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## Whole School Curriculum Map

### Art GCSE

Exam Board: AQA

	Year 9	Year 10	Year 11	Additional Information
Autumn 1	<ul style="list-style-type: none"> <li>Continuity Animal Project</li> <li>'Day of the Dead' Project Intro</li> </ul>	<p><b>Component 1: Foundation workshops to build upon key skills for GCSE</b></p> <p>Natural Forms</p> <ul style="list-style-type: none"> <li>DRAWING &amp; PHOTOGRAPHY</li> <li>PRESENTATION</li> <li>ANNOTATION</li> </ul>	<p><b>Component 1: Sustained project continued</b></p> <p>Human Figure / Portraiture and Identity</p>	<p><a href="#">Link to Syllabus</a></p> <p>AQA GCSE Art &amp; Design – Fine Art 8202</p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p>
Autumn 2	<p>'Day of the Dead' Project</p> <ul style="list-style-type: none"> <li>Mixed Media Outcome</li> <li>Monoprinting</li> </ul>	<ul style="list-style-type: none"> <li>PATTERN &amp; MARK MAKING</li> <li>PRINTMAKING Monoprinting and Reductive / relief</li> </ul>	<p><b>Component 1: Sustained project continued</b></p> <p>Human Figure / Portraiture and Identity.</p> <p>Year 11 Mock exam 10 hours to create final outcome/s</p>	<p><u>Assessment for GCSE</u></p> <p>Component 1 – Portfolio – 60%</p> <p>Component 2 – Externally Set Task – 40%</p> <p>All work is marked by the centre and moderated by AQA during a visit to the centre.</p>

Spring 1	Fauve Portraits	<p><b>Component 1: Colour theory and Paint technique workshops SURREALIST PAINTING Project – ‘Out of Place’</b></p>	<p>Coursework Deadline</p> <p><b>Component 2: Externally set assignment (GCSE Exam)</b></p> <p>Externally set assignment (ESA) papers are available to students and teachers from January.</p> <p>A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p>	<p><u>Links to online support</u></p> <p><a href="#">Artcylopedia</a></p> <p><a href="#">GCSE Bite Size</a></p> <p><a href="#">The National Gallery</a></p> <p><a href="#">The Photographers Gallery</a></p> <p><a href="#">Saatchi Gallery</a></p> <p><a href="#">Tate</a></p> <p><a href="#">V&amp;A Photography Collection</a></p>
Spring 2	Fauve Portraits	<p><b>Component 1: SURREALIST PAINTING Project – ‘Out of Place’</b></p> <p>Responses should provide evidence for all four Assessment Objectives.</p>	<p><b>Component 2: Externally set assignment (GCSE Exam)</b></p> <p>Complete preparatory work</p> <p>GCSE Exam 10 hours of supervised, unaided work in which students are required to realise their intentions.</p>	

Summer 1	Landscape Project	<p>Human Figure / Portrait drawing workshops</p> <p><b>Component 1: Sustained Project</b></p> <p>Students have suggested starting points related to the Human Figure / Portraiture and Identity. Responses should provide evidence for all four Assessment Objectives.</p>	<p><b>Component 1: Portfolio</b> Review, Refine, Select and Submit Coursework</p> <p>GCSE Art Course completed by May half term</p>	<p><u>Subject Specific Resources Needed</u></p> <p>Please note that all resources are available from the LRC as a pack or individually</p> <ul style="list-style-type: none"> <li>● A3 sketchbook</li> <li>● Ideally a range of drawing pencils – 2b, 4b, 6b etc...</li> <li>● Eraser</li> <li>● Glue stick</li> <li>● Scissor</li> <li>● Watercolour set</li> <li>● Biro &amp; fine liners</li> <li>● A1/A2 Art folder to be able to transport artwork and sketchbook</li> </ul> <p>Other useful resources:</p> <p>Acrylic paint &amp; watercolour pencils.</p>
Summer 2	<p>Landscape Project</p> <p>GCSE Art Induction Project 'Summer'</p>	<p><b>Component 1: Sustained Project</b> Human Figure / Portraiture and Identity.</p> <p>Complete a sustained outcome</p>	<p>A Level Art Induction Project 'Natural and Manmade Structures'</p> <p>A Level Photography Induction Project 'Home'</p>	

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## Computing and IT GCSE

### Exam Board:

	Year 9	Year 10	Year 11	Additional information
Autumn 1	Introduction to the ICT System <ul style="list-style-type: none"> <li>• Use of doddle, creating user areas</li> <li>• Reading test</li> </ul>	Pre-Production Skills: <ul style="list-style-type: none"> <li>• Understand the purpose and content of pre-production</li> <li>• Be able to plan pre-production</li> </ul>	Robust Programs Translators Computational logic Data	<b>Cambridge National in ICT and Media</b> <a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a> <b>OCR Computer Science</b> <a href="http://www.ocr.org.uk/qualifications/gcse/gcse-computer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcse/gcse-computer-science-j276-from-2016/</a>
Autumn 2	Animation	Pre-Production Skills Produce pre-production documents Review pre-production documents Assessment	Memory Storage Systems Software Legal issues	
Spring 1	Using Flash and extra features	Creating Digital Graphics Understand the purpose and properties of digital graphics	Wired/wireless networks Network topologies System Securities	
Spring 2	Python	Creating Digital Graphics Plan the creation of digital	Revision	

		graphics Create digital graphics	Walking talking mock	
Summer 1	Use of Spreadsheets	Creating Digital Graphics Create digital graphics	Exam	
Summer 2	Use of databases	Creating Digital Graphics Review digital graphics Assessment		

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**Business and Enterprise GCSE/BTEC**  
**Exam Boards: Edexcel and Pearson**

	Year 10 BTEC Tech Award in Enterprise (New for 2018)	Year 10 – GCSE Business	Year 11 – GCSE Business	Year 11 – BTEC Tech Award in Enterprise (New for 2018)	Course links
Autumn 1	Component 1 What is enterprise? Types of enterprise	Role of Business Enterprise	Growing the business	Component 3 - Promotion	GCSE Business  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>
Autumn 2	Component 1 Entrepreneurs Assessment	Business plans Stakeholders Aims and Objectives	Making marketing decisions  PPE	Component 3 - Finance	BTEC Tech Award in Enterprise  <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html</a>
Spring 1	Component 1 Customer needs Market research Assessment	Market Research Market Segmentation	Making operational decisions	Component 2 - pitching a new enterprise	
Spring 2	Component 1 Internal factors	Legislation Finance	Making financial decisions	Component 2 - pitching a new enterprise	



	External factors Situational analysis Assessment				
Summer 1	Component 2 Micro business Planning a micro business Pitching business idea	Marketing	Making human resource decisions Walking talking mock	Final course completion	
Summer 2	Component 2 Operation of enterprise Skills audit	Technology External influences	exam	Final course completion	

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**Chemistry A-Level**  
**Exam Board:**

	Year 12	Year 13	Additional Information
Autumn 1	<ul style="list-style-type: none"> <li>• Formulae &amp; Equations (AS)</li> <li>• Atomic structure &amp; Isotopes (AS)</li> <li>• Redox (AS)</li> <li>• Orbitals &amp; Elec Configuration (AS)</li> <li>• Bonding and Structure (AS)</li> <li>• Amount of Substance (AS)</li> </ul>	<ul style="list-style-type: none"> <li>• Rate equations and reaction order</li> <li>• Energetics</li> <li>• Thermodynamics</li> <li>• Electrode potentials and electrochemical cells</li> <li>• Aldehydes and Ketone recap</li> <li>• Carboxylic acids</li> <li>• CPAC's</li> </ul>	<p><b><u>Link to Syllabus</u></b></p> <p>AS - <a href="http://bit.ly/2XkeeSd">http://bit.ly/2XkeeSd</a></p> <p>A2 - <a href="http://bit.ly/2xhYvnT">http://bit.ly/2xhYvnT</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>• Acids (AS)</li> <li>• Periodicity, Group 2, Group 7 (AS)</li> <li>• Qualitative analysis (AS)</li> <li>• Basic organic chemistry (AS)</li> </ul>	<ul style="list-style-type: none"> <li>• Carboxylic acids continued</li> <li>• Aromatic chemistry</li> <li>• Amine chemistry</li> <li>• K<sub>p</sub> recap</li> <li>• Acids and Bases</li> <li>• CPAC's</li> </ul>	<p><b><u>Assessment for A-Level</u></b></p> <ul style="list-style-type: none"> <li>• Summer of Year 13 - 3 x 120 minute exams.</li> <li>• Paper 1 – Physical + Inorganic, Paper 2 – Physical + Organic, Paper 3 – Any content, practical skills + MC.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• Alkanes (AS)</li> <li>• Alkenes (AS)</li> <li>• Alcohols (AS)</li> <li>• Enthalpy (AS)</li> <li>• Equilibria (AS)</li> </ul>	<ul style="list-style-type: none"> <li>• Polymers</li> <li>• Amino acids, proteins and DNA</li> <li>• Periodicity</li> <li>• Transition Metals</li> <li>• CPAC's</li> </ul>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Equilibria continued (AS)</li> <li>• Alcohols continued (AS)</li> <li>• Haloalkanes (AS)</li> <li>• Organic synthesis (AS)</li> <li>• Reaction rates (AS)</li> <li>• How Fast (A2)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Metals continued</li> <li>• Reactions of Aqueous Ions</li> <li>• Organic Synthesis</li> <li>• NMR recap &amp; Chromatography</li> <li>• CPAC's</li> </ul>	<p><b><u>Links to online support</u></b></p> <p><a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a></p> <p><a href="https://learnah.org/samplemenu/">https://learnah.org/samplemenu/</a></p> <p><a href="#">A-level Chemistry Notes</a></p>

			<a href="https://www.physicsandmathstutor.com/chemistry-revision/">https://www.physicsandmathstutor.com/chemistry-revision/</a>
Summer 1	<ul style="list-style-type: none"> <li>· Analytical techniques (AS)</li> <li>· How fast continued (A2)</li>   <li>· Carbonyl compounds (A2)</li> </ul>	<ul style="list-style-type: none"> <li>· Revision for A-level exams</li>   <li>· Completion of CPAC's</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Scientific Calculator</p> <p>Ruler, pen, pencil</p> <p>Specification data sheet</p>
Summer 2	<ul style="list-style-type: none"> <li>· Revision for end of year PPE.</li> <li>· PPE &amp; Therapy on PPE</li>   <li>· PAG catch up.</li> </ul>	End of Course Examinations (Papers 1,2 & 3)	

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**Subject: CORE Maths - Quantitative Reasoning GCE**

**Exam Board: Edexcel**

	<b>Year 12</b>	<b>Year 13</b>	<b>Extra Information</b>
Autumn 1	Probability and Risk  Working with Percentages	Randomised Control Trials  Working with Exponentials  Fermi Estimates	Link to syllabus:  <a href="https://www.ocr.org.uk/qualifications/core-maths/quantitative-reasoning-mei-level-3-certificate-h866/">https://www.ocr.org.uk/qualifications/core-maths/quantitative-reasoning-mei-level-3-certificate-h866/</a>
Autumn 2	Working with Percentages  Percentage Use and Abuse  Statistics Introduction	Voting and Decision Making  Guessing the Answers  Measures and Scaling	
Spring 1	Valid Arguments  Roughly Speaking	Approximately Normal  Statistical Problem Solving  Scams	<b>Assessment:</b>  External End of Yr13 – 2 papers.  1x 2hr – Introduction into Quantitative Reasoning
Spring 2	Regression to the Mean  Financial Problem Solving	Medical Screening  Making Decisions with Risk	1 x 2hr – Critical Maths

		Revision and Exam Practice	<b>Coursework:</b> None
Summer 1	Comparing and Deciding Representing the Real World Mathematically		Link to online support: <a href="https://mei.org.uk/critical-maths">https://mei.org.uk/critical-maths</a>
Summer 2	Product Prices Business and Risk Introduction to Normal Distribution		<a href="http://www.stem.org.uk/core-maths">http://www.stem.org.uk/core-maths</a>

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## Dance GCSE

### Exam board:

	Year 9	Year 10	Year 11	Additional information
Autumn 1		Intro to Contemporary Dance Practical Anthology: Shadows Theory: Shadows and Section A prep	Revisit Set Phrases – Technique: Performance in a duet/ trio: Theory: Revision and Section C 12 mark questions Choreography: research and presentation of ideas	<b><u>Link to Syllabus</u></b>  <a href="https://www.aga.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance">https://www.aga.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance</a>  <b><u>Anthology Links</u></b>
Autumn 2		Practical Anthology: Emancipation of Expressionism Practical Anthology: Infra Theory: Comparison of Anthology works	Choreography: Theory: Revision, Section C 12 mark questions, Whole paper – in class PPE / Mock	<b><u>A Linha Curva</u></b>  <a href="https://www.youtube.com/watch?v=b7VTta691hw">https://www.youtube.com/watch?v=b7VTta691hw</a>  <b><u>Interview:</u></b>  <a href="https://www.youtube.com/watch?v=Pbp604UCmtY">https://www.youtube.com/watch?v=Pbp604UCmtY</a>
Spring 1		Performance: Breathe and Performance Duet or trio Theory: Section A prep	Performance: Performance in a duet / trio refinement Choreography Theory: Programme notes and Section B – links to own work	<b><u>Artificial Things:</u></b>  <a href="https://www.youtube.com/watch?v=OytCgVbySrA">https://www.youtube.com/watch?v=OytCgVbySrA</a>  <b><u>Interview:</u></b>  <a href="https://www.youtube.com/watch?v=iLh7T-1U0Qk">https://www.youtube.com/watch?v=iLh7T-1U0Qk</a>  <b><u>Emancipation of Expressionism</u></b>
Spring 2		Practical Anthology: A Linha Curva Choreography: Mock solo	Practical Examination Prep Theory: Programme notes ,Section B – links to own work	  <a href="https://www.youtube.com/watch?v=nUQI8kUjaiE">https://www.youtube.com/watch?v=nUQI8kUjaiE</a>  <b><u>Interview:</u></b>  <a href="https://www.youtube.com/watch?v=AjC_5ZIZ-sk">https://www.youtube.com/watch?v=AjC_5ZIZ-sk</a>

		Theory: Section A – hypothetical choreography questions		
Summer 1		<p>Practical Anthology: Artificial Things</p> <p>Choreography: 3 x motif solo task</p> <p>Performance: Flux</p>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<p><b>Infra</b></p> <p><a href="https://www.youtube.com/watch?v=62bJnYj0V0M">https://www.youtube.com/watch?v=62bJnYj0V0M</a></p> <p><b>Interview</b></p> <p><a href="https://www.youtube.com/watch?v=UUFJajAqQgs">https://www.youtube.com/watch?v=UUFJajAqQgs</a></p> <p><b>Shadows:</b></p> <p><a href="https://www.youtube.com/watch?v=z9BPtzGP4z0">https://www.youtube.com/watch?v=z9BPtzGP4z0</a></p> <p><b>Interview</b></p> <p><a href="https://www.youtube.com/watch?v=LeXFnsAehGs">https://www.youtube.com/watch?v=LeXFnsAehGs</a></p> <p><b>Within Her Eyes:</b></p> <p><a href="https://www.youtube.com/watch?v=0_Bo-9QnQd0">https://www.youtube.com/watch?v=0_Bo-9QnQd0</a></p> <p><b>Interview</b></p> <p><a href="https://www.youtube.com/watch?v=4D6Nj0wilHw">https://www.youtube.com/watch?v=4D6Nj0wilHw</a></p> <p><b>Set Phrases online support</b></p> <p>Breathe:</p> <p><a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a></p> <p>Flux:</p> <p><a href="https://www.youtube.com/watch?v=i2jrYXzQfiY&amp;list=PLBhgvcteMltgdPyne3ab5T8UXGdYdANvq">https://www.youtube.com/watch?v=i2jrYXzQfiY&amp;list=PLBhgvcteMltgdPyne3ab5T8UXGdYdANvq</a></p> <p><b>Links to online support</b></p>
Summer 2		<p>Practical Anthology: Within Her Eyes</p> <p>Practical Mock Exam</p> <p>Theory: Comparison of Anthology works (Artificial things, A Linha Curva, Within Her Eyes); themes, dancers, styles, costumes, setting, aural setting.</p>	<ul style="list-style-type: none"> <li>Revision sessions – according to exam timetable</li> </ul>	

				<p><a href="https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/assessment-resources">https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/assessment-resources</a></p> <p><b>Subject Specific Resources Needed</b></p> <p>QE PE kit - preferable QE PE leggings / tracksuit bottoms, bare feet, hair bands - all long hair tied back</p>
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## Dance A-Level

### Exam board:

	Year 12	Year 13	Additional Information
Autumn 1	<p>Intro to A Level Dance</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Dance performance – group dance</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• <i>Rooster</i>- Christopher Bruce</li> <li>• <i>Analysis of movement components and production features</i></li> </ul>	<p>Performance / Technique Skills – revisit</p> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>· Dance performance – group dance</li> <li>· Research and explore Choreography Questions (from AQA mid –Sept)</li> <li>· Choreography workshop styled- lessons</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Sidi Larbi Cherkaoui – back ground</li> <li>• Intro to Sutra</li> </ul>	<p><b>Link to Syllabus</b></p> <p><b>Rooster:</b></p> <p><a href="https://drive.google.com/file/d/1KDTyYogCQ6oENN8yVjjaf4NGGzehPgvP/view">https://drive.google.com/file/d/1KDTyYogCQ6oENN8yVjjaf4NGGzehPgvP/view</a></p> <p><b>Christopher Bruce:</b></p> <p><a href="https://www.rambert.org.uk/w-hats-on/rooster/">https://www.rambert.org.uk/w-hats-on/rooster/</a></p>
Autumn 2	<b>Practical:</b>	<b>Practical</b>	



	<ul style="list-style-type: none"> <li>· Mock choreography- workshops to explore 3 choreography questions, student lead choreography creation as a group.</li> <li>· Group choreography deadline: End of December 2019</li> <li>· Richard Alston's <i>Pulcinella</i> and <i>Soda Lake</i> recreations.</li> <li>· Introduction of Cunningham Technique.</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Rambert.</li> <li>● Richard Alston - styles, background, contributions</li> <li>● Richard Alston- <i>Soda Lake</i> and <i>Pulcinella</i></li> </ul>	<ul style="list-style-type: none"> <li>● Exploration and development of choreography - motifs, motif development and transitions</li> <li>● Recreation of key Sutra sections</li> <li>● Quartet workshop – with Year 12, continued into lessons</li> <li>● Practitioner Solo</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>● Sutra – analysis and interpretation</li> <li>● Exam questions – practise</li> <li>● Re-visit Bourne and Khan works and styles</li> </ul> <p>Exam: Yr 13 PPE – written paper 2.5 hours</p>	<p><b>Rambert:</b></p> <p><a href="https://www.rambert.org.uk/wp-content/uploads/2016/11/Rambert-1966-2002-A-level-study-pack.pdf">https://www.rambert.org.uk/wp-content/uploads/2016/11/Rambert-1966-2002-A-level-study-pack.pdf</a></p> <p><b>Sutra:</b></p> <p>Watch this video on Vimeo:</p> <p><a href="https://vimeo.com/40664952">https://vimeo.com/40664952</a></p>
Spring 1	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· Robert North's <i>Lonely Town</i>, <i>Lonely Street</i> and <i>Death and the Maiden</i>.</li> <li>· Introduction to Graham technique.</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>· Robert North – styles, background, contributions</li> <li>· Robert North <i>Lonely Town</i>, <i>Lonely Street</i> and <i>Death and the Maiden</i>.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· Refinement of quartet – Development of choreography – Climax and structure</li> <li>· Choreography deadline – End of January</li> <li>· Practitioner solo – refinement and rehearsal – deadline for completion first week back after Feb half term.</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>· Completing of Sutra</li> <li>· Comparison of SLC works</li> <li>· Programme Notes: Write programme note to support choreography and Performance quartet</li> <li>· Exam questions – ICDS and Sutra</li> <li>· Exam Questions – Rooster and Rambert</li> </ul>	<p><a href="https://www.dansedanse.ca/en/sadlers-wells-sutra">https://www.dansedanse.ca/en/sadlers-wells-sutra</a></p> <p><b>Subject Specific Resources Needed</b></p> <p>QuiniquE kit - order direct from printers Star Sportswear Ltd: <a href="tel:01202522519">01202 522519</a></p> <p>Leggings / tracksuit bottoms, leotard or t-shirt, bare feet, hair bands</p>

Spring 2	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· Performance in a Quartet (movement material created from workshop day)</li> <li>· Christopher Bruce: <i>Ghost Dances</i> and <i>Swansong</i></li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>· Christopher Bruce: <i>Ghost Dances</i> and <i>Swansong</i> – analysis and significance</li> <li>· Essay prep: Rambert- Alston, North and Bruce</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>● Practical Exam – Choreography, Quartet, Practitioner Solo</li> <li>● Date of exam TBC- continued rehearsal until exam day</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>● Exam questions – ICDS and Sutra</li> <li>● Exam Questions – Rooster and Rambert</li> <li>● Revisit all areas - Revision</li> </ul>	
Summer 1	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· ICDS Matthew Bourne- <i>The Carman</i>, <i>Swan Lake</i> and <i>Nutcracker</i>.</li> <li>· ICDS Akram Khan - <i>Rush</i>, <i>Zero Degrees</i></li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>· Introduction to the Independent Contemporary Dance Scene.</li> <li>· Matthew Bourne</li> <li>· Akram Khan</li> </ul>	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>● Revision</li> </ul>	
Summer 2	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· Practitioner Solo : 3 solos to be taught to students based on 3 different practitioners. Jerome Robbins, Akram Khan, Christopher Bruce.</li> <li>· Summer show rehearsals</li> </ul>		

	<p><b>Theory:</b></p> <ul style="list-style-type: none"><li>· Rambert Knowledge organisers – The impact Bruce, Alston and North have had on</li><li>· Mock Exam preparation: Rooster and Rambert</li><li>· First Impressions: Watch Sutra</li></ul> <p><b>Practical Mock Exam-</b> Choreographic tasks with integrated performance skills (Khan)</p> <p><b>Theory Mock Exam-</b> including Rooster and Rambert</p>		
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## Design Technology – Food Preparation and Nutrition

Exam Board: AQA

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<p>During this period of time, students work in a carousel, developing an understanding of the range of Technology subjects on offer at GCSE from term one. The subjects are</p> <ul style="list-style-type: none"> <li>· Design Technology</li> </ul>	<ul style="list-style-type: none"> <li>· Nutrition Protein Carbohydrates, fats, vitamins and minerals</li> <li>· Healthy eating</li> <li>· Diet related diseases</li> </ul>	Investigation study for coursework	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/introduction">http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/introduction</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>· –Product Design</li> <li>· Textiles Design</li> <li>· Graphic Design</li> <li>· Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>· Nutritional needs and health</li> <li>· Special diets</li> <li>· Teaching of practical skills</li> <li>· Functional and chemical properties of food</li> </ul>	<p>Food preparation study for coursework</p> <p>Mock exams and revision</p>	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>● 1 1 <sup>3</sup>/<sub>4</sub> hr written exam</li> <li>● NEA</li> </ul>
Spring 1	<p>They will cover in 6 week rotations, learning in designing and making across all of these areas, with a focus on</p> <ul style="list-style-type: none"> <li>· Creative thinking</li> <li>· Problem solving</li> <li>· Designing skills</li> <li>· Accuracy within making</li> <li>· Materials and properties</li> <li>· Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>· Cooking of foods, methods of heat transference</li> <li>· Food safety, spoilage and contamination</li> <li>· Factors that influence food choice</li> </ul>	<p>Continue with food preparation coursework including</p> <p>3 hour practical exam</p>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>● NEA1 – food investigation task,</li> <li>● NEA2 – food preparation task including 3 hour practical exam</li> </ul>
Spring 2	<p>All rotations are assessed in line</p>	<ul style="list-style-type: none"> <li>· British and international cuisines</li> <li>· Food provenance</li> <li>· Teaching of practical skills</li> </ul>	<p>Complete and improve both pieces of coursework</p> <p>Revision for final exam</p>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Usual stationary</p>

	with 9-1 criteria			AQA revision book – available in the LRC Ingredients as required for practical lessons
Summer 1		<ul style="list-style-type: none"> <li>· Mock investigation study</li> <li>· Start mock food preparation study</li> </ul>	Revision for final exam	
Summer 2	Students will opt for one of the prior technologies to complete the term.	<ul style="list-style-type: none"> <li>· Complete mock food preparation study</li> <li>· Yr10 exam and revision</li> </ul>		

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**Subject: Design Technology – Graphic Communication**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<p>During this period of time, students work in a carousel, developing an understanding of the range of Technology subjects on offer at GCSE from term one. The subjects are</p> <ul style="list-style-type: none"> <li>· Design Technology –Product Design</li> <li>· Textiles Design</li> <li>· Graphic Design</li> </ul>	<p><b>Introductory phase - Component 1</b></p> <ul style="list-style-type: none"> <li>· Introduction to graphic communication.</li> <li>· The meanings and conventions underpinning visual communication and Art History</li> <li>· Typography project</li> </ul>	<p><b>Sustained phase - Sustained project - Component 1 continued</b></p> <ul style="list-style-type: none"> <li>· CD, vinyl or album covers.</li> <li>· Corporate identity:</li> <li>· Shop graphics</li> <li>· Packaging</li> <li>· A set of exhibition posters.</li> </ul>	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>· Food and Nutrition</li> </ul> <p>They will cover in 6 week rotations, learning in designing and making across all of these areas, with a focus on</p>	<ul style="list-style-type: none"> <li>· Logos, Illustration and</li> <li>· Magazine design</li> </ul>	<p><b>Externally set assignment - Component 2</b></p> <p>Externally set assignment (ESA) papers are available to students and teachers from January.</p>	<p><b><u>Component 1</u></b></p> <ul style="list-style-type: none"> <li>● No time limit</li> <li>● 96 marks</li> </ul> <p>60% of GCSE</p>
Spring 1	<ul style="list-style-type: none"> <li>· Creative thinking</li> </ul>	<p><b>Development phase - Main project</b></p> <ul style="list-style-type: none"> <li>· Poster design</li> <li>· Illustration and typography</li> </ul> <p>Eco Project and sustainable Design</p>	<p>A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p>	<p><b><u>Component2 – Externally Set Assignment</u></b></p> <ul style="list-style-type: none"> <li>· Preparatory period followed by 10 hours of supervised time</li> <li>· 96 marks</li> </ul> <p>40% of GCSE</p>
Spring 2	<ul style="list-style-type: none"> <li>· Problem solving</li> <li>· Designing skills</li> <li>· Accuracy within making</li> <li>· Materials and properties</li> <li>· Food preparation</li> </ul>			
Summer 1	<p>All rotations are assessed in line with 9-1 criteria</p>	<p><b>Sustained phase - Sustained</b></p>	<p><b>Selection of work for</b></p>	<p><b><u>Subject Specific Resources</u></b></p>

Summer 2		<p><b>project - Component 1</b></p> <p>Students have suggested starting points. Responses should provide evidence for all four Assessment Objectives.</p> <p>Issues include:</p> <ul style="list-style-type: none"> <li>· Food wastage</li> <li>· Charity campaigns</li> <li>· Teenage health issues.</li>   <li>· Book design</li> </ul>	<p><b>Portfolio - Component 1</b></p> <p><b>Review and Submit</b></p>	<p><b><u>Needed</u></b></p> <ul style="list-style-type: none"> <li>● Black and white gel pens to write with</li> <li>● A3/A4 Portfolio/sketch book</li> <li>● Sketch/ notebook</li> <li>● 1 x set of coloured pencils</li> <li>● Set of Marker Pens</li> <li>● Finesline pens</li> <li>● Eraser</li> <li>● Range of drawing Pencils</li> <li>● Pencil Sharpener</li> <li>● 30cm Ruler</li> <li>● Craft Knife</li> </ul>
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**Subject: Design Technology – Product Design**

**Exam Board: Edexcel**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<p>During this period of time, students work in a carousel, developing an understanding of the range of Technology subjects on offer at GCSE from term one. The subjects are</p> <ul style="list-style-type: none"> <li>· Design Technology –Product Design</li> <li>· Textiles Design</li> <li>· Graphic Design</li> <li>· Food and Nutrition</li> </ul> <p>They will cover in 6 week rotations, learning in designing and making across all of these areas, with a focus on</p> <ul style="list-style-type: none"> <li>· Creative thinking</li> <li>· Problem solving</li> <li>· Designing skills</li> <li>· Accuracy within making</li> <li>· Materials and properties</li> <li>· Food preparation</li> </ul> <p>All rotations are assessed in line</p>	<ul style="list-style-type: none"> <li>· Material considerations</li> <li>· Communicating design ideas</li> <li>· Technical understanding</li> </ul>	Iterative design process	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a></p>
Autumn 2		<ul style="list-style-type: none"> <li>· Manufacturing processes and techniques</li> <li>· Design considerations</li> </ul>	Iterative design process	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>● 1 2hr written exam</li> <li>● NEA</li> </ul>
Spring 1		<ul style="list-style-type: none"> <li>● Material considerations</li> <li>● Communicating design ideas</li> <li>● Technical understanding</li> </ul>	Iterative design process	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>● NEA 35 hours Design and Make</li> </ul>
Spring 2		<ul style="list-style-type: none"> <li>· Manufacturing processes and techniques</li> <li>· Design considerations</li> </ul>	<p>Iterative design process</p> <p>Manufacturing processes and techniques</p>	<p><b><u>Links to online support</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a></p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p>



Summer 1	with 9-1 criteria	<ul style="list-style-type: none"> <li>· Manufacturing processes and techniques</li> <li>· Technical understanding</li> </ul>	<ul style="list-style-type: none"> <li>· Manufacturing processes and techniques</li> <li>· Technical understanding</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Calculator</p> <p>Protractor</p> <p>Fine line pen</p> <p>Usual stationary</p> <p>AQA revision book – available in the LRC</p> <p>A3 Design folder – available in the LRC</p>
Summer 2	Students will opt for one of the prior technologies to complete the term.	<ul style="list-style-type: none"> <li>· Iterative design process</li> <li>· Technical understanding</li> </ul>		

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**Subject: Design Technology – Textiles**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<p>During this period of time, students work in a carousel, developing an understanding of the range of Technology subjects on offer at GCSE from term one. The subjects are</p> <ul style="list-style-type: none"> <li>· Design Technology –Product Design</li> <li>· Textiles Design</li> <li>· Graphic Design</li> <li>· Food and Nutrition</li> </ul> <p>They will cover in 6 week rotations, learning in designing and making across all of these areas, with a focus on</p> <ul style="list-style-type: none"> <li>· Creative thinking</li> <li>· Problem solving</li> <li>· Designing skills</li> <li>· Accuracy within making</li> <li>· Materials and properties</li> <li>· Food preparation</li> </ul>	<p><b>Introductory phase</b></p> <p>Introduce students to a range of materials, experimental techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>· explore practical activities</li> <li>· make connections with the work of textile artists, craftspeople and designers</li> <li>· integrate the use of drawing and written annotation into working practice</li> <li>· respond to a given starting point(s)</li> <li>· understand assessment objectives by having them explained, identified and exemplified</li> <li>· Develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals.</li> </ul>	<p><b>Sustained phase - Sustained project - Component 1 continued</b></p> <ul style="list-style-type: none"> <li>· Architecture</li> <li>· Animals and insects</li> <li>· The sea, landscapes, nature</li> </ul> <p>Memories/ A Period in Fashion History</p>	<p><b><u>LINK TO SYLLABUS</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p> <p><b><u>ASSESSMENT INFORMATION</u></b></p> <p><b><u>Component 1</u></b></p> <ul style="list-style-type: none"> <li>● No time limit</li> <li>● 96 marks</li> <li>● 60% of GCSE</li> </ul> <p><b><u>Component2 – Externally Set Assignment</u></b></p> <ul style="list-style-type: none"> <li>· Preparatory period followed by 10 hours of supervised time</li> <li>· 96 marks</li> <li>· 40% of GCSE</li> </ul>
Autumn 2		<p><b>Component 1 - Introductory phase</b></p> <p>Students have the opportunity to:</p> <ul style="list-style-type: none"> <li>· explore a prescribed area of study in a personal manner</li> <li>· extend their knowledge, understanding and skills through</li> </ul>	<p><b>Externally set assignment - Component 2</b></p> <p>Externally set assignment (ESA) papers are available to students and</p>	<p><b><u>SUBJECT SPECIFIC RESOURCES NEEDED</u></b></p> <ul style="list-style-type: none"> <li>● Black and white gel pens to write with</li> <li>● A3 or A4 sketch book</li> <li>● A pair of fabric</li> </ul>

	All rotations are assessed in line with 9-1 criteria	<p>engagement</p> <ul style="list-style-type: none"> <li>· with suggested sources and application of suitable materials, processes</li> <li>· and techniques when responding to their starting point</li> <li>· develop the idea of a personal creative journey which considers the four</li> </ul> <p>assessment objectives resolve</p>	<p>teachers from January.</p> <p>A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p>	<p>sheers/scissors - these will be for your own personal use and needed for the duration of the course.</p> <ul style="list-style-type: none"> <li>● An assortment of coloured thread</li> <li>● Pins and needles</li> <li>● A tape measure</li> </ul> <p>An assortment of fabric off cuts.</p>
Spring 1				
Spring 2		<p><b>Development phase - Main project</b></p> <p>Students design and make one of the following:</p> <ul style="list-style-type: none"> <li>● an item for home furnishing</li> <li>● a fashion/costume</li> </ul> <p>piece or accessory such as a hat, scarf, shoes</p>		
Summer 1				
Summer 2	Students will opt for one of the prior technologies to complete the term	<p><b>Sustained phase - Sustained project - Component 1</b></p> <p>Students have suggested starting points. Responses should provide evidence for all four Assessment Objectives. Issues include: (please see next box)</p>	<p><b>Selection of work for Portfolio – Component 1</b></p> <p><b>Review and Submit</b></p>	

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**Subject: Drama GCSE**

**Exam Board: Edexcel**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<ul style="list-style-type: none"> <li>· Introduction to Drama.</li> </ul>	<ul style="list-style-type: none"> <li>· Skills Development</li> <li>· Mini Devising Projects</li> </ul>	<ul style="list-style-type: none"> <li>· Component 2 – Performance from Text</li> <li>· Component 3 – Theatre Makers in Practice</li> </ul> <p>Live Theatre Evaluation preparation.</p>	<p><b>Year 10 – Specification for GCSE</b></p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf</a></p> <p><b>Year 11 - An Inspector Calls Text</b></p>
Autumn 2	<ul style="list-style-type: none"> <li>· “DNA” by Dennis Kelly Scheme of Work</li> <li>· Christmas Day Truce – Practical Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>● Component 1 Devising (40%)</li> </ul> <p><i>Note: There is the option for technical candidates</i></p>	<ul style="list-style-type: none"> <li>· Component 2 – Performance from Text</li> </ul> <p><i>Design Options Available</i></p>	<p><b>Links to Online Support –</b></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/drama-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/drama-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p>
Spring 1	<ul style="list-style-type: none"> <li>· Stage Combat /Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>· Component 1 Devising – Practical performances to be filmed by Easter.</li> </ul>	<ul style="list-style-type: none"> <li>· Component 2 – Performance from Text.</li> <li>· Visiting Examiner by End of March</li> </ul> <p><i>Design Options Available</i></p> <ul style="list-style-type: none"> <li>· Component 3 – Theatre Makers in</li> </ul>	<p><b>Year 10</b></p> <p>Component 1 – Devising coursework – 40% of overall GCSE Grade.</p> <p>Written Portfolio – 45 Marks</p> <p>Group Performance – 15 Marks</p>
Spring 2	<p>Greek Theatre Trestle Masks</p>			

			Practice	(students are marked as individual performers)
Summer 1	<p>During the Summer Term students undertake mini schemes of work looking at different stimuli to create work, as well as scripted performances. Some include-</p> <ul style="list-style-type: none"> <li>· Racism</li> <li>· Hillsborough</li> <li>· London Riots</li> <li>· Fast Food</li> <li>· Tank Man</li> <li>· London Bombings</li> <li>· Berkoff – “Bouncers”</li> <li>· Devising with a prop</li> </ul>	<ul style="list-style-type: none"> <li>· Component 1 Devising. Students will be ensuring coursework is completed.</li> </ul> <p>Component 3 Theatre Makers in Practice</p>	<ul style="list-style-type: none"> <li>· Component 3 – Theatre Makers in Practice</li> </ul>	<p>Component 3 Assessment – 40%</p> <p><i>An Inspector Calls</i> by J.B Priestly – 45 Marks</p> <p><b>Year 11</b></p> <p>Component 2 – Performance from Text</p> <p>Individual Performance – 20% of overall GCSE Grade</p> <p>Component 3 Assessment – 40%</p> <p><i>An Inspector Calls</i> By J.B Priestly – 45 Marks</p> <p>Live Theatre Evaluation (<i>Woman In Black</i>) – 15 Marks</p>
Summer 2	Devising Project	<ul style="list-style-type: none"> <li>· Component 3 As above</li> </ul> <p>Component 2 – Performance From text</p>	<p>Guide for Course</p> <p><a href="https://www.amazon.co.uk/Revise-Edexcel-Drama-Revision-Guide/dp/1292131985/ref=sr_1_1?ie=UTF8&amp;qid=1528202719&amp;sr=8-1&amp;keywords=edexcel+gcse+drama+9-1">https://www.amazon.co.uk/Revise-Edexcel-Drama-Revision-Guide/dp/1292131985/ref=sr_1_1?ie=UTF8&amp;qid=1528202719&amp;sr=8-1&amp;keywords=edexcel+gcse+drama+9-1</a></p>	<p><b>Additional information</b></p> <p><b>Year 10</b></p> <p>Students perform short duologues/group performances during open evening in September</p> <p><b>Year 9</b></p> <p>Opportunities for Workshops &amp; Theatre Visits</p>

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**Subject: English Language GCSE & A Level English Language and Literature (ELLA)**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional Information
Autumn 1	Understanding viewpoints and methods used to create dystopian and utopian worlds in fiction	The Language of TV chefs Covering non fiction and creative writing and the presentation of language use	Paper 2 Questions 1-4. Non-fiction 19th century texts and modern non-fiction texts	Introduction to the course  'The Lovely Bones' by Alice Sebold  'Mean Time' Poetry Anthology - Carol Ann Duffy	'A Streetcar Named Desire' - Tennessee Williams  'Into the Wild' Jon Krakauer. Recast writing and commentary  NEA	<b><u>Link to Syllabus For English Language</u></b>  <a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/introduction">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/introduction</a>
Autumn 2	Victorian non – fiction reading and writing.	Ghosts - exploring the presentation of the gothic and Supernatural in fiction and non-fiction	Paper 2 Question 5 - writing to argue and persuade (non-fiction)	'The Lovely Bones' by Alice Sebold  'Mean Time' Poetry Anthology - Carol Ann Duffy	'A Streetcar Named Desire' - Tennessee Williams  'Into the Wild' Jon Krakauer. Recast writing and commentary  NEA	
Spring 1	Creative writing - identifying and applying narrative techniques	Youth Subcultures  Exploring youth culture	Paper 1 Questions 1-4. Reading fiction for meaning and exploring writers' methods	'The Lovely Bones' Paris Anthology - features of various	'A Streetcar Named Desire' - Tennessee Williams  'Into the Wild' Jon	<b><u>Assessment for GCSE For English Language</u></b>  Summer of Year 11: 2 papers of 1hr 45 mins

		through the ages, through both fiction and non-fiction texts		non-fiction genres	Krakauer. Recast writing and commentary  Paper 1 revision	each. Both worth 80 marks and 50% of GCSE.
Spring 2	Speeches throughout history - identifying and applying features of persuasion	Capital punishment and justice  Exploring language and skills of writing to persuade	Paper 1 Question 5 - writing to describe and narrate	Paris Anthology - features of various non-fiction genres	Paper 1 revision and paper 2 revision	<b><u>Assessment for A level English Language and Literature</u></b>  2 papers  Paper 1: 3 hrs 40% of final grade  Paper 2: 2 hrs 30 40% of final grade
Summer 1	The QE Report - creating a school magazine with a focus on non-fiction writing skills	Identities  Exploring the power of speech and non - fiction texts through diversity	Language Revision - papers 1 and 2	Paris Anthology - features of various non-fiction genres	Revision	<b><u>Subject Specific Resources Needed</u></b>  Ideally, a copy of each of the set texts.  These can be bought privately or from school. Alternatively, students can borrow each text from the library on a short term loan.  A level students will need their own copies of the set texts

<p>Summer 2</p>	<p>Stories from other cultures - exploring extracts to develop language and structural analysis</p>	<p>Children are our future - create a campaign to change an issue affecting the lives of teenagers (speaking and listening unit)</p>	<p>Revision</p>	<p>Paper 1 revision - 'The Lovely Bones'; Duffy poetry and Paris Anthology.</p> <p>NEA - an Investigation into specific linguistic features of a literary and a non-literary text of their choosing</p>		<p><b><u>Coursework</u></b></p> <p>GCSE - None</p> <p>A level - NEA 20% Linguistic investigation of a literary and non literary text</p> <p><b><u>Link to online support</u></b></p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p>
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**Subject: English Literature GCSE & English Literature A Level**

**Exam Board: AQA & Pearson Edexcel**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional Information
Autumn 1	Introduction to Shakespeare	'A Christmas Carol'	'Macbeth' - knowledge of the play and key features of form	'A Streetcar named Desire' Tennessee Williams  Anthology	Coursework	<p><b>GCSE</b></p> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/introduction">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/introduction</a></p> <p><b>A Level:</b></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html</a></p>
Autumn 2	Victorian Non Fiction	"A Christmas Carol"	'Macbeth' - analysis of key scenes and soliloquies	'A Streetcar named Desire' Tennessee Williams  Anthology	'Hamlet' William Shakespeare and Critical Anthology  Philip Larkin Poetry	<p><b>Assessment for GCSE</b></p> <p><b>Paper 1:</b> 'Macbeth' and 'A Christmas Carol' 1 hour 45 40%</p> <p><b>Paper 2:</b> Play and poetry 2 hrs 15 60%</p>
Spring 1	Short stories -	Power and conflict	'A Christmas Carol'	'Dracula' Bram	'Hamlet' William	<b>Coursework</b>

	identifying features of narratives	poetry anthology.	Revision - approaching the exam question	Stoker 'A Picture of Dorian Gray' Oscar Wilde	Shakespeare and Critical Anthology  Philip Larkin Poetry	<b>None for GCSE</b>  <b>A Level:</b> 20% Comparative analysis of two literary texts
Spring 2	Texts from the gothic/fairytales - recognising features of genre	'An Inspector Calls' - features of plays and approaching the exam question	Paper 2 revision - poetry and An Inspector Calls	'Dracula' Bram Stoker  'A Picture of Dorian Gray' Oscar Wilde	Forward Anthology  Novels Revision	<b><u>Links to online support</u></b>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>
Summer 1	Heroes and villains - 19th century texts	'An Inspector Calls' - features of plays and approaching the exam question	Paper 2 Revision - unseen poetry	Coursework - comparison of two literary texts	Papers 2 & 3 revision	<b><u>Subject specific resources needed</u></b>  A copy of each of the set texts.
Summer 2	Poetry	Unseen poetry revision		Coursework - comparison of two literary texts	Revision	

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**Subject: Fine Art GCE**

**Exam Board: AQA**

	Year 12	Year 13	Additional information
Autumn 1	<ul style="list-style-type: none"><li>● <b>Review year A Level Art Induction Project</b></li></ul> <p><b>Foundation projects to support the Assessment Objectives as well as specific skills and techniques:</b></p> <ul style="list-style-type: none"><li>● <b>Still Life Project Workshops -</b> Observational drawing / texture / painting</li></ul>	<ul style="list-style-type: none"><li>● <b>Component 1: Personal Investigation</b><ul style="list-style-type: none"><li>· Further development of ideas and experimentation</li><li>· <b>Plan &amp; Produce Refined and highly developed outcome</b></li><li>· First draft essay deadline</li></ul></li></ul>	<p><b><u>Link to Syllabus</u></b></p> <p><b>AQA GCE Art &amp; Design – Fine Art 7202</b></p> <p><a href="https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design">https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</a></p>
Autumn 2	<p><b>Foundation projects to support the Assessment Objectives as well as specific skills and techniques:</b></p> <ul style="list-style-type: none"><li>● <b>Still Life Project Workshops -</b> Printmaking, Photography and Photoshop</li></ul>	<ul style="list-style-type: none"><li>● <b>Component 1: Personal Investigation</b><ul style="list-style-type: none"><li>· <b>Final deadline essay</b></li><li>· Continued to develop and experiment with ideas, refine, plan, research, investigate, introduce/reject new practitioners more observations drawings/photography</li><li>· Plan Ambitious and High Quality Outcome</li></ul></li></ul>	<p><b><u>Assessment for GCE</u></b></p> <p><b>Component 1 – Personal Investigation – 60%</b></p> <p><b>Component 2 – Externally Set Task – 40%</b></p> <p>All work is marked by the centre and moderated by AQA during a visit to the centre.</p>

Spring 1	<p><b>Colour Theory</b> <b>Abstract Art Project</b></p>	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul> <p>Completion of Ambitious and High Quality Outcome</p> <ul style="list-style-type: none"> <li>● <b>Component 2: Externally Assignment</b></li> </ul> <p>Exam Preparation Period</p>	<p><u><b>Links to online support</b></u></p> <p><a href="#">Artcylopedia</a></p> <p><a href="#">Artlex – Art Dictionary</a></p> <p><a href="#">BOOOOOOOM! Online Art magazine</a></p> <p><a href="#">Colossal Online Art magazine</a></p> <p><a href="#">Dazed &amp; Confused</a></p> <p><a href="#">Doodlers Anonymous</a></p> <p><a href="#">Hyperallergic</a></p> <p><a href="#">My Modern Met</a></p> <p><a href="#">The Museum of Modern Art</a></p> <p><a href="#">The National Gallery</a></p> <p><a href="#">The Photographers Gallery</a></p> <p><a href="#">Saatchi Gallery</a></p> <p><a href="#">Tate</a></p>
Spring 2	<p><b>Abstract Art Project</b></p>	<ul style="list-style-type: none"> <li>● <b>Component 2: Externally Set Assignment</b></li> </ul> <p>Exam Preparation Period</p>	<p><a href="#">Doodlers Anonymous</a></p> <p><a href="#">Hyperallergic</a></p> <p><a href="#">My Modern Met</a></p> <p><a href="#">The Museum of Modern Art</a></p> <p><a href="#">The National Gallery</a></p> <p><a href="#">The Photographers Gallery</a></p> <p><a href="#">Saatchi Gallery</a></p> <p><a href="#">Tate</a></p>
Summer 1	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Component 2: Externally Set Assignment</b></li> </ul> <p>15 hour exam</p>	<p>Please note that all resources are available from the LRC as a pack or individually</p> <ul style="list-style-type: none"> <li>● A3 sketchbook</li> </ul>

	<p>Introduce Component 1 Coursework.</p> <p>Mindmap, initial research, 2-3 artist research and analysis, comparative study, observational drawing and photography.</p>	<ul style="list-style-type: none"> <li>● <b>A Level Coursework Deadline</b></li> </ul> <p><b>Review &amp; Refine Coursework</b></p> <p><b>A Level Fine Art Course completed by May half term</b></p>	<ul style="list-style-type: none"> <li>● Ideally a range of drawing pencils – 2b, 4b, 6b etc...</li> <li>● Eraser</li> <li>● Glue stick</li> <li>● Scissor</li> <li>● Watercolour set</li> <li>● Biro &amp; fine liners</li> <li>● A1/A2 Art folder to be able to transport artwork and sketchbook</li> </ul> <p>Other useful resources:</p> <p>Acrylic paint &amp; watercolour pencils.</p>
<p>Summer 2</p>	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul> <p>Year 13 Entrance Exams</p> <p>Artist response and stylisation</p> <p>Sustained Outcome(s), Evaluations.</p> <p><b>Introduce Essay</b> 1000-3000 words- Title, Introduction, Artists analysis and visits to be completed over the summer holiday.</p>		

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**Subject: French KS3 / GCSE / A-Level**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	Physical descriptions Personalities Relationships	2.2 Social Media 2.2 Mobile Technology	7.2 Poverty & Homelessness	The changing nature of family Cinema: The seventh art form Film: l'auberge espagnole	Positive features of a diverse society Teenagers, the right to vote and political commitment Film: l'auberge espagnole Book: Kiffe Kiffe Demain Independent Research Project	<p><b><u>Link to Syllabus</u></b></p> <p><a href="https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance</a></p> <p><a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance</a></p> <p><b>Assessment for GCSE</b> - Summer of Year 11:</p> <ul style="list-style-type: none"> <li>• Paper 1 <b>Listening F</b> (35 mins) / <b>H</b> (40 mins)</li> <li>• Paper 2 <b>Speaking F</b> (7-9 mins) / <b>H</b> (10-12 mins)               <ol style="list-style-type: none"> <li>1. Role play</li> <li>2. Photo card</li> <li>3. General Conversation</li> </ol> </li> <li>• Paper 3 <b>Reading F</b> (45 mins) / <b>H</b> (1 hour)</li> <li>• Paper 4 <b>Writing F</b> (1 hour) / <b>H</b> (1 hour 15 mins)</li> <li>• Each skill accounts for 25% of the total grade</li> </ul> <p><b>Assessment for GCE</b> - Summer of Year 13:</p> <ul style="list-style-type: none"> <li>• Paper 1 <b>Listening, Reading &amp; Writing</b> (2h30)</li> <li>• Paper 2 <b>Writing</b> (2 hours)</li> <li>• Paper 3 <b>Speaking</b> (22 mins approximately)               <ul style="list-style-type: none"> <li>○ Stimulus card</li> <li>○ Independent Research Project</li> </ul> </li> </ul> <p><b>Links to online support:</b></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a></p>
Autumn 2	Food/diet/eating out World Foods Restaurant problems Festivals (last cycle)	5.1 Home 5.2 Local area & region 5.2 problems in shops	6.1 Charity & Voluntary work	Cybersociety Contemporary francophone music Film: l'auberge espagnole	Life for the marginalised Demonstrations, strikes – who holds the power? Film: l'auberge espagnole Book: Kiffe Kiffe Demain Independent Research Project	
Spring 1	Lifestyles New Health resolutions Sport	1.2 Marriage & Partnership	7.1 Environment	The place of voluntary work A culture proud of its heritage Film: l'auberge espagnole	How criminals are treated Politics and immigration Film: l'auberge espagnole Book: Kiffe Kiffe Demain Independent Research Project	
Spring 2	TV / Music / Cinema	11.1 University or Work?	End of course examination focus	End of year examination focus	End of course examination focus	
Summer 1	School & subjects Life at school & college	12.1 Choice of career	End of course examination focus	End of year examination focus	End of course examination focus	
Summer 2	Holidays & travel Regions of France	4.1 & 4.2 Festivals	End of course examination focus	Start of A2 content Book: Kiffe Kiffe Demain	End of course examination focus	

	Cultural project			Independent Research Project launch		<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> <b>Subject Specific Resources Needed</b> <ul style="list-style-type: none"><li>• French / English dictionary</li><li>• AQA GCSE Vocabulary - new course</li></ul> <a href="https://docs.google.com/document/d/13svV6sVCtXZrcIROWa7MgnA0hagzJ92D/edit">https://docs.google.com/document/d/13svV6sVCtXZrcIROWa7MgnA0hagzJ92D/edit</a>
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**Subject: Geography KS3 and GCSE**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	Extreme weather	Natural hazards	Urban issues and challenges	Water and Carbon cycles  Changing Places	Contemporary urban environments  Hazards	<b><u>Link to Syllabus</u></b>  GCSE  <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>  A-Level  <a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037</a>
Autumn 2	Environment and Sustainability	Natural hazards	Changing economic world	Water and Carbon cycles  Changing Places	Contemporary urban environments  Hazards	<b><u>Assessment for GCSE</u></b>  Paper 1: Physical geography (35%)  Paper 2: Human geography (35%)  Paper 3: Geographical applications (30%)
Spring 1	Population and	The Living World	Resource	Global systems	Contemporary urban environment	<b><u>Assessment for A-Level</u></b>  Paper 1: Physical (40%)



	migration		management		s	Paper 2: Human (40%) NEA (independent investigation 20%)
				Coasts	Hazards	
Spring 2	Restless Earth	UK landscapes: Rivers and Coasts	Pre-release booklet (Paper 3)	Global systems  Coasts	Revision	<b><u>Links to online support</u></b>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  <a href="https://geographyapp.pixl.org.uk/">https://geographyapp.pixl.org.uk/</a>  <a href="http://www.coolgeography.co.uk/advanced/water_carbon_cycles.php">http://www.coolgeography.co.uk/ advanced/water_carbon_cycles.p hp</a>
Summer 1	Restless Earth	Fieldwork	Revision	Fieldwork and NEA	Revision	<b><u>Subject Specific Resources Needed</u></b>  Pen, pencil, rubber, ruler, protractor, calculator, compass.
Summer 2	Tourism	Geographical skills	Exams	NEA  Revision and mocks	Exams	

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**Subject: Health and Social Care**

**Exam Board: OCR**

	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	Understanding body systems and disorders (assignment RO23)	Understanding the development and protection of young children in an early years setting (assignment RO28)	Equality, diversity and rights in health and social care (examination Unit 3)	Building Positive Relationships in health and social care (Assignment Unit 1)	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/">http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/</a></p>
Autumn 2	Understanding body systems and disorders (assignment RO23)	Understanding the development and protection of young children in an early years setting (assignment RO28)	<p>Equality, diversity and rights in health and social care (examination Unit 3)</p> <p>Sexual Health, Reproduction and early years development stages (assignment Unit 13)</p>	<p>Building Positive Relationships in health and social care (Assignment Unit 1)</p> <p>Anatomy and Physiology for health and social care (Examination Unit 4) AJL</p>	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>● Jan or May one 1hr exam</li> </ul>
Spring 1	<p>Understanding body systems and disorders (assignment RO23)</p> <p>Communicating and working with individuals in health, social care and early years settings (assignment RO21)</p>	<p>Understanding the development and protection of young children in an early years setting (assignment RO28)</p> <p>Essential values of care for use with individuals in care settings (Examination RO21)</p>	<p>Sexual Health, Reproduction and early years development stages (assignment Unit 13) AJ</p> <p>Work Experience Week</p>	<p>Anatomy and Physiology for health and social care (Examination Unit 4) AJL</p>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>● 3 units for extended certificate</li> <li>● 6 units for the Diploma</li> </ul>

	RO22)				
Spring 2	<p>Communicating and working with individuals in health, social care and early years settings (assignment RO22)</p> <p>Work Experience week</p>	Essential values of care for use with individuals in care settings (Examination RO21)	<p>Sexual Health, Reproduction and early years development stages (assignment Unit 13) AJL</p> <p>Supporting people with mental health conditions (assignment Unit 13)</p>	Health, safety and security in health and social care - (Examination unit 3)	<p><b>Links to online support</b></p> <p><a href="https://www.nhs.uk/pages/home.aspx">https://www.nhs.uk/pages/home.aspx</a></p> <p><a href="https://www.qcs.co.uk/">https://www.qcs.co.uk/</a></p>
Summer 1	<p>Communicating and working with individuals in health, social care and early years settings (assignment RO22)</p>	Essential values of care for use with individuals in care settings - REVISION (Examination RO21)	Supporting people with mental health conditions (assignment Unit 13)		<p><b>Subject Specific Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Individual laptop/PC access for the assignment elements</li> </ul>
Summer 2	<p>Communicating and working with individuals in health, social care and early years settings (assignment RO22)</p> <p>Understanding the development and protection of young children in an early years setting (assignment RO28)</p>	Essential values of care for use with individuals in care settings - REVISION (Examination RO21)	<p>Supporting people with mental health conditions (assignment Unit 13)</p> <p>Building Positive Relationships in health and social care (Assignment Unit 1)</p>		

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**Subject: History GCSE**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	<ul style="list-style-type: none"> <li>Overview study: Migration and Empire</li> </ul>	<ul style="list-style-type: none"> <li>Period Study: Germany 1890-1945</li> <li>Kaiser, Weimar Republic, impact of Great Depression</li> </ul>	<ul style="list-style-type: none"> <li>Wider World Depth Study: Conflict and Tension in Asia 1950-75</li> <li>Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>Induction work on US political system and Wars of the Roses</li> <li>American dream - Truman Presidency</li> <li>Tudors - Henry VII</li> </ul>	<ul style="list-style-type: none"> <li>Submit NEA</li> <li>American Dream - Johnson</li> <li>Tudors - Mid-Tudor Crisis</li> </ul>	<p><b><u>Link to Syllabus</u></b></p> <p><b><u>GCSE</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145">http://www.aqa.org.uk/subjects/history/gcse/history-8145</a></p> <p><b><u>A level</u></b></p> <p><a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>British Depth Study: Britain at War 1914-18</li> </ul>	<ul style="list-style-type: none"> <li>Period Study: Germany 1890-1945</li> <li>Hitler into power, life in Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>Wider World Depth Study: Conflict and Tension in Asia 1950-75</li> <li>Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>American dream - Truman and Eisenhower</li> <li>Tudors - Henry VII</li> </ul>	<ul style="list-style-type: none"> <li>American dream - Johnson/Nixon</li> <li>Tudors - Mid-Tudor crisis / Elizabeth I</li> </ul>	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>Summer of Year 11 - 2 x 105 minute exams, 1</li> </ul> <p><b><u>Assessment for A level</u></b></p> <ul style="list-style-type: none"> <li>40% Paper 1 - Tudors</li> </ul>

						<ul style="list-style-type: none"> <li>● 40% Paper 2 - American Dream</li> <li>● 20% - NEA</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>● Wider world depth study: Causes of WWII</li> <li>● Period study: Era of WWII</li> </ul>	<ul style="list-style-type: none"> <li>● British Thematic Study: Britain Health and the People 1000-Present</li> <li>● Medieval and Renaissance periods</li> </ul>	<ul style="list-style-type: none"> <li>● British Depth Study: Norman England 1066-1100</li> <li>● Invasion and control</li> </ul>	<ul style="list-style-type: none"> <li>● American dream - Eisenhower and Kennedy</li> <li>● Tudors - Henry VIII</li> </ul>	<ul style="list-style-type: none"> <li>● American dream - Nixon and Ford/Carter</li> <li>● Tudors - Elizabeth I</li> </ul>	<p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>● A level only</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>● Period study: Era of WWII</li> </ul>	<ul style="list-style-type: none"> <li>● British Thematic Study: Britain Health and the People 1000-Present</li> <li>● Nineteenth and Twentieth centuries</li> </ul>	<ul style="list-style-type: none"> <li>● British Depth Study: Norman England 1066-1100</li> <li>● Impact of Norman rule</li> </ul>	<ul style="list-style-type: none"> <li>● American dream - Kennedy</li> <li>● Tudors - Henry VIII</li> </ul>	<ul style="list-style-type: none"> <li>● Prep and revision for PPE</li> <li>● American dream - Nixon and Ford/Carter</li> <li>● Tudors - Elizabeth I</li> </ul>	<p><b>Links to online support</b></p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://historyapp.pixl.org.uk/">https://historyapp.pixl.org.uk/</a></p> <p><a href="https://www.bbc.com/education/examspecs/zxjk4j6">https://www.bbc.com/education/examspecs/zxjk4j6</a></p> <p>Textbooks for A level:</p>

						<a href="https://www.amazon.co.uk/AQA-level-History-England-1485-1603/dp/1471837580">https://www.amazon.co.uk/AQA-level-History-England-1485-1603/dp/1471837580</a>  <a href="https://www.amazon.co.uk/Access-History-American-Illusion-1945-1980/dp/1471838919">https://www.amazon.co.uk/Access-History-American-Illusion-1945-1980/dp/1471838919</a>
Summer 1	<ul style="list-style-type: none"> <li>• Period study: The Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>• Wider World Depth Study: Conflict and Tension in Asia 1950-75</li> <li>• Korea</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• NEA - pick and research a topic. Formulate a question. Find primary sources and interpretations. Submit - September year 13.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Glue</p> <p>Scissors</p> <p>Textbooks for A level - available from the LRC</p>
Summer 2	<ul style="list-style-type: none"> <li>• Wider world depth study: Origins of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of key content and end of year exams</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Revision and preparation for year 12 exams</li> </ul>	<ul style="list-style-type: none"> <li>• Exams and revision</li> </ul>	

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**Subject: Mathematics GCSE**

**Exam Board: Edexcel**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<ul style="list-style-type: none"> <li>• Expressions and Formulae</li> <li>• Solving Equations</li> <li>• Rules of indices</li> <li>• Ratio problems and scale drawing</li> <li>• Direct and indirect proportion</li> <li>• Probability of events of combined events</li> <li>• Histograms, pie and bar charts</li> <li>• Transformations</li> <li>• Pythagoras</li> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Sampling techniques</li> <li>• Scatter graphs</li> <li>• Histograms</li> <li>• Angles in polygons and parallel lines</li> <li>• Circles - area and perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Vectors</li> <li>• Linear graphs in real life contexts</li> <li>• Upper/lower bounds</li> </ul>	<p><b><u>Link to Syllabus</u></b></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>• Forming and solving equations</li> <li>• Solving simultaneous equations</li> <li>• Fractional indices</li> <li>• Surds</li> <li>• Standard form</li> <li>• Compound measures</li> <li>• Direct and indirect proportion (algebraic)</li> <li>• Angles in parallel lines</li> <li>• Averages from grouped</li> </ul>	<ul style="list-style-type: none"> <li>• Circle Theorems</li> <li>• Percentages</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Non linear graphs</li> <li>• Iterations</li> <li>• Functions</li> </ul>	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>• Summer of Year 11 - 3 x 90 minute exams, 1 x non calculator, 2 x calculator</li> </ul>

	<ul style="list-style-type: none"> <li>data</li> <li>Box plots</li> </ul>	<ul style="list-style-type: none"> <li>Estimation and Rounding</li> </ul>		
Spring 1	<ul style="list-style-type: none"> <li>Completing the square and factorising</li> <li>Standard form</li> <li>Compound measures (other)</li> <li>Solve problems with multiple ratios</li> <li>Compound interest/using a multiplier for successive percentage change</li> <li>Expected/theoretical probability</li> <li>Cumulative frequency</li> <li>Frequency polygons</li> <li>Area/volume of similar shapes</li> </ul>	<ul style="list-style-type: none"> <li>Bearing construction and loci</li> <li>Inequalities</li> <li>Probability- venn diagrams and tree diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic proof</li> <li>Trigonometry revision</li> <li>Pythagoras Revision</li> <li>Sine Cosine Rule</li> </ul>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>None</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Simplify algebraic fractions/factorising</li> <li>Gradient between two points</li> <li>Recognise equation of a circle and exponential graphs</li> <li>Percentage profit and loss</li> <li>Using tree diagrams and venn diagrams in probability</li> </ul>	<ul style="list-style-type: none"> <li>Transformations</li> <li>Quadratics - solving, sketching and drawing</li> </ul>	Revision for Exams based on QLA from PPE1/PPE2	<p><b><u>Links to online support</u></b></p> <p><a href="https://hegartymaths.com/">https://hegartymaths.com/</a></p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a></p> <p><a href="https://www.accessmaths.co.uk/">https://www.accessmaths.co.uk/</a></p>



	<ul style="list-style-type: none"> <li>● Scatter Graphs</li> <li>● Describing transformations</li> <li>● Trig area of a triangle</li> </ul>			
Summer 1	<ul style="list-style-type: none"> <li>● Functions and substitution</li> <li>● Change the subject of a formula</li> <li>● Recurring Decimals to fractions</li> <li>● Further compound measures and real life graphs</li> <li>● Enlargement with negative and fractional scale factors</li> <li>● Areas of sectors</li> <li>● Circle Theorems</li> <li>● Link with box plots and cumulative frequency curves</li> </ul>	<ul style="list-style-type: none"> <li>● Non linear graphs</li> <li>● Iterations</li> <li>● Vectors</li> </ul>	Revision for Exams based on QLA from PPE1/PPE2	
Summer 2	<ul style="list-style-type: none"> <li>● Quadratic graphs - drawing and recognising and calculating intercepts and turning points</li> <li>● Non-linear simultaneous equations</li> <li>● iteration</li> <li>● Rounds and limits of</li> </ul>	<ul style="list-style-type: none"> <li>● Trigonometry revision</li> <li>● Pythagoras Revision</li> <li>● Sine and Cosine rule -</li> </ul>	Revision	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Scientific Calculator</p> <p>Compass</p> <p>Protractor</p>

	<p>accuracy</p> <ul style="list-style-type: none"><li>• Histogram revision</li><li>• Pythagoras and Trigonometry including 3D applications.</li></ul>	<p>non right angles triangles</p>		<p>Ruler</p>
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## Maths A-Level

Exam board: Edexcel

	Year 12	Year 13	Additional information
Autumn 1	<p>Induction Pack testing</p> <p>Unit 1: Algebra and Functions</p> <p>Unit 2a Data presentation and interpretation</p> <p>Unit 2: Coordinate geometry in the (x,y) plane</p> <p>Unit 1: Algebra and Functions</p> <p>Unit 6 Quantities and units in mechanics</p> <p>Unit 7 Kinematics</p> <p>Unit 7b: Kinematics 1 (constant acceleration)</p>	<p>Functions and modelling</p> <p>Regression and correlation</p> <p>Trigonometry</p> <p>Series and sequences</p> <p>Moments</p> <p>Parametric equations</p> <p>The Binomial theorem</p>	<p>Link to syllabus:</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html</a></p> <p>Large data set</p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/Pearson%20Edexcel%20GCE%20AS%20and%20AL%20Mathematics%20data%20set%20-%20Issue%201%20(1).xls">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/Pearson%20Edexcel%20GCE%20AS%20and%20AL%20Mathematics%20data%20set%20-%20Issue%201%20(1).xls</a></p>
Autumn 2	<p>Unit 1 Statistical sampling</p> <p>Unit 2b: Data presentation and interpretation</p> <p>Unit 6: Differentiation</p> <p>Unit3: Further algebra</p> <p>Unit 5: Vectors (2D)</p>	<p>Numerical methods</p> <p>Normal Distribution</p> <p>Differentiation</p>	

Spring 1	Unit 3: Probability Unit 4: Statistical distributions Unit 8a: Forces & Newton's laws Unit 8b Forces & Newton's laws	Integration Forces at any angle Application of Kinematics  Application of Forces	<b>Assessment:</b> Internal End of Yr12 – 2 papers. 2hr – Pure paper 75min – Applied paper  External End of Yr13 – 3 papers. 2 x 2hr – Pure paper 1 x 1hr – Applied paper  <b>Coursework:</b> None
Spring 2	Unit 4: Trigonometry Unit 5a Statistical hypothesis testing Unit 8b Forces & Newton's laws Unit 7: Integration Unit 9: Kinematics 2(variable acceleration)	Probability Set Notation Vectors - 3D vectors Further Kinematics	

Summer 1	Unit 8: Exponentials and logarithms Yr13 Unit 2: Algebraic and partial fractions Yr13 Unit 1: Proof Yr13 Trig		Link to online support: <a href="https://www.mathsgenie.co.uk/alevel.html">https://www.mathsgenie.co.uk/alevel.html</a>  <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a>
Summer 2	Revision Yr13 Entrance Exam Series and sequences Functions and modelling		

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**Subject: Further Maths**

**Board: Edexcel**

	<b>Year 12</b>	<b>Year 13</b>	<b>Additional information</b>
<b>Autumn 1</b>	<b>Complex Numbers</b> <b>Poisson and Binomial Distribution</b> <b>Matrices</b> <b>Algorithms and Graph Theory</b>	<b>Hyperbolic Functions</b> <b>Hypothesis testing</b> <b>The Central Limit Theorem</b> <b>Polar coordinates</b> <b>Travelling salesman problem</b>	<b>Link to syllabus:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-13-further-mathematics-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-13-further-mathematics-specification.pdf</a>

<p><b>Autumn 2</b></p>	<p><b>Complex Numbers</b></p> <p><b>Discrete Prob Distributions</b></p> <p><b>Linear transformations</b></p> <p><b>Route inspection problem</b></p>	<p><b>Further algebra and functions (series)</b></p> <p><b>Chi squared tests</b></p> <p><b>Probability generating functions</b></p> <p><b>Polar coordinates</b></p> <p><b>Linear programming</b></p>	<p><b>Assessment:</b></p> <p><b>Internal End of Yr12 – 2 papers.</b></p> <ul style="list-style-type: none"> <li>- 1x100min – Core Pure paper</li> <li>- 1x100min – Applied paper (Decision &amp; Further Stats)</li> </ul> <p><b>External End of Yr13 – 3 papers.</b></p> <ul style="list-style-type: none"> <li>- 2 x 2hr – Core Pure paper</li> <li>- 1 x 2hr – Applied paper (Decision and Further Stats)</li> </ul> <p><b>Coursework:</b></p> <p><b>None</b></p>
<p><b>Spring 1</b></p>	<p><b>Series</b></p> <p><b>Algebra and functions</b></p> <p><b>Proof</b></p> <p><b>Poisson and Binomial Distribution</b></p> <p><b>Linear Programming</b></p>	<p><b>Further calculus</b></p> <p><b>Quality of tests and estimators</b></p> <p><b>Critical path analysis</b></p> <p><b>Differential equations</b></p>	

	<b>Critical Path Analysis</b>		
<b>Spring 2</b>	<b>Poisson and Binomial Distribution</b>  <b>Chi squared tests</b>  <b>Vectors</b>	<b>Revision</b>	
<b>Summer 1</b>	<b>Complex Numbers</b>  <b>Geometric and Negative binomial distribution</b>  <b>Planarity algorithm</b>  <b>Floyd's algorithm</b>	<b>Examination</b>	<p>Link to online support:</p> <p><a href="https://www.mathsgenie.co.uk/alevel.html">https://www.mathsgenie.co.uk/alevel.html</a></p> <p><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></p> <p><a href="https://alevelmathsrevision.com/further-maths-categorised-exam-questions/">https://alevelmathsrevision.com/further-maths-categorised-exam-questions/</a></p>
<b>Summer 2</b>	<b>Revision</b>  <b>Yr13 Entrance Exam</b>  <b>Series and sequences</b>		



	<b>Functions and modelling</b>		
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**Subject: Media Studies GCSE & A Level**

**Exam Board: Eduqas**

	Year 10	Year 11	Year 12	Year 13	Additional Information
Autumn 1	<p>Film posters and marketing.</p> <p>'Spectre' poster 2015 &amp; 'The Man with the Golden Gun' 1973.</p> <p>007 website &amp; Bond Franchise</p>	<p>Television industry - sitcoms. 'The IT Crowd' and one section of 'Friends'</p>	<p>Introduction to the course including main theorists and terminology</p> <p>Component 1 Sec A</p> <p>Advertising and marketing</p> <p>Set products - Tide, Water Aid, Kiss the Vampire</p> <p>Media Language and Representation</p> <p>Component 1 Sec B Audience &amp; Media industries</p> <p>&amp;</p> <p>Component 1 Sec A : Music Video Formation (Beyonce) and Riptide (Vance Joy)</p>	<p>Component 2 Sec B : Magazines</p> <p>Introduction and Industry overview and contexts</p> <p>Vogue (July 1965) and The Big Issue (Oct 17-23 2016, No. 1227)</p> <p>- Media Language and Representation</p> <p>- Industry</p> <p>- Audience</p>	<p><b><u>Link to Syllabus For GCSE Media Studies:</u></b></p> <p><a href="https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview</a></p>
Autumn 2	<p>Advertising - print ads Quality Street 1950s ad campaign and This Girl Can</p>	<p>Music videos &amp; associated websites</p> <p>Taylor Swift &amp; Justin Bieber</p>	<p>Component 1 Newspapers</p> <p>Daily Mirror and The Times</p> <p>Sec A - Media Language and</p>	<p>Component 2 Section C : Online media</p> <p>Introduction and Industry Overview</p>	<p><b><u>Link to online A level Media Studies Syllabus:</u></b></p> <p><a href="https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_ov">https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_ov</a></p>

<p>&amp; Radio - The Archers</p>	<p>TLC 'Waterfalls'</p>	<p>Representation Sec B : Newspapers: Industry and Audience</p>	<p>Blog - Zoella/ Zoe Sugg Online mag - Attitude</p>	<p><a href="#">erview</a></p>
<p>Spring 1 Newspaper front covers and 'The Sun' website  &amp; Magazine front covers</p>	<p>Component 1 revision</p>	<p>Component 1 Sec B: Radio Industry and Audience  Late Night Woman's Hour  Extracts from at least two podcasts chosen by centre</p>	<p>Finalise NEA  Component 1 revision - focus on media language and audience</p>	<p><b><u>Assessment for GCSE Media Studies</u></b>  Component one (40%): Exploring the Media 1 hr 30  Component two (30%): Understanding Media Forms and Products 1 hr 30  NEA: 30%</p>
<p>Spring 2 NEA - cross media production including statement of aims, Sketches, articles, picture taking, audience research</p>	<p>Component 2 revision</p>	<p>Component 1 Section B: Film Industry  Black Panther and I, Daniel Blake  And  Component one Section B : Industry and Audience  Video Games - Assassin's</p>	<p>Component 2 revision - focus on representation and industry</p>	<p><b><u>Assessment for A level Media Studies</u></b>  Component one (35%): Media Products, Industries and Audiences 2 hrs 15  Component two (35%): Media Forms and Products in Depth 2 hrs 30  NEA: 30%</p>

		Creed III: Liberation			
Summer 1	<p><u>FULL</u> Completion of NEA for <b>all</b> students. Revision of Paper 1 topics for End of Year Exam</p> <p>Completion of any outstanding work for any units</p>	Revision	<p>Component Two sec A: TV</p> <p>Introduction and Industry overview, contexts</p> <p>Life on Mars - season 1 episode 1</p> <p>The Bridge - season 3 episode 1</p>	Revision	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Ideally, a copy Mark Dixon's Media Theory for A Level and Eduqas study guide</p>
Summer 2	<p>Wider reading and research on media industries, media language, representation and audience</p>	Revision	<p>Component 3:</p> <p>NEA</p> <p>Cross media production</p>		<p><b><u>Coursework - Cross media production</u></b></p> <p>GCSE - NEA 30%</p> <p>A level - NEA 30%</p>

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**Subject: Music**

**Exam Board: Edexcel GCSE**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<ul style="list-style-type: none"> <li>• Introduction to recording in Garageband</li> <li>• African Drumming</li> </ul>	<ul style="list-style-type: none"> <li>• Performing (introduction solo/group)</li> <li>• Composing (introduction/improvisations)</li> <li>• Listening (introduction to techniques)</li> </ul>	<ul style="list-style-type: none"> <li>• Formal recording of solos</li> <li>• Refine free composition</li> <li>• Music for stage and screen</li> </ul>	<p><b><u>Link to Syllabus</u></b></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html</a></p>
Autumn 2	<ul style="list-style-type: none"> <li>• Songwriting and Performing</li> </ul>	<ul style="list-style-type: none"> <li>• Performing: make recordings of solo performance episodes</li> <li>• Composing: compose a piece for another student in the class</li> <li>• Listening: study Purcell/Queen set works. Dictation exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Formal recordings of groups</li> <li>• Record free composition</li> <li>• Compose 1 minute piece for imaginary Musical character</li> <li>• Defying Gravity analysis</li> </ul>	<p><b><u>Links to online support</u></b></p> <p><a href="https://www.doddlelearn.co.uk/">https://www.doddlelearn.co.uk/</a></p> <p><a href="https://www.edmodo.com/">https://www.edmodo.com/</a></p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p>
Spring 1	<ul style="list-style-type: none"> <li>• Music for the Moving Image</li> </ul>	<ul style="list-style-type: none"> <li>• Performing: reflection/evaluation of performances</li> <li>• Composing: notating compositions (introduction)</li> <li>• Listening: study Bach set work/link to Purcell</li> </ul>	<ul style="list-style-type: none"> <li>• Composing to brief</li> <li>• Recording of performing</li> <li>• Fusions set works</li> </ul>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"> <li>• 2 performances, 2 compositions</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Dance Music</li> </ul>	<ul style="list-style-type: none"> <li>• Regular performance workshops</li> <li>• Composing task based on</li> </ul>	<ul style="list-style-type: none"> <li>• Composing to brief: recording</li> <li>• Final recordings of</li> </ul>	<p><b><u>Assessment for GCSE</u></b></p> <ul style="list-style-type: none"> <li>• Summer of Year 11 - 1 x 90</li> </ul>

		motif (science Fiction piece) <ul style="list-style-type: none"> <li>Listening: Beethoven set work</li> </ul>	performances <ul style="list-style-type: none"> <li>Fusions set works</li> </ul>	minute Listening and Appraising exam
Summer 1	<ul style="list-style-type: none"> <li>Fusions</li> </ul>	<ul style="list-style-type: none"> <li>Select pieces to perform in year 11</li> <li>Plan free composition</li> <li>Revise instrumental music</li> <li>Explore Romanticism</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<u><b>Subject Specific Resources Needed</b></u> <ul style="list-style-type: none"> <li>Instrument, sheet music, headphones, pencil, eraser.</li> <li>GCSE workbook</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Music for Stage</li> </ul>	<ul style="list-style-type: none"> <li>Workshops/mock recitals</li> <li>Work on free composition</li> <li>Set work: defying gravity</li> </ul>	Revision	

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### Rock School Music Practitioners Course (Performing)

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<ul style="list-style-type: none"> <li>Introduction to recording in Garageband</li> <li>African Drumming</li> </ul>	<ul style="list-style-type: none"> <li>Performing (introduction solo/group rehearsal and performing skills)</li> <li>Listening (introduction to styles/musical elements/how music works)</li> </ul>	<ul style="list-style-type: none"> <li>Band rehearsals for set piece performances (preparation for final external core unit 202)</li> </ul>	<u><b>Link to Syllabus</b></u>  <a href="https://www.rslawards.com/vocational/vocational-syllabus/">https://www.rslawards.com/vocational/vocational-syllabus/</a>
Autumn 2	<ul style="list-style-type: none"> <li>Songwriting and Performing</li> </ul>	<ul style="list-style-type: none"> <li>Performing: intermediate level band skills</li> </ul>	<ul style="list-style-type: none"> <li>Unit 202 brief released</li> <li>10 hours Preparation time</li> </ul>	<u><b>Links to online support</b></u>

		<ul style="list-style-type: none"> <li>• Introduction to Unit 201ta (listening to Music)</li> </ul>	<ul style="list-style-type: none"> <li>• personal /group instrumental practice</li> </ul>	<a href="https://www.doddlelearn.co.uk/">https://www.doddlelearn.co.uk/</a> <a href="https://www.edmodo.com/">https://www.edmodo.com/</a> <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> <a href="http://www.musictheory.net">www.musictheory.net</a>
Spring 1	<ul style="list-style-type: none"> <li>• Music for the Moving Image</li> </ul>	<ul style="list-style-type: none"> <li>• Performing: reflection/evaluation of performances</li> <li>• Introduction to Logic Pro</li> <li>• Unit 201 continues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 202 controlled conditions commence (20 hours)</li> </ul>	<p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>• Link to example brief</li> </ul> <p><a href="https://classroom.google.com/c/MzgyNzA4NzQzMzUy">https://classroom.google.com/c/MzgyNzA4NzQzMzUy</a></p>
Spring 2	<ul style="list-style-type: none"> <li>• Dance Music</li> </ul>	<ul style="list-style-type: none"> <li>• Regular performance workshops</li> <li>• Common Logic Pro techniques</li> <li>• Unit 201 completion at end of term</li> </ul>	<ul style="list-style-type: none"> <li>• Performance for unit 202</li> <li>• Evaluation of unit 202</li> <li>• Deadline for submission usually end of March</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>• Fusions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to unit 204ta</li> <li>• Personal audit of current skills and understanding</li> <li>• Band performance skills (intermediate/advanced)</li> </ul>	<ul style="list-style-type: none"> <li>• Course should now be completed</li> </ul>	This qualification does NOT have a written examination
Summer 2	<ul style="list-style-type: none"> <li>• Music for Stage</li> </ul>	<ul style="list-style-type: none"> <li>• Personal practice focused on requirements of unit 204.</li> <li>• Completion date for unit 204: end of Summer term</li> </ul>	Students have left school	

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**Subject: PE GCSE**

**Exam Board: Edexcel**

	Year 10	Year 11	Additional information
Autumn 1	<p><b>Component 2 Health and Performance - Topic 2 Health Fitness and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• 1.1 Physical, emotional, social health and fitness and well being</li> <li>• 1.2 Sedentary lifestyles</li> <li>• 1.3 Energy use, diet, nutrition and hydration</li> </ul>	<p><b>Component 1 Fitness and Body Systems - Topic 1 Applied Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• 1.1 Structure and function of the musculoskeletal system</li> <li>• 1.2 The structure and functions of the cardiorespiratory systems</li> </ul>	<p><u><a href="#">Link to Syllabus</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Full Course Specification</a></u></li> <li>• <u><a href="#">Practical Performance Assessment Criteria</a></u></li> </ul>
Autumn 2	<p><b>Component 1 Fitness and Body Systems - Topic 3 Physical Training</b></p> <ul style="list-style-type: none"> <li>• 3.1 Health and Fitness</li> <li>• 3.2 Components of fitness and fitness tests</li> <li>• 3.3 Principles of training and training methods</li> </ul> <p><b>Component 2 Health and Performance - Topic 2 Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• 2.2 Goal setting and SMART targets</li> </ul>	<p><b>Component 1 Fitness and Body Systems - Topic 1 Applied Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• 1.2 The structure and functions of the cardiorespiratory systems continued</li> <li>• 1.3 Aerobic and anaerobic exercise</li> <li>• 1.4 The short and long-term effects of exercise</li> </ul>	<p><u><b>Practical Assessments</b></u></p> <ul style="list-style-type: none"> <li>• Students must be assessed in x3 sports. The majority of sports will be assessed in school anytime during the 2 year course.</li> </ul> <p><u><b>Video Evidence</b></u></p> <ul style="list-style-type: none"> <li>• Sports not being assessed in school, such as golf, gymnastics etc have to be videoed. The correct criteria must be met, using the link above in the 'Practical Performance Assessment Criteria' section.</li> </ul>
Spring 1	<p><b>Component 1 Fitness and Body Systems</b></p>	<p><b>Component 2 Health and Performance - Topic 3 Socio-cultural influences</b></p>	<p><u><a href="#">Link to published exam board resources</a></u></p>



	<p align="center"><b>- Topic 3 Physical Training</b></p> <ul style="list-style-type: none"> <li>● <b>3.6</b> Warm up and cool down</li> </ul> <p align="center"><b>Component 4 Personal Exercise Programme (PEP)</b></p> <ul style="list-style-type: none"> <li>● Aim and planning analysis</li> </ul>	<ul style="list-style-type: none"> <li>● <b>3.1</b> Engagement Patterns of different social groups in physical activity and sport</li> <li>● <b>3.2</b> Commercialisation of physical activity and sport</li> <li>● <b>3.3</b> Ethical and socio-cultural issues in sport and physical activity</li> </ul>	
Spring 2	<p align="center"><b>Component 4 Personal Exercise Programme (PEP)</b></p> <ul style="list-style-type: none"> <li>● Carrying out and monitoring of PEP</li> <li>● Evaluation of data and programme</li> </ul>	<p align="center"><b>Component 1 Fitness and Body Systems</b> <b>- Topic 2 Movement Analysis</b></p> <ul style="list-style-type: none"> <li>● <b>2.1</b> Lever systems</li> <li>● <b>2.2</b> Planes and axes of movement</li> </ul>	<a href="#">Link to online support</a>
Summer 1	<p align="center"><b>Component 1 Fitness and Body Systems</b> <b>- Topic 3 Physical Training</b></p> <ul style="list-style-type: none"> <li>● <b>3.5</b> Injuries and performance enhancing drugs</li> </ul> <p align="center"><b>Component 2 Health and Performance -</b> <b>Topic 2 Sport Psychology</b></p> <ul style="list-style-type: none"> <li>● <b>2.1</b> Classification of skill</li> <li>● <b>2.3</b> Guidance and feedback</li> <li>● <b>2.4</b> Mental preparation</li> <li>● <b>4.1</b> Use of Data</li> </ul>	Revision for exams	<p align="center"><b><u>Subject Specific Resources Needed</u></b></p> <p>Calculator</p> <p>PE kit for practical's</p>
Summer 2	<b>Revision and Mock Preparation</b>	<b>Course completed by end of May</b>	<p align="center"><b><u>Exams for GCSE PE</u></b></p> <p align="center">Summer of Year 11</p>

			Component 1 Fitness and Body Systems - 1hr 45mins 90 marks  Component 2 Health and Performance - 1hr 15mins 70 marks
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**Subject: PE A level (2016 course)**

**Exam Board: Edexcel**

	Year 12		Year 13		Coursework	Additional information
	Paper 1 – Anatomy and Physiology	Paper 2 – Social Principles and Psychology	Paper 1 – Anatomy and Physiology. Exercise Physiology and Applied Movement Analysis.	Paper 2 – Social Principles and Psychology	Component 3 (Practical Performance) & Component 4 (PDP)	
Autumn 1	Induction Task responses and Baseline Assessments  1.1 Muscular and Skeletal System	Induction Task responses and Baseline Assessments  3.1 Coach and performer  3.2 Classification and transfer of skills	(2.2 Preparation and Training)	5.1 The factors leading to development of modern day sport	(2.2 Preparation and Training)	ISBN of textbooks  ISBN-10: 190142488X  ISBN-13: 978-1901424881
Autumn 2	1.3 Neuromuscular system.	3.3 Learning theories  3.4 Practices	(2.1 Diet and Nutrition)  2.3 Injury prevention and rehabilitation	5.2 Globalisation of sport  5.3 Commercialisation of sport	PA and PDP Coursework  (2.1 Diet and Nutrition)	Link to Syllabus  <a href="#">Specification</a>

Spring 1	1.2 Cardiovascular and Cardiorespiratory systems	3.5 Guidance 3.6 Feedback	2.4 Linear Motion 2.5 Angular Motion 2.6 Projectile Motion 2.7 Fluid Mechanics	5.4 Ethics and deviance in sport  5.5 Relationship between sport and media		Assessment  Paper 1 – 40%  Paper 2 – 30%
Spring 2	1.4 Energy systems	3.7 Memory models 4.1 Factors that can influence an individual	2.4 Linear Motion 2.5 Angular Motion 2.6 Projectile Motion 2.7 Fluid Mechanics	5.6 Development routes from talent ID to elite 5.7 Participation and health of the nation		Coursework  Component 3 – PRACTICAL (15%)  Component 4 – PDP (15%)
Summer 1	1.4 Energy systems	4.2 Dynamics of a group and their influence  4.3 Goal setting	Exam	Exam		Links to online support  <a href="#">Online support</a>
Summer 2	1.4 Energy systems	4.4 Attribution Theory  4.6 Leadership  4.5 Confidence and self-efficacy				Subject Specific Resources Needed  PE kit for practical sessions

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**Subject: Philosophy and Ethics A level**

**Exam Board: OCR**

	Year 12		Year 13		Additional information
Autumn 1	<b>Ethics</b> Natural Law Situation ethics	<b>Philosophy</b> Ancient philosophical influences Soul, mind & soul	<b>Christian Thought</b> Augustine and human nature	<b>Christian Thought</b> Religious pluralism and the theology	<b><u>Link to Syllabus</u></b> <a href="https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf">https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf</a>
Autumn 2	<b>Ethics</b> Utilitarianism	<b>Philosophy</b> Arguments based on observation Arguments based on reason	<b>Christian Thought</b> Dearth and after life	<b>Christian Thought</b> Religious pluralism and the theology	<b><u>Assessment for A Level</u></b>  3 x 2 hour exam 120 marks per paper
Spring 1	<b>Ethics</b> Kantian ethics Conscience	<b>Philosophy</b> Religious experience	<b>Christian Thought</b> <b>Knowledge of God's existence</b>	<b>Christian Thought</b> Gender and society	<b><u>Coursework</u></b> None
Spring 2	<b>Ethics</b> Euthanasia	<b>Philosophy</b> The problem of evil	<b>Christian Thought</b> The person of Jesus Christ	<b>Christian Thought</b> Gender and theology	<b><u>Links to online support</u></b> <a href="https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf">https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf</a>

	Business ethics				<a href="https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision">https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision</a>
Summer 1	<b>Ethics</b> Sexual ethics	<b>Philosophy</b> The nature of God	<b>Christian Thought</b> Christian moral principles	<b>Christian Thought</b> The Challenge of Secularism	<b><u>Subject specific resources recommended</u></b> Revision guide <a href="https://www.amazon.co.uk/Revision-Notes-Level-Religious-Studies">https://www.amazon.co.uk/Revision-Notes-Level-Religious-Studies</a>  Ethics, Philosophy and Christian Thought (3 books)
Summer 2	<b>Ethics</b> Meta ethics Revision	<b>Philosophy</b> Religious language	<b>Christian Thought</b> Christian moral action	<b>Christian Thought</b> Liberation theology and Marx	<b><u>Homework</u></b> Students will complete research tasks, glossaries, presentations, and essay writing.

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Subject: Photography GCE A\*-E

Exam Board: AQA

Autumn 1	<ul style="list-style-type: none"><li>● <b>Review A Level Induction Project</b></li></ul> <p><b>Foundation projects to support the Assessment Objectives as well as specific skills and techniques:</b></p> <ul style="list-style-type: none"><li>● <b>Dark room</b> - Pinhole cameras &amp; film</li><li>● <b>Urban Landscape</b> - Digital &amp; Film photography</li></ul>	<ul style="list-style-type: none"><li>● <b>Component 1: Personal Investigation</b><ul style="list-style-type: none"><li>· Further development of ideas and experimentation</li><li>· <b>Plan &amp; Produce Refined and highly developed outcome</b></li><li>· First draft essay deadline</li></ul></li></ul>	<p><b><u>Link to Syllabus</u></b></p> <p><b>AQA GCE Art &amp; Design – Photography 7206</b></p> <p><a href="https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design">https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</a></p>
Autumn 2	<p><b>Foundation projects to support the Assessment Objectives as well as specific skills and techniques:</b></p> <p><b>Portraits / Environmental Portraits / Flash photography / Transcriptions</b></p>	<ul style="list-style-type: none"><li>● <b>Component 1: Personal Investigation</b><ul style="list-style-type: none"><li>· <b>Final deadline essay</b></li><li>· Continued to develop and experiment with ideas, refine, plan, research, investigate, introduce/reject new practitioners more shoots/ annotate contact sheets/photography</li><li>· Plan Ambitious and High Quality Outcome</li></ul></li></ul>	<p><b><u>Assessment for GCE</u></b></p> <p><b>Component 1 – Personal Investigation – 60%</b></p> <p><b>Component 2 – Externally Set Task – 40%</b></p> <p>All work is marked by the centre and moderated by AQA during a visit to the centre.</p>

Spring 1	Photo Manipulation / Destruction - Physical & Digital	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul> <p>Completion of Ambitious and High Quality Outcome</p> <ul style="list-style-type: none"> <li>● <b>Component 2: Externally Assignment</b></li> </ul> <p><b>Exam Preparation Period</b></p>	<p><b><u>Links to online support</u></b></p> <p><a href="#">Artyclopedia</a></p> <p><a href="#">The National Gallery</a></p> <p><a href="#">Saatchi Gallery</a></p> <p><a href="#">Tate</a></p> <p><a href="#">Aperture</a></p>
Spring 2	Photo Manipulation / Destruction - Physical & Digital	<ul style="list-style-type: none"> <li>● <b>Component 2: Externally Set Assignment</b></li> </ul> <p>Exam Preparation Period</p>	<p><a href="#">BOOOOOOOM! Online Art magazine</a></p> <p><a href="#">Colossal Online Art magazine</a></p> <p><a href="#">Lens Culture</a></p> <p><a href="#">Masters of Photography</a></p> <p><a href="#">National Media Museum</a></p> <p><a href="#">The Photographers Gallery</a></p> <p><a href="#">Troika Editions Online contemporary photography</a></p> <p><a href="#">1000 Words Photography Magazine</a></p>
Summer 1	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Component 2: Externally Set Assignment</b></li> </ul> <p>15 hour exam</p>	<p><b>Camera with ability to change settings such as Aperture, ISO and Shutter Speed</b></p>



	<p>Introduce Component 1 Coursework.</p> <p>Mindmap, initial research, 2-3 artist research and analysis, comparative study, photography, shoots, contact sheets and edits.</p>	<ul style="list-style-type: none"> <li>● <b>A Level Photography Coursework Deadline</b></li> </ul> <p><b>Review &amp; Refine Coursework</b></p> <p><b>A Level Photography Course completed by May half term</b></p>	<p><b>Please note that all resources are available from the LRC</b></p> <ul style="list-style-type: none"> <li>● A3/A4 sketchbook White and Black Pages</li> <li>● White Gel pens</li> <li>● Glue stick</li> <li>● Scissor</li> <li>● Double sided Tape</li> <li>● Biro &amp; fine liners</li> <li>● A1/A2 Art folder to be able to transport artwork and sketchbook</li> </ul> <p>Other useful resources:</p> <p>Memory stick / portable hard drive</p> <p>Other lens</p>
<p>Summer 2</p>	<ul style="list-style-type: none"> <li>● <b>Component 1: Personal Investigation</b></li> </ul> <p>Year 13 Entrance Exams</p> <p>Artist response and stylisation</p> <p>Sustained Outcome(s), Evaluations.</p> <p><b>Introduce Essay</b> 1000-3000 words- Title, Introduction, Artists analysis and visits to be completed over the summer holiday.</p>		

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**Subject: Politics A- Level**

**Exam Board: AQA**

Autumn 1	<ul style="list-style-type: none"><li>• Democracy in the UK</li><li>• Constitution of the UK</li></ul>	<ul style="list-style-type: none"><li>• Nationalism</li><li>• Conservatism</li><li>• US Elections</li><li>• US Constitution</li></ul>	<p><b><u>Link to Syllabus</u></b></p> <p><a href="https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152">https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152</a></p>
Autumn 2	<ul style="list-style-type: none"><li>• Elections in the UK</li><li>• Devolution and EU</li></ul>	<ul style="list-style-type: none"><li>• US Elections and Parties</li><li>• US Judiciary</li></ul>	<p><b><u>Assessment for A level</u></b></p> <ul style="list-style-type: none"><li>• Summer of Year 13</li><li>• 3 x 120 minute exams</li><li>• 1 x UK, 1 x US &amp; Comparative, 1 x ideologies</li></ul>
Spring 1	<ul style="list-style-type: none"><li>• UK Parties</li><li>• UK Parliament &amp; PM</li></ul>	<ul style="list-style-type: none"><li>• US Presidency</li><li>• US Parties and Pressure Groups</li></ul>	<p><b><u>Coursework</u></b></p> <ul style="list-style-type: none"><li>• None</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• UK Pressure Groups</li><li>• UK Judiciary</li></ul>	<ul style="list-style-type: none"><li>• US Presidency / Congress</li><li>• US Pressure Groups/ Civil Rights</li></ul>	<p><b><u>Links to online support</u></b></p> <p>Sample papers: <a href="https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152/assessment-resources">https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152/assessment-resources</a></p> <p>Seneca: <a href="https://www.senecalearning.com/blog/a-level-p">https://www.senecalearning.com/blog/a-level-p</a></p>

			<p><a href="#">political-studies-revision/</a></p> <p>Tutor2u: <a href="https://www.tutor2u.net/politics">https://www.tutor2u.net/politics</a></p> <p>Studyrocket:  <a href="https://www.youtube.com/channel/UCJCVkxB_AejMYpE6UrKeGnJQ">https://www.youtube.com/channel/UCJCVkxB_AejMYpE6UrKeGnJQ</a></p> <p>A Level Politics: <a href="http://alevelpolitics.com/">http://alevelpolitics.com/</a></p>
Summer 1	<ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Socialism</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative UK/US</li> <li>• Revision</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <ul style="list-style-type: none"> <li>• Textbooks for each unit</li> <li>• Access to newspapers and radio news</li> <li>• Access to online news sites and social media networks</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Socialism</li> <li>• Nationalism</li> <li>• Conservatism</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	

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**Subject: Psychology GCSE and A-Level**

**Exam Board: OCR**

	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	<p>intro to course</p> <p><b>Research methods</b></p> <p><b>planning research</b></p> <p><b>Doing research</b></p> <p><b>Analysing research</b></p> <p>Ethics</p> <p>Sampling</p> <p>Observation</p> <p>Experiments</p> <p>Self Report</p> <p><b>Data Recording, Analysis and Presentation</b></p>	<p><b>Criminal Psychology</b></p> <ul style="list-style-type: none"> <li>● key concepts</li> <li>● core theories</li> <li>● core studies</li> <li>● application</li> <li>● 13 mark practice</li> </ul>	<p><b>Research Methods and Techniques</b></p> <p><b>Planning and Conducting Research</b></p> <p><b>Data Recording, Analysis and Presentation</b></p> <p>DEBATES</p>	<p><b><u>MENTAL HEALTH</u></b></p> <p>The historical context of mental health</p> <p>The medical model</p> <p>Alternatives to the medical model</p>	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.ocr.org.uk/qualifications/gcse/gcse-psychology-j203-from-2017/">http://www.ocr.org.uk/qualifications/gcse/gcse-psychology-j203-from-2017/</a></p> <p><b><u>Link to resources</u></b></p> <p><b><u>T:\Staff Resources\Humanities\SCHEMES OF WORK\Social Sciences\Psychology\GCSE\New GCSE spec 2017</u></b></p>
Autumn 2	<p><b>Social influence</b></p> <ul style="list-style-type: none"> <li>● key concepts</li> </ul>	<p><b>Psychological Problems</b></p>	<p><b>Core studies for Cognitive and Social</b></p>	<p><b><u>CRIMINAL PSYCHOLOGY</u></b></p> <p>What makes a criminal</p>	<p><a href="https://www.ocr.org.uk/qualifications/as-and-a-level/psychology-h167-h567-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/psychology-h167-h567-from-2015/</a></p>

	<ul style="list-style-type: none"> <li>● core theories</li> <li>● core studies</li> <li>● application</li> <li>● 13 mark practice</li> </ul>	<ul style="list-style-type: none"> <li>● key concepts</li> <li>● core theories</li> <li>● core studies</li> <li>● application</li> </ul> <p>Debates</p>	<p><b>Comparisons</b></p> <p><b>Methodological Issues</b></p> <p><b>Link to Key Theme and approach</b></p>	<p>The collection and processing of forensic evidence</p> <p>Collection of evidence (Cognitive)</p> <p>Psychology and the courtroom (Cognitive)</p> <p>Crime prevention (Social)</p> <p>Effect of imprisonment</p>	<p><u><b>Link to A level spec and resources</b></u></p> <p><u>T:\Staff Resources\Humanities\SCHEMES OF WORK\Social Sciences\Psychology\A level 2017</u></p>
Spring 1	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>● key concepts</li> <li>● core theories</li> <li>● core studies</li> <li>● application</li> </ul>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>● key concepts</li> <li>● core theories</li> <li>● core studies</li> <li>● application</li> </ul>	<p><b>Core studies for Biological and Individual differences</b></p> <p><b>Comparisons</b></p> <p><b>Methodological Issues</b></p> <p><b>Link to Key Theme and approach</b></p>	<p><b><u>SPORT PSYCHOLOGY</u></b></p> <p>Arousal and anxiety (Biological)</p> <p>Exercise and mental health (Biological)</p> <p>Motivation (Cognitive)</p>	<p><b><u>Coursework</u></b></p> <p>None</p>

Spring 2	<b>Sleep and Dreaming</b> <ul style="list-style-type: none"> <li>● key concepts</li> <li>● core theories</li> <li>● core studies</li> <li>● application</li> </ul>	Revision	<b>Core studies for Developmental</b> <b>Comparisons</b> <b>Methodological Issues</b> <b>Link to Key Theme and approach</b>	Revision	<b><u>Links to online support</u></b> <a href="http://www.ocr.org.uk/images/322610-guide-to-core-studies-2.pdf">http://www.ocr.org.uk/images/322610-guide-to-core-studies-2.pdf</a> <a href="http://www.ocr.org.uk/images/308616-guide-to-core-studies-1.pdf">http://www.ocr.org.uk/images/308616-guide-to-core-studies-1.pdf</a>
Summer 1	Debates and 13 mark questions Intro to year 11	Revision for GCSE	<b>Intro and start Y13 Crime</b>	Revision	<b><u>Subject Specific Resources Needed</u></b> Scientific Calculator
Summer 2	Revision for mocks	EXAMS	Revision for mocks	EXAMS	

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**Subject: Religious Education GCSE**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	<b>Paper 2</b> Theme E: Religion, Crime & Punishment	<b>Paper 1</b> Islam: beliefs and teachings  The current Year 10 (2018) will be studying Judaism as the second religion	<b>Paper 1</b>  Islam: Practices	<b><u>Link to Syllabus</u></b>  <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a>
Autumn 2	<b>Paper 2</b> Theme E: Religion, Crime & Punishment	<b>Paper 1</b> Islam: beliefs and teachings  The current Year 10 (2018) will be studying Judaism as the second religion	<b>Paper 1</b>  Islam: Practices	<b><u>Assessment for GCSE</u></b>  2 x 1 hour 45 minute papers at the end of Year 11. Paper 1 Islam & Christianity Beliefs & Practices Paper 2 Themes A, B, D & E
Spring 1	<b>Paper 1</b>  Christianity: beliefs & teachings	<b>Paper 2</b> Theme B: Religion & Life	<b>Paper 1</b>  Christianity: Practices	<b><u>Coursework</u></b> <ul style="list-style-type: none"><li>• None</li></ul>
Spring 2	<b>Paper 1</b>  Christianity: beliefs & teachings	<b>Paper 2</b> Theme B: Religion & Life	<b>Revision</b>	<b><u>Links to online support</u></b>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> (GCSE pod for excellent short video clips)  <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a> (Short summaries of

				<p>Christian beliefs)</p> <p><a href="http://www.bbc.co.uk/religion/religions/islam/">http://www.bbc.co.uk/religion/religions/islam/</a></p> <p>(Short summaries of Muslim beliefs)</p>
Summer 1	<p><b>Paper 2</b></p> <p>Theme A: Relationships and families</p>	<p><b>Paper 2</b></p> <p>Theme D: Religion, Peace &amp; Conflict</p>	<p><b>Revision</b></p>	<p><b><u>Subject specific resources recommended</u></b></p> <p>Revision guide  <a href="https://www.cgpbooks.co.uk/Student/books_gcse_rs.book_RAR41">https://www.cgpbooks.co.uk/Student/books_gcse_rs.book_RAR41</a></p> <p>Can also buy in school library using PayPal</p>
Summer 2	<p><b>Paper 2</b></p> <p>Theme A: Relationships and families</p>	<p><b>Paper 2</b></p> <p>Theme D: Religion, Peace &amp; Conflict</p>	<p><b>Revision</b></p>	<p><b><u>Homework</u></b></p> <p>Students will be set a variety of homework that looks at understanding of content, spellings, application of knowledge, research tasks, practice exam questions and revision booklets.</p>

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**Subject: GCSE Trilogy Science, GCSE Biology, Chemistry, Physics**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Additional information
Autumn 1	KS3 Completion - Density / Pressure  Cell structure  Elements / Separating Techniques  Energy transfer  (Biology)  (Chemistry)  (Physics)	Organisation and structure  Chemical calculations  Electrical circuits	Hormones and control  Crude oil and organic chemistry  And Polymers  Forces	<b>Links to Syllabuses</b>  <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>  <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>  <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
Autumn 2	Cell structure  Atomic Structure  Energy transfer	Disease  Chemical changes (reactions of Metals and Acids/Alkali's)  Electricity in the home	Reproduction  Chemical analysis  Forces and pressure	<b>Assessment for GCSE</b>  GCSE Trilogy – 6x 75 minute exams  GCSE Separate Sciences - 6x 105 minute exams
Spring 1	Transport  Periodic table	Treating disease  Chemical changes (Acids/Alkalis & Electrolysis)	Evolution and genetics  Our atmosphere - Atmospheric Chemistry	<b>Coursework</b>  None

	Energy transfer	Matter	Waves	
Spring 2	<p>Cell division</p> <p>Periodic table</p> <p>Energy, work and power</p>	<p>Photosynthesis</p> <p>Energy changes</p> <p>Radioactivity</p>	<p>Adaptation and ecology</p> <p>Using resources</p> <p>Magnetism</p>	<p><b>Links to online support</b></p> <p><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://www.bbc.com/education/examspecs/z8r997h">https://www.bbc.com/education/examspecs/z8r997h</a> - Combined</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7">https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7</a> - Biology (triple)</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb">https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</a> - Chemistry (triple)</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm">https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm</a> - Physics (triple)</p>
Summer 1	<p>Tissues, organs and systems</p> <p>Structure and bonding</p> <p>Energy resources</p>	<p>Respiration</p> <p>Rates of reaction</p> <p>Forces</p>	Revision	<p><b>Subject Specific Resources Needed</b></p> <p>Calculator</p> <p>Ruler</p>
Summer 2	<p>Tissues, organs and systems</p> <p>Structure and bonding</p> <p>Energy resources</p>	<p>Nervous system</p> <p>Introduction into Crude oil and organic chemistry</p> <p>Forces</p>		

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**Subject: Biology A level**

**Exam Board: AQA**

	Year 12	Additional information	Year 13	Additional information
Autumn 1	<ul style="list-style-type: none"><li>· Chapter 1: Biological molecules</li><li>· Chapter 4: cell structure</li></ul>	Required practicals 2	<ul style="list-style-type: none"><li>· Chapter 12: photosynthesis</li><li>Chapter 13: respiration</li><li>· Chapter 15: stimuli and response</li></ul>	Required practicals 7,8 and 9
Autumn 2	<ul style="list-style-type: none"><li>· Chapter 2: enzymes</li><li>· Chapter 5: transport across membranes</li></ul>	Required practicals 1,3 and 4	<ul style="list-style-type: none"><li>· Chapter 16: nervous system and muscles</li><li>· Chapter 17: homeostasis</li></ul>	Required practical 10 and 11
Spring 1	<ul style="list-style-type: none"><li>· Chapter 8: mass transport</li><li>· Chapter 7: exchange</li></ul>	Required practical 5	<ul style="list-style-type: none"><li>· Chapter 18: inherited change</li><li>· Chapter 22: recombinant DNA</li></ul>	
Spring 2	<ul style="list-style-type: none"><li>· Chapter 3: nucleic acids</li><li>· Chapter 6 cell recognition and immunity</li></ul>		<ul style="list-style-type: none"><li>· Chapter 19: populations and evolution</li><li>· Chapter 21: gene expression</li></ul>	<b>Specification link:</b> <a href="http://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF">http://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF</a>
Summer 1	<ul style="list-style-type: none"><li>· Chapter 10: genetic diversity</li><li>· Chapter 14: energy and</li></ul>	Required practicals 6 and 12	<ul style="list-style-type: none"><li>· Revision programme</li></ul>	

	ecosystems			
Summer 2	Chapter 11: biodiversity Chapter 20: populations in ecosystems	Fieldtrip to Studland	revision programme	

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**Subject: Physics A level****Exam Board: AQA 7408**

	Year 12	Additional information	Year 13	Additional information
Autumn 1	<ul style="list-style-type: none"><li>· Particles and radiation</li><li>· Mechanics</li></ul>	RP3 g by freefall	<ul style="list-style-type: none"><li>· Nuclear physics</li><li>· Circular motion and shm</li></ul>	RP12 inverse square law RP7 springs and pendula
Autumn 2	<ul style="list-style-type: none"><li>· Particles and radiation</li><li>· Mechanics</li></ul>		<ul style="list-style-type: none"><li>· Fields (gravitational)</li><li>· Circular motion and shm</li></ul>	
Spring 1	<ul style="list-style-type: none"><li>· Electricity</li><li>· Mechanics</li></ul>	RP5 resistivity RP6 internal resistance	<ul style="list-style-type: none"><li>· Fields (electric &amp; magnetic)</li><li>· Option - Astrophysics</li></ul>	RP9 capacitors RP10 force on a wire RP11 Search coil
Spring 2	<ul style="list-style-type: none"><li>· Waves</li><li>· Materials</li></ul>	RP1 stationary waves RP4 Young modulus	<ul style="list-style-type: none"><li>· Thermal physics</li><li>· Option – Astrophysics / Turning Points in Physics</li></ul>	RP8 Boyle's & Charles laws
Summer 1	<ul style="list-style-type: none"><li>· Waves</li><li>· Materials</li></ul>	RP2 Young's slits	<ul style="list-style-type: none"><li>· Revision programme</li><li>· Required practical</li></ul>	<b>Specification link:</b> <a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408">https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408</a>

			overview · Final mock exams	
Summer 2	· Revision · Measurement and errors		· revision programme	

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**Subject: Sociology GCSE and A-Level**

**Exam Board GCSE: EDUQAS Exam Board A Level: AQA**

	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	The Sociological Approach	Social Differentiation and Stratification 1	Introduction to Sociology-theories and methods	Crime and Deviance and Beliefs	<p><b><u>Link to Syllabus</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192">http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192</a></p>
Autumn 2	Families 1	Social Differentiation and Stratification 2	Families and Households and Education	Crime and Deviance and Beliefs	<p><b><u>Assessment for GCSE</u></b></p> <p>Summer of Year 11 – 2 x 1hr 45min exams</p> <ul style="list-style-type: none"> <li>● Paper 1: Families, Education, Theory and Methods</li> <li>● Paper 2: Crime, Social stratification, Theory and Methods</li> </ul>
Spring 1	Families 2	Crime and Deviance 1	Families and Education	Crime and Deviance PPE preparation	<p><b><u>Coursework</u></b></p> <p>None</p>

Spring 2	Education 1	Crime and Deviance 2	Families and Education	Theory and methods	<p><b><u>Links to online support</u></b></p> <p><a href="http://www.gojimo.com/gcse-sociology-revision/">http://www.gojimo.com/gcse-sociology-revision/</a></p> <p><a href="https://collins.co.uk/pages/revision-collins-gcse-revision-flashcards-resources">https://collins.co.uk/pages/revision-collins-gcse-revision-flashcards-resources</a></p>
Summer 1	Education 2	Revision	Introduction to Crime and Deviance	Revision	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>Textbook/Revision Practice Book <i>recommended:</i></p> <p><a href="https://www.amazon.co.uk/AQA-GCSE-Sociology-Rosie-Owens/dp/1510403116/ref=sr_1_2?s=books&amp;ie=UTF8&amp;qid=1528442836&amp;sr=1-2&amp;keywords=sociology+gcse+9-1">https://www.amazon.co.uk/AQA-GCSE-Sociology-Rosie-Owens/dp/1510403116/ref=sr_1_2?s=books&amp;ie=UTF8&amp;qid=1528442836&amp;sr=1-2&amp;keywords=sociology+gcse+9-1</a></p> <p><a href="https://www.amazon.co.uk/GCSE-Sociology-Revision-Practice-Collins/dp/0008227454/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&amp;psc=1&amp;refRID=TE4BARKVJV6DBZ078XQG">https://www.amazon.co.uk/GCSE-Sociology-Revision-Practice-Collins/dp/0008227454/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&amp;psc=1&amp;refRID=TE4BARKVJV6DBZ078XQG</a></p>



Summer 2	Sociological Research Methods	Revision	Revision for and completion of Entrance exams		
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**Subject: Spanish KS3 / GCSE / A-Level**

**Exam Board: AQA**

	Year 9	Year 10	Year 11	Year 12	Year 13	Additional information
Autumn 1	Introductions Pronunciation School subjects	1.1 Relationships 1.2 Marriage & partnership	7.1 Environment	Modern and traditional values Cyberspace Film: el laberinto del fauno	Immigration Racism Film: el laberinto del fauno Book: Como agua para chocolate Independent Research Project	<p><b><u>Links to Syllabus</u></b></p> <p><a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance</a></p> <p><a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/specification-at-a-glance</a></p> <p><b><u>Assessment for GCSE</u></b> - Summer of Year 11:</p> <ul style="list-style-type: none"> <li>• Paper 1 <b>Listening F</b> (35 mins) / <b>H</b> (40 mins)</li> <li>• Paper 2 <b>Speaking F</b> (7-9 mins) / <b>H</b> (10-12 mins)               <ol style="list-style-type: none"> <li>1. Role play</li> <li>2. Photo card</li> <li>3. General Conversation</li> </ol> </li> <li>• Paper 3 <b>Reading F</b> (45 mins) / <b>H</b> (1 hour)</li> <li>• Paper 4 <b>Writing F</b> (1 hour) / <b>H</b> (1 hour 15 mins)</li> <li>• Each skill accounts for 25% of the total grade</li> </ul> <p><b><u>Assessment for GCE</u></b> - Summer of Year 13:</p> <ul style="list-style-type: none"> <li>• Paper 1 <b>Listening, Reading &amp; Writing</b> (2h30)</li> <li>• Paper 2 <b>Writing</b> (2 hours)</li> <li>• Paper 3 <b>Speaking</b> (22 mins approximately)               <ul style="list-style-type: none"> <li>○ Stimulus card</li> <li>○ Independent Research Project</li> </ul> </li> </ul> <p><b><u>Links to online support</u></b></p> <p><a href="http://www.vocabexpress.co.uk">www.vocabexpress.co.uk</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p>
Autumn 2	Physical appearance Personality Family relationships Friendships	9.1 School subjects 10.1 Life at school & college 3.2 Food / diet / eating out	7.2 Poverty and Homelessness	Equal rights Modern day idols Film: el laberinto del fauno	Integration Today's youth, tomorrow's citizens Film: el laberinto del fauno Book: Como agua para chocolate Independent Research Project	
Spring 1	Sport & free time activities	6.2 Healthy/ Unhealthy living	6.1 Charity/ Voluntary Work	Spanish regional identity Cultural heritage Film: el laberinto del fauno	Monarchies and dictatorships Popular movements Film: el laberinto del fauno Book: Como agua para chocolate Independent Research Project	
Spring 2	Holidays & travel Regions of Spain Festivals	<b>2021-22</b> 8.1 & 8.2 Holidays & travel Regions of Spain <b>2022-23</b> 5.1 Home 5.2 Where I live	End of course examination focus	End of year examination focus	End of course examination focus	
Summer 1	Music, TV & Cinema	11.1 University or work?	End of course examination focus	End of year examination focus	End of course examination focus	

Summer 2	Social media Mobile technology	12.1 Choice of career 4.1 Festivals	End of course examination focus	Start of A2 content Book: Como agua para chocolate Independent Research Project launch	End of course examination focus	<a href="http://www.wordreference.com">www.wordreference.com</a> <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> <b>Subject Specific Resources Needed</b> <ul style="list-style-type: none"> <li>• Spanish/ English Dictionary</li> <li>• AQA GCSE Vocabulary - new course</li> </ul> <a href="https://docs.google.com/document/d/1sm_gE0ZGD_UH_2Y80R88O88A7NIK_COBZ/edit">https://docs.google.com/document/d/1sm_gE0ZGD_UH_2Y80R88O88A7NIK_COBZ/edit</a>
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**Subject: Sport BTEC Level 2 Award**

**Exam Board: Edexcel**

	Year 10	Year 11	Additional information
	<b>Unit 1: Fitness for Sport and Exercise</b> <b>Unit 2: Practical Sports Performance</b>	<b>Unit 5: The Sports Performer in Action</b> <b>Unit 3: Applying the Principles of Personal Training</b>	<a href="#">Click for link to specification</a>
Autumn 1	<b>Unit 1 Fitness for Sport and Exercise</b>  <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Components of physical fitness</li> <li>● <b>A.2</b> Components of skill-related fitness</li> <li>● <b>A.3</b> Why fitness components are important for successful participation in given sports</li> <li>● <b>A.4</b> Exercise intensity</li> <li>● <b>A.5</b> The basic principles of training (FITT)</li> <li>● <b>A.6</b> Additional principles of training</li> </ul>	<b>Unit 5: The Sports Performer in Action</b>  <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Short-term effects of exercise of the musculoskeletal system</li> <li>● <b>A.2</b> Short term effects of exercise on the cardiorespiratory system</li> <li>● <b>A.3</b> Long term adaptations of the musculoskeletal system</li> <li>● <b>A.4</b> Long term adaptations of the cardiorespiratory system</li> </ul>	<a href="#">Student resources from Pearson</a>
Autumn 2	<b>Learning Aim B</b> <ul style="list-style-type: none"> <li>● <b>B.1, 2, 3:</b> Fitness training methods: Flexibility, Speed, Strength, Muscular endurance, Power, and Aerobic Endurance</li> </ul>	<b>Unit 5: The Sports Performer in Action</b> <b>Learning Aim B</b> <ul style="list-style-type: none"> <li>● <b>B.1</b> The anaerobic energy system</li> <li>● <b>B.2</b> ATP-CP/Lactic acid anaerobic system</li> <li>● <b>B.3</b> Glycolysis/lactic acid anaerobic system</li> <li>● <b>B.4</b> The aerobic energy system</li> </ul>	<b><u>Assessment for BTEC</u></b> <ul style="list-style-type: none"> <li>· Unit 1 Online Exam: 25%</li> <li>· Unit 2, 3, 5 Coursework: 75%</li> </ul>
Spring 1	<b>Learning Aim C</b> <ul style="list-style-type: none"> <li>● <b>C.1</b> Fitness testing methods for components of fitness</li> <li>● <b>C.2</b> Importance of fitness testing to sports performers</li> <li>● <b>C.3</b> Requirements for the administration of fitness tests</li> </ul>	<b>Unit 3: Applying the Principles of Personal Training</b>  <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Personal information to aid a training programme</li> <li>● <b>A.2</b> Programme design</li> </ul>	<b><u>Coursework</u></b> <ol style="list-style-type: none"> <li>1. Unit 2 Practical Sports Performance</li> <li>2. Unit 5 The Sports Performer in Action</li> <li>3. Unit 3 Applying the Principles of Personal Training</li> </ol>

	<ul style="list-style-type: none"> <li>● <b>C.4</b> Interpretation of fitness test results</li> </ul> <p><b>Unit 1 Exam will be sat in Spring Term 1 dependent on lessons taught e.g. a shared will sit in March a non-shared group December</b></p>		
Spring 2	<p><b>Unit 2: Practical Sports Performance / If shared group will be taught alongside Unit 1</b></p> <p><b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1,2 and 3</b> Rules, regulations and scoring systems</li> <li>● <b>A.4 and 5</b> Applications of the rules/laws of sport</li> <li>● <b>A.6</b> Roles of officials</li> <li>● <b>A.7</b> Responsibilities of officials</li> </ul>	<p><b>Unit 3: Applying the Principles of Personal Training</b></p> <p><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Musculoskeletal system</li> <li>● <b>B.2</b> Cardiorespiratory system</li> </ul>	
Summer 1	<p><b>Unit 2: Practical Sports Performance</b></p> <p><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Components of physical fitness</li> <li>● <b>B.2 and 3</b> Technical and tactical demands in sport</li> <li>● <b>B.4</b> Safe and appropriate participation</li> <li>● <b>B.5 and 6</b> Relevant skills, techniques and tactics</li> <li>● <b>B 7,8,9 10 and 11</b> Practical Demonstration</li> </ul>	<p><b>Unit 3: Applying the Principles of Personal Training</b></p> <p><b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Safely implement personal fitness training programme</li> <li>● <b>C.2</b> Training diary for each session recording</li> <li>● <b>C.3</b> The measures for success</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <ul style="list-style-type: none"> <li>● PE kit for practical sessions</li> </ul>
Summer 2	<p><b>Unit 2: Practical Sports Performance</b></p> <p><b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Observation Checklists</li> <li>● <b>C.2</b> Review own performance</li> </ul>	<p><b>Unit 3: applying the Principles of Personal Training</b></p> <p><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Review of training programme</li> </ul> <p><b>Course completed by end of May</b></p>	

**Subject: BTEC Sport (2016 course) Extended Certificate**

**Exam Board: Edexcel**

	Year 12	Year 13	Additional information
	<b>Unit 1</b> Principles of Anatomy and Physiology <b>Unit 3</b> Professional Development in the Sports Industry	<b>Unit 2</b> Fitness Training and Programming for Health, Sport and Wellbeing <b>Unit 7</b> Practical Sports Performance	<a href="#">Click for link to specification</a>
Autumn 1	<i>Induction Task responses and Baseline Assessments</i>  <b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Structure of the skeletal system</li> <li>● <b>A.2</b> Functions of the skeletal system</li> <li>● <b>A.3</b> Joints</li> <li>● <b>A.4</b> Responses of the cardiovascular system</li> <li>● <b>A.5</b> Adaptations of the skeletal system</li> <li>● <b>A.6</b> Additional factors that affect the skeletal system</li> </ul> <b>Unit 3 Professional Development in the Sports Industry</b> <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Scope and provision of the sports industry</li> <li>● <b>A.2</b> Careers and jobs in the sports industry</li> <li>● <b>A.3</b> Professional training routes, legislation and skills</li> <li>● <b>A.4</b> Sources of continuing professional development</li> </ul>	<b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b> <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> Positive lifestyle factors and their effect on health</li> <li>● <b>A.2</b> Negative lifestyle factors and their effect on health</li> <li>● <b>A.3</b> Lifestyle modification techniques</li> </ul> <b>Unit 7 Practical Sports Performance</b> <b>Learning Aim A</b> <ul style="list-style-type: none"> <li>● <b>A.1</b> NGB rules/laws in selected sports</li> <li>● <b>A.2</b> Roles and responsibilities of officials</li> </ul>	<b>ISBN of textbooks</b>  <b>Book 1 – 9781292134000</b>  <b>Book 2 - 9781292134062</b>  <b>Summary</b>  <u><b>Year 1</b></u> <b>Unit 1</b> Principles of Anatomy and Physiology (EXAM Unit) <b>Unit 3</b> Professional Development in the Sports Industry (Coursework Unit)  <u><b>Year 2</b></u> <b>Unit 2</b> Fitness Training and

			Programming for Health, Sport and Wellbeing (EXAM Unit) <b>Unit 7 Practical Sports Performance</b> (Coursework Unit)
Autumn 2	<p><b>Unit 1 Principles of Anatomy and Physiology</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Characteristics and functions of different types of muscles</li> <li>● <b>B.2</b> Major skeletal muscles of the skeletal system</li> <li>● <b>B.3</b> Antagonistic muscles pairs</li> <li>● <b>B.4</b> Types of skeletal muscle contraction</li> <li>● <b>B.5</b> Fibre types</li> <li>● <b>B.6</b> Responses of the muscular system to exercise</li> <li>● <b>B.7</b> Adaptations of the muscular system to exercise</li> <li>● <b>B.8</b> Additional factors that affect the muscular system</li> </ul> <p style="text-align: center;"><b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Structure of the respiratory system</li> <li>● <b>C.2</b> Functions of the respiratory system</li> <li>● <b>C.3</b> Lung volumes</li> <li>● <b>C.4</b> Control of breathing</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Personal skills audit for potential careers</li> <li>● <b>B.2</b> Planning personal development</li> <li>● <b>B.3</b> Maintaining a personal profile/record of achievement and experience</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Screening processes</li> <li>● <b>B.2</b> Health monitoring tests</li> <li>● <b>B.3</b> Interpreting the results of health monitoring tests</li> </ul> <p><b>Unit 7 Practical Sports Performance</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Technical demands required to perform in sport</li> <li>● <b>B.2</b> Tactical demands applied in sports performance</li> </ul>	<p><b><u>Assessment Summary</u></b></p> <p>2 Exam Units (1 &amp; 2)</p> <p>6 Coursework Units (3 &amp; 7)</p>

Spring 1	<p><b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● C.5 Responses of the cardiorespiratory system to exercise</li> <li>● C.6 Adaptations of the cardiorespiratory system to exercise</li> <li>● C.7 Additional factors affecting the cardiorespiratory system</li> </ul> <p style="text-align: center;"><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● D.1 Structure of the cardiovascular system</li> <li>● D.2 Function of the cardiovascular system</li> <li>● D.3 Nervous control of the cardiac cycle</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● C.1 Job applications</li> <li>● C.2 Interview and selected career pathway-specific skills</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● C.1 Common terminology related to nutrition</li> <li>● C.2 Components of a balanced diet</li> <li>● C.3 Nutritional strategies for individuals taking part in training programmes</li> </ul> <p><b>Unit 7 Practical Sports Performance</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● C.1 Safe and appropriate practical performance and demonstration</li> </ul>	
Spring 2	<p><b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● D.4 Responses of the cardiovascular system to exercise</li> <li>● D.5 Adaptations of the cardiovascular system to exercise</li> <li>● D.6 Additional factors affecting the cardiovascular system</li> </ul> <p style="text-align: center;"><b>Learning Aim E</b></p> <ul style="list-style-type: none"> <li>● E.1 The role of ATP in exercise</li> <li>● E.2 The ATP-PC (alactic) system</li> <li>● E.3 The lactate system</li> <li>● E.4 The aerobic system</li> <li>● E.5 Adaptations of the energy system to exercise</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● D.1 Components of fitness to be trained</li> <li>● D.2 Training methods for physical fitness-related components</li> <li>● D.3 Training methods for skill related-fitness components</li> </ul> <p><b>Unit 7 Practical Sports Performance</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● D.1 Assessment methods to review performance</li> <li>● D.2 Review performance in 2 selected sports</li> <li>● D.3 Developments to improve performance</li> </ul>	<p><b><u>Links to online support</u></b></p> <p><a href="#">BTEC Nationals   Sport (2016)</a></p>



	<ul style="list-style-type: none"> <li>● <b>E.6</b> Additional factors affecting the energy systems</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b></p> <p style="text-align: center;"><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Review and evaluation</li> <li>● <b>D.2</b> Updated SWOT and analysis plan</li> </ul>		
Summer 1	<p><b>Unit 1 Principles of Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>● Revision</li> <li>● May Exam</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b></p> <p style="text-align: center;"><b>Learning Aim E</b></p> <ul style="list-style-type: none"> <li>● <b>E.1</b> Principles of fitness training programme design</li> <li>● Review of Part A for exam and completion of notes</li> <li>● Exam</li> </ul> <p><b>Unit 7 Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>PE kit for practical sessions</p>
Summer 2	<p><b>Unit 3 Professional Development in the Sports Industry</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul>		

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**Subject: BTEC Sport (2016 course) Diploma**

**Exam Board: Edexcel**

	Year 12	Year 13	Additional information
	<p><b>Unit 1</b> Principles of Anatomy and Physiology  <b>Unit 3</b> Professional Development in the Sports Industry  <b>Unit 4</b> Sports Leadership  <b>Unit 7</b> Practical Sports Performance  <b>Unit 10</b> Sports Event Organisation</p>	<p><b>Unit 2</b> Fitness Training and Programming for Health, Sport and Wellbeing  <b>Unit 5</b> Application of Fitness Testing  <b>Unit 22</b> Investigating Business in Sport and Active Leisure Industry  <b>Unit 23</b> Skill Acquisition</p>	<p><a href="#">Click for link to specification</a></p>
Autumn 1	<p><i>Induction Task responses and Baseline Assessments</i></p> <p><b>Unit 1 Principles of Anatomy and Physiology</b>  <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Structure of the skeletal system</li> <li>● <b>A.2</b> Functions of the skeletal system</li> <li>● <b>A.3</b> Joints</li> <li>● <b>A.4</b> Responses of the cardiovascular system</li> <li>● <b>A.5</b> Adaptations of the skeletal system</li> <li>● <b>A.6</b> Additional factors that affect the skeletal system</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b>  <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Scope and provision of the sports industry</li> <li>● <b>A.2</b> Careers and jobs in the sports industry</li> <li>● <b>A.3</b> Professional training routes, legislation and skills</li> <li>● <b>A.4</b> Sources of continuing professional</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b>  <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Positive lifestyle factors and their effect on health</li> <li>● <b>A.2</b> Negative lifestyle factors and their effect on health</li> <li>● <b>A.3</b> Lifestyle modification techniques</li> </ul> <p><b>Unit 5 Application of Fitness Testing</b>  <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1 &amp; 2</b> Reliability and Validity of fitness</li> <li>● <b>A.3</b> Practicality and suitability of fitness tests</li> <li>● <b>A.4</b> Ethical issues associated with fitness screening</li> </ul> <p><b>Unit 22 Investigating Business in Sport and Active Leisure Industry</b>  <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Features and organisation of sport and active leisure businesses</li> </ul>	<p><b>ISBN of textbooks</b></p> <p><b>Book 1 – 9781292134000</b></p> <p><b>Book 2 - 9781292134062</b></p> <p><b>Summary</b></p> <p><b>Year 1</b></p> <p><b>Unit 1</b> Principles of Anatomy and Physiology (EXAM unit)  <b>Unit 3</b> Professional Development in the Sports Industry (Coursework Unit)  <b>Unit 4</b> Sports Leadership (Coursework Unit)  <b>Unit 7</b> Practical Sports</p>

	<p>development</p> <p><b>Unit 4 Sports Leadership</b> <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Different leadership roles</li> <li>● <b>A.2</b> Skills, qualities and characteristics and application</li> <li>● <b>A.3</b> Importance and effective use of skills when leading</li> </ul> <p><b>Unit 7 Practical Sports Performance</b> <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> NGB rules/laws in selected sports</li> <li>● <b>A.2</b> Roles and responsibilities of officials</li> </ul> <p><b>Unit 10 Sports Event Organisation</b> <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Different types of sports events</li> <li>● <b>A.2</b> Planning, promotion and delivery of sports events</li> </ul>	<ul style="list-style-type: none"> <li>● <b>A.2</b> Aims and objectives of sport and active leisure businesses</li> <li>● <b>A.3</b> Provision of sports facilities, programme and services</li> <li>● <b>A.4</b> Customer groups in a sport and active leisure business</li> <li>● <b>A.5</b> Stakeholders and their influence</li> <li>● <b>A.6</b> Law, legislation and safeguarding</li> </ul> <p><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Business models</li> </ul> <p><b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Job roles and person specification</li> <li>● <b>C.2</b> Types of employment</li> <li>● <b>C.3</b> Human resource management</li> <li>● <b>C.4</b> Physical resource management</li> </ul> <p><b>Unit 23 Skill Acquisition</b> <b>Learning Aim A</b></p> <ul style="list-style-type: none"> <li>● <b>A.1</b> Learning and performance</li> <li>● <b>A.2</b> Characteristic and classifications of skills</li> <li>● <b>A.3</b> Characteristic and classifications of abilities</li> </ul>	<p>Performance (Coursework Unit)</p> <p><b>Unit 10</b> Sports Event Organisation (Coursework Unit)</p> <p><b>Year 2</b></p> <p><b>Unit 2</b> Fitness Training and Programming for Health, Sport and Wellbeing (EXAM Unit)</p> <p><b>Unit 5</b> Application of Fitness Testing (Coursework Unit)</p> <p><b>Unit 22</b> Investigating Business in Sport and Active Leisure Industry (Exam Unit)</p> <p><b>Unit 23</b> Skill Acquisition (Coursework Unit)</p>
Autumn 2	<p><b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Characteristics and functions of different types of muscles</li> <li>● <b>B.2</b> Major skeletal muscles of the skeletal system</li> <li>● <b>B.3</b> Antagonistic muscles pairs</li> <li>● <b>B.4</b> Types of skeletal muscle contraction</li> <li>● <b>B.5</b> Fibre types</li> <li>● <b>B.6</b> Responses of the muscular system to exercise</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b></p> <p><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Screening processes</li> <li>● <b>B.2</b> Health monitoring tests</li> <li>● <b>B.3</b> Interpreting the results of health monitoring tests</li> </ul> <p><b>Unit 5 Application of Fitness Testing</b> <b>Learning Aim B</b></p>	<p><b>Assessment Summary</b></p> <p>3 Exam Units (1, 2 &amp; 22)</p> <p>6 Coursework Units (3,4,7,10 and 5,23)</p>

	<ul style="list-style-type: none"> <li>● <b>B.7</b> Adaptations of the muscular system to exercise</li> <li>● <b>B.8</b> Additional factors that affect the muscular system</li> </ul> <p style="text-align: center;"><b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Structure of the respiratory system</li> <li>● <b>C.2</b> Functions of the respiratory system</li> <li>● <b>C.3</b> Lung volumes</li> <li>● <b>C.4</b> Control of breathing</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Personal skills audit for potential careers</li> <li>● <b>B.2</b> Planning personal development</li> <li>● <b>B.3</b> Maintaining a personal profile/record of achievement and experience</li> </ul> <p><b>Unit 4 Sports Leadership</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Psychological factors that could affect leadership</li> <li>● <b>B.1</b> Leadership and psychological factors</li> </ul> <p><b>Unit 7 Practical Sports Performance</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Technical demands required to perform in sport</li> <li>● <b>B.2</b> Tactical demands applied in sports performance</li> </ul> <p><b>Unit 10 Sports Event Organisation</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Feasible proposal for a sports event</li> </ul>	<ul style="list-style-type: none"> <li>● <b>B.1 &amp; 2</b> Fitness tests to assess components of physical and skill related fitness</li> </ul> <p><b>Unit 22 Investigating Business in Sport and Active Leisure Industry</b></p> <p style="text-align: center;"><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Marketing 7 P's</li> <li>● <b>D.2</b> Meeting the needs of the customer</li> </ul> <p style="text-align: center;"><b>Learning Aim E</b></p> <ul style="list-style-type: none"> <li>● <b>E.1</b> Financing a business in the sport and active leisure industry</li> <li>● <b>E.2</b> Financial records</li> </ul> <p style="text-align: center;"><b>Learning Aim F</b></p> <ul style="list-style-type: none"> <li>● <b>F.1</b> Trends in the sport and active leisure industry</li> <li>● <b>F.2</b> Developing products and services to take advantage</li> </ul> <p><b>Unit 23 Skill Acquisition</b></p> <p style="text-align: center;"><b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Information processing models</li> <li>● <b>B.2</b> Perception</li> <li>● <b>B.3</b> Decision making and reaction time</li> <li>● <b>B.4</b> Types of feedback</li> </ul>	
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<p>Spring 1</p>	<p><b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.5</b> Responses of the cardiorespiratory system to exercise</li> <li>● <b>C.6</b> Adaptations of the cardiorespiratory system to exercise</li> <li>● <b>C.7</b> Additional factors affecting the cardiorespiratory system</li> </ul> <p style="text-align: center;"><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Structure of the cardiovascular system</li> <li>● <b>D.2</b> Function of the cardiovascular system</li> <li>● <b>D.3</b> Nervous control of the cardiac cycle</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Job applications</li> <li>● <b>C.2</b> Interview and selected career pathway-specific skills</li> </ul> <p><b>Unit 4 Sports Leadership</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Expectations of leadership</li> <li>● <b>C.2</b> Practical skills required for different leadership styles</li> </ul> <p><b>Unit 7 Practical Sports Performance</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Safe and appropriate practical performance and demonstration</li> </ul> <p><b>Unit 10 Sports Event Organisation</b> <b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.1</b> Develop a proposal for a sports event</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Common terminology related to nutrition</li> <li>● <b>C.2</b> Components of a balanced diet</li> <li>● <b>C.3</b> Nutritional strategies for individuals taking part in training programmes</li> </ul> <p><b>Unit 5 Application of Fitness Testing</b> <b>Learning Aim B</b></p> <ul style="list-style-type: none"> <li>● <b>B.3</b> Planning of tests</li> <li>● <b>B.4</b> Administration of tests</li> </ul> <p><b>Unit 22 Investigating Business in Sport and Active Leisure Industry</b></p> <ul style="list-style-type: none"> <li>● Exam to be taken in the January</li> </ul> <p><b>Unit 23 Skill Acquisition</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Behaviourist theories</li> <li>● <b>C.2</b> Cognitive theories</li> <li>● <b>C.3</b> Phases of skill learning</li> <li>● <b>C.4</b> Transfer of learning</li> </ul>	
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<p>Spring 2</p>	<p><b>Unit 1 Principles of Anatomy and Physiology</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.4</b> Responses of the cardiovascular system to exercise</li> <li>● <b>D.5</b> Adaptations of the cardiovascular system to exercise</li> <li>● <b>D.6</b> Additional factors affecting the cardiovascular system</li> </ul> <p style="text-align: center;"><b>Learning Aim E</b></p> <ul style="list-style-type: none"> <li>● <b>E.1</b> The role of ATP in exercise</li> <li>● <b>E.2</b> The ATP-PC (alactic) system</li> <li>● <b>E.3</b> The lactate system</li> <li>● <b>E.4</b> The aerobic system</li> <li>● <b>E.5</b> Adaptations of the energy system to exercise</li> <li>● <b>E.6</b> Additional factors affecting the energy systems</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Review and evaluation</li> <li>● <b>D.2</b> Updated SWOT and analysis plan</li> </ul> <p><b>Unit 4 Sports Leadership</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.3</b> Leading a sport and exercise activity</li> <li>● <b>C.4</b> Effectiveness and impact of leadership</li> </ul> <p><b>Unit 7 Practical Sports Performance</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Assessment methods to review performance</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b></p> <p><b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Components of fitness to be trained</li> <li>● <b>D.2</b> Training methods for physical fitness-related components</li> <li>● <b>D.3</b> Training methods for skill related-fitness components</li> </ul> <p><b>Unit 5 Application of Fitness Testing</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Produce a fitness profile for a selected sports performer</li> <li>● <b>C.2</b> Providing feedback to a selected sports performer</li> </ul> <p><b>Unit 23 Skill Acquisition</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Presentation of skills</li> <li>● <b>D.2</b> Types of practice</li> <li>● <b>D.3</b> Styles of teaching</li> <li>● <b>D.4</b> Styles of learning</li> <li>● <b>D.5</b> Methods of guidance</li> </ul>	<p><u><b>Links to online support</b></u></p> <p><a href="#">BTEC Nationals   Sport (2016)</a></p>
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	<ul style="list-style-type: none"> <li>● <b>D.2</b> Review performance in 2 selected sports</li> <li>● <b>D.3</b> Developments to improve performance</li> </ul> <p><b>Unit 10 Sports Event Organisation</b> <b>Learning Aim C</b></p> <ul style="list-style-type: none"> <li>● <b>C.1</b> Planning and delivery of a sports event</li> <li>● <b>C.2</b> Promotion of a sports event</li> </ul>		
Summer 1	<p><b>Unit 1 Principles of Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>● Revision</li> <li>● May Exam</li> </ul> <p><b>Unit 3 Professional Development in the Sports Industry</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 4 Sports Leadership</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 7 Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 10 Sports Event Organisation</b> <b>Learning Aim D</b></p> <ul style="list-style-type: none"> <li>● <b>D.1</b> Review the planning and delivery of a sports event</li> <li>● <b>D.2</b> Reflect on own performance</li> </ul>	<p><b>Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing</b> <b>Learning Aim E</b></p> <ul style="list-style-type: none"> <li>● <b>E.1</b> Principles of fitness training programme design</li> <li>● Review of Part A for exam and completion of notes</li> <li>● Exam</li> </ul> <p><b>Unit 5 Application of Fitness Testing</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 23 Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul>	<p><b><u>Subject Specific Resources Needed</u></b></p> <p>PE kit for practical sessions</p>
Summer 2	<p><b>Unit 3 Professional Development in the Sports Industry</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 4 Sports Leadership</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 7 Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul> <p><b>Unit 10 Sports Event Organisation</b></p> <ul style="list-style-type: none"> <li>● Completion of assignment work</li> </ul>		

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**Subject: A Level Theatre Studies**

**Exam Board: Edexcel**

	Year 12	Year 13	Additional information
Autumn 1	<p>Introduction to the course.</p> <p>Skills development - devising &amp; monologue.</p>	<p>Component 2 - Performance from text</p> <p>Component 3 - Brecht &amp; Lysistrata</p>	<p>Drama &amp; Theatre Studies Specification:  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html</a></p> <p>This website also contains links to past papers and exemplar material.</p> <p>Component 1 - Devising - 40% - Internally assessed &amp; Externally Moderated.</p> <p>Component 2 - Performance from text - monologue &amp; group performance - 20% - Externally Assessed.</p> <p>Component 3 - Theatre Makers in practice - 2hrs 30 Minutes Written Examination - 40% - Externally Assessed.</p>
Autumn 2	<p>Component 1 - Devising</p> <p>Component 3 - Equus &amp; Live Theatre</p>	<p>Component 2 - Performance from text</p> <p>Component 3 - Brecht &amp; Lysistrata</p>	
Spring 1	<p>Component 1 - Devising</p> <p>Component 3 - Equus &amp; Live Theatre</p>	<p>Component 2 - Performance from text</p>	
Spring 2	<p>Component 1 - Devising</p>	<p>Component 2 - Performance from text</p>	

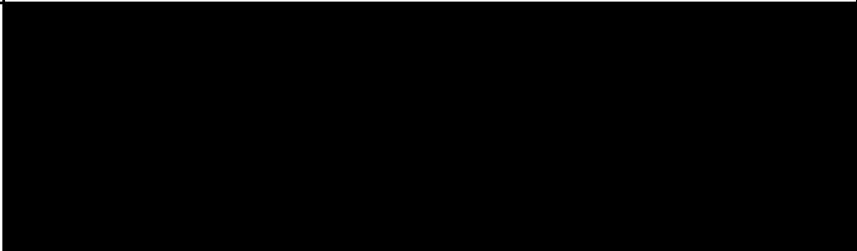


		Component 3 - Equus, Live Theatre & Lysistrata	Equus - Peter Schaffer Lysistrata - Aristophanes
Summer 1	Component 1 - Devising	Component 3 - Equus, Live Theatre & Lysistrata	Frantic Assembly Book of Devising - Frantic Assembly  Live Theatre - Students will be taken to see a piece of live theatre in year 12 & year 13 that they can use for their live theatre evaluation section of component 3.
Summer 2	Skills Development - Component 2 - Group performance & monologues	Component 3 - Equus, Live Theatre & Lysistrata	

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## BTEC National Applied Law (Pearson BTEC)

	Year 12	Year 13
Autumn 1	<p>Intro to Civil &amp; criminal law, common &amp; statutory law, principle of precedent</p> <p>Unit 1: Dispute solving in Civil Law</p> <p>LA D: Tort: Duty of Care, breach of DoC, causation of damage</p> <p>LA E: Calculation of damages</p> <p>LA A: the Civil court system in English law: the 3 track system, the different courts, appeals in the civil court system, alternatives to court</p>	<p>Unit 4: Family Law</p> <p>LA A: the formation of legal adult relationships: marriage, civil partnership &amp; cohabitation and their corresponding rights</p> <p>LA B The ending of adult relationships: divorce, dissolution and nullity and the grounds for gaining these</p> <p>Unit 4LA AB Assignment</p>
Autumn 2	<p>LA B: legal professionals: the role of Judges, barristers and solicitors in solving disputes</p> <p>LA C: judicial precedent: the principles of judicial precedent, the hierarchy of the courts, when a precedent can be set</p> <p>Part A Task preparation</p>	<p>Unit 4: Family Law</p> <p>LA C: Investigate the legal rules governing the distribution of money &amp; property on the breakdown of a relationship: : legal orders &amp; the factors deciding these, the MCA 1973, maintenance and calculation of.</p> <p>LA D: Examine how courts resolve disputes over children</p> <p>Children's rights, parental rights and responsibilities, the family courts and orders for children</p> <p>LA CD Assignment</p> <p>Unit 3: Applying the Law</p> <p>Recap principles of criminal law from Unit 2</p> <p>LA A: Homicide: murder, voluntary manslaughter &amp; involuntary manslaughter</p>
Spring 1	<p>Unit 1 Task (external assessment)</p> <p>Unit 2: <b>Investigating Aspects of Criminal Law and the Legal System</b></p> <p>LA A: Explore how statutory rules are made</p> <p>How statute is made in Parliament: the process and the influences over Parliament: political, pressure groups, media, Law commission</p> <p>The principles of statutory interpretation: how judges interpret statute: the rules of interpretation and aids to interpretation.</p>	<p>Unit 3: Applying the Law</p> <p>LA A: Homicide: murder, voluntary manslaughter &amp; involuntary manslaughter</p> <p>LA B: Corporate Manslaughter</p> <p>LA C: Defences in Criminal law: self defence, automatism, insanity, intoxication, duress</p>

Spring 2	<p>Unit 2: <b>Investigating Aspects of Criminal Law and the Legal System</b>          LA B Examine how legislation is made outside of Parliament: Delegated legislation: Orders in Council, Statutory Instruments &amp; By Laws. how these can be challenged: evaluation of effectiveness          EU regulations, directives and ECJ decisions.</p>	<p>Unit 3: Applying the Law          LA D Property offences: Theft, burglary, robbery, fraud by false representation.          LA E Police Powers: PACE 1984, stop, search, arrest, detention</p>
Summer 1	<p>Unit 2 LA AB Assignment          Unit 2 <b>Investigating Aspects of Criminal Law and the Legal System</b>          LA C Explore the various legal personnel involved in a criminal trial: Juries, Magistrates, Judges, Solicitors and Barristers; role in criminal courts: crown &amp; magistrates &amp; appeal courts</p>	<p>Unit 3: Applying the law          Preparation for Unit 3 task (external assessment)</p>
Summer 2	<p>Unit 2  <b>D:</b> Apply the key elements of crime and sentencing in non-fatal offence case studies          Actus reus &amp; mens rea, assault battery, s47 ABH, s20 GBH, s18 GBH with intent, sentencing          Unit 2 LA CD Assignment</p>	

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**BTEC National Business: Year 12**  
**Pearson BTEC**

Units for both Diploma & Extended Certificate groups			Additional units for Diploma group only	
Unit	Unit 1: Exploring Business	Unit 2: Developing a Marketing campaign	Unit 3: Personal & Business Finance	Unit 5: International Business
Aut 1	<p>LA A: Explore the features of different businesses and analyse what makes them successful</p> <p>A1 Features of businesses</p> <p>A2 Stakeholders and their influence</p> <p>A3 Effective business communications</p> <p>LA B Investigate how businesses are organised</p> <p>B1 Structure and organisation</p> <p>B2 Aims and Objectives</p>	<p>LA A The Principles &amp; purposes of Marketing</p> <p>A1 Role of Marketing</p> <p>A2 Influences on marketing activity</p>	<p>LA A managing personal finance: the functions of money, planning expenditure, methods of payment, current accounts, methods of borrowing and saving</p> <p>LA B Personal finance sector: financial institutions, business communication, consumer protection, consumer advice</p>	<p>LA A Explore the international context for business operations</p> <p>A1 International business</p> <p>A2 Financing of international business</p> <p>A3 Support for international business</p>
Aut 2	<p>LA B: Complete from Aut 1</p> <p>LA AB Assignment</p>	<p>LA B Using information to develop the rationale for a marketing campaign</p> <p>B1 Purpose of researching information to identify the needs and wants of customers</p> <p>B2 Market research methods and use</p> <p>B3 Developing the rationale</p>	<p>LA C: accounting: purpose and performance of a business, capital and revenue income, capital and revenue expenditure</p> <p>LA D sources of business finance: internal &amp; external</p>	<p>LA B Investigate the international economic environment in which business operates</p> <p>B1 Globalisation</p> <p>B2 International trading blocs</p> <p>B3 Barriers to international business</p> <p>LA AB Assignment</p>
Spr 1	<p>LA C</p> <p>Examine the environment in which businesses operate</p>	<p>LA C Planning &amp; Developing a Marketing campaign</p>	<p>LA E: Break even &amp; cash flow forecast: construction of, calculation, analysis and</p>	<p>LA C Investigate the external factors that influence international businesses</p>

	<p>C1 External environment  C2 Internal environment  C3 Competitive environment  C4 Situational analysis</p>	<p>C1 Marketing campaign activity  C2 Marketing mix  C3 The marketing campaign  C4 Appropriateness of marketing campaign</p>	<p>evaluation  LA F: statement of comprehensive income:  Statement of financial position  Measuring profitability/efficiency: gross profit margin, mark up, net profit margin, ROCE, Current ratio, liquid capital ratio, Trade receivable/payable days, inventory turnover</p> <ul style="list-style-type: none"> <li>• construction of, calculation, analysis and evaluation</li> </ul>	<p>C1 External influences  C2 International business support systems</p>
Spr 2	<p>LA D Examine business markets  D1 Different market structure  D2 relationship between demand, supply and price  D3 pricing and output decisions</p>	<p>Unit 2 PPE  LA C Planning &amp; Developing a Marketing campaign (continue)</p>	<p>Unit 3 PPE  Revision and preparation for May exam</p>	<p>LA D Investigate the cultural factors that influence international businesses  D1 Cultural factors  D2 Impact of cultural factors  LA CD Assignment</p>
Sum 1	<p>LA CD Assignment  LA E Investigate the role and contribution of innovation and enterprise to business success  E1 Role of innovation and enterprise  E2 Benefits and risks associated with innovation and enterprise</p>	<p>Unit 2 Exam (external assessment) and revision/preparation</p>	<p>Unit 3 Exam (external assessment) and revision/preparation</p>	<p>LA E Examine the strategic and operational approaches to developing international trade  E1 Strategies for operating internationally  E2 Resource considerations</p>
Sum 2	<p>Complete LA E</p>	<p>LA A managing personal</p>		<p>LA E Assignment</p>

	LA E Assignment	finance: the functions of money, planning expenditure, methods of payment, current accounts, methods of borrowing and saving LA B Personal finance sector: financial institutions, business communication, consumer protection, consumer advice		
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**BTEC National Business: Year 13**

**Pearson BTEC**

Units for Extended Certificate groups		
	Unit 3: Personal & Business Finance	Unit 8: Recruitment & Selection
Aut 1	LA C: accounting: purpose and performance of a business, capital and revenue income, capital and revenue expenditure LA D sources of business finance: internal & external	LA A Examine how effective recruitment and selection contribute to business success A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process
Aut 2	LA E: Break even & cash flow forecast: construction of, calculation, analysis and evaluation LA F: statement of comprehensive income: Statement of financial position Measuring profitability/efficiency: gross profit margin, mark up, net profit margin, ROCE, Current ratio, liquid capital ratio Trade receivable/payable days, inventory turnover construction of, calculation, analysis and evaluation  Unit 3 PPE	LA A Assignment LA B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer B1 Job applications B2 Interviews and skills
Spr 1	Revision & preparation for Unit 3 Exam Unit 3 exam	Complete LA B LA C Reflect on the recruitment and selection process and your individual performance C1 Review and evaluation C2 SWOT analysis and action plan
Spr 2	If required Revision & preparation for any resits for Unit 3 Exam	LA C Assignment
Sum 1	If required: Unit 3 Exam (external assessment) and revision/preparation	Complete LA C Assignment

**Units for Diploma group only**

	Unit 4: Managing an Event	Unit 19 Pitching for a new Business	Unit 3: Personal & Business Finance	Unit 6: Principles of Management
Aut 1	<p>LA A Explore the role of an event organiser</p> <p>A1 Different tasks needed to be completed by an event organiser</p> <p>A2 Different skills needed by an effective event organiser</p> <p>A3 Common formats for skills audit collection</p>	<p>LA A Explore ideas for a micro business start up</p> <p>A1 Exploration of ideas for a micro-business start-up</p> <p>A2 Models for business opportunities</p> <p>A3 Factors to be considered when setting up a micro-business</p>	<p>LA C: accounting: purpose and performance of a business, capital and revenue income, capital and revenue expenditure</p> <p>LA D sources of business finance: internal &amp; external</p>	<p>LA A: Definitions and functions of management and leadership, Business cultures</p> <p>LA B: Management &amp; leadership styles and skills</p>
Aut 2	<p>LA A Assignment</p> <p>LA B Investigate the feasibility of a proposed event</p> <p>B1 Different types of event, and the factors affecting success</p> <p>B2 Feasibility measures and critical success factors</p>	<p>LA B Develop a business plan for viable micro business</p> <p>B1 Market analysis and planning</p> <p>B2 Legal aspects</p> <p>B3 Financial aspects</p> <p>B4 Evaluation</p>	<p>LA E: Break even &amp; cash flow forecast: construction of, calculation, analysis and evaluation</p> <p>LA F: statement of comprehensive income: Statement of financial position</p> <p>Measuring profitability/efficiency: gross profit margin, mark up, net profit margin, ROCE, Current ratio, liquid capital ratio</p> <p>Trade receivable/payable days, inventory turnover</p> <p>construction of, calculation, analysis and evaluation</p>	<p>LA C: Human Resources: labour market analysis, human resources planning, contract types, labour force turnover, productivity and absenteeism.</p> <p>LA D: factors influencing management, motivation and performance: theories of motivation (Maslow, Herzberg, Taylor, Mayo)</p> <p>Financial v non-financial motivators, Performance management &amp; training</p>
Spr 1	<p>LA C Develop a detailed plan for a business, social or social enterprise event</p>	<p>LA C Carry out a pitch for funding for the chosen micro business</p>	<p>Unit 3 Exam (external assessment) and revision/preparation</p>	<p>LA E: Managing change: factors influencing change, impact of stakeholders</p>



	<p>C1 Event planning and the use of planning tools  C2 Factors to be considered, including budgets, resources and contingency planning  LA BC Assignment</p>	<p>C1 Documents and materials for pitch to audience  C2 Professional presentation skills demonstrated in the pitch  C3 Review and evaluation of the pitch</p>		<p>LA F: Quality Management &amp; standards</p>
Spr 2	<p>LA D Stage and manage a business or social enterprise event  D1 Management of the event  D2 Problem solving</p>	<p>LA BC Assignment</p>		<p>Unit 6 PPE  Revision and preparation for exam</p>
Sum 1	<p>LA E Reflect on the running of the event and evaluate own skills development  LA D Event</p> <p>E1 Evaluation of the event  E2 Reflect on the running of the event and evaluate own skills development</p>			<p>Unit 6 Exam (external assessment) and revision/preparation</p>

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