

## KS3 AND KS4 CURRICULUM SUBJECT INFORMATION 2019-20



### Art:

KS3: Year 7	
<b>Autumn</b>	<p><b>Fluent Tone Drawing</b> Students will develop knowledge of how to make use of a wide range of tonal and shading techniques, be able to discuss tone and formal drawn elements used by themselves and others.</p> <p>Assessment: Sustained observational tone drawing based on a natural form object.</p>
<b>Spring</b>	<p><b>Symmetrical Colour Wheels</b> Students will gain a clear understanding of colour theory with the ability to identify primary, secondary, tertiary and complementary colours. Students will mathematically construct a symmetrical colour wheel.</p> <p>Assessment: Colour Theory written and practical assessment. Symmetrical colour wheel final pieces.</p>
<b>Summer</b>	<p><b>Fauvist Landscapes</b> Students develop a wide range of painting techniques to create effective responses, which show a strong link to artist from the Fauvist art movement.</p> <p>Assessment: Sustained Fauvist inspired landscape painting.</p>

KS3: Year 8	
<b>Autumn</b>	<p><b>Portraiture</b> Students will learn how to draw a portrait in proportion using facial framework and develop this skill through tonal self-portrait drawings. Students will experiment with printing techniques based upon their portrait work.</p> <p>Assessment: Tonal self-portrait final piece.</p>
<b>Spring</b>	<p><b>Gustav Klimt Collage</b> Students will analyse the work of artist Gustav Klimt. Students will learn how to use a variety of different painting and collaging techniques to create a response that clearly links to the artist.</p> <p>Assessment: Gustav Klimt written analysis and practical assessment. Gustav Klimt inspired collage final piece.</p>
<b>Summer</b>	<p><b>Cultural Masks</b> Students explore how artists draw inspiration and create ideas from different cultures. Students develop use of colour, 3D and texture skills.</p> <p>Assessment: 3D mask final piece inspired by a chosen culture.</p>

### Art and Design GCSE:

KS4: Year 9	
<b>Autumn</b>	<p><b>Foundation Skills</b> Students develop knowledge and skill using a wide range of art and craft materials including tonal drawing, painting and printmaking.</p>

	Assessment: Sustained observational painting based on a natural form object.
<b>Spring</b>	<b>Mini Project: Roa</b> Students analyse the artwork of contemporary street artist Roa. Students create a mixed-media final piece inspired by the artist.  Assessment: Written analysis of artist. Mixed-media final piece.
<b>Summer</b>	<b>Project 1: Pattern &amp; Texture in Natural Form</b> Students begin their first coursework project exploring pattern and texture in natural form. Students explore the works of artists Ryo Ohwada, Georgia O'Keeffe and Andy Goldsworthy.  Assessment: Coursework sketchbook is assessed against the AQA assessment objectives.
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

#### KS4: Year 10

<b>Autumn and Spring</b>	<b>Project 1: Pattern &amp; Texture in Natural Form</b> Students continue to work on their coursework project exploring pattern and texture in natural form. Students will create a meaningful and personal response to the project in the form of a final piece due in Spring.  Assessment: Coursework sketchbook is assessed against the AQA assessment objectives.
<b>Summer</b>	<b>Project 2: Detail</b> Students begin their second coursework project that must include: research, recording/drawing, artist study, development and a final piece.  Assessment: Coursework sketchbook is assessed against the AQA assessment objectives.
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

#### KS4: Year 11

<b>Autumn</b>	<b>Project 2: Detail</b> Students continue to work on their coursework project exploring the theme 'Detail'. Students will create a meaningful and personal response to the project in the form of a final piece during the 5 hour mock exam.  Assessment: Both project sketchbooks will be due in before the Christmas break. Coursework sketchbooks will be assessed against the AQA assessment objectives.
<b>Spring</b>	<b>Externally Set Assignment (Exam Project)</b> Students will complete a project based upon a chosen theme provided by the Exam Board. Students will create a meaningful and personal response to the project in the form of a final piece during the 10 hour final exam at the end of the Spring term.  Assessment: Both the coursework and the exam project will be assessed against the AQA assessment objectives.

<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

## Business:

### KS3: Year 7: Financial Education

<b>Autumn</b>	<b>Money Personalities</b> – Saver or spender? Wants versus needs. What does your money personality say about you? Activities based on wants/needs <b>Currency &amp; holidays</b> <b>Impulse buying &amp; the cost of fashion</b>
<b>Spring</b>	<b>Being Savvy with money</b> – Budgeting & planning and getting value for money <b>Being a responsible shopper</b> – Cruelty free, sweat shops – Know who you're buying from
<b>Summer</b>	<b>Understanding Bank accounts</b> – What types of bank accounts exist & good and bad about them, reading and understanding bank statements <b>How expensive is life as an adult</b> – Understanding common costs and payments for life as an adult.

### KS4: Year 9

<b>Autumn</b>	What is an entrepreneur and what skills & traits help them. Public & private sector Types of Business ownership Functional areas Hierarchies Basic Business finance
<b>Spring</b>	Ethics & Sustainability. Careers, recruitment and personal finance. Creating own business ideas
<b>Summer</b>	Marketing project Start year 10 content
<b>Website</b>	<a href="http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/</a>
<b>Exams/Assessment</b>	Projects, mocks and end of topic tests.

### KS4: Year 10

<b>Autumn</b>	Enterprise and entrepreneurship. Reasons for business and risks in business. Business planning. Introduction to revenue, cost, profit and loss. Business ownerships. Aims and objectives.
<b>Spring</b>	Stakeholders. Business growth. Organisational structure. Marketing. Communication in business.
<b>Summer</b>	Human resources. Motivation and retention. Employment law. Production.

<b>Website</b>	<a href="http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/</a>
<b>Exams/Assessment</b>	Mocks and in class tests/assessments.

<b>KS4: Year 11</b>	
<b>Autumn</b>	Sales and customer service. Consumer law. Business location. Working with suppliers.
<b>Spring</b>	The role of finance. Sources of finance. Revenue, costs, profits. Break even. Cash and cash flow.
<b>Summer</b>	Ethical and environmental considerations. The economic climate. Globalisation. The interdependent nature of business. Revision.
<b>Website</b>	<a href="http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/specification-at-a-glance/</a>
<b>Exams/Assessment</b>	Two exams, each exam is 1 hour 30 minutes long.

## Computer Science:

<b>KS3: Year 7</b>	
<b>Autumn</b>	<p><b>Introduction to networks</b> What is a network, how do you access a network, what are the rules of using the school network?</p> <p><b>Cloud Computing</b> What is the Cloud? Introduction to Google Drive, managing your work on Google Drive.</p> <p><b>Assessment 1:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.</p> <p><b>Algorithms</b> Introduction to computational thinking, binary/denary numbers, flow charts.</p> <p><b>Computational logic</b> Introduction to Boolean logic, Boolean operators, arithmetic operations.</p> <p><b>All students take part in BEBRAS</b> – a national online Computational Thinking competition run by Oxford University.</p>
<b>Spring</b>	<p><b>Computer hardware</b> Introduction to the components of a computer, internal components of a computer and their function, peripherals and their function.</p> <p><b>Programming techniques</b> Introduction to variable, input, output and storage of data, sequence, selection, iteration, operators; comments.</p> <p><b>Computer software</b> Introduction to Operating System, system software, types of utility software in different contexts, types of application software in different contexts.</p>

	<b>Assessment 2:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.
<b>Summer</b>	<p><b>Computer memory and storage</b> Introduction to primary storage, secondary storage.</p> <p><b>Data representation</b> Introduction to units of computer memory, data structure and data compression, data in the form of binary digits.</p> <p><b>Assessment 3:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.</p>

### KS3: Year 8

<b>Autumn</b>	<p><b>Computer hardware</b> Consolidation of the components of a computer, internal components of a computer and their function, peripherals and their function.</p> <p><b>Programming techniques</b> Introduction to web design using HTML.</p> <p><b>Assessment 1:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.</p> <p><b>Algorithms</b> Consolidation of computational thinking, binary/denary numbers, flow charts.</p> <p><b>Computational logic</b> Introduction to Boolean logic, Boolean operators, arithmetic operations.</p> <p><b>All students take part in BEBRAS</b> – a national online Computational Thinking competition run by Oxford University.</p>
<b>Spring</b>	<p><b>Computer software</b> Consolidation of Operating System, system software, types of utility software in different contexts, types of application software in different contexts.</p> <p><b>Computer memory and storage</b> Consolidation of primary storage, secondary storage.</p> <p><b>Assessment 2:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.</p>
<b>Summer</b>	<p><b>Data representation</b> Consolidation of units of computer memory, data structure and data compression, data in the form of binary digits.</p> <p><b>Assessment 3:</b> Online test mixing short and long answer questions to assess knowledge recall and encourage deeper thinking.</p> <p><b>Programming techniques</b> Introduction to variables, input, output and storage of data, sequence, selection, iteration, operators, comments.</p>

### KS4: Year 9

<b>Autumn</b>	<p><b>Network topologies, protocols and layers, wired and wireless networks</b> Introduction including star and mesh topologies, IP addresses and internet protocols, LAN and WAN, role of computers in different networks, internet, virtual networks.</p> <p><b>Assessment 1:</b> From this point on, students are introduced to</p>
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	<p>GCSE questions so that they become familiar with the different question styles and requirements.</p> <p><b>Algorithms</b> (revisiting Computational logic)</p> <p>Introduction including computational thinking, searching and sorting algorithms, pseudocode, flow diagrams.</p> <p><b>Students take part in BEBRAS</b> – a national online Computational Thinking competition run by Oxford University.</p>
<b>Spring</b>	<p><b>Systems architecture, memory, storage, translators and facilities of language</b></p> <p>Introduction including Von Neumann architecture, performance of CPU, virtual memory, suitability of storage devices and media for given applications, high-level and low-level languages, integrated development environments (IDE).</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p> <p><b>Assessment 2: Assessment covering all prior learning using selected</b> GCSE questions from past papers which will expose students to question styles and requirements.</p> <p><b>System software, system security</b></p> <p>Introduction including operating systems (OS), encryption, threats to networks, preventing vulnerabilities.</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p>
<b>Summer</b>	<p><b>Computational logic, data representation</b> (revisiting Translators and facilities of language)</p> <p>Introduction including binary, logic diagrams, Boolean operators, computer related mathematics, units, conversion of binary, denary, hexadecimal, representation of characters, images, sound, compression.</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p> <p><b>Assessment 3:</b> Assessment covering all prior learning using selected GCSE questions from past papers which will expose students to question styles and requirements.</p> <p><b>Programming techniques, producing robust program – summer project</b></p> <p>Introduction including variables, constants, operators, assignment, sequence, selection, loop, file handling, SQL, data types, functions and procedures, validation, testing, error identification.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	<p>J276 GCSE Computer Science. Examination board: OCR.org.uk</p> <p>Continuous Study – Ethical, legal, cultural and environmental concerns, including legislation</p>

## KS4: Year 10

<b>Autumn</b>	<p><b>Network topologies, protocols and layers, wired and wireless networks</b></p> <p>Development including star and mesh topologies IP addresses and internet protocols, LAN and WAN, role of computers in different networks, internet, virtual networks.</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p> <p><b>Assessment 1:</b> GCSE questions relating to all topics covered so far</p>
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	<p>covering a variety of question styles.</p> <p><b>Algorithms</b> (revisiting Computational logic) including computational thinking, searching and sorting algorithms, pseudocode, flow diagrams.</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p> <p><b>Students take part in BEBRAS</b> – a national online Computational Thinking competition run by Oxford University.</p>
<b>Spring</b>	<p><b>Systems architecture, memory, storage, translators and facilities of language</b></p> <p>Development including Von Neumann architecture, performance of CPU, virtual memory, suitability of storage devices and media for given applications, high-level and low-level languages, integrated development environments (IDE).</p> <p><b>Further development:</b> algorithmic thinking and coding skills in Python.</p> <p><b>System software, system security</b></p> <p>Development including operating systems (OS), encryption, threats to networks, preventing vulnerabilities.</p> <p><b>Assessment 2:</b> GCSE questions relating to all topics covered so far covering a variety of question styles.</p>
<b>Summer</b>	<p><b>Computational logic, data representation</b> (revisiting Translators and facilities of language)</p> <p>Development including binary, logic diagrams, Boolean operators, computer related mathematics, units, conversion of binary, denary, hexadecimal, representation of characters, images, sound, compression.</p> <p><b>Assessment 3:</b> Full GCSE past papers for both exams.</p> <p><b>Programming techniques, producing robust program</b></p> <p>Development including variables, constants, operators, assignment, sequence, selection, loops, file handling, SQL, data types, functions and procedures, validation, testing, error identification.</p> <p><b>Summer Coding Project (preparation for Non-Examined Assessment).</b></p>
<b>Website</b>	
<b>Exams/Assessment</b>	<p>J276 GCSE Computer Science. Examination board: OCR.org.uk</p> <p>Continuous Study – Ethical, legal, cultural and environmental concerns, including legislation.</p>

<b>KS4: Year 11</b>	
<b>Autumn</b>	<p><b>Non-Examination Assessment, including skills sessions</b></p> <p>Compulsory OCR 20 hour coding project designed to allow students to take a complex problem through all phases, from design to development, testing and evaluation.</p> <p><b>Assessment 1:</b> GCSE questions covering full curriculum.</p> <p><b>Continuation of Non-Examination Assessment.</b></p>
<b>Spring</b>	<p><b>Student Focused Revision Project</b></p> <p>Paper 1: Computer Systems.</p> <p>Paper 2: Computational thinking, algorithms and programming.</p> <p><b>Student Focused Revision Project</b></p> <p>Paper 1: Computer Systems.</p> <p>Paper 2: Computational thinking, algorithms and programming.</p>

	<b>Assessment 2:</b> Mock examinations
<b>Summer</b>	<p><b><i>Student Focused Revision Project</i></b></p> <p>Paper 1: Computer systems. Paper 2: Computational thinking, algorithms and programming.</p> <p><b>Final revision and examination</b> 2 x 90 minute examinations.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	J276 GCSE Computer Science. Examination board: OCR.org.uk Continuous Study – Ethical, legal, cultural and environmental concerns, including legislation.

## Dance:

<b>KS3: Year 7</b>	
<b>Autumn</b>	<p>The professional work Emancipation of Expressionism by Kenrick H20 Sandy. This is a Hip-Hop movement piece. Students will be assessed on 2 elements, Practical and Written.</p> <p>The practical element will be to perform the piece of choreography learnt in the lesson.</p> <p>The written element will be keywords from the professional works, the key physical skills and Hypothetical choreography.</p>
<b>Spring</b>	<p>The professional work A Linha Curva by Itzik Galili. This is a samba/contemporary movement piece.</p> <p>Students will be assessed on 2 elements, Practical and Written. The practical element will be to perform the piece of choreography learnt in the lesson.</p> <p>The written element will be keywords from the professional works, the key expressive skills and hypothetical choreography.</p>
<b>Summer</b>	<p>The professional work Shadows by Christopher Bruce. This is a ballet/contemporary piece.</p> <p>Students will be assessed on 2 elements, Practical and Written. The practical element will be to perform the piece of choreography learnt in the lesson.</p> <p>The written element will be keywords from the professional works, the key mental skills and hypothetical choreography.</p>
<b>KS3: Year 8</b>	
<b>Autumn</b>	<p>The professional work Infra by Wayne McGregor. This is a Jazz infused movement piece.</p> <p>Students will be assessed on 2 elements, Practical and Written. The practical element will be to perform the piece of choreography learnt in the lesson.</p> <p>The written element will be keywords from the professional works, the key physical skills and hypothetical choreography.</p>
<b>Spring</b>	<p>The professional work Within Her Eyes by James Cousins. This is a contact/contemporary movement piece.</p>



	<p>Students will be assessed on 2 elements, Practical and Written. The practical element will be to perform the piece of choreography learnt in the lesson.</p> <p>The written element will be keywords from the professional works, the key expressive skills and hypothetical choreography.</p>
<b>Summer</b>	<p>Project based on health and fitness in schools.</p> <p>Students will be assessed on the overall project. Students will have to deliver a presentation as a group and complete a short written assessment on health and wellbeing.</p>

#### KS4: Year 9

<b>Autumn</b>	<p>Students will learn the basics of dance movement and technique. Students will need to learn a variety of key dance vocabulary to deepen understanding of overall subject.</p> <p>Students will be assessed on 2 elements, Practical and Written. Their written assessment will be based on the key dance vocabulary and the practical assessment will be based on their dance skill and technique.</p>
<b>Spring</b>	<p>GCSE set phrases Breathe and Flux.</p> <p>Students will be assessed on the accuracy of action, space and dynamic whilst performing these solo set phrases.</p>
<b>Summer</b>	<p>How to structure and create choreography using a stimulus. Students will be assessed on their piece of choreography and how well it relates to the chosen stimulus.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 10

<b>Autumn</b>	<p>The professional work Shadows by Christopher Bruce. This will be the backbone for their performance in a group choreography.</p> <p>Students will be assessed on two elements, practical and written. The practical element will be to perform their group choreography based on Shadows.</p> <p>The written element will be based on key dance vocabulary used within the lesson.</p>
<b>Spring</b>	<p>Two professional works A Linha Curva and Within Her Eyes. Students will then create pieces of choreography based around a stimulus.</p> <p>Students will be assessed on how well they respond to their chosen stimulus and how creative they are with choreographic skills and devices.</p> <p>Students will also be assessed on their program note that accompanies their choreography. This has to clearly state motif development and how each movement relates back to the chosen stimulus.</p>
<b>Summer</b>	<p>The professional works Infra by Wayne McGregor and Emancipation of Expressionism by Boy Blue. Students will then create motifs for both of these and write about the similarities and differences. We will then recap Breathe and Flux from Year 9.</p>

	Students will be assessed on the 12 mark question - similarities and differences within the professional works.
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 11

<b>Autumn</b>	<p>Students will film their GCSE set phrases Breathe and Flux for final moderation. We will also start recapping the performance in a group piece and create additional choreography to aid this.</p> <p>Students will be assessed on their final moderated filmed version of Breathe and Flux.</p>
<b>Spring</b>	<p>Students will film their performance in a group pieces based on one of the professional works. They will also choose their chosen stimulus for choreography.</p> <p>Students will be assessed on how well they respond to their chosen stimulus and how creative they are with choreographic skills and devices.</p> <p>Students will also be assessed on their program note that accompanies their choreography. This has to clearly state motif development and how each movement relates back to the chosen stimulus.</p>
<b>Summer</b>	<p>Students will prepare for C2 the written paper. We will look at all 6 professional works, hypothetical choreography, 6 mark movement questions, 12 mark similarity and difference questions and how they can write about their own choreography.</p> <p>Students will be assessed on their response to the written paper overall.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	

#### Drama:

#### KS3: Year 7

<b>Autumn</b>	<p>An introduction to drama basics with a specific look at freeze frame, thought track and mime. Students will be assessed practically and with an evaluation of their written work.</p> <p>Commedia Dell'arte: Commedia looks at Italian slapstick and over exaggerated comedy. Students will be tested on their ability to recall and remember key stock characters and their style of performance.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
<b>Spring</b>	<p>Greek theatre: Students will focus on choral work and the history of Greek theatre and its specific performance style.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>

<b>Summer</b>	<p>Pantomime: Will look at traditional English classical pantomime performances. The students have to understand the key elements that make a pantomime and then re-create these for performance.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p> <p>Twisted Fairy Tales: Students will get a chance to watch live theatre in the form of 'Into the Woods' they will then explore how to twist and change fairy tales for performance.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
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### KS3: Year 8

<b>Autumn</b>	<p>Murder mystery: Students look at true life crime and try to emulate the characters specifically focusing on tone of voice. Students will be assessed practically and with an evaluation of their written work.</p> <p>Shakespeare. Students will look practically at 'Romeo and Juliet' 'Macbeth' 'Twelfth Night' and 'The Tempest'.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
<b>Spring</b>	<p>Scripted work (Politic and Terror) Students to study a script and perform this as part of an assessment.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
<b>Summer</b>	<p>Characterisation. Students to study character through the technique improvisation.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p> <p>Ernie's Incredible illusions: Students will explore a script about a boy whose dreams seem to keep coming true.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>

### KS4: Year 9

<b>Autumn</b>	<p>Practitioners: Students will get a practical look at several drama practitioners and will explore different performance techniques and styles throughout this topic.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p> <p>Haroun and the Sea of Stories - Analysing practical work Students to study Salman Rushdie's play 'Haroun and The Sea of Stories'. They will cut edit and direct this script to create a 30 – 40 minute children's theatre performance of this text. They will focus on refining skills learnt in the previous topic.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
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<b>Spring</b>	<p>Blue Remembered Hills: Students will explore and perform sections of this script looking at character development and rehearsal for performance.</p> <p>Students will watch a live theatre performance and analyse this work. This will be conducted as written lessons and they will do this in preparation for written exam in GCSE.</p>
<b>Summer</b>	<p>Devising practice - Students will explore stimulus in a practical devising practice work in order to prepare for their final practical exam. They will create a written log book to support this. Students will be assessed practically and with an evaluation of their written work.</p>
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/drama/gcse">https://www.aqa.org.uk/subjects/drama/gcse</a>
<b>Exams/Assessment</b>	40% written exam, 40% performance and written log book, 20% performance (externally assessed)

#### KS4: Year 10

<b>Autumn</b>	<p>Component 3: Performing practical scripts - Students will explore various scripted pieces of work. They will then choose one of the pieces to develop into a practical performance.</p> <p>Works to include:          'A Taste of Honey' Shelagh Delany.          'Blood Brothers' Willy Russell.          'Teechers' John Godber.          'Curious Incident of the Dog in the Night-time' Simon Stevens.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
<b>Spring</b>	<p>Component 2: Devising - Students to create performance based on a chosen stimulus. This will be filmed and sent off to be marked and examined for their GCSE grade. They will also create a written log book to support this that will be marked by their teacher and moderated by the exam board.</p>
<b>Summer</b>	<p>Component 2: Devising - Students to create performance based on a chosen stimulus. This will be filmed and sent off to be marked and examined for their GCSE grade. They will also create a written log book to support this that will be marked by their teacher and moderated by the exam board.</p>
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/drama/gcse">https://www.aqa.org.uk/subjects/drama/gcse</a>
<b>Exams/Assessment</b>	40% written exam, 40% performance and written log book, 20% performance (externally assessed)

#### KS4: Year 11

<b>Autumn</b>	<p>Component 1: Written exam - Students will study key elements of drama in preparation for multiple choice questions about modern theatre in the exam.</p> <p>Students will take part in written lessons that explore a chosen script allocated by the exam board. They will also be taken to a live performance and will explore this through written work in order to answer questions practically on this before the written exam.</p>
<b>Spring</b>	<p>Students will explore various scripted pieces of work. They will then choose one of the pieces to develop into a practical performance.</p> <p>Works to include:          'A Taste of Honey' Shelagh Delany.          'Blood Brothers' Willy Russell.          'Teechers' John Godber.</p>

	<p>'Curious Incident of the Dog in the Night-time' Simon Stevens.</p> <p>Students will be assessed practically and with an evaluation of their written work.</p>
<b>Summer</b>	Revision lessons for written exam
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/drama/gcse">https://www.aqa.org.uk/subjects/drama/gcse</a>
<b>Exams/Assessment</b>	40% written exam, 40% performance and written log book, 20% performance (externally assessed)

## Engineering

<b>KS4: Year 9</b>	
<b>Autumn</b>	<p>During Year 9 foundation year students will study VTEC Level 1/ 2 Engineering qualification.</p> <p>Year 9 students therefore will complete a range of work, both practical and written to enable them to succeed in their chosen option.</p> <p><i>Project 1. Speaker Project</i></p> <p>Students will produce a design folder and a practical based on a project. This will include, drawing (including CAD), evaluating and presenting work.</p>
<b>Spring</b>	<p><i>Project 2 Children's educational toys</i></p> <p>Students will look more in depth on CAD design, engineering processes and safe workshop practice.</p>
<b>Summer</b>	<p><i>Project 3 : Bottle opener</i></p> <p>You will look more in depth on CAD design, engineering processes and safe workshop practice.</p>
<b>Website</b>	<a href="https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593">https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593</a>
<b>Exams/Assessment</b>	Internal exams twice a year

<b>KS4: Year 10</b>	
<b>Autumn</b>	<p>Unit 1. Introduction to engineering</p> <p>This consists of 3 tasks set out as an Introduction to Engineering. On successful completion of this task, students will be encouraged to complete a practical to build on workshop skills</p>
<b>Spring</b>	<p>Students will continue work on Unit 1 completing Task 2 and Task 3. Touching on Unit 3 towards the end of Year 10.</p> <p>Followed by a practical that will enhance their use of hand tools and fixed machines.</p>
<b>Summer</b>	<p>Students will continue work on Unit 1 completing Task 2 and Task 3. Touching on Unit 3 towards the end of Year 10.</p> <p>Followed by a practical that will enhance their use of hand tools and fixed machines.</p>
<b>Website</b>	<a href="https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593">https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593</a>
<b>Exams/Assessment</b>	Internal exams twice a year

<b>KS4: Year 11</b>	
<b>Autumn</b>	Students completing Vcert will then prepare for the examined unit 2-

	Introduction to Engineering drawing. Students will then take their examination in November. Then begin their Engineering project make.
<b>Spring</b>	After completion of Unit 2. Students will then complete Unit 3 - Tools and equipment for Engineering and Unit 4 – Engineering materials and their properties.
<b>Summer</b>	After completion of Unit 2. Students will then complete Unit 3 - Tools and equipment for Engineering and Unit 4 – Engineering materials and their properties.
<b>Website</b>	<a href="https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593">https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-4593</a>
<b>Exams/Assessment</b>	Unit 1 Written examination – 40% Unit 2 Internally assessed synoptic project 60%

## English:

<b>KS3: Year 7</b>	
<b>Autumn</b>	<p><b>Macbeth</b> Students start with exploring the social and historical context of the play. Students then read the whole text and understand the conventions of a tragedy and explore the themes. Students will build skills such as evaluation and the development of analytical paragraphs. This unit will be assessed through a formal essay where pupils decide to what extent is Lady Macbeth to blame for the fate of Macbeth. This links to GCSE Literature Paper 1 and Language paper 1 question 4.</p> <p><b>Rebel Rebel</b> Students start by looking at the social and historical context of the literary 'villain' and historical villains. Students will read a range of extracts looking at various villains. This unit helps students explore a more philosophical element of English and helps to build their skills for writing to argue. The assessment at the end of the unit will ask pupils to craft a speech where they argue their point of view regarding stereotypes. This links to GCSE Language Paper 2 question 5.</p>
<b>Spring</b>	<p><b>Dickens</b> Students begin with exploring the social and historical context of Dickens' life and work. Students will read a range of extracts taken from the various novels and non-fiction texts. Students will build skills such as evaluation, structure of texts and creative writing. The assessment at the end of the unit will ask students to evaluate a statement regarding a Dickens' character. This links to GCSE Literature Paper 1 and Language Paper 1 question 4.</p> <p><b>Victorian Romantic Poetry</b> Students begin with exploring the social and historical context of the Victorian Romantic Movement. Students will study a range of poetry taken from various Romantic poets. Students will build skills such as recognising form and structure in poetry, poetic devices, writing poetry and the development of analytical paragraphs. This unit will be assessed through a formal essay where students compare a theme in two poems. This links to GCSE Literature Paper 2 and Language Paper 2 questions 2 and 4.</p>
<b>Summer</b>	<p><b>Dystopian Literature</b> Students begin with exploring the social and historical context of Dystopian literature. Students will study a range of extracts taken from various dystopian fiction, exploring the conventions of the genre. Students will build skills using the conventions of creative</p>

	<p>writing, such as the use of language devices, crafting vocabulary, formulas and strategies in planning. This unit will be assessed through a creative writing piece where students produce a description suggested by a picture. This links to GCSE Language Paper 1 question 5.</p> <p><b>Novel Study</b></p> <p>Students will read and study a novel selected for its suitability to the specific group. The teaching and learning of skills will be designed around the chosen novel, and will address any misconceptions or weaknesses identified from previous modules. This unit will be assessed through a formal essay where students explore how a character or theme is presented in the novel. This links to GCSE Language Paper 1 question 2 and Literature Paper 2.</p>
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### KS3: Year 8

<b>Autumn</b>	<p><b>Gothic Fiction</b></p> <p>Students begin with exploring the social and historical context of gothic fiction. Students will study a range of extracts taken from various gothic texts, exploring the conventions of the genre. Students will build skills using the conventions of creative writing, such as the use of language devices, crafting vocabulary, formulas and strategies in planning. This unit will be assessed through a creative writing piece where students produce a short gothic story or the opening to a gothic novel. This links to GCSE Language Paper 1 question 5.</p> <p><b>Blood Brothers</b></p> <p>Students begin with exploring the social and historical context of the play. Students then read the whole text and understand the conventions and main themes. Students will build skills such as the development of analytical paragraphs, characterisation and analysing stage directions. This unit will be assessed through a formal essay where pupils explore how the writer presents the theme of fate in the play. This links to GCSE Language Paper 1 question 2 and Literature Paper 2.</p>
<b>Spring</b>	<p><b>Shakespeare: Much Ado About Nothing</b></p> <p>Students begin with exploring the social and historical context of Shakespeare's life and works. Students then read the whole text and understand the conventions of the play, exploring the main themes, characterisation and plot. Students will build skills such as evaluation and the development of analytical paragraphs. This unit will be assessed through a formal essay where pupils explore how a character or theme is presented in the play. This links to GCSE Language Paper 1 question 2 and Literature Paper 1.</p> <p><b>War Poetry</b></p> <p>Students begin with exploring the social and historical context of war poetry. Students will study a range of pre-1914 and modern war poems. Students will build skills such as recognising form and structure in poetry, poetic devices, comparison techniques, writing poetry and the development of analytical paragraphs. This unit will be assessed through a formal essay where students compare the theme of conflict in two poems. This links to GCSE Literature Paper 2 and Language Paper 2 questions 2 and 4.</p>
<b>Summer</b>	<p><b>Women in Literature</b></p> <p>Students begin with exploring the social and historical context of various women and female characters in literature. Students will read a range of extracts with female protagonists, plus non-fiction extracts about the roles of men and women in society. This unit helps students explore a more philosophical element of English and helps to build their skills for writing to explain/argue. The assessment</p>



	<p>at the end of the unit will ask pupils to craft a letter where they explain/argue their point of view regarding equal opportunities in life. This links to GCSE Language Paper 2 question 5.</p> <p><b>Novel: Of Mice and Men</b></p> <p>Students begin with exploring the social and historical context of the novella. Students then read the whole text and understand the conventions of the novella, exploring the main themes, characterisation and plot. Students will build skills such as the evaluation of characters and themes, together with the development of analytical paragraphs. This unit will be assessed through a formal essay where students explore how a character or theme is presented in the novella. This links to GCSE Language Paper 1 question 2 and Literature Paper 1.</p>
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KS4: Year 9	
<b>Autumn</b>	<p><b>Shakespeare: Romeo and Juliet</b></p> <p>Students will study the social and historical context of the play before going on to read and act out the entire text. They will consider key themes and characters whilst exploring the conventions of a tragedy. Students will develop their analysis skills and understand how to write a formal academic essay about a text. This links to GCSE Literature Paper 1.</p>
<b>Spring</b>	<p><b>A Christmas Carol</b></p> <p>Students will consider the social and historical context of the novel before moving on to read the entire story. They will consider key themes such as poverty and capitalism. Students will build their analysis skills. This links to GCSE Literature Paper 1.</p> <p><b>Language Paper 1</b></p> <p>Students will use the skills that they have built during the Literature units and apply those skills to a first look at English Language GCSE Paper 1. Students will look at how to answer each question. Students will apply the skills of retrieval, analysis, evaluation and descriptive writing. This unit explicitly links to GCSE Language Paper 1. Students will complete practice questions under timed conditions throughout the unit.</p>
<b>Summer</b>	<p><b>Poetry Anthology: Power and Conflict</b></p> <p>Students will study fifteen poems from the AQA GCSE anthology. They will explore the key ideas in the poems and begin to compare and group the poems by key themes. This unit links to GCSE Literature Paper 2. Pupils will be given an exam style question to complete at the end of the unit, however students will have the question in advance and they will be shown how to plan a poetry answer.</p> <p><b>An Inspector Calls</b></p> <p>Students will explore the social and historical context of the play before going on to read the entire play. They will understand the key themes and characters. During this unit they will develop their analytical skills and apply these skills to crafting a GCSE style essay. Students will end the unit by completing a GCSE style exam question.</p>
<b>Website</b>	<a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>
<b>Exams/Assessment</b>	Pupils will sit an end of unit assessment as detailed above. They will be marked using the AQA GCSE criteria and pupils will have dedicated time to reflect and improve their answers whilst addressing any misconceptions.

## KS4: Year 10



<b>Autumn</b>	<p><b>Shakespeare: Romeo and Juliet</b> Students will build on the previous year by annotating key extracts and linking their knowledge of social and historical context to the play. They will also consider literary theory and explore a range of philosophical theories to help them speculate and develop personal and in depth interpretations. Students will be assessed through an end of unit exam where they are given a past paper from AQA.</p> <p><b>A Christmas Carol</b> Students will develop what they already know from year nine by examining key extracts and making detailed annotations. They will make links to social and historical context and be encouraged to explore personal responses to higher- level concepts. Students will be assessed at the end of the unit where they will be given a past paper to answer.</p>
<b>Spring</b>	<p><b>English Language Paper 2</b> Students will use the skills that they have built during the Literature units and apply those skills to a first look at English Language GCSE Paper 2. Students will look at how to answer each question. Students will apply the skills of retrieval, analysis, comparison and transactional writing. This unit explicitly links to GCSE Language Paper 2. Students will complete practice questions under timed conditions throughout the unit.</p> <p><b>Poetry Anthology: Power and Conflict</b></p>
<b>Summer</b>	<p><b>English Language Paper 1</b> Students will recap the questions and the skills that they need for paper 1. They will be taught explicit ways of answering each question successfully and they will be heavily encouraged to revise these methods. Students will also be taught how to revise for English Language. Students will complete a practice paper at the end of the unit.</p> <p><b>20th Century Novel: An Inspector Calls</b> Students will build on their first reading of the text through annotating key extracts and selecting quotations to memorise that will help them answer any exam question. Students will consider a range of literary theory and apply these to their answers to ensure they can explore high-level concepts. Students will be taught how to revise and remember key quotations. Students will be assessed through an end of unit examination that is focused around a past paper.</p> <p><b>Poetry Anthology: Power and Conflict</b> During this unit students will produce a detailed annotation of each poem allowing them to understand every poem in detail. There is a focus on developing their understanding of a range of poetic devices whilst examining the impacts of the writer's choice of language. Students will be assessed through an end of unit examination where the teacher will guide them through a question step by step.</p>
<b>Website</b>	<a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>
<b>Exams/Assessment</b>	<p>Pupils will sit an end of unit assessment as detailed above. They will be marked using the AQA GCSE criteria and pupils will have dedicated time to reflect and improve their answers whilst addressing any misconceptions.</p> <p>Text book/s: An Inspector Calls by JB Priestley Romeo and Juliet by William Shakespeare A Christmas Carol by Charles Dickens</p>

	<p>York Notes study guides for all Literature texts</p> <p>AQA past papers</p> <p>We highly recommend purchasing the bespoke revision guides created by the Cowplain English department. These can be purchased from the Admin Hub.</p>
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KS4: Year 11	
<b>Autumn</b>	<p><b>English Language Paper 1 and 2 revision</b></p> <p>This is an opportunity for students to revise both exam papers in readiness for the year eleven mock examinations. Students will revise each question on both papers and they will have time to complete practice questions. This unit will also include sessions on how to revise and end be assessed via the mock exams in the hall.</p>
<b>Spring</b>	<p><b>English Literature paper 1 revision.</b></p> <p>Students will have revision lessons on Romeo and Juliet and A Christmas Carol. They will focus on how to tackle an exam question and be taught precise planning strategies. They will have time to complete practice exam questions and they will be shown key revision strategies to help with memorising key quotations. Pupils will be assessed via the mock exams in the hall.</p> <p><b>English Literature Paper 2 revision</b></p> <p>Students will have revision lessons on An Inspector Calls and Poetry. They will focus on how to tackle an exam question and be taught precise planning strategies. They will have time to complete practice exam questions and they will be shown key revision strategies to help with memorising key quotations. Pupils will be assessed via the mock exams in the hall.</p>
<b>Summer</b>	<p><b>English Language and English Literature revision.</b></p> <p>Pupils will undertake specific and bespoke revision in their classes coupled with 'Power hour' sessions in the main hall. 'The Power Hour' sessions intend to bring the year group together so we can address any misconceptions and complete a 'walk through' mock of the higher mark questions. This is a focused and driven lead up to the GCSE exams.</p>
<b>Website</b>	<a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>
<b>Exams/Assessment</b>	<p>Pupils will sit an end of unit assessment as detailed above. They will be marked using the AQA GCSE criteria and pupils will have dedicated time to reflect and improve their answers whilst addressing any misconceptions.</p> <p>Text book/s:  An Inspector Calls by JB Priestley  Romeo and Juliet by William Shakespeare  A Christmas Carol by Charles Dickens  York Notes study guides for all Literature texts  AQA past papers  We highly recommend purchasing the bespoke revision guides created by the Cowplain English department. These can be purchased from the Admin Hub.</p>

## Ethics and Philosophy

KS3: Year 7	
<b>Autumn</b>	<p><b>Symbolism, Sacred, Truth, Belief, Authority and Community</b></p> <p>Students assessed through exam style questions.</p>

<b>Spring</b>	<b>Faith, Worship, Identity, Discrimination, Charity</b> Students assessed through exam style questions.
<b>Summer</b>	<b>Hinduism Ethics and Philosophy</b> Students assessed through exam style questions.

### KS3: Year 8

<b>Autumn</b>	<b>Islamic Ethics &amp; Philosophy</b> Pupils assessed through exam style questions.
<b>Spring</b>	<b>An Introduction to Ethical Issues</b> Students assessed through exam style questions.
<b>Summer</b>	<b>Christian Ethics &amp; Philosophy</b> Students assessed through exam style questions.

### KS4: Year 9

<b>Autumn</b>	<b>Hindu Beliefs, Teachings and Practices</b>  This unit enquires into the concepts of ahimsa, Brahman, dharma, Diwali, moksha, murti, puja and trimurti. It studies the beliefs, teaching and practices which underpin the Hindu way of life. Students will explore how Hindus live in traditional India and modern Britain. Students will be encouraged to question 'What do Hindus believe happens when you die?' 'Why are Hindus cremated at Varanasi?' 'Do Hindus worship one god or many gods?'
<b>Spring</b>	<b>Issues of Human Rights</b>  This unit enquires into the concepts of censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative poverty, absolute poverty and social justice. It looks at the moral issues and religious beliefs concerning practices to promote, amongst other topics, human rights. Throughout the course students will consider the role these issues play in the twenty-first century. Students will be encouraged to question 'Should people always have the right to express their views?' 'What rights do we have simply because we are human?' 'Should you always stand up for what you believe in?'
<b>Summer</b>	<b>Issues of Life and Death</b>  This unit enquires into the concepts of afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life and the soul. Students will look at the moral, religious, humanist and atheist perspectives on these issues and how they affect people's actions. Throughout the course students will consider the role these issues play in the twenty-first century. Students will be encouraged to question 'Are the lives of people more valuable than those of animals?' 'Should we be able to ask someone to help us die?' 'Does the unborn baby have a right to life?'
<b>Website</b>	<a href="http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>
<b>Exams/Assessment</b>	Assessment - End of unit exam based on a GCSE paper

### KS4: Year 10

<b>Autumn</b>	<b>Issues of Good and Evil</b>  This unit enquires into the concepts of good, evil, forgiveness, free will, justice, morality, punishment, sin and suffering. Students will look at the moral, religious, humanist and atheist perspectives on these issues and how they affect people's actions. Throughout the
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	course students will consider the role these issues play in the twenty-first century. Students will be encouraged to question 'What are the aims of punishment?' 'Why do people suffer?' 'Is it ever right to execute someone?'
<b>Spring</b>	<b>Issues of Relationships</b> <p>This unit enquires into the concepts of adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities and roles. Students will look at the moral, religious, humanist and atheist perspectives on these issues and how they affect people's actions. Throughout the course students will consider the role these issues play in the twenty-first century. Students will be encouraged to question 'Are women and men equal?' 'Should same sex marriages be allowed in a place of worship?' 'Is cohabitation the way forward?'</p>
<b>Summer</b>	<b>Christian Beliefs, Teachings and Practices</b> <p>This unit enquires into the concepts of omnibenevolent, omnipotent, trinity, incarnation, atonement, resurrection, sacraments, evangelism. It studies the beliefs, teaching and practices which underpin the Christian way of life. Students will explore how Christians live in modern Britain in the twenty-first century and the diversity which makes Christianity unique. Students will be encouraged to question 'Do you think Britain is becoming a more secular society?' 'Do you need to go to church to be a Christian?' 'Why has church attendance declined in Britain?'</p>
<b>Website</b>	<a href="http://www.edugas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">http://www.edugas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>
<b>Exams/Assessment</b>	Text book: WJEC Eduqas GCSE (9-1) 'Religious Studies' Route A by Chris Owens, Ed Pawson, Joy White & Amanda Ridley (Hodder Education) Revision book: WJEC Eduqas GCSE (9-1) 'My Revision Notes' Route A by Joy White & Gavin Craigen Assessment - End of unit exam based on a GCSE paper

<b>KS4: Year 11</b>	
<b>Autumn, Spring and Summer</b>	Revision of: Hindu Beliefs, Teachings and Practices, Issues of Human Rights, Issues of Life & Death, Issues of Good & Evil, Issues of Relationships and Christian Beliefs, Teachings & Practices.  Revision methods include practising sample questions, learning key words and their meanings and ensuring students are familiar with the necessary exam technique.
<b>Website</b>	<a href="http://www.edugas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">http://www.edugas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>
<b>Exams/Assessment</b>	Final assessment: Ethical issues (2 hours) 50% Christian beliefs, teaching and practices (1 hour) – 25% Hindu beliefs, teaching and practices (1 hour) – 25%

## Food and Nutrition:

<b>KS4: Year 9</b>	
<b>Autumn</b>	Theory and practical skills will be practiced throughout the course allowing students to develop all aspects for food and nutrition. Each

	term will have a specific focus. Soups/sauces Key nutrients Healthy eating Salads Breads Fat and fibre in the diet International dishes
<b>Spring</b>	International dishes Protein Carbohydrates Vitamins/minerals Vegetarians Special diets Water in the diet Sauce making
<b>Summer</b>	Pasta dishes Sauce making Salt/fat/fibre in the diet Meat dishes High skills advanced teaching Methods of cookery Bread making, international, leavened and unleavened Yeast cookery Flours and pastry Dairy foods International & British desserts Eggs in cookery Diet and energy Cake making and decorating Ethnic dishes – pastry making, coatings Comparison tasting Raising agents Meat and fish cookery High level skills
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>
<b>Exams/Assessment</b>	Internal exams twice a year

#### KS4: Year 10

<b>Autumn</b>	Developing Skills, designing menus and looking at food from around the world.
<b>Spring</b>	Theory around food and nutrition continues throughout the year. Mock preparation for the NEA food tasks 1 in year 11
<b>Summer</b>	Mock Preparation for NEA food Task 2
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>
<b>Exams/Assessment</b>	Internal exams twice a year

#### KS4: Year 11

<b>Autumn</b>	Nea investigation task 1
<b>Spring</b>	Nea investigation task 2
<b>Summer</b>	Exam preparation
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>
<b>Exams/Assessment</b>	50% written examination

	50% Practical tasks
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## Languages (French and Spanish):

KS3: Year 7	
Autumn	<p><b>INTRODUCTIONS and GRAMMAR FOCUS</b></p> <p>Students will revise and learn how to form sentences; focusing on key verbs, nouns, adjectives and sentence construction. They will also cover basics such as colours, animals, personal description, numbers and the alphabet. Following this, students will learn to describe their families in more detail, give opinions for and talk about what activities and sports they like to do.</p> <p><b>Assessment – reading and language focused assessment.</b></p>
Spring	<p><b>WHERE I LIVE TOPIC</b></p> <p>Students will cover vocabulary for countries, towns, regions as well as types of house and contents of the house. Following this, students will learn about invitations and talk about where they like to go at the weekend. We will also use role-plays to engage students in spoken language. Focus will be on listening and reading as well as pronunciation throughout. Students also will begin to learn specific vocabulary to describe photographs.</p> <p><b>Assessment – Writing, reading and listening assessment.</b></p>
Summer	<p><b>MY LIFE and HOLIDAYS</b></p> <p>Students learn to talk about their daily routine, school subjects, to tell the time, cultural information about French/Spanish schools. Following this, they will learn holiday related vocabulary and learn how to form the future tense to talk about future holidays. A film study in this module will allow students to discover some more information about France or Spain.</p> <p><b>Assessment – Speaking and listening</b></p>
KS3: Year 8	
Autumn	<p><b>FREE TIME</b></p> <p>Students will learn vocabulary on the topics of film, TV, internet, reading and be able to express opinions about their preferences with reasons.</p> <p><b>Assessment – Reading and listening</b></p>
Spring	<p><b>WHERE I LIVE</b></p> <p>Students will cover vocabulary to enable them to describe their house and bedrooms, as well as what they do in their house such as daily routine, eating and drinking habits.</p> <p>In the second part of this topic, students learn about key cities in the relevant foreign country or countries where the language is spoken. They will research and learn about culture, monuments and typical festivities and decide how this compares to their own town. Directions and places in town are also covered.</p> <p><b>Assessment Reading and writing.</b></p>

<b>Summer</b>	<b>ALL ABOUT ME</b>  Students learn how to describe themselves, their personality, relationships with others and revise likes and dislikes. Music, concerts, clothes, shopping and future dreams are also covered  <b>Assessment – Writing, reading and listening</b>
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<b>KS4: Year 9</b>	
<b>Autumn</b>	<b>Theme 1, topic 1 – Me, my family and friends.</b>  Students revise vocabulary for family and friends, personal description and adjectives. This leads them to discuss who they get on with and why, consider the qualities of a good friend, marriage, future relationships and plans.  Following this, students learn how to arrange to go out in French, how to accept and give excuses. They also cover the past tenses and work on descriptive writing in detail.
<b>Spring</b>	<b>Theme 2, topic 2 – Healthy / unhealthy living</b>  Students cover sports, French sports personalities and research into important national sporting events. Planning an aerobics routine, healthy eating, body parts and ailments. Smoking and drugs opinions and reasons.
<b>Summer</b>	<b>Theme 1, topic 3 – Free-time activities.</b>  Students will revisit TV programmes, film, and reading.  <b>Theme 1, topic 2 – Technology in everyday life</b>  Students will revisit technology vocabulary and discuss the use of technology in daily life so that they can give the pros and cons of the internet and phones.
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
<b>Exams/Assessment</b>	Internal exams twice a year

<b>KS4: Year 10</b>	
<b>Autumn</b>	<b>Theme 2, topic 1 - Home, town, neighbourhood and region.</b>  Students will begin by revisiting key vocabulary for towns, adjectives, places in town, directions and opinions.  <b>Theme 2, topic 3 – Global issues.</b>  Students will learn vocabulary covering the environment theme, discuss what they do to protect their local environment, the importance of helping the community as well as discussing global issues and considering what they would change if they were in charge of environmental policy. Students will learn several complex structures such as Si clauses using the imperfect and conditional tenses.
<b>Spring</b>	<b>Theme 2, topic 2 – Social issues</b>  Students will consider social problems such as homelessness and charity work.  <b>Theme 3 Current and future study and employment.</b>



	Students will cover school subjects, uniform, opinions, describing their school facilities and comparing English and French school systems. Students will then revise job vocabulary, consider the pros and cons of university and revise the future tense to express their plans.
<b>Summer</b>	<b>Theme 2, topic 4 – Travel and tourism.</b>  Students will cover the vocabulary for countries, types of holiday, places to stay, facilities, the weather, speciality dishes and problems that might arise on holiday. They will develop their opinions about places to go and revise verbs in three tenses as well as learning to use the conditional tense to discuss their ideal holidays.
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
<b>Exams/Assessment</b>	Internal exams twice a year

#### KS4: Year 11

<b>Autumn</b>	<b>Revision of Theme 1:</b> <ul style="list-style-type: none"> <li>• Theme 1.1 Me, My family and friends</li> <li>• Theme 1.2 Technology in everyday life</li> <li>• Theme 1.3 – Free time</li> <li>• Theme 1.4 – Identity and Culture</li> </ul>
<b>Spring</b>	<b>Revision of theme 2 &amp; 3:</b> <ul style="list-style-type: none"> <li>• Theme 2.1 – Town and local area</li> <li>• Theme 2.2 Social issues</li> <li>• Theme 2.3 Global issues</li> <li>• Theme 2.4 Holidays and travel</li> <li>• Theme 3.1 Study and life at school</li> </ul> Theme 3.2 jobs and future plans.
<b>Summer</b>	<b>Revise all topics</b>  Students will revisit tenses, complex structures, exam technique and practice questions. All topics will be covered in preparation for the final exams.  <b>Assessment: Writing, speaking, reading and listening.</b>
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
<b>Exams/Assessment</b>	25% per skill – listening, reading, writing and speaking.

#### Geography:

#### KS3: Year 7

<b>Autumn</b>	<b>My Place</b> An introduction to Geography Ordnance Survey map skills Introduction to Geography of the UK Enquiry Skills Assessment: Geographic Skills  <b>Changing Earth</b> Plate tectonics Earthquakes
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	<p>Volcanoes</p> <p>Assessment: Why did one volcano cause disruption across Europe?</p>
<b>Spring</b>	<p><b>Weather and Climate</b></p> <p>How weather affects people</p> <p>Why it rains and pressure systems</p> <p>Hurricanes</p> <p>UK climate</p> <p>Climate graphs</p> <p>Assessment: Rain, pressure systems, climate graphs</p> <p><b>India</b></p> <p>Introduction to physical &amp; human Geography of India</p> <p>Urbanisation and slums</p> <p>Development and poverty in India</p> <p>Water supply in India</p> <p>Assessment: What do you know about India?</p>
<b>Summer</b>	<p><b>River and Flooding</b></p> <p>River basins</p> <p>River landforms and processes</p> <p>Belo Monte Dam</p> <p>Flooding (causes, consequences and management)</p> <p>Assessment: Belo Monte Dam: Success or Failure?</p> <p><b>Coasts</b></p> <p>Coastal landforms and processes</p> <p>Coastal management</p> <p>Assessment: Coastal processes and management</p>

<b>KS3: Year 8</b>	
<b>Autumn</b>	<p><b>Extreme Places</b></p> <p>Investigating sustainability in a wide range of extreme environments and places: Himalayas, Deserts, Savanna, Las Vegas, US-Mexico border, Rio's Favelas, Dubai, Siberia</p> <p>Assessment: Is Dubai a sustainable city?</p> <p><b>Tropical Rainforests</b></p> <p>Physical processes in the rainforest</p> <p>Plant adaptation</p> <p>Deforestation</p> <p>Ecotourism</p> <p>Assessment: Design a rainforest plant</p>
<b>Spring</b>	<p><b>Development</b></p> <p>Development indicators</p> <p>Trade</p> <p>What enables sustainable development</p> <p>An investigation into the Geography of China</p> <p>Assessment: What do poor countries need to develop?</p> <p><b>Climate Change</b></p> <p>Causes, consequences and management of climate change</p> <p>Assessment: Can you predict the future?</p>
<b>Summer</b>	<p><b>Sustainability</b></p> <p>Investigating a wide range of environmental issues: Ecological footprint, Overfishing, Pollution of oceans, Food miles, Tourism</p> <p>Assessment: How should Mauritania be developed?</p> <p><b>Antarctic</b></p> <p>Physical Geography of Antarctica</p> <p>Why is Antarctica important?</p>

	How should Antarctica be used? Assessment: Plan an expedition to Antarctica
<b>Website</b>	BBC Bitesize BBC Newsround BBC Earth
<b>Exams/Assessment</b>	

#### KS4: Year 9

<b>Autumn</b>	<p><b>Geographic Skills</b> Introduction to many of the skills needed in GCSE Geography: Map skills, Decision Making, Fieldwork, Statistics, Graphical skills.</p> <p><b>Living in the UK</b> Urban and rural processes and change in the UK, including urbanisation, urban renewal, urban deprivation, brownfield/greenfield sites, population movement in the UK.</p>
<b>Spring</b>	<p><b>Retail and Leisure Services</b> Changing patterns of retail provision in the UK. How urban and rural areas are used for leisure.</p> <p><b>Global Cities: London and Mumbai</b> Urbanisation, push &amp; pull factors, poverty and deprivation, informal settlements, poverty, challenges faced by transport and waste disposal, and how to create sustainable urban environments.</p>
<b>Summer</b>	<p><b>Rivers and Flooding</b> River landforms and processes. Why rivers flood and the consequences of flooding. How rivers can be managed to reduce flooding and why this is often controversial.</p> <p><b>Weather and Climate</b> Explaining UK climate. Global climate zones. Pressure systems. Weather hazards Extreme weather events</p>
<b>Website</b>	My revision Notes: WJEC Edugas GCSE (9-1) Geography B Stuart Currie (Hodder Education) BBC Bitesize PiXL Geography app Edugas
<b>Exams/Assessment</b>	Exam practice at the end of each topic Year 9 mock exams

#### KS4: Year 10

<b>Autumn</b>	<p><b>Ecosystems</b> Physical processes within ecosystems. Relationship between climate and biomes. Benefits of ecosystems. Ecosystems under threat. Management of small scale UK ecosystem.</p> <p><b>Tropical Rainforests</b> Natural processes in tropical rainforests. Deforestation. Sustainable management of tropical rainforests.</p>
<b>Spring</b>	<p><b>Savanna &amp; Desertification</b> Physical processes within the savanna.</p>

	<p>Causes of desertification. How can desertification be managed?</p> <p><b>Coasts:</b> Landforms and physical processes. Management of coastlines. Why coastal management is often controversial.</p>
<b>Summer</b>	<p><b>Fieldwork</b> Fieldwork practice</p> <p><b>Climate Change</b> Natural processes of climate change. Evidence of human causes of global warming. Consequences of climate change. Varying attitudes towards climate change. How government and individuals can reduce the risk of climate change.</p>
<b>Website</b>	<p>My revision Notes: WJEC Edugas GCSE (9-1) Geography B Stuart Currie (Hodder Education) BBC Bitesize PiXL Geography app Edugas</p>
<b>Exams/Assessment</b>	<p>Exam practice at the end of each topic Year 10 mock exams</p>

<b>KS4: Year 11</b>	
<b>Autumn</b>	<p><b>Fieldwork</b> Students will plan, collect data, analyse and evaluate two fieldwork enquiries. One each in an urban and physical environment.</p> <p><b>Development</b> Global patterns of development. Globalisation, Trade, Migration, Multi-National Companies. Causes and consequences of uneven development. Newly Industrialised Countries. Aid</p>
<b>Spring</b>	<p><b>Water Issues</b> Water supply and demand. Unsustainable use of water supplies. International issues facing water demand. Managing water supply in the UK.</p> <p>Revision</p>
<b>Summer</b>	Revision
<b>Website</b>	<p>My revision Notes: WJEC Edugas GCSE (9-1) Geography B Stuart Currie (Hodder Education) BBC Bitesize PiXL Geography app Edugas</p>
<b>Exams/Assessment</b>	<p>Final GCSE Assessment: Paper 1: Investigating Geographical Issues, written exam, 1 hour 45 minutes (40%) Paper 2: Problem Solving Geography, written exam 1 hour 30 minutes (30%) Paper 3: Applied Fieldwork Enquiry, written exam, 1 hour 30 minutes (30%) Year 11 Assessment: Exam practice at the end of each topic.</p>

	Year 11 mock exams.
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## History:

KS3: Year 7	
<b>Autumn</b>	<b>What have the Romans ever done for us?</b> An investigation of the Romans influence on Britain. Written assessment. To assist students a visit to Fishbourne Palace and Roman Chichester would give students further support.
<b>Spring</b>	<b>Why is William the Conqueror so significant?</b> An investigation into the Causes of Victory at Hastings. Written assessment on causation.  <b>Who had the power in the Middle Ages, God or the King?</b> An investigation into the power of the Church and the role of the Kings such as Edward II, John, and Henry VIII. Written assessment on sources.
<b>Summer</b>	<b>How was Modern England created?</b> An investigation into the causes and consequences of the English Civil war. An investigation into the consequences of the Industrial Revolution. Written assessment on diversity of experience.

KS3: Year 8	
<b>Autumn</b>	<b>How did slavery end?</b> An investigation into the slave trade and the different reasons for its abolition. Written assessment on causes.  <b>How did we get the vote?</b> An investigation in the Great Reform Act and the Suffragette movement. To assist students with the assessment parents could watch the film Suffragette with their child, and discuss the issues raised. It is a 12 certificate film.
<b>Spring</b>	<b>Should General Haig be considered as a butcher?</b> An investigation into the causes and events of World War One. Students will investigate sources from soldiers at the time, and historians that have written since, and decide whether the statement made that the British commander, Field Marshal Haig was a butcher. To assist students with the assessment parents could watch the film Warhorse with their child, and discuss the issues raised. It is a 12 certificate film. Written assessment on interpretations.  <b>Was Tsar Nicholas doomed?</b> An investigation into the problems faced by the Tsar at the turn of the century. Written assessment on knowledge and understanding.
<b>Summer</b>	<b>Why was Britain alone in 1940?</b> An investigation into the causes and events of world war two. A written assessment on diversity of experience.

KS4: Year 9	
<b>Autumn</b>	<b>GCSE. Topic 1 paper 2.</b> <b>The health of Britain</b> <ul style="list-style-type: none"> <li>Causes and cures of illness in Middle Ages Britain.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of the body and surgery in the Middle Ages.</li> <li>• Public health and patient care in the Middle Ages.</li> <li>• What were the causes and cures of the Black Death, and was the response to Great Plague an improvement.</li> <li>• What work did Vesalius, Harvey, and Pare contribute to medical understanding in the Renaissance?</li> </ul> <p>Written assessment tests on knowledge and understanding.</p>
<b>Spring</b>	<p><b>GCSE. Topic 1 paper 2.</b> <b>The health of Britain?</b></p> <ul style="list-style-type: none"> <li>• How did Jenner, Pasteur and Koch contribute to the understanding of disease?</li> <li>• How have modern developments helped to defeat disease in the 20<sup>th</sup> century?</li> <li>• How has patient care changed over time, monastery to NHS hospital?</li> <li>• How has surgery developed since 1800?</li> <li>• Medical developments in World War One.</li> </ul> <p>Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Summer</b>	<p><b>GCSE. Topic 2 paper 2.</b> <b>The health of Britain?</b></p> <ul style="list-style-type: none"> <li>• How Elizabeth's early life influence her rule?</li> <li>• Who wanted to marry Elizabeth and what was her response?</li> <li>• What problems did Elizabeth face, the Essex rebellion, the Catholics and the Puritans?</li> </ul> <p>Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Website</b>	<a href="https://www.cgpbooks.co.uk/Student/books_gcse_history.book_HHR41">https://www.cgpbooks.co.uk/Student/books_gcse_history.book_HHR41</a>
<b>Exams/Assessment</b>	

<b>KS4: Year 10</b>	
<b>Autumn</b>	<p><b>Germany in Transition, 1919-1939</b> <b>How precarious was Germany after the Great War?</b> An investigation into the impact of the Treaty of Versailles in Germany, hyperinflation and the invasion of the Ruhr.</p> <p><b>Why did Weimar Collapse?</b> The impact of the Wall Street Crash in 1929, Hitler's electoral appeal and the use of propaganda and intimidation to achieve political success. Written assessment using examination questions. Revision guides are available to support this unit as well as useful information on the GCSE Bitesize History website.</p>
<b>Spring</b>	<p><b>How did Hitler gain and retain power in Germany?</b> Students will look at the role that Hitler played first as Chancellor and then as Fuhrer of Germany. We will consider how he retained power by the use of threat (the SA, the Reichstag Fire &amp;c) and through propaganda such as rallies. In this unit, we will also consider the economic and social policies of Nazi Germany and the effect that these had on support for Hitler and on the people of Germany.</p> <p><b>When did Hitler get on the 'road to war'?</b> An investigation into Hitler's foreign policy aims and the extent to which he wanted and planned for the war that eventually broke out in 1939.</p>

	Written assessment using examination questions. Revision guides are available to support this unit as well as useful information on the GCSE Bitesize History website.
<b>Summer</b>	<p><b>The Development of the USA, 1929-2000</b>  <b>How was the USA affected by economic and social changes between 1929 and 1945?</b>  An investigation into the economic and social impact of the Wall St. Crash. Students will consider how Americans coped during the Depression as well as both Republican and Democratic attempts to deal with the problems that it caused.</p> <p><b>How did American society change between 1950 and 2000?</b>  Students will investigate the legal changes to the status of women and black Americans as well as broader changes in music, entertainment, media and literature.  Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	

<b>KS4: Year 11</b>	
<b>Autumn</b>	<p><b>Why did relations between the USA and the USSR deteriorate between 1945 and 1973?</b>  An investigation into the rising fear of Communism in America, the Berlin Crisis 1948-49, Cuban Missile Crisis and the US involvement in Vietnam.</p> <p><b>What has been the USA's role in the search for peace since 1970?</b>  Students will here investigate the role of détente and attempts to limit arms, as well as changing relations with China. They will further consider the impact of the US involvement in Iran, Iraq and the Gulf Wars.</p> <p>Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Spring</b>	<p>Students will be revising the four GCSE study topics: Medicine in Britain through time, Elizabethan England, The rise of Hitler and American hegemony in the 20<sup>th</sup> Century.</p> <p>Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Summer</b>	<p>Students will be revising the four GCSE study topics: Medicine in Britain through time, Elizabethan England, The rise of Hitler and American hegemony in the 20<sup>th</sup> Century.</p> <p>Written assessment tests on knowledge and understanding and GCSE exam practice.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	<a href="https://www.cgpbooks.co.uk/Student/books_gcse_history.book_HHR41">https://www.cgpbooks.co.uk/Student/books_gcse_history.book_HHR41</a>

## Maths:

<b>KS3: Year 7</b>	
<b>Autumn</b>	<p><b>Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>Sequences</li> <li>Understanding and using algebraic notation</li> </ul>

	<ul style="list-style-type: none"> <li>Equality and equivalence</li> </ul> <b>Place value and Proportion</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Ordering integers and decimals</li> <li>Fraction, decimal and percentage equivalence</li> </ul>
<b>Spring</b>	<b>Application of Number</b> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction</li> <li>Solve problems with multiplication and division</li> </ul> <b>Directed Number</b> <ul style="list-style-type: none"> <li>Four operations with directed number</li> </ul> <b>Fractional Thinking</b> <ul style="list-style-type: none"> <li>Addition and subtraction of fractions</li> </ul>
<b>Summer</b>	<b>Sequences, shape and measure</b> <ul style="list-style-type: none"> <li>Know the vocabulary of sequences</li> <li>Find the next term in a linear sequence</li> <li>Find a missing term in a linear sequence</li> </ul>

### KS3: Year 8

<b>Autumn</b>	<b>Proportional Reasoning</b> <ul style="list-style-type: none"> <li>Ratio and scale</li> <li>Multiplicative change</li> <li>Multiplying and dividing fractions</li> </ul> <b>Representations</b> <ul style="list-style-type: none"> <li>Working in the Cartesian plane</li> <li>Collecting and representing data</li> <li>Tables</li> </ul>
<b>Spring</b>	<b>Algebraic Techniques</b> <ul style="list-style-type: none"> <li>Brackets, equations and inequalities</li> <li>Sequences</li> <li>Indices</li> </ul> <b>Developing Number</b> <ul style="list-style-type: none"> <li>Fractions and percentages</li> <li>Standard index form</li> <li>Number sense</li> </ul>
<b>Summer</b>	<b>Developing Geometry</b> <ul style="list-style-type: none"> <li>Angles in parallel lines and polygons</li> <li>Area of trapezia and circles</li> <li>Line symmetry and reflection</li> </ul> <b>Reasoning with Data</b> <ul style="list-style-type: none"> <li>The data handling cycle</li> <li>Measures of location</li> </ul>

### KS4: Year 9

<b>Autumn</b>	Angles Scale drawing and bearings Basic number Factors and multiples Basic algebra review Basic decimals Basic fractions Co-ordinates and linear graphs Rounding Collecting and representing data Co-ordinates and linear graphs Rounding Collecting and representing data Sequences
<b>Spring</b>	Basic percentages Area and perimeter Circles, circumference and area Real life graphs Equations
<b>Summer</b>	Basic probability Standards form and basic rules of indices Transformations Ratio and proportions Scatter graphs Pythagoras theorem 2D representations of 3D shapes Compound interest and reverse percentages
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 10

<b>Autumn</b>	Construction and loci Standard form Calculations and percentages Measures Surds Statistical Measures Indices
<b>Spring</b>	Number and algebra review Congruence and similarity Pythagoras and trigonometry Graphs Perimeter Circumference and area Properties of polygons
<b>Summer</b>	Properties of polygons Quadratics and rearranging formulae Volume Sketching graphs Quadratic equations and graphs Transformations Simultaneous equations Probability and statistical review
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 11



<b>Autumn</b>	Construction and loci Algebra, quadratics Rearranging formulae Probability Volume, more complex Direct and inverse proportion Scatter graphs Inequalities Pythagoras theorem and basic trigonometry Sketching Graphs Simultaneous equations 2D Representations of 3D shapes Sketching graphs
<b>Spring</b>	Equations and graphs Circle theorems Growth and decay Equation of a circle Gradients and rates of change Trigonometry, sine and cosine rules Transforming functions Simultaneous equations Direct and inverse proportion Solving quadratics equations Number and shape revision
<b>Summer</b>	Vectors Pre-calculus and area under the graph Algebraic fractions Quadratic graphs Vectors Revision and practice papers
<b>Website</b>	
<b>Exams/Assessment</b>	

### Media:

<b>KS4: Year 9</b>	
<b>Autumn</b>	<p><b>Music Videos</b>  This module explores the way that groups of people choose to represent themselves in the music industry via the videos they create to promote their music. Focus will be placed on the representation of black and ethnic minority artists and how social, historical and political contexts have shaped the way their music is made and consumed.</p> <p>Assessment – Exam style questions and group presentations</p> <p><b>Video Games</b>  This module explores the way that groups of people choose to represent themselves in video games. Focus will be placed on the representation of women and how social, historical and political contexts have shaped the way video games are made and consumed.</p> <p>Assessment – Exam style questions and group presentations</p>
<b>Spring</b>	<p><b>Action Adventure Films</b>  This module explores the way that groups of people are represented in Hollywood action adventure films. Focus will be placed on the</p>

	<p>representation of men and how social, historical and political contexts have shaped the way that films are made and consumed</p> <p>Assessment – Exam style questions and group presentations.</p>
<b>Summer</b>	<p><b>Beauty Advertisements</b></p> <p>This module explores the way that people are represented in the beauty industry. Focus will be placed on the representation of diverse groups and unconventional ideas of beauty, including how social, historical and political contexts have shaped our understanding of these concepts.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	Assessment – Exam style questions and group presentations

#### KS4: Year 10

<b>Autumn</b>	<p><b>Print Advertisements</b></p> <p>Set texts: Quality Street; This Girl Can.</p> <p>This unit focuses on Media language, context and representation. Students will explore how social, political and historical contexts shape the media texts that influence modern audiences.</p> <p>Assessment – Two exam-style comparison questions.</p> <p><b>Radio</b></p> <p>Set text: The Archers.</p> <p>This module focuses on Media industries and audiences. It investigates how the nature of radio broadcasting has changed over the past few decades and how modern technology is impacting on the way people listen to the radio.</p> <p>Assessment – Exam style question</p>
<b>Spring</b>	<p><b>Video Games</b></p> <p>Set text: Fortnite</p> <p>This module focuses on Media industries and audiences. It investigates how the nature of video gaming has changed over the past few decades and how modern technology is impacting on the way people play video games.</p> <p>Assessment – Exam style question</p> <p><b>Magazine Front Covers</b></p> <p>Set Texts: GQ and Pride magazines.</p> <p>This unit focuses on Media language, context and representation. Students will explore how social, political and historical contexts shape the media texts that influence modern audiences.</p> <p>Assessment – Two exam-style comparison questions.</p>
<b>Summer</b>	<p><b>Newspapers</b></p> <p>Set text: The Sun and The Guardian</p> <p>Students will study two newspaper front covers and consider the print media industry</p> <p>Assessment: An exam style question</p> <p><b>Controlled Assessment</b></p> <p>Students will research, plan and produce Media texts from a list distributed by the exam board. They will work independently to complete the project, demonstrating how their skills have developed over the year.</p>

	Assessment – Ongoing teacher monitoring and formative assessment.
<b>Website</b>	
<b>Exams/Assessment</b>	Regular GCSE questions plus an end of term exam

<b>KS4: Year 11</b>	
<b>Autumn</b>	<p><b>Film</b> Set text: Spectre. This unit will explore the production and distribution of a famous film franchise and how it has adapted to changing social, historical and political contexts, and changing audience demographics.</p> <p>Assessment – Exam questions.</p> <p><b>Film Marketing</b> Set texts: The Man With The Golden Gun. This unit will explore how the promotion and marketing of a famous film franchise has adapted and developed in light of changing social, historical and political contexts, and changing audience demographics.</p> <p>Assessment – Exam questions.</p>
<b>Spring</b>	<p><b>Television Sitcoms</b> Set Text: The IT Crowd and Friends This unit will explore how different groups of people are represented in television crime drama, and how this has developed and changed in light of contemporary social, historical and political contexts. The role of the audience in shaping the texts will be explored.</p> <p>Assessment – Exam questions.</p>
<b>Summer</b>	<p><b>Music Videos</b> Set texts: Taylor Swift, Pharrell Williams and Duran Duran music videos. This unit will explore how music videos are influenced by their contemporary social, historical and political contexts. The role of the consumer in shaping the texts will be investigated. Students will also explore music websites.</p> <p>Assessment – Exam questions.</p>
<b>Website</b>	
<b>Exams/Assessment</b>	Regular exam style questions, three end of year GCSE exams and submissions of controlled assessment projects

## Music:

<b>KS3: Year 7</b>	
<b>Autumn</b>	<p><b>Musical Elements</b> Understanding and working with Pulse, Rhythm, Pitch including treble and bass clef notations. Students are assessed through notation tasks.</p> <p><b>War and Peace</b> Students will compose motifs for war and peace. Students are assessed through recording their compositions.</p>
<b>Spring</b>	<p><b>Keyboard Skills</b> Learning how to play Ode to Joy using correct techniques and adding left hand parts where possible.</p>

	<p>Students are assessed through performing the piece.</p> <p><b>Listening and Theory</b> Students will learn about score following and genre discrimination, revise instrument recognition and stave notation. Students are assessed through a written listening and theory paper.</p>
<b>Summer</b>	<p><b>Performing Skills</b> Students will choose a piece and learn about rehearsal techniques. Students are assessed through recording their performances.</p> <p><b>Music in the Media</b> Students will create compositions from a set brief. Students are assessed through recording and notating their compositions</p>

### KS3: Year 8

<b>Autumn</b>	<p><b>Musical Development</b> Students will develop more advanced listening and perception skills through the examination of a wide variety of genres. They will undertake a melodic composition exercise that they will perform. They will also prepare a solo or ensemble performance, building on the skills learned in Year 7. Students are assessed through the recording and notation of their composition, a listening and theory paper and the recording of their performance.</p>
<b>Spring</b>	<p><b>The Blues</b> Students learn about the blues and undertake a whole-class ensemble performance. They also learn about chord sequences and improvising solos. They then go on to compose their own blues songs in groups. Students are assessed through the recording of their performance and the recording of their song.</p>
<b>Summer</b>	<p><b>Music Through Time</b> Students learn about how music changed and developed from the Renaissance through to the Modern era. This is done through listening and performing exercises. Students are assessed through the performance of one of the pieces studied over the course of the project.</p>

### KS4: Year 9

<b>Autumn</b>	<p><b>Introductions</b> Students will be introduced to the GCSE Music course through a series of performing, composing and listening tasks. They will learn how to use the Sibelius music program and input their first composition using the software. They will work through the first half of the ABRSM Grade 1 theory syllabus to strengthen their understanding of notation. Students are assessed through solo and ensemble performances and a composition.</p>
<b>Spring</b>	<p><b>Area of Study 3: Rhythms of the World</b> Students learn about the following world music: Indian Classical; Bhangra; Greek Music, Palestinian Music, Israeli Music, Samba, Calypso, African drumming. Students are assessed through solo and ensemble performances, alongside composing and listening exercises.</p>
<b>Summer</b>	<p><b>Area of Study 4: Film and Video Game Music</b> Students learn about how music can support visual images. They will focus on programme music for this first part. Students are assessed through solo and ensemble performances,</p>

	alongside composing and listening exercises. They will also sit their formal listening and theory tests.
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 10

<b>Autumn</b>	<b>Area of Study 4: Film and Video Game Music</b> Students will learn about how music supports films and undertake a soundtrack composition project. They will also investigate music in video games. Alongside this, they will learn theory from the ABRSM Grade 2 syllabus. Students are assessed through solo and ensemble performances and a composition, as well as listening exercises.
<b>Spring</b>	<b>Area of Study 5: Popular Music</b> Students learn about the following sub genres of popular music: Rock and Roll of the 50s and 60s; Rock Anthems of the 70s and 80s; Pop Ballads of the 70s, 80s and 90s; Solo Artists from the 90s to the present day. Students are assessed through solo and ensemble performances, alongside composing and listening exercises.
<b>Summer</b>	<b>Area of Study 2: The Concerto Through Time</b> Students will learn about how the concerto developed as a genre through the study of: Baroque Solo Concerto; Baroque Concerto Grosso; Classical Concerto; Romantic Concerto Students are assessed through solo and ensemble performances, alongside composing and listening exercises. Students will also sit their formal listening and theory tests.
<b>Website</b>	
<b>Exams/Assessment</b>	

#### KS4: Year 11

<b>Autumn</b>	<b>Area of Study 1: My Music</b> Students work on their controlled assessment to complete two portfolios: Integrated Portfolio: Solo performance and free choice composition Practical Portfolio: Ensemble performance and composing to the exam board set brief Students are assessed through solo and ensemble performances and 2 compositions, as well as their formal college listening exam.
<b>Spring</b>	<b>Consolidation</b> Students continue to prepare work for their final portfolios. Alongside this, exam practice questions are undertaken. Students are assessed on their final solo and ensemble performances and their formal college exam.
<b>Summer</b>	<b>Exam Preparation</b> Students continue to undertake listening exercises and exam practice questions. Typically the exam is in the first week back after the half term holiday and is up to 90 minutes long.
<b>Website</b>	
<b>Exams/Assessment</b>	

**PE:**

#### KS3: Year 7

<b>Autumn, Spring and Summer</b>	<p>Students study the following sports: Health Related Fitness, Rugby, Football, Netball, Gymnastics, Badminton, Handball, Athletics and Rounders.</p> <p>Our aim is to educate the students on different skills while taking part in these sports such as, organisation, team work, leadership and communication. Each sport covers a 6 week unit of work and also teaches theory elements to physical education such as, Motivation, bones and muscles, methods and principles of training, components of fitness and somatotypes. We believe that students should be able to take this knowledge and apply it to their own fitness and training.</p>
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### KS3: Year 8

<b>Autumn, Spring and Summer</b>	<p>Students study the following sports: Health related fitness, Rugby, Football, Netball, Gymnastics, Badminton, Basketball, Handball, Rounders, Athletics and Tennis.</p> <p>Our aim in Year 8 is to build on knowledge from Year 7 in order for the students to start to apply more advanced skills and tactics to game situations and performances. Students cover the same theory topics from Year 7 but they are taken into greater detail linking to sporting examples.</p>
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### KS4: Year 9

<b>Autumn, Spring and Summer</b>	<p>Students are able to choose between 2 options from either Core PE or a Physical Education Level 2 qualification.</p> <p><b>CORE PE (Year 9 and 10)</b> Students will continue with the practical lessons that they have done in Year 7 and 8. In year 9 we aim to build further on knowledge of tactics and how these can be applied to a game situation.</p> <p><b>Physical Education Level 2 qualification (Year 9 to 11)</b> Students are taught both GCSE PE and VCERT Health and fitness information. This covers written exam work, written coursework and practical assessments. At the end of the year, students will be guided to study either GCSE PE or VCERT health and fitness depending on what is best for them individually heading into year 10.</p>
<b>Website</b>	<p><a href="https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness">https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness</a>  <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a></p>
<b>Exams/Assessment</b>	<p>GCSE PE: 2 exam papers, each 1 hour and 60 marks (60% of overall grade) Practical and analysis of performance (40% of overall grade)</p> <p>VCERT Health and fitness: Exam paper 1.30 Hours and 80marks (40% of overall grade) Written coursework with practical elements (60% of overall grade)</p>

### KS4: Year 10

<b>Autumn, Spring and Summer</b>	<p><b>CORE PE 10</b> Students will continue to develop their knowledge of the sports that they have been doing and we will also make links to the benefits of exercise on their physical, mental and social health.</p> <p><b>GCSE PE</b> Students will be taught information for paper 1 and paper 2 and will complete a series of theory assessment over the year. They will also</p>
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	<p>be assessed in different sports to go towards their final overall grade.</p> <p>VCERT Health and Fitness Students will be taught the information of anatomy and physiology in preparation for their exam which they will sit in March of Year 10.</p> <p>Students will then be taught the information on fitness training and testing and nutrition in preparation for their coursework.</p>
<b>Website</b>	<a href="https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness">https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness</a> <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a>
<b>Exams/Assessment</b>	<p>GCSE PE: 2 exam papers, each 1 hour and 60 marks (60% of overall grade) Practical and analysis of performance (40% of overall grade)</p> <p>VCERT Health and fitness: Exam paper 1.30 Hours and 80 marks (40% of overall grade) Written coursework with practical elements (60% of overall grade)</p>

<b>KS4: Year 11</b>	
<b>Autumn, Spring, Summer</b>	<p><b>Year 11 CORE PE</b> Our aim in year 11 is to educate the students of physical education for both their physical and mental health. Students are given options to study in 6 week blocks with the emphasis on enjoyment of playing sport using the knowledge that they have gained over the past 4 years of physical education. We believe this is a vital part of supporting the students through their GCSE exams.</p> <p><b>GCSE PE</b> Students will be taught information for paper 1 and paper 2 and will complete a series of theory assessment over the year. They will also be assessed in different sports to go towards their final overall grade. Students sit their 2 exam papers and complete a moderated practical exam as well as completing their analysis of performance.</p> <p>VCERT Health and Fitness Students will be taught the information of anatomy and physiology in preparation for a resit (if needed) in November of year 11.</p> <p>Students will then be taught the information on fitness training and testing and nutrition in preparation for the release of the synoptic project in December. Students will then need to complete the written piece of coursework by the deadline set.</p>
<b>Website</b>	<a href="https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness">https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness</a> <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a>
<b>Exams/Assessment</b>	<p>GCSE PE: 2 exam papers, each 1 hour and 60 marks (60% of overall grade) Practical and analysis of performance (40% of overall grade)</p> <p>VCERT Health and fitness: Exam paper 1.30 Hours and 80 marks (40% of overall grade) Written coursework with practical elements (60% of overall grade)</p>

**Photography:**

**KS4: Year 9**

<b>Autumn</b>	<p><b>Foundation Camera Skills</b> Students develop the technical knowledge and skills of using a DSLR camera with a focus on using the manual settings. Students explore the 'Exposure Triangle', looking at how Aperture, Shutter Speed and ISO can manipulate their photographs.</p> <p>Assessment: Written assessment with questions based on the 'Exposure Triangle'</p>
<b>Spring</b>	<p><b>Photoshop Skills</b> Students develop experimentation skills using the Adobe Photoshop editing software.</p> <p>Assessment: Photographs and Photoshop edits assessed against the AQA assessment objectives.</p>
<b>Summer</b>	<p><b>Project 1: Distortion Portraits</b> Students begin their first coursework project exploring distorting portrait photography. Students explore the works of photographers such as David Hockney, Jean Faucheur and Matt Wisniewski.</p> <p>Assessment – Coursework sketchbook is assessed against the AQA assessment objectives.</p>
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

**KS4: Year 10**

<b>Autumn</b>	<p><b>Project 1: Distortion Portraits</b> Students continue to work on their coursework project exploring distorting portrait photography. Students will create a meaningful and personal response to the project in the form of a final piece due before February half term.</p> <p>Assessment: Coursework sketchbook is assessed against the AQA assessment objectives.</p>
<b>Spring</b>	<p><b>Project 1: Distortion Portraits</b> Students continue to work on their coursework project exploring distorting portrait photography. Students will create a meaningful and personal response to the project in the form of a final piece due before February half term.</p> <p>Assessment – Coursework sketchbook is assessed against the AQA assessment objectives.</p>
<b>Summer</b>	<p><b>Project 2 : Detail</b> Students begin their second coursework project that must include: research, recording/drawing, photographer study, development and a final piece.</p> <p>Assessment: Coursework sketchbook is assessed against the AQA assessment objectives.</p>
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

**KS4: Year 11**



<b>Autumn</b>	<p><b>Project 2: Detail</b> Students continue to work on their coursework project exploring the theme 'Detail'. Students will create a meaningful and personal response to the project in the form of a final piece during the 5 hour mock exam.</p> <p>Assessment – Both project sketchbooks will be due in before the Christmas break. Coursework sketchbooks will be assessed against the AQA assessment objectives.</p>
<b>Spring</b>	<p><b>Externally Set Assignment (Exam Project)</b> Students will complete a project based upon a chosen theme provided by the Exam Board. Students will create a meaningful and personal response to the project in the form of a final piece during the 10 hour final exam at the end of the Spring term.</p> <p>Assessment: Both the coursework and the exam project will be assessed against the AQA assessment objectives.</p>
<b>Summer</b>	
<b>Website</b>	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography</a>
<b>Exams/Assessment</b>	Coursework (Sketchbook project work) against the AQA Assessment Objectives. 60% coursework and 40% final exam in Year 11.

## Psychology:

<b>KS4: Year 9</b>	
<b>Autumn</b>	<p><b>Introduction to Psychology &amp; Research Methods</b> Students will develop knowledge and understanding of how to plan psychological research. They also investigate different methods and techniques such as experiments, interviews, questionnaires and other methods. Students also have to collect, analyse and present data collected during research.</p>
<b>Spring</b>	<p><b>Criminal Psychology</b> This module enables students to understand different types of crime and to explain the role of culture in defining criminal behaviour and anti-social behaviour.</p>
<b>Summer</b>	<p><b>Development</b> This enables students to develop an awareness of the stages of development from pre-natal to adulthood. Students examine IQ tests as a measure of intelligence. They also study the ideas of Piaget and Dweck.</p>
<b>Website</b>	<p>OCR GCSE (9-1) Psychology by Mark Billingham and Helen J Kitching (Hodder Education) Specification: <a href="http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/</a></p>
<b>Exams/Assessment</b>	Assessment: Exam based on a GCSE paper

<b>KS4: Year 10</b>	
<b>Autumn</b>	<p><b>Psychological Problems</b> This topic gives students the opportunity to develop an understanding of the effects of mental health problems on the individual and on wider society. Students investigate and evaluate studies on schizophrenia and depression. They also learn about different treatments for these conditions. This module has been developed by the exam board in conjunction with the charity 'Time to</p>

	Change'.
<b>Spring</b>	<b>Social Influence</b> Students study different types of behaviour including conformity and obedience. They examine reasons for pro-social and anti-social behaviour and evaluate a study into the 2011 riots in London.
<b>Summer</b>	<b>Memory</b> Students examine the ways in which our memory works and why it sometimes doesn't work. They examine different theories of memory and also learn about neuropsychology has given us a deeper understanding of memory.
<b>Website</b>	OCR GCSE (9-1) Psychology by Mark Billingham and Helen J Kitching (Hodder Education) Specification: <a href="http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/</a>
<b>Exams/Assessment</b>	Assessment: Exam based on a GCSE paper

<b>KS4: Year 11</b>	
<b>Autumn</b>	<b>Sleep and Dreaming</b> This module gives students the opportunity to develop an understanding of the functions, features and benefits of sleep. They will develop knowledge of the causes of sleep disorders and will study Freud's Theory of Dreaming and other studies into sleep and dreams.
<b>Spring</b>	<b>Revision.</b> Students will have time to review the units studied and prepare for their GCSE. They will work on exam technique and practice answering exam questions. They prepare a lot of their own revision materials, learning a range of revision techniques and strategies to suit their individual learning styles.
<b>Summer</b>	
<b>Website</b>	OCR GCSE (9-1) Psychology by Mark Billingham and Helen J Kitching (Hodder Education) Specification: <a href="http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/">http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/specification-at-a-glance/</a>
<b>Exams/Assessment</b>	Paper 1 (50%): Criminal psychology, Psychological problems, Development, Research methods Paper 2 (50%): Social influence, Memory, Sleep and dreaming, Research methods.

## Science:

<b>KS3: Year 7</b>	
<b>Autumn</b>	Students are assessed through the use of big enquiry questions developing the theory and practical aspects of Science in all disciplines (Biology, Chemistry & Physics) as well as termly written assessments.  Cells, Particles Energy.
<b>Spring</b>	Sexual reproduction, Acids and Alkalis, Food and Digestion, Muscles and bones.
<b>Summer</b>	Forces, Ecosystems, Transfer of energy by waves, Electrical circuits.

<b>KS3: Year 8</b>	
<b>Autumn</b>	Students are assessed through the use of big enquiry questions

	developing the theory and practical aspects of Science in all disciplines (Biology, Chemistry & Physics) as well as termly written assessments.  Breathing and respiration, forces, Atoms and the periodic table, speed
<b>Spring</b>	Chemical reactions, growing our food, space physics
<b>Summer</b>	Electromagnetism, Genetics and evolution, plants.

From KS4 students start GCSE following the **AQA Trilogy** specification or the each **Biology, Chemistry, Physics** specifications (Triple).

<b>KS4: Year 9</b>	
<b>Autumn</b>	Cell biology, Atoms, Forces
<b>Spring</b>	Health and disease, Rates of reaction, Electricity
<b>Summer</b>	Photosynthesis, Acids and Bases, Specific Heat Capacity
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse">https://www.aqa.org.uk/subjects/science/gcse</a>
<b>Exams/Assessment</b>	Internal exams twice a year

<b>KS4: Year 10</b>	
<b>Autumn</b>	Enzymes, Quantitative Chemistry, Waves
<b>Spring</b>	Osmosis, Bonding and Electrolysis, Density
<b>Summer</b>	Field investigation, Organic Chemistry, Radiation
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse">https://www.aqa.org.uk/subjects/science/gcse</a>
<b>Exams/Assessment</b>	Internal exams twice a year

<b>KS4: Year 11</b>	
<b>Autumn</b>	Chromatography, Reaction times, magnetism followed by 1 <sup>st</sup> mock exams
<b>Spring</b>	Inheritance, Final mock papers. Revision for examinations
<b>Summer</b>	Examinations
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse">https://www.aqa.org.uk/subjects/science/gcse</a>
<b>Exams/Assessment</b>	Trilogy Science will sit 6 x 1hr 15min papers Each Single Science (Triple) will sit 6 x 1hour 45minute papers.