homework tasks are research based and involve

	recording of the winners/contestants) Introducing Music Performance Introducing Music Composition	Continued collation of evidence to support both performance and composition briefs.	ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.
Summer Half Term 5	Introducing Music Performance Introducing Music Composition Managing a music product:	Continued collation of evidence to support both performance and composition briefs. Managing a music product: (folder of evidence supporting the creation/minutes/design and planning elements of the festival culminating in a final CD recording)	Practice and rehearsals weekly with diary entries to support evidence collation. Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.
Summer Half Term 6	Introducing Music Performance Introducing Music Composition	Final performance audits and final extended composition with full recordings and scores and supporting evidence.	Practice and rehearsals weekly with diary entries to support evidence collation.

	Frequency and Length:
Extended Learning	Students will receive at least 1 homework task per week. Students are also expected to provide evidence (diary) to support a regime of practice/rehearsal both in and outside of the classroom
Assessment Tasks	Assessment for unit 1 is in the form of a 1-hour examination. All other units are assessed via audit points, diaries and recordings collated throughout the course.
Formal Examination	Unit 1 Music industry – 1 hour paper January

Student Independent Learning Tasks	Students interested in music and the performing arts can complete additional study into traditional theory of music. Additional learning opportunities are provided every Monday evening and support entry to ABRSM theory of music examinations grades 1-8. It is expected that students interested in practical performance are completing additional rehearsal/practice at home and/or in pre-booked rehearsal studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in
---	---

	performance and theoretical skills. Instrumental and vocal tuition is also provided weekly with support from the Hertfordshire Music Service. For further information contact Ms D King.
Parent/Carers Can help by:	Checking on time management for home learning projects Reviewing assessment feedback Listening to and encouraging rehearsals and attending performances/showcases Making trips to theatre/concerts/proms to widen viewing/listening skills

BTEC Level 2 First Award in Art and Design

	Curriculum Content	Assessment Opportunities
Term 1 & 2 (Year 1)	<p>Students will complete 2 units of work in Year 1</p> <p>Unit 3: Communicating Ideas in 2D</p> <ul style="list-style-type: none"> - Explore 2D visual language and working practices. - Investigate 2D artists, craftspeople and designers. - Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices. - Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency. - Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively. - Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D. - Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas. - Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas. - Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches. - Apply 2D visual language with a limited range of materials, equipment and 	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally. Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)</p> <ul style="list-style-type: none"> - Has core units and optional units - Has 25 per cent of the qualification that is externally set, internally marked and externally moderated. - Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified - Learning aim A: Use specialist materials, techniques, equipment and processes in response to client briefs - Learning aim B: Record formal elements within specialist pathways

	<p>techniques using safe working practices.</p> <ul style="list-style-type: none"> - Identify how artists, craftspeople and designers communicate in 2D. 	
Term 2 & 3 (Year 2)	<p>Unit 1: Introduction to Specialist Pathways in Art and Design</p> <ul style="list-style-type: none"> - Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs. - Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs. - Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs. - Select and use specialist materials, techniques, equipment and processes to record a minimum of four formal elements to meet the requirements of specialist briefs. - Competently select and use specialist materials, techniques, equipment and processes to effectively record a diverse range of formal elements to meet the requirements of specialist briefs. - Competently select and use specialist materials, techniques, equipment and processes to effectively record a diverse range of formal elements to meet the requirements of specialist briefs. 	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally and verified by and external moderator.</p> <ul style="list-style-type: none"> - The unit will be assessed as a whole portfolio of work, internally. Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE) - Has core units and optional units - Has 25 per cent of the qualification that is externally set, internally marked and externally moderated. - Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified - Learning aim A: explore 2D visual language and working practices - Learning aim B: investigate how artists, craftspeople and designers communicate in 2D. Learning aim C: Communicate ideas using 2D knowledge and skills in response to a brief
Term 1 & 2	<p>Students will complete 2 Units of work in Year 2</p> <p>Unit 4: Communicating Ideas in 3D</p> <ul style="list-style-type: none"> - How 3D visual language is used in different ways in 3D disciplines - How to use 3D making processes and techniques. - Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media - Experimenting with different 3D making techniques and processes - Practising sketching out design ideas - Creating experimental 3D test pieces, trials, 	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally.</p> <ul style="list-style-type: none"> - Learning aim A: Explore 3D visual language and working practices - Learning aim B: Investigate how artists, craftspeople and designers communicate in 3D - Learning aim C: Communicate

	<p>maquettes</p> <ul style="list-style-type: none"> - Discussing and reviewing exploratory work - using different 3D media in response to investigating constructing or modelling - Finding ways of assembling and joining in response to exploring the properties of materials in given tasks - Combining 3D materials or processes such as using two different 3D disciplines in experimental making - Using combinations of 3D formal elements in Experimental pieces such as a wire model, a ceramic - Investigating and understanding the design process in given tasks - Creating sketches, roughs and maquettes in exploring the design process for given tasks - Using digital design programmes - Making annotated sketches of experimental pieces - Evaluating exploratory work - How to explore and investigate examples of 3D work by designers, artists and craftspeople - Researching different 3D specialisms - Understand the requirements of a brief through learning about - How to initiate and develop ideas which might be generated through recording from a range of different sources 	<p>ideas using 3D knowledge and skills in response to a brief</p>
--	---	---

SPORTS SCIENCE

Exam Board and Syllabus:	OCR Cambridge Nationals Sport Science
Link to website:	https://www.ocr.org.uk/Images/82412-specification.pdf

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	<p>R041: Reducing the risks of sports injury</p> <ul style="list-style-type: none"> - Understand different factors which influence the risk of injury - Understand how appropriate warm up and cool down routines can help to prevent injury - Know how to 		<ul style="list-style-type: none"> • Revision activities in preparation for exam, Friday 11th January (classroom based and SMHW) • Extended question answers and feedback (classroom based and SMHW) • Revision of topics covered using revision guide
Autumn Half Term 2			
Spring Half Term 3		<p>Examination:</p> <p>1 hr written paper Friday 11th January 2019 1.00pm</p>	

	<p>respond to injuries within a sporting context</p> <ul style="list-style-type: none"> - Know how to respond to common medical conditions 		<ul style="list-style-type: none"> • Completion of independent learning tasks via SMHW
Spring Half Term 4	<p>R042: Applying principles of training</p> <ul style="list-style-type: none"> - Know the principles of training in a sporting context - Know how training methods target different fitness components - Be able to conduct fitness tests - Be able to develop fitness training programmes 	<p>Please refer to OCR Sport Science assessment plan (working document, dates variable)</p>	<ul style="list-style-type: none"> • Acting on feedback to achieve higher grade • Extended and wider reading of topics • Completion of independent learning tasks via SMHW • Coaching and officiating opportunities
Summer Half Term 5			
Summer Half Term 6			

	Frequency, Length and exemplars
Extended Learning	Students are set frequent independent learning tasks in support of their studies. It is encouraged that students complete wider reading around topics covered to gain a broader and deeper understanding. Students have access to a variety of revision materials and it is expected that these are used independently in preparation for the exam.
Assessment Tasks	<p>Students are assessed using a variety of methods. Students sit a formal written assessment in one of the mandatory units. This comprises short answer questions, extended response questions and some use of multiple choice questions. This assessment is set and marked by OCR.</p> <p>In the remaining three units students are assessed through completion of assignment tasks. These tasks give students the opportunity to present their understanding of topics and apply them in a sporting context. The assignments are marked by the student's class teacher and moderated by OCR.</p>
Formal Examination	Students complete one formal written examination on Friday 11 th January 2018. The exam covers the content included in unit 'R041: Reducing the risks of sports injury'.

Student Independent Learning Tasks	<p>Students are expected to complete revision for the examination unit using the revision guide and all tasks set on SMHW. It is advised that students re-cap content covered in lessons.</p> <p>Students are required to use the knowledge taught in lessons to complete tasks independently for the assignment based units.</p>
Parent/Carers Can help by:	<ul style="list-style-type: none"> - Encouraging students to complete work independently - Supporting students in meeting assignment deadlines - Ensuring students are re-capping content covered in lessons and completing

	<p>revision for exam unit</p> <ul style="list-style-type: none"> - Aiding students in arriving to lesson with the required equipment - Encouraging students to engage with feedback to improve work
Extra-Curricular or enrichment Activities	<p>An extensive range of opportunities for extra-curricular involvement are offered daily. Activities available to students are seasonal and lead to the possibility of representing St Mary's through one of our sports teams. A full extra-curricular schedule can be found on display in the PE department or by contacting Mr Hunt.</p> <p>The department has a number of links with sports clubs in the local community and are able to support parents/carers with students participating in sporting teams outside of school.</p> <p>It is expected that students who have chosen to study at level 2 are engaging with extra-curricular sport in order to support their studies.</p>