RAYNES
PARK HIGH SCHOOL

Respect

Resilience

Results

RAYNES
PARK HIGH SCHOOL

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 "Ebacc" 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 "Ebacc" 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 25 x 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

Key Stage 4 Curriculum Weighting
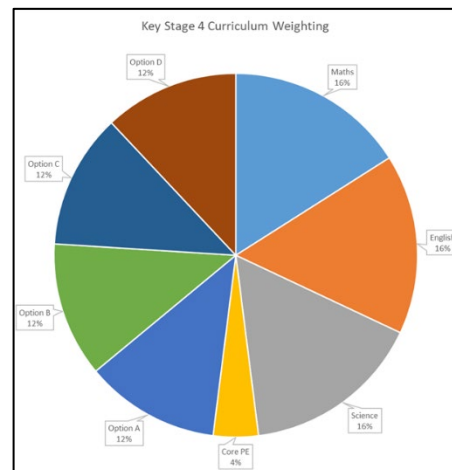
The following pages of this curriculum booklet will give you an overview as to what students in KS4 will study in each subject area over the course of this academic year.

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		
MS J CLARK	HEAD OF YEAR 10	jclark@raynespark.merton.sch.uk
MR G ARNOT	HEAD OF YEAR 11	garnot@raynespark.merton.sch.uk
MS M THUMWOOD	DEPUTY HEAD OF YEAR 10	mthumwood@raynespark.merton.sch.uk
MR E FORRESTER	DEPUTY HEAD OF YEAR 11	eforrester@raynespark.merton.sch.uk

YEAR 10 TUTOR TEAM		
10AB	MR A BAINES	abaines@raynespark.merton.sch.uk
10AD	MS A DRURY	adrury@raynespark.merton.sch.uk
10JL	MS J LESZCYZK	jleszcyzk@raynespark.merton.sch.uk
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9WM	MR W MOHANARAJ	mobrien@raynespark.merton.sch.uk

YEAR 11 TUTOR TEAM		
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MR R JONES	ACCESS CENTRE	rjones@raynespark.merton.sch.uk
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English Curriculum Maps 2025-2026

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 **AQA/ 8700 & 8702**	**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.	**Power & Conflict Poetry AND Essay Writing Skills** Exploring and revisiting poetic form and method through the AQA poetry anthology. Developing comparative essay writing skills.	**Macbeth AND Poetry** Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Continuing poetry through the AQA poetry anthology.	**Macbeth AND Language Paper 2 Skills** Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Developing comparative essay writing skills.	**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.	**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.
11 **AQA/ 8700 & 8702**	**Jekyll and Hyde AND Essay Writing Skills** Exploring Stevenson's novella through literary methods and themes. Recapping and securing essay writing skills.	**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.	**Language Paper 1 AND Revision** Exploring and revising poetic form and poetical methods through a range of unseen poetry. Recapping and securing comparative essay writing skills.	**Revision** Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.	**Revision** Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.	

Maths Curriculum Maps 2025-2026

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**	• Congruence • Enlargements • Similar shapes • Similar triangles • Trigonometry • Pythagoras	• Linear equations • Inequalities • Bearings • Speed	• Volume • Surface Area • Area • Circles • Vectors	• Ratio • Currency • Fractions • Percentages	• Probability • Venn diagrams • Sampling • Charts • Frequency polygons • Scatter graphs • Stem & leaf diagrams • Pie Charts	• Estimating • Number sense • Factors & multiples • HCF/LCM • Nth term
10 **Higher**	• Congruence • Enlargements • Similar shapes • Similar triangles • Trigonometry • Pythagoras • Sine Rule • Cosine Rule	• Linear equations • Inequalities • Factorising quadratics • Quadratic inequalities	• Linear simultaneous equations • Simultaneous equations involving a quadratic • Bearings • Speed • Angles in polygons • Density • Surface Area • Volume	• Vectors • Ratio • Percentages • Iterative process	• Probability • Venn diagrams • Sampling • Histograms • Cumulative frequency • Box plots • Scatter graphs	• Recurring decimals • Surds • Bounds • Estimating • Number sense • Quadratic sequence
11 **Edexcel 1MA1** **Foundation**	• Standard Form • Indices • Percentages of amounts • Reverse percentages • Simple interest	• Simultaneous equations • Interior/exterior angles • Volume • Surface Area • Expanding brackets • Factorising • Changing the subject of a formulae	• Y = mx + c • Quadratic graphs • Cubic graphs • Reciprocal graphs • Real-life graphs	• Distance/time graphs • Speed/time graphs • Pressure • Density • Speed • Inverse proportion • Transformations • Construction • Loci	• Revision	

| 11 Higher | - Quadratic sequences
- Other sequences
- Indices
- Algebraic fractions
- Algebraic proof | - Y = mx + c
- Perpendicular lines
- Recognise graph shapes
- Equation of circles
- Tangent to a curve
- Expanding
- Factorising
- Solving quadratics
- Changing the subject | - Composite functions
- Inverse functions
- Quadratic inequalities
- Key points of quadratic graphs | - Direct proportion equations
- Inverse proportion equations
- Pressure & density
- Vectors
- Exterior/interior angles
- Circle theorems
- Transformations
- Construction | - Revision | |

Science Curriculum Maps 2025-2026

Key Stage 4: Year 10 Triple Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Biology	▪ B1 – Cell Structure & Transport ▪ B2 – Cell Division ▪ B3 – Organisation & Digestive System	▪ B3 – Organisation & Digestive System (cont.) ▪ B4 - Organising Animals & Plants	▪ B4 - Organising Animals & Plants (cont.) ▪ B8 – Photosynthesis ▪ B9 - Respiration	▪ B5 – Communicable Disease ▪ B6 – Preventing & Treating Disease	▪ B6 – Preventing & Treating Disease (cont.) ▪ B7 – Non-Communicable Diseases	▪ End of year exams
10 Chemistry	▪ C1 – Atomic Structure ▪ C2 – Periodic Table	▪ C3 – Structure & Bonding ▪ C4 – Chemical Calculations	▪ C4 – Chemical Calculations (cont.) ▪ C5 – Chemical Changes	▪ C6 – Electrolysis ▪ C7 – Energy Changes ▪ C8 – Rates & Equilibrium	▪ C8 – Rates & Equilibrium (cont.) ▪ C9 – Crude Oil & Fuels	▪ End of year exams
10 Physics	▪ P4 – Electrical Circuits ▪ P5 – Electricity in the Home	▪ P6 – Molecules & Matter ▪ P7 – Radioactivity	▪ P7 – Radioactivity (cont.) ▪ P1 – Conservation & Dissipation of Energy	▪ P1 – Conservation & Dissipation of Energy (cont.) ▪ P2 – Energy Transfer by Heating	▪ P3 – Energy Resources ▪ P8 – forces in Balance	▪ End of year exams

RAYNES PARK HIGH SCHOOL

Key Stage 4: Year 10 Combined Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Biology	• B1 – Cell Structure & Transport	• B1 – Cell Structure & Transport (cont.)	• B2 – Cell Division • B3 – Organisation & Digestive System • B4 – Organising Animals & Plants		• B8 – Photosynthesis • B9 – Respiration • Revision (incl. Y9 content: B5-B7, B15-B17)	• End of year exams
10 Chemistry	• C3 – Structure & Bonding	• C4 – Chemical calculations • C5 – Chemical Changes		• C6 – Electrolysis • C7 – Energy Changes	• C9 – Crude Oil & Fuels • Revision (incl. Y9 content: C1-C2, C8, C10-C12)	• End of year exams
10 Physics	• P4 – Electrical Circuits	• P5 – Electricity in the Home		• P7 - Radioactivity	• Revision (incl. Y9 content: P1-P3, P6)	• End of year exams • P8 – Forces in Balance

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Key Stage 4: Year 11 Triple Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11 **Biology**	▪ B8 – Photosynthesis ▪ B9 – Respiration ▪ B5 – Communicable Disease	▪ B5 – Communicable Disease (cont.) ▪ B6 – Preventing & Treating Disease ▪ B16 – Adaptation, Interdependence & Competition	▪ B7 – Non-Communicable Disease ▪ B10 – Human Nervous System ▪ B11 – Hormonal Coordination ▪ B17 – Organising an Ecosystem	▪ B12 – Homeostasis in Action ▪ B13 – Reproduction ▪ B18 – Biodiversity & Ecosystems	▪ Revision & GCSE Exams	
11 **Chemistry**	▪ C4 – Chemical Calculations ▪ C6 – Electrolysis ▪ C7 – Energy Changes	▪ C8 – Rates & Equilibrium ▪ C13 - Atmosphere	▪ C13 – Atmosphere (cont.) ▪ C14 – Resources ▪ C15 – Using Resources	▪ C1 – Atomic Structure ▪ C2 – Periodic Table		
11 **Physics**	▪ P14 – Light ▪ P15 - Electromagnetism	▪ P16 - Space				

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PARK HIGH SCHOOL

Key Stage 4: Year 11 Combined Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11 Biology	▪ B8 – Photosynthesis ▪ B9 – respiration ▪ B3 – Organisation & Digestive System	▪ B3 – Organisation & Digestive System (cont.) ▪ B4 – Organising Animals & Plants	▪ B10 – Human Nervous System ▪ B11 – Hormonal Coordination	▪ Revision	▪ Revision & GCSE Exams	
11 Chemistry	▪ C6 - Electrolysis			▪ Revision		
11 Physics	▪ P7 - Radioactivity		▪ P11 – Wave Properties ▪ P12 – Electromagnetic Waves ▪ P13 - Electromagnetism	▪ Revision		

Art Curriculum Maps 2025-2026

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
10	**New project: 'Distort, Distress, Decay'** **(Component 1, worth 60% of final grade)** During this first project students learn the course requirements and practice the different artistic techniques to respond to artists and develop their own style. Students develop an understanding of how other artists work and how they can be informed by the world around them.	**Continuation of 'Distort, Distress, Decay'** **(Component 1, worth 60% of final grade)** Students continue their exploration into using a wide range of media. Students continue to develop how other artists work and how they can be informed by their research and world around them.	**Continuation of 'Distort, Distress, Decay'** **(Component 1, worth 60% of final grade)** Students continue their exploration into using a wide range of media. Students continue to develop how other artists work and how they can be informed by their research and world around them.	**New project: 'Identity'** **(Component 1, worth 60% of final grade)** Students continue their exploration into using a wide range of media. Students continue to develop how other artists work and how they can be informed by their research and world around them.	**Continuation of 'Identity'** **(Component 1, worth 60% of final grade)** Students follow the same format as their first project (Distort, Distress, Decay). Students are encouraged to work more independently in this 'Identity' project, putting the skills, recording and creative thinking to self-direct their project.	**Continuation of 'Identity'** **(Component 1, worth 60% of final grade)** Students follow the same format as their first project (Distort, Distress, Decay). Students are encouraged to work more independently in this 'Identity' project, putting the skills, recording and creative thinking to self-direct their project.
11	**Identity (Component 1, worth 60% of final grade)** Students follow the same format as their first project (Distort, Distress, Decay). Students are encouraged to work	**Identity (Component 1, worth 60% of final grade)** Students follow the same format as their first project (Distort, Distress, Decay). Students are encouraged to work	**Externally Set Assignment ESA (Component 2, worth 40% of final grade)** The exam board provides a range of titles for students to choose from.	**Externally Set Assignment ESA (Component 2, worth 40% of final grade)** The exam board provides a range of titles for students to choose from.	**Externally Set Assignment ESA (Component 2, worth 40% of final grade)** The exam board provides a range of titles for students to choose from.	N/A

more independently in this 'Identity' project, putting the skills, recording and creative thinking to self-direct their project.	more independently in this 'Identity' project, putting the skills, recording and creative thinking to self-direct their project.

Project is handed in after the mock GCSE exam in early December. | Pupils create a body of work, in the same style that has already been practised in component 1. This is a condensed project that spans from January until April.

The Externally Set Assignment concludes with the exam. This is usually at the end of April. At the end of the two-day exam students submit their Externally Set Assignment which is worth 40% of their final GCSE grade. | Pupils create a body of work, in the same style that has already been practised in component 1. This is a condensed project that spans from January until April.

The Externally Set Assignment concludes with the exam. This is at the beginning of April.

At the end of the two-day exam students submit their Externally Set Assignment which is worth 40% of their final GCSE grade. | Pupils create a body of work, in the same style that has already been practised in component 1. This is a condensed project that spans from January until April.

The Externally Set Assignment concludes with the exam. This is usually at the end of April. At the end of the two-day exam students submit their Externally Set Assignment which is worth 40% of their final GCSE grade. | |

AQA Assessment objectives (how work is marked at GCSE in line with exam board specifications).
https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/scheme-of-assessment

AO1: Develop	AO2: Refine	AO3: Record	AO4: Present
Develop ideas through investigations, demonstrating critical understanding of sources.	**Refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	**Record** ideas, observations and insights relevant to intentions as work progresses.	**Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Useful resources and links:	
AQA Scheme of Assessment	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/scheme-of-assessment
Tate	https://www.tate.org.uk/kids
BBC Secondary Art and Design	https://www.bbc.co.uk/teach/topics/c973zv6xzedt
V&A Young people	https://www.vam.ac.uk/info/young-people
Oak National Academy	https://www.thenational.academy/teachers/programmes/art-secondary-ks3-l/units
Royal Academy of Art	https://www.royalacademy.org.uk/families

Business Curriculum Maps 2025-2026

Key Stage 4

WJEC Level 2 Retail Business

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Introduction to and the importance of customer service to businesses. Features and Principles of customer service. Types of customers and their differing needs. How retail businesses meet the expectations of different types of customers. **Commence Unit 2 Controlled Assessment:** Investigate customer experiences in a specific retail business.	**Unit 2: Complete Controlled assessment** **Unit 3 Theory: Merchandising and Marketing** Visual merchandising for retail business. Effective marketing of businesses and products. Adapting principles for different retail channels. Designing visual merchandising installations and promotional materials. The marketing mix. **Commence Unit 3 Controlled assessment**	**Unit 3: Complete Controlled assessment** **Commence Unit 1 Exam unit: Theory** Types of retail business activity.	**Unit 1: Exam unit** Types of retail business and ownership. The different scale of retail businesses.	**Unit 1: Exam unit** The different scale of retail businesses. Aims of retail businesses.	Functional areas of retail businesses **End of Year exam**

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Year 11	The supply chain of retail businesses. The competitive and dynamic environment.	The location of retail businesses Seasonality and retail businesses	Using retail business data in a variety of different formats. Using mathematical techniques to calculate retail business data.	Interpreting retail business data. Making judgements and offering solutions to retail business issues. **Mock Exam**	**Past exam paper practice**	**Unit 1 Theory Exam**

RAYNES PARK HIGH SCHOOL

Child Development and Care Curriculum Maps 2025-2026

Key Stage 4

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	**Content area 1** **Child development** Aspects of holistic development: ▪ Physical ▪ Cognitive ▪ Communication and language ▪ Social and emotional **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 ▪ 2.4.1 Types of transition ▪ 2.4.2 The impact of transitions	**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: ▪ 3.2.1 Basic care routines ▪ 3.2.2 Play activities ▪ 3.3 The role of the early years practitioner during play activities **Content area 4:** Early years provision ▪ 4.1 Types of early years provision	**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: ▪ 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	**Content area 7** **Roles and responsibilities within early years settings** ▪ 7.1 Early years practitioner roles ▪ 7.2 Partnership working in the early years: ▪ 7.2.1 How partnership working benefits the child, family and practitioner ▪ 7.3 Specialist roles within early years settings ▪ 7.4 Specialist roles outside the early years settings	**Content area 8** **The importance of observations in early years childcare** ▪ 8.1 Observation and recording methods ▪ 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	**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 Recap and revision in preparation for exam and NEA in Year 11.

	on the child's development ▪ 2.5 Support strategies	▪ 4.2 The purpose of early years provision ▪ 4.3 Types of early years settings ▪ 4.4 Variation in early years provision	**Content Area 6** Expectations of the early years practitioner ▪ 6.1 Appearance ▪ 6.2 Behaviour ▪ 6.3 Attendance and punctuality		
11	Recap of Content Areas in relation to exam preparation and practice NEA task based on past briefs.	Recap of Content Areas in relation to exam preparation and practice NEA task based on past briefs. NEA Controlled Assessment: Research pack (2 hours) Tasks 1 (3 hours) and Task 2 (3 hours	Recap of Content Areas in relation to exam preparation and practice NEA task based on past briefs. NEA Controlled Assessment: Research pack (2 hours) Tasks 1 (3 hours) and Task 2 (3 hours	Revision of content areas (1-9) for external examinations	Revision of content areas 1-9 for external examination Submission of NEA to exam board.	

Design & Technology Curriculum Maps 2025 - 2026

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** **DESIGN &** **TECHNOLOGY**	**Identifying & investigating design possibilities** 3.1 Core technical principles 3.1.1 New and emerging technologies Industry Enterprise Sustainability People Culture Society Environment Production techniques and systems How the critical evaluation of new and emerging technologies informs design decisions	**Producing briefs and specifications** 3.1.6.1 Material categories **Papers and boards** **Natural and manufactured timbers** **Metals and alloys** **Polymers** **Textiles** 3.1.6.2 Material properties **Material properties** 3.2 Specialist technical principles 3.2.1 Selection of materials or components	**Generating design ideas** 3.1.2 Energy generation and storage Fossil fuels Nuclear power Renewable energy Energy storage systems including batteries	**Developing design ideas** 3.1.3 Developments in new materials Modern materials Smart materials Composite materials Technical textiles 3.1.4 Systems approach to designing Inputs Processes Outputs 3.1.5 Mechanical devices Different types of movement Changing magnitude and direction of force 3.1.6 Materials and their working properties	**Prototyping** 3.2.2 Forces and stresses Materials and objects can be manipulated to resist and work with forces and stresses Materials can be enhanced to resist and work with forces and stresses to improve Functionality 3.2.3 Ecological and social footprint Ecological issues in the design and manufacture of products The six Rs Social issues in the design and manufacture of products	**Non-Examined Assessment Prep** 3.2.4 Sources and origins 3.2.5 Using and working with materials Properties of materials The modification of properties for specific purposes How to shape and form using cutting, abrasion and addition 3.2.6 Stock forms, types and sizes 3.2.7 Scales of production
11 **AQA** **GCSE** **DESIGN &** **TECHNOLOGY**	**Theory & Non-Examined Assessment** 3.2.8 Specialist techniques and processes The use of production aids Tools, equipment and processes	**Theory & Non-Examined Assessment** 3.3.1 Investigation, primary and secondary data Use primary and secondary data to understand client and/or user needs	**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	**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	**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	**Theory & Non-Examined Assessment** 3.3.10 Specialist tools and equipment 3.3.11 Specialist techniques and processes Surface treatments and finishes

| 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 | 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 | 3.3.5 Communication of design ideas
3.3.6 Prototype development | Use appropriate marking out methods, data points and coordinates | Cut materials efficiently and minimise waste
Use appropriate marking out methods, data points and coordinates | |

Food Nutrition/Hospitality & Catering Curriculum Maps 2025 - 2026

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 **EDUQAS LEVEL 1/2 AWARD HOSPITALITY & CATERING**	1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision	1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision	1.3.2 Food safety 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health	1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) 2.1.1 Understanding the importance of nutrition	2.1.2 How cooking methods can impact on nutritional value 2.2.1 Factors affecting menu planning 2.2.2 How to plan production	2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices
11 **EDUQAS GCSE FOOD PREPARATION & NUTRITION**	Theory & Non-Examined Assessment Assessment 1: **Removed by exam board** 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. 1. Food commodities 2. Principles of nutrition Macronutrients and Micronutrients 3. Diet and good health Energy requirements of individuals Plan balanced diets Calculate energy and nutritional values of recipes, meals and diets			Theory & Examined preparation 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		

French Curriculum Maps 2025-2026

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**	**Tu as du temps à perdre? (Module 1)** Festivals and celebrations Talking about internet usage Free time activities TV and film Learning about *les Jeux de la Francophonie* **Grammar** Giving opinions Conjugating regular –er verbs in present tense Conjugating irregular verbs in present tense Using *on* to mean 'we' Partitive articles for sport Negatives Question words Regular –ir verb endings Near future tense Perfect tense Forming questions	**Mon clan, ma tribu (Module 2)** Talking about identity Weekend routines Friends and friendship People's appearance Role models Celebrations **Grammar** Possessive adjectives Emphatic pronouns Reflexive verbs in present tense Extending sentences using sequencers and connectives Adjectival agreement Position of adjectives Direct object pronouns	**Ma vie scolaire (Module 3)** Talking about school subjects and school life School rules Progress at school Talking about what school used to be like Talking about learning languages **Grammar** Comparative adjectival structures Use of *il faut* + infinitive Negatives in perfect tense Superlatives Imperfect tense Indirect object pronouns Imperfect, present and near future together Definite article Impersonal verb structures	**En pleine forme (Module 4)** Describing and giving opinions about dishes Talking about meals and mealtimes Talking about good mental health **Grammar** Partitive article The pronoun *en* *Tu*-form and *vous*-form imperative Present tense of modal verbs	**Mock preparation** Revise course covered so far Prepare for EoY speaking exam Exam practice and feedback	**En pleine forme (Module 4 cont.)** Describing illness and accidents Saying what you will do to improve your life Talking about lifestyle changes **Grammar** Perfect tense reflexive verbs
11 **Edexcel GCSE French** **FR01**	**Numéro vacances (Module 5)** Talking about holidays and accommodation Talking about your ideal holidays	**Notre planète (Module 6)** Understanding infographics about the environment	**Mon petit monde à moi (Module 7)** Understanding adverts Describing your town or village	**Mes projets d'avenir (Module 8)** Talking about summer plans Talking about future plans and hopes		

	Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities **Grammar** The conditional in first, second and third person singular Forming questions Relative pronouns *qui* and *que* Saying 'in' (*dans, à la, au, en)* Modal verbs in perfect tense Using *si* and present tense	Talking about geography and the climate Talking about environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies **Grammar** Comparative and superlative Passive voice *Nous*-form imperative Using the negatives *personne* and *rien* as the subject of a sentence	Asking for and understanding directions Talking about shopping for clothes Describing your ideal home Talking about visiting another town or city **Grammar** Using demonstrative adjectives (*ce*, *cet*, *cette*, *ces*) Using the pronoun *y* Translating phrases with *depuis* Using *à* and *de* with the definite article Using *de* to indicate possession Using *si* clauses Questions in different forms and in different tenses	Talking about travelling and earning money Talking about possible future career paths Talking about different jobs **Grammar** Three different ways of talking about the future: near future and simple future tenses, present tense with time adverb *avant de/d'* + infinitive *après* + *avoir* / *être* + infinitive *sans* + infinitive Verbs that take *être* in the perfect tense revisited Infinitives as nouns, e.g. *aider les autres, c'est …* Nouns for jobs change according to gender, e.g. *influenceur, influenceuse* Verbs followed by *à* or *de* + infinitive		
11 **Edexcel GCSE French** **FR01**	**Mon Boulot** **(Theme 4)** Revision of professions and work preferences Using "le pire"/"le mieux" to discuss career choices Review of conditional tense to discuss plans and hopes	**Dimension Globale** **(Theme 5)** Review of present tense to discuss problems facing the world Review of modal verbs in the conditional tense to discuss how to protect the environment and	**Revision and oral preparation**	**Oral preparation and revision**	**Oral exam and revision**	

	Review of past and present tenses to discuss past jobs/ current jobs Discussing the importance of languages Adverbs Role play: Job interviews Picture description: describing different professions in a picture **La Fête du travail**	introduction to the subjunctive 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 **Big French sporting events**				

Geography Curriculum Map 2025-2026

Key Stage 4

AQA GCSE Geography

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	The Challenge of Natural Hazards ▪ Hazard Risk ▪ Tectonic Hazards	The Challenge of Natural Hazards ▪ Weather Hazards ▪ Climate change	Physical Landscapes in the UK ▪ Overview of UK locations ▪ River landscapes Physical Fieldwork	Physical Landscapes in the UK ▪ Coastal Landscapes	The Living World ▪ Ecosystem characteristics and distribution ▪ Tropical Rainforests ▪ Hot Deserts	Urban Issues and Challenges ▪ Global Urbanisation ▪ LIC challenges (Rio)
11	Urban Issues and Challenges ▪ UK opportunities and challenges (London)	The Changing Economic world ▪ Global variation Human Fieldwork	The Changing Economic World ▪ Rapid growth in LICs/NEEs ▪ Change in the UK	The Challenge of Resource Management ▪ Overview of Food, Water and Energy ▪ Strategies to increase energy supply Issue Evaluation	Revision Issue Evaluation	

History Curriculum Maps 2025-2026

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	**Paper 3: Modern depth study** **Option 31: Weimar and Nazi Germany, 1918–39** ▪ The Weimar Republic, 1918 – 1929 ▪ Hitler's Rise to Power, 1919 - 1933	**Paper 3: Modern depth study** **Option 31: Weimar and Nazi Germany, 1918–39** ▪ Nazi control and dictatorship, 1933 – 1939 ▪ Life in Nazi Germany, 1933 – 1939	**Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91** ▪ Origins of the Cold War, 1941 – 58 ▪ Cold War crises, 1958 - 70	**Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91** ▪ The end of the Cold War, 1970 – 91 ▪ Cold War Revision and technique practice	**Paper 1: Thematic study and historic environment** **Option 10: Whitechapel, c1870–c1900:** **crime, policing and the inner city** ▪ Crime and policing in Whitechapel Why didn't they catch Jack the Ripper?	**Paper 1: Thematic study and historic environment** **Option 10: Whitechapel, c1870–c1900:** **crime, policing and the inner city** ▪ Whitechapel revision and technique practice. ▪ EOY exam revision and feedback.
11	**Paper 1: Thematic study and historic environment** **Option 10: Crime and punishment in Britain, c1000–present** ▪ C1000 – c1500: Crime and punishment in medieval England ▪ C1500 – 1700: Crime and punishment in early modern England	**Paper 1: Thematic study and historic environment** **Option 10: Crime and punishment in Britain, c1000–present** ▪ C1700 – c1900: Crime and punishment in the 18th and 19th centuries. ▪ C1900 – present: Crime, punishment in modern Britain.	**Paper 2 : Period Study Option B3: Henry VIII and his ministers, 1509-40.** ▪ Henry VIII and Wolsey, 1509-29. ▪ Henry VIII and Cromwell, 1529-40.	**Paper 2 : Period Study Option B3: Henry VIII and his ministers, 1509-40.** ▪ The Reformation and its impact, 1529-40. ▪ Revision and technique practice for all topics.	**GCSE exams commence:** ▪ Walkthrough/talk through mocks for all papers.	

ICT and Computer Science Curriculum Maps 2025-2026

Key Stage 4 ICT and Computer Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 **BTEC in DIT** **(Year 1)**	**Component 1:** Exploring user interface design principles and project planning techniques LO – A: Understand user interface design for individuals and organisations LO – B: Be able to use planning techniques to plan and design a user interface LO – C: Be able to review a user interface.	Pearson Set Assignments (PSA)+ marking within centre				
10 **BTEC in DIT** **(Year 1)**	**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 **Component 2: Collecting, Presenting and Interpreting Data**		**Component 2: Collecting, Presenting and Interpreting Data** LO – A,B & C **C** Be able to draw conclusions and review data presentation methods.	Pearson Set Assignments (PSA)+ Marking within centre	Pearson Set Assignments (PSA)+ marking within centre	Problem solving skills development
Exam spec/ code **Exam** **(Year 1)**			Component 3 Effective Digital Working Practices AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology			Problem solving skills development

		AO2 Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology AO3 Apply an understanding of facts, terms, processes and issues in relation to digital information technology AO4 Make connections with the concepts, issues, terms and processes in digital information technology **Teaching Content:** **A** Modern technologies **D** Planning and communication in digital systems	
Year 11 (Year 2)	Component 1: Exploring user interface design principles and project planning techniques LO – A: Understand user interface design for individuals and organisations LO – B: Be able to use planning techniques to plan and design a user interface LO – C: Be able to review a user interface.	Pearson Set Assignments (PSA)+ Marking within centre	
	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	Pearson Set Assignments (PSA)+ Marking within centre	

	B Be able to create a dashboard using data manipulation tools **C** Be able to draw conclusions and review data presentation methods.				
Year 11 (Year 2) Exam Unit			Component 3 Effective Digital Working Practices LO –A1 (Modern Technologies)	Component 3 Effective Digital Working Practices LO –B (Cyber security) Component 3 Effective Digital Working Practices LO –D (Planning and communication in digital systems) & Exam Prep	**Revision** **Exam Practice**

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10 (Year 1) **OCR/J277 Computer Science**	**Computer systems Theory** **1.1 Systems Architecture** • Architecture of the CPU • CPU Performance **1.5 Systems software** ▪ Operating systems	**Computer systems Theory** **1.1 Systems Architecture** ▪ Units ▪ Data storage - Numbers ▪ Data storage - Characters **Computational thinking, algorithms and programming** **2.1 Algorithms**	**Computer systems Theory** **1.1 Systems Architecture** ▪ Data storage - Images ▪ Data storage - Sound ▪ Data storage - Compression **Computational thinking, algorithms and programming**	**Computer systems Theory** **1.2 Memory and storage** ▪ Primary storage (Memory) ▪ Secondary storage **Computational thinking, algorithms and programming**	**Computer systems Theory** **1.1 Systems Architecture** ▪ Embedded systems **1.2 Memory and storage** ▪ Primary storage (Memory) ▪ Secondary storage **Computational thinking, algorithms and programming**	**Computer systems Theory** **1.3 Computers networks, connections and protocols** ▪ Networks and topologies ▪ Wired and wireless networks, protocols and layers

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Computational thinking, algorithms and programming **2.4 Boolean logic** ▪ Boolean logic **2.1 Algorithms** ▪ Designing, creating and refining algorithms	▪ Designing, creating and refining algorithms **2.2 Programming fundamentals** ▪ Data types ▪ Programming fundamentals **Practical** Programming Skills	**2.2 Programming fundamentals** ▪ Additional programming techniques **Practical** Programming Skills	▪ Additional programming techniques **Practical** Programming Skills	**2.2 Programming fundamentals** ▪ Additional programming techniques **Practical** Programming Skills	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 **(Year 2)** **OCR/J277** **Computer Science**	**Computer systems** **Theory** **1.4 Network security** ▪ Threats to computer systems and networks ▪ Identifying and preventing vulnerabilities **1.5 Systems software** ▪ Operating systems ▪ Utility software **Computational thinking, algorithms and programming** **2.4 Boolean logic** ▪ Boolean logic **2.1 Algorithms** ▪ 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** ▪ 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 Curriculum Maps 2025-2026

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Component One Section A & B Film Industry 'No Time to Die' / 'The Man with the Golden Gun' Component Two Section B - Music Video ▪ Taylor Swift – Bad Blood ▪ Justin Bieber - Intentions ▪ Duran Duran – Rio	Component One Section A - Advertising and Marketing This Girl Can Quality Street EXAM PRACTICE	Component One Section A - Magazines ▪ Pride Magazine ▪ GQ Magazine Component One Section A – Newspapers ▪ The Sun ▪ The Sun Website ▪ The Guardian EXAM PRACTICE	Component Two Section A - TV Crime Drama ▪ Luther ▪ The Sweeney EXAM PRACTICE	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	MOCKS & NEA Component 3 – Non-Examination Assessment ▪ Magazine/Film Marketing print MOCK: Component 1 and Component 2 Completing statement of aims Producing final products Producing final products (1st draft self- and peer- assessment) EXAM PRACTICE
Year 11	Component Three – Non-Examination Assessment Magazine/Film Marketing print Component Two Section B - Music Video ▪ Taylor Swift – Bad Blood ▪ Justin Bieber - Freedom ▪ Duran Duran – Rio EXAM PRACTICE	Component 3 – Non-Examination Assessment Magazine/Film Marketing print EXAM PRACTICE WINTER MOCKS Component One Section B - Video Games ▪ Fortnite ▪ Audience ▪ Industry Media Context	Component One Section B – Radio ▪ The Archers ▪ Audience ▪ Industry ▪ Media Context REVISION EXAM PRACTICE	NEA finalisation REVISION EXAM PRACTICE MARCH MOCKS		

Performing Arts Curriculum Maps 2025-2026 - Dance

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	**Component 1: Exploring the Performing Arts** Students study a key theme that is released by the exam board. 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.		**Component 2: Developing Skills and Techniques in the Performing Arts** 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.			
11	**Component 3: Responding to a Brief** 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 x 1 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.					

Performing Arts Curriculum Maps 2025-2026 - Drama

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** ▪ Section A & B	**Component 2 – Devising Drama** ▪ Exploring drama practitioners ▪ Devising short piece based on stimulus	**Component 1 – Understanding Drama** ▪ Technical aspects of performance **Component 2 – Devising Drama** ▪ Teacher led workshops. ▪ Devising	**Component 2 – Devising Drama** ▪ Devising: Planning and rehearsal ▪ Final performance	**Component 2 – Devising Drama** ▪ Analysis and reflection ▪ Devising log	**Component 1 – Understanding Drama** ▪ Section C **Component 2 – Devising Drama** ▪ Devising: Planning and rehearsal ▪ Final performance ▪ Analysis and reflection Devising log
11	**Component 1 – Understanding Drama** ▪ Section C **Component 3 – Texts in Practice** ▪ Performance skills development ▪ Extracts from two plays	**Component 1 – Understanding Drama** ▪ Section C **Component 3 – Texts in Practice** ▪ Performance skills development ▪ Interpretation ▪ Extracts from two plays	**Component 1 – Understanding Drama** ▪ Exam practice **Component 3 – Texts in Practice** ▪ Performance skills development ▪ Interpretation ▪ Extracts from two plays	**Component 1 – Understanding Drama** ▪ Exam practice ▪ Theatre Reviews	**Component 1 – Understanding Drama** ▪ Exam practice ▪ Revision	

Performing Arts Curriculum Maps 2025-2026 - Music

Key Stage 4 BTEC Tech 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	**Component 1 – Exploring music products and Styles.** ▪ A1 Musical styles. ▪ A2 Musical elements, stylistic features, and characteristics. ▪ B1 Music industry products. ▪ B2 Music realisation techniques.		**Component 1 – Exploring music products and styles.** ▪ A1 Musical styles. ▪ A2 Musical elements, stylistic features, and characteristics. ▪ B1 Music industry products. ▪ B2 Music realisation techniques. **Component 2: Music Skills Development.** ▪ A1 Professional skills for the music industry. ▪ A2 Planning and communicating music skills development. ▪ B1 Development of technical music skills and techniques. ▪ B2 Development of music skills and techniques.			
11	**Component 3 – Responding to a Commercial Music Brief** ▪ 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 ▪ 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.		**Component 3 – Responding to a Commercial Music Brief** ▪ 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 ▪ 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.			

KS4 Physical Education/Sport BTEC Curriculum Maps 2025-2026

Key Stage 4

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

RAYNES
PARK HIGH SCHOOL

Religious Studies Curriculum Maps 2025-2026

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** ▪ 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** ▪ 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** ▪ 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** ▪ 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** 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** ▪ Exam prep for PPEs covering – ▪ Christianity beliefs ▪ Christianity practices ▪ Islam beliefs ▪ Islam practices ▪ Peace & Conflict Exam writing techniques including how to structure 12 markers & timed practice.

11	**Theme E: Crime & Punishment**	**Theme A: Relationships & Families**	**Theme B: Religion & Life**	**Exam Prep & Revision**	Exam Prep & Revision	
	Christian & Islamic perspectives on – - Good and evil actions/intentions - Reasons for crime - Views on criminals - Types of crimes - Aims of punishments - Types of punishments - Forgiveness - The death penalty	Christian & Islamic perspectives on – - Sex & sexuality - Contraception - Marriage & cohabitation - Parenting - Divorce & remarriage - Role of families - Same-sex marriage - Polygamy - Gender equality & prejudice	Christian & Islamic perspectives on – - 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	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)	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 2024-2025

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)**	**Diviértete (Module 1)** Spanish speaking sports stars Life online Sports and free-time activities Arranging to go out Saying what you did at the weekend Talking about days that went wrong **Grammar** Verbs in present tense Stem-changing verbs Opinion verbs Irregular present tense verbs Near future tense Preterite tense Direct object pronouns	**Viajes (Module 2)** Discussing travel plans Talking about festivals in the Spanish-speaking world Saying what you did on holiday Describing where you stayed Talking about holidays using different tenses **Grammar** *Acabar de* + infinitive *Lo* + adjective Imperfect tnese *Estar* and *tener* Irregular: *ser, ir, ver* *Soler* + infintive Using a range of tenses	**Mi gente, mi mundo (Module 3)** Reading about different families Describing people Talking about who you admire Talking about friendships and relationships Talking about your identity and what matters to you Talking about problems and giving advice **Grammar** Possessive adjectives Present continuous tense *Ser* for physical descriptions *Estar* for location/feelings/ emotion/mood *Tener* *Desde hace* + period of time Personal *a* Reflexive verbs for relationships Verbs of opinion *Interesar/preocupar/importer* *Para* + infinitive *Estar* to express feelings, emotions and moods	**Mi estilo de vida (Module 4)** Learning about typical foods in Spanish-speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits Talking about illnesses and injuries Talking about future plans to improve health and wellbeing **Grammar** Adjectives of nationality *Después de* and *antes de* Indefinite articles Imperfect tense Direct object pronouns *Hay que*	**A clase (Module 5)** Learning about schools in Spain Talking about a typical day at school Talking about my studies Talking about how I would change my school Talking about students and teachers in my school Describing a school trip in the past **Grammar** Superlatives Relative pronouns *Llevar* + present participle Lo que Talking about the opinions of others Conditional tense Negatives Adverbs with *–mente*	**Mi barrio y yo** Finding out about Colombia Describing cities Describing how a city or town has changed Describing shopping preferences Giving preferences about where you live Talking about your area **Grammar** Perfect tense Prepositions of place Demonstrative adjectives Imperfect tense Direct object pronouns Present subjunctive Verbs in preterite tense Prepositional pronouns
11 **Edexcel GCSE Spanish (SP01)**	**Un mundo de esperanza para todos (Module 7)**	**El future te espera (Module 8)** Learning about Latino trailblazers	**PPE1** ***Revision**, preparation examen oral* *Revision Theme 1*	*Revision theme 2* Preparation oral exam	*Revision theme 3*	

	Talking about how you help in your community Talking about climate change Acting to help the environment Talking about solutions Developing effective comprehension skills **Grammar** Using pronouns after prepositions Using the imperative Using *falta, hace falta, vale la pena, basta* Using the passive Using the imperfect continuous Avoiding the passive Practising negatives Using the subjunctive to give opinions Translating more complex texts Using *(no) se debería* + infinitive Understanding multiple tenses	Talking about my plans for the future Talking about getting a job Talking about future career intentions Talking about the importance of learning languages Talking about changes in the world of work Talking about the impact of artificial intelligence **Grammar** Using Spanish stress patterns correctly Using *seguir / continuar* + present participle Transcribing unfamiliar words Using possessive pronouns Using prepositions followed by the infinitiveUsing masculine and feminine nouns for jobs Using and understanding the suffix *-dad/-idad* Using modal verbs Using different verbs forms Understanding more complex texts Listening for percentages Using *para que* + present subjunctive Working out the infinitive of a conjugated verb				

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