

RAYNES

PARK HIGH SCHOOL

KS4 CURRICULUM INFORMATION
2023-2024

Respect
Resilience
Results

Our KS4 Curriculum

The KS4 curriculum at Raynes Park High School has been structured to provide our students with a broad and balanced education and ensures that students receive their statutory entitlement.

All students complete GCSEs in English (Literature and Language), Maths and Science (Combined or Triple). All students also have one hour of PE per week. In addition to this students complete 4 further qualifications, choosing from a variety of Humanities, Sciences, Languages, Creative and Practical subjects.

When making their GCSE option choices all students were required to choose 1 “Ebac” subject from History, Geography or MFL (French or Spanish) to ensure that they filled their P8 buckets. The remaining three option choices were open/free choices.

We took this stance because we recognise that each student has their own unique set of skills and interests and therefore did not force students to follow the “Ebac” pathway which requires students to study at least one Humanities subject (Geography or History) and one Modern Foreign Language.

To support our students with these choices we provided them with the information, advice and guidance to ensure that they selected appropriate courses based upon a number of factors including;

- Their academic ability
- Their strengths and weaknesses
- Their future career aspirations
- Support they may require

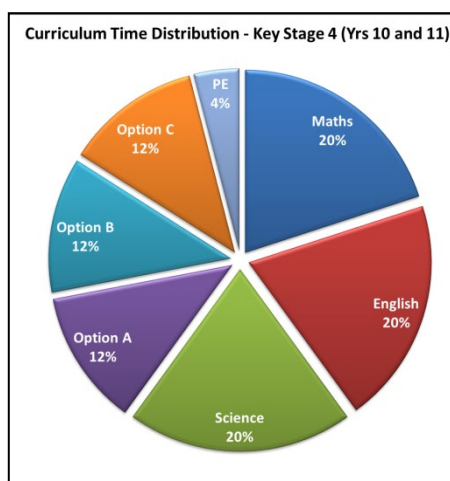
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- The academic profile of the cohort
- Changes to DfE policy
- Amendments to specifications / methods of assessment by examination boards

The KS4 curriculum is completed following a one week timetable consisting of 25x 60 minute periods – 5 periods per day.

The weighting of these periods to each subject area per 25 period week is broken down below.

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	1	60
Option A	3	180
Option B	3	180
Option C	3	180
Option D including Triple Science	3	180
Totals	25	1500



The following pages of this curriculum booklet will give you an overview as to what students in KS4 will study in each subject area over the course of this academic year.

If you have any questions or queries about our curriculum please do email ahogarth@raynespark.merton.sch.uk

A. Hogarth

Mr A Hogarth
Deputy Headteacher

Assessments and Examinations

GCSE examinations will take place at the end of Year 11, starting in May. Some vocational subjects may well have some exam units earlier. You can support your child during their KS4 studies by:

- Highlighting important assessment dates on a calendar at home
- Helping your child in planning (and sticking to!) a homework and revision timetable
- Encouraging them to use sensible aids for revision, for example note-taking, recall exercises, writing under timed conditions etc
- Contacting your child's teacher or the Head of Department if you would like to discuss a particular course
- Checking they know their exam boards

GCSE courses are examined in several ways. Under the new GCSE structure, however, most courses will only have end of course exams. This will mean constant revision of course content and staying up to date with all work is crucial. All subjects will now be graded from 9-1.

- **Examination:** Examinations are now the only form of assessment in the majority of subjects and take the form of a written paper
- **Practical Assessment:** In some subjects, such as Art, Dance, Drama and PE, students are assessed completing a practical task
- **Controlled Assessment in School:** Students may be given preparation work to do beforehand but the assessment will take place under exam conditions during school time

Attendance

There is a clear link between attendance and achievement at GCSE. Students whose attendance is below 97% (that is more than 9 days off in a school year) are significantly less likely to achieve.

- Ensure your child has at least 96% attendance
- If your child becomes too ill to stay in school, you will be contacted
- Telephone the school if your child must be absent
- Ensure your child see teachers to catch up on any work missed
- Holidays during term time will not be authorised by the school

Support available at school

The school provides a range of support systems which include:

- **Mentoring:** students who need extra support may be referred to a member of staff for mentoring. Please contact the year team if you feel that this would be of benefit.
- **Subject Staff:** departments run their own intervention sessions to support students after school. There is a wide range of resources available in school and online to assist with all subjects.
- **Year Team:** please contact the year team with any other queries you may have

Student Wellbeing

Ms Yusuf leads the wellbeing team who provide personalised support to students.

Learning Resources

A wide range of learning resources are available via the internet for students. These include:

- Satchel: <https://raynespark.satchelone.com/school/home>
- Maths: <https://sparxmaths.com/> and <https://vle.mathswatch.co.uk/vle/>
- Science: <https://www.educake.co.uk/>
- English: <https://www.educake.co.uk/>
- Revision Videos: <https://www.youtube.com>
- BBC Resources: <https://www.bbc.co.uk/bitesize>
- Oak National Academy: <https://www.thenational.academy/>

Departments will also advise you of the best websites for their specific subject revision.

KS4 KEY STAFF

HEADS OF YEAR		
MR J MC INERNEY	ACTING HEAD OF YEAR 10	jmcinerney@raynespark.merton.sch.uk
Mr L JONES	HEAD OF YEAR 11	ljones@raynespark.merton.sch.uk
MS T OGBONNA	DEPUTY HEAD OF YEAR 10	togbonna@raynespark.merton.sch.uk
MR O BOLILI	DEPUTY HEAD OF YEAR 11	obolili@raynespark.merton.sch.uk

YEAR 10 TUTOR TEAM		
10CJ	MS C JOHNSTON	cjohnston@raynespark.merton.sch.uk
10EP	MS E POPE	ljones@raynespark.merton.sch.uk
10IA	MS I AGUILAR	iaguilar@raynespark.merton.sch.uk
10MB	MS M BOWES	mbowes@raynespark.merton.sch.uk
10OP	MS O POCENTEK	opcentek@raynespark.merton.sch.uk
10RR	MS R RUBERRY	rruberry@raynespark.merton.sch.uk
10SP	MS S PERROTTA	sperrotta@raynespark.merton.sch.uk
10SR	MR S RANARAMESH	sranamesh@raynespark.merton.sch.uk

YEAR 11 TUTOR TEAM		
11GC	MR G COLLMAN	gcollman@raynespark.merton.sch.uk
11ES	MS E SCOTT/MR A BAINES	escott@raynespark.merton.sch.uk ; abaines@raynespark.merton.sch.uk
11HB	MS H BEST	hbest@raynespark.merton.sch.uk
11JL	MS J LESZCZYK	jleszczyk@raynespark.merton.sch.uk
11JT	MR J TOMBS/MR J MC CLINTON	jtombs@raynespark.merton.sch.uk ; jmclinton@raynespark.merton.sch.uk
11RH	MR R HARRIS	rharris@raynespark.merton.sch.uk
11VC	MS V FONSECA CIVICO	vfonsecacivico@raynespark.merton.sch.uk
11VS	MS V SUNTHARALINGAM	vsuntharalingam@raynespark.merton.sch.uk

HEADS OF DEPARTMENT		
MS I AGUILAR	SPANISH	iaguilar@raynespark.merton.sch.uk
MR A BAINES	MEDIA	abaines@raynespark.merton.sch.uk
MS H BEST	HISTORY & RE	hbest@raynespark.merton.sch.uk
MS M BOWES	SCIENCE	mbowes@raynespark.merton.sch.uk
MR J CAHILL	TRAVEL & TOURISM	jcahill@raynespark.merton.sch.uk
MR G COLLMAN	HUMANITIES/GEOGRAPHY	gcollman@raynespark.merton.sch.uk
MS B DAVIS	PERFORMING ARTS	bdavis@raynespark.merton.sch.uk
MR R HARRIS	ART & DESIGN	rharris@raynespark.merton.sch.uk
MR D JACKSON	COMPUTER SCIENCE	djackson@raynespark.merton.sch.uk
MR R JONES	ACCESS CENTRE	rjones@raynespark.merton.sch.uk
MS L PIGOTT	MFL	lpigott@raynespark.merton.sch.uk
MS R PUGH	SOCIAL SCIENCES	rpugh@raynespark.merton.sch.uk
MR W MOHANARAJ	MUSIC	wmohanaraj@raynespark.merton.sch.uk
MS M O'BRIEN	RSHC + C	mobrien@raynespark.merton.sch.uk
MS E POPE	DRAMA	epope@raynespark.merton.sch.uk
MR J SANDERSON	PE	jsanderson@raynespark.merton.sch.uk

MR R SANDHU	BUSINESS STUDIES	rsandhu@raynespark.merton.sch.uk
MS E SCOTT	ENGLISH	escott@raynespark.merton.sch.uk
MS B SMITH	ART	bsmith@raynespark.merton.sch.uk
MR J TOMBS	MATHS	jtombs@raynespark.merton.sch.uk

English Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>10</p> <p>AQA/ 8700 & 8702</p>	<p>An Inspector Calls AND Essay Writing Skills Examining the political message of J.B Priestley focusing on issues of wealth, class, gender and social responsibility. Developing essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Reading texts for meaning ▪ Grammar and writers' methods ▪ Analytical techniques ▪ Essay writing skills 	<p>Power & Conflict Poetry AND Essay Writing Skills Exploring and revisiting poetic form and method through the AQA poetry anthology. Developing comparative essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study <p>Language skills</p> <ul style="list-style-type: none"> ▪ writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers' methods 	<p>Macbeth AND Poetry Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Continuing poetry through the AQA poetry anthology.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers' methods 	<p>Macbeth AND Language Paper 2 Skills Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Developing comparative essay writing skills</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers' methods 	<p>Language Paper 2 AND Spoken Language Exploring a range of non-fiction texts from different eras and the disseminating power of the written word. AND Exploring poignant speeches through history focusing on their political and social message. Shaping and writing speeches for an audience.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction texts for meaning ▪ Grammar and writers' methods ▪ Non-fiction writing skills 	<p>Unseen Poetry AND Revision Exploring and revising poetic form and poetical methods through a range of unseen poetry. Recapping and securing comparative essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic stud

<p style="text-align: center;">11</p> <p style="text-align: center;">AQA/ 8700 & 8702</p>	<p>Jekyll and Hyde AND Essay Writing Skills Exploring Stevenson’s novella through literary methods and themes. Recapping and securing essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Reading texts for meaning ▪ Grammar and writers’ methods ▪ Analytical techniques ▪ Essay writing skills 	<p>Jekyll and Hyde AND Revision Exploring Stevenson’s novella through literary methods and themes. Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers’ method 	<p>Unseen Poetry AND Revision Exploring and revising poetic form and poetical methods through a range of unseen poetry. Recapping and securing comparative essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study 	<p>Revision Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers’ methods 	<p>Revision Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> ▪ Analytical techniques ▪ Essay writing skills ▪ Comparative skills through thematic study ▪ Reading texts for meaning ▪ Grammar and writers’ methods 	
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Maths Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Edexcel 1MA1 Foundation	<ul style="list-style-type: none"> ▪ Congruence ▪ Enlargements ▪ Similar shapes ▪ Similar triangles ▪ Trigonometry ▪ Pythagoras 	<ul style="list-style-type: none"> ▪ Linear equations ▪ Inequalities ▪ Bearings ▪ Speed 	<ul style="list-style-type: none"> ▪ Volume ▪ Surface Area ▪ Area ▪ Circles ▪ Vectors 	<ul style="list-style-type: none"> ▪ Ratio ▪ Currency ▪ Fractions ▪ Percentages 	<ul style="list-style-type: none"> ▪ Probability ▪ Venn diagrams ▪ Sampling ▪ Charts ▪ Frequency polygons ▪ Scatter graphs ▪ Stem & leaf diagrams ▪ Pie Charts 	<ul style="list-style-type: none"> ▪ Estimating ▪ Number sense ▪ Factors & multiples ▪ HCF/LCM ▪ Nth term
10 Higher	<ul style="list-style-type: none"> ▪ Congruence ▪ Enlargements ▪ Similar shapes ▪ Similar triangles ▪ Trigonometry ▪ Pythagoras ▪ Sine Rule ▪ Cosine Rule 	<ul style="list-style-type: none"> ▪ Linear equations ▪ Inequalities ▪ Factorising quadratics ▪ Quadratic inequalities 	<ul style="list-style-type: none"> ▪ Linear simultaneous equations ▪ Simultaneous equations involving a quadratic ▪ Bearings ▪ Speed ▪ Angles in polygons ▪ Density ▪ Surface Area ▪ Volume 	<ul style="list-style-type: none"> ▪ Vectors ▪ Ratio ▪ Percentages ▪ Iterative process 	<ul style="list-style-type: none"> ▪ Probability ▪ Venn diagrams ▪ Sampling ▪ Histograms ▪ Cumulative frequency ▪ Box plots ▪ Scatter graphs 	<ul style="list-style-type: none"> ▪ Recurring decimals ▪ Surds ▪ Bounds ▪ Estimating ▪ Number sense ▪ Quadratic sequence
11 Edexcel 1MA1 Foundation	<ul style="list-style-type: none"> ▪ Standard form ▪ Percentages of amounts ▪ Reverse percentages ▪ Simple interest 	<ul style="list-style-type: none"> ▪ Simultaneous equations ▪ Interior/exterior angles ▪ Volume ▪ Surface area ▪ Expanding brackets ▪ Factorising ▪ Changing the subject of a formulae 	<ul style="list-style-type: none"> ▪ $Y=mx+c$ ▪ Quadratic graphs ▪ Cubic graphs ▪ Reciprocal graphs ▪ Real-life graphs 	<ul style="list-style-type: none"> ▪ Distance/time graphs ▪ Speed/time graphs ▪ Pressure ▪ Density ▪ Speed ▪ Inverse proportion ▪ Transformations ▪ Construction ▪ Loci 	<ul style="list-style-type: none"> ▪ Revision 	

<p>11 Higher</p>	<ul style="list-style-type: none"> ▪ Quadratic sequences ▪ Other sequences ▪ Indices ▪ Algebraic fractions ▪ Algebraic proof 	<ul style="list-style-type: none"> ▪ $Y=mx+c$ ▪ Perpendicular lines ▪ Recognise graph shapes ▪ Equation of circles ▪ Tangent to a curve ▪ Expanding ▪ Factorising ▪ Solving quadrics ▪ Changing the subject 	<ul style="list-style-type: none"> ▪ Composite functions ▪ Inverse functions ▪ Iteration ▪ Quadratic Inequalities ▪ Key points of quadratic graphs 	<ul style="list-style-type: none"> ▪ Direct proportion equations ▪ Inverse proportion equations ▪ Pressure & density ▪ Vectors ▪ Exterior/interior angles ▪ Circle theorems ▪ Transformations ▪ Construction 	<ul style="list-style-type: none"> ▪ Revision 	
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Science Curriculum Maps 2023-2024

Key Stage 4

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Biology	<ul style="list-style-type: none"> Cell structure Cell transport 		<ul style="list-style-type: none"> Cell Division Reproduction Variation and evolution 		<ul style="list-style-type: none"> Genetics and evolution Photosynthesis Revision for end of year exams End of year exams Practical Skills 	
	Chemistry	<ul style="list-style-type: none"> Bonding structure and properties of matter Organic chemistry 		<ul style="list-style-type: none"> Energy changes 		<ul style="list-style-type: none"> Chemical changes Revision for end of year exams End of year exams Practical Skills 	
	Physics	<ul style="list-style-type: none"> Electric circuits Electricity in the home 		<ul style="list-style-type: none"> Atomic structure 		<ul style="list-style-type: none"> Forces in balance Motion Revision for end of year exams End of year exams Practical Skills 	
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	Biology	<ul style="list-style-type: none"> Organisation and digestion 		<ul style="list-style-type: none"> Organising animals and plants Reproduction Variation and evolution Genetics and evolution 		GCSE Exams	
	Chemistry	<ul style="list-style-type: none"> Chemical calculations Electrolysis Energy changes 		<ul style="list-style-type: none"> Chemical analysis 			
	Physics	<ul style="list-style-type: none"> Waves 		<ul style="list-style-type: none"> Electromagnetic waves Electromagnetism 			

Art Curriculum Maps 2023-2024

Key Stage 4

Art, Craft and Design

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Urban Landscape <ul style="list-style-type: none"> Alternative drawing techniques Stick and ink Charcoal 	Urban Landscape <ul style="list-style-type: none"> Observational drawing Artists – Ian Murpey Sculpture Acrylic Painting Print-making 	Portraiture <i>Component 1</i> <ul style="list-style-type: none"> Experimenting and refining Mixed media Marking making Presenting work 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Statement of Intent Mindmapping Experimental Drawing Artist 1 Research and Pastiche 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Artist Response Development of own artwork Photography Artist 2 Research and Pastiche 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Print-making Experimenting, developing and refining work. Workshop lessons (range of mediums)
Year 11	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Development of own artwork Producing a large scale piece Artist 3 Research Further Research 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Development of own artwork Compositional Plan Final Piece Final Evaluation 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, 	N/A

			<p>materials, techniques and processes.</p> <ul style="list-style-type: none">▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses.▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Recording ideas as work progresses	<p>materials, techniques and processes.</p> <ul style="list-style-type: none">▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses.▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>materials, techniques and processes.</p> <ul style="list-style-type: none">▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses.▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
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Business Curriculum Maps 2023-2024

Key Stage 4

NCFE Level 2 Business and Enterprise

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<ul style="list-style-type: none"> ▪ Entrepreneurs ▪ Aims and Objectives ▪ Business Structures ▪ Stakeholders 	<ul style="list-style-type: none"> ▪ Market Research ▪ The Marketing Mix ▪ Product life Cycle ▪ Product Development and Innovation ▪ Boston Matrix 	<ul style="list-style-type: none"> ▪ Recruitment ▪ Staff Development ▪ Motivation Theories 	<ul style="list-style-type: none"> ▪ Outsourcing ▪ Production Methods ▪ Quality ▪ Customer Service 	<ul style="list-style-type: none"> ▪ Internal Growth ▪ External Growth ▪ Costs of Expansion 	<ul style="list-style-type: none"> ▪ Challenges of growth ▪ Enterprise funding ▪ End of year exam ▪ Summer set work
Year 11	<ul style="list-style-type: none"> ▪ Short and long term funding ▪ Start-up costs ▪ Break-even analysis ▪ Income Statements ▪ Costs liabilities and Assets ▪ Ratio Analysis ▪ Cash Flow Management 	<p>Synoptic Project:</p> <p>This half term students will produce a Business Plan that includes:</p> <ul style="list-style-type: none"> ▪ Company Description ▪ Market Analysis ▪ Marketing ▪ Finance ▪ Evaluation ▪ Learner Log 	<ul style="list-style-type: none"> ▪ Taxation, Interest Rates ▪ GDP, Economic Growth and Decline, Employment Levels ▪ NMW, Equality Act ▪ HAS Legislation, Advertising Legislation ▪ GDPR, Social, Technological, Environmental, Competitors, Growth ▪ Sections of a Business Plan, Benefits of Business Planning 	<p>Submit synoptic project to Exam Board April 2024</p> <p>Revision of theory for exam</p>	<p>Revision and Exam Preparation</p> <p>Examination</p>	N/A

Child Development and Care 2023-2024

Key Stage 4

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<p>Content area 1 Child development 1.1 Aspects of holistic development:</p> <ul style="list-style-type: none"> ▪ Physical ▪ Cognitive ▪ Communication and language ▪ Social and emotional <p>Content area 2 Factors that influence the child's development 2.1 Nature and nurture 2.2 Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4 Transitions:</p> <ul style="list-style-type: none"> ▪ 2.4.1 Types of transition ▪ 2.4.2 The impact of transitions on the child's development <p>2.5 Support strategies</p>	<p>Content area 3 Care routines, play and activities to support the child 3.1 Basic care needs 3.2 Basic care routines and play activities to support the child's development:</p> <ul style="list-style-type: none"> ▪ 3.2.1 Basic care routines ▪ 3.2.2 Play activities <p>3.3 The role of the early years practitioner during play activities</p> <p>Content area 4: Early years provision 4.1 Types of early years provision 4.2 The purpose of early years provision 4.3 Types of early years settings 4.4 Variation in early years provision</p>	<p>Content area 5 Legislation, policies and procedures in the early years 5.1 Regulatory authority 5.2 Legislation and frameworks which underpin policy and procedure:</p> <ul style="list-style-type: none"> ▪ 5.2.1 Legislation, framework, policy and procedure definitions ▪ 5.2.2 Legislation 5.2.3 Health and safety procedure 5.2.4 Equality and inclusion procedure 5.2.5 Safeguarding procedure ▪ 5.2.6 Confidentiality procedure <p>Content Area 6 Expectations of the early years practitioner 6.1 Appearance 6.2 Behaviour 6.3 Attendance and punctuality</p>	<p>Content area 7 Roles and responsibilities within early years settings 7.1 Early years practitioner roles 7.2 Partnership working in the early years:</p> <ul style="list-style-type: none"> ▪ 7.2.1 How partnership working benefits the child, family and practitioner <p>7.3 Specialist roles within early years settings 7.4 Specialist roles outside the early years settings</p>	<p>Content area 8 The importance of observations in early years childcare 8.1 Observation and recording methods</p> <ul style="list-style-type: none"> ▪ 8.1.1 How observations support child development ▪ 8.1.2 Objective and subjective observation ▪ 8.1.3 Components of recording observations ▪ 8.1.4 Different methods of observation ▪ 8.1.5 Sharing observations 	<p>Content area 9 Planning in early years childcare 9.1 The purpose of a child-centred approach 9.2 The purpose of the planning cycle 9.3 The planning cycle</p> <ul style="list-style-type: none"> ▪ Recap and revision in preparation for exam and NEA in Year 11.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11</p>	<p>Preparation for NEA assessment using the content areas covered in Year 10. Mini mock assessments, practice tasks and content areas revisited.</p>	<p>NEA Controlled Assessment (2 hours preparation and research and 14hrs controlled assessment. To be done in lesson time but in examination conditions.</p>	<p>Revision of content areas (1-9) for External Examination</p> <p>Mock examination</p>	<p>Revision of content areas (1-9) for external examinations</p>	<p>Revision of content areas 1-9 for examination on 11/06/2024 9.00am</p> <p>Submission of NEA to exam board.</p>	
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KS4 Design & Technology Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 AQA GCSE	<p>Identifying & investigating design possibilities</p> <p>3.1 Core technical principles</p> <p>3.1.1 New and emerging technologies</p> <p>Industry</p> <p>Enterprise</p> <p>Sustainability</p> <p>People</p> <p>Culture</p> <p>Society</p> <p>Environment</p> <p>Production techniques and systems</p> <p>How the critical evaluation of new and emerging technologies informs design decisions</p>	<p>Producing briefs and specifications</p> <p>3.1.6.1 Material categories</p> <p>Papers and boards</p> <p>Natural and manufactured timbers</p> <p>Metals and alloys</p> <p>Polymers</p> <p>Textiles</p> <p>3.1.6.2 Material properties</p> <p>Material properties</p> <p>3.2 Specialist technical principles</p> <p>3.2.1 Selection of materials or components</p>	<p>Generating design ideas</p> <p>3.1.2 Energy generation and storage</p> <p>Fossil fuels</p> <p>Nuclear power</p> <p>Renewable energy</p> <p>Energy storage systems including batteries</p>	<p>Developing design ideas</p> <p>3.1.3</p> <p>Developments in new materials</p> <p>Modern materials</p> <p>Smart materials</p> <p>Composite materials</p> <p>Technical textiles</p> <p>3.1.4 Systems approach to designing</p> <p>Inputs</p> <p>Processes</p> <p>Outputs</p> <p>3.1.5 Mechanical devices</p> <p>Different types of movement</p> <p>Changing magnitude and direction of force</p> <p>3.1.6 Materials and their working properties</p>	<p>Prototyping</p> <p>3.2.2 Forces and stresses</p> <p>Materials and objects can be manipulated to resist and work with forces and stresses</p> <p>Materials can be enhanced to resist and work with forces and stresses to improve functionality</p> <p>3.2.3 Ecological and social footprint</p> <p>Ecological issues in the design and manufacture of products</p> <p>The six Rs</p> <p>Social issues in the design and manufacture of products</p>	<p>Non-Examined Assessment Prep</p> <p>3.2.4 Sources and origins</p> <p>3.2.5 Using and working with materials</p> <p>Properties of materials</p> <p>The modification of properties for specific purposes</p> <p>How to shape and form using cutting, abrasion and addition</p> <p>3.2.6 Stock forms, types and sizes</p> <p>3.2.7 Scales of production</p>

<p>11</p>	<p>Theory & Non-Examined Assessment 3.2.8 Specialist techniques and processes The use of production aids Tools, equipment and processes How materials are cut shaped and formed to a tolerance Commercial processes Quality control 3.2.9 Surface treatments and finishes 3.3 Designing and making principles</p>	<p>Theory & Non-Examined Assessment 3.3.1 Investigation, primary and secondary data Use primary and secondary data to understand client and/or user needs How to write a design brief and produce a design and manufacturing specification Carry out investigations in order to identify problems and needs 3.3.2 Environmental, social and economic challenge 3.3.3 The work of others</p>	<p>Theory & Non-Examined Assessment 3.3.4 Design strategies Generate imaginative and creative design ideas using a range of different design Strategies Explore and develop their own ideas 3.3.5 Communication of design ideas 3.3.6 Prototype development</p>	<p>Theory & Non-Examined Assessment 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management Cut materials efficiently and minimise waste Use appropriate marking out methods, data points and coordinates</p>	<p>Theory & Non-Examined Assessment 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management Cut materials efficiently and minimise waste Use appropriate marking out methods, data points and coordinates</p>	<p>Theory & Non-Examined Assessment 3.3.10 Specialist tools and equipment 3.3.11 Specialist techniques and processes Surface treatments and finishes</p>
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Food Preparation & Nutrition Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 EDUQAS GCSE	Mock NEA 1 Food Commodities – Fruits and vegetables Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 1 Food Commodities – Milk, Cheese and Yoghurt Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Food Commodities – Cereals (including flours, breakfast cereals, bread and pasta) Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 2 Food Commodities – Meat, Fish, Poultry, Eggs Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 2 Food Commodities – Butter, Oils, Margarine, Sugar and Syrup. Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing r	Theory & Non-Examined Assessment Prep Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. The science of food The effect of cooking on food Food spoilage Where food comes from Food Provenance Food manufacturing

<p>11 EDUQAS GCSE</p>	<p>Theory & Non-Examined Assessment</p> <p>Assessment 1: Removed by exam board</p> <p>Assessment 2: The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition Macronutrients and Micronutrients 3. Diet and good health Energy requirements of individuals <p>Plan balanced diets Calculate energy and nutritional values of recipes, meals and diets</p>	<p>Theory & Examined preparation</p> <ol style="list-style-type: none"> 1. Principles of nutrition Macronutrients and Micronutrients 2. Diet and good health Energy requirements of individuals 3. Food Choice Region, ethical beliefs and medical conditions 4. Food Provenance Food origins. British and international cuisines 5. Food Spoilage Cross contamination. Growth conditions of microorganism 6. Working Characteristics of food Fats and oils. Fruits and vegetables 7. Food manufacturing Technological developments. Food processes
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French Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Edexcel GCSE French FR01	<p>Qui suis-je? (Theme 1) Revision of family, friends and describing people Revision of key adjectives and adjective agreement <u>Present tense review of "être", "avoir" and irregular verbs</u> <u>Using reflexive verbs to discuss relationships</u> Describing a night out with friends using the <u>perfect tense</u> Introduction of the <u>imperfect tense</u> to discuss what you were like when you were younger <u>Using a combination of tenses (present, perfect and imperfect)</u> Introduction to picture description (describing appearance and mood)</p>	<p>Jours ordinaires, temps de loisirs (Theme 1) Revision of vocabulary around sport, music, film, TV, reading, technology and opinions Revision of vocabulary around food and celebrations Using "venir de" + infinitive <u>Present tense review of ER verbs and "faire"</u> Using "depuis" + present tense Revision of comparatives and superlatives Using direct object pronouns <u>Revision of the imperfect tense</u> Using reflexive verbs to discuss daily routine Review of adjective agreement with clothes description Role play: buying entertainment tickets Picture description: describing outfits</p> <p>Noël en France</p>	<p>De la ville à la campagne (Theme 2) Revision of places and activities in town Using the pronoun y Review of <u>present tense</u> to describe what there is/isn't in town <u>Simple future</u> to discuss plans and the weather <u>Review of present, perfect and future tenses</u> to discuss community projects Role play: discussing transport, recommended activities and asking about prices and times Practising asking questions Picture description: describing scenery and the weather</p> <p>Les traditions dans les différentes régions de France</p>	<p>Le grand large (Theme 2) <u>Review of near future tense, present tense and perfect tense</u> to discuss holidays <u>Introduction to the conditional tense</u> to discuss an ideal holiday Using en + present participle Using avant de + infinitive to discuss travel plans Role play: Booking accommodation and resolving problems Ordering in a restaurant Picture description: describing a summer/winter holiday</p> <p>Pays du Nord de l'Afrique</p>	<p>Au collège (Theme 3) Describing school subjects and facilities Comparing schools in France and Britain Discussing school rules using "il faut" and "il est interdit de" <u>Revision of imperfect tense to describe primary school</u> <u>Review of past, present and future timeframes to discuss a school exchange</u> Role play: discussing school Picture description: describing a scene in aschool</p> <p>Les différences des collèges dans les DOM-TOM</p>	<p>Preparation for oral exams Feedback EOY assessments Festivals project revising content of the year</p>

<p>11 Edexcel GCSE French FR01</p>	<p>Mon Boulot (Theme 4) Revision of professions and work preferences Using “le pire”/”le mieux” to discuss career choices <u>Review of conditional tense to discuss plans and hopes</u> <u>Review of past and present tenses to discuss past jobs/ current jobs</u> Discussing the importance of languages Adverbs Role play: Job interviews Picture description: describing different professions in a picture</p> <p>La Fête du travail?</p>	<p>Dimension Global (Theme 5) <u>Review of present tense to discuss problems facing the world</u> <u>Review of modal verbs in the conditional tense to discuss how to protect the environment and introduction to the subjunctive</u> Discussing volunteering and ethical shopping Review of opinion phrases by arguing for and against certain events Picture description: describing pictures on the topic of the environment/problems facing the world</p> <p>Big French sporting events</p>	<p>Revision and oral preparation</p>	<p>Oral preparation and revision</p>	<p>Oral exam and revision</p>	
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GCSE Geography Curriculum Map 2023-2024

Key Stage 4

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<p>The Challenge of Natural Hazards</p> <ul style="list-style-type: none"> Hazard Risk Tectonic Hazards 	<p>The Challenge of Natural Hazards</p> <ul style="list-style-type: none"> Weather Hazards Climate change 	<p>Physical Landscapes in the UK</p> <ul style="list-style-type: none"> Overview of UK locations River landscapes <p>Physical Fieldwork</p>	<p>Physical Landscapes in the UK</p> <ul style="list-style-type: none"> Costal Landscapes 	<p>The Living World</p> <ul style="list-style-type: none"> Ecosystem characteristics and distribution Tropical Rainforests Hot Deserts 	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> Global Urbanisation LIC challenges (Rio)
Year 11	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> UK opportunities and challenges (London) 	<p>The Changing Economic world</p> <ul style="list-style-type: none"> Global variation <p>Human Fieldwork</p>	<p>The Changing Economic World</p> <ul style="list-style-type: none"> Rapid growth in LICs/NEEs Change in the UK 	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> Overview of Food, Water and Energy Strategies to increase energy supply Issue Evaluation 	<p>Revision</p> <p>Issue Evaluation</p>	

History Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term3	Half term 4	Half term 5	Half term 6
10	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> The Weimar Republic, 1918 – 1929 Hitler’s Rise to Power, 1919 - 1933 	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> Nazi control and dictatorship, 1933 – 1939 	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> Life in Nazi Germany, 1933 – 1939 Revision/Exam practice 	<p>Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91</p> <ul style="list-style-type: none"> Origins of the Cold War, 1941 – 58 Cold War crises, 1958 - 70 	<p>Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91</p> <ul style="list-style-type: none"> The end of the Cold War, 1970 – 91 Impact of Cold War Revision/Exam practice 	<p>Paper 1: Thematic study and historic environment Option 10: Whitechapel, c1870–c1900: crime, policing and the inner city</p> <ul style="list-style-type: none"> Crime and policing in Whitechapel Why didn’t they catch Jack the Ripper?
11	<p>Paper 1: Thematic study and historic environment Option 10: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> C1000 – c1500: Crime, punishment and law enforcement in medieval England C1500 – 1700: Crime, punishment and law enforcement in early modern England 	<p>Paper 1: Thematic study and historic environment Option 10: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> C1700 – c1900: Crime, punishment and law enforcement in the 18th and 19th centuries C1900 – present: Crime, punishment and law enforcement in recent times 	<p>Paper 2 : Period Study Option B4: Early Elizabethan England, 1558–88</p> <ul style="list-style-type: none"> Queen, Government & Religion 1558-69 Challenges to Elizabeth from home 1569-88 	<p>Paper 2 : Period Study Option B4: Early Elizabethan England, 1558–88</p> <ul style="list-style-type: none"> Challenges to Elizabeth from abroad 1569-88 Elizabethan Society in the age of exploration 1558-88 	<ul style="list-style-type: none"> Revision Exam practice 	

ICT and Computer Science 2023-2024

Key Stage 4

BTEC DIT

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 BTEC in DIT	<p>Component 2: Collecting, Presenting and Interpreting Data LO – A,B & C A Understand how data is collected and used by organisations and its impact on individuals B Be able to create a dashboard using data manipulation tools C Be able draw conclusions and review data presentation methods.</p> <p>Component 1: Exploring user interface design principles and project planning techniques</p> <p>LO – A: Understand user interface design for individuals and organisations</p> <p>LO – B: Be able to use planning techniques to</p>	<p>Pearson Set Assignments (PSA)+ Marking within centre</p> <p>Component 1: Exploring user interface design principles and project planning techniques</p> <p>LO – B: Be able to use planning techniques to plan and design a user interface</p>	<p>Component 1: Exploring user interface design principles and project planning techniques</p> <p>LO – C: Be able to review a user interface.</p> <p>Component 3 Effective Digital Working Practices</p> <p>AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology</p> <p>AO2 Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology</p> <p>Teaching Content: A Modern technologies B Cyber security</p>	<p>Pearson Set Assignments (PSA)+ Marking within centre</p> <p>Component 3 Effective Digital Working Practices</p> <p>AO3 Apply an understanding of facts, terms, processes and issues in relation to digital information technology</p> <p>AO4 Make connections with the concepts, issues, terms and processes in digital information technology</p> <p>Teaching Content: C The wider implications of digital systems D Planning and communication in digital systems</p>	<p>Exam Prep Exam practice Revision</p>	<p>Problem solving skills development</p>

	<p>plan and design a user interface LO – C: Be able to review a user interface.</p>		<p>Component 3: Effective Digital Working Practices External Exam</p>	<p>Component 3: Effective Digital Working Practices Exam Practice</p>		
<p>11 BTEC in DIT</p>	<p>Component 2: Collecting, Presenting and Interpreting Data LO – A,B & C</p> <p>A Understand how data is collected and used by organisations and its impact on individuals B Be able to create a dashboard using data manipulation tools C Be able draw conclusions and review data presentation methods.</p>	<p>Pearson Set Assignments (PSA)+ Marking within centre</p>				
	Homework link to Component 3: Effective Digital Working Practices					

GCSE Computer Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 OCR/J277 Computer Science	Computer systems Theory 1.1 Systems Architecture <ul style="list-style-type: none"> ▪ Architecture of the CPU ▪ CPU Performance 1.5 Systems software <ul style="list-style-type: none"> ▪ Operating systems Computational thinking, algorithms and programming <ul style="list-style-type: none"> ▪ 2.4 Boolean logic ▪ Boolean logic 2.1 Algorithms <ul style="list-style-type: none"> ▪ Designing, creating and refining algorithms 	Computer systems Theory 1.1 Systems Architecture <ul style="list-style-type: none"> ▪ Units ▪ Data storage - Numbers ▪ Data storage - Characters Computational thinking, algorithms and programming 2.1 Algorithms <ul style="list-style-type: none"> ▪ Designing, creating and refining algorithms 2.2 Programming fundamentals <ul style="list-style-type: none"> ▪ Data types ▪ Programming fundamentals Practical Programming Skills	Computer systems Theory 1.1 Systems Architecture <ul style="list-style-type: none"> ▪ Data storage - Images ▪ Data storage - Sound ▪ Data storage - Compression Computational thinking, algorithms and programming 2.2 Programming fundamentals <ul style="list-style-type: none"> ▪ Additional programming techniques Practical Programming Skills	Computer systems Theory 1.2 Memory and storage <ul style="list-style-type: none"> ▪ Primary storage (Memory) ▪ Secondary storage Computational thinking, algorithms and programming <ul style="list-style-type: none"> ▪ Additional programming techniques Practical Programming Skills	Computer systems Theory 1.1 Systems Architecture <ul style="list-style-type: none"> ▪ Embedded systems 1.2 Memory and storage <ul style="list-style-type: none"> ▪ Primary storage (Memory) ▪ Secondary storage Computational thinking, algorithms and programming <ul style="list-style-type: none"> ▪ 2.2 Programming fundamentals ▪ Additional programming techniques Practical Programming Skills	Computer systems Theory 1.3 Computers networks, connections and protocols <ul style="list-style-type: none"> ▪ Networks and topologies ▪ Wired and wireless networks, protocols and layers Computational thinking, algorithms and programming Practical Programming Skills Revision Year 10 Exam

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11 OCR/J277 Computer Science	Computer systems Theory 1.4 Network security <ul style="list-style-type: none"> ▪ Threats to computer systems and networks ▪ Identifying and preventing vulnerabilities 1.5 Systems software <ul style="list-style-type: none"> ▪ Operating systems ▪ Utility software Computational thinking, algorithms and programming Boolean logic 2.1 Algorithms <ul style="list-style-type: none"> ▪ Designing, creating and refining algorithms 	Computer systems Theory 1.6 Ethical, legal, cultural and environmental impacts of digital technology 1.6.1 Ethical, legal, cultural and environmental impact Computational thinking, algorithms and programming 2.3 Producing robust programs <ul style="list-style-type: none"> ▪ Defensive design ▪ Testing ▪ Languages 	Computer systems Theory Mocks Theory Revision Computational thinking, algorithms and programming Programming Revision 2.1.3 Searching and sorting algorithms Searching and Sorting Practical Programming skills	Computer systems Theory Mocks Theory Revision Computational thinking, algorithms and programming Mocks Practical Programming Skills Revision	Computer systems Theory Mocks Theory Revision Computational thinking, algorithms and programming Mocks Practical Programming Skills Revision	

Media Studies Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p>Component One Section A & B Film Industry 'No Time to Die' / 'The Man with the Golden Gun'</p> <p>Component Two Section B - Music Video</p> <ul style="list-style-type: none"> ▪ Taylor Swift – Bad Blood ▪ Justin Bieber - Intentions ▪ Duran Duran – Rio 	<p>Component One Section A - Advertising and Marketing This Girl Can Quality Street</p> <p>EXAM PRACTICE</p>	<p>Component Two Section A - Magazines</p> <ul style="list-style-type: none"> ▪ Pride Magazine ▪ GQ Magazine <p>Component One Section A – Newspapers</p> <ul style="list-style-type: none"> ▪ The Sun ▪ The Sun Website ▪ The Guardian <p>EXAM PRACTICE</p>	<p>Component Two Section A - TV Crime Drama</p> <ul style="list-style-type: none"> ▪ Luther ▪ The Sweeney <p>EXAM PRACTICE</p>	<p>NEA: MAGAZINE COVERS or FILM MARKETING STATEMENT OF AIMS – examples shared – students begin producing drafting and planning materials for final products A FORTNIGHT OF REVISION FOR MOCKS EXAM PRACTICE</p>	<p>MOCKS & NEA Component 3 – Non- Examination Assessment</p> <ul style="list-style-type: none"> ▪ Magazine/Film Marketing print <p>MOCK: Component 1 and Component 2 Completing statement of aims Producing final products Producing final products (1st draft self- and peer- assessment) EXAM PRACTICE</p>
11	<p>Component 3 – Non- Examination Assessment Magazine/Film Marketing print</p> <p>Component Two Section B - Music Video</p> <ul style="list-style-type: none"> ▪ Taylor Swift – Bad Blood ▪ Justin Bieber - Freedom ▪ Duran Duran – Rio <p>EXAM PRACTICE</p>	<p>Component 3 – Non- Examination Assessment Magazine/Film Marketing print</p> <p>EXAM PRACTICE WINTER MOCKS</p> <p>Component One Section B - Video Games</p> <ul style="list-style-type: none"> ▪ Fortnite ▪ Audience ▪ Industry ▪ Media Context 	<p>Component One Section B – Radio</p> <ul style="list-style-type: none"> ▪ The Archers ▪ Audience ▪ Industry ▪ Media Context <p>REVISION</p> <p>EXAM PRACTICE</p>	<p>NEA finalisation</p> <p>REVISION</p> <p>EXAM PRACTICE MARCH MOCKS</p>		

Performing Arts Curriculum Maps 2023-2024

Key Stage 4 Music – BTEC Level Awards Music Practice (2022) (All components are mandatory)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p>Component 1 – Exploring music products and Styles.</p> <ul style="list-style-type: none"> A1 Musical styles A2 Musical elements, stylistic features and characteristics 	<p>Component 1 – Exploring music products and Styles</p> <ul style="list-style-type: none"> A1 Musical styles A2 Musical elements, stylistic features and characteristics 	<p>Component 1 – Exploring music products and Styles</p> <ul style="list-style-type: none"> B1 Music industry products B2 Music realisation techniques 	<p>Component 1 – Exploring music products and Styles</p> <ul style="list-style-type: none"> B1 Music industry products B2 Music realisation techniques 	<p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> A1 Professional skills for the music industry A2 Planning and communicating music skills development 	<p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> A1 Professional skills for the music industry A2 Planning and communicating music skills development
11	<p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> B1 Development of technical music skills and techniques B2 Development of music skills and techniques 	<p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> B1 Development of technical music skills and techniques B2 Development of music skills and techniques 	<p>Component 3 – Responding to a Commercial Music Brief</p> <ul style="list-style-type: none"> A1 Features of a music brief A2 Planning to meet the demands of the music brief. A3 Considering constraints and intentions. B1 Develop and produce a response to a brief. B2 Refining musical skills for a musical product. B3 Refining musical material. B4 Personal management 	<p>Component 3 – Responding to a Commercial Music Brief</p> <ul style="list-style-type: none"> C1 Reviewing work based on client needs. C2 Quality of outcome C3 Presenting own work to a client C4 Relation of final product to the brief D1 Commentary on the creative process D2 Reflect on the outcome of the musical product. 	<p>Component 3 – Responding to a Commercial Music Brief</p> <ul style="list-style-type: none"> C1 Reviewing work based on client needs. C2 Quality of outcome C3 Presenting own work to a client C4 Relation of final product to the brief D1 Commentary on the creative process D2 Reflect on the outcome of the musical product. 	

Performing Arts Curriculum Maps 2023-2024

Key Stage 4 Drama – AQA GCSE Drama

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section A & B 	Component 2 – Devising Drama <ul style="list-style-type: none"> Exploring drama practitioners Devising short piece based on stimulus 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Technical aspects of performance Component 2 – Devising Drama <ul style="list-style-type: none"> Teacher led workshops. Devising 	Component 2 – Devising Drama <ul style="list-style-type: none"> Devising: Planning and rehearsal Final performance 	Component 2 – Devising Drama <ul style="list-style-type: none"> Analysis and reflection Devising log 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Extracts from two plays
11	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 2 – Devising Drama <ul style="list-style-type: none"> Devising: Planning and rehearsal Final performance Analysis and reflection Devising log 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Interpretation Extracts from two plays 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Interpretation Extracts from two plays 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Theatre Reviews 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Revision 	

Performing Arts Curriculum Maps 2023-2024

Key Stage 4 Dance – BTEC Level 2 Tech Award in Performing Arts (Dance)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p>Component 1: Exploring the Performing Arts</p> <p>Students study a key theme that is released by the exam board. This year the theme is; RELATIONSHIPS.</p> <p>Through practical workshops students study a professional work that demonstrates ‘relationships’ and write up their findings in written coursework focussing on production and performance elements, stylistic qualities, creative intention, influences and skills. Students also have to demonstrate an understanding of performing arts processes. Although this is all explored practically this is assessed theoretically through coursework.</p>			<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Students develop their skills and techniques focussing on professional dance works. Students are tasked to learn and interpret professional repertoire to be performed in a group. Alongside this, pupils keep a log of the dance skills and techniques which are being developed throughout the process further discussing their strengths and areas of improvements. Students will set short term and long-term targets focussed on physical and technical skills required in the repertoire.</p>		
11	<p>Component 3: Responding to a Brief</p> <p>Through a set task issued by the exam board, students create their own choreography in groups, in response to a set stimulus. This requires students to create all elements of a production (costume, choreography, music, lighting, props and stage design) in order to reflect this initial starting point/theme. Students will also sit 3 x1 hour written exams, that are supervised and assessed in house. The written evidence includes an initial ideas log, skills log and evaluation of the practical work.</p>					

Religious Studies Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	Christianity: Beliefs & Teachings <ul style="list-style-type: none"> ▪ Denominations and context of Christianity ▪ Nature of God ▪ Evil & Suffering ▪ Creation ▪ Jesus -Incarnation ▪ Jesus - crucifixion ▪ Jesus - resurrection ▪ Jesus – ascension ▪ Jesus – sin & salvation ▪ The afterlife, judgement, heaven and hell 	Christianity: Practices <ul style="list-style-type: none"> ▪ Forms of worship ▪ Prayer ▪ The sacraments ▪ Baptism ▪ Eucharist ▪ Pilgrimage ▪ Christmas ▪ Holy week & Easter ▪ Church in the community ▪ Evangelism & Mission ▪ Charity and overseas development ▪ Reconciliation 	Islam: Beliefs & Teachings <ul style="list-style-type: none"> ▪ Sunni – Articles of Faith ▪ Shi’a – Usul ad-Din ▪ Oneness of God ▪ Nature of Allah ▪ Angels ▪ Predestination ▪ Akirah – life after death ▪ Heaven and hell ▪ Prophets – Adam, Ibrahim & Muhammad ▪ The Qur’an ▪ Other holy books (Torah, Psalms, Gospels) ▪ The Imamate 	Islam: Practices <ul style="list-style-type: none"> ▪ Five Pillars/10 Obligatory Acts ▪ Shahadah ▪ Salah (Jumu’ah) ▪ Sawm ▪ Zakat ▪ Hajj ▪ The Mosque ▪ Jihad ▪ Id-ul-Fitr/Id-ul-Adha ▪ Ashura ▪ The Mosque 	Theme D: Peace & Conflict <ul style="list-style-type: none"> ▪ Christian & Islamic perspectives on - ▪ Peace & Justice ▪ Forgiveness & reconciliation ▪ Violent protest ▪ Terrorism ▪ War ▪ Nuclear Weapons ▪ Just & Holy war ▪ Religion as a cause of war ▪ Pacifism ▪ Responses to victims of war 	Exam Prep & Revision <ul style="list-style-type: none"> ▪ Exam prep for PPEs covering – ▪ Christianity beliefs ▪ Christianity practices ▪ Islam beliefs ▪ Islam practices ▪ Peace & Conflict <p>Exam writing techniques including structuring 12 markers & timed practice</p>
11	Theme E: Crime & Punishment Christian & Islamic perspectives on – <ul style="list-style-type: none"> ▪ Good and evil actions/intentions ▪ Reasons for crime ▪ Views on criminals ▪ Types of crimes ▪ Aims of punishments ▪ Types of punishments ▪ Forgiveness ▪ The death penalty 	Theme A: Relationships & Families Christian & Islamic perspectives on – <ul style="list-style-type: none"> ▪ Sex & sexuality ▪ Contraception ▪ Marriage & cohabitation ▪ Parenting ▪ Divorce & remarriage ▪ Role of families ▪ Same-sex marriage ▪ Polygamy ▪ Gender equality & prejudice 	Theme B: Religion & Life Christian & Islamic perspectives on – <ul style="list-style-type: none"> ▪ Science vs religion ▪ Darwin & evolution ▪ Genesis creation story ▪ Value of the world ▪ Abuse of the environment ▪ Abuse of animals ▪ Sanctity of life ▪ Abortion ▪ Euthanasia ▪ Life & the afterlife 	Exam Prep & Revision Focus on exam skills - timed questions for familiarity with time limits - 12 marker structure carousels. - Walk/Talk mocks Focus on key terms & spelling (6 extra marks for SPAG in exam)	Exam Prep & Revision Students will take the following exams – PAPER 1: Christianity & Islam 1 hr 45 mins 96 marks PAPER 2: Theme A/B/D/E 1 hr 45 mins 96 marks	

Spanish Curriculum Maps 2023-2024

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Edexcel GCSE Spanish (SP01)	<p>Mi Gente (Theme 1) Describing people Describing relationships <i>Revision of key verbs 'Ser' and 'tener'</i> <i>Ser/Estar</i> <i>Revision of imperfect tense to discuss childhood</i> Introduction to picture description. Technology and social media/Free time activities <i>Revision of AR regular present tense and opinions</i> <i>'Para' + infinitive</i> Introduction to present continuous tense Further picture description.</p> <p><u>El dia de los muertos</u></p>	<p>Mi vida diaria (Theme 1) <i>Revision of sports and free time activities and reasons for doing them</i> Imperfect for 'Used to' <i>Revision of perfect tense</i> combination of past and present tenses <i>Revision of TV/film/music genres and opinions.</i> Role play: Buying entertainment tickets. <i>Revision of food and opinions</i> Mealtimes Role plays: Restaurante</p> <p><u>La navidad en España</u></p>	<p>Ciudades (Theme 2) <i>Revision of places in town and present tense to say what you do</i> Describing a region Se puede/se pueden Plans introduction to simple future tense <i>Revision of preterite</i> Weather Si clauses Problems in cities (conditional tense) What has been done (Perfect tense) Combining tenses Picture description: describing places Role plays: Shopping/transport</p> <p><u>El carnaval</u></p>	<p>Vacaciones (Theme 2) Holiday vocabulary <i>Present tense review</i> Full paradigm of impersonal verbs <i>Preterite review</i> <i>Revision of imperfect to describe accommodation</i> Transport Role plays: Booking accommodation and resolving problems/transport Combining past tenses</p> <p><u>La semana Santa</u></p>	<p>El instituto (Theme 3) <i>Revision of opinions and description. School subjects and facilities, opinions and teachers</i> Picture description: Describing school scenes <i>Revision of comparatives</i> Superlatives Modal verbs (school rules) <i>Review of imperfect to describe primary school.</i> <i>Revision of future tense (school exchange)</i> DOPs/ Desde hace Extra curricula activities and combination of tenses Role plays: discussing school</p> <p><u>La tomatina</u></p>	<p>Revision Intensive oral prep Feedback and evaluation Sabores del mundo Dias festivos <i>Revision Present, imperfect and preterite</i> <i>Revision Reflexive verbs</i> The passive Avoidance of the passive (Higher only)</p> <p><u>Las Torres humanas</u> <u>San Fermín</u></p>

<p>11</p> <p>Edexcel GCSE Spanish (SP01)</p>	<p>¡A currar! (Theme 4) Jobs and preferences Part time jobs Work experience <i>(Revision of combining past tenses)</i> Job applications Formal letters Gap years – <i>revise conditional</i> Future plans – Range of ways of referring to the future. Subjunctive with ‘Cuando’ Role plays: Job interviews</p> <p><u>Festivales de otras culturas</u></p>	<p>Dimensión global (Theme 5) Global issues Environmental language Healthy lifestyles <i>Picture description revision</i> The subjunctive after impersonal verbs Healthy life styles Before and after lifestyles and resolutions to <i>revise tense combinations</i>. Parts of the body doler(n) Role plays: At the pharmacy International sports events Introduction to the pluperfect tense.</p> <p><u>Otro festival hispano tbc</u></p>	<p>PPE1 <i>Revision, preparation, evaluation</i></p> <p>Revision Theme 1</p>	<p><i>Revision themes 2</i></p> <p>Preparation oral exam</p>	<p><i>Revision themes 3</i></p>	
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Sport BTEC Curriculum Map 2023-2024

Key Stage 4

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10 BTEC Level 1/Level 2 Tech Award in Sport (2022)	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11 BTEC Level 1/Level 2 Tech Award in Sport (2022)	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		