

# RAYNES

PARK HIGH SCHOOL

YEAR 10 CURRICULUM INFORMATION  
2020-21

Respect  
Resilience  
Results

## Our Year 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

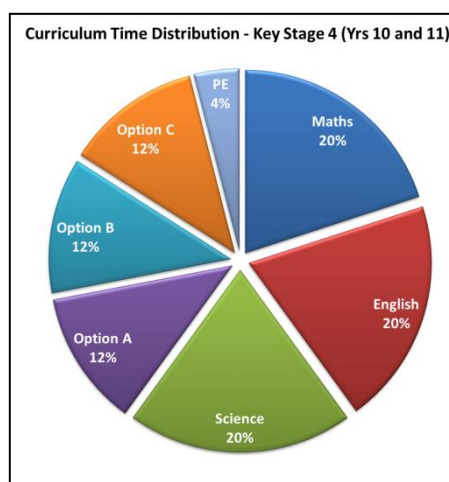
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- 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 Year 10 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 2022. 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 Morris 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 (Show My Homework): <https://raynespark.showmyhomework.co.uk/school/homeworks/calendar>
- Frog: <https://frog.raynespark.merton.sch.uk>
- 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 10 Key Staff

Pastoral Team		
Mr M Malanaphy	Acting Head of Year 10	mmalanaphy@raynespark.merton.sch.uk
Ms S Efford	Acting Assistant Head of Year 10	sefford@raynespark.merton.sch.uk

Tutor Team		
Ms C McCourt	10CM Tutor	cmccourt@raynespark.merton.sch.uk
Mr E Couste	10EC Tutor	ecouste@raynespark.merton.sch.uk
Mr M Ahmed	10MA Tutor	mahmed@raynespark.merton.sch.uk
Mr M Robinson	10MR Tutor	mrobinson@raynespark.merton.sch.uk
Ms P Patel	10PP Tutor	ppatel@raynespark.merton.sch.uk
Mr S Chick and Ms S Perrotta	10SC Tutor	schick@raynespark.merton.sch.uk sperrotta@raynespark.merton.sch.uk

Heads of Department		
Ms C Curtis	Head of Art & Photography	ccurtis@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 M Cassini	Head of Chemistry	mcassini@raynespark.merton.sch.uk
Mr D Jackson	Head of Computer Science	djackson@raynespark.merton.sch.uk
Mr R Harris	Head of Design Technology	rharris@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 P Fuller	Head of Media	pfuller@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 S Efford	Head of RE & PSHCE	sefford@raynespark.merton.sch.uk
Ms K Burkin	Head of Science	kburkin@raynespark.merton.sch.uk
Ms S Audley	Head of Social Sciences	saudley@raynespark.merton.sch.uk

## Maths Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10 Edexcel 1MA1 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 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 Edexcel 1MA1 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 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>	

## English Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 AQA/ 8700 & 8702	<p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>Examining the political message of J.B Priestley focusing on issues of wealth, class, gender and social responsibility.</li> </ul> <p>Literature P2 skills:</p> <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>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Examining the poetic form and literary methods employed by poets within poems from the 19<sup>th</sup> century to the modern day.</li> </ul> <p>Literature P2 skills:</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>Paper 2</b></p> <ul style="list-style-type: none"> <li>Exploring a range of non-fiction texts from different eras and the disseminating power of the written word.</li> </ul> <p>Language Paper 1 skills</p> <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>	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>Exploring a range of modern literary texts from different eras focusing on the skills of the written word.</li> </ul> <p>Language Paper 2 skills:</p> <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>	<p><b>Jekyll and Hyde</b></p> <ul style="list-style-type: none"> <li>Exploring the novella and literary methods employed by Stevenson within 'The Strange Case of Dr Jekyll and Mr Hyde'.</li> </ul> <p>Literature P1 skills:</p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> </ul>	<p><b>Speaking and Listening and revision</b></p> <ul style="list-style-type: none"> <li>Exploring poignant speeches through history focusing on their political and social message. Shaping and writing speeches for an audience.</li> </ul> <p>Literature P2 skills:</p> <ul style="list-style-type: none"> <li>Analytical techniques</li> <li>Essay writing skills</li> <li>Comparative skills through thematic study</li> </ul>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>11</p> <p>AQA/ 8700 &amp; 8702</p>	<p><b>Language Paper 1 AND P&amp;C poetry revision</b></p> <ul style="list-style-type: none"> <li>Exploring a range of modern literary texts from different eras focusing on the skills of the written word.</li> </ul> <p>Language Paper 2 skills:</p> <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>	<p><b>Unseen Poetry AND Macbeth</b></p> <ul style="list-style-type: none"> <li>Exploring the poetic form and literary methods employed by poets within poems from the 19<sup>th</sup> century to the modern day AND exploring the key themes within 'Macbeth' and analysing the writer's intent.</li> </ul> <p>Literature P2 skills &amp; Language Paper 2 skills</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 non-fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Non-fiction writing skills</li> </ul>	<p><b>AIC Revision AND Language Paper 2</b></p> <ul style="list-style-type: none"> <li>Examining the key themes within 'An Inspector Calls' and analysing the writer's intent.</li> </ul> <p>Literature P1 skills &amp; Language Paper 2 skills:</p> <ul style="list-style-type: none"> <li>Reading fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Creative writing skills</li> <li>Reading non-fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Non-fiction writing skills</li> </ul>	<p><b>Revision of literature texts AND Language Paper 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>Examining the key themes within the taught literature and analysing the writer's intent.</li> </ul> <p>Literature P1 skills &amp; Language Paper 2 skills:</p> <ul style="list-style-type: none"> <li>Reading fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Creative writing skills</li> <li>Reading non-fiction texts for meaning</li> <li>Grammar and writers' methods</li> <li>Non-fiction writing skills</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Exploring the key quotations, messages and written skills necessary for the GCSE.</li> </ul> <p>Literature P1 &amp; P2 skills &amp; Language P1 &amp; 2 skills</p>	

## Science Curriculum Maps 2020-2021

### Key Stage 4 - AQA GCSE Science Trilogy and Triple Science

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Biology	<b>Communicable diseases and non-communicable diseases</b> <ul style="list-style-type: none"> <li>Specific diseases and symptoms</li> </ul>	<b>Preventing and treating disease</b> <ul style="list-style-type: none"> <li>Development of drugs and vaccines</li> </ul>	<b>Photosynthesis and respiration</b> <ul style="list-style-type: none"> <li>Factors that photosynthesis and respiration.</li> </ul>	<b>Adaptations, interdependence and competition</b> <ul style="list-style-type: none"> <li>Interaction of species and communities</li> </ul>	<b>Organising an ecosystem and biodiversity</b> <ul style="list-style-type: none"> <li>Food chains and webs</li> <li>Carbon and water cycles</li> </ul>	Revision for end of year exams and Practical Skills
10 Chemistry	<b>Chemical changes 1</b> <ul style="list-style-type: none"> <li>The reactivity series</li> <li>Displacement reactions</li> </ul>	<b>Chemical changes 2</b> <ul style="list-style-type: none"> <li>Neutralisation reactions</li> </ul>	<b>Electrolysis</b> <ul style="list-style-type: none"> <li>Electrolysis and its applications</li> </ul>	<b>Energy changes</b> <ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</li> </ul>	<b>Crude oil and fuels</b> <ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Chemical calculations</li> <li>Relative masses and molar calculations</li> </ul>	
10 Physics	<b>Forces in balance</b> <ul style="list-style-type: none"> <li>Equilibrium and non-equilibrium of forces</li> </ul>	<b>Motion</b> <ul style="list-style-type: none"> <li>Distance</li> <li>Speed</li> <li>Acceleration</li> </ul>	<b>Forces and motion</b> <ul style="list-style-type: none"> <li>Force</li> <li>Momentum</li> </ul>	<b>Electric circuits</b> <ul style="list-style-type: none"> <li>Electric charge, current, potential difference and resistance</li> </ul>	<b>Electricity in the home</b> <ul style="list-style-type: none"> <li>Using and measuring electricity in appliances</li> </ul>	



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11 Biology	<b>Photosynthesis and respiration</b> <ul style="list-style-type: none"> <li>Factors that photosynthesis and respiration.</li> </ul>	<b>The human nervous system and hormonal control</b> <ul style="list-style-type: none"> <li>Response to different stimuli</li> </ul>	<b>Reproduction</b> <ul style="list-style-type: none"> <li>Reproduction</li> <li>Genetic screening</li> <li>Variation, genetics and evolution</li> <li>Natural selection and evolution</li> </ul>	Revision	GCSE Exams	
11 Chemistry	<b>Electrolysis</b> <ul style="list-style-type: none"> <li>Electrolysis and its applications</li> </ul>	<b>Crude oil and fuels</b> <ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Energy changes</li> <li>Exothermic and endothermic reactions</li> </ul>	<b>Rates and equilibrium</b> <ul style="list-style-type: none"> <li>Collision theory</li> <li>Dynamic equilibrium</li> </ul>			
11 Physics	<b>Electric circuits</b> <ul style="list-style-type: none"> <li>Electric charge, current, potential difference and resistance</li> <li>Using and measuring electricity in appliances</li> </ul>	<b>Radioactivity</b> <ul style="list-style-type: none"> <li>Nuclear radiation</li> </ul>	<b>Wave properties</b> <ul style="list-style-type: none"> <li>Wave behaviour</li> <li>Electromagnetic spectrum</li> <li>Magnetic fields</li> </ul>			

## Art and Photography Curriculum Maps 2020-21

### Key Stage 4

#### Art

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Mark making</li> <li>Using a grid to create a drawing</li> <li>Stick and ink</li> <li>Charcoal drawings</li> </ul>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Mixed media art work</li> </ul>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Experimenting, developing and refining mixed media work</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Understanding the proportions of the face.</li> <li>Painting skin tones</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Developing portraiture ideas in the style of an artist</li> </ul>	<b>Portraiture: Identity</b> <ul style="list-style-type: none"> <li>Selecting an artist independently</li> <li>Responding to the artist</li> <li>Developing ideas</li> </ul>
11	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Creating experimental backgrounds</li> <li>Stencil portraits</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Understanding the proportions of the face.</li> <li>Painting skin tones</li> </ul>	<b>Portraiture: Identity</b> <ul style="list-style-type: none"> <li>Selecting an artist independently</li> <li>Responding to the artist</li> <li>Developing ideas</li> </ul>	<b>Portraiture: Identity</b> <ul style="list-style-type: none"> <li>Developing, experimenting and refining ideas independently</li> <li>Producing a final outcome</li> </ul>	<b>Urban Landscape</b> <ul style="list-style-type: none"> <li>Developing and refining project</li> </ul>	N/A

#### Photography

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Recapping and developing understating of composition and camera settings</li> </ul>	<b>Portraiture</b> <ul style="list-style-type: none"> <li>Gel lighting</li> <li>Suggestive movement</li> <li>Collage</li> <li>Experimental photography</li> </ul>	<b>Portraiture: Identity</b> <ul style="list-style-type: none"> <li>Selecting an artist independently</li> <li>Responding to the artist</li> <li>Developing ideas</li> </ul>	<b>Portraiture: Identity</b> <ul style="list-style-type: none"> <li>Developing, experimenting and refining ideas independently</li> <li>Producing a final outcome</li> </ul>	<b>Patterns in Nature</b> <ul style="list-style-type: none"> <li>Developing and refining project</li> </ul>	N/A

## Business Studies Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b> <b>WJEC LEVEL</b> <b>1 / 2</b> <b>AWARD in</b> <b>RETAIL</b> <b>BUSINESS</b>	<b>Unit 1 Customer Experience</b> <ul style="list-style-type: none"> <li>Principles of customer service</li> <li>Retail channels</li> <li>Types of retail customers</li> <li>Situations in retail</li> </ul>	<b>Unit 1 Customer Experience</b> <ul style="list-style-type: none"> <li>Be able to investigate the quality of customer experience in retail businesses:</li> <li>Controlled assessment</li> </ul>	<b>Unit 2 Retail Business</b> <ul style="list-style-type: none"> <li>Forms of retailing</li> <li>Forms of ownership</li> <li>Business objectives</li> <li>Suggest objectives of retail businesses</li> </ul>	<b>Unit 2 Retail Business</b> <ul style="list-style-type: none"> <li>UK Business environment</li> <li>Locations</li> <li>Suggest methods used by retail businesses to achieve objectives</li> </ul>	<b>Unit 2 Retail Business</b> <ul style="list-style-type: none"> <li>Interpreting data</li> <li>Reviewing data and making suggestions for businesses</li> <li>Revision of Unit 2</li> </ul>	<b>Unit 2 Retail Business</b> <ul style="list-style-type: none"> <li>Exam</li> <li>Introduce Unit 3 Retail Operations</li> <li>Introductory exercises</li> </ul>
<b>11</b> <b>WJEC LEVEL</b> <b>1 / 2</b> <b>AWARD in</b> <b>RETAIL</b> <b>BUSINESS</b>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Know how retail operations are organised</li> <li>Rights of retail employees</li> <li>Responsibilities of retail employees</li> <li>Effects of legislation on retail operations</li> </ul>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Understand interaction between customers and retail activities</li> <li>Assess methods used by retail businesses to encourage sales</li> <li>Explain how technology is used to interact with customers</li> <li>Explain the effects of seasonality on retail operations</li> </ul>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Describe activities of retail functional areas</li> <li>Describe rights of retail employees</li> <li>Summarise responsibilities of retail employees</li> <li>Describe effects of legislation on retail operations</li> </ul>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Understand how retail businesses prepare for changes in the retail environment</li> <li>Explain the effects of seasonality on retail operations</li> <li>Explain measures retail businesses use to prepare for unplanned situations in daily retail operations</li> </ul>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Be able to propose changes to retail store operations</li> <li>Identify issues to resolve</li> <li>Suggest actions in response to issues</li> <li>Be able to propose changes to retail store operations</li> </ul>	<b>Unit 3 Retail Operations</b> <ul style="list-style-type: none"> <li>Controlled assessment</li> <li>No exam</li> <li>Final submission of Unit 3 to exam board</li> </ul>

## Child Development and Care Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 2020-21	<p><b>Unit 1 &amp; Unit 3 exam content: An introduction to working with children aged 0-5 years</b></p> <ul style="list-style-type: none"> <li>Understand types of settings and local provision for children.</li> <li>Understand how to prepare for placement.</li> <li>Understand the responsibilities and limits of the early years worker in placements.</li> </ul>	<p><b>Understand individual needs and the necessity for fairness and inclusive practice.</b></p> <ul style="list-style-type: none"> <li>Know own preferred learning style and develop relevant study skills.</li> </ul>	<p><b>Unit 02 &amp; Unit 3 exam content: Development and well-being 0-5 years</b></p> <ul style="list-style-type: none"> <li>Understand the expected pattern of holistic child development.</li> <li>Understand the importance of observations and assessments and how they support development.</li> </ul>	<p><b>Unit 02 &amp; Unit 3 exam content: Development and well-being 0-5 years</b></p> <ul style="list-style-type: none"> <li>Understand factors that may affect children's holistic development.</li> <li>Understand how to use everyday care routines and activities to support independence, health, safety and well-being.</li> </ul>	<p><b>Revision for Unit 3 exam: Child care and development 0-5 years</b></p> <ul style="list-style-type: none"> <li>Past Paper Practice</li> <li>Application of knowledge</li> </ul>	<p><b>Coursework write up for Unit 1 coursework</b></p> <ul style="list-style-type: none"> <li>An introduction to working with children aged 0-5 years</li> </ul>
10 2021-22	<p><b>Coursework write up for Unit 1 coursework</b></p> <ul style="list-style-type: none"> <li>An introduction to working with children aged 0-5 years</li> </ul>	<p><b>Revision for Unit 3 retake exam: Child care and development 0-5 years</b></p> <ul style="list-style-type: none"> <li>Past Paper Practice</li> <li>Application of knowledge</li> </ul>	<p><b>Coursework write up for</b></p> <ul style="list-style-type: none"> <li>Unit 2: Development and well-being 0-5 years</li> </ul>	<p><b>Coursework write up for</b></p> <ul style="list-style-type: none"> <li>Unit 2: Development and well-being 0-5 years</li> </ul>	<p><b>Final corrections for coursework unit based on feedback</b></p>	<p><b>Coursework write up for Unit 1 coursework</b></p> <ul style="list-style-type: none"> <li>An introduction to working with children aged 0-5 years</li> </ul>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11 2020-2021	<b>Unit 03 Child care and development 0-5 years</b> <ul style="list-style-type: none"> <li>▪ Revision for Unit 3 exam (based on coursework content)</li> <li>▪ Past Paper Practice</li> <li>▪ Application of knowledge</li> <li>▪ Exam Date: 1<sup>st</sup> October (am)</li> </ul>	<b>Draft Coursework write up for Unit 1 coursework</b> <ul style="list-style-type: none"> <li>▪ An introduction to working with children aged 0-5 years</li> </ul>	<b>Draft: Coursework write up for</b> <ul style="list-style-type: none"> <li>▪ Unit 2:</li> <li>▪ Development and well-being 0-5 years</li> </ul>	<b>Corrections to Unit 1 and Unit 2 coursework write up for external moderation.</b>	<b>Revision for retake of: Unit 03 Child care and development 0-5 years exam.</b> <ul style="list-style-type: none"> <li>▪ Past Paper Practice</li> <li>▪ Application of knowledge</li> <li>▪ Exam Date: 14<sup>th</sup> May (am)</li> </ul>	

## Dance Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b>  <b>BTEC</b> <b>Dance</b> <b>Level 2</b> <b>(2019)</b>	<b>Component 2</b> <ul style="list-style-type: none"> <li>▪ Developing Skills and Techniques in the Performing Arts</li> </ul>		<b>Component 1</b> <ul style="list-style-type: none"> <li>▪ Exploring the Preforming Arts</li> </ul>			
<b>11</b>  <b>BTEC</b> <b>Dance</b> <b>Level 2</b> <b>(2020)</b>	<b>Component 1</b> <ul style="list-style-type: none"> <li>▪ Exploring the Preforming Arts</li> </ul> <b>Component 2</b> <ul style="list-style-type: none"> <li>▪ Developing Skills and Techniques in the Performing Arts (recovery curriculum)</li> </ul>		<b>Component 3</b> <ul style="list-style-type: none"> <li>▪ Responding to a Brief</li> </ul>			

## Design & Technology Curriculum Maps 2020 - 2021

### Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p><b>Boat Challenge</b></p> <ul style="list-style-type: none"> <li>▪ 3.1 Core technical principles</li> <li>▪ 3.1.1 New and emerging technologies</li> <li>▪ Industry</li> <li>▪ Enterprise</li> <li>▪ Sustainability</li> <li>▪ People</li> <li>▪ Culture</li> <li>▪ Society</li> <li>▪ Environment</li> <li>▪ Production techniques and systems</li> <li>▪ How the critical evaluation of new and emerging technologies informs design decisions</li> </ul>	<p><b>T-Shirt Project</b></p> <ul style="list-style-type: none"> <li>▪ 3.1.6.1 Material categories</li> <li>▪ <b>Papers and boards</b></li> <li>▪ <b>Natural and manufactured timbers</b></li> <li>▪ <b>Metals and alloys</b></li> <li>▪ <b>Polymers</b></li> <li>▪ <b>Textiles</b></li> <li>▪ 3.1.6.2 Material properties</li> </ul> <p><b>Material properties</b></p> <ul style="list-style-type: none"> <li>▪ 3.2 Specialist technical principles</li> <li>▪ 3.2.1 Selection of materials or components</li> </ul>	<p><b>Promotional Products</b></p> <ul style="list-style-type: none"> <li>▪ 3.1.2 Energy generation and storage</li> <li>▪ Fossil fuels</li> <li>▪ Nuclear power</li> <li>▪ Renewable energy</li> <li>▪ Energy storage systems including batteries</li> </ul>	<p><b>Festival Projects</b></p> <ul style="list-style-type: none"> <li>▪ 3.1.3 Developments in new materials</li> <li>▪ Modern materials</li> <li>▪ Smart materials</li> <li>▪ Composite materials</li> <li>▪ Technical textiles</li> <li>▪ 3.1.4 Systems approach to designing</li> <li>▪ Inputs</li> <li>▪ Processes</li> <li>▪ Outputs</li> <li>▪ 3.1.5 Mechanical devices</li> <li>▪ Different types of movement</li> <li>▪ Changing magnitude and direction of force</li> <li>▪ 3.1.6 Materials and their working properties</li> </ul>	<p><b>Festival Projects</b></p> <ul style="list-style-type: none"> <li>▪ 3.2.2 Forces and stresses</li> <li>▪ Materials and objects can be manipulated to resist and work with forces and stresses</li> <li>▪ Materials can be enhanced to resist and work with forces and stresses to improve</li> <li>▪ Functionality</li> <li>▪ 3.2.3 Ecological and social footprint</li> <li>▪ Ecological issues in the design and manufacture of products</li> <li>▪ The six Rs</li> <li>▪ Social issues in the design and manufacture of products</li> </ul>	<p><b>Non-Examined Assessment Prep</b></p> <ul style="list-style-type: none"> <li>▪ 3.2.4 Sources and origins</li> <li>▪ 3.2.5 Using and working with materials</li> <li>▪ Properties of materials</li> <li>▪ The modification of properties for specific purposes</li> <li>▪ How to shape and form using cutting, abrasion and addition</li> <li>▪ 3.2.6 Stock forms, types and sizes</li> <li>▪ 3.2.7 Scales of production</li> </ul>

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.2.8 Specialist techniques and processes</li> <li>▪ The use of production aids</li> <li>▪ Tools, equipment and processes</li> <li>▪ How materials are cut shaped and formed to a tolerance</li> <li>▪ Commercial processes</li> <li>▪ Quality control</li> <li>▪ 3.2.9 Surface treatments and finishes</li> <li>▪ 3.3 Designing and making principles</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.3.1 Investigation, primary and secondary data</li> <li>▪ Use primary and secondary data to understand client and/or user needs</li> <li>▪ How to write a design brief and produce a design and manufacturing specification</li> <li>▪ Carry out investigations in order to identify problems and needs</li> <li>▪ 3.3.2 Environmental, social and economic challenge</li> <li>▪ 3.3.3 The work of others</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.3.4 Design strategies</li> <li>▪ Generate imaginative and creative design ideas using a range of different design strategies</li> <li>▪ Explore and develop their own ideas</li> <li>▪ 3.3.5 Communication of design ideas</li> <li>▪ 3.3.6 Prototype development</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.3.7 Selection of materials and components</li> <li>▪ 3.3.8 Tolerances</li> <li>▪ 3.3.9 Material management</li> <li>▪ Cut materials efficiently and minimise waste</li> <li>▪ Use appropriate marking out methods, data points and coordinates</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.3.6 Prototype development</li> <li>▪ 3.3.7 Selection of materials and components</li> <li>▪ 3.3.8 Tolerances</li> <li>▪ 3.3.9 Material management</li> <li>▪ Cut materials efficiently and minimise waste</li> <li>▪ Use appropriate marking out methods, data points and coordinates</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment</b></p> <ul style="list-style-type: none"> <li>▪ 3.3.10 Specialist tools and equipment</li> <li>▪ 3.3.11 Specialist techniques and processes</li> <li>▪ Surface treatments and finishes</li> </ul>



## Food and Nutrition Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Food Commodities – Fruits and vegetables</b></p> <ul style="list-style-type: none"> <li>▪ 6.Cooking and food preparation</li> <li>▪ Factors affecting food choice</li> <li>▪ Preparation and cooking Techniques</li> <li>▪ Developing recipes and meals</li> </ul>	<p><b>Food Commodities – Milk, Cheese and Yoghurt</b></p> <ul style="list-style-type: none"> <li>▪ 6.Cooking and food preparation</li> <li>▪ Factors affecting food choice</li> <li>▪ Preparation and cooking Techniques</li> <li>▪ Developing recipes and meals</li> </ul>	<p><b>Food Commodities – Cereals (including flours, breakfast cereals, bread and pasta)</b></p> <ul style="list-style-type: none"> <li>▪ 6.Cooking and food preparation</li> <li>▪ Factors affecting food choice</li> <li>▪ Preparation and cooking Techniques</li> <li>▪ Developing recipes and meals</li> </ul>	<p><b>Food Commodities – Meat, Fish, Poultry, Eggs</b></p> <ul style="list-style-type: none"> <li>▪ 6.Cooking and food preparation</li> <li>▪ Factors affecting food choice</li> <li>▪ Preparation and cooking Techniques</li> <li>▪ Developing recipes and meals</li> </ul>	<p><b>Food Commodities – Butter, Oils, Margarine, Sugar and Syrup.</b></p> <ul style="list-style-type: none"> <li>▪ 6.Cooking and food preparation</li> <li>▪ Factors affecting food choice</li> <li>▪ Preparation and cooking Techniques</li> <li>▪ Developing recipes and meals</li> </ul>	<p><b>Theory &amp; Non-Examined Assessment Prep</b></p> <ul style="list-style-type: none"> <li>▪ Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</li> <li>▪ 4.The science of food</li> <li>▪ The effect of cooking on food</li> <li>▪ Food spoilage</li> <li>▪ 5.Where food comes from</li> <li>▪ Food Provenance</li> <li>▪ Food manufacturing</li> </ul>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<b>Theory &amp; Non-Examined Assessment</b>			<b>Theory &amp; Examined preparation</b>		
	<ul style="list-style-type: none"> <li>▪ Assessment 1: <b>Removed by exam board</b></li> <li>▪ Assessment 2: The Food Preparation Assessment</li> <li>▪ 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.</li> <li>▪ 1. Food commodities</li> <li>▪ 2. Principles of nutrition               <ul style="list-style-type: none"> <li>▪ Macronutrients and Micronutrients</li> </ul> </li> <li>▪ 3. Diet and good health               <ul style="list-style-type: none"> <li>▪ Energy requirements of individuals</li> <li>▪ Plan balanced diets Calculate energy and nutritional values of recipes, meals and diets</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>▪ 1. Principles of nutrition               <ul style="list-style-type: none"> <li>▪ Macronutrients and Micronutrients</li> </ul> </li> <li>▪ 2. Diet and good health               <ul style="list-style-type: none"> <li>▪ Energy requirements of individuals</li> </ul> </li> <li>▪ 3. Food Choice               <ul style="list-style-type: none"> <li>▪ Region, ethical beliefs and medical conditions</li> </ul> </li> <li>▪ 4. Food Provenance               <ul style="list-style-type: none"> <li>▪ Food origins. British and international cuisines</li> </ul> </li> <li>▪ 5. Food Spoilage               <ul style="list-style-type: none"> <li>▪ Cross contamination. Growth conditions of microorganism</li> </ul> </li> <li>▪ 6. Working Characteristics of food               <ul style="list-style-type: none"> <li>▪ Fats and oils. Fruits and vegetables</li> </ul> </li> <li>▪ 7. Food manufacturing               <ul style="list-style-type: none"> <li>▪ Technological developments. Food processes</li> </ul> </li> </ul>		

## Drama Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Devising Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Devising Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Devising Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Devising Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Devising Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>Texts in Practice</li> </ul>
11	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>Texts in Practice</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>Texts in Practice</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul> <p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>Texts in Practice</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>Understanding Drama</li> </ul>	

## French Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Edexcel GCSE French FR01	<p><b>Qui suis-je? (Theme 1)</b></p> <ul style="list-style-type: none"> <li>▪ Family, friends and describing people</li> <li>▪ Places in town and activities</li> <li>▪ Going out with friends.</li> <li>▪ Life when younger.</li> <li>▪ <i>Present tense review</i></li> <li>▪ <i>Inc. irregular verbs</i></li> <li>▪ <i>Perfect and near future tense review</i></li> <li>▪ <i>Introduction of imperfect tense</i></li> <li>▪ <i>Combination of tenses</i></li> </ul>	<p><b>Le temps de loisirs (Theme 1)</b></p> <ul style="list-style-type: none"> <li>▪ Sport, music, film, tv, reading and technology</li> <li>▪ <i>Depuis + present tense</i></li> <li>▪ <i>Comparatives</i></li> <li>▪ <i>Superlatives</i></li> <li>▪ <i>DOPs</i></li> <li>▪ <i>imperfect tense</i></li> </ul>	<p><b>Jours ordinaires, jours de fête (Theme 1)</b></p> <ul style="list-style-type: none"> <li>▪ Food</li> <li>▪ Meals</li> <li>▪ Daily routine</li> <li>▪ Family celebrations</li> <li>▪ Festivals and traditions</li> <li>▪ <i>Pouvoir and Devoir</i></li> <li>▪ <i>Pronoun en</i></li> <li>▪ <i>Tu and Vous forms</i></li> <li>▪ <i>Venir de + inf</i></li> <li>▪ <i>Combining tenses</i></li> </ul>	<p><b>De la ville à la campagne (Theme 2)</b></p> <ul style="list-style-type: none"> <li>▪ Local area</li> <li>▪ Weather</li> <li>▪ Transport</li> <li>▪ Directions</li> <li>▪ Community projects</li> <li>▪ <i>Pronoun y</i></li> <li>▪ <i>Negatives</i></li> <li>▪ <i>Questions with Quel/quelle/quell s/quelles</i></li> <li>▪ <i>Simple future tense</i></li> <li>▪ <i>Present, perfect and future in combination</i></li> </ul>	<p><b>Le grand large (Theme 2)</b></p> <ul style="list-style-type: none"> <li>▪ Holidays</li> <li>▪ Accommodation</li> <li>▪ Restaurants</li> <li>▪ Travelling</li> <li>▪ shopping</li> <li>▪ Narrating disasters</li> <li>▪ <i>3 tenses</i></li> <li>▪ <i>Conditional</i></li> <li>▪ <i>Reflexive verbs in the past tense</i></li> <li>▪ <i>En + past participle</i></li> <li>▪ <i>Avant de + past participle</i></li> <li>▪ <i>Demonstrative adjectives and pronouns</i></li> <li>▪ <i>The pluperfect tense</i></li> </ul>	<p><b>Au college (Theme 3)</b></p> <ul style="list-style-type: none"> <li>▪ School</li> <li>▪ Subjects</li> <li>▪ Facilities</li> <li>▪ Rules</li> <li>▪ Comparing schools in France and Britain</li> <li>▪ School exchanges</li> <li>▪ <i>Il and elle</i></li> <li>▪ <i>Ils and ells</i></li> <li>▪ <i>Il faut and il est interdit de</i></li> <li>▪ <i>Imperative</i></li> <li>▪ <i>3 time frames</i></li> </ul>
11 Edexcel GCSE French FR01	<p><b>Mon Boulot (Theme 4)</b></p> <ul style="list-style-type: none"> <li>▪ Jobs and work preferences</li> <li>▪ Plans, hopes, wishes</li> <li>▪ Importance of languages</li> <li>▪ Applying for jobs</li> <li>▪ <i>Better/Worse</i></li> <li>▪ <i>Subjunctive</i></li> <li>▪ <i>Adverbs</i></li> <li>▪ <i>DOPs in perfect tense</i></li> <li>▪ <i>Verbs followed by de or à</i></li> </ul>	<p><b>Dimension Global (Theme 5)</b></p> <ul style="list-style-type: none"> <li>▪ Problems facing the world</li> <li>▪ The environment</li> <li>▪ Ethical shopping</li> <li>▪ Volunteering</li> <li>▪ Big events</li> <li>▪ <i>Pouvoir and Devoir in the conditional</i></li> <li>▪ <i>The passive</i></li> <li>▪ <i>IOPs</i></li> <li>▪ <i>Arguments for and against</i></li> </ul>	<p><b>Revision and oral preparation</b></p>	<p><b>Oral preparation and revision</b></p>	<p><b>Oral exam and revision</b></p>	

## Spanish Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Edexcel GCSE Spanish SP01	<b>¡Desconéatate! (Theme 2)</b> <ul style="list-style-type: none"> <li>Holiday vocabulary</li> <li>Present tense review</li> <li>Preterite review</li> <li>Hotels (imperfect intro)</li> <li>Booking accommodation and resolving problems.</li> <li>Combining past tenses</li> </ul>	<b>El instituto (Theme 3)</b> <ul style="list-style-type: none"> <li>Opinions and description. School subjects and facilities, opinions and teachers</li> <li>Comparatives and superlatives</li> <li>Modal verbs (school rules)</li> <li>Future tense (school exchange)</li> <li>DOPs/ Desde</li> <li>Extra curricula activities</li> </ul>	<b>Mi gente (Theme 1)</b> <ul style="list-style-type: none"> <li>Describing Friends and family</li> <li>Technology and IT use</li> <li>Para + infinitive</li> <li>Present continuous</li> <li>Ser and Estar</li> <li>Relationships. Friends and family.</li> <li>Past and present tenses</li> </ul>	<b>Intereses e influencias (Theme 1)</b> <ul style="list-style-type: none"> <li>Free time activities</li> <li>Stem changing verbs</li> <li>Soler +infinitive</li> <li>Sports. Imperfect for 'Used to'</li> <li>Perfect tense</li> <li>Range of past tenses</li> </ul>	<b>Ciudades (Theme 2)</b> <ul style="list-style-type: none"> <li>Places in town</li> <li>Directions</li> <li>Shops</li> <li>Se puede/se pueden</li> <li>Simple future tense (conditional tense)</li> <li>Problems in cities</li> </ul>	<b>De costumbre (Theme 1)</b> <ul style="list-style-type: none"> <li>Mealtimes and daily routine</li> <li>Festivals</li> <li>Illnesses/Injuries</li> <li>Food</li> <li>Restaurants</li> <li>Using and avoiding the passive</li> <li>EOY exams and orals</li> </ul>
11 Edexcel GCSE Spanish Sp01	<b>¡A currar! (Theme 4)</b> <ul style="list-style-type: none"> <li>Jobs and preferences</li> <li>Part time jobs</li> <li>Work experience (combining past tenses)</li> <li>Job applications</li> <li>Formal letters</li> <li>Gap years – revise conditional</li> <li>Future plans.</li> <li>Subjunctive with 'Cuando'</li> </ul>	<b>Dimensión global (Theme 5)</b> <ul style="list-style-type: none"> <li>Description of houses</li> <li>Eating and diet</li> <li>Global issues</li> <li>The subjunctive (for commands)</li> <li>Healthy life styles</li> <li>International sports events</li> <li>Pluperfect tense.</li> </ul>	<b>PPE1</b> Revision, preparation, evaluation	Revision Themes 1-3	Revisions themes 3-4	

## Geography Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>10</b></p> <p><b>AQA GCSE GEOGRAPHY (8035)</b></p>	<p><b>The Challenge of Natural Hazards</b></p> <ul style="list-style-type: none"> <li>Hazard Risk</li> <li>Tectonic Hazards</li> </ul>	<p><b>The Challenge of Natural Hazards</b></p> <ul style="list-style-type: none"> <li>Weather Hazards</li> <li>Climate change</li> </ul>	<p><b>The Living World</b></p> <ul style="list-style-type: none"> <li>Ecosystem characteristics and distribution</li> <li>Tropical Rainforests</li> <li>Hot Deserts</li> </ul>	<p><b>Physical Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>Overview of UK locations</li> <li>River landscapes</li> </ul> <p>Physical Fieldwork (TBC)</p> <ul style="list-style-type: none"> <li>River study (River Tillingbourne in Surrey)</li> </ul>	<p><b>Physical Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>Costal Landscapes</li> </ul>	<p><b>Urban Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>Global Urbanisation</li> <li>NEE opportunities and challenges (Rio)</li> </ul>
<p><b>11</b></p> <p><b>AQA GCSE GEOGRAPHY (8035)</b></p>	<p><b>Urban Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>Global Urbanisation</li> <li>NEE opportunities and challenges (Rio)</li> </ul>	<p><b>Urban Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>NEE opportunities and challenges (Rio)</li> </ul> <p><b>The Living World (recap)</b></p> <ul style="list-style-type: none"> <li>Ecosystem characteristics and distribution</li> <li>Tropical Rainforests</li> <li>Hot Deserts</li> </ul>	<p><b>The Changing Economic World</b></p> <ul style="list-style-type: none"> <li>Global variation</li> <li>Rapid growth in LICs/NEEs</li> <li>Change in the UK</li> </ul>	<p><b>The Challenge of Resource Management</b></p> <ul style="list-style-type: none"> <li>Overview of Food, Water and Energy</li> <li>Strategies to increase energy supply</li> </ul> <p>Issue Evaluation</p>	<p><b>Revision</b></p> <p>Issue Evaluation</p>	

## History Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b>	<p>Early Elizabethan England 1558-1588</p> <p>1H10/27</p>	<p>Early Elizabethan England 1558-1588</p> <p>1H10/27</p>	<p>Early Elizabethan England 1558-1588</p> <p>1H10/27</p>	<p>Superpower relations and the Cold war 1941- 1991</p> <p>1H10/27</p>	<p>Superpower relations and the Cold war 1941- 1991</p> <p>1H10/27</p>	<p>Superpower relations and the Cold war 1941- 1991</p> <p>1H10/27</p>
<b>11</b>	<p>Crime and punishment in Britain C1000-present</p> <p>1H10/10</p>	<p>Crime and punishment in Britain C1000-present</p> <p>1H10/10</p>	<p>Weimar and Nazi Germany 1918-1939</p> <p>1H10/31</p>	<p>Weimar and Nazi Germany 1918-1939</p> <p>1H10/310</p>	<p>Weimar and Nazi Germany 1918-1939</p> <p>1H10/310</p>	<p>Exam period Revise past papers</p>

## Computing/ICT Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Current Year 10 (Year 1)</b>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>▪ Exploring user interface design principles and project planning techniques</li> <li>▪ LO – A</li> </ul>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>▪ Exploring user interface design principles and project planning techniques</li> <li>▪ LO – B</li> </ul>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>▪ Exploring user interface design principles and project planning techniques</li> <li>▪ LO – C</li> </ul>		<b>Exam Prep</b>	<b>Problem solving skills development</b>
<b>Current Year 10 (Year 2)</b>	<b>Component 3</b> <ul style="list-style-type: none"> <li>▪ Effective Digital Working Practices</li> <li>▪ LO –A1 (Modern Technologies)</li> </ul>	<b>Component 3</b> <ul style="list-style-type: none"> <li>▪ Effective Digital Working Practices</li> <li>▪ LO –B (Cyber security)</li> </ul>	<b>Component 3</b> <ul style="list-style-type: none"> <li>▪ Effective Digital Working Practices</li> <li>▪ LO –C (The wider implications of digital systems)</li> </ul>	<b>Component 3</b> <ul style="list-style-type: none"> <li>▪ Effective Digital Working Practices</li> <li>▪ LO –D (Planning and communication in digital systems)</li> <li>▪ &amp; Exam Prep</li> </ul>	<b>Exam Prep</b>	<b>Problem solving skills development</b>
<b>Current Year 11</b>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>▪ Exploring user interface design principles and project planning techniques</li> <li>▪ LO -A &amp; B</li> </ul>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>▪ Exploring user interface design principles and project planning techniques</li> <li>▪ LO – B &amp;C</li> </ul> <b>Component 2:</b> <ul style="list-style-type: none"> <li>▪ Collecting, Presenting and Interpreting Data</li> <li>▪ LO – B (Create a dashboard using manipulation tools)</li> </ul>	<b>Catch- up session for missed coursework due to COVID-19 (Isolation students)</b>  <b>Component 2:</b> <ul style="list-style-type: none"> <li>▪ Collecting, Presenting and Interpreting Data</li> <li>▪ LO – B (Create a dashboard using manipulation tools)</li> <li>▪ LO- C (Draw conclusions and review data presentation methods)</li> </ul>	<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 Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Component One</b> <b>Section A - Advertising and Marketing</b></p> <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>	<p><b>Component One</b> <b>Section A - Advertising and Marketing</b></p> <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>	<p><b>Component Two</b> <b>Section A - TV Crime Drama</b></p> <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>	<p><b>Component Two</b> <b>Section A - Magazines</b></p> <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>	<p><b>Component One</b> <b>Section A – Newspapers</b></p> <ul style="list-style-type: none"> <li>• The Sun</li> <li>• The Sun Website</li> <li>• The Guardian</li> <li>▪ Media Language</li> <li>▪ Representation</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> </ul>	<p><b>Component 3 – Non-Examination Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Magazine/Film Marketing print</li> </ul>
11	<p><b>Component Two</b> <b>Section B - Music Video</b></p> <ul style="list-style-type: none"> <li>▪ Taylor Swift – Bad Blood</li> <li>▪ Pharrell Williams - Freedom</li> <li>▪ Duran Duran – Rio</li> <li>▪ Media Language</li> <li>▪ Representation</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> </ul>	<p><b>Component Two</b> <b>Section B - Music Video</b></p> <ul style="list-style-type: none"> <li>▪ Taylor Swift – Bad Blood</li> <li>▪ Pharrell Williams - Freedom</li> <li>▪ Duran Duran – Rio</li> <li>▪ Media Language</li> <li>▪ Representation</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> </ul>	<p><b>Component Two</b> <b>Section A - TV Crime Drama</b></p> <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> <li>▪ Component Two Section A - Magazines</li> <li>▪ Pride Magazine</li> <li>▪ GQ Magazine</li> <li>▪ Media Language</li> <li>▪ Representation</li> <li>▪ Media Context</li> </ul>	<p><b>Component One</b> <b>Section A – Newspapers</b></p> <ul style="list-style-type: none"> <li>▪ The Sun</li> <li>▪ The Sun Website</li> <li>▪ The Guardian</li> <li>▪ Media Language</li> <li>▪ Representation</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> </ul>	<p><b>Component One</b> <b>Section B –Radio</b></p> <ul style="list-style-type: none"> <li>▪ The Archers</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> <li>▪ Component One Section B - Video Games</li> <li>▪ Pokemon Go/Fortnite</li> <li>▪ Audience</li> <li>▪ Industry</li> <li>▪ Media Context</li> </ul>	

## Music Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Venues</li> <li>Health &amp; Safety</li> <li>Record Labels</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Keyboard skills</li> <li>Using Apple Mac for creativity</li> <li>Logic Pro X basics</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Publishing Companies</li> <li>Royalty Collection</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Keyboard skills</li> <li>Techniques for music production</li> <li>Effects processing</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Unions</li> <li>Service Agencies</li> <li>Production Companies</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Mock Assignment brief</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Contracts</li> <li>Trade Bodies</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Mock Assignment brief</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Processes within music Industry</li> <li>Job exploration</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Assignment brief for Learning aim A and B</li> </ul> <p><b>Unit 5: Introducing Music Performance</b></p> <ul style="list-style-type: none"> <li>Mock assignment brief</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Approaching a Unit 1 exam</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Assignment brief for Learning aim A and B</li> </ul> <p><b>Unit 5: Introducing Music Performance</b></p> <ul style="list-style-type: none"> <li>Mock assignment brief</li> </ul>
11	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Revision</li> <li>Exam Practice</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Assignment brief for Learning aims A and B</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Revision</li> <li>Exam Practice</li> </ul> <p><b>Unit 7: Introducing Music Sequencing</b></p> <ul style="list-style-type: none"> <li>Assignment brief for Learning aims A and B</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>January Exam</li> </ul> <p><b>Unit 2: Managing a Music Product</b></p> <ul style="list-style-type: none"> <li>Assignment brief: Online Concert</li> </ul> <p><b>Unit 3/5: Optional Units</b></p> <ul style="list-style-type: none"> <li>Assignment briefs</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>Revision</li> </ul> <p><b>Unit 2: Managing a Music Product</b></p> <p>Assignment brief: Online Concert</p> <p><b>Unit 3/5: Optional Units</b></p> <ul style="list-style-type: none"> <li>Assignment briefs</li> </ul>	<p><b>Unit 1: The Music Industry</b></p> <ul style="list-style-type: none"> <li>May Exam</li> </ul> <p><b>Unit 3/5: Optional Units</b></p> <ul style="list-style-type: none"> <li>Assignment briefs</li> </ul>	

## Religious Studies Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Christianity: Beliefs &amp; Teachings</b></p> <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>	<p><b>Christianity: Practices</b></p> <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>	<p><b>Islam: Beliefs &amp; Teachings</b></p> <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>	<p><b>Islam: Practices</b></p> <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>	<p><b>Theme D: Religion, Peace &amp; Conflict</b></p> <p>Christian &amp; Islam perspectives on -</p> <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>	<p><b>Exam Prep &amp; Revision</b></p> <p>Exam prep for PPEs covering –</p> <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> <p>Exam writing techniques including how to structure 12 markers &amp; timed practice.</p>
11	<p><b>Theme E: Religion, Crime &amp; Punishment</b></p> <p>Christian &amp; Islam perspectives on –</p> <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>	<p><b>Theme A: Relationships &amp; Families</b></p> <p>Christian &amp; Islam perspectives on –</p> <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> </ul> <p>Gender equality &amp; prejudice</p>	<p><b>Theme B: Religion &amp; Life</b></p> <p>Christian &amp; Islam perspectives on –</p> <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>	<p><b>Exam Prep &amp; Revision</b></p> <p>Focus on exam skills</p> <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> <p>Focus on key terms &amp; spelling (6 extra marks for SPAG in exam)</p>	<p><b>Exam Prep &amp; Revision</b></p> <p>Students will take the following exams –</p> <p><b>PAPER 1:</b> Christianity &amp; Islam 1 hr 45 mins 96 marks</p> <p><b>PAPER 2:</b> Theme A/B/C/D 1 hr 45 mins 96 marks</p>	

## Sociology Curriculum Maps 2020-2021

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 AQA Sociology	<p><b>Introduction to sociological theory</b></p> <ul style="list-style-type: none"> <li>What a sociological approach means</li> <li>Summary of the Marxist, functionalist, feminist and new right theory</li> <li>Examples of the 'social structure' (family, education, class)</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>Difference between a family and household</li> <li>Different types of family</li> <li>Family and life changes</li> <li>Marxist, Functionalist and feminist view on the role of the family</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>Relationship between children and parents</li> <li>Critical view of the family (darker side)</li> <li>Patterns of fertility</li> <li>Increase in divorce and marriage and consequences</li> <li>Quality of parenting</li> <li>Life expectancy and infant mortality</li> <li>Government and family policies</li> </ul>	<p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>Questionnaires</li> <li>Interviews</li> <li>Content analysis</li> <li>Longitudinal survey</li> <li>Non-participant and participant observation</li> <li>Official statistics</li> <li>Ethical issues</li> <li>Sample and Sampling methods</li> </ul>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>History of education (public, private, comprehensive, independent schooling)</li> <li>Marketisation</li> <li>Functions of education</li> <li>Formal and informal schooling (National and Hidden curriculum correspondence principle)</li> </ul>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>Meritocracy debate</li> <li>Gender and achievement</li> <li>Ethnicity and achievement</li> <li>Social class and achievement</li> <li>Material and cultural deprivation</li> </ul>
11 AQA Sociology	<p><b>Social stratification</b></p> <ul style="list-style-type: none"> <li>What is social inequality and stratification?</li> <li>Unequal division of wealth, income, status and power</li> <li>Inequalities based on gender, ethnicity religion and age</li> <li>Life chances: identify,</li> <li>Role allocation</li> <li>What is poverty?</li> <li>Structural explanations for poverty</li> <li>Cultural explanation for poverty</li> </ul>	<p><b>Social stratification</b></p> <ul style="list-style-type: none"> <li>How poverty is measured</li> <li>Compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)</li> <li>Identify, describe and explain different forms of power and authority</li> <li>The work of Devine revisiting the idea of the affluent worker.</li> </ul>	<p><b>Crime and deviance</b></p> <ul style="list-style-type: none"> <li>Difference between crime and deviance</li> <li>Functionalist and Marxist views of social control</li> <li>Non-Sociological views of crime</li> <li>Sociological views of crime</li> <li>Subcultural theory</li> <li>Labelling theory</li> <li>Media and crime</li> </ul>	<p><b>Crime and deviance</b></p> <ul style="list-style-type: none"> <li>Gender and crime</li> <li>Age and crime</li> <li>Ethnicity and crime</li> <li>Location and crime</li> <li>Victims and crime</li> <li>Communities and crime</li> <li>Types of crime/social class</li> <li>Youth crime as a social problem</li> <li>Racially motivated crime as a social problem</li> </ul>	<p><b>Revision</b></p>	

## KS4 Physical Education / Sport Curriculum Maps 2020-21

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10 BTEC Firsts Sport (2018)</b>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>▪ Fitness for Sport and Exercise</li> <li>▪ Exam based</li> </ul>			<b>Unit 2</b> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>		
<b>11 BTEC Firsts Sport (2018)</b>	<p style="text-align: center;"><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>▪ The Sports Performer in Action</li> </ul> <p style="text-align: center;"><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>	<p style="text-align: center;"><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>▪ The Sports Performer in Action</li> </ul> <p style="text-align: center;"><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>	<p style="text-align: center;"><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>▪ Fitness for Sport and Exercise</li> <li>▪ Exam based (recovery curriculum)</li> </ul>	<p style="text-align: center;"><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>▪ The Sports Performer in Action</li> </ul> <p style="text-align: center;"><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>	<p style="text-align: center;"><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>▪ The Sports Performer in Action</li> </ul> <p style="text-align: center;"><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>	<p style="text-align: center;"><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ Practical Performance in Sport</li> </ul>