



# The Royal Latin School

## ***RLS KS4 Curriculum Outline***

**Information booklet**

## **Introduction**

We have put this information together to help you get a feel for what your child will be studying over the next three years in each of their subjects. We hope that you will find this information useful. Please note this is a working document to be used as a guide.

All formal examinations contributing to the final GCSE grade will take place in the summer of Year 11; this is because all examinations across the country are only allowed to be taken at the end of the course. We must ensure that the understanding and application of knowledge is maintained at a high level throughout and we will have in-house termly assessments once per term.

Students will gain a much broader experience from each of their subjects with the additional year studying GCSE and you will notice codes on the subject plans as follows (C) GCSE content, (A) Assessment, (B) Breadth, (S) Skills .

We hope that your child enjoys Key Stage Four.

Yours faithfully

Mrs D Payton

Assistant Head (Curriculum, Assessment & Achievement)

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## Overview of the GCSE courses

Subject and Head of Department	Exam Board	Specification Code and Website Link
Art and Design – Fine Art Mrs Fricker	AQA	Art and Design (fine art) DfE code: JA2 component codes: 8202/c 8202/x <a href="http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF">http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</a>
Astronomy David Gregory (Lead teacher)	Edexcel	Edexcel GCSE Astronomy <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/astronomy-2017.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/astronomy-2017.html</a>
Biology Mrs Vinall	OCR	OCR Gateway Biology A (9-1) - J247 <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/</a>
Business Mrs Andrews	OCR	Business (9-1) J204 <a href="http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/">http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/</a>
Chemistry Mr A West	OCR	OCR Gateway A <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/</a>
Computer Science Mr James	OCR	J276 <a href="http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/</a>
Drama Miss Stevens	AQA	AQA GCSE Drama (8261) <a href="http://www.aqa.org.uk/subjects/drama/gcse/drama8261">http://www.aqa.org.uk/subjects/drama/gcse/drama8261</a>
English Language Mr George	AQA	GCSE ENGLISH LANGUAGE 8700 <a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
English Literature Mr George	AQA	GCSE ENGLISH LITERATURE 8702 <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>
Food Nutrition Mrs Wood (Lead teacher)	AQA	GCSE Food Preparation & Nutrition 8585 <a href="http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>
French Madame Sainsbury	AQA	French 8658 <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
Geography Mr Henry	Edexcel	GCSE Geography B (2016) <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html</a>
German Mrs Box (Lead teacher)	AQA	German 8668 <a href="http://www.aqa.org.uk/subjects/languages/gcse/german-8668">http://www.aqa.org.uk/subjects/languages/gcse/german-8668</a>
History Mrs Hanks	AQA	AQA GCSE History 8145 <a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145">http://www.aqa.org.uk/subjects/history/gcse/history-8145</a>
Mathematics Ms Causon	Edexcel	9 – 1 Maths <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>
Music Mr Tucker	OCR	J536 <a href="http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/">http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/</a>
Physical Education Mr Gould	AQA	Physical Education code 8582 <a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>
Physics Mr Dalzell	OCR	Gateway Science Suite - Physics A (9-1) - J249 <a href="http://ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/">http://ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/</a>
Religious Studies Mr Taylor	Edexcel	Edexcel Religious Studies Beliefs in Action Specification B <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html</a>
Spanish Miss Falces (Lead teacher)	AQA	Spanish 8698 <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a>

## Art & Design: Fine Art

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Building 2D observation skills of shape and colour using a range of drawing media.	Initiate personal second project. Recording from observation and researching visual cultural sources to inform personal project from a chosen pathway	Continue to gather observation and research for Portfolio project. Individual tutorials. Begin to develop composition and material exploration.
2 <sup>nd</sup> half Autumn Term	Exploring form in wire and clay. Understanding the materials and responding to observation creatively.	Exploring materials to develop experience and skills on the chosen pathways to realise the completion of the second project. Assessment.	Refine composition and materials. Make final outcome, completing this in the Mock examination. Individual tutorials. Present coursework Portfolio Project for assessment [60%].
Autumn Term Key Assessment Date(s)			
1 <sup>st</sup> half Spring Term	Understanding assessment Cubism, colour and acrylic painting skills analysis skills	Revisit drawing and analysis skills. Begin first independent Practise Project from a given starting point. Gather observation and research to inform personal project	Begin Externally Set Assignment. [40%] From a choice of starting points student, gather observation and research to inform own project. Independent study is needed, with over-view guidance and individual tutorials.
2 <sup>nd</sup> half Spring Term	Working with print and mixed media in response to source material	Developing independent practise and project development,. Explore composition and material for Practise Project	Continue with Externally Set Assignment. Refining ideas and materials on a personal path, supported with class guidance and individual tutorials
Spring Term Key Assessment Date(s)			
1 <sup>st</sup> half Summer Term	First project, responding to a selection of artists and observation material in a creative personal project. Focus on composition and analysis	Refine and complete personal project. Assessment Revisiting skills as needed by the group	The final piece is made under Controlled Assessment conditions over <b>two days</b> at the <b>end of April</b> . This is submitted with the preparation work at this point and concludes the course.
2 <sup>nd</sup> half Summer Term	Assessment and review. Developing portrait skills, a range of scale and how to build a project.	Begin final Portfolio Project [coursework 60%]. Gallery visit and planning. Initial observation.	
Summer Term Key Assessment Date(s)			
	Year 9	Year 10	Year 11

Y9 is focused on building skills, confidence and experience. We work in two and three dimensions with whole class activities in drawing, painting wire and clay. There is increasing choice as the course develops and students are introduced to the assessment expectations and how to structure a project.

Y10 continues to work on skills, experience and understanding of materials, while bringing the focus into project development, selecting media and approach to personal strengths. Independent learning and creative responses to observation are key areas. Two projects are undertaken with students' selecting a personal pathway for each of these. The Portfolio Project, which contributes 60% towards the final project, is begun in June.

Y11 Autumn term is allocated to completing the Portfolio Project[60% of total mark]. This project is personal to each student and supervised closely with individual tutorial.

Spring term is allocated to building the preparation work for the Externally Set Assignment [40% of total mark]. This is then submitted at the end of April when there are two days under controlled conditions in which the final piece for this is made. This completes the course.

## Astronomy

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term <b>12 lessons</b>	Topic 1 – Planet Earth  Topic 2 – The lunar disc	Topic 8 – Planetary motion and gravity	Topic 13 – Exploring starlight
2 <sup>nd</sup> half Autumn Term <b>12 lessons</b>	Topic 3 – The Earth-Moon-Sun system	Topic 9 – Exploring the moon	Topic 14 – Stellar evolution
Autumn Term Key Assessment Date(s)			Y11 Mock Exam Week
1 <sup>st</sup> half Spring Term <b>10 lessons</b>	Topic 4 – Time and the Earth-Moon-Sun cycles	Topic 10 – Solar astronomy	Topic 15 – Our place in the galaxy  Topic 16 – Cosmology
2 <sup>nd</sup> half Spring Term <b>10 lessons</b>	Topic 5 – Solar System observation	Topic 11 – Exploring the Solar system (Split over Easter holiday)	Revision and exam preparation program
Spring Term Key Assessment Date(s)			
1 <sup>st</sup> half Summer Term <b>9 lessons</b>	Topic 6 – Celestial observation	Topic 11 – Exploring the solar system  Topic 12 – Formation of planetary systems	Revision and exam preparation program
2 <sup>nd</sup> half Summer Term <b>12 lessons</b>	Topic 7 – Early models of the solar system		Study leave
Summer Term Key Assessment Date(s)	Y9 Exam Week	Y10 Exam Week	
	Year 9	Year 10	Year 11

- The final assessment is across two papers: Paper 1: Naked eye astronomy (topics 1-8) and Paper 2: Telescopic astronomy (topics 9-16 and some synoptic material).
- Throughout the course, students will be taught observational techniques which are assessed within the final written papers.
- There are many opportunities to bring extension material into the course which will increase the breadth of the student's experience. These include items such as an extended survey of the Moon and the Sun or an exploration of impact craters.



## Biology

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	C: Cells and microscopy S: preparation of a range of slides and microscope skills C: DNA and protein synthesis	C: The brain and nerves C: The eye S: Dissection of an eye B: Ethics of neurological disorders	C: Sampling techniques and Biodiversity S: Sampling using quadrats and transects B: Presentations on impact of changes in Biodiversity
2 <sup>nd</sup> half Autumn Term	C: Enzymes S: Developing practical skills including presenting data C: Respiration S: Developing practical skills including presenting data	C: Hormones and the endocrine system	C: Food security B: Discussion on food security C: Selective breeding and genetic engineering B: Ethics of genetic engineering
Autumn Term Key Assessment Date(s)	Cells, DNA and enzymes test in November	Ecosystems and nutrient cycling test in September The brain, nerves and the eye test in November	Genetics and meiosis test in September Paper 1 mock exam just before Christmas
1 <sup>st</sup> half Spring Term	C: Movement of molecules S: Collect, analyse and evaluate data C: Cell division and differentiation S: IT presentation (movie maker or powerpoint) on cell division, modelling	C: Plant hormones S: Investigations into the effects of plant hormones C: Homeostasis	C: Communicable disease C: Plant disease and defence C: Blood and body defence mechanisms S: Aseptic technique C: Prevention and treatment of disease
2 <sup>nd</sup> half Spring Term	C: Exchange surfaces and transport in animals S: Heart dissection	S: Practical skills module Students learn how to plan experiments safely collect and record valid data, and analyse and evaluate their findings.	C: Non-communicable disease C: Treating cardiovascular disease C: Modern advances in medicine B: Ethics of cost vs benefit
Spring Term Key Assessment Date(s)	Respiration, movement of molecules and cell division test in February	Hormones, the endocrine system and homeostasis test in February Formal internal exams in February	Sampling, food security and biotechnology test in January Paper 2 mock exam in March
1 <sup>st</sup> half Summer Term	C: Transport in plants S: Using a potometer C: Photosynthesis B: Understanding the contribution of different scientists in the development of scientific theories	S: Practical skills module continued C: Genetics and inheritance B: Ethics / social / moral issues – genetics	Revision and preparation for examinations
2 <sup>nd</sup> half Summer Term	C: Nutrient recycling to include the carbon, nitrogen and water cycles B: Investigation of the most favourable conditions for composting C: Ecosystems, biotic and abiotic factors C: Trophic levels and the transfer of energy	C: Meiosis S: Modelling of meiosis C: Natural selection and evolution B: Understand how knowledge changes over time based on evidence	Revision and preparation for examinations
Summer Term Key Assessment Date(s)	End of year 9 exam	Test on practical skills in May	
	Year 9	Year 10	Year 11

Practical skills will be taught throughout the course and examined in the written exams at the end of Year 11. There is no longer a controlled assessment task in Biology. There will be collaboration between Biology, Chemistry and Physics here so we are not duplicating what each other is doing but building upon good practice.

Students sit two written papers in year 11 which contribute equally to the final grade attained. Paper 1 covers modules 1-3 and also includes questions on maths and practical skills. Paper 2 covers predominantly modules 4-6 and again maths and practical skills but also assumes knowledge of modules 1-3.

## Business

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	What is enterprise? Skills of an entrepreneur. Business planning. Group project (C) (B) (S)	People – HR, organisation structure, recruitment and selection (C)	Finance - Break even and cash flow (C) (S)
2 <sup>nd</sup> half Autumn Term	Business Activity (C)	People motivation & retention, training & development; employment law © HR Project (B) (S)	Influences on Business – ethical and environment considerations, economic climate (C)
Autumn Term Key Assessment Date(s)			
1 <sup>st</sup> half Spring Term	Business Activity (C)	Operations – production, quality, working with suppliers (C)	Globalisation (C)
2 <sup>nd</sup> half Spring Term	Marketing (C)	Operations – consumer law, business location, the sales process and customer service (C)	The interdependent nature of business (B) (S) (C)
Spring Term Key Assessment Date(s)			
1 <sup>st</sup> half Summer Term	Marketing Marketing project (B) (C)	Finance - The role of finance; sources of finance (C) (S)	Revision
2 <sup>nd</sup> half Summer Term	People (C)	Finance - Revenue, costs, profit and Loss (C) (S)	Exam
Summer Term Key Assessment Date(s)			
	Year 9	Year 10	Year 11

### NOTES:

1. This is a new specification for first testing in 2019. Schemes of work are likely to be amended in terms of timing half though content will be as above.
2. Given the relevant nature of the subject links to current events will be used throughout to develop the breadth of students' understanding.

## Chemistry

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	<b>Topic C1: Particles (C, S)</b> C1.1 The particle model C1.2 Atomic structure	C3.4 Electrolysis	<b>Topic C6: Global challenges (C, S, B)</b> C6.1 Improving processes and products
2 <sup>nd</sup> half Autumn Term	<b>Topic C2: Elements, compounds and mixtures (C, S)</b> C2.1 Purity and separating mixtures C2.2 Bonding	<b>Topic C4: Predicting and identifying reactions and products (C, S, B)</b> C4.1 Predicting chemical reactions	C6.2 Organic chemistry
Autumn Term Key Assessment Date(s)	TBC	TBC	TBC
1 <sup>st</sup> half Spring Term	C2.3 Properties of materials	C4.2 Identifying the products of chemical reactions	C6.3 Interpreting and interacting with earth systems
2 <sup>nd</sup> half Spring Term	<b>Topic C3: Chemical reactions (C, S)</b> C3.1 Introducing chemical reactions	<b>Topic C5: Monitoring and controlling chemical reactions (C, S, B)</b> C5.1 Monitoring chemical reactions	C6.3 Interpreting and interacting with earth systems cont.
Spring Term Key Assessment Date(s)	TBC	TBC	TBC
1 <sup>st</sup> half Summer Term	C3.3 Types of chemical reactions	C5.2 Controlling reactions	Revision
2 <sup>nd</sup> half Summer Term	C3.2 Energetics	C5.3 Equilibria	Revision
Summer Term Key Assessment Date(s)	TBC	TBC	
	Year 9	Year 10	Year 11

On occasion in half terms, Christmas or Easter holidays students may be required to complete work covering content and skills. We will try and integrate the Breadth (B) and Skills (S) with the content (C) wherever possible.

Some general skills will be taught throughout the course, but particularly in Y9 and Y10, mathematical skills, laboratory skills and the writing styles that are required for answering exam style questions are covered. There will be collaboration between Biology, Chemistry and Physics here so we are not duplicating what each other is doing but building upon good practice.

Extension material which will increase the breadth of the student's Science experience will largely take place in Y10 when we have the smaller teaching groups and we don't have the pressure of the exams approaching in Y11.

## Computer Science

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	1.1 System Architecture (C) 1.2 Memory (C)	2.2 Programming Technique (C, S) Coding challenges (S, A)	NEA Preparation (S)
2 <sup>nd</sup> half Autumn Term	1.3 Storage (C) 1.4 Wired and wireless networks (C)	2.3 Producing robust programs (C, S) 2.4 Computational logic (C, S) Coding challenges (S, A)	Non-examined Assessment programming project mock (A)
Autumn Term Key Assessment Date(s)	A test follows each topic	A test follows each topic	Mock NEA assessment during September/October
1 <sup>st</sup> half Spring Term	1.5 Network topologies, protocols and layers (C) 1.6 System security (C)	2.5 Translators and facilities of languages (C) 2.6 Data representation (C, S) Coding challenges (S, A)	Non-examined Assessment programming project (A)
2 <sup>nd</sup> half Spring Term	1.7 Systems software (C) 1.8 Ethical, legal, cultural and environmental issues (C)	2.2 Programming Technique (C, S) Coding challenges (S, A) Recap 1.1 - 1.4	Exam revision (C)
Spring Term Key Assessment Date(s)	A test follows each topic	A test follows each topic	Regular examination question diagnostics and assessment
1 <sup>st</sup> half Summer Term	2.1 Algorithms (C, S) 2.2 Programming Technique (C, S) Coding challenges (S, A)	2.2 Programming Technique (C, S) Coding challenges (S, A) Recap 1.5-1.8	Exam revision (C)
2 <sup>nd</sup> half Summer Term	2.2 Programming Technique (C, S) Coding challenges (S, A) Programming Robotics (B)	Pygame Games programming (B) Recap 2.3-2.6	Exam practice (A)
Summer Term Key Assessment Date(s)	Topic test follows each unit of work	Topic test follows each unit of work	
	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>

## Drama

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	<b>Physical Theatre</b> introduction	<b>Component 1:</b> Live theatre trip Live theatre writing skills  <b>Practitioner/ genre/ style workshops:</b> Stanislavski Brecht Artaud Berkoff	<b>Component 1:</b>  Mini project Create a piece of theatre where pupils take on different roles- Actor, lighting designer, sound technician, costume designer...  Perform to Lower School
2 <sup>nd</sup> half Autumn Term	<b>Acting</b> Shakespeare	<b>Component 1: Continued</b> Live theatre trip Live theatre writing skills  <b>Practitioner/ genre/ style workshops:</b> Stanislavski Brecht Artaud Berkoff	<b>Component 3:</b> Read and explore Dennis Kelly's DNA  <b>Component 1:</b> Live theatre trip  Revision of live theatre writing skills
Autumn Term Key Assessment Date(s)			
1 <sup>st</sup> half Spring Term	<b>Mock Component 2: Devising</b> sourcing and analysing stimuli selecting appropriate practitioner/genre/performance style keeping log book throughout the process	<b>Component 2: Devising</b> Devising Drama skills  Teach guidance on the three sections of <b>Devising Log</b>	<b>Complete component 2 - 40% GCSE</b>  Devising Drama <ul style="list-style-type: none"> <li>Performance (20 marks) - filmed</li> <li>Devising log (60 marks)</li> </ul> -Genre -Playwright -Style -Technical elements -Costume -Performance space -Setting -Themes -Character interpretation -Props and furniture

			31st Jan - play approval form to be sent
2 <sup>nd</sup> half Spring Term	<p><b>Mini devised log</b> 3 sections: response to a stimulus / development and collaboration / analysis and evaluation</p> <p><b>Performance of devised pieces</b></p> <ul style="list-style-type: none"> <li>• Theatrical skill</li> <li>• Realisation of own artistic intentions</li> </ul>	<p><b>Component 2:</b> Devising Drama practical performance end of ½ term.</p> <p>Teach guidance on the three sections of the <b>Devising Log/</b> take in and mark.</p> <p>Live Theatre Trip</p> <ul style="list-style-type: none"> <li>• Analysis of play essay (link to Component 1)</li> </ul>	<p>Rehearsal of script extracts (2 scenes from 1 play)</p> <p>External examiner visiting to assess</p> <p><b>Complete Component 3 - 20% of GCSE</b></p> <p><b>Revision for Component 1: Noughts and Crosses</b> Section A Section B Section C</p> <p>Live Theatre Trip</p> <ul style="list-style-type: none"> <li>• Mock Component 1 essay in response to visiting the theatre</li> </ul>
Spring Term Key Assessment Date(s)			
1 <sup>st</sup> half Summer Term	<p><b>Component 1 preparation: Understanding Drama</b></p> <p><b>Set Text: Noughts and Crosses</b></p> <ul style="list-style-type: none"> <li>• practical exploration of set text</li> </ul>	<p><b>Complete component 2 - 40% GCSE</b></p> <p>Devising Drama</p> <ul style="list-style-type: none"> <li>• Performance (20 marks) - filmed</li> <li>• Devising log (60 marks)</li> </ul> <p>-Genre -Playwright -Style -Technical elements - Costume -Performance space -Setting -Themes -Character interpretation -Props and furniture</p>	<p>Revision for <b>Component 1</b> exam</p> <p><b>Complete Component 1: Understanding Drama exam - 40% of GCSE</b></p>
2 <sup>nd</sup> half Summer Term	<p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• characteristics of performance texts</li> <li>• social, cultural and historical contexts</li> <li>• how meaning is communicated</li> </ul>		<p>Revision for <b>Component 1</b> exam</p> <p><b>Component 1: Understanding Drama exam</b></p>

	<ul style="list-style-type: none"><li>• theatre terminology</li><li>• professional practice</li></ul>		
Summer Term Key Assessment Date(s)			



## English Language and Literature

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Study of a modern American novel – choice from ‘Of Mice and Men’ or ‘To Kill a Mockingbird’ with a descriptive writing task to complete.	Mini-exploration of Paper 1 for Language.  To be followed by study of modern text, ‘An Inspector Calls’ or ‘Lord of the Flies’ for English Literature	Study of a 19 <sup>th</sup> Century Novel (Frankenstein or Dr Jekyll and Mr Hyde)  Revisit Paper 1 Language skills.
2 <sup>nd</sup> half Autumn Term	Finish study of novel leading up to assessed extended essay based on specimen papers from AQA for Literature.	Complete writing task in style of new English Language Paper 1 exam (descriptive).  Continue and complete the modern text culminating in extended essay using specimen question from exemplar exam provided by AQA. D	Continuation of 19 <sup>th</sup> Century novel.  Revisit Paper 2 Language skills.
Autumn Term Key Assessment Date(s)	Descriptive writing task - Language Extended essay - Literature	Descriptive writing exam question - Language Extended essay on modern text - Literature	Extended essay on 19 <sup>th</sup> Century Novel Selection of Paper 1/Paper 2 exam questions and December MOCKS
1 <sup>st</sup> half Spring Term	Study of ‘Shakespeare Play’ (Much Ado About Nothing) with linked study skills and complete a creative piece in role as character from the text.	Mini-exploration of Paper 2 for new GCSE English Language specification using mock papers provided.  Study of Shakespeare play (Romeo and Juliet or Merchant of Venice).	Paper 1 and Paper 2 – Mock feedback and revision of these essential exams for Language.  Power and Conflict Poetry
2 <sup>nd</sup> half Spring Term	Continue work on Shakespeare play leading to practice essay, modelled on the new GCSE Literature exam task.	Commence ½ term with writing task (argument/point of view) taken from Paper 2 of English Language examination.  Continuation of study of Shakespeare play culminating in extended essay using specimen question from GCSE Literature examination.	Unseen Poetry – developing skills linked to exploration and comparison of unseen poetry
Spring Term Key Assessment Date(s)	Creative writing piece - Language Extended essay - Literature	Mock Extended essay - Literature	Selection of Paper 1/Paper 2 exam questions Extended response to Power and Conflict Poetry and 2 unseen poems
1 <sup>st</sup> half Summer Term	Introduction to English Language Paper 2 with literary non-fiction texts and viewpoint writing	Finish study of Shakespeare's play – 2 weeks.	Revision of modern text, revision of Shakespeare text, revision of poetry (seen and unseen).

		Preparation for department Y10 mock exam after ½ term (English Language Paper 1) 2-3 weeks	
2 <sup>nd</sup> half Summer Term	Journey's End by RC Sherriff and accompanying 'War Poetry'	<p>1<sup>st</sup> week – mock exam on Paper 1. 15 mins reading time and 45 mins to answer questions. READING SECTION ONLY</p> <p>Filmed speech for GCSE English Language Spoken Language</p> <p>Unseen Poetry</p> <p>Homework – read chosen 19<sup>th</sup> Century Novel over holidays.</p>	
Summer Term Key Assessment Date(s)	Year 9 Exam (in department) S+L presentation	Year 10 Exam (in department) S+L presentation	
	Year 9	Year 10	Year 11

## Food Preparation and Nutrition

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S)

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	<u>Topic 1-Skills</u> General practical skills Knife skills (S) Preparing fruit and vegetables (S) Use of the cooker (B) Use of equipment	Life stages (B) Diets- Vegetarian, lactose intolerant, coeliac, CHD, Bone and dental health, iron deficiency, diabetes	Written Investigation 15% of final mark (A)
2 <sup>nd</sup> half Autumn Term	Cooking methods (B) Testing parts of the oven (B) Preparing, combining and shaping (B)	<u>Topic 3-Food science</u> Cooking of food and heat transfer (S,B) Functional and chemical properties of food Denaturation Protein coagulation	Preparation for practical task 3 products in 3 hours 35% of final mark (A)
Autumn Term Key Assessment Date(s)	Hot swiss trifle practical (A)	Gluten investigation (A)	December-Mock exam (A)
1 <sup>st</sup> half Spring Term	Sauce-making- reduction, starch, emulsion (S,B) Tenderising and marinating experiment Dough. Pastry, bread, pasta, blind bake	Gluten Gelatinisation, dextrinisation, caramelisation, shortening, aeration, plasticity, emulsification Raising agents, chemical, mechanical, biological	Preparation for practical task 3 products in 3 hours 35% of final mark (A)
2 <sup>nd</sup> half Spring Term	Raising agents-egg, chemical, mechanical, steam (S,B) Setting mixtures- heat, coagulation	<u>Topic 4-Food safety</u> Food spoilage and contamination (B) Microorganisms and enzymes Principles of food safety and preservation Food poisoning	Revision & practice exam questions (B)
Spring Term Key Assessment Date(s)	Lemon meringue pie practical (A) Cake investigation (A)	International cuisine investigation (A)	
1 <sup>st</sup> half Summer Term	<u>Topic 2-Food, nutrition and health</u> Macronutrients-protein, fats, carbohydrates(B) Micronutrients- Fat soluble, A, D,E, K Soluble-B, folic acid, C Antioxidants testing (B)	<u>Topic 5-Food choice</u> Factors affecting food choice (B) Intolerance and special diets <u>Topic 6 -Food provenance</u>	Revision & practice exam questions (B)
2 <sup>nd</sup> half Summer Term	Minerals- calcium, iron, sodium, fluoride, phosphorous (B) Nutritional needs and health (B) Eatwell plate and government guidelines	British and international cuisine (B) Labelling and marketing	
Summer Term Key Assessment Date(s)	Vitamin C investigation (A) End of year written test (A)	June-3 hour practical exam mock (A) July-Written investigation-Gluten (A)	

## French

Key: GCSE content (C), Assessment (A) or Breadth (B) , Skills (S).

Term	Year 9 (Studio AQA GCSE foundation)	Year 10 (Studio AQA GCSE higher)	Year 11 (Studio AQA GCSE higher)
1st half Autumn Term	Theme 1: Identity and culture, who am I? (C) The perfect tense (S) (A)	Theme 2: local, national, international and global areas of interest, Where you live (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Theme 3: Current and future study and employment (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)
2nd half Autumn Term	Theme 1: Identity and culture, who am I? (C) Reading, listening, speaking (S), (B) Translation (A)	Theme 2: local, national, international and global areas of interest, Where you live (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Theme 3: Current and future study and employment (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)
Autumn Term Key Assessment Date(s)	Beginning of October End of November	Beginning of October December	Ongoing
1st half Spring Term	Theme 1: Identity and culture, leisure (C) Reading, listening, speaking (S), (B) Translation (A)	Theme 2: local, national, international and global areas of interest, Holidays (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Revision of all topics and grammar © Exams skills (S) Past GCSE papers (B)
2nd half Spring Term	Theme 1: Identity and culture, leisure (C) Reading, listening, speaking (S), (B) Translation (A)	Theme 2: local, national, international and global areas of interest, Holidays (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Revision of all topics and grammar © Exams skills (S) Past GCSE papers (B)
Spring Term Key Assessment Date(s)	January March	January March	Ongoing
1st half Summer Term	Theme 1: Identity and culture, celebrations (C) Reading, listening, speaking (S), (B) Essay writing (A)	Theme 2: local, national, international and global areas of interest, Healthy living (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Revision of all topics and grammar © Exams skills (S) Past GCSE papers (B)
2nd half Summer Term	Theme 1: Identity and culture, celebrations (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	Theme 2: local, national, international and global areas of interest, Environment and volunteering (C) Reading, listening, speaking (S), (B) Translation and essay writing (A)	
Summer Term Key Assessment Date(s)	End of year formal examination period early May	Y10 End of year formal examination period end of February	

### IMPORTANT PLEASE NOTE:

We are mainly using Studio textbooks but we also use lots of different materials from various textbooks and/or online resources therefore students will not be given their own textbook but will have all the resources they need in their French exercise books and their vocabulary books.

Vocabulary and Grammar will be tested throughout the course. Online tasks will be set regularly on [vocabexpress.com](http://vocabexpress.com)

## Geography

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Introduction to course and course outline <b>GCSE Component 2: UK Geographical Issues</b> <b>Topic 4: The UK's evolving physical landscape</b> <b>4.1</b> Geology and past processes have influenced the physical landscape of the UK	Students to complete fieldwork investigation in the form of a written report. Must include quantitative and qualitative data. Also primary and secondary data.	Unit 4: Controlled Assessment Unit 2.8: Changing rural settlements (to finish from Year 10)
2 <sup>nd</sup> half Autumn Term	4.2 A number of physical and human processes work together to create distinct UK landscapes	<b>Topic 1: Hazardous Earth</b> <b>Enquiry question 3: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</b> Key idea 1.7: Earth's layered structure, and physical properties is key to plate tectonics. Key idea 1.8: There are different plate boundaries, each with characteristic volcanic and earthquake hazards.  <b>Impact and management of an earthquake event in a developed country</b> Key idea 1.9: Tectonic hazards affect people, and are managed, differently at contrasting locations. <b>Impact and management of an earthquake event in a developing country</b> Key idea 1.9: Tectonic hazards affect people, and are managed, differently at contrasting locations.	Unit 2.1: Population Dynamics Revision for Mock exams
Autumn Term Key Assessment Date(s)			
1 <sup>st</sup> half Spring Term	<b>4A: Coastal change and conflict</b> <b>4.3</b> Distinctive coastal landscapes are influenced by geology interacting with physical processes	<b>Component 1: Global Geographical Issues:</b> <b>Topic 2: Development Dynamics</b> Enquiry question: What is the scale of global inequality and how can it be reduced? Key idea 2.1: There are different ways of measuring economic, social and political development Key idea 2.2: There is global inequality in development and different theories on how it can be reduced. Key idea 2.3	Unit 2.2: Consuming resources Unit 2.3: Globalisation

		Approaches to development vary in type and success.	
2 <sup>nd</sup> half Spring Term	<p><b>4.4</b> Distinctive coastal landscapes are modified by human activity interacting with physical processes</p> <p><b>4.5</b> The interaction of human and physical processes present challenges along coastlines and there are a variety of management options</p>	<p><b>Case Study</b> Enquiry question: How is ONE of the world's emerging countries managing to develop? To be studied in the context of an emerging country* (with high or medium human development).</p> <p>Key idea 2.4: Development of the emerging country is influenced by its location and context in the world.</p> <p>Key idea 2.5: Globalisation causes rapid economic change in the emerging country.</p> <p>Key idea 2.6: Rapid economic growth results in significant positive and negative impacts on people and the environment in the emerging country.</p> <p>Key idea 2.7: Rapid economic development has changed the international role of the emerging country.</p>	<p>Unit 2.4: Development Dilemmas</p> <p>Unit 2.6: Changing settlements in the UK</p>
Spring Term Key Assessment Date(s)			
1 <sup>st</sup> half Summer Term	<p><b>4B: River processes and pressures</b></p> <p><b>4.6</b> Distinctive river landscapes have Different characteristics formed by interacting physical processes</p>	<p><b>Component 1: Global Geographical Issues:</b></p> <p><b>Topic 3 Challenges of an urban world</b></p> <p>Key idea 3.1: The world is becoming increasingly urbanised.</p> <p>Key idea 3.2: Urbanisation is a result of socio-economic processes and change.</p> <p>Key idea 3.2: Urbanisation is a result of socio-economic processes and change.</p> <p>Key idea 3.4: The location and context of the chosen megacity influences its growth, function and structure.</p> <p>Key idea 3.5: The megacity in the chosen country is growing rapidly.</p> <p>Key idea: 3.6: Rapid population growth creates opportunities and challenges for people living within the chosen megacity</p>	REVISION of Units 1 and 2

		Key idea 3.7: Quality of life in the chosen megacity can be improved through different strategies for achieving sustainability.	
2 <sup>nd</sup> half Summer Term	<b>4.7</b> River landscapes are influenced by human activity interacting with physical processes  <b>Geographical fieldwork techniques</b>	Investigating how and why quality of life varies within urban areas. <b>Fieldwork investigation: Northampton. Whole day fieldwork investigation.</b>	REVISION and Unit 3 practice with past paper
Summer Term Key Assessment Date(s)			
Term	Year 9	Year 10	Year 11

## German

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S). C B S A

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Baseline test on KS3 grammar (A) Describing a short holiday, Geography of Germany (C) The perfect tense (S) Test on perfect tense Translation (S) (A)	Baseline test on KS3 & Year 9 grammar (A) Theme 1: Identity and Culture (C) Revision of present/past and future tenses (S) Past GCSE paper (B) Translation (S) (A)	Baseline test all grammar (A)  Theme 3: Current and future study and employment Preparation for speaking mock(S) Speaking Mock (A)
2 <sup>nd</sup> half Autumn Term	Family and friends/going out (C) prepositions with dative/conjunctions (S) Topic test (A) Speaking assessment (A)	Theme 1: Identity and Culture(C) The imperfect tense (s) Past GCSE paper (B) Translation (S) (A)	Revision of all topics (C) Past GCSE papers (S/B) Mocks (A)
Autumn Term Key Assessment Date(s)	Beginning of October End of November	Beginning of October December	Ongoing
1 <sup>st</sup> half Spring Term	The home / Daily routine (C) Reflexive and separable verbs (S) Topic test (A) Essay writing (A)	Theme 2 :Local, national, international and global areas of interest(C) Past GCSE paper (B) Translation (S) (A)	Revision of all topics (C) Past GCSE paper (B)
2 <sup>nd</sup> half Spring Term	School life/(C) The conditional (S) Topic test (A) Past GCSE foundation paper reading(B)	Theme 2 :Local, national, international and global areas of interest(C) Past GCSE paper (B) Translation (S) (A)	Revision of all topics (C) Past GCSE paper (B)
Spring Term Key Assessment Date(s)	January March	January March	Ongoing
1 <sup>st</sup> half Summer Term	Pocket money, chores and jobs (C) Revision of present, past and future tenses (S) Adjectives agreement (S) Past GCSE paper (B) Translation (A)	Theme 2 :Local, national, international and global areas of interest(C) Past GCSE paper (B) Translation (S) (A)	Revision of all topics (C) Past GCSE paper (B)
2 <sup>nd</sup> half Summer Term	The world of work (C) Revision of present, past and future tenses (S) Topic test (A) Past GCSE paper listening(B)	Theme 3: Current and future study and employment (C) Revision of present/past and future tenses (S) Past GCSE paper (B) Translation (S) (A)	
Summer Term Key Assessment Date(s)	End of year formal examination early May	End of year informal examination end of June	



	Year 9	Year 10	Year 11
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IMPORTANT PLEASE NOTE:

We are mainly using Stimmt textbooks but also use different material from various other textbooks as well as online resources. Students will not be given their own textbook but will have all the resources they need in their German exercise books and in files on google classroom.

Vocabulary and Grammar will be tested throughout the course. Online tasks will be set regularly on google classroom.

## History

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Health and People: AD 1000 - present (C,S)	America 1920–1973 (C,S,B)	Restoration England (C,S)
2 <sup>nd</sup> half Autumn Term	Health and the People: AD 1000 - present	America 1920–1973	Restoration England
Autumn Term Key Assessment Date(s)	Exam style questions will be set at the end of each topic. Dates will vary (A)	Exam style questions will be set at the end of each topic. Dates will vary (A)	Exam style questions will be set at the end of each topic. Dates will vary (A)
1 <sup>st</sup> half Spring Term	Health and the People: AD 1000 - present	America 1920–1973	Restoration England
2 <sup>nd</sup> half Spring Term	Conflict and Tension 1919–1939	America 1920 -1973	Revision
Spring Term Key Assessment Date(s)	Exam style questions will be set at the end of each topic. Dates will vary (A)	Exam style questions will be set at the end of each topic. Dates will vary (A)	Exam style questions will be set at the end of each topic. Dates will vary (A)
1 <sup>st</sup> half Summer Term	Conflict and Tension 1919–1939	Revisit Health and the People (S,B)	Revision
2 <sup>nd</sup> half Summer Term	Conflict and Tension 1919–1939	Revisit Conflict and Tension (S,B)	N/A
Summer Term Key Assessment Date(s)	Exam style questions will be set at the end of each topic. Dates will vary (A)	Exam style questions will be set at the end of each topic. Dates will vary (A)	
	Year 9	Year 10	Year 11

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S) designed to develop study and exam skills

- Students will sit two exams at the end of the course. These are of equal value. Paper 1's focus is on understanding the modern world and requires students to study Conflict and Tension 1919-1939 and America 1920-1973. Paper 2's focus is on shaping the nation and is linked to the Health and People and Restoration England sections of the course.
- There is no controlled assessment.
- The final section on Restoration England includes a section called The Historic Environment of the Restoration. The building or area being studied will be chosen by the exam board and will change each year.

## Mathematics

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Teachers follow the timeframe below and adapt the topics and timing according to the prior attainment of students in their class. It is important to consolidate and deepen understanding rather than rushing through, so timings may differ slightly. Students are always encouraged to explain what they are doing and why. There are functional problem-solving topics at the end of each unit and these provide richer activities in real-life contexts but do not contain any new knowledge. Students in Set 1 are given an opportunity to study Additional Mathematics during Year 10; this provides some alternative challenge and also gives them a taste of A level. Additional Mathematics is very similar to the new GCSE but helps to deepen and stretch students' understanding further. Students who take Additional Mathematics in Year 10 will complete the GCSE course in Year 11. Students are mostly entered for GCSE Higher paper with Edexcel Examining Body.

### SET 1

Term	Year 9	Year 10 - Additional Maths FSMQ (not a GCSE) OCR examining body	Year 11
1 <sup>st</sup> half Autumn Term	<b>Unit 1 Number</b> <i>Powers, decimals, HCF and LCM, positive and negative, roots, rounding, reciprocals, standard form, indices and surds</i> <b>Unit 2 Algebra</b> <i>Expressions, substituting into simple formulae, expanding and factorising, equations, sequences and inequalities, simple proof</i>	<b>Algebra</b> <i>Manipulation: simplifying, changing subject, factorising. Completing the square. Simultaneous equations incl: one linear and one quadratic</i> <b>Coordinate Geometry</b> <i>Equations of lines &amp; drawing straight lines. Drawing straight lines (cont). Solve simultaneous equations graphically &amp; circles.</i> <b>Trigonometry</b> <i>Trig Graphs and solving equations. Optional: CAST method. Trig Identities</i>	<b>Unit 14 Further statistics</b> <i>Statistics and sampling, cumulative frequency and histograms</i> <b>Unit 15 Equations and graphs</b> <i>Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</i>
2 <sup>nd</sup> half Autumn Term	<b>Unit 3 Interpreting and representing data</b> <i>Averages and range, collecting data, representing data – Statistical diagrams and relationships</i> <b>Unit 4 Fractions, ratio and percentages</b> <i>Fractions, percentages, ratio and proportion</i> <b>Unit 5 Angles and trigonometry</b> <i>Angle properties of triangles and quadrilaterals</i>	<b>Trigonometry cont'd</b> <i>Area of Triangle <math>\frac{1}{2}ab\sin C</math>. Sine rule &amp; Cosine rule. Sine and cosine rule mixed questions. Trigonometry in 3D Optional: Flight paths investigation.</i> <b>Algebra</b> <i>Introduction to polynomials, polynomials, Algebraic Long Division; Factor Theorem &amp; Remainder Theorem</i>	<b>Unit 16 Circle theorems</b> <i>Circle theorems and circle geometry</i> <b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i>
Autumn Term Key Assessment Date(s)	AP1 November – focusing on number	AP1 November –focusing on algebra in the main with some add maths style questions	AP1 – Practice exam paper on problem solving focus

1 <sup>st</sup> half Spring Term	<b>Unit 5 Angles and trigonometry</b> <i>Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and trigonometry</i> <b>Unit 6 Graphs</b> <i>Real-life and algebraic linear graphs, quadratic and cubic graphs, the equation of a circle, plus rates of change and area under graphs made from straight lines</i>	<b>Coordinate Geometry</b> <i>Graphical Inequalities, Wordy Inequalities, Linear Programming, Coordinate Geometry Consolidation</i> <b>Algebra</b> <i>Expansion, (Optional: Pascal's Triangle Investigation), Binomial Distribution (Optional: Emma's Dilemma)</i>	<b>Unit 17 More algebra cont'd (if needed)</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i> <b>Unit 18 Vectors and geometric proof</b> <i>Vectors and geometric proof</i>
2 <sup>nd</sup> half Spring Term	<b>Unit 6 continued</b> <b>More graphs</b>  <b>Unit 7 Area and volume</b> <i>Perimeter, area and volume, plane shapes and prisms, circles, cylinders, spheres, cones; Accuracy and bounds</i>  <b>Unit 8 Transformations and constructions</b> <i>3 –D Solids and some transformations</i>	<b>Calculus</b> <i>Differentiation (method with optional: 1st principles), Tangents and normal &amp; Stationary Points, (possible Max box investigation), Points of Inflection, Integration as reverse differentiation</i> <i>Definite integrals, Area under graphs, Area under &amp; over graphs, Area between graphs.</i>	<b>Unit 18 Vectors and geometric proof (if needed)</b> <i>Vectors and geometric proof</i> <b>Unit 19 Proportion and graphs</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
Spring Term Key Assessment Date(s)	AP2 – All topics covered so far (except transformations)	AP2 – All add maths topics except some calculus	AP2 – Practice Exam Paper
1 <sup>st</sup> half Summer Term	<b>Unit 8 Transformations and constructions</b> <i>Transformations; Constructions: triangles, nets, plan and elevation, loci, scale drawings and bearings</i>  <b>Unit 9 Equations and inequalities</b> <i>Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically</i>	<b>Calculus</b> <i>Kinematics – SUVAT equations, Variable Acceleration &amp; differentiation</i> <i>Variable Acceleration &amp; integration</i>	Past papers, GCSE Exams
2 <sup>nd</sup> half Summer Term	<b>Unit 11 Multiplicative reasoning</b> <i>Multiplicative reasoning: direct and inverse proportion, relating to graph form for direct, compound measures, repeated proportional change</i>  <b>Unit 13 More trigonometry</b> <i>Sine and cosine rules, <math>(1/2)ab \sin C</math>, trigonometry and Pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds</i>	Most will take a public Exam (OCR) Return to the GCSE course to complete: <b>Unit 10 Probability</b> <i>Probability; combined and independent events, experimental and conditional probability, Venn diagrams and notation</i> <b>Unit 12 Similarity and congruence</b> <i>Similarity and congruence in 2D and 3D including geometric proof</i>	GCSE Exams
Summer Term Key Assessment Date(s)	AP3 – End of Year tests that cover all topics studied so far.	A Public exam in Add Maths, Date to be confirmed.	A Public exams late May and June

	Year 9	Year 10	Year 11
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NB Headings correspond to chapter headings in the Edexcel 9[1] book which your child will have an electronic pass to access. Much greater detail can be found in this electronic form.

## SET 2

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	<b>Unit 1 Number</b> <i>Powers, decimals, HCF and LCM, positive and negative, roots, rounding, reciprocals, standard form, indices and surds</i> <b>Unit 2 Algebra</b> <i>Algebraic indices, Expanding and factorising, Equations</i>	<b>Unit 9 Equations and inequalities</b> <i>Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically</i> <b>Unit 11 Multiplicative reasoning</b> <i>Multiplicative reasoning: direct and inverse proportion, relating to graph form for direct, compound measures, repeated proportional change</i>	<b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i> <b>Unit 18 Vectors and geometric proof</b> <i>Vectors and geometric proof</i>
2 <sup>nd</sup> half Autumn Term	<b>Unit 2 Algebra</b> <i>Expressions, substituting into simple formulae, expanding and factorising, equations, sequences and inequalities, simple proof</i> <b>Unit 3 Interpreting and representing data</b> <i>Averages and range, collecting data, representing data – Statistical diagrams and relationships</i> <b>Unit 4 Fractions, ratio and percentages</b> <i>Fractions</i>	<b>Unit 12 Similarity and congruence</b> <i>Similarity and congruence in 2D and 3D including geometric proof</i> <b>Unit 13 More trigonometry</b> <i>Sine and cosine rules, <math>(1/2)ab \sin C</math>, trigonometry and Pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds</i>	<b>Unit 18 Vectors and geometric proof cont'd</b> <i>Vectors and geometric proof</i> <b>Unit 19 Proportion and graphs</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
Autumn Term Key Assessment Date(s)	AP1 November – focusing on number	AP1 – All topics covered so far (except some of the trig topics)	AP1 – Practice exam paper on problem solving focus
1 <sup>st</sup> half Spring Term	<b>Unit 4 Fractions, ratio and percentages cont'd</b> <i>Fractions, percentages, ratio and proportion</i> <b>Unit 5 Angles and trigonometry</b> <i>Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and simple trigonometry</i>	<b>Unit 14 Further statistics</b> <i>Statistics and sampling, cumulative frequency and histograms</i> <b>Unit 15 Equations and graphs</b> <i>Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</i>	<b>Unit 19 Proportion and graphs cont'd</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
2 <sup>nd</sup> half Spring Term	<b>Unit 5 Angles and trigonometry</b> <i>Trigonometry</i> <b>Unit 6 Graphs</b> <i>Real-life and algebraic linear graphs, quadratic and cubic graphs, the equation of a</i>	<b>Unit 16 Circle theorems</b> <i>Circle theorems and circle geometry</i>	Revision and practice papers

	<i>circle, plus rates of change and area under graphs made from straight lines</i>		
Spring Term Key Assessment Date(s)	AP2 – All topics covered so far (except transformations)	AP2 – All topics covered so far	AP2 – Practice Exam Paper
1 <sup>st</sup> half Summer Term	<b>Unit 7 Area and volume</b> <i>Perimeter, area and volume, plane shapes and prisms, circles, cylinders, spheres, cones; Accuracy and bounds</i>  <b>Unit 8 Transformations and constructions</b> <i>Nets, plans and elevations; transformations</i>	<b>Additional Mathematics Opportunity – stretch and challenge</b> <i>Taster on Add maths - calculus topics for 8 weeks together with more algebra as continued support</i>	Revision and practice papers
2 <sup>nd</sup> half Summer Term	<b>Unit 8 Transformations and constructions cont'd</b> <i>Combined Transformations; Constructions: triangles, loci, scale drawings and bearings</i>  <b>Unit 10 Probability</b> <i>Probability; combined and independent events, experimental and conditional probability, Venn diagrams and notation</i>	<b>Additional Mathematics Opportunity – stretch and challenge</b> Taster on Add maths - calculus topics for another 2 weeks may also cover more algebra as continued support  <b>GCSE revision week – opportunity to revisit prior learning</b>  <b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i>	GCSE exams
Summer Term Key Assessment Date(s)	AP3 – End of Year tests that cover all topics studied so far.	AP3 – End of Year tests that cover all topics studied so far except add maths	Public exams late May and June
	Year 9	Year 10	Year 11

### SET 3

Term	Year 9 –	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Same as Set 2	<b>Unit 9 Equations and inequalities</b> <i>Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically</i> <b>Unit 11 Multiplicative reasoning</b> <i>Multiplicative reasoning: growth &amp; decay &amp; compound measures</i>	<b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i> <b>Unit 18 Vectors and geometric proof</b> <i>Vectors and geometric proof</i>
2 <sup>nd</sup> half Autumn Term		<b>Unit 11 Multiplicative reasoning cont'd</b> <i>Multiplicative reasoning: direct and inverse proportion, relating to graph form for direct,</i>	<b>Unit 18 Vectors and geometric proof cont'd</b> <i>Vectors and geometric proof</i>

		<i>compound measures, repeated proportional change</i> <b>Unit 12 Similarity and congruence</b> <i>Similarity and congruence in 2D and 3D including geometric proof</i> <b>Unit 13 More trigonometry</b> <i>Area of a triangle <math>(1/2)ab \sin C</math>, trigonometry and Pythagoras' Theorem in 2D, trigonometric graphs</i>	<b>Unit 19 Proportion and graphs</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
Autumn Term Key Assessment Date(s)		AP1 – All topics covered so far (except some of the trig topics)	AP1 – Practice exam paper on problem solving focus
1 <sup>st</sup> half Spring Term		<b>Unit 13 More trigonometry</b> <i>Sine and cosine rules, <math>(1/2)ab \sin C</math>, trigonometry and Pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds</i> <b>Unit 14 Further statistics</b> <i>Statistics and sampling, cumulative frequency</i>	<b>Unit 19 Proportion and graphs cont'd</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
2 <sup>nd</sup> half Spring Term		<b>Unit 14 Further statistics cont'd</b> <i>Statistics with cumulative frequency, box plots and histograms</i> <b>Unit 15 Equations and graphs</b> <i>Solving simultaneous equations graphically</i>	Revision and practice papers
Spring Term Key Assessment Date(s)		AP2 – All topics covered so far	AP2 – Practice Exam Paper
1 <sup>st</sup> half Summer Term		<b>Unit 15 Equations and graphs cont'd</b> <i>Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</i> <b>Unit 16 Circle theorems</b> <i>Circle theorems and circle geometry</i>	Revision and practice papers
2 <sup>nd</sup> half Summer Term		<b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i>  <b>Including GCSE revision week – opportunity to revisit prior learning</b>	GCSE Exams
Summer Term Key Assessment Date(s)		AP3 – All topics covered so far	Public exams late May and June
		Year 10	Year 11

**SET 4**

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	<b>Set 4 does not exist in year 9</b>	<b>Unit 9 Equations and inequalities</b> <i>Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically</i> <b>Unit 11 Multiplicative reasoning</b> <i>Multiplicative reasoning: growth &amp; decay &amp; compound measures</i>	<b>Unit 16 Circle theorems</b> <i>Circle theorems and circle geometry</i> <b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i>
2 <sup>nd</sup> half Autumn Term		<b>Unit 11 Multiplicative reasoning cont'd</b> <i>Multiplicative reasoning: direct and inverse proportion, relating to graph form for direct, compound measures, repeated proportional change</i> <b>Unit 12 Similarity and congruence</b> <i>Similarity and congruence in 2D and 3D including geometric proof</i> <b>Unit 13 More trigonometry</b> <i>Trigonometry and Pythagoras' Theorem in 2D, trigonometric graphs</i>	<b>Unit 17 More algebra cont'd</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i> <b>Unit 18 Vectors and geometric proof</b> <i>Vectors and geometric proof</i>
Autumn Term Key Assessment Date(s)		AP1 – All topics covered so far (except some of the trig topics)	AP1 – Practice exam paper on problem solving focus
1 <sup>st</sup> half Spring Term		<b>Unit 13 More trigonometry</b> <i>Sine and cosine rules, <math>(1/2)ab \sin C</math>, trigonometry and Pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds</i> <b>Unit 14 Further statistics</b> <i>Statistics and sampling, cumulative frequency</i>	<b>Unit 18 Vectors and geometric proof cont'd</b> <i>Vectors and geometric proof</i> <b>Unit 19 Proportion and graphs</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i>
2 <sup>nd</sup> half Spring Term		<b>Unit 14 Further statistics cont'd</b> <i>Statistics with cumulative frequency, box plots and histograms</i>	<b>Unit 19 Proportion and graphs cont'd</b> <i>Direct and indirect proportion: using statements of proportionality, reciprocal and exponential graphs, rates of change in graphs, functions, transformations of graphs</i> Revision and practice papers
Spring Term Key Assessment Date(s)		AP2 – All topics covered so far	AP2 – Practice Exam Paper
1 <sup>st</sup> half Summer Term		<b>Unit 15 Equations and graphs</b> <i>Quadratics, expanding more than two brackets,</i>	Revision and practice papers



		<i>sketching graphs, graphs of circles, cubes and quadratics</i> <b>Unit 16 Circle theorems</b> <i>Circle theorems</i>	
2 <sup>nd</sup> half Summer Term		<b>Unit 16 Circle theorems cont'd</b> <i>Circle theorems and circle geometry</i> <b>Unit 17 More algebra</b> <i>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</i> <b>Including GCSE revision week – opportunity to revisit prior learning</b>	GCSE Exams
Summer Term Key Assessment Date(s)		AP3 – End of Year tests that cover all topics studied so far except add maths	A Public exams late May and June
	Year 9	Year 10	Year 11

Headings and numbers in the sections correspond to unit numbers and headings in the Edexcel 9[1] book for which your child will have an electronic pass to access. Much greater detail can be found in this electronic form

All sections will have C, B and S in them and each unit is designed to revisit prior learning, build and extend and then consolidate through problem solving, discussion and reasoning questions. STEM (science, technology, engineering and mathematics) related topics are explicitly marked against certain questions in the text. Major assessments will follow the Assessment point dates in school.

AP1 refers to Assessment point 1, AP2 refers to assessment point 2, AP3 refers to assessment point 3

Extra support can be found on a number of different websites:

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) - Active learn – directly linked with the edexcel course which has support in the form of videos and practice from the text books

[www.mymaths.co.uk](http://www.mymaths.co.uk) - Mymaths – which is now updated with 9-1 GCSE topics – students can complete the homework tasks or use the 'lessons' that are available for each topic area

<https://corbettmaths.com/contents> - Corbett maths – where students can look at self-help videos and use the worksheets as well, for more practice

<http://www.bbc.co.uk/education/subjects/z38pycw> bbc bitesize goes through different topics

<http://studymaths.co.uk/> explanations on lots of different GCSE topics

## Music

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	Students should study their instrument, which can be any of the following: • any instrument • voice – this can include styles such as rapping or beatboxing • DJ-ing • sequencing – realisation using ICT. (C) Composition Studies 1 (B) + (C)	Students should study the capabilities and limitations of their instrument, voice or technology. Students will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty. Composition Studies 5 (B) + (C)	Students will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty. There will be a choice of set briefs based on the Areas of Study that will give Students opportunity to specialise. (A)
2 <sup>nd</sup> half Autumn Term	The Concerto and its development from 1650 to 1910; the Baroque Solo Concerto • identify and describe musical features • draw conclusions about a piece/extracts (C) Composition Studies 2 (B) + (C)	The Classical Concerto II (C) • draw comparisons between extracts of music • demonstrate aural perception and apply knowledge of musical elements in score related questions using standard notation	The Romantic Concerto II. (C) • Appraise audio musical extracts related to the Areas of Study 2 –5 • Composition Studies (Appraising skills) (A) + (C)
Autumn Term Key Assessment Date(s)	Half termly Assessment Point Continuous Assessment	Half termly Assessment Point Continuous Assessment	Half termly Assessment Point Final Assessment
1 <sup>st</sup> half Spring Term	Music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game	Students study the traditional rhythmic roots from four geographical regions of the world: • India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America (C); Composition Studies 6 (B) + (C)	Practice appraising audio musical extracts and make evaluative and critical judgements which demonstrate knowledge and understanding of the Areas of Study 2–5
2 <sup>nd</sup> half Spring Term	Students study a range of popular music from the 1950s to the present day, focussing on: • Rock ‘n’ Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • (C) Composition Studies 3 (B) + (C)	Pop Ballads of the 1970s, 1980s and 1990s • Musical contexts. Students appraise and make evaluative and critical judgements which demonstrate knowledge and understanding of repertoire within the Areas of Study 2–5 (C)	Solo Artists from 1990 to the present day For performance, the focus of the assessment is on the demands of performing within an ensemble. Students are required to compose a piece of music in response to a brief set by OCR.
Spring Term Key Assessment Date(s)	Half termly & Continuous Assessment	Half termly & Continuous Assessment	Half term: Final Assessment/Prediction
1 <sup>st</sup> half Summer Term	This component enables students to develop and finalise their understanding of performance and through Composition Studies 4 (B) + (C)	This component is designed to enable students to consolidate all topics through practical revision.	Revision (all topics) supported by online and published resources.
2 <sup>nd</sup> half Summer Term	Students continue to develop their playing skills and abilities through regular practice in order to be able to perform a piece musically, accurately and with appropriate interpretation.	For performance, the focus is on the demands of performing within an ensemble. For composition, students in response to a brief set by OCR.	Listening examination: 1 hr and 30 mins. Musical vocabulary used in the questions and expected in the Students’ responses. (A)
Summer Term Key Assessment Date(s)	Half termly Assessment Point Continuous Assessment	Half termly Assessment Point Continuous Assessment	Two components (Integrated portfolio and Practical component) assessed by the school and externally moderated by OCR and one component (Listening and appraising) externally assessed. (A)

	Year 9	Year 10	Year 11
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### Physical Education

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1st half Autumn Term	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Physical training – Paper 1: The human body and movement in physical activity and sport	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport
2nd half Autumn Term	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Physical training – Paper 1: The human body and movement in physical activity and sport	Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport.
Autumn Term Key Assessment Date(s)	<b>November</b>	<b>October</b>	<b>October</b>
1st half Spring Term	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	Physical training – Paper 1: The human body and movement in physical activity and sport	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.
2nd half Spring Term	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Movement analysis – Paper 1: The human body and movement in physical activity and sport
Spring Term Key Assessment Date(s)	<b>March</b>	<b>March</b>	<b>March</b>
1st half Summer Term	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	REVISION
2nd half Summer Term	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	
Summer Term Key Assessment Date(s)	<b>June</b>	<b>June</b>	

## Physics

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term	P5 Waves part 1 (C) (S)	P2 Forces part 2 (C) (S) (B)	P4 Magnetism part 2 (C) (S) (B)
2 <sup>nd</sup> half Autumn Term	P5 waves part 2 (C) (S)	P3 Electricity (C) (S) (B)	P7 Energy part 1 (C) (S) (B)
Autumn Term Key Assessment Date(s)	<b>Interim test P5 about October half term (A)</b> <b>End of module test P5 before Xmas (A)</b>	<b>End of module test P2 about October half term (A)</b> <b>Interim test P3 about Christmas (A)</b>	<b>End of module test P4 about half term (A)</b> <b>Interim test P7 about Christmas (A)</b>
1 <sup>st</sup> half Spring Term	P1 Matter part 1 (C) (S)	P3 Electricity part 2 (C) (S) (B)	P7 Energy part 2 (C) (S) (B)
2 <sup>nd</sup> half Spring Term	P1 Matter part 2 (C) (S)	P6 Radioactivity part 1 (C) (S) (B)	P8 Global changes part 1 (C) (S) (B)
Spring Term Key Assessment Date(s)	<b>Interim test P1 about February half term (A)</b> <b>End of module P1 about Easter (A)</b>	<b>End of module test P3 about February half term</b> <b>Interim test P6 about Easter (A)</b>	<b>End of module test P7 about February half term (A)</b> <b>Interim test P8 about Christmas (A)</b>
1 <sup>st</sup> half Summer Term	P2 Forces (C) (S)	P6 Radioactivity part 2 (C) (S) (B)	P8 Global changes part 2 (C) (S) (B)
2 <sup>nd</sup> half Summer Term	P2 Forces (C) (S)	P4 Magnetism part 1 (C) (S) (B)	Revise
Summer Term Key Assessment Date(s)	<b>Interim test P2 forces about May half term (A)</b> <b>Year 9 examination about May (A)</b>	<b>End of module P6 about May half term (A)</b> <b>Interim test P4 July (A)</b> <b>Year 10 examination (A)</b>	<b>End of module test P8 about Easter (A)</b> <b>External examination (A)</b>
	Year 9	Year 10	Year 11

On occasion in a half term students may do content and skills etc. We will try and integrate the Assessment (A), Breadth (B) and Skills (S) with the content (C).

Required practicals will be completed in certain topics throughout the three years. These test different practical skills required by the examination board.

Extension material which will increase the breadth of the student's science experience will take place in Y10 when we have the smaller teaching groups and we don't have the pressure of the exams approaching in Y11.

## Religious Studies

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1 <sup>st</sup> half Autumn Term 2 <sup>nd</sup> half Autumn Term	Belief in Islam – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Belief in Christianity – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Matters of Life and Death – (C) (A) (B) (S) Issues covered include the Euthanasia, Abortion Life after Death. The morality, legality and ethical importance of these issues are critically examined from Religious and Non-Religious perspectives.
Autumn Term Key Assessment Date(s)	Dec - Class Assessment	Dec - Class Assessment	Dec – Mock Examination (TBC)
1 <sup>st</sup> half Spring Term 2 <sup>nd</sup> half Spring Term	Marriage and Family – (C) (A) (B) (S) Issues covered include the changes I family, Social issues surrounding the family and religious and Non-Religious perspectives on family, morality and diversity	Peace and Conflict – (C) (A) (B) (S) Issues covered include the concepts of War, Just War, Forgiveness Reconciliation the role of the UN, Religious and Non-Religious perspectives on War Peace and Conflict.	Revision of all units and key skills
Spring Term Key Assessment Date(s)	March – Class assessment	March – Class assessment	March – Class Assessment
1 <sup>st</sup> half Summer Term 2 <sup>nd</sup> half Summer Term	Crime and Punishment – (C) (A) (B) (S) Issues covered include the concepts of Justice, Law, the nature of crime, causes of crime. The nature and purposes of punishments. Capital Punishment as a moral issue. Religious and Non-Religious perspectives on Crime and Punishment are critically examined and investigated.	Key elements of living a religious life – extended project. – (C) (A) (B) (S) An extended research project on issues surrounding Christianity and Islam – forms of worship key concepts and Ideas. These are critically examined and investigated.	Revision of all units and key skills
Summer Term Key Assessment Date(s)	Year 9 Mock May (TBC)	Year 10 Mock July (TBC)	May Public examinations
	Year 9	Year 10	Year 11

### **Religious Studies (Religion and Ethical issues; Peace and Conflict) (YEAR 11 ONLY)**

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S).

Term	Year 9	Year 10	Year 11
1st half Autumn Term 2nd half Autumn Term	Belief in Islam – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Belief in Christianity – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Matters of Life and Death – (C) (A) (B) (S) Issues covered include the Euthanasia, Abortion Life after Death. The morality, legality and ethical importance of these issues are critically examined from Religious and Non-Religious perspectives.
Autumn Term Key Assessment Date(s)	Dec - Class Assessment	Dec - Class Assessment	Dec – Mock Examination (TBC)
1st half Spring Term 2nd half Spring Term	Marriage and Family – (C) (A) (B) (S) Issues covered include the changes I family, Social issues surrounding the family and religious and Non-Religious perspectives on family, morality and diversity	Peace and Conflict – (C) (A) (B) (S) Issues covered include the concepts of War, Just War, Forgiveness Reconciliation the role of the UN, Religious and Non-Religious perspectives on War Peace and Conflict.	Revision of all units and key skills
Spring Term Key Assessment Date(s)	March – Class assessment	March – Class assessment	March – Class Assessment
1st half Summer Term 2nd half Summer Term	Crime and Punishment – (C) (A) (B) (S) Issues covered include the concepts of Justice, Law, the nature of crime, causes of crime. The nature and purposes of punishments. Capital Punishment as a moral issue. Religious and Non-Religious perspectives on Crime and Punishment are critically examined and investigated.	Key elements of living a religious life – extended project. – (C) (A) (B) (S) An extended research project on issues surrounding Christianity and Islam – forms of worship key concepts and Ideas. These are critically examined and investigated.	Revision of all units and key skills
Summer Term Key Assessment Date(s)	Year 9 Mock May (TBC)	Year 10 Mock July (TBC)	May Public examinations
1st half Autumn Term 2nd half Autumn Term	Belief in Islam – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Belief in Christianity – (C) (A) (B) (S) Overview of Religious and Non-Religious issues regarding general ultimate questions about the nature of the universe, existence and belief.	Matters of Life and Death – (C) (A) (B) (S) Issues covered include the Euthanasia, Abortion Life after Death. The morality, legality and ethical importance of these issues are critically examined from Religious and Non-Religious perspectives.
Autumn Term Key Assessment Date(s)	Dec - Class Assessment	Dec - Class Assessment	Dec – Mock Examination (TBC)
	Year 9	Year 10	Year 11

## Spanish

Key: GCSE content (C), Assessment (A) or Breadth (B), Skills (S)

Term	Year 9	Year 10	Year 11
1st half Autumn Term	Talking about last holidays and describing a holiday in Spain (C) The Preterite and Imperfect tenses (S) Past GCSE paper (B)	Changes in your local area. Environment (C) Revision of present, imperfect, preterite(S) Past GCSE paper (B) Translation (S) (A)	Uses of technology in the past, present and future. Influence of social networks in everyday's life. Dangers of the internet (C) Revision of tenses (S) Preparation for the Speaking Mock Speaking Mock (A)
2nd half Autumn Term	Talking about present and future holidays (C) Immediate Future (S) Translation (S) (A)	Environmental issues (C) Revision of future tenses and conditional (C) Introduction of Subjunctive (S) Past GCSE paper (B)	Revision of all written skills (S) Past GCSE paper (B)  Listening, Reading, Writing mocks (A)
Autumn Term Key Assessment Date(s)	Beginning of October End of November	Beginning of October December	December
1st half Spring Term	School life Revision of Modal verbs (S) Past GCSE paper (B) Translation (A)	Healthy lifestyle: Food and eating out (C) Past GCSE paper (B) Translation (S) (A)	Revision of all reading skills (S) Past GCSE paper (B)
2nd half Spring Term	School bullying and the Future of education (C) The Future and Conditional tenses (S) Translation (A)	Healthy lifestyle: Sport, alcohol and drugs (C) Past GCSE paper (B) Translation (S) (A)	Revision of all listening skills (S) Past GCSE paper (B)
Spring Term Key Assessment Date(s)	January March	January March	Ongoing
1st half Summer Term	Family and friends, problems at home and at school (C) Revision on Present (S) Y9 End of Year exams	Leisure and Free time: Books, music, cinema and TV (C) Cultural visits and Festivals in Spain and Latin america Past GCSE paper (B) Translation (S) (A)	Revision of all speaking skills (S) Past GCSE paper (B)  Speaking exam (A)
2nd half Summer Term	Daily routine (C) Reflexive verbs (S) Past GCSE paper (B) Speaking assessment (A)	Pocket money, work experience and jobs (C) The perfect tense (S) Revision of future and Conditional tenses (S) Past GCSE paper (B) Pre-mock Speaking assessment (A)	External exams
Summer Term Key Assessment Date(s)	End of year formal examination period	End of year informal examination end of June	

**IMPORTANT PLEASE NOTE:**

In Spanish we will be covering most of the syllabus in years 9&10, then going into more detail and revision in year 11.

We will focus more on the exam skills in year 11 after we have covered all the content.

Teachers may decide to alter the Scheme of Work depending of the idiosyncrasy and specific needs of the group, but all content will be covered by the autumn term of Y11.

Vocabulary and Grammar will be tested throughout the course although there will be a particular focus on this in years 9&10 as in year 11 students will do 2 GCSE exams in Speaking and Writing whereas in year 10 they will have just one and in year 9 there will be a mock speaking and writing exam.

The course may seem to involve more speaking and writing, especially in the first 2 years this is due to 2 reasons:

- a) Students will have to write their Questions for the Conversation, hence practising both skills at the same time.
- b) the listening and reading skills are embedded in our everyday lessons. Students will practise their active listening skills in lessons and while practising the speaking tasks in pairs.



## Games

At the Royal Latin participation in sport is a major part of the pupil's week. Pupils are given two hours of curriculum in each year group per week each one hour in length.

All members of the department contribute to the excellent delivery of the curriculum as well as a full commitment to our extra-curricular sports programme.

Rugby and football are the main sports during winter for boys with hockey and netball for girls.

In the summer, athletics, cricket, tennis and rounders are taught and teams turn out throughout the year in midweek inter-school matches.

In PE lessons, boys are set after Year 7 into groups of equal ability in each sport; girl's classes are of mixed ability.

Royal Latin caters for all types of ability and commitment in order to get the best out of the individual. Pupils are therefore able to be involved in a number of different ways and at levels which suit their ability:

### **Elite Sport**

Students have the opportunity to represent the school in sports on a local, regional and national level and can be nominated to gain representative honours.

### **Inter-House Sport**

All students have opportunities to compete for their House in a competitive sporting environment. Inter form sports are run throughout the year. Fair play and sportsmanship are widely promoted through the inter form system.

### **Recreational Sport**

All students have access to recreational sports clubs where the emphasis is on friendly competition and exercise. These clubs run at lunchtimes and after school.

## PSHE

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
9	Health & Wellbeing - Substance Abuse	Living in the Wider World - Enterprise	Relationships - Inclusion	E - Safety	Healthy Living	Mental Health & Well Being
10	Well Being - Stress Busting	Relationships - SRE	Living in the Wider World - Fundamental British Values	Work Related Learning	Emotional Well-Being	Health & Wellbeing - Festivals & Holidays
11	Study & Career Skills	Study & Career Skills	Positive Body Image	Exam Preparation	Exam Preparation	

## Philosophy and Religion

P&R is an essential part of a school curriculum because it helps young people make sense of life and the world they live in and prepares them for life in modern Britain. As it states in the syllabus, 'RE is both academically rigorous and deeply personal.' The course at RLS reflects and meets all these targets. For further information, please click [here](#).

	Year 9		Year 10		Year 11	
	Topic	Key Themes	Topic	Key Themes	Topic	Key Themes
Autumn Term	Animal Rights and Food  <b>MV I LI W R GI</b>	GM food Ethical Farming Animal testing Speciesism Utilitarianism	Crime and Punishment  <b>MV I LI W R GI</b>	Capital Punishment Justice Utilitarianism Deontology Kant	Matters of Life and Death  <b>MV I LI W R GI</b>	Euthanasia Right to life Abortion
Spring Term	War and Peace  <b>MV I LI W R GI</b>	Just war WMD Religious and Secular belief UN	Racism Prejudice Discrimination  <b>MV I LI W R GI</b>	Racism/Sexism Homophobia Holocaust Character study	Philosophy - Intro to Philosophical Thinking  <b>MV I LI</b>	Paradoxes Epistemology Ontology
Summer Term	Inequality and Money  <b>MV I LI W R GI</b>	Inequality of wealth Utilitarianism 'What Money Can't Buy'	Life after Death  <b>MV I LI W R</b>	Religious & Secular beliefs Paranormal NDEs/OOBes Reincarnation	Puzzles Paradoxes 'The pig that wants to be eaten'  <b>MV I LI</b>	Critical and Philosophical Thinking - Puzzles and PForC

## **Electives**

Our electives programme runs from year 7 to year 11 where students are off timetable to explore learning experiences they wouldn't have access to within the core curriculum. To gain a feel for the breadth of opportunities available, please click [here](#).

## **Independent Study**

The aim of this lesson is to help students develop effective independent study skills. There will be an opportunity for pupils to discover their learning style (Visual, Auditory or Kinaesthetic); explore the best study strategies to help them learn, including note taking skills to ensure that the students are best prepared to make notes from written text and verbal information, and sessions on how to use ICT search facilities for a specific use.

Study skills for revision, including planning schedules, time management, optimum learning time for the brain and skills such as mind mapping, will also be part of this programme. Lessons will be an opportunity for pupils to receive expert guidance with independent study, how to proofread work and creating computer generated projects or essays. As students develop these skills they should be able to produce their best possible work outside of the classroom and hopefully there will be an impact in the classroom too.

There will be a one hour session per week.