

# RAYNES

PARK HIGH SCHOOL

YEAR 11 CURRICULUM INFORMATION  
2021-22

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 “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

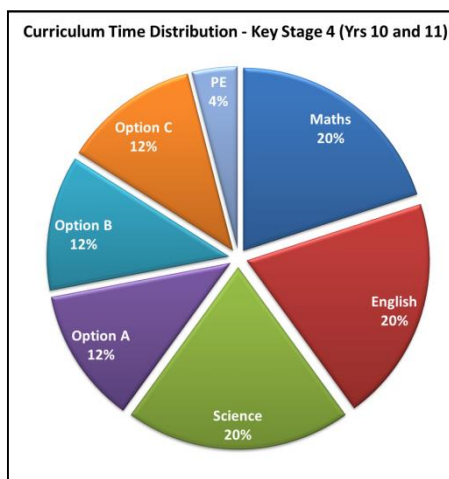
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- 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 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 Years 11 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](mailto: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 2021. You can support your child during this year in preparation 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://hegartymaths.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.



## Year 11 Key Staff

Pastoral Team		
Ms E Karadal	Head of Year 11	ekaradal@raynespark.merton.sch.uk
Mr G Arnot	Pastoral Support Officer – KS4	garnot@raynespark.merton.sch.uk

Tutor Team		
Mr A Baines	11AB Tutor	abaines@raynespark.merton.sch.uk
Mr S Chick and Ms S Perrotta	11SC Tutor	schick@raynespark.merton.sch.uk sperrotta@raynespark.merton.sch.uk
Mr E Couste	11EC Tutor	ecouste@raynespark.merton.sch.uk
Mr J Edmondson	11JE Tutor	jedmondson@raynespark.merton.sch.uk
Ms P Patel	11PP Tutor	ppatel@raynespark.merton.sch.uk
Mr M Robinson	11MR Tutor	mrobinson@raynespark.merton.sch.uk

Heads of Department		
Mr R Harris	Head of Art and Design	rharris@raynespark.merton.sch.uk
Ms S Perrotta	Head of Art (Acting)	sperrotta@raynespark.merton.sch.uk
Ms M Bowes	Head of Biology	mbowes@raynespark.merton.sch.uk
Ms R Sandhu	Head of Business Studies	rsandhu@raynespark.merton.sch.uk
Ms C Grandilli	Head of Chemistry	cgrandilli@raynespark.merton.sch.uk
Mr D Jackson	Head of Computer Science	djackson@raynespark.merton.sch.uk
Mr R Burnett	Head of Drama	rburnett@raynespark.merton.sch.uk
Ms E Scott	Head of English	escott@raynespark.merton.sch.uk
Mr D Harris	Head of History	dharris@raynespark.merton.sch.uk
Mr G Collman	Head of Humanities/Geography	gcollman@raynespark.merton.sch.uk
Ms S Kuti	Head of Inclusion (Access Centre and SEND)	skuti@raynespark.merton.sch.uk
Mr J Tombs	Head of Maths	jtombs@raynespark.merton.sch.uk
Mr A Baines	Head of Media	abaines@raynespark.merton.sch.uk
Ms C Lorimer	Head of MFL	clorimer@raynespark.merton.sch.uk
Mr M Robinson	Head of Performing Arts/Music	mrobinson@raynespark.merton.sch.uk
Mr J Sanderson	Head of Physical Education	jsanderson@raynespark.merton.sch.uk
Mr R Jones	Head of Physics	rjones@raynespark.merton.sch.uk
Ms H Best	Head of RE	hbest@raynespark.merton.sch.uk
Ms K Burkin	Head of Science	kburkin@raynespark.merton.sch.uk
Ms R Pugh	Head of Social Sciences	rpugh@raynespark.merton.sch.uk
Mr J Cahill	Head of Travel & Tourism	jcahill@raynespark.merton.sch.uk

## English Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>AQA/ 8700 &amp; 8702</b>	<b>An Inspector Calls AND essay writing skills</b>  Examining the political message of J.B Priestley focusing on issues of wealth, class, gender and social responsibility.  <b>Literature skills:</b> <ul style="list-style-type: none"> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> <li>Analytical techniques</li> <li>Essay writing skills</li> </ul>	<b>Poetry AND Language Q4 &amp; Q5 revision</b>  Examining the poetic form and literary methods employed by poets within poems from the 19 <sup>th</sup> century to the modern day.  <b>Literature skills:</b> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> <li><i>Language Paper skills:</i> <ul style="list-style-type: none"> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> </ul> </li> </ul>	<b>Language Paper 2</b>  Exploring a range of non-fiction texts from different eras and the disseminating power of the written word.  <b>Language Paper 1 skills:</b> <ul style="list-style-type: none"> <li>Reading fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Creative writing skills</li> </ul>	<b>Language Paper 1</b>  Exploring a range of modern literary texts from different eras focusing on the skills of the written word.  <b>Language Paper 2 skills:</b> <ul style="list-style-type: none"> <li>Reading non-fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Non-fiction writing skills</li> </ul>	<b>Macbeth AND Language revision</b>  Exploring the key themes within 'Macbeth' and analysing Shakespeare's intent and craft.  <b>Literature skills &amp; Language skills:</b> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> </ul>	<b>Speaking and Listening AND literature revision</b>  Exploring poignant speeches through history focusing on their political and social message. Shaping and writing speeches for an audience.  <b>Literature skills &amp; Language skills:</b> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> </ul>

<p><b>11</b></p> <p><b>AQA/ 8700 &amp; 8702</b></p>	<p><b>Unseen Poetry AND Power and Conflict revision</b></p> <p>Exploring the poetic form and literary methods employed by poets within poems from the 19<sup>th</sup> century to the modern day.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> </ul>	<p><b>Jekyll and Hyde</b></p> <p>Exploring the novella and literary methods employed by Stevenson within 'The Strange Case of Dr Jekyll and Mr Hyde'.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> </ul>	<p><b>AIC Revision AND Language Q4 &amp; Q5 revision</b></p> <p>Examining the key themes within 'An Inspector Calls' and analysing the writer's intent.</p> <p><b>Literature skills &amp; Language Paper skills:</b></p> <ul style="list-style-type: none"> <li>Grammar and writers' methods</li> <li>Creative writing skills</li> <li>Non-fiction writing skills</li> </ul>	<p><b>Revision of Macbeth AND Language Paper 1 &amp; 2 revision</b></p> <p>Examining the key themes within the taught literature and analysing the writer's intent.</p> <p><b>Literature skills &amp; Language skills:</b></p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> </ul>	<p><b>Revision</b></p> <p>Exploring the key quotations, messages and written skills necessary for the GCSE.</p> <p><b>Literature skills &amp; Language skills:</b></p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> <li>Reading texts for meaning</li> <li>Grammar and writers' methods</li> </ul>	
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## Maths Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b> <b>Edexcel 1MA1</b> <b>Foundation</b>	<ul style="list-style-type: none"> <li>▪ Repeated percentage increase</li> <li>▪ Percentage multipliers</li> <li>▪ Best buys</li> <li>▪ Algebraic expressions</li> <li>▪ Expanding brackets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Factorising</li> <li>▪ Solving linear equations</li> <li>▪ Circles</li> <li>▪ Volume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multi step angle problems</li> <li>▪ Pythagoras' Theorem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Estimating</li> <li>▪ HCF/LCM</li> <li>▪ Drawing linear graphs</li> <li>▪ Sample space diagrams</li> <li>▪ Independent events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relative frequency</li> <li>▪ Reflections</li> <li>▪ Rotations</li> <li>▪ Translations</li> <li>▪ Two way tables</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency polygons</li> <li>• Averages</li> <li>• Pie Charts</li> <li>• Scatter graphs</li> <li>• Scale drawings</li> </ul>
<b>10</b> <b>Higher</b>	<ul style="list-style-type: none"> <li>▪ Related calculations</li> <li>▪ Compound Interest</li> <li>▪ Reverse percentages</li> <li>▪ Percentage change</li> <li>▪ Exchange rates</li> <li>▪ Ratio problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forming &amp; solving linear equations</li> <li>▪ Factorising quadratics</li> <li>▪ Surface area</li> <li>▪ Arc lengths &amp; sectors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Angles in polygons</li> <li>▪ Trigonometry</li> <li>▪ Index Laws</li> <li>▪ Standard form</li> <li>▪ Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simultaneous equations</li> <li>▪ <math>Y=mx+c</math></li> <li>▪ Probability trees</li> <li>▪ Frequency trees</li> <li>▪ Sets &amp; Venn diagrams</li> <li>▪ Enlargements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Similar Triangles</li> <li>▪ Congruent triangles</li> <li>▪ Sampling</li> <li>▪ Quartiles</li> <li>▪ Average &amp; range problems</li> </ul>	<ul style="list-style-type: none"> <li>• Speed</li> <li>• Density</li> <li>• Pressure</li> <li>• Bounds</li> </ul>

<b>11</b> <b>Edexcel 1MA1</b> <b>Foundation</b>	<ul style="list-style-type: none"> <li>Related calculations</li> <li>Compound Interest</li> <li>Reverse percentages</li> <li>Percentage change</li> <li>Exchange rates</li> <li>Ratio problems</li> <li>Forming &amp; solving linear equations</li> <li>Factorising quadratics</li> </ul>	<ul style="list-style-type: none"> <li>Surface area</li> <li>Angles in polygons</li> <li>Trigonometry</li> <li>Index Laws</li> </ul>	<ul style="list-style-type: none"> <li>Standard form</li> <li>Sampling</li> <li>Quartiles</li> <li>Average &amp; range problems</li> <li>Probability trees</li> <li>Frequency trees</li> <li>Sets &amp; Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Inequalities</li> <li>Simultaneous equations</li> <li><math>Y=mx+c</math></li> <li>Speed</li> <li>Density</li> <li>Pressure</li> <li>Bounds</li> </ul>	<ul style="list-style-type: none"> <li>Enlargements</li> <li>Similar Triangles</li> <li>Congruent triangles</li> <li>Construction</li> </ul>	
<b>11</b> <b>Higher</b>	<ul style="list-style-type: none"> <li>Changing the subject</li> <li>Solving quadratics</li> <li>Algebraic fractions</li> <li>Recurring decimals</li> <li>Advanced ratio</li> <li>Algebraic inverse &amp; direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>Volume &amp; surface area of complex 3D shapes</li> <li>Advanced trigonometry</li> <li>Surds</li> <li>Box plots</li> <li>Histograms</li> </ul>	<ul style="list-style-type: none"> <li>Quadratic sequences</li> <li>Functions</li> <li>Iteration</li> <li>Quadratic graphs</li> </ul>	<ul style="list-style-type: none"> <li>Graph transformations</li> <li>Similarity</li> <li>Vectors</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	

## Science Curriculum Maps 2021-2022

### Key Stage 4

Year		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	Biology	Ecology <ul style="list-style-type: none"> <li>Adaptations, interdependence and competition</li> </ul>	Ecology <ul style="list-style-type: none"> <li>Organising an ecosystem</li> <li>Biodiversity and ecosystems</li> </ul>	Disease & Bioenergetics <ul style="list-style-type: none"> <li>Communicable diseases</li> <li>Non-communicable diseases</li> </ul>	Disease & Bioenergetics <ul style="list-style-type: none"> <li>Preventing and treating disease</li> </ul>	Biological Responses <ul style="list-style-type: none"> <li>The human nervous system</li> <li>Hormonal coordination</li> </ul>	Revision for end of year exams and Practical Skills
	Chemistry	Chemical changes 1 <ul style="list-style-type: none"> <li>The reactivity series</li> <li>Displacement reactions</li> </ul>	Chemical changes 2 <ul style="list-style-type: none"> <li>Neutralisation reactions</li> </ul>	Electrolysis <ul style="list-style-type: none"> <li>Electrolysis and its applications</li> </ul>	Energy changes <ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</li> </ul>	Rates and equilibrium <ul style="list-style-type: none"> <li>Collision theory</li> <li>Dynamic equilibrium</li> </ul>	
	Physics	Molecules and matter (review) <ul style="list-style-type: none"> <li>States of matter and changes of state</li> </ul> Forces in balance <ul style="list-style-type: none"> <li>Equilibrium and non-equilibrium of forces</li> </ul>	Motion <ul style="list-style-type: none"> <li>Distance</li> <li>Speed</li> <li>Acceleration</li> </ul>	Forces and motion <ul style="list-style-type: none"> <li>Force</li> <li>Momentum</li> </ul>	Electric circuits <ul style="list-style-type: none"> <li>Electric charge, current, potential difference and resistance</li> </ul>	Electricity in the home <ul style="list-style-type: none"> <li>Using and measuring electricity in appliances</li> </ul>	

Year		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11	Biology	Biological Responses <ul style="list-style-type: none"> <li>The human nervous system</li> <li>Hormonal coordination</li> </ul>	Genetics & Reproduction <ul style="list-style-type: none"> <li>Reproduction</li> </ul>	Genetics & Reproduction <ul style="list-style-type: none"> <li>Variation and evolution</li> <li>Genetics and evolution</li> </ul>	Revision	GCSE Exams	
	Chemistry	Chemistry Practical work <ul style="list-style-type: none"> <li>Electrolysis</li> <li>Making Salts</li> <li>Displacement</li> <li>Temperature Changes</li> </ul> Chemical Calculations Review Crude oil and fuels <ul style="list-style-type: none"> <li>Hydrocarbons</li> </ul> Chemical analysis <ul style="list-style-type: none"> <li>Chromatography</li> </ul>	The Earth's atmosphere <ul style="list-style-type: none"> <li>Evolution of the atmosphere</li> <li>Pollution</li> </ul> The Earth's resources <ul style="list-style-type: none"> <li>Finite and renewable resources</li> </ul>	Rates and equilibrium <ul style="list-style-type: none"> <li>Collision theory</li> <li>Dynamic equilibrium</li> </ul>			
	Physics	Wave properties <ul style="list-style-type: none"> <li>Wave behaviour</li> </ul>	Electromagnetic waves and electromagnetism <ul style="list-style-type: none"> <li>Electromagnetic spectrum</li> <li>Magnetic fields</li> </ul>	Radioactivity <ul style="list-style-type: none"> <li>Nuclear radiation</li> </ul>			

## Art Curriculum Maps 2021-2022

### Key Stage 4

#### Fine Art

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 10</b>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Alternative drawing techniques</li> <li>Stick and ink</li> <li>Charcoal</li> </ul>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Laura Oldfield Ford</li> </ul>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Experimenting and refining</li> <li>Mixed media</li> <li>Marking making</li> <li>Presenting work</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Proportions of the face</li> <li>Observational drawing</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Expression</li> <li>Photography</li> <li>Developing a theme</li> <li>Experimental mixed media work</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Mono printing</li> <li>Experimenting, developing and refining work</li> </ul>
<b>Year 11</b>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Selecting and developing a theme independently</li> <li>Developing and refining ideas</li> <li>Recording ideas as work progresses</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Selecting and developing a theme independently</li> <li>Developing and refining ideas</li> <li>Recording ideas as work progresses</li> <li>Final outcome</li> </ul>	<b>Externally Set Assignment</b> <ul style="list-style-type: none"> <li>Using and artists and other sources to develop ideas</li> <li>Selecting and developing a theme independently</li> <li>Developing and refining ideas</li> <li>Recording ideas as work progresses</li> </ul>	<b>Externally Set Assignment</b> <ul style="list-style-type: none"> <li>Using and artists and other sources to develop ideas</li> <li>Developing and refining ideas</li> <li>Recording ideas as work progresses</li> </ul>	<b>Externally Set Assignment</b> <ul style="list-style-type: none"> <li>Developing and refining ideas</li> <li>Recording ideas as work progresses</li> <li>EXAM (10 hours)</li> </ul>	N/A



## KS4 Physical Education / Sport BTEC Curriculum Maps 2021-2022

### Year 10

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>BTEC Firsts Sport (2018)</b>	<b>Unit 1</b> Fitness for Sport and Exercise Exam based			<b>Unit 5</b> The Sports Performer in Action		

### Year 11

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>BTEC Firsts Sport (2018)</b>	<b>Unit 5</b> The Sports Performer in Action	<b>Unit 2</b> Practical Performance in Sport	<b>Unit 1</b> Fitness for Sport and Exercise Exam based preparation for exam re sit (recovery curriculum)	<b>Unit 2</b> Practical Performance in Sport  <b>Unit 3</b> Applying the principles of personal training	<b>Unit 3</b> Applying the principles of personal training	<b>Unit 3</b> Applying the principles of personal training

## Business Studies Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>Unit 1 Introduction to Business and Enterprise</b>  <b>Exam Unit</b>	Being an entrepreneur  Entrepreneurial characteristics and skills Financial aims and objectives  Non-financial and objectives  Legal structures Organisational structures	Restructuring  Internal stakeholders  External stakeholders  Stakeholder engagement Marketing Mix Product types  Product lifecycle  Product development and innovation  Orientation types	Boston Matrix  Place/Price/Promotion  Market Research and Markets  Data types Primary research/ Secondary research	Market types  Outsourcing  Lean production  Maintaining and improving quality  Production methods  Customer service measurements  How customer service is measured	Internal Influences  Internal Challenges of Growth  External Influences	Challenges of Growth  Revision/Revision preparation for the summer
<b>11</b>  <b>Unit 3 Retail Operations</b>  <b>Internally Assessed Unit (Externally Verified)</b>	Know how retail operations are organised  Rights of retail employees  Responsibilities of retail employees	Understand interaction between customers and retail activities  Assess methods used by retail businesses to encourage sales  Explain how technology is used to interact with customers  Explain the effects of	Understand how retail businesses prepare for changes in the retail environment  Explain the effects of seasonality on retail operations  Explain measures retail businesses use to prepare for unplanned situations in daily retail operations	Be able to propose changes to retail store operations  Identify issues to resolve /suggest actions in response to issues / be able to propose changes to retail store operations	Completion of controlled assessments  Internal moderation and final corrections  <a href="#">Submission to exam board by May</a>  No examination	

	Effects of legislation on retail operations	seasonality on retail operations				
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## Child Development Curriculum Map 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>2021-22</b>	Unit 1 & Unit 3 exam content: An introduction to working with children aged 0-5 years.  Understand types of settings and local provision for children.  Understand how to prepare for placement.  Understand the responsibilities and limits of the early years worker in placements.	Understand individual needs and the necessity for fairness and inclusive practice.  Know own preferred learning style and develop relevant study skills.	Unit 2 & Unit 3 exam content: Development and well-being 0-5 years  Understand the expected pattern of holistic child development.  Understand the importance of observations and assessments and how they support development.	Unit 2 & Unit 3 exam content: Development and well-being 0-5 years  Understand factors that may affect children's holistic development.  Understand how to use everyday care routines and activities to support independence, health, safety and well-being.	Revision for Unit 3 exam: Child care and development 0-5 years  Past Paper Practice  Application of knowledge  <b>Exam 12/05/2022 9am</b>	Coursework write up for Unit 1: An introduction to working with children aged 0-5 years
<b>10</b>  <b>2022-23</b>	Unit 1 coursework (Final Submission): An introduction to working with children aged 0-5 years	Revision for Unit 3: Child care and development 0-5 years retake exam  Past Paper Practice. Application of knowledge.  <b>Exam January 2023</b>	Coursework write up for Unit 2: Development and well-being 0-5 years	Coursework write up for Unit 2: Development and well-being 0-5 years	Final corrections for coursework unit based on feedback	

<p><b>11</b></p> <p><b>2021-22</b></p>	<p>Improvements to Unit 2 Coursework based on feedback: <i>Unit 2 Development and well-being 0-5 years</i></p>	<p>Revision for retake of: Unit 03 Child care and development 0-5 years exam.</p> <p>Past Paper Practice</p> <p>Application of knowledge</p> <p>Improvements to Unit 2 Coursework based on feedback: <i>Unit 2 Development and well-being 0-5 years</i></p> <p>Unit 1 coursework An introduction to working with children aged 0-5 years</p>	<p><b>Exam 27/01/2022 9.00am</b></p> <p>Unit 1 coursework (Draft Submission): An introduction to working with children aged 0-5 years</p>	<p>Unit 1 coursework (Final Submission): An introduction to working with children aged 0-5 years</p>	<p><b>Final Improvements to Unit 1 and 2</b></p>	
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## Dance Curriculum Maps 2021-22

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b> <b>BTEC Dance</b>	Component 2 Developing Skills and Techniques in the Performing Arts		Component 1 Exploring the Preforming Arts			
<b>11</b> <b>BTEC Dance</b>	Component 1 Exploring the Preforming Arts  Component 2 Developing Skills and Techniques in the Performing Arts (recovery curriculum)		Component 3 Responding to a Brief			

## Drama Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>	<p><b>Component 1 – Understanding Drama</b> Students will focus on building their knowledge and understanding for Section A and Section B of their final written exam. For Section A, Students will be introduced to theatre roles and staging and will then practically explore their set text, Blood Brothers by Willy Russell, for Section B.</p> <p>At the end of the term Students will be required to implement everything they have learnt practically by answering performance based exam questions</p>	<p><b>Component 2 – Devising Drama</b> Students will undertake workshops which explore the work and techniques of two drama practitioners, giving them the tools to create work independently.</p> <p>Students will then create a mock 10-minute drama inspired from a stimulus.</p>	<p><b>Component 1 – Understanding Drama</b> Students will explore the technical aspects of drama and will focus on designing costume, lighting and set for Blood Brothers with an emphasis of gaining the technical expertise to answer exam questions in Section B of the final written exam paper.</p> <p><b>Component 2 – Devising Drama</b> Students will continue to develop their knowledge and skills in devising through teacher-led workshops.</p> <p>Students will begin to create a devised drama in groups for their internal assessment. Students are expected to create and rehearse their piece in lesson time and outside of the classroom.</p>	<p><b>Component 2 – Devising Drama</b> Students will continue to create and rehearse their devised piece before being internally assessed and moderated by the subject teacher.</p> <p>The performance will mark the end of the practical element of the component. Students will be graded individually and this mark will count towards students final GCSE grade.</p>	<p><b>Component 2 – Devising Drama</b> Student' will learn how to analyse, evaluate and reflect on their work as drama makers.</p> <p>Students will document the process of creating and performing their devised drama in writing by completing a devising log.</p> <p>The devising log will be marked by the classroom teacher with the marks going towards students final GCSE grade.</p>	<p><b>Component 1 – Understanding Drama</b> Students will be introduced to Section C of their final written exam. Students will study a live theatre performance and will be given the tools to analyse and evaluate this production in a live theatre review.</p> <p><b>Component 3 – Texts in Practice</b> Students will develop their performance skills and will practically explore performing with text.</p> <p>Students will be given two extracts from a play and will undertake a research project on their selected text.</p> <p>Students will be expected to learn lines over the course of the summer holidays</p>

11	<p><b>Component 1 – Understanding Drama</b> Students will focus on section C of their final written exam.</p> <p>Students will continue to develop their analysis and evaluative skills whilst studying a live theatre production.</p> <p><b>Component 2 – Devising Drama</b> Students will continue to create and rehearse their devised piece before being internally assessed and moderated by the subject teacher.</p> <p>Students will document the process of creating and performing their devised drama in writing by completing a devising log.</p> <p>The performance and the devising log will mark the end of this component. Students will be graded individually and this mark will count towards students final GCSE grade.</p>	<p><b>Component 1 – Understanding Drama</b> Students will continue to develop their writing skills for Section C of their final written exam.</p> <p><b>Component 3 – Texts in Practice</b> Students will rehearse an extract from a play with direction and support from the classroom teacher.</p> <p>Students will be expected to contribute to the process with a focus on interpretation of text.</p>	<p><b>Component 1 – Understanding Drama</b> Students will complete exam practice questions that cover all elements of the written paper.</p> <p><b>Component 3 – Texts in Practice</b> Students will continue to rehearse their chosen extract before performing to a live theatre audience.</p> <p>This will be marked by an external examiner.</p> <p>Students will be expected to take on technical duties to help support the smooth running of the performance.</p>	<p><b>Component 1 – Understanding Drama</b></p> <p>Students will revisit Blood Brothers by Willy Russell alongside preparing their live theatre reviews.</p> <p>Students will complete exam practice questions that cover all elements of the written paper.</p>	<p><b>Component 1 – Understanding Drama</b> Students will revise sections A, B and C of the written paper before taking their final written exam.</p>	
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## Design & Technology Curriculum Maps 2021 - 2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>	<b>Boat Challenge</b> 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	<b>T-Shirt Project</b> 3.1.6.1 Material categories <b>Papers and boards</b> <b>Natural and manufactured timbers</b> <b>Metals and alloys</b> <b>Polymers</b> <b>Textiles</b> 3.1.6.2 Material properties <b>Material properties</b> 3.2 Specialist technical principles 3.2.1 Selection of materials or components	<b>Promotional Products</b> 3.1.2 Energy generation and storage Fossil fuels Nuclear power Renewable energy Energy storage systems including batteries	<b>Festival Projects</b> 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	<b>Festival Projects</b> 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	<b>Non-Examined Assessment Prep</b> 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	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.2.8 Specialist techniques and processes</p> <p>The use of production aids</p> <p>Tools, equipment and processes</p> <p>How materials are cut shaped and formed to a tolerance</p> <p>Commercial processes</p> <p>Quality control</p> <p>3.2.9 Surface treatments and finishes</p> <p>3.3 Designing and making principles</p>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.3.1 Investigation, primary and secondary data</p> <p>Use primary and secondary data to understand client and/or user needs</p> <p>How to write a design brief and produce a design and manufacturing specification</p> <p>Carry out investigations in order to identify problems and needs</p> <p>3.3.2 Environmental, social and economic challenge</p> <p>3.3.3 The work of others</p>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.3.4 Design strategies</p> <p>Generate imaginative and creative design ideas using a range of different design Strategies</p> <p>Explore and develop their own ideas</p> <p>3.3.5 Communication of design ideas</p> <p>3.3.6 Prototype development</p>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.3.7 Selection of materials and components</p> <p>3.3.8 Tolerances</p> <p>3.3.9 Material management</p> <p>Cut materials efficiently and minimise waste</p> <p>Use appropriate marking out methods, data points and coordinates</p>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.3.6 Prototype development</p> <p>3.3.7 Selection of materials and components</p> <p>3.3.8 Tolerances</p> <p>3.3.9 Material management</p> <p>Cut materials efficiently and minimise waste</p> <p>Use appropriate marking out methods, data points and coordinates</p>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <p>3.3.10 Specialist tools and equipment</p> <p>3.3.11 Specialist techniques and processes</p> <p>Surface treatments and finishes</p>
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## French Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>Edexcel GCSE French FR01</b>	<b>Qui suis-je? (Theme 1)</b> Family, friends and describing people Places in town and activities Going out with friends. Life when younger. Present tense review Inc. irregular verbs Perfect and near future tense review Introduction of imperfect tense Combination of tenses	<b>Le temps de loisirs (Theme 1)</b> Sport, music, film, tv, reading and technology <i>Depuis + present tense</i> Comparatives Superlatives DOPs imperfect tense	<b>Jours ordinaires, jours de fête (Theme 1)</b> Food Meals Daily routine Family celebrations Festivals and traditions Pouvoir and Devoir Pronoun en Tu and Vous forms Venir de + inf Combining tenses	<b>De la ville à la campagne (Theme 2)</b> Local area Weather Transport Directions Community projects <i>Pronoun y</i> Negatives Questions with Quel/quelle/quells/quelles Simple future tense Present, perfect and future in combination	<b>Le grand large (Theme 2)</b> Holidays Accommodation Restaurants Travelling , shopping Narrating disasters <i>3 tenses</i> <i>Conditional</i> <i>Reflexive verbs in the past tense</i> En + past participle Avant de + past participle Demonstrative adjectives and pronouns The pluperfect tense	<b>Au college (Theme 3)</b> School Subjects Facilities Rules Comparing schools in France and Britain School exchanges Il and elle Ils and elle Il faut and il est interdit de Imperative 3 time frames
<b>11</b>  <b>Edexcel GCSE French FR01</b>	<b>Mon Boulot (Theme 4)</b> Jobs and work preferences Plans, hopes, wishes Importance of languages Applying for jobs Better/Worse Subjunctive Adverbs DOPs in perfect tense Verbs followed by de or à	<b>Dimension Global (Theme 5)</b> Problems facing the world The environment Ethical shopping Volunteering Big events Pouvoir and Devoir in the conditional The passive IOPs Arguments for and against	<b>Revision and oral preparation</b>	<b>Oral preparation and revision</b>	<b>Oral exam and revision</b>	

## Geography Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>AQA GCSE GEOGRAPHY (8035)</b>	The Challenge of Natural Hazards <ul style="list-style-type: none"> <li>Hazard Risk</li> <li>Tectonic Hazards</li> </ul>	The Challenge of Natural Hazards <ul style="list-style-type: none"> <li>Weather Hazards</li> <li>Climate change</li> </ul>	Physical Landscapes in the UK <ul style="list-style-type: none"> <li>Coastal Landscapes</li> </ul>	Physical Landscapes in the UK <ul style="list-style-type: none"> <li>Overview of UK locations</li> <li>River landscapes</li> </ul> Physical Fieldwork River study (River Tillingbourne in Surrey)	The Living World <ul style="list-style-type: none"> <li>Ecosystem characteristics and distribution</li> <li>Tropical Rainforests</li> <li>Hot Deserts</li> </ul>	Urban Issues and Challenges <ul style="list-style-type: none"> <li>Global Urbanisation</li> <li>LIC challenges (Mumbai)</li> </ul>
<b>11</b>  <b>AQA GCSE GEOGRAPHY (8035)</b>	Urban Issues and Challenges <ul style="list-style-type: none"> <li>UK opportunities and challenges (London)</li> </ul>	The Changing Economic world <ul style="list-style-type: none"> <li>Global variation</li> </ul> Human Fieldwork Regeneration (East London)	The Changing Economic World <ul style="list-style-type: none"> <li>Rapid growth in LICs/NEEs</li> <li>Change in the UK</li> </ul>	The Challenge of Resource Management <ul style="list-style-type: none"> <li>Overview of Food, Water and Energy</li> <li>Strategies to increase energy supply</li> </ul> Issue Evaluation	Revision  Issue Evaluation	

## History Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  Exam spec/ code	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Queen, government and religion</li> </ul> 1H10/27	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Challenges to Elizabeth at home and abroad, 1569-88</li> </ul> 1H10/27	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Elizabethan society in the age of exploration 1558-88</li> </ul> 1H10/27	<b>Superpower relations and the Cold war 1941-1991</b> <ul style="list-style-type: none"> <li>The origins of the cold war</li> </ul> 1H10/27	<b>Superpower relations and the Cold war 1941-1991</b> <ul style="list-style-type: none"> <li>Cold war crises 1958-1970</li> </ul> 1H10/27	<b>Superpower relations and the Cold war 1941-1991</b> <ul style="list-style-type: none"> <li>The end of the cold war</li> </ul> 1H10/27
<b>11</b>  Exam spec/ code	<b>Crime and punishment in Britain C1000-17000</b> <ul style="list-style-type: none"> <li>Crime and punishment and law enforcement in medieval England</li> </ul> 1H10/10	<b>Crime and punishment in Britain C1700-present</b> <ul style="list-style-type: none"> <li>Crime, punishment and law enforcement in C18 and 19 centuries</li> <li>Whitechapel 1870-1900 crime, policing and the inner city</li> </ul> 1H10/10	<b>Weimar and Nazi Germany 1918-1939</b> <ul style="list-style-type: none"> <li>The Weimar Republic 1918-1929</li> <li>Hitler's rise to power 1919-1933</li> </ul> 1H10/31	<b>Weimar and Nazi Germany 1918-1939</b> <ul style="list-style-type: none"> <li>Nazi control and dictatorship, 1933-1939</li> </ul> 1H10/310	<b>Weimar and Nazi Germany 1918-1939</b> <ul style="list-style-type: none"> <li>Life in Nazi Germany, 1933-1939</li> </ul> 1H10/310	<b>Exam period</b> Revise past papers

## ICT Curriculum Maps 2021-22

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>Exam spec/ code</b>	Component 1: Exploring user interface design principles and project planning techniques LO – A	Component 1: Exploring user interface design principles and project planning techniques LO – B	Component 1: Exploring user interface design principles and project planning techniques LO – C		Exam Prep	Problem solving skills development
<b>Exam spec/ code</b> <b>Exam</b>	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 –C (The wider implications of digital systems)	Component 3 Effective Digital Working Practices  LO –D (Planning and communication in digital systems) & Exam Prep	Exam Prep	Problem solving skills development
<b>11</b>  <b>BTECT in DIT</b>	Component 1: Exploring user interface design principles and project planning techniques LO -A & B	Component 1: Exploring user interface design principles and project planning techniques LO – B &C  Component 2: Collecting, Presenting and Interpreting Data  LO – B (Create a dashboard using manipulation tools)	Catch- up session for missed coursework due to COVID-19 (Isolation students)  Component 2: Collecting, Presenting and Interpreting Data  LO – B (Create a dashboard using manipulation tools)  LO- C (Draw conclusions and review data presentation methods)	<b>Component 3: Effective Digital Working Practices</b>  <b>Exam Practice</b>	<b>Revision</b>  <b>Exam Practice</b>	
	<b>Homework link to Component 3: Effective Digital Working Practices</b>					

## Media Curriculum Map 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>	Component One Section A - Advertising and Marketing <ul style="list-style-type: none"> <li>This Girl Can</li> <li>Quality Street</li> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul>	Component One Section A - Advertising and Marketing <ul style="list-style-type: none"> <li>The Man with the Golden Gun</li> <li>Spectre</li> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul> <b>EXAM PRACTICE</b>	Component Two Section A - TV Crime Drama <ul style="list-style-type: none"> <li>Luther</li> <li>The Sweeney</li> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul> <b>EXAM PRACTICE</b>	Component Two Section A - Magazines <ul style="list-style-type: none"> <li>Pride Magazine</li> <li>GQ Magazine</li> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul> <b>EXAM PRACTICE</b>	Component One Section A – Newspapers <ul style="list-style-type: none"> <li>The Sun</li> <li>The Sun Website</li> <li>The Guardian</li> </ul> <b>EXAM PRACTICE</b>	Component 3 – Non-Examination Assessment <ul style="list-style-type: none"> <li>Magazine/Film Marketing print</li> </ul> <b>EXAM PRACTICE</b>
<b>11</b>	Component Two Section A - Magazines <ul style="list-style-type: none"> <li>Pride Magazine</li> <li>GQ Magazine</li> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul> Component 3 – Non-Examination Assessment Magazine/Film Marketing print  <b>EXAM PRACTICE</b>	Component Two Section B - Music Video <ul style="list-style-type: none"> <li>Taylor Swift – Bad Blood</li> <li>Pharrell Williams - Freedom</li> <li>Duran Duran – Rio</li> </ul> <b>Component One</b> <b>Section A – Newspapers</b> <ul style="list-style-type: none"> <li>The Sun</li> <li>The Sun Website</li> <li>The Guardian</li> </ul> <b>EXAM PRACTICE</b>	<b>Component Two</b> <b>Section A - TV Crime Drama</b> <ul style="list-style-type: none"> <li>Luther</li> <li>The Sweeney</li> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul> <b>Component One</b> <b>Section B –Radio</b> <ul style="list-style-type: none"> <li>The Archers</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul> <b>EXAM PRACTICE</b>	<b>Component One</b> <b>Section B - Video Games</b> <ul style="list-style-type: none"> <li>Fortnite</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul> <b>NEA finalisation</b> <b>REVISION</b> <b>EXAM PRACTICE</b>		

## Music Curriculum Maps 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Venues</li> <li>Health &amp; Safety</li> <li>Record Labels</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Publishing Companies</li> <li>Royalty Collection</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Unions</li> <li>Service Agencies</li> <li>Production Companies</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Contracts</li> <li>Trade Bodies</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Processes within music Industry</li> <li>Job exploration</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Approaching a Unit 1 exam</li> </ul>
	<b>Unit 7: Introducing Music Sequencing</b> <ul style="list-style-type: none"> <li>Keyboard skills</li> <li>Using Apple Mac for creativity</li> <li>Logic Pro X basics</li> </ul>	<b>Unit 7: Introducing Music Sequencing</b> <ul style="list-style-type: none"> <li>Keyboard skills</li> <li>Techniques for music production</li> <li>Effects processing</li> </ul>	<b>Unit 2: Managing a Music Product</b> Mock Assignment brief: MOBO Awards	<b>Unit 2: Managing a Music Product</b> Mock Assignment brief: MOBO Awards	<b>Unit 2: Managing a Music Product</b> Assignment brief: Online Concert	<b>Unit 2: Managing a Music Product</b> Assignment brief: Online Concert
	Music performance skills development	Music performance skills development	Music performance skills development	Music performance skills development	Music performance skills development	Music performance skills development
Year 11	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Exam Practice</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Exam Practice</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>January Exam</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision</li> </ul>	<b>Unit 1: The Music Industry</b> <ul style="list-style-type: none"> <li>May Exam</li> </ul>	
	<b>Unit 3: Live Sound*</b> <ul style="list-style-type: none"> <li>Live set up</li> <li>Audio monitoring and mixing</li> <li>FX processing</li> <li>Mock Assignment</li> </ul>	<b>Unit 3: Live Sound*</b> Assignment brief for learning aims A, B and C	<b>Unit 7: Introducing Music Sequencing</b> Mock Assignment brief	<b>Unit 7: Introducing Music Sequencing</b> Assignment brief for Learning aims A and B	<b>Unit 7: Introducing Music Sequencing</b> Assignment brief for Learning aims A and B	
	<b>Unit 5: Music</b>	<b>Unit 5: Music</b>	<b>Unit 5: Music</b>			



	<b>Performance*</b> Assignment brief for learning aims A and B	<b>Performance*</b> Assignment brief for learning aims A and B	<b>Performance*</b> Assignment brief for learning aims A and B			
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**\*Optional Unit based on chosen discipline. Students will choose either a Music Performance or Music Technology pathway with support from teacher.**

## KS4 Physical Education / Sport BTEC Curriculum Maps 2021-2022

### Key Stage 4

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 10</b>  <b>BTEC Firsts Sport (2018)</b>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p> <p><b>Component 3</b> Practical performance</p>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p> <p><b>Component 3</b> Practical performance</p>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p> <p><b>Component 3</b> Practical performance</p>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p> <p><b>Component 3</b> Practical performance</p>	<p><b>Component 1</b> Fitness and Body systems (exam based unit)</p> <p><b>Component 2</b> Health and performance (exam based unit)</p> <p><b>Component 3</b> Practical performance</p>

## R.S GCSE Curriculum Map – 2021-22

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

## Spanish Curriculum Map 2021-2022

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>10</b>  <b>Edexcel GCSE Spanish (SP01)</b>	<b>¡Desconédate! (Theme 2)</b> Holiday vocabulary Present tense review Preterite review Hotels (imperfect intro) Booking accommodation and resolving problems. Combining past tenses	<b>El instituto (Theme 3)</b> Opinions and description. School subjects and facilities, opinions and teachers Comparatives and superlatives Modal verbs (school rules) Future tense (school exchange) DOPs/ Desde Extra curricula activities	<b>Mi gente (Theme 1)</b> Describing Friends and family Technology and IT use Para + infinitive Present continuous Ser and Estar Relationships; Friends and family Past and present tenses	<b>Intereses e influencias (Theme 1)</b> Free time activities Stem changing verbs Soler +infinitive Sports. Imperfect for 'Used to' Perfect tense Range of past tenses	<b>Ciudades (Theme 2)</b> Places in town Directions Shops Se puede/se pueden Simple future tense Problems in cities (conditional tense) What has been done (Perfect tense)	<b>De costumbre (Theme 1)</b> Mealtimes and daily routine Festivals Illnesses/Injuries Food Restaurants Using and avoiding the passive  EOY exams and orals
<b>11</b>  <b>Edexcel GCSE Spanish (SP01)</b>	<b>¡A currar! (Theme 4)</b> Jobs and preferences Part time jobs Work experience (combining past tenses) Job applications Formal letters Gap years – revise conditional Future plans. Subjunctive with 'Cuando'	<b>Dimensión global (Theme 5)</b> Description of houses Eating and diet Global issues The subjunctive (for commands) Healthy life styles International sports events Pluperfect tense	<b>PPE1</b> Revision, preparation, evaluation  Revision modules 1-3	<b>Revision modules 4-5</b>  Preparation oral exam	<b>Revision themes 6-8</b>	