KS4 Options Booklet 2022

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Please use the form below to ask any questions you have about GCSE options that you have after reading the Options Booklet or that you would like more detail on during the live Q&A on Wednesday 2nd and Thursday 3rd March.

Thank you

Submit your questions here

A message from the Headteacher

Welcome to a hugely significant moment in your education. The options process is a time of great possibility, of tough decisions, and of serious self-reflection. The latter is the most crucial – take the time to identify what you really want from your education – and treat these choices with care. Get them right, and they can go a long way to unlocking your academic potential and to ensuring you enjoy lessons and thrive at school. The past two years have shown us how much we all value education, and how vital it is to take every opportunity open to you. The options process is an exciting point where you take some control over the future direction you will take.

Within your options, consider what you might need for your future. Many of you will be undecided about your future pathways at this stage – the best analogy is packing your bag before setting off on an adventure.

What do you need to survive in any situation? The essentials: the torch, tent, sleeping bag, food, water. In many ways those essentials are taken care of. You will all study English, Maths, Science, PE, RE and PSHE. So the subjects you choose are your specialisms – your equipment that is specific to you and your future journey. Do you pack a rope, first aid kit, and camera? What kind of adventure are you going on? The truth is that none of us know – and you may not yet be able to predict the path you will follow.

The best advice is to pick as widely as possible, to be prepared for the widest range of possibilities. Over the past year you have learnt to be adaptable, flexible and self-managing. You have the resilience to learn, and to grow as people. Now use that to choose wisely in your future options. What is crucial is that you pick based on valid criteria that makes sense to you. These could be from the following: do you have a particular strength or talent you want to really excel at? Are you interested in learning more about a specific subject? Is that subject a good route to a future career you want to pursue? Do you know older students who have already studied the course and given you some experience of what it is all about? Have you looked at the subjects that continue into Sixth Form College? Have you listened to the advice around university admissions and which subjects they are looking for?

In short – there is much to ponder. One piece of advice would be to embrace this and treat it as an opportunity – and we know it's easy to become overwhelmed by the possibilities. The most important thing is that you pick the courses that make you happy, that make you love to learn, and wake up on Monday morning smiling to come to school. We all do our best when we are happy, and the past two years we have all realised how much being in school is part of that.

Ms Claydon
Headteacher

What can you expect from Key Stage 4?

Key Stage 4 covers Years 10 and 11 of a student's school life. At this point, to some extent at least, students can start deciding which subjects to continue and which to stop. Whilst some courses are compulsory, others are optional, and thus selecting the subjects to study is known as *'Options'.*

Students should aim to make selections for Key Stage 4 which will support progression to Key Stage 5 and for life beyond education. They should not limit themselves.

Before making subject choices for Years 10 and 11, it is important to understand the following:

- Which subjects are compulsory at Key Stage 4
- Which subjects are available as optional courses
- What each of the optional courses covers and reasons why you may enjoy it
- Options restrictions and our recommendations

The pages in this document provide students with the answers to these questions. They should be read carefully.

We are running two live virtual question and answer evenings where each of our subject leaders will be able to answer your questions on the 2nd and 3rd March.

The schedule for the virtual Q&A is below and we will send all Year 9 parents/carers the link to the live feed via email. We will also send a Google Form with the link so parents/carers and students can ask questions to be covered during the live Q&A.

Wednesday 2rd March		**Thursday 3rd March**	
Times	**Subject**	**Times**	**Subject**
4.15pm	Introductory talk & general questions	4.15pm	Prince's Trust *Award*
4.35pm	Religious Studies	4.35pm	History
4.55pm	PE, Sport *BTEC* and Dance	4.55pm	French and Spanish
5.15pm	Design Technology	5.15pm	Latin
5.35pm	Textiles	5.35pm	Maths, Further Maths & Statistics
6.05pm	Science (Combined and Triple)	6.05pm	Higher Project *Qualification*
6.25pm	English Literature and Language	6.25pm	Drama and Stage Production *BTEC*
6.45pm	Music and Music *BTEC*	6.45pm	Food Preparation & Nutrition Hospitality & Catering *Level 1 & 2*
7.05pm	Computer Science and IT *Certificate*	7.05pm	Media Studies
7.25pm	Art and Photography	7.25pm	Geography
		7.45pm	Sociology

What qualifications do we offer at Key Stage 4?

All qualifications are referred to by a level. These levels are from The National Qualifications Framework, which is outlined below:

Entry level - Qualifications that are a stepping stone towards a GCSE qualification.
Level 1 - Qualifications equivalent to GCSE grades 1 to 3.
Level 2 - Qualifications equivalent to GCSE grades 4 to 9.
Level 3 - Qualifications equivalent to A Levels.
Level 4-8 - Higher education qualifications including foundation degree, degree and beyond.

The Key Stage 4 courses offered at Blatchington Mill are at levels 1 and 2; these are mostly GCSEs but a number of Technical and Vocational Awards are available too. It is possible that some students may take qualifications below Level 1 but this will be discussed with students and parents/carers if we think this is appropriate.

GCSEs

The new GCSE grading system introduced to replace the A* to U system means students are awarded grades on a 9 to 1 scale. Under the new grading system a low C grade equates to a grade 4 and a high C/low B grade equates to a grade 5. The same number of students who achieved a grade A in the past will achieve a grade 7 now - they are equivalent. The garde 9 is essentially a very high A*.

Although the government has stated that a 'good pass' will be considered a grade 5 or above, they have currently set the benchmark as a grade 4 and entry requirements for Post 16 colleges have also been set at grade 4. It is however very important to check the qualification requirements for individual Post 16 colleges carefully as they may vary the grades they require for different subjects.

All GCSEs are expected to be assessed through exams taken at the end of Year 11 (if there are any changes to exam expectations as a result of the Covid-19 pandemic we will update you about these as soon as we know).

Technical and Vocational Awards

These are high quality qualifications, taught across Level 1 and 2, that provide applied knowledge and practical skills. The assessment is comprised of a combination of assignments and practical tasks carried out across Key Stage 4 and some external exams taken at the end of Year 11.

What makes up the Blatch Curriculum?

We have a dedicated section of of school website that we update with all of our curriculum details: Curriculum Webpage

It is worth starting with our ***curriculum vision*** - this is what we aim to fulfil for students through our curriculum and it is allied to our motto of: *Involvement, Achievement* and *Care.* As you would expect it is carefully considered and ambitious in order to adequately guide the decisions we make about the currciulum here at Blatch.

Involvement	To ensure active involvement in learning to **develop** a wide range of **empowering personal traits**, for example: resilience, ambition, independence.
	To encourage **active involvement in extracurricular activities** and engagement in the wider community, so that students enjoy a range of opportunities beyond the core school experience.
Achievement	To acknowledge that each subject has its own principles of study and patterns of thought that are domain-specific and are the result of the historical development of the subject as a discipline. These are important building blocks for **subject knowledge and mastery of the discipline**; recognising that knowledge is transferable and will often be relevant across different subject areas.
	To use the ***Review and Planning*** **process to purposefully examine the performance of students** over time in order to inform subject specific adaptations to curriculum and pedagogy that will effectively overcome educational disadvantage.
	To provide a **broad, balanced and inclusive curriculum** so that all students, regardless of background, can access and enjoy learning, allowing them to fulfill their potential.
	To provide a **carefully sequenced, knowledge rich and connected model of progression** for each subject area so that all students possess the knowledge and understanding required to be successful. Building knowledge and skills will allow students to make optimum progress - from KS2 through to P16 and further study.
	To use **evidence-informed pedagogical strategies** for example: mastery, retrieval practice, direct instruction, guided and independent practice, assessment for learning and interleaving so that all students learn securely.
Care	To **develop students as global citizens**, aware of their role in their community and the wider world, thus celebrating diversity and understanding their responsibility towards others.
	To equip students with the **tools for self-reflection, understanding risks, making good choice**s and leading a healthy lifestyle.

Curriculum Overviews

Curriculum Overviews are descriptions of what students can expect to be taught in each subject as they progress through school. They describe the topics and content our expert subject teams have chosen to teach, the sequence these topics are taught in and why these choices have been made, including examples of the kind of learning students can expect to enjoy. Parents, carers and students can read these to discover how each subject is made stimulating and challenging so that it is enjoyable and worthwhile.

Every subject has an overview for the year groups they teach and they can be read here:
Blatchington Mill Curriculum Overviews

What courses are taken by students at Key Stage 4?

Core Subjects

All students will study the compulsory core curriculum Years 10 and 11, which is made up of:

- English (English Language and English Literature)
- Mathematics
- Science (either Combined – 2 GCSEs - or Triple – 3 GCSEs)
  Students taking Triple Science will use this as one of their option choices and also take Statistics GCSE as part of that option. This is additional and does not take up one of their other choices.
- Personal, Social & Health Education (PSHE)
- Religion and Worldviews (RE)
- Physical Education (PE)

Options subjects

In addition to the core curriculum, students have a range of different choices they can make – our aim is for all students to experience a broad and balanced curriculum, gaining a wide range of enabling qualifications. We are determined to ensure that students have an option that is **active, involving making/creation or performance or experimentation**. This kind of experience is crucial now, especially after the predominantly indoor, IT based experience of lockdown. Therefore all of our students must choose one of the following:

- Art and Design GCSE
- Dance GCSE
- Design and Technology GCSE
- Drama GCSE
- Geography GCSE
- Food Preparation and Nutrition GCSE
- Level 1/2 Hospitality & Catering
- Music BTEC
- Music GCSE
- Photography GCSE
- PE GCSE
- Sport BTEC
- Stage Production BTEC
- Textiles GCSE
- Triple Science GCSE

Secondly, we have spent time as one of 9 leading hub schools nationally for the National Centre for Excellence in Language Pedagogy. We want all of our students to benefit from our teaching excellence in this subject and so all students must choose a language GCSE from one of the following options.

- French GCSE
- Spanish GCSE
- Latin GCSE

Students then have free choice (barring the restrictions on the following page) to select 2 subjects from:

- Art and Design GCSE
- Computer Science GCSE
- Dance GCSE
- Design and Technology GCSE
- Drama GCSE
- Food Preparation and Nutrition GCSE
- Hospitality and Catering Level 1 / 2
- French GCSE
- Geography GCSE
- History GCSE
- Information Technologies Certificate
- Latin GCSE
- Media Studies GCSE
- Music BTEC
- Music GCSE
- Photography GCSE
- PE GCSE
- Prince's Trust Qualification
- Religious Studies GCSE
- Sociology GCSE
- Spanish GCSE
- Sport BTEC
- Stage Production BTEC
- Statistics GCSE
- Textiles GCSE

We are also offering the **Higher Project Qualification and Further Maths** as standalone qualifications, at GCSE level students can opt into, to be studied as enrichment subjects after school.

Restrictions on choices

Some subjects count as the same qualification and therefore cannot be taken together.

- Only one of the following qualifications can be taken:
  - Art and Design GCSE
  - Photography GCSE
  - Textiles GCSE

- Only one of the following qualifications can be taken:
  - Drama GCSE
  - Stage Production BTEC

- Only one of the following qualifications can be taken:
  - Music BTEC
  - Music GCSE

- Only one of the following qualifications can be taken:
  - PE GCSE
  - Sport BTEC

Please note:

- You can take Design and Technology as well as one of Art and Design, Photography or Textiles.

Changing courses later

Students must be aware that it is almost always not possible to change choices once the courses have started in September. Moving students has a significant impact on the timetable and classes. If a particular course is full and a student requests moving onto it, this will not be possible.

Dropping subjects

All students are expected to complete every course they start. Students will not be allowed to drop courses. It is essential therefore when selecting courses that students read the subject overview carefully, talk to teachers and opt for subjects which they enjoy, might support their career aspirations as well as interest them. Dropping subjects is not a way to make the curriculum more manageable.

Reserve choice

We will make every effort to ensure students get the courses they select. There are times, however, when another choice may have to be offered in place of the selected first choice, which is why we are asking all students to select a reserve choice. Students and their parents/carers will always be consulted in these circumstances.

What do students hoping to study at university need to consider?

Those considering the possibility of studying at university need to be aware of the entry requirements for the courses they may wish to study. These can be looked at using the UCAS website, in conjunction with individual university websites. Clearly, a student hoping to study for a degree in Art needs to take Art at A Level and to do this, they need to select it as one of their GCSE options in Key Stage 4.

Many students may have the ambition to study at university, but may have little idea at present as to exactly what. Anybody in this position needs to select subjects now which offer breadth and balance in their curriculum. Some useful advice on A Level choices (many of which will be dependent upon having studied the subject at Key Stage 4) is available from The Russell Group on a website called "Informed Choices" https://www.informedchoices.ac.uk/.

The Russell Group is an association of the top 20 universities in the country and their advice is aimed at students hoping to study for a degree at one of the universities in the group. This website is a helpful tool for both students who have a clear idea of the courses they might like to take **and** for those who aim to attend a good university but are unsure of their particular focus of study. It has been updated recently to provide an interactive tool to support students in making decisions about potential subject choices.

Some colleges are reluctant and others will not allow students onto an A Level course without them having studied the subject at GCSE previously. Please note, however, that individual Science subjects can all be taken at A Level by students who have studied Combined Science in Years 10 and 11.

Students interested in applying for courses at university should take time now to look at the entry requirements of different degree courses to satisfy themselves of the appropriateness of their choices.

Where a student is unsure about or has many ideas of possible careers, they should select a broad range of courses to 'keep their options open'. Combining a mix of subjects should not close any doors to later study and will provide a varied Key Stage 4 curriculum. Of course taking a subject they really enjoy, even if they don't see it as being a potential career route is always a good idea

What options are available to students after Year 11?

The National Careers Service website contains a wealth of information and links to explore for students who are considering any option post -16, not just A Levels but also high quality T Levels, Vocational qualifications and Apprenticeships.

There are now a wide range of T Levels (a new high quality technical qualification) and apprenticeship opportunities for students. These range from level 2 to degree level equivalents and enable students to start in the workplace from any time after the age of 16, learning the job as they go along, and getting paid for it. Many are competitive to secure so it is worth students investigating the requirements of different types of apprenticeship if this is a route they may be interested in. The links above are well worth exploring so you know any requirements for certain routes that may inform your GCSE choice.

Careers

We have a dedicated careers page on our school website for Careers Education, Information, Advice and Guidance.

It can be found here: Careers information

It includes:

- All the latest news and information about Careers in a half-termly Careers Bulletin.
- Careers Information & Links you can explore to understand qualifications needed for certain careers.
- Information about transitions to post 16 opportunities.
- Links to the UCAS website and details about local post-16 courses.
- Subject and sector specific information for different industries.

This is great information to explore at home with family but it is also covered in part in your tutor times.

Important dates to remember:

- **Wednesday 2nd March and Thursday 3rd March** – Online Question & Answer events (The link to the event will be posted here: www.blatchingtonmill.org.uk/curriculum/key-stage-4-options/
- **Friday 11th March** – Options forms available online.
- **Monday 4th April** – Options forms to be completed.
- **End of June/beginning of July 2022** – Subject choices confirmed for students.
- **September 2022** – Students start Key Stage 4 courses.

Making your choices - Advice for students

Things to do:

- **Take your time**.
  If you rush you could end up making choices you'll regret. Make choices for you, not what you think or hope a friend might do.

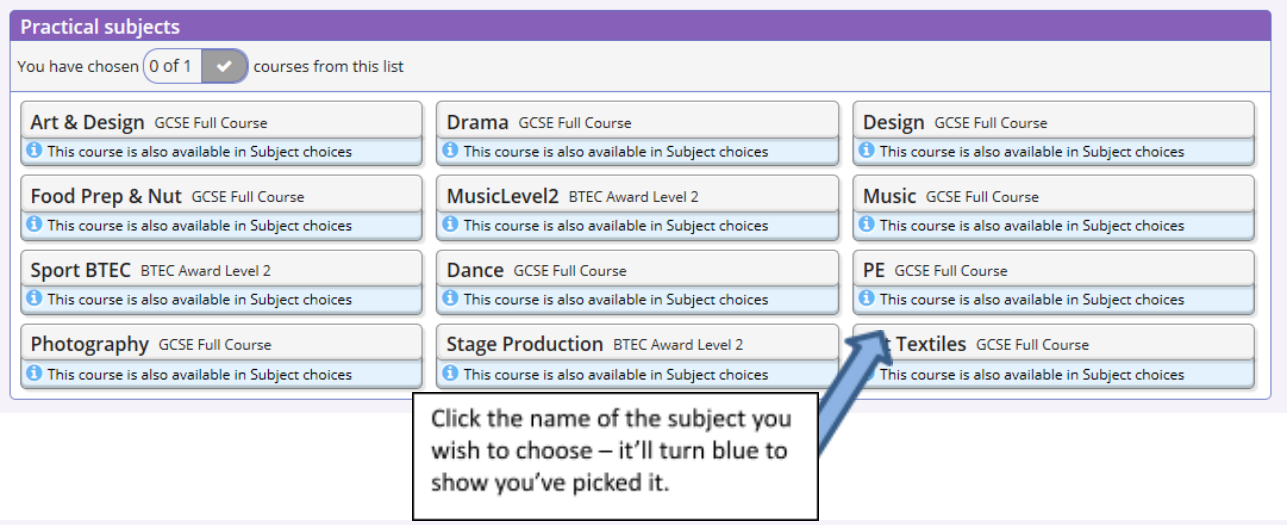
- **Listen to advice and ask for help if you need it**
  There are many people who are able to talk the decision over with you, including your parents or carers, subject teachers, form tutor and senior leaders.

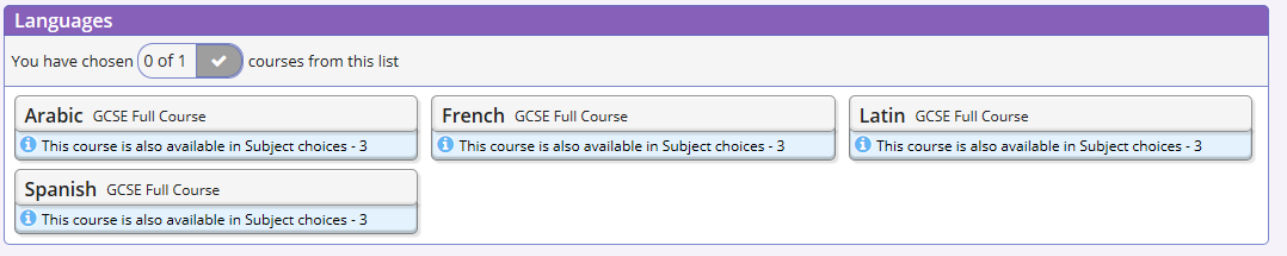
- **Think about the following**.
  - *What you might want to do in the future as a career.*
  - *What skills and qualities you'll need to have for your career when you're older.*
  - *What you might want to do at sixth form college.*
  - *What you won't be able to do in the future if you don't choose certain subjects now.*
  - *What is your preferred way of learning; are you better with practical courses or very academic ones? What you like studying now, what you enjoy and what you're good at.*

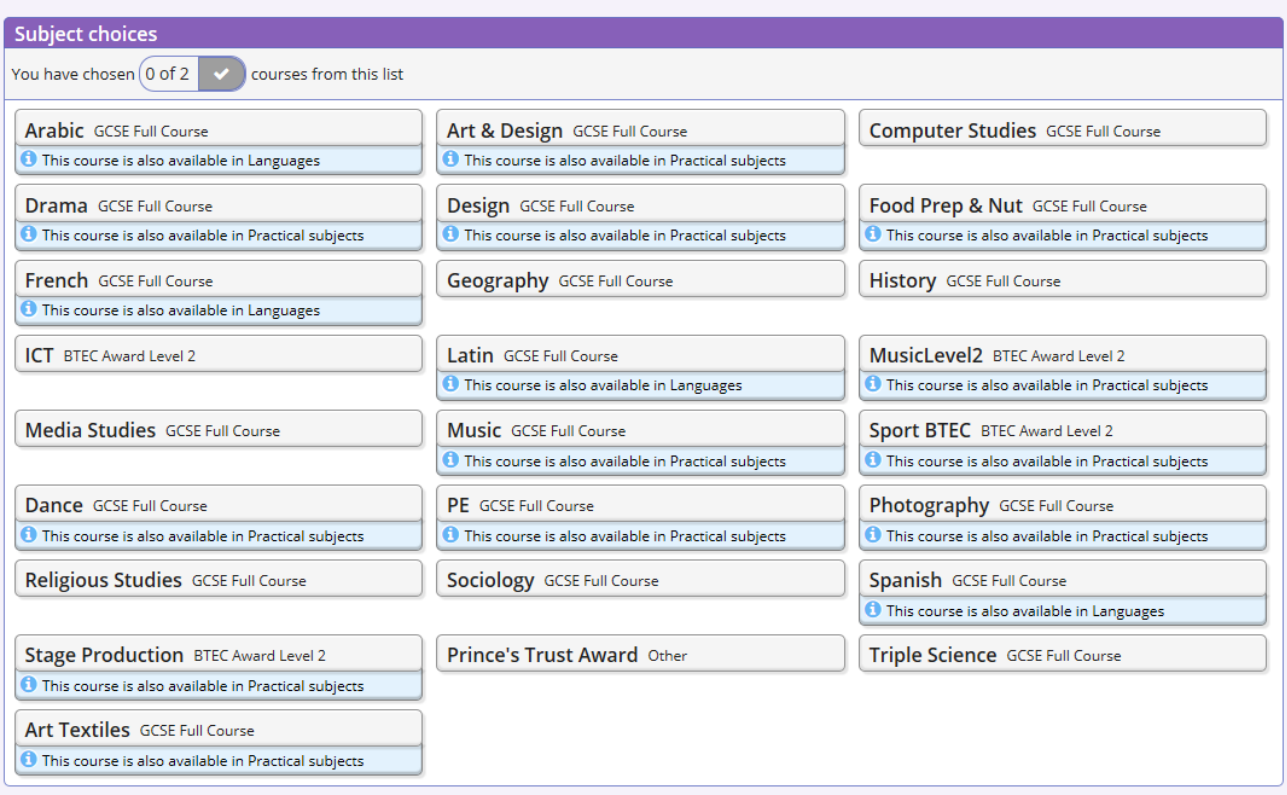
How to log in and complete the online options form

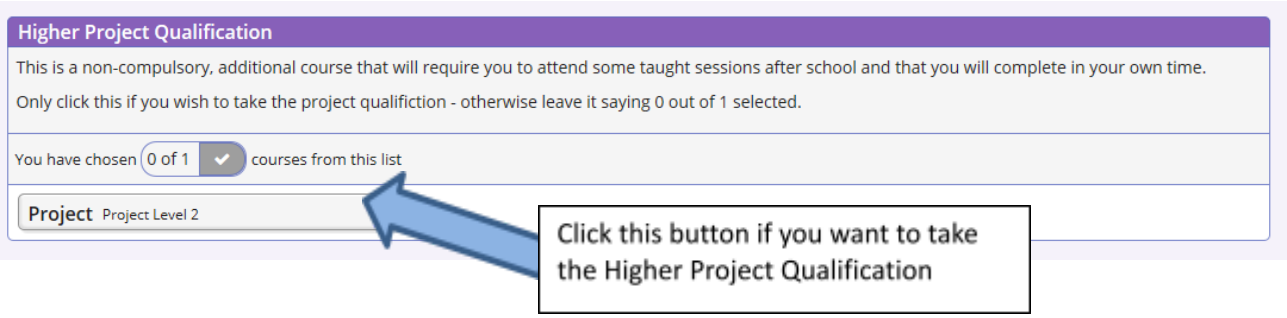
Student instructions to log in to Options online. This will only be available from Friday 11th March.

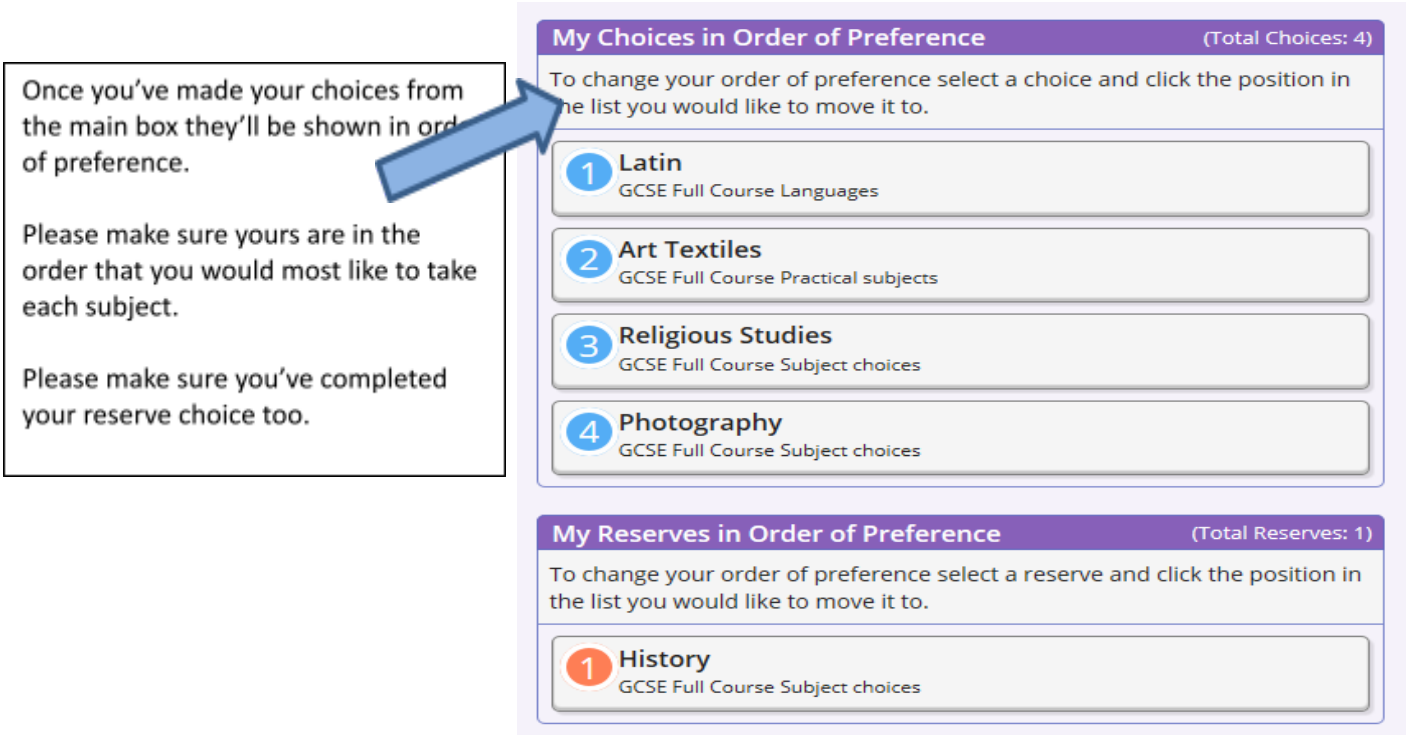
1. Log in to the SIMs app (as you usually do to access homework). If you're not sure how to do this full details are on our website under 'Quick Links for Parents'.
2. Click on 'SIMS OPTIONS'
3. Make your choices as shown below:





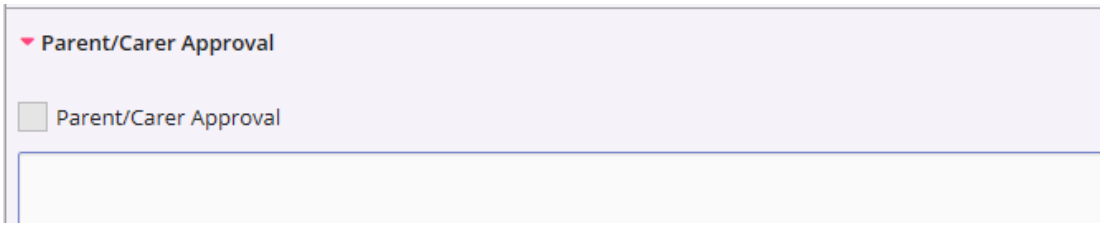






Parent instructions to log in to Options online

1. Sign in to SIMS Parent *(If you do not have a SIMS Parent account, email parentcomms@blatchingtonmill.org.uk and we will email an invitation code to you)*
2. Click on OPTIONS
3. Your child's choices will be displayed (they will need to make their choices first before you can approve them)
4. Tick the Parent/Carer Approval box (bottom left of the screen)
5. Please add any information you feel relevant in the comments area



Subject Pages

Core Subjects

English Language GCSE and English Literature GCSE

Year 10

In the two years of KS4 students cover the set texts and skills that they will be required to know for their GCSE English Language exam and GCSE English Literature exam. The structure of the course is designed so that course content and skills are covered in Year 10, then revised, extended and practised throughout Y11. With all schemes of work we instruct students on the use of tier 2 and 3 vocabulary.

We begin the GCSE course with creative writing. This mirrors personal writing at the start of KS3, and enables teachers to quickly assess the writing skills of the students; the first assessment builds on using pictures to stimulate creative responses, while also pointing forward to the exam paper in the summer of Year 11. It helps to build good relationships between students and staff alike, and uses passages from great writers such as Charles Dickens and Mary Shelley as inspiration. The accent is on crafting work; using literary devices to create effects, structuring and widening vocabulary. In the lead up to the October half term, students spend a short three week unit looking at how to approach the reading section of English Language Paper 1. They focus on an extract from a literary text, and practise the skills of close reading analysis, exploring the effects of structure and evaluating a statement made about the text, using evidence. Students have practised these skills as writers in the opening creative writing unit so can look at these texts from an insider's perspective.

In the run up towards Christmas, we study our nineteenth century novel, A Christmas Carol. We chose this text as it can be read in its entirety in class in a relatively short period of time, and combines linguistic challenge with a story students enjoy and tend to be familiar with. It links strongly in a thematic sense with An Inspector Calls, studied later, as it addresses the important and contemporary theme of social justice, and with Macbeth, as both texts use the depiction of the supernatural as a device to transform a characters' behaviour and outlook. We build a strong knowledge of plot, character and theme while reading, before focusing on close analysis of language and structure, while increasing the extent and challenge of analytical writing.

Our final literary text of the summer term is An Inspector Calls. Its popularity stems in part from the important themes it broaches and its continued relevance. We examine gender and social inequality, as well as exploring the class system, capitalism, socialism, and patriarchy. The students are taught to analyse how these ideas are presented through the author's literary techniques and stagecraft. We also look at the differences in social and political attitudes between when the play was set and when it was first performed. Areas of the text such as the Inspector's final speech have strong links with reading and writing to persuade, delivered in the previous language unit.

We then move on to prepare the Relationships cluster of poetry, from the AQA Anthology. This unit is chosen as it enables students to empathise and connect with a variety of relationships and experiences, therefore giving students an insight into emotions as well as providing a literary experience. The poems are taught thematically in three phases interleaved throughout Year 10; the first are family based and the second and third focus on love. This order allows students to see thematic links between the poems; significant as analysis of themes are valued in exam answers. The students build on their knowledge of poetic forms and techniques taught in KS3, and link the ideas and feelings presented with a close reading of the text. A what/why/how focus encourages and reinforces these connections. We also emphasise comparison between poems and how they present their themes - a key exam skill.

After Christmas we read Macbeth with the students as it has an intense focus on a few characters, it is a cultural touchstone for further education, and it explores the themes of ambition, greed, violence, gender, faith and free will. It builds on cultural knowledge of patriarchy in Shakespeare covered in the Year 9 text, Romeo and Juliet. Students also have the opportunity to study one of the strongest and most interesting female literary characters in the language. Students explore the structure and language of the text, and analyse the effects of language and imagery by zooming in on key extracts after having read the play relatively quickly in class. Due to the relative complexity of the language of the text, we spend more time on it, completing our coverage by mid-March. Delivering Macbeth here allows students to extend their analysis of stagecraft having read An Inspector Calls.

This also follows on well from the study of the poems which also involves the close reading of individual words, and supports the memorisation of exam technique when this exam is revisited in the mock at Christmas of Year 11. The

students are examined on the 20 mark question of this paper in early January which requires them to recall the necessary knowledge.

After Easter we return to the Relationships cluster of poetry to complete delivery of the remaining poems, and analyse unseen poetry. By dividing up the delivery of the poems, this strengthens the students' memorisation of poetic techniques and their effects. To further promote memorisation, we interleave one of our five lessons per week to revisit skills and knowledge already delivered. In the first half term of the summer term, students work on creative and persuasive writing skills once a week, while in the second half we interleave lessons in preparation for question 4 of both language papers.

The summer term commences with AQA Language Paper 2 which explores writers' viewpoints and perspectives. Students develop their reading skills of inference, comparison (developing skills from the poetry scheme) and analysis of how writers create effects. Students will study two texts: one modern and one from the nineteenth century. We read two articles with the students: one describing a camp in Calais, the older text describing one in Russia. This choice allows students to examine and empathise with the refugee experience. Students will revisit this paper in Year 11, refreshing their skills and knowledge. In the summer term we will interleave lessons on writing skills.

Year 11

By the start of Year 11, students have covered all of the content of the four papers required for the exams in the summer. As they revise the knowledge and skills learned in Year 10, the level of challenge increases, focusing on the higher order analytical skills needed for their GCSEs. One of the four exam papers is revised in successive half terms up until Easter which give students a clarity of purpose.

The first nine weeks of the autumn term begin with a focus on the revision of the basics of Macbeth and A Christmas Carol for GCSE English Literature Paper 1. Students then study how to analyse exam questions by developing a thesis, then deciding which parts of the text they will use to support their conceptualised response. The what/how/why model for literary analysis is especially useful and is used to support students to link appropriate textual evidence to the 'big ideas' they will meet in GCSE exam questions. In between studying these texts, students prepare their persuasive speech for the GCSE Speaking Endorsement. The speech is on a topic of their own choosing and allows them to explore and present subjects they are passionate about. It is written in full first to allow practice for the Paper 2 writing task, before being recorded for the AQA sample.

In the first half term we revisit skills and knowledge required for poetry once a week, and in the second we look at A Christmas Carol to support memorisation. From November we also run a GCSE revision club; useful for a range of students, but especially helpful for those who are well motivated but may lack confidence. In the run up to Christmas students revise and prepare for Language Paper 1 and Literature Paper 1 mock exam, practising skills in reading and writing, and focusing on their exam technique. The weekly interleaved lessons here are on poetry in the first half term, and on the nineteenth century novel in the second.

After Christmas, we concentrate on revising English Literature Paper 2, where the students cover An Inspector Calls, the poetry cluster on Relationships and unseen poetry. As with Macbeth and A Christmas Carol, we revise the basic building blocks of knowledge first before moving on to the higher order skills of developing a thesis, planning and creating a conceptualised response, while linking 'big ideas' with a close reading of key moments in the texts. The what/how/why approach is especially useful when answering on unseen poetry.

In the second half of the spring term students finesse their reading and writing skills and knowledge for Language Paper 2. This builds on their work on the refugee paper in Year 10 and allows further practice of persuasive writing taught in the autumn term. Both terms before Easter include a mock exam, meaning that students have had the opportunity to experience each paper in full in Year 11 and receive full feedback from staff.

In the summer term teaching staff revise for the GCSE exams for a final time with their students. Coverage is wide and staff target specific areas for deliberate practice based on student performance in the exams in Year 11.

Our curriculum at Key Stage 4 is also flexible in that we offer AQA Step Up to English Silver or Gold awards to students who might struggle to attain a GCSE in English. We also deliver the AQA Certificate course for students with severe learning difficulties in conjunction with the Learning Support Department. Early in the autumn term we run groups for students who are educationally disadvantaged, that is, selected students in the lower 10% in the rank order. This extra support enables them to improve attainment with lessons focusing on the gaps in their skills and knowledge.

Maths GCSE

Maths - Foundation Tier - Year 10

Autumn Term

We begin the GCSE course by exploring different calculation methods to ensure students are numerically fluent. Students will be familiar with many of the topics covered here having previously studied them and it is designed to reinforce key concepts before applying the skills to problem solving. Topic areas such as integers, place value, rounding, handling negative numbers, decimals, indices and roots, factors, multiples and prime numbers all find their way into this unit. These numerical skills are essential to a number of later units and provide a basis to build upon throughout the rest of the course.

In the second unit we look at the fundamentals of algebra. We discuss the purpose of algebra before examining algebraic techniques such as collecting like terms, expanding brackets, factorising, simplifying and working with indices. Developing algebraic fluency is essential in ensuring students are equipped to deal with the next topic on sequences where students learn to substitute into expressions and formulae. The skills learnt and practised within this unit will prove invaluable in underpinning upcoming topics on the course.

In the latter part of the autumn term we focus on statistics; providing students with the opportunity to explore the modern world in the context of data. This topic area raises questions about how to use numerical methods to demonstrate real life situations. Students consider how data can be represented and interpreted through the use of pictograms, bar charts, line graphs, stem and leaf diagrams, pie charts and scatter graphs. These charts provide opportunity for students to interpret and compare datasets and we take the opportunity to introduce, discuss and use the modal average. We deliberately avoid using the other averages, (mean and median) at this stage so as to avoid cognitive overload. These come up later in the year.

Spring Term

The spring term begins with a look at proportional reasoning; this unit includes fractions, decimals and percentages and builds on their understanding of numerical skills developed in the autumn term. This is an important unit in terms of building an understanding of the different ways of expressing numbers as fractions, decimals, percentages, ratio and proportion. We will also begin to look at using these skills in other contexts such as investigating change and growth and problem solving.

The next unit builds on earlier work on algebra; students learn how to set up and solve equations and extend this skill to look at inequalities. Following this, students further extend their algebraic techniques, this time in the context of sequences. This unit forms a basis for looking at a number of future topics including simultaneous equations and graph drawing.

The next unit will look at the fundamentals of shape, space and measure. Students should see a certain familiarity as previous work on angles and shape properties are explored and reinforced. This will be extended as students look at angle facts and polygons, both regular and irregular. When assessed, this part of the curriculum often requires some quite technical numerical and algebraic skills to support the knowledge of angles and shapes. This unit also encourages students to develop their ability to show numerical and algebraic fluency in their written working out.

We complete the spring term by taking a look at statistics; providing students with the opportunity to explore the modern world in the context of data. Students will look at types of data before learning about calculations and use of averages. Whilst supported by previous work on tables and charts, this unit will extend students considerably as we consider how to calculate averages in different contexts and explain which type of average is best to use. Students will also need to be able to compare groups using averages and range.

Summer Term

The summer term begins with a look at perimeter, area and volume. Students study the perimeter and area of various shapes and will extend these skills by finding the surface area and volumes of some common 3D shapes and prisms. In addition to this, students will also develop their knowledge of the properties of different 2D shapes and 3D objects.

We then move on to a unit on graphs. Students will need the knowledge gained on algebra and the skills learned in the sequences section to draw graphs based on equations and on real-life situations. Identifying and interpreting gradients and other aspects of coordinate geometry are key elements of this unit. Whilst the focus is on straight-line graphs here, the foundations for other types of graph drawing, including quadratic graphs, will also be set.

The next topic is transformations. This involves moving or enlarging shapes using reflection, rotation, translation and enlargement. This unit builds extensively on previous work on congruence, similarity and symmetry and is revisited in Year 11.

We end the year with a look at ratio and proportion. This important unit will require extensive revision of previously visited numeracy skills and fraction, decimal and percentage work covered earlier in Year 10. The problem solving element to this topic lends itself to algebra and geometry. This provides students with the opportunity to end the year tackling the type of multi-faceted exam questions they will ultimately be answering in their GCSE exams at the end of Year 11.

Maths - Foundation Tier - Year 11

Autumn Term

We begin the autumn term with the study of the mathematics of right-angled triangles. Pythagoras explores the relationship between the shorter and longer sides of the right-angled triangle, allowing the calculation of distances between two points. Moving on, angles are introduced as another variable and the basis of trigonometry is formed as a means of calculating angles and distances between points. Some of the fundamental angles of 0, 30, 45, 60 and 90 degrees are included here because of the links to construction and graphical properties via exact trigonometric values.

We move on to look at probability, (the study of chance) in a modern world, showing and explaining outcomes and their probability of occurrence is essential. This part of the course deals with listing outcomes exhaustively, simplifying this via the use of sample spaces and the use of tree diagrams, Venn diagrams and frequency trees to order, sort and provide tools to solve problems of chance. The difference between theoretical and experimental probability is also dealt with, including reference to increases in sample size and trial size as a way of improving the odds of reliable results and lower bias.

The next topic is multiplicative reasoning and considers techniques for making these types of calculation efficient. Conversion between units of common metric measure are essential for everyday life, so mass, length and capacity are covered along with compound measures such as speed, rates of pay, prices and science linked topics like density and pressure. Percentage change via multiplicative methods is also taught, allowing compound interest, profit and loss and reverse percentage multiplicative problems to be solved more easily than common additive methods used earlier on in the course.

Constructions, loci and bearings are topics involving geometric skills allowing distances and angles to be fixed according to specific instructions and constraints. These skills of precision and accuracy are useful in much construction work, architectural and navigational fields. Using the properties of well-known shapes, students can expect to be able to construct bisectors, perpendiculars of lines and to draw shapes without the use of a protractor.

Sticking with geometry, we now take a look at the basic congruence criteria for triangles to identify uniqueness, or not, of a pair of triangles. Exploring the connection between 2D and 3D shapes is covered by sketching 3D solids and the accurate representation of the shapes, without visual distortion using plans and front and side elevations, often used by architects and surveyors in the real world.

We complete the autumn term with a look at quadratic equations. Quadratics can be used to model many 2D problems involving area and flight paths of objects through the air under gravity. Students will understand how to manipulate and solve problems using algebra and graphs. This will include expansion and factorisation of expressions

using their knowledge of the rules of algebra developed earlier on in the course via commutative, associative and distributive laws of number. This is also an ideal time to use mathematical software to plot graphs to assist with the understanding of this topic.

Spring Term

We begin the spring term by studying the geometric properties and rules associated with circles; including common language of circumference, radius, diameter, the constant Pi, chords, sectors, segments, tangents and arcs, all of which students are expected to recognise and identify. Problems may also include fractions of a circle via sectors and arcs. Circles are then extended to include circular prisms, or cylinders, along with cones and their volume and surface area.

The next topic area involves calculations with proper, mixed and improper fractions and conversion to decimals where required. The concept of a "reciprocal" will also be covered as a multiplicative inverse and an alternative to division. The laws of indices deal with repeat multiplication and will cover how they are used to deal with extremely large and small numbers often encountered in science. This in turn will inform the use of standard index form (scientific notation) in order to do this efficiently. All four operations of number will be tested using standard form and the use of scientific calculators will be expected in order to facilitate understanding and efficient working. Rounding to an appropriate degree of accuracy will be necessary in this topic as well.

We move on to recall the use of ratio to compare the lengths, areas and volumes of similar shapes. Basic principles of congruence and similarity will be discussed and modelled using triangles. Transformations of shapes using rotations, reflections, translations and enlargements will be used to construct, identify and describe congruent and similar shapes in 2D space using Cartesian coordinates. Column vector notation will also be used to describe movement of congruent/similar shapes via addition, subtraction and multiplication of vectors by a scalar quantity. All of the above can be represented through diagrams to support students' understanding and therefore assist in problem solving.

The final unit of the course looks at the use of algebra to solve problems. Basic algebraic knowledge allows students to manipulate expressions and rearrange formulae in order to represent problems and prove an argument mathematically. Algebraic problem solving can be supported through the use of algebraic substitution into tables to produce graphical representations of a problem to aid with visual solutions or through the solving of simultaneous linear equations. Students will be expected to be able to read and plot graphs of linear, quadratic, cubic and reciprocal graphs in order to solve problems. The use of inequality notation will also be used to describe problems that have a range of values rather than the unique values encountered when solving linear and quadratic equations and graphs can also help with the understanding of these.

Summer Term

We aim for the scheme of learning to be complete by the end of the spring term so our focus can turn to exam preparation and revision of key topics. Topics are identified on a class by class basis and through thorough analysis of previous assessments, (such as mocks) to identify strengths and weaknesses of individuals and also of the class as a whole. Model answers to past exam questions are developed and used to emphasise good exam technique, and opportunities to implement examiner mark schemes are incorporated. Students will be encouraged to work under a degree of time pressure and scrutiny to develop the necessary focus under pressure. Walking/talking mocks will be offered to further hone exam technique. Maths Genie and Hegarty Maths, as well as a variety of free online resources and revision guides are available to facilitate individual revision. Time will be put aside to allow students themselves to suggest topics for further revision based on their self-analysis and individual efforts.

Maths - Higher Tier - Year 10

Autumn Term

We begin the GCSE course by exploring different calculation methods to ensure students are numerically fluent before they embark upon the higher level of problem solving ingrained in the GCSE. We then move on to consider indices, roots, reciprocals and hierarchy of operations; again focussing on numerical fluency and conventional notation so that these skills can be revisited in the context of richer problem solving. The final tranche of this unit explores the practice of presenting numbers in standard form and the use of surds to calculate with irrational numbers; this is deliberately placed early on in the year to cement these skills before students revisit them in the context of Pythagoras and when using trigonometric ratios.

We then move onto algebra; manipulating algebraic expressions, rearranging and solving equations. There is time to consolidate topics covered in Key Stage 3 before students move on to develop deeper algebraic skills; for example factorisation where more than one variable is involved. Developing this deeper algebraic fluency is essential in ensuring students are equipped to deal with the next topic; sequences. Students are given the opportunity to practise using their higher level algebraic proficiency in the context of both arithmetic and geometric sequences.

In the latter part of the autumn term we move onto statistics, providing students with the opportunity to explore the modern world in the context of data. Students consider how data can be represented and interpreted using a variety of different statistical models. This topic raises questions about how to use numerical methods to demonstrate real life situations and leads fittingly onto our unit on proportion. Students have a brief opportunity to recap skills learned at Key Stage 3 before moving on to consider percentages greater than 100; fractions in the context of recurring decimals; and the relationship between fractions and ratio.

Spring Term

We begin the spring term with a fresh look at geometry – the first time this topic area appears at Key Stage 4. Students revisit the angle properties of a variety of shapes but this time using their honed algebraic confidence to prove well known angle facts. Students then move onto Pythagoras' theorem and trigonometry, applying their understanding of surds and proportion developed in the autumn term to explore exact trigonometric values.

We then move onto coordinate geometry and graphs, beginning with a recap of linear graphs before utilising students' higher level algebraic understanding to consider equations of parallel and perpendicular lines. This leads nicely onto quadratic, cubic and reciprocal graphs; those students aiming for the highest grades will also go onto consider the equation of a circle.

Summer Term

The summer term begins by exploring perimeter and area in the context of various shapes (including circles) but with renewed vigour on exploring the proof behind formulae students will have previously encountered at Key Stage 3. This deeper understanding of geometry sets students up well to explore the properties of 3D shapes, with the addition of cones and spheres to add greater challenge to the topic. Students then move on to the higher level topic of numerical bounds. This follows on from area and perimeter to allow students to consider upper and lower bounds in the context of real-life situations using measurements.

In the latter part of the summer term students refresh their knowledge on transformations before we focus on the power of a pair of compasses in relation to constructions and loci. Finally, students end the year with a focussed look at quadratic equations and inequalities. This topic presents numerous opportunities for challenge and ensures that students finish the year recognising the mathematical advances they have made.

Maths - Higher Tier - Year 11

Autumn Term

The term begins with an introduction to the various forms of congruence in triangles. This builds on ideas explored the previous year in the unit polygons, angles and parallel lines. An understanding of methods of ruler and compass construction is invaluable here also. Exam questions on this topic typically include a substantial element of proof – a high level skill but one which in this context is relatively straightforward. The natural successor to this topic is that of similarity in two and three dimensions. This also presents the opportunity to interleave concepts of area, volume and ratio.

Similarity is of course the basis of trigonometry; the next area explored by students in Year 11. The unit introduces the extension of the trigonometry of triangles to the circular interpretation so important at A-Level, via a study of the graphs of the basic functions. Transformations to these graphs are also covered here before students move on to study the sine and cosine rules; a further opportunity to explore the nature of proof.

At this point students take a fresh look at data handling; methods of sampling and representations including cumulative frequency and histograms build on topics from the data handling units of year ten. A relatively straightforward topic, unlikely to be overly disrupted by the mock exam season. The final topic of this first term is heavily algebraic, extending the work done in Year 10 on solving and graphing quadratics now to include cubic functions. This is a crucial opportunity to interleave these skills so important to the A-Level student. The equation of a circle is introduced here also, prefiguring the topic to follow.

Spring Term

We begin this term with circle theorems. The topic is rich in opportunities to further explore the structure of mathematical proof, both in exploring the theorems themselves and in applying them to more general problems. This highly geometric topic is supplemented by a return to the algebra of the circle and its attendant lines, building on the geometric insights gained.

We then extend and provide practice of the last few algebraic techniques required at GCSE and not dealt with so far this year. Little here will be entirely new, but a regular return to these ideas is essential. Formal algebraic proofs and the notation associated with general functions are also covered at this point.
Now we introduce an idea, with links to co-ordinate geometry and transformations but taken much further here, namely vectors. The basics of vector algebra are covered along with methods for proving the coincidence of points and collinearity and parallelism of lines. The powerful nature of this branch of maths is demonstrated with a variety of geometric proofs.

The final topic of ‘new’ material follows; graphs of reciprocal and exponential functions. This allows a graphical treatment of problems involving repeated percentage change, covered at the end of Year 10. We move on to problems involving inverse proportion - first covered in Year 10 – with an opportunity to extend and formalise these ideas further.

Summer Term

We aim for the scheme of learning to be complete by the end of the spring term so our focus can turn to exam preparation and revision of key topics. Topics are identified on a class by class basis and through thorough analysis of previous assessments, (such as mocks) to identify strengths and weaknesses of
individuals and also of the class as a whole. Model answers to past exam questions are developed and used to emphasise good exam technique, and opportunities to implement examiner mark schemes are incorporated. Students will be encouraged to work under a degree of time pressure and scrutiny to develop the necessary focus under pressure. Walking/talking mocks will be offered to further hone exam technique. Maths Genie and Hegarty Maths, as well as a variety of free online resources and revision guides are available to facilitate individual revision. Time will be put aside to allow students themselves to suggest topics for further revision based on their self-analysis and individual efforts.

Maths - Pathway to GCSE - Year 10/11

Each year we have a number of students who have difficulties accessing the GCSE curriculum. For these students we provide an alternative, bespoke teaching program that focuses on an appropriate entry level qualification studied through Years 10 and 11. Students progress through a sequence of exams to achieve meaningful qualifications as they track towards GCSE Mathematics in the summer of Year 11.

The Edexcel Entry Level Certificate, (ELC) in Mathematics is an entry level award certifying achievement at Level 1/ Level 2 or Level 3 of the National Curriculum, providing an ideal platform to then move onto GCSE Mathematics. The examination for the Edexcel Entry level Certificate is composed of a relatively short assessment and a task. Both the assessment and the task are completed in the classroom, with students able to access whatever resources/manipulatives/reading assistance they would normally use to support their learning. The ELC is cumulative, with students working through Level 1 content, then completing further questions and tasks to achieve Level 2 then Level 3. Students have a choice of three tasks, so these can be chosen to play to a student's particular strengths. There is also more than one assessment opportunity available, giving students the chance to re-sit an assessment if necessary, without having to wait for the next exam cycle.

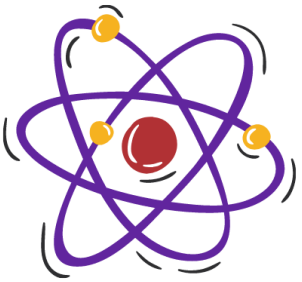
The ELC initially focuses on building key numeracy skills, then shape before moving onto data. On successful completion of the ELC assessments, we move on to study the Edexcel Award in Number and Measure at Level 1 then the equivalent Level 2 qualification. These are formally assessed as part of the June/January exam cycle. Again the scheme of learning focuses primarily on number, measures, shape and data and all topics are building blocks for the fundamental concepts covered at GCSE.

Students are encouraged to work through the progressions of exams, although their initial entry point will differ according to prior attainment. At each June/January exam cycle, students have the opportunity to be assessed on the next level of qualification deemed appropriate.

From January in Year 11, we start to cover specific GCSE content that has not yet been touched on (mainly algebra and more in depth angle work) for those students who will sit the GCSE Mathematics examination in the June cycle.

Science - Combined and Triple Science GCSE

Combined Science - Year 9



Summer term - first half

Students begin the course by revisiting cells as the fundamental building block of life. Their knowledge is extended by developing their understanding of the function of the sub-cellular structures common and unique to animal, plant and prokaryotic cells. Students further develop their skills in microscopy through understanding the importance of using stains to observe specific cell structures and using mathematical processing to work through magnification calculations. Unit conversions are an integral part of this process as students learn how to convert from millimetres to micrometers, nanometres and picometres so that they truly grasp the scale of what microbiologists work with when they observe the ultrastructure of the cell.

Students will then develop their understanding of the importance of enzymes in life processes, a core biological concept. At KS3 they learned about the digestive role of enzymes. Here, they broaden their knowledge by learning how enzymes are involved in all biochemical reactions that take place in living organisms. This will involve practical work that develops their understanding of the sensitivity of enzymes to specific biological factors, such as body temperature and pH, so that enzymes can operate at a rate that sustains life.

The final core concept students learn in biology is the role of transport in cells. At KS3 students learned about how transport of water, oxygen, carbon dioxide and glucose are essential for the energy-providing process of respiration. Now they learn the specifics of how these chemicals and others are transported into and out of cells so that cells acquire necessary chemicals and remove the waste they produce. This is achieved through three mechanisms: diffusion, active transport and osmosis.

In chemistry students revisit the key idea of particles in states of matter. Their knowledge is extended through learning about the forces of attraction that hold particles together and the role of energy in overcoming these forces and bringing about changes of state. Chemistry then continues with the core theme of particles and draws on the knowledge of atoms and elements from KS3 but now extends this to include how atomic structure is linked to the periodic relationships in the physical and chemical properties of the elements.

Summer Term - second half

The first physics topic of this term is waves and builds on KS3 understanding of the nature of light and sound waves and their behaviour. Our knowledge of waves has enabled us to develop a range of scientific insights ranging from the origin of our universe to the cause of earthquakes. In this topic students will again build on their mathematical skills by using and rearranging equations to calculate wave speed, frequency and wavelength using standard form and will also begin to use more sophisticated language when describing transverse and longitudinal waves. They will also develop their practical skills by investigating the behaviour of waves in solids and liquids to show how scientists can understand highly abstract concepts through simple practical models.

Students then continue with physics and build on their knowledge of light and colour and are introduced to the electromagnetic spectrum. They will learn about how the visible light we perceive only represents a small proportion of the light emitted in the universe (the electromagnetic spectrum) and how our knowledge of other types of light has helped us develop communication technology that defines our modern lifestyle as well as understanding the cause of life-threatening conditions such as cancer. Students will understand the essential link between the frequency and wavelength of different radiations that make up the EM spectrum and how knowledge of this has helped enhance our lives.

Finally, students revisit biology by extending their knowledge of cells. They will learn about the process and importance of mitosis in growth and repair and consider the importance of monitoring growth as we develop from infancy to adulthood. Students also learn how plants and animals grow differently which explains the relatively finite nature of animal life. Knowledge of stem cells and their potential are explored as a revolutionary, but controversial, form of medical intervention as are the way in which specialised cells in the nervous system work to bring about reflex reactions that help organisms survive the trials of life.

Combined Science - Year 10

Autumn Term

In physics we build on the topic of motion and forces by comparing how to define and calculate speed and velocity as scalar and vector quantities respectively. Students will extend their understanding in this area by learning about average and uniform acceleration and Newton's laws of motion and will also start to gain an appreciation that proportionality is an important aspect of many mathematical models which we explore through Newton's second law: F = ma.

Continuing with Physics, the topic of energy is reintroduced, building on KS3 learning about how energy is transferred and stored. Students will use equations to calculate efficiency, gravitational potential and kinetic energy and will evaluate the use of renewable and non-renewable energy resources, a topic of great significance in light of the global energy crisis.

In chemistry students learn about the fascinating history of the periodic table: the definitive catalogue of all known elements that helped shape our understanding of chemistry, and key experiments that helped scientists to determine the structure of the atom so they understand how scientific ideas change in light of new evidence.
They will then build on this knowledge and begin to understand how atoms bond by sharing or transferring electrons and how the shapes of molecules and the arrangement of giant structures have great importance in determining the way they behave. This topic lays the foundations for understanding the concepts of electrolysis and reactivity later on in the course.
Finally, students will also study and experiment with the use of separation techniques, such as chromatography, filtration and distillation, as they are vital for industrial processes that yield products of great commercial value and analytical processes that help us identify unknown chemicals.

In biology students build on their knowledge of causes of variation, inheritance and sexual reproduction and will begin to explore how the characteristics of a living organism are influenced by its genome and its interaction with the environment. New concepts covered include meiosis as a significant source of variation, the structure of DNA and the role of mutations in producing variation. They will also have the opportunity this term to consolidate their learning on cells and growth from Year 9.

Spring Term

The term starts with a return to biology and its most iconic molecule - DNA. They learn how DNA is responsible for the characteristics of organisms but extend this to explore Darwin's theory of evolution by
natural selection and how it accounts for both biodiversity and the fact that all organisms are related to varying degrees.

Biology then continues with students extending their knowledge of the prokaryotic (bacteria) kingdom and their interaction with other organisms as they learn about health and disease. This module will examine the cause of infection and how our body develops immunity to harmful pathogens as well as learning about the need for further medical intervention in the form of antibiotics and vaccines. Students will compare communicable diseases with non-communicable diseases related to our lifestyle choices such as the impact recreational drugs use or an unhealthy diet can have on our health.

Chemistry continues with chemical calculations, a topic that brings students back to their learning from KS3 regarding the use of chemical symbols when describing chemical reactions and now extends it using information from the periodic table to calculate reacting masses, empirical and molecular formulae and concentrations of solutions. Avogadro's constant and the mole are also met for the first time in this topic and students will practise applying this in context. The mole will evolve their understanding of balanced symbol equations and the law of conservation of mass.

Finally in chemistry, in the topic of acids and alkalis, material from KS3 is revisited such as the use of indicators, the pH scale and simple neutralisation reactions, however, now the focus is on explaining differences in pH and the reactions between acids and different types of bases to make salts. Salts have tremendous commercial value through their use in the food and pharmaceutical industry as well as in agriculture. Practical work involves making samples of soluble and insoluble salts to model how salts are obtained and purified so they are ready for use.

Summer Term

Chemistry starts by revisiting reactivity from KS3 where students build on this knowledge and their knowledge of ions to examine electrolytic processes, which have many important everyday uses such as batteries to power electrical devices to electroplating. This topic will lead into next term's learning on extraction of metals.

Leading on from this work on electrolysis, students will explore how we obtain and use metals, including evaluating the value of recycling metals. Continuing with the theme of chemistry as used in industry, students will then learn about the importance of reversible reactions, including that of the Haber process in the production of ammonia which revolutionised how we mass produce food to feed our exponentially growing population.

Chemistry continues to build on knowledge of the periodic table gained in year 9 and now moves focus to describing and explaining the properties of specific groups of chemicals that share similar properties: group 1 (alkali metals), 7 (halogens) and 0 (noble gases). Students will gain further opportunities to practise writing balanced symbol equations including state symbols. Continuing with chemical reactions, factors affecting the rate of reactions are explored during both practical and theory work, as are the energy changes that occur during chemical reactions. Chemical reactions are often carried out to yield products of commercial value. Understanding how specific factors, such as temperature and surface area, affect the rate of chemical reactions enable chemists to ensure product yield and profit is maximal.

In physics the novel topic of radioactivity is introduced. This builds on KS3 knowledge and understanding of the particle model of matter and also knowledge of atomic structure gained in chemistry last year. Students will gain an understanding of the different types of radiation and how they affect atoms as well as the uses and dangers of radiation and how we can protect ourselves. Students will develop an understanding of how radioactivity is used in carbon dating, a technique that has enabled us to understand planet Earth's natural history, and in light of the global energy crisis, why nuclear power may be a viable alternative to burning fossil fuels.

Continuing with physics, the topics of energy and forces are revisited and extended and students will consider the law of energy conservation through examining how energy is transferred in a system and how to calculate the rate of transfer, as well as then exploring how contact and non-contact forces affect objects.

Biology then moves onto the study of plant structures and their functions which builds on both KS3 knowledge of photosynthesis and KS4 knowledge of the structure of plant cells and how they are specialised for their functions. Plants sustain almost all known food chains on planet earth and have to carry out every living process that animals do whilst being anchored to one location so students extend their knowledge by learning how plants are adapted to feed themselves through photosynthesis, including the factors that affect the rate at which this process occurs. They also learn how plants acquire water for transport, growth and support. This topic lays the foundations for some of the work in the later biology topic on ecosystems.

Biology then changes to focus largely on humans and how hormones control homeostatic mechanisms and fertility. Our body's internal and external environment is in a constant state of flux to ensure we feel 'normal'. Students will learn about how changes within our body help us survive an ever-changing environment. Students will build on their basic KS3 knowledge of the menstrual cycle and start to explain how hormones and negative feedback are involved in controlling human fertility. They will also explore the role of hormones in regulating blood glucose levels and metabolic rate as well as examining the effects of adrenalin on a variety of body systems.

<u>Combined Science - Year 11</u>

Autumn Term

Ecosystems and material cycles are explored in Biology and students will learn how living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment, and with humans in many different ways, as well as being able to explain and appreciate how the chemicals in an ecosystem are constantly cycling through the natural world. This topic will build on student knowledge of food chains and webs from KS3 and students will have the chance to carry out sampling methods within the school grounds to understand how scientists use techniques to estimate population sizes and measure the distribution of organisms so they can gauge the impact of human activity on our environment.

In physics the topic of electrical circuits is introduced and students build on their KS3 knowledge of current, voltage and series and parallel circuits. Knowledge will now extend to include charge and resistance and students will gain an appreciation of the electrical safety features in their homes including the wiring of a three-pin plug. This learning is then extended further when the topics of magnetism, the motor effect and electromagnetic induction are introduced as physical processes that have hugely impacted our modern lifestyle by enabling us to control electricity. In addition to describing magnetic fields and effects, student will learn how a current is induced in a wire and then how this phenomena is used to produce electricity on a large scale in power stations.

Spring Term

The final topic is exchange and transport in animals and builds on KS3 knowledge and understanding of the digestive and respiratory systems and also revisits the core biological ideas of diffusion and adaptations of animal cells. Students will gain an appreciation for the highly adapted tissues and organs within these systems and be able to explain how they enable living processes to be performed efficiently. Physics finishes by exploring the particle model in more detail and considering how forces affect matter. The concepts of density, specific heat capacity and specific latent heat are investigated through practical work as are the ways in which forces affect elastic substances and the energy transfers involved in stretching.

The final chemistry topics of the course are concerned with fuels and the atmosphere. Both topics have been met previously in KS3 but students will now be able to appreciate how there are many types of hydrocarbon fuels and evaluate which are most suitable for different purposes. The evolution of the Earth's atmosphere is also discussed as are the implications of our fossil fuel use on the future of our planet.

Summer Term

GCSE Exam Preparation

<u>Triple Science - Biology - Year 9</u>

Summer term

Students begin the course by revisiting cells as the fundamental building block of life. Their knowledge is extended by developing their understanding of the function of the sub-cellular structures common and unique to animal, plant and prokaryotic cells. Students further develop their skills in microscopy through understanding the importance of using stains to observe specific cell structures and using mathematical processing to work through magnification calculations. Unit conversions are an integral part of this process as students learn how to convert from millimetres to micrometers, nanometres and picometres so that they truly grasp the scale of what microbiologists work with when they observe the ultrastructure of the cell.

Students will then develop their understanding of the importance of enzymes in life processes, a core biological concept. At KS3 they learned about the digestive role of enzymes. Here, they broaden their knowledge by learning how enzymes are involved in all biochemical reactions that take place in living organisms. This will involve practical work that develops their understanding of the sensitivity of enzymes to specific biological factors, such as body temperature and pH, so that enzymes can operate at a rate that sustains life.

Building on knowledge of enzymes and their role in digestion, students will carry out the methods that scientists use to test food for the presence of starch, reducing sugars, fat and protein and will also explore the concept of calorimetry as a means of determining the energy content of our food.

The final core concept students learn in biology is the role of transport in cells. At KS3 students learned about how transport of water, oxygen, carbon dioxide and glucose are essential for the energy-providing process of respiration. Now they learn the specifics of how these chemicals and others are transported into and out of cells so that cells acquire necessary chemicals and remove the waste they produce. This is achieved through three mechanisms: diffusion, active transport and osmosis.
Students then begin to extend their knowledge of cells. They will learn about the process and importance of mitosis in growth and repair and consider the importance of monitoring growth as we develop from infancy to adulthood.

Students also learn how plants and animals grow differently which explains the relatively finite nature of animal life. Knowledge of stem cells and their potential are explored as a revolutionary, but

controversial, form of medical intervention as are the way in which specialised cells in the nervous system work to bring about reflex reactions that help organisms survive the trials of life. This knowledge of the nervous system is then extended to consider the structure and function of key areas of the brain – the cerebral cortex, cerebellum and medulla oblongata, as well as how issues affecting the function of the central nervous system are caused and diagnosed. The structure and function of the eyes are also examined in this topic.

Triple Science - Biology - Year 10

Autumn Term

Students build on their knowledge of causes of variation, inheritance and sexual reproduction and will begin to explore how the characteristics of a living organism are influenced by its genome and its interaction with the environment. New concepts covered include meiosis as a significant source of variation, the structure of DNA and how this genetic code is able to produce new proteins, and the role of mutations in producing variation. The pioneering work of Mendel is discussed as are the ways in which multiple and missing alleles are responsible for characteristics such as blood group and colour-blindness.

Spring Term

The term starts with a return to biology's most iconic molecule - DNA. They learn how DNA is responsible for the characteristics of organisms but extend this to explore Darwin's theory of evolution by natural selection and how it accounts for both biodiversity and the fact that all organisms are related to varying degrees. Students will also develop an appreciation of how selective breeding and genetic engineering are carried out and their benefits and drawbacks as well as exploring how tissue culture, GMOs, fertilisers and biological control agents are used in agriculture.

Students will then extend their knowledge of the prokaryotic (bacteria) kingdom and their interaction with other organisms as they learn about health and disease. This module will examine the cause of infection, including studying in detail the life cycle of a virus, and how our body develops immunity to harmful pathogens as well as learning about the need for further medical intervention in the form of antibiotics and vaccines. The creation and uses of monoclonal antibodies in both diagnosing and treating medical conditions are considered and techniques for studying the effectiveness of antibiotics are explored through practical work.

Plants are also susceptible to diseases and some techniques that are used to aid identification of these are explored as are the fascinating ways in which plants are able to protect themselves against disease.
Students will compare communicable diseases with non-communicable diseases related to our lifestyle choices such as the impact recreational drugs use or an unhealthy diet can have on our health.

Summer Term

Biology then moves onto the study of plant structures and their functions which builds on both KS3 knowledge of photosynthesis and KS4 knowledge of the structure of plant cells and how they are specialised for their functions. Plants sustain almost all known food chains on planet earth and have to carry out every living process that animals do whilst being anchored to one location so students extend their knowledge by learning how plants are adapted to feed themselves through photosynthesis, including the factors that affect the rate at which this process occurs. They also learn how plants acquire water for transport, growth and support. Adaptations for extreme environments such as the desert are considered as are the role of hormones in controlling plant responses to light and gravity, ripening and germination. This topic lays the foundations for some of the work in the later biology topic on ecosystems.

Biology then changes to focus largely on humans and how hormones control homeostatic mechanisms and fertility. Our body's internal and external environment is in a constant state of flux to ensure we feel 'normal'. Students will learn about how changes within our body help us survive an ever-changing environment. Students will build on their basic KS3 knowledge of the menstrual cycle and start to explain how hormones and negative feedback are involved in controlling human fertility. They will also explore the role of hormones in regulating blood glucose levels and metabolic

rate as well as examining the effects of adrenalin on a variety of body systems. In addition, the role of the kidneys in osmoregulation is examined as are the various structures in the skin that are responsible for thermoregulation.

Triple Science - Biology - Year 11

Ecosystems and material cycles are explored in Biology and students will learn how living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment, and with humans in many different ways, as well as being able to explain and appreciate how the chemicals and energy in an ecosystem are constantly cycling through the natural world. Issues such as the causes and assessment of pollution are considered as are the problems the planet is facing surrounding food security This topic will build on student knowledge of food chains and webs from KS3 and students will have the chance to carry out sampling methods within the school grounds to understand how scientists use techniques to estimate population sizes and measure the distribution of organisms so they can gauge the impact of human activity on our environment.

The final topic is exchange and transport in animals and builds on KS3 knowledge and understanding of the digestive and respiratory systems and also revisits the core biological ideas of diffusion, the factors affecting rate of diffusion and adaptations of animal cells. Students will gain an appreciation for the highly adapted tissues and organs within these systems and be able to explain how they enable living processes to be performed efficiently.

Triple Science - Chemistry - Year 9

Summer Term

In chemistry students revisit the key idea of particles in states of matter. Their knowledge is extended through learning about the forces of attraction that hold particles together and the role of energy in overcoming these forces and bringing about changes of state.

Chemistry continues with the core theme of particles and draws on the knowledge of atoms and elements from KS3 but now extends this to include how atomic structure is linked to the periodic relationships in the physical and chemical properties of the elements.

Triple Science - Chemistry - Year 10

Autumn Term

In chemistry students will build on knowledge gained in year 9 of atomic structure and will learn about the fascinating history of the periodic table: the definitive catalogue of all known elements that helped shape our understanding of chemistry, and key experiments that helped scientists to determine the structure of the atom so they understand how scientific ideas change in light of new evidence.

They will now begin to understand how atoms bond by sharing or transferring electrons and how the shapes of molecules and the arrangement of giant structures have great importance in determining the way they behave. This topic lays the foundations for understanding the concepts of electrolysis and reactivity later on in the course.

Students will also study and experiment with the use of separation techniques, such as chromatography, filtration and distillation, as they are vital for industrial processes that yield products of great commercial value and analytical processes that help us identify unknown chemicals.

Spring Term

Chemistry continues with chemical calculations, a topic that brings students back to their learning from KS3 regarding the use of chemical symbols when describing chemical reactions and now extends it using information from the periodic table to calculate reacting masses, empirical and molecular formulae and concentrations of solutions. Avogadro's constant and the mole are also met for the first time in this topic and students will practise applying this in context. The mole will evolve their understanding of balanced symbol equations and the law of conservation of mass.

Chemistry then revisits reactivity from KS3 where students build on this knowledge and their knowledge of ions to examine electrolytic processes, which have many important everyday uses such as batteries to power electrical devices to electroplating, and these uses will be explored in depth. This topic will lead into next term's learning on extraction of metals.

In the topic of acids and alkalis, material from KS3 is revisited such as the use of indicators, the pH scale and simple neutralisation reactions, however, now the focus is on explaining differences in pH and the reactions between acids and different types of bases to make salts. Salts have tremendous commercial value through their use in the food and pharmaceutical industry as well as in agriculture. Practical work involves making samples of soluble and insoluble salts to model how salts are obtained and purified so they are ready for use.

Summer Term

Leading on from the work on electrolysis last term, students will explore how we obtain and use metals, including evaluating the value of recycling metals. The transition metals are explored as a separate group and their many uses both on their own and in alloys are learned. Continuing with the theme of chemistry as used in industry, students will then learn about the importance of reversible reactions and the factors that affect the direction in which they move, including that of the Haber process in the production of ammonia which revolutionised how we mass produce food to feed our exponentially growing population.

Students will then return to chemical calculations and extend their knowledge by calculating theoretical and actual yields obtained in chemical reactions and understanding the term atom economy so that they understand the importance of chemical reactions as financially lucrative processes. They will also extend their understanding of neutralisation reactions by carrying out titrations and using the results of these to calculate the concentrations and volumes of unknown solutions. Titrations are an important technique in the development of new pharmaceuticals as well as in medicine to find out unknown concentrations of chemicals in blood or urine.

Triple Science - Chemistry - Year 11

Autumn Term

Chemistry continues to build on knowledge of the periodic table gained in year 9 and now moves focus to describing and explaining the properties of specific groups of chemicals that share similar properties: group 1 (alkali metals), 7 (halogens) and 0 (noble gases). Students will gain further opportunities to practise writing balanced symbol equations including state symbols. Continuing with chemical reactions, factors affecting the rate of reactions are explored during both practical and theory work, as are the energy changes that occur during chemical reactions. Chemical reactions are often carried out to yield products of commercial value. Understanding how specific factors, such as temperature and surface area, affect the rate of chemical reactions enables chemists to ensure product yield and profit is maximal.

Spring Term

The penultimate chemistry topics of the course are concerned with fuels and the atmosphere. Both topics have been met previously in KS3 but students will now be able to appreciate how there are many types of hydrocarbon fuels and evaluate which are most suitable for different purposes. The evolution of the Earth's atmosphere is also learned as are the implications of using fossil fuel on our atmosphere and the future of our planet.

Then final topics extend students' knowledge of fuels and polymers and the homologous series' of alkanes and alkenes are studied along with the structures and composition of alcohols and carboxylic acids. The production of plastics is explored as are the issues concerned with their recycling and disposal. Students will revisit ion formation and extend their learning by examining how to test for the presence of metal and non-metal ions and consider the ways in which these tests are used in industry, before finishing by considering the many uses of composite materials in everyday life and how nanoparticles are shaping the future of material science.

Triple Science - Physics - Year 9

Summer Term

The first physics topic of this term is waves and builds on KS3 understanding of the nature of light and sound waves and their behaviour. Our knowledge of waves has enabled us to develop a range of scientific insights ranging from the origin of our universe to the cause of earthquakes. In this topic students will again build on their mathematical skills by using and rearranging equations to calculate wave speed, frequency and wavelength using standard form and will also begin to use more sophisticated language when describing transverse and longitudinal waves. They will also develop their practical skills by investigating the behaviour of waves in solids and liquids to show how scientists can understand highly abstract concepts through simple practical models. Students will then extend their knowledge of sound waves by considering those that are outside the normal human hearing range – infrasound and ultrasound – and explore the many uses of such waves. They will also build on their KS3 knowledge of how the ear works with a particular focus on the role of the cochlea.

Students continue the course by building on their knowledge of light and colour and are introduced to the electromagnetic spectrum. They will learn about how the visible light we perceive only represents a small proportion of the light emitted in the universe (the electromagnetic spectrum) and how our knowledge of other types of light has helped us develop communication technology that defines our modern lifestyle as well as understanding the cause of life-threatening conditions such as cancer. Students will strengthen their understanding of the link between temperature and radiation through practical work. Students will understand the essential link between the frequency and wavelength of different radiations that make up the EM spectrum and how knowledge of this has helped enhance our lives.

Triple Science - Physics - Year 10

Autumn Term

Students will now build on the topic of motion and forces by comparing how to define and calculate speed and velocity as scalar and vector quantities respectively. Students will extend their understanding in this area by learning about average and uniform acceleration and Newton's laws of motion and will also start to gain an appreciation that proportionality is an important aspect of many mathematical models which we explore through Newton's second law: F = ma.

Next, the topic of energy is reintroduced, building on KS3 learning about how energy is transferred and stored. Students will use equations to calculate efficiency, gravitational potential and kinetic energy and will evaluate the use of renewable and non-renewable energy resources, a topic of great significance in light of the global energy crisis.

Spring Term

The novel topic of radioactivity is now introduced. This builds on KS3 knowledge and understanding of the particle model of matter and also knowledge of atomic structure gained in chemistry last year. Students will gain an understanding of the different types of radiation and how they affect atoms as well as the uses and dangers of radiation and how we can protect ourselves. Students will develop an understanding of how radioactivity is used in carbon dating, a technique that has enabled us to understand planet Earth's natural history, and in light of the global energy crisis, why nuclear power may be a viable alternative to burning fossil fuels. Students will further develop their understanding of how nuclear fuels are used by learning about fission and fusion reactions and will also consider the role of radioactivity in medicine.

Summer Term

Students build on their knowledge of the solar system from KS3 and extend their previous learning on mass and weight in the astronomy topic. They will explore how ideas about the solar system have changed over time, the role of gravity in the creation and future of our Universe, evaluate evidence for different theories of the origin of the Universe and finally learn about the life cycles of stars.

Next, the topics of energy and forces are revisited and extended and students will consider the law of energy conservation through examining how energy is transferred in a system and how to calculate the rate of transfer, as well as then exploring how contact, non-contact and rotational forces affect objects.

Triple Science - Physics - Year 11

Autumn Term

The topic of electrical circuits is introduced and students build on their KS3 knowledge of current, voltage and series and parallel circuits. Knowledge will now extend to include charge and resistance and students will gain an appreciation of the electrical safety features in their homes including the wiring of a three-pin plug. Students will then consider static electricity, exploring how static charges are induced and discussing the dangers and uses of static electricity. This learning is then extended further when the topics of magnetism, the motor effect and electromagnetic induction are introduced as physical processes that have hugely impacted our modern lifestyle by enabling us to control electricity. In addition to describing magnetic fields and effects, student will learn how a current is induced in a wire and then how this phenomena is used to produce electricity on a large scale in power stations.

Spring Term

Physics finishes by exploring the particle model in more detail and considering how forces affect matter. The concepts of density, specific heat capacity and specific latent heat are investigated through practical work as are the ways in which forces affect elastic substances, the energy transfers involved in stretching and how pressure in fluids depends on density and depth.

Summer Term

Exam preparation and revision

PE (Physical Education)

All students participate in a form of PE in KS4, there are the option subjects (BTEC Sport, GCSE PE and GCSE Dance) alongside compulsory core KS4 PE. The compulsory core KS4 curriculum builds on and develops physical literacy, student confidence, communication skills, teamwork, creativity and choreography, and leadership established in KS3.

Core PE

The Core PE curriculum at Blatchington Mill exposes students to a wide range of activities to enable them to gain a varied experience of different activities whilst remaining healthy and active. Activities include trampolining, bouldering, ultimate frisbee, pop lacrosse, fitness, table tennis, volleyball, handball, badminton, capture the flag, rounders and softball. In lessons we aim for students to be as physically active as possible. More traditional sports can be participated in at extra curricular clubs.

PSHE (Personal, Social and Health Education

During many lessons, students are told which topics are coming up next, so if they choose to, they can take a pass for a time out, e.g. if a child has a significant connection to the subject. We also work with the Child Protection and Safeguarding Team and the Year Offices pre-warning students of subjects, aiming to allow students to choose on a lesson by lesson basis. Avoidance can work, but sometimes a child may choose to learn from it in class to aid their own experiences.

Year 10

The units in Year 10 are linked to the skills all students will need to make informed choices. The units are linked to specific local research, from the Safe and Well at Schools Survey (SAWSS) which shows that for example, the average age for local students to be in a sexual relationship is 16 ½ years. Therefore preparing students in advance of this means they are more able to keep themselves safe and make informed decisions. We know that as students reach Year 10 there can be more independence given to them; more parties and attendance at festivals - which can have risks involved. Hence we ensure that students have knowledge prior to these experiences. Alongside this the changing education horizon towards exam studies means strategies to cope with life changes, exams and so forth has helped us develop a unit on Mental Health.

Units are responsive to areas each year that may come up for a specific year group.

The 'working agreement' is set up at the start of the year with each individual class. All students take ownership of these rules, which appear in every PSHE book. This is to ensure that every student feels safe and secure within the classroom. The agreement covers the "right to pass", confidentiality (linked to class discussion but also Child Protection issues), we also explain about distancing and not making personal disclosures within the class. It is important that students treat each other with respect and listen carefully to everyone's opinions in a mature way. In addition to the agreement all PSHE teachers receive training on handling sensitive PSHE topics. Techniques range from teaching a lesson as though someone in the room has this experience to always signposting help and advice at the conclusion of a lesson.

Consent
Relationship and Sex Education is available in every year. We progress the information and discussion in this area according to age-relevant topics and building on prior knowledge.

The focus on Contraception and Choices in Year 9 looking at where to go for help and support, in Year 10 the focus is progress from this to look at what is lawful as well as what is healthy or not healthy in a relationship. Lessons are delivered around reflecting on how people assume what others are thinking and how this is a dangerous mindset. Verbal communication on both sides is important and the lessons are designed to empower people in to feeling confident when saying what is right for them and providing a stable platform for positive communication around sex.

This unit's intent is to increase knowledge and awareness of consent, sexual assault and rape. We explicitly explain what consent is, in terms of both asking for it and giving it. We consider the capacity to consent and also detail the stages followed after a rape is reported.
There is clear guidance given on what the law says and we are specific in our definitions eg of rape. We spend time myth-busting, and looking at the difference between belief and fact around the issue of sexual assault, rape and domestic violence.

We follow a reconstructed trial of a rape case via a film and students then act as the jury - this helps students apply their knowledge of consent from previous learning and allows them to consider their own views on the issues. It also allows them to see the issues around putting themselves in a vulnerable situation, where the outcome could be a court case where the judgement is decided by a judge and jury rather than any of those directly involved. Our

guidance is always to encourage students to entirely avoid ever getting into any situation where their decision is ever in doubt.

After the trial we consider why there is a lack of reporting of rapes and we also focus on the reporting system, true life cases in the media and places that students can go for advice and support.

Mental Health
1 in 4 people in the country are going to suffer from a mental health issue at some point in their lives.This unit is about how to handle students' own mental health, know where to go for help and support, recognise the signs in themselves and others.

The Year 8 unit on Emotional Health and Well-Being is about working in groups, looking at sleep, self-care and focuses on what students can do to proactively improve their happiness and stress levels with a variety of tips and ideas.
In Year 10 we start by looking at some of the myths and facts surrounding mental health. We focus on the types of mental health and identify various famous people who suffer from mental health issues. Focusing these issues away from the students themselves, even if they are experiencing some of these same issues personally, is important but it is also key to explore the issues around people in the eye of the media. We focus on Jesy Nelson from Little Mix as a case study as this combines issues such as bullying, self-esteem, appearance, social media and self harm. Understanding why people struggle makes students more compassionate and less likely to label people in a negative way.This unit is designed to encourage students to reflect on the pressures around them and to rationalise the best and most effective way to cope with them.

We also consider signs and triggers, and specifics such as depression, self-harm and eating disorders. We look at signs of positive and negative mental health; helping students become more aware of how they present, as well as how they feel, and how to recognise the signs in others.

Exam stress and homelife stress can be significant as students begin the GCSE studies. So we look at coping strategies and age-specific resources. As school gets more stressful, students become more aware of the difficulties in society and the impact of mistakes, it is important we develop a deeper understanding of the impact this has on our own and others' mental health. If students can understand this then it can reduce the stigmatise experienced for those who have poor mental health.

Sex & History linking in to Pornography
This unit is designed to encourage students to understand the potentially damaging role that pornography plays in the modern world. It underlines the reality that when young people watch pornography it sets in place unrealistic expectations. This might include when people are expected to have sex and what they are expected to do within a sexual relationship. The lack of emotions exhibited within pornography is a corrosive message for young people and this unit aims to remind students of the importance of loving, caring relationships and the role that communication plays within them.

Use of historical artefacts to allow students to discuss in an informal way. Looking at Chinese and Greek artefacts, phallic items and chastity belts, gives students a way into discussing consent and healthy relationships and helps students realise these are not just modern issues. This also means students can talk initially with some distance, thus bringing more of an ease to the discussion. And the distancing then makes discussion on Domestic Violence (including a talk from a survivor - RITA Project - more palpable. Use of the Wheels of Control and Power helps the understanding of healthy relationships.

Whilst it may be logical to move to this straight after Consent, this is too weighty and emotionally challenging as a unit straight after Consent. Hence the addition of the Mental Health unit between the two.
Risk-Taking Behaviours (RTB)
This unit is the Year 10 focus with most adaptability of the year;linked to the findings of the SAWSS. Throughout this unit Child Criminal Exploitation is a focus, linked to County Lines and recently a further focus has been added to gambling; online particularly.

We begin with cocaine as the focus for risk (drugs are covered in Year 9). The rigour and reality of the drugare addressed in scenarios within a party situation in addition to environmental concerns. We discuss choice and alternatives, giving students guidance on normative messaging around risk-taking.

Statistics from RU-OK? from Brighton & Hove are used to inform the lessons. PSHE teachers are upskilled regularly in these areas as it is content which often changes .

We use popular culture not to demonise or idolise drugs, alcohol and other RTBs, but to reassure students of role models e.g. Billie Eilish who chooses to not get involved in a scene that some students may believe is the norm. We focus on more specific drugs that are in our local communities such as prescription pills. It is important that students can recognise what they look like , terminology, how drugs can affect their systems if they take them individually or if they poly drug use and where to obtain unbiased factual information on drugs. In addition to this we prepare students with practical tips and advice on how to stay safe , which includes looking after your friends.

This unit encourages students to consider all risk taking behaviour. It reflects upon how we as humans take risks and how we rationalise that risk in our heads. All students are asked to consider their own reflection on how they come to decisions in their life and the level of risk they are happy taking. From this point students are asked to consider danger signs when their behaviour begins to change or their decisions become more daring. This reflective analysis can be applied to everything we do, including gambling, drinking alcohol, starting a new job and beginning a new relationship. It encourages an honest reflection on all our decision-making and how we monitor whether those decisions are good or bad for us and others around us.

Harmful Sexual Behaviours
The spiral curriculum continues following input at KS3. Our focus is on exploring consent within relationships. Students are encouraged to consider relationship boundaries and the importance of clear communication. They take part in a pressure cooker game which highlights the problems that can occur with a lack of communication combined with peer pressure . Students are signposted to areas of help , support and advice.

Through student voice the teaching of sexual harassment was identified as an area of need. We clearly define this term and others such as cyber flashing . We encourage all students to know that talking and reporting are key . We begin these conversations with the discussing of scenarios within the consent pyramid so that students have a clear understanding of different social situations .

<u>Year 11</u>

Health and Well-Being
This unit is designed to allow students to consider their views and opinions on health issues as well as health advice which is proactive. We begin with a lesson on accessing sexual health services in the city , this has been developed by the NHS and enables all students to become signposters for others in our community.

From here we explore the topic of teenage cancer. We have worked with Teenage Cancer Trust and they visit the school to impart factual information on the issues. Once again, this ties in with personal responsibility for health and also looks at ways in which students can reduce risk here - such as minimising alcohol intake , not smoking , eating healthily , regular exercise and exploring our attitudes to the sun and sunscreen to name a few. These lessons also focus on how to treat someone who has cancer and Teenage Cancer Trust has a range of advice here aimed at reducing social isolation and increasing understanding.

We also believe that it is important to know about signs and symptoms to look for in yourself and others. The focus is on testicular cancer primarily as teenage boys enter a higher risk group from the age of 15 and so it is prudent for them to get to know their own bodies. This topic is very sensitively handled , it is not about shocking students but to instil them with the confidence to check themselves by providing the knowledge of how to do this and what to look for . We refer to two major charities for support here - Orchid and The Wendy Gough Foundation. In addition, we also

provide information on checking breasts for lumps and knowing the symptoms of prostate cancer as an important life skill but also advice that could also be shared with other family members.

As always knowing where to go for help and advice is crucial but in this unit it is also about getting over the embarrassment or fear of talking to the doctor, especially when you feel there may be an issue with a sexual part. Guidance is given on how a student can be encouraged to visit the doctor, we use scenarios here and also signpost a useful tool called DocReady.

Students explore important issues such as menstruation and the environment, fertility and also the menopause with a view to being prepared for the future.
As students approach exams we also explore sleep issues,learning what happens when we sleep, the benefits of having a good night's sleep and strategies to promote good quality sleep, including where to seek support. We complete the unit by looking at mental health and exams in which practical tips and advice are provided as a support for all.

Harmful Sexual Behaviours
This unit is the final one in the suite of lessons on a spiral curriculum . We consider the impact of pornography on relationships , in particular highlighting the fantasy , stereotyped attitude towards women , how it affects body image and the link with addiction.
Students are also taught about domestic violence and the different types of domestic abuse. We want students to be aware of warning signs in their own relationships and those of their peers. In addition , we explore the law around criminal behaviour and reinforce where students can access help and support .

Drug and Alcohol Education
This unit builds on Year 10 but now focuses on behaviour and risk-taking which is likely to be more age appropriate. The focus is still on parties and it encourages students to consider how alcohol affects certain people and how some people cannot handle their alcohol. We discuss how students might try to address a friend's poor behaviour when drinking and why people might not want to listen to advice. We also discuss whether alcohol is an excuse for poor behaviour e.g. anti-social behaviour, and how groups of friends can plan for nights out in a more responsible way to avoid problems with alcohol. We examine how students can responsibly get home from a night out and we use the Safer Sussex Roads materials here . This unit also ties in with our funded production called Passenger which looks at the perils of being a passenger in a car when the driver is risk taking and what can be done in these situations. We also consider the road safety aspect of being a pedestrian at night as we know that in Brighton and Hove we are living in an area where pedestrian road accidents are high particularly with teenagers.

Brighton and Hove also has a number of summer festivals and we also know that in recent years the Reading Festival is a mecca for young people as they complete their exams. To this end we have developed lessons on staying safe at festivals ranging from drug and alcohol advice , staying safe in the sun tips, staying in a group and practical first aid skills including knowing the recovery position.

Adding to this we also focus on the upcoming prom with ideas of how to enjoy themselves without feeling peer pressure.

Cannabis was last visited in Year 8 and so we revisit this area in Year 11. Locally, after alcohol ,cannabis is the most likely to be offered in social circles . We revisit the long and short term effects and myth bust with clear and current facts . Some people believe that cannabis is beneficial in de-stressing during exams and so we examine clear links with short and long term memory loss to counteract this view.

Core Religion and Worldviews

In core Religion and Worldviews we aim to inspire students to ask challenging questions about the meaning and purpose of life, beliefs about God and ultimate reality, issues of right and wrong and to consider what it means to be human. Pupils have the opportunity to learn about and learn from a variety of religions and worldviews, consider the value of wisdom from different sources and develop their own thoughts and insights. We aim for our students to have a deep understanding and insight into the nature of religions and worldviews and to know how they impact on the lives of believers and wider society.

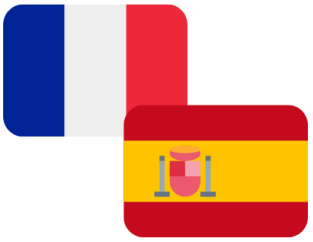
All state funded schools must provide religious education to all students as part of a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of students. As we focus on “worldviews” as well as religion students have the opportunity to explore and understand ideas from worldviews that include Daoism, Humanism and Confucianism that would not be considered religious. This is further to our learning on religion. With 84% of the global population adhering to a religion it is vital that students understand how religions shape followers' views and behaviour in the world.

In Year 10 we study two units. The first is “Global Issues” in which we teach how religions and worldviews shape attitudes and behaviour in areas of global importance such as the environment, poverty and war. In our second unit we learn about “Issues of Life and Death” including views on the sanctity of life, capital punishment and medical issues. In Year 11 we study two more units, “Belief in God” and “Relationships”. In the first we explore various arguments about the existence and nature of God and in the second we teach how religions and worldviews influence belief and behaviour on questions surrounding love, marriage and gender. Throughout we encourage students to develop their own ideas and views on these topics. Our KS4 study enables students to build on what they have learnt in KS3, expanding and developing their knowledge of religions and worldviews and to explore their own beliefs on the topics we cover and their own worldview underpinning these beliefs.

Option Choices

French and Spanish

KS4 Languages overview at Blatchington Mill School



We live in a global society and we want our students to be able to embrace all the opportunities open to them. At Blatchington Mill we are passionate about the benefits learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Our objective is to enable students of all abilities to develop their Spanish and French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

What does the KS4 languages curriculum look like?

The KS4 curriculum builds on the vocabulary, grammar and cultural knowledge established in KS3. In addition students learn vocabulary that will allow them to express their opinions on topical issues, for example, climate change. The curriculum also equips students to communicate in everyday practical situations such as ordering food in a restaurant.

Lessons will include activities to help students develop their confidence in listening, reading, speaking and writing in Spanish and French across a range of topics and in different contexts. Regular short, focused tasks will embed subject knowledge and strategies for success. High-frequency vocabulary and verbs are taught and revisited throughout the course in addition to more topic-specific vocabulary. We know from experience that in order to strengthen language learning students need to learn as much vocabulary as possible. In order to access the top grades 7-9 in a language GCSE, students must learn a minimum of 2000 words by the end of Year 11. In fact, research has shown that learning vocabulary effectively can have as much as a 50% difference on students' outcomes at GCSE!

In Year 10 the students will study two broad themes, which are broken down into sub topics. For most of the sub topics we will start by reviewing vocabulary and grammar covered in KS3 before introducing more complex language and structures to develop the quality and fluency of language produced. This is achieved by using carefully selected texts and listening passages (including past papers) to practise new vocabulary and giving explicit short grammar explanations with focussed listening and reading tasks to familiarise students with grammatical concepts before they are asked to produce them in structured speaking and writing activities. Regular feedback is given in the presentation stages of vocabulary and grammar teaching and exemplar answers will be modelled with students before they produce independent responses to a series of questions related to the sub topic.

Theme 1 - Identity and culture

Family and friends, technology, free time, customs and festivals

In 'family and friends' we revisit the key verbs of 'to have' and 'to be' to describe family members, as well as introducing reflexive verbs to talk about family relationships. We build on students' knowledge of the future tense from KS3 and introduce more future and conditional expressions to talk about future marriage and relationships.

In 'technology' we review topic specific vocabulary from KS3 to talk about personal use of technology and we use different listening and reading texts to introduce vocabulary to enable students to talk about the risks and dangers associated with technology. We revisit using infinitives to describe how we use technology and we practise present tense conjugation to enable students to manipulate key verbs to talk about how others use technology.

In 'freetime' we revisit and develop giving opinions in the context of food, sport and leisure activities and we ensure students can use the perfect tense to talk about past completed actions with confidence. We also cover the topic of eating out which gives us the opportunity to teach transactional language needed to order food and resolve problems when eating out at a restaurant.

'Customs and festivals' is a new topic for students. Students learn to describe common festivals as well as developing their cultural knowledge of festivals specific to French or Spanish culture. Students develop their knowledge of the perfect tense in different forms as well as using the imperfect tense to describe past events.

Theme 2 - Local, national, international and global areas of interest

In Year 10 students study 2 of the 4 Theme 2 subtopics, Home town and social issues.

In 'home town' students revisit vocabulary to describe their house and town. They focus on correct adjective agreement and placement as well as use of infinitive structures and past, present and future tenses to refer to activities they can do in town. We introduce the conditional tense to enable students to describe their ideal house or town and the improvements they would like to make.

In 'social issues' students review food and sport vocabulary from Theme 1 'freetime' in the context of healthy lifestyle. We introduce a wider variety of future expressions to talk about possible lifestyle improvements and we use topic specific health related vocabulary to justify their choices. The sub topic also includes a unit on charities which is new for students. Once we have introduced the vocabulary students reflect on how they can support different charities. Students can use a combination of past, present (including present participle) and future tenses in their responses, providing a useful review of key grammar concepts covered in Year 10.

Language skills developed at KS4

Grammar development and progression

In Year 10 we review the foundations of grammar learnt at KS3 to ensure that all start with the same building blocks. This will include an audit of high frequency verbs in the present tense, expressing future intentions, describing past activities and expressing opinions. These essential grammatical concepts will be revisited in different contexts throughout the GCSE course to ensure all students are confident in their use, however as students progress through Year 10 they will also encounter a wider variety of present tenses (present continuous, use of the present participle), past tenses (preterite, perfect and imperfect), future tenses (near future, simple future and conditional) and more complex ways of expressing and justifying opinions (comparisons, superlatives , object pronouns, different negative structures). Examples of topic specific sentences using the grammar points studied will be given to model how students could demonstrate their developing grammatical knowledge in their own work.

Comprehension skills

In KS3 students practise understanding key details in short passages of written and spoken language by using their knowledge of vocabulary and grammar. As students progress through Year 10 they are exposed to passages of different lengths from a variety of sources including authentic texts. We model how to use knowledge of synonyms and word families as we work through different listening and reading tasks in class to develop students' ability to infer meaning and recognise distractors.

Spontaneity

Students will have regular opportunities to take part in structured conversation tasks using familiar questions and sentences they have prepared in class as a starting point. They are then encouraged to extend their responses by giving opinions and reasons, including examples of more complex language and different tenses. This helps to build student confidence and fluency.

Year 10 Assessment timeline

Autumn 1 assessment (end Oct/early Nov) - writing, grammar, listening and reading (family and technology topics)

Students are tested on their knowledge of family and technology sub topics. The listening and reading papers are composed of questions from past GCSE papers relating to sub topics of family and technology. The writing paper will include a vocab and grammar test, a short translation into French, a short description of a photo and a short structured GCSE essay in which they will be required to use past and future tenses as well as give opinions.

Spring 2 assessment (end March/early Apr) - speaking photo card (could be on any topic studied so far: family, technology, free time, customs and festivals)

Students practise photo card speaking activities during the spring term - the photos are related to one of the sub topics studied, they practise describing a photo and preparing answers to two questions on the same sub topic which are printed on the card. They can refer to the notes they make in the speaking assessment which will also include two unprepared questions to test spontaneity.

Summer 1 mock (end Apr/early May) - writing, listening and reading (could be any topics from theme 1)

Students are tested on their knowledge of Theme 1 sub topics. The listening and reading papers are composed of questions from past GCSE papers relating to Theme 1. The writing paper will include a short translation into French, a short description of a photo and a choice of two short structured GCSE essay questions in which students will be required to use past and future tenses as well as give opinions.

Summer 2 assessment (mid-June) - general conversation on questions prepared

Students prepare and practise a bank of conversation questions on each sub topic throughout Year 10. In the general conversation assessment they will have a conversation of approximately 5 minutes in length, led by their teacher, based on two of the sub topics covered. During the conversation, students will be asked questions from the bank of questions prepared as well as follow up questions to elicit more information. They should demonstrate use of opinions, past and future tenses and give some longer, more developed answers as well as asking their teacher a related question.

Year 11 Languages Overview

What does the Year 11 languages curriculum look like?

The Year 11 curriculum builds on the vocabulary, grammar and cultural knowledge established in Year 10. Having become confident in expressing their opinions on sub topics covered in Year 10, students are now encouraged to manipulate structures they have already learned in new topics, for example work and future education plans. In Year 11 students develop their skills in discussing work-related situations alongside other transactional scenarios.

In lessons we will continue to develop the students' confidence in listening, reading, speaking and writing in Spanish and French; in Year 11 there is a higher level of challenge in the texts selected to introduce and practise content in the sub topics.

Alongside topic-specific vocabulary needed for the Year 11 curriculum, students' attention is continually drawn to the importance of high-frequency vocabulary and verbs that they have learnt in Year 10, as exam practice questions become a more regular feature of Year 11 lessons in their final GCSE preparation.

Students in Year 11 are encouraged to use online vocabulary-learning tools to continue to build towards their target of 2000 words to maximise their potential in the final exams.

In Year 11 students will complete theme 2 and study theme 3 as well as revisiting all topics at the end of the course during our revision weeks:

Theme 2 - Local, national, international and global areas of interest

In 'Global Issues', a new topic for students, we revisit the present tense in the context of new verbs relating to recycling and caring for our environment. We introduce topic-specific vocabulary as pre-learning so that students are able to access the reading and listening texts. When discussing the most or least important environmental issues we review use of comparative structures and the superlative. As students start the topic of discussing the homeless we review use of verbs in the third person singular and third person plural; this allows students to express opinions and facts about people in need. This is an appropriate hinge point in the students' grammar development for some to start using the subjunctive in negative opinions.

Travel and tourism is a topic that we revisit, having studied it in Year 9. The topic broadens for Year 11 who now need to use their productive skills to communicate for transactional purposes; students will now develop the skill of writing clearly in three time frames and discussing problems on holiday. We introduce the differences between the preterite (Spanish) or perfect (French) tense and the imperfect tense to communicate about past events or past description in the background. We ensure students have mastered the use of future tense to talk about their future travel plans.

Theme 3 - Current and future study and employment

We revisit the topic of 'My Studies', having studied it at KS3; we now revisit more complex grammar structures used in previous topics to discuss preferences such as direct object pronouns. We can introduce indirect object pronouns at this point in their linguistic development to discuss the influence teachers can have on students. We introduce a wider vocabulary in 'My Studies' and 'Life at School' to allow students to discuss and understand texts on a wider variety of school issues, such as the qualities of a 'good student' and their views on school rules. We revisit reflexive verbs to discuss a typical day at school and the conditional tense to enable students to discuss alternative uniform ideas and justify opinions with greater confidence.

Students' knowledge of the Education post-16 topic, which is introduced briefly at KS3, progresses as we review a variety of future structures to discuss their post-GCSE education plans; there is a unit in which students discuss the advantages and disadvantages of working or studying and the value of going to university or taking a gap year. We revisit the use of the perfect tense to express decisions which have been made and how to use verbs in the third person singular and plural to express other people's education plans.

There is now a logical, chronological progression with the final topic being 'Career choices and ambitions'. The vocabulary introduced focuses on reading and listening texts about looking for, applying for and ideal jobs. The students' productive skills are now challenged as we discuss what they have done, did recently, currently do, want to do and will do in the world of work and why that would inspire them to work in a certain professional arena.

Language skills developed at KS4

The work produced by students in Year 11 is the product of five years of language study. By the end of year 11 students will be able to apply the phonics, grammar and vocabulary knowledge they have acquired throughout KS3 and KS4 across a variety of different contexts (formal and informal) and modes and modalities (reading, listening, writing and speaking).

Grammar development and progression

Now that students are confident in expressing themselves in three different time frames and giving a variety of opinions, in Year 11 they are guided to express themselves with increasing accuracy, in more detail and complexity. Some students will be able to understand and use more sophisticated language structures, for example basic use of the subjunctive mood and first, second and third conditional structures.

Comprehension skills

Year 11 students use their now well-developed knowledge of vocabulary to help them work out the meaning of unfamiliar vocabulary in various contexts, including authentic texts such as extracts from literary sources. When listening to longer passages, more attention is paid to transcribing for detailed meaning, rather than gist.

Spontaneity

In Year 11 we review the skills needed for success in the different styles of speaking assessment. Those aiming for the highest grades will be able to develop their answers more fully while maintaining a natural conversation. Year 11 students will also improve confidence in asking and responding to unprepared questions.

Progression towards KS5 languages

With the KS4 curriculum implemented in 2016 the exams taken by students now reflect skills needed to access the KS5 languages course: being able to speak spontaneously, competent use and manipulation of grammar in order to write accurately on a variety of topics. The GCSE course also equips students to learn another language in the future, using their metacognitive strategies of how to study a language.

Year 11 Assessment timeline

Autumn 2 mock speaking (mid November)

Students prepare a transactional role play based on five bullet points given to them in their controlled exam preparation time. In addition they prepare a photo card, starting by describing what they can see in the photo and then answering some prepared and unprepared questions on the topic of the photo. Finally students speak for around five minutes in the general conversation section of the exam. This is when the students are expected to respond to their bank of conversation questions prepared over the two-year course and also unprepared questions to ensure the conversation is also about interaction and spontaneity. All exam materials for the mock speaking exam are taken from past GCSE papers, using content from Theme 1 and Theme 2. Students will experience the structure of a real speaking exam and will have the opportunity to respond to the feedback they received at the end of Year 10 in the general conversation section of their Year 10 exam.

Autumn 2 mock exams #1 (early/mid December) - writing, listening, reading (all themes)

Students are tested on their knowledge of the sub topics in all three themes. The writing, listening and reading papers are past GCSE papers. The foundation writing paper will include a short translation into Spanish or French and a choice of two 90-word, structured GCSE essay questions in which students will be required to use past and future tenses as well as give opinions. The foundation paper also contains a photo card which, unlike in the speaking exam, requires students to describe what they see in the photo by writing four different, short sentences. The higher writing paper will include a translation into Spanish or French, a choice of two 90-word, structured GCSE essay questions and a choice of two 150-word, structured essay questions. Students are prepared for these essay-writing skills in class and have practised the other elements of the writing exam in assessments since KS3.

Spring 1 mock #2 (mid/end February) - writing, listening, reading (all themes)

In the second mock exams students have the opportunity to demonstrate that they have reflected on the feedback received in the first series of mock exams in December. The writing, listening and reading papers once again are past GCSE papers.

Latin

Latin GCSE is a subject comprising three separate elements: Language, Literature and Roman Civilisation. Over the course of Year 10 and Year 11, we study and develop students' knowledge of these three areas. Most students start with no knowledge of the language but with some awareness of Roman culture.

Students start the course by learning the Latin language. We do this by following the Cambridge Latin course and its accompanying textbooks and online resources. This is a long-established and effective way of learning the language. The course follows a narrative approach, so that students gradually build up their linguistic knowledge whilst simultaneously following a story about a Pompeiian family and learning about Roman civilisation: Roman baths, family life, religious beliefs, leisure activities and politics. As the course continues, the story develops and widens, taking the students to ancient Egypt and Britain.

As well as learning about the grammar of Latin, students acquire a lot of vocabulary. We have vocabulary tests every two weeks and students use online apps to help learn the words. We also talk a lot about English derivations, encouraging students to make connections between ancient roots and modern words.

Translation and comprehension are the key skills in terms of applying the Latin language acquired. We model how to do this and practise as a whole class, in small groups and individually. By the end of Year 10, students should have learnt all the content for Latin language: this includes four different tenses, the subjunctive, the passive and many other grammatical structures. Latin has fewer words than English so they have to work harder: this means that word endings change depending on what the word is doing or showing. The front of the word does not change and contains the semantic meaning: this is where we can find connections to the English language. For example, a verb ending shows the person and tense and the noun or adjective ending shows person, quantity and function in the sentence. Latin is a very logically organised and written language; some people think that the skills used in solving algebraic equations are the same as those for translating Latin. There is no spoken element to the Latin course so all work is written and we build towards one language exam (worth 50% of the qualification).

In Year 10, students also cover elements of Roman Civilisation. The topics to study change: at the moment we are learning about Roman Britain. This unit covers topics such as Roman roads, Fishbourne Palace, country villas and farming, and the Roman baths at Aquae Sulis (modern day Bath). We learn about Civilisation by investigating Roman artefacts, studying translations of Roman texts and researching other sources for information. Students are encouraged to draw their own conclusions about Roman beliefs and ideas, as well as produce cogent arguments about the topics. We discuss and debate different aspects of ancient civilisation and draw parallels with the modern world. Finding similarities and differences between how the Romans lived and how we live now is a fascinating area of learning; we are indebted to the Romans for many things and yet many aspects of their culture and beliefs are troubling to our modern minds.

In Year 11, we start to study Roman literature. This is an exciting and challenging opportunity for the students to translate and analyse real Roman letters, poetry, accounts and history texts. We cover writers such as Suetonius, Virgil, Horace and Pliny. The collection of texts is always about a certain topic: we are currently looking at writing about Roman magic and superstition. The extracts are about topics such as dreams, witches, curses, magic spells and werewolves. As well as providing opportunities for literary analysis, the passages give students the chance to read the words of real Romans and what they thought about magic and superstitious beliefs.

It is worth noting that the Romans who were writing, and whose writing has lasted over time, were members of the wealthy elite. We discuss how therefore we are glimpsing Roman culture through a lens and we discuss the other voices and opinions that we are not able to hear. Students need to be able to translate and also critically comment on these texts, so we explore the methods writers use to convey meaning: how do they structure their work for maximum impact, for example by using crescendo? Why do they choose certain words and sentence structures to emphasise their points? As with the other two topics, Literature is examined at the end of Year 11 and we help students revise and practise for this as the year develops, with lots of low-stakes tests, practice questions and revision tools and strategies.

The key skills that we are developing across Latin GCSE are precise translating, inferring meaning, drawing conclusions, making links across cultures and analysing how and why language works. Students also acquire a lot of transferable knowledge: about how languages are constructed, about the ancient world, its beliefs and customs, and about how people used to live in Rome. Latin GCSE combines the skills used in Languages, History and English Literature in one qualification. It is a rich, challenging and rewarding subject.

Art

Art - Year 10

The Year 10 course begins with observational drawing techniques; students develop their understanding of proportion, shape, scale and how to demonstrate these vital art skills in their own work. The drawings of Henry Moore and Euan Uglow support their drawing studies at this stage of the course. Mark-making and shading to create tonal range are explored using the traditional art media of graphite, pastel, and charcoal with the focus on creating contrast in their work. Observational drawing from natural forms then progresses into more challenging portraiture drawing and the core elements of proportion and scale are explored.

Having developed their vital observational drawing techniques the course progresses onto more challenging painting techniques and how warm and cool colour tones affect mood and can be used to create a wide tonal range in portrait painting. The human face offers scope for students to explore paint and mark-making techniques ranging from thick impasto associated with the work of Lucien Freud to the pointillist work of George Seurat. There is an emphasis on students' understanding of how the type of mark-making they employ and their use of colour can portray different emotion and mood within their work.

Portraiture then leads on to architectural drawing and this transition allows the important drawing techniques of foreshortening, depth and perspective to be studied. This stage of the Year 10 course allows students to explore a range of different techniques in art and develop a variety of art skills. The gestural, architectural charcoal drawings of Dennis Creffield and the deep paint hues and colours of John Piper are studied and offer a different approach to their portrait work. The artist's work acts as a starting point for their own work which now moves onto the traditional artistic technique of mono-printmaking. Students now develop their understanding of how they can create multiple copies of their work and then create different final ideas based on the same starting point.

Having developed their drawing and painting skills the final Year 10 project now nurtures their three-dimensional clay sculpting skills. Students design and build a clay sculpture based on the theme of 'identity'. They are asked to explore their own 'identity' whilst looking at how other artists have responded to the world around them. They study the sculptural work of more traditional classical sculpture to the contemporary work of YBS's (the young British artists). Having drawn and created designs for their sculpture they then build a small scale model or 'maquette'. Whilst their clay modelling skills are developing they learn the process of kiln firing and glazing clay. Further adjustments to their work are considered prior to the larger version being built.

The GCSE Art course encourages and nurtures an inquisitive and explorative approach to students' own learning. The students develop, through their art, a more mature understanding of themselves and the world around them. The course aims to enable students to appreciate their own and others artwork and to encourage individuality and creativity. The course nurtures skills in creative thinking and problem solving and generates self-motivated, independent learners. It is structured to enable students to confidently develop their own ideas with guidance and support. Students are introduced in lessons to a variety of experiences, exploring a range of fine art media, techniques and processes.

They explore images and resources from past and recent times to inspire their own work. Students investigate drawing for different purposes and use sketchbooks to support their work. They are required to work in one or more areas of fine art and may explore overlapping areas. These include painting and drawing, mixed media including collage and assemblage, 3D sculpture, printmaking and they have the opportunity to explore lens-based media and new technologies such as animation.

Students are expected to demonstrate a wide range of skills and techniques and use different approaches to recording images from observation and imagination. They must demonstrate knowledge and understanding of how feelings and meanings are conveyed in images by other artists and how they relate to social and historical context. They have to develop a working vocabulary of specialist terms within art. In order to explore different themes in art students are encouraged to discuss images in lessons and annotate their work with their own opinions.

Art - Year 11

In Year 11 the students now apply the skills and techniques learnt during Year 10 but they are asked to work within a short time frame. They are expected to establish and develop their own personal responses to artists' work whilst responding to an exam theme. Throughout Year 10 the students document their work in their sketchbook and that formed part of their coursework. In Year 11 they now work at a larger scale on A2 boards and they start with a mock exam project. The project is 8 school weeks in length and culminates in a 10 hour final personal response.

This project forms part of their coursework portfolio. The project must show evidence of them developing ideas through their own investigations, demonstrating critical understanding of sources. They need to refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Throughout the project they need to record their ideas, observations and insights relevant to their intentions as the work progresses.

At the end of the 8 school week time frame they create a personal and meaningful response that realises their intentions and demonstrates understanding of visual language. The project must demonstrate their ability to sustain work from an initial starting point to the realisation of their final piece.

Year 11 - Externally set task assignment worth 40% of their grade.

The Year 11 course culminates with students receiving an examination paper which is worth 40% of their GCSE grade, it begins nationally after a date set by the exam board. The theme is often an individual work such as 'fragments' or 'reflection' and is sometimes a group of words such as 'apart and/or together'.

This theme is discussed and explored during lessons and for the first 4 weeks of the project students work on responses to artists chosen by their teacher. Students then select their own starting point and develop their work in accordance with the assessment objectives. There must be evidence of critical understanding of sources, refinement of their work, experimentation with appropriate media, materials, techniques and processes. Throughout the project they need to record their ideas. The project follows the same time frame as the mock with a 10 hour timed examination at the end in which students produce a personal response to their exam theme.

The student's portfolio of work is then marked and moderated by the art teaching staff and it is then checked by an external moderator. Homework is set regularly and builds upon the skills and knowledge gained in lessons. A successful coursework portfolio is a result of effort and hard work.



Computer Science

Year 10 and 11

We are living in the digital age. Computer scientists theorise, design, develop and apply the software and hardware for the programmes we use day in and day out. To have a good understanding of the world around us it is important to study Computer Science.

Our GCSE in Computer Science is engaging with lots of practical activities. It encourages creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Overview

Component 01: Computer systems - Exam 50%

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

In this unit students will learn about how a computer works. They will study the essential hardware and software that are used to make the computer work. Students will be able to identify how a computer stores text, image, sound and other data as 0's and 1's known as binary. They will also investigate different types of network, their advantages and disadvantages. They will examine the threats to a network and put systems in place to ensure the security of the network. Students will also consider the legislation and issues that are associated with computer technologies.

Component 02: Computational thinking, algorithms and programming - Exam 50%

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

In this unit the main focus for students is to learn how to write code. We use Python as the high level programming language. Python is easy to learn and has a clean syntax. It is one of the most loved programming languages by developers, data scientists, software engineers, and even hackers because of its versatility, flexibility, and object-oriented features. Students will also refine, test, debug and execute codes.

Practical programming - Non assessment

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

Dance

Year 10 and 11

The course is split into 2 components. Component 1 consists of performance and choreography which makes up 60% of the course. This is split evenly between performance and choreography. All students study a range of professional dance works covering contemporary, hip hop and contact improvisation. Students then create their own choreography based on a range of themes and are also assessed on their dance performance.

Component 2 studies dance appreciation. Alongside the practical element develop their knowledge and understanding of choreography and performance skills. Students will learn to critically appreciate their own and professional work.

Year 10 Autumn Term
Students will focus on Contemporary dance through the study of a professional dance work. Students will have the opportunity to develop performance skills, learn about the choreographic motif and development, health and safety in performance and contact skills.

Year 10 Spring Term
Students will focus on Hip Hop / Contemporary dance fusion through the study of a professional dance work. Students will have the opportunity to develop performance skills, learn about the choreographic process through contact work and music/dance relationships.

Year 10 Summer Term
Students will focus on Contact Improvisation / Contemporary dance, through the study of a professional dance work. Students will have the opportunity to develop performance skills through the solo performance task

Year 11 Autumn Term
Students will focus on developing performance skills through the assessment of the solo performance task. and duet trio performance task. Students will continue to study the set professional dance works.

Year 11 Spring Term
Students will plan and develop their choreography skills by completing their own piece of choreography. Students will continue to study the set professional dance works.

Year 11 Summer Term
Students will have their choreography assessment and written exam.
The course includes theatre trips and workshops with professional dancers. Performance opportunities are available through workshop performances and an evening of shared work.

Each half term the focus of study is a professional set dance work which forms the basis for written assignments, performance and choreographic work.

Skills are introduced and practised in Year 10 and then applied in Year 11 to produce final performance and choreographic work. Work in the dance studio is reflected upon and analysed throughout for the written exam.

Design and Technology

Design and Technology - Year 10

The key stage four course is structured with a deliberate blend of theory and practical instruction and practice, weaved together to secure student understanding of concepts and give opportunity to apply knowledge to the making process. Using the course time we begin units with clear subject theory instruction, sharing key concepts and examples of processes. Explicit links are made to relevant ideas from key stage 3 such as those relating to construction and making with wood, metal and plastic. The Year 10 course builds on this, for example deepening student understanding of metalwork such as joining, finishing and industrial concepts like: scale, pressing, stamping and shaping.

All the while, the substantive knowledge taught early on in units is revisited and added to throughout the unit by during teacher demonstrations, homework assignments and class feedback. As each unit progresses students move from research to the design and production phase with increased modelling and practice of practical skills related to the concepts they have learned.

The course starts with the design and make of a metal bottle opener. We choose to teach about the material and the processes associated with metal in depth, introducing ideas as the students explore the raw material. Metal makes sense to begin with as it is a material that offers students versatility in terms of what they can mould, shape and create from - it is a material that is more forgiving, than say wood, for students to work with and therefore they can produce something of substance at the end of the project, which genuinely excites.

This initial project also enables the students to develop their iterative design skills - the bottle opener is a perfect item for this because it affords the opportunity to create something unique in look that is also functional. The iterative design skills we teach are sketching and modelling techniques - we call them ‘squiggle and blend’ - which are used to enable students to explore shape and look differently at aesthetics, getting them away from default ideas about what items, such as an opener, would look like. This all happens before students improve their making skills in metal.

We feel card modelling is extremely important in the development of a product. Students are encouraged to explore, make errors and assess the function and shape of their bottle opener.

They reconsider ergonomics and develop a range of creative designs. These skills help them to be creative when faced with the GCSE project.

The metal used is a thicker gauge aluminium than they are used to, to allow for complex durable designs to be made. This allows them to experience the use of junior hacksaws and hacksaws, to use metal vices and a range of abrading hand tools. Drilling thicker gauge metal develops understanding of the problems associated with machining more substantial materials, including the health and safety issues around machine tools. Students use a range of ‘finishing’ processes to create a quality artefact. At this stage we then introduce the vacuum forming process and students produce a graphic design suitable for a blister- pack which they finally make to encase their product ready for sale.

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The students move on to a challenging focused practical task to construct a wooden box. This is taught at this stage to develop students’ ability to assemble various parts, understanding that they must work as a whole and that fit and accuracy is extremely important when making a quality product. This wood based project also allows us to develop students’ construction skills. They learn how to make finger joints and lap joints and the theory of other types of joints. This gives them the knowledge to make informative decisions when designing for making. They gain an understanding of timber and the impact that it has on the environment when it is used. This is beneficial in giving them an understanding of the complex environmental issues associated with using this material. Accuracy is improved with the tools used including those suitable for marking-out on wood alongside cutting tools including chisels, the tenon saw, coping saws and the electric fret saw. Assembly is looked at ensuring quality assurance with fit, using PVA adhesive and a range of clamping devices. Different types of wood finish are taught and their suitability to different applications considered and students wax their designs. Skills appropriate to working with plastics are taught to allow students to experience more assembly techniques so that they can make a tray that fits inside the box. This allows students to produce it in card as a template followed by plastic using the hot wire strip heater.

After that project, students make a plastic picture frame. This is another focused practical task that helps students develop skills and knowledge in shaping. This is a quick project that improves confidence with working in this versatile material. It is taught at this stage to show students the process of forming and to also teach injection moulding and blow moulding. Students use coping saws, electric fret saw, files, wet and dry paper to recap skills already taught so that they can be ready for their GCSE project.

Alongside these projects, students will develop and improve their computer aided design skills using various computer packages. This could be using programs like 2D Design V2 or Sketchup to present their designs as final designs and in orthographic. These skills are revisited throughout Year 10 as students tend to forget them if they do not use them on a regular basis. These skills are considered to be essential in design and help students communicate their ideas in a professional way.

In the month of June in Year 10, students start their main project for GCSE assessment. In preparation for this, they are given materials to test-out and improve joining, drilling and cutting skills used in the previous projects. This is a good recap for the students and highlights any weaknesses they still might have with the skills they have learnt over the year. This is recorded for future use. Following on from this, they brain-storm and start to research their GCSE task.

Design and Technology - Year 11

Non Examined Assessment (NEA) Details

The Design and Technology NEA consists of a single project that is undertaken during Year 11. The student and the teacher will select this project from the list given by the examination board in June of Year 10. It will involve the production of a design folio and lead to the manufacture of a chosen project. The folio will include brain-storming the problem, research, ideas and development, planning for manufacture and finally, evaluation of the finished product. The project also requires students to have a client who will give them regular feedback on their design work which will need to be recorded. Their project is marked as shown below:

20 marks for practical work (what they make) + 80 marks for their design folio= 100 marks, 50% of GCSE

It is extremely important that students stick to deadlines throughout the year so that they can complete all of what is needed. We aim to complete the GCSE project by February half term so that we can build on their knowledge in preparation for the summer examination.

Examination Details

Students will start the preparation for the Design and Technology examinations at the beginning of Year 10. In Year 11 they sit a mock examination before Christmas. The paper is not tiered which allows all students full access to the whole range of grades 9-1. The real GCSE examination papers will be completed during the summer term of Year 11 and takes 2 hours to complete.

Drama

Unit 1

Our course begins with exploring how GCSE Drama will afford them more continuity of rehearsal and performance, greater feedback and more opportunity for reflection. This will lead to a deeper and more substantive understanding of the role of the actor than was possible at key stage three. With this opportunity in mind the focus of the first half term is on Devising - the exciting creation of theatre from a theme or start point, drawing on existing pieces of performance be it a play, poem or even art. Students will build upon the improvisation skill set they have developed up over the previous three years and work toward creating a piece of work lasting approximately ten minutes, in which students will demonstrate multiple skills in the role of actor, director and playwright - often working collaboratively across all three roles to produce a highly stylised piece of theatre that is indeed high challenge and utterly engaging.

Within this unit, the instruction exposes students to in depth analysis of structure, in particular: multi-role, exaggerated physicality, immediate character recognition, direct address and the breaking of the Fourth Wall. This all introduces them to the multi-role work of the play Face by Benjamin Zephaniah and Richard Conlon as an influence for their own work. We teach the work of Zephaniah and Conlon as the fast paced multi character based style works very well in teaching students how to craft and pace longer pieces of improvisation. Each scene in their piece will involve a different theatrical technique from flashbacks and slow motion to choreography and monologue as they are pushed to look for rhythm and contrast in what they devise. Students will be assessed on their initial response to and research of theme, their rehearsal and editing of the piece and finally reflecting on and analysing their performance. This structure helps them develop a depth of understanding of their topic that leads to greater expertise because they have to be the experts of what they devise to guide their audience through their work.

Having developed an understanding of the style of multi role performance students will move onto work on scripted pieces, notably Blood Brothers by Willy Russell - chosen for the relevance of its themes and the environment to school children questioning their current path and future as all teenagers do. Students begin with improvisation to tease out the essence and natural energy of these scenes, then they read excerpts and practise the doing and communication of the role, culminating in work to tighten up the line-learning for a polished performance. Within this process students will be playing multiple roles in order to learn how to move quickly between characters without a change of costume or scene. They will be asked what is the level of exaggeration needed to make the change in character clear? What methods, other than use of gesture and body language, could you use to show the change between characters?

As a group, pupils will look at how we explore text in rehearsal, asking questions of themselves as actors such as: What is the character's gender? How old are they? What physical descriptions are given in the play? What is their social class? What is their status among their friend's colleagues? Are they happy with their social class/status? How do they feel about their environment (their workplace/home life)? What can we tell about this character from the language that they use? This questioning method teaches our students to break down the makeup of a character and how they are created in order to do the same with their own interpretation of the characters in 'Blood Brothers' for a final performance.

Unit Two

Blood Brothers is a set text and students will write about it in the final external written exam. Of course students will have a strong foundational knowledge of the play due to their work on it during Year 8. In Year 8 students find the soap opera nature of the story exciting and become familiar with the plot. We find this accumulation of prior knowledge fantastically helpful in enthusing students to the text and empowering them in developing a deeper understanding of the text. At first we approach the text practically through workshop sessions which helps students develop knowledge and understanding of the characteristics and context of the whole play and explore ideas for how the play may be interpreted practically. This then leads into a written approach to the text as students are taught how to demonstrate a practical understanding in their answers.

In the exam students will be given an extract from Blood Brothers and will answer questions relating to that extract, referring to the whole play as appropriate to the demands of the question. To replicate and explore this idea students

will be given extracts to prepare for performance in class before answering the questions on the piece. They will reflect on costume choices for characters, on specific line delivery, on the physicality and blocking of the scene and on the demonstration of a character throughout the play. Students are taught how to break down the explanation of acting and communication of role through the use of subject specific vocabulary. In this way we look to ensure students have a full practical understanding that can then be demonstrated in their written answers. This section of work will culminate in students sitting a drama written exam as part of the Year 10 suite of exams.

Unit Three

Now that students have enjoyed a full sweep of what the GCSE Drama course has to offer they will start on their first proper exam piece which will be their Unit 1 Devised piece. For this students will be given a stimulus piece of material: this year it was a true life account of a girl who accidentally killed her friend on sports day during a javelin event. Last year it was a simple title of 'The New Person'. The first part of the unit will be spent on students exploring initial ideas around the theme through a series of workshops. These will be very much teacher-led as students are set tasks that will make them use some of the skills learnt in the Godber unit of work as well as looking to explicitly use the techniques of Bertolt Brecht such as Epic Theatre, actioning scenes and the use of his alienation device. These are techniques that they will have touched upon throughout their three years at KS3.

Students will enter into a 12 week rehearsal period as they work to create a 20 minute long piece of original theatre. This will be filmed at specific moments of rehearsal so that students can reflect on their pieces both as actors and directors. Students will demonstrate multiple skills in the role of actor, director and playwright often working collaboratively across all three roles to produce a highly stylised piece of theatre that is challenging and utterly engaging.

The performance of the piece normally takes place at the end of September in Year 11. In support of the devised piece students will produce a written log of approximately 2,500 words in which they will explore their responses to the stimuli and consider the ideas, themes and settings they explored. They will also analyse the effectiveness of their rehearsals and reflect and evaluate their final performances. This performance and log book will make up 40% of their overall grade.

Drama - Year 11

The first unit of the course in Year 11 involves the performance of the devised group piece that students started at the end of Year 10. In the piece students will demonstrate multiple skills in the role of actor, director and playwright often working collaboratively across all three roles to produce a highly stylised piece of theatre that is challenging and utterly engaging. We find that the summer break revitalises students and gives them time to reflect on their pieces so that they approach them with a fresh impetus
through September. Lessons are given over to rehearsals and students also find time after school to rehearse culminating in their exam at the end of September.

As well as creating an original piece of theatre students will keep a log of their progress and process. Students will be assessed on their initial response to and research of theme; their rehearsal and editing of the piece and finally reflecting on and analysing their performance. This structure helps them develop a depth of understanding of their topic that leads to greater expertise. The log will be around 2,500 words in length and along with their devised performance will make up 40% of their overall grade.

Once the devised piece is completed students will start to study and learn how to write about a live piece of theatre. We approach the unit at this time because we feel that students have developed an understanding and knowledge of how theatre is developed and performed through their work on the devised piece. Also through their study of texts in Blood Brothers and Teachers they understand the demands and opportunities of performing a formal play.

Students will learn to discuss a variety of aspects of one production, giving a personal analysis and evaluation of the theatrical elements and will learn to evaluate how successfully meaning was communicated to the audience. Students will reflect on published reviews as they gain an understanding of how we write about theatre. They will be encouraged to see the links between their own acting and that of professional actors as well as the link between their own reviews and those of professional journalists. To facilitate this students will have the opportunity to go to a live theatre production as well as watching streamed live productions in school.

The language and writing technique taught in Year 10 on Blood Brothers will serve students well in this area as students are again writing ostensibly about acting. A strong drama vocabulary will be necessary for this unit as students will be asked to break down the elements of acting into voice, physicality and relationships on stage. Students will develop their knowledge and understanding of performance conventions and relationships on stage.

This will then feed into a return to the study of Blood Brothers as the exam text. Students, already steeped in a knowledge and understanding of the play, will be able to bring their enhanced understanding of how direction works to their answers on the play. In the exam students will be given an extract from Blood Brothers and will answer questions relating to that extract, referring to the whole play as appropriate to the demands of the question. They will reflect on costume choices for characters, on specific line delivery, on the physicality and blocking of the scene and on the demonstration of a character throughout the play. Students are taught how to break down the explanation of acting and communication of role through the use of subject specific vocabulary. To replicate and explore this idea students will be given extracts to prepare for performance in class before answering the questions on the piece. In this way we look to ensure students have a full practical understanding that can then be demonstrated in their written answers. This section of work will culminate in students sitting a drama written exam as part of the Year 11 mock exams in December.

After Christmas students will concentrate solely on the Unit 2 scripted exam where they will be asked to perform two sections from a published text. In this exam students will revisit the approaches to scripted work they learnt in Year 10 when working on Teachers as well as using their knowledge built on the study of live theatre. By now students should have developed a very clear sense of what makes for effective theatre - communicating only what the actor intends to communicate and controlling audience reaction. This should be shown in their pieces. Students will start the term with teacher led workshop sessions on approach to character using some of the Stanislavski techniques learnt earlier in the course such as Magic If, Hot Seating, and the use of Objective and Super Objective.

Once students start rehearsing their plays in groups they will self- direct the pieces. Once again the students will approach this work in groups though there is the opportunity for solo work through the performance of monologues. Last year the texts used were DNA by Dennis Kelly and The Curious Incident of the Dog in the Night-Time by Mark Haddon. These are both modern texts that are very evocative for teenagers living now whilst also both calling upon the classic use of Greek Chorus. Students will be given the opportunity to rehearse their scripted pieces outside of lessons and staff will be available to facilitate rehearsals and rehearsal space.

We deliver this exam after their devised piece as we feel students will have learnt how to craft and direct performance work and can now use these skills on the work of a published playwright. The exam performance will be in front of a visiting examiner in March.

From March onward every lesson is dedicated to preparation and revision for the written exam. Blood Brothers is again revisited as is the live production and students are given practice questions to work on. This is a very busy time as we feel that the constant practice of essay questions trains students for the pressure of the final exam. We would expect students to be doing timed answers in 2 out of 3 lessons each week as they become attuned to the demands of the written paper. This practising could just as easily be called training as it is the preparation for the physical demands of the exam that are explored just as the intellectual testing is. Students will write intensively for 1hr 45 mins in the exam and it is important that they are familiar in doing this.

The exam will use a variety of question styles and ask students to combine what they've learned about how drama is performed with their practical experience and imagination. By this stage in the course and through the cycle of revisiting previous study we feel students will be well prepared for this paper.

Food Preparation and Nutrition

50% - Written exam
35% - Practical food assessment
15% - Food Science investigation task

Year 10

This exciting GCSE course is perfect for students who enjoy working with food, developing their understanding of how ingredients work, their cooking skills and creating new and exciting dishes. The course is also perfect for those who are interested in learning about diet and health. Many past students used this qualification when applying for jobs in sport, catering and health related careers.

Students will make food products, ranging from lasagne to Chicken kiev, Christmas gingerbread houses, to lemon meringue pie. We cook on a regular basis and develop students' practical skills through preparation of meat, fish and vegetables, sauce making, pastry skills and cake making including piping skills.

The course is designed to equip students with the knowledge, understanding and skills required to cook sweet and savoury food products. All food products will be made to a high quality with high presentation skills. Lessons are usually a theory lesson with a teacher-led demonstration that shows students some of the skills to be used in the practical, as well as linking the practical elements to theory. Then the following lesson is the students completing the practical independently. For most practical work we will ask students to find their own recipes for a themed dish, this is to encourage them to make dishes to suit their dietary needs but also for them to be creative and stretch themselves. Because of this we ask that students bring in their own ingredients throughout the 2 years of the course.

GCSE Food Preparation and Nutrition encourages students to make informed decisions about food in terms of nutrition and costs. Other areas of study include healthy eating, special diets, equipment, food science and food legislation. Students also test food products as well as study the importance of food hygiene and safety. This builds on existing knowledge right from Year 7 when students learn the basics of food safety and how to eat healthily. Sustainable design is taught to develop the students' knowledge and understanding of environmental concerns, cultural, moral and social issues. The students have a basic knowledge of some food issues from studying topics such as vegetarians in Year 9.

Each half term we look at different commodities and make dishes around them. We look at the provenance of the commodity, the nutritional values as well as the dietary considerations. We will also look at the food science behind the ingredients, completing investigations and experiments. The importance of food hygiene and safety in interlink throughout the course.

The commodities we look in year 10 are:-

- Fruit and vegetables
- Milk,cheese and yoghurt
- Cereals (including flours, breakfast cereals, bread and pasta
- Meat, fish, poultry, eggs
- Butter,oils,margarine,sugar and syrup
- Soya, tofu, means, nuts and seeds

Students will then study diet and good health where they explore the relationship between diet, nutrition and health. They look at different ages and life stages, such as babies, toddlers, teenagers and elderly, moving onto the specific dietary needs of vegetarians, athletes, coeliacs and other special dietary requirements. Practical work links to the theory taught that week. For example, chilli con carne showing use of two sources of protein, bean burgers linked to theory knowledge on types of vegetarians and a dish high in energy for athletes. Students have the opportunity to complete an assessed practical at least once in this term. This gives them the opportunity to showcase the cooking skills that they have developed so far in the year. Theory knowledge is tested through the use of end of unit tests.

In the summer term students prepare for their Year 10 mock exam. The students are given the opportunity to experience a two hour practical. This is a culmination of students' development of practical skills learnt over the year. They are set a themed two course meal to prepare, cook and serve. They learn to dovetail recipes to maximise

available time in the exam which is a necessary skill needed for Year 11. In this, students are expected to prepare, cook and style and serve food within three hours as well as complete all washing up. The students also sit a mock written paper using GCSE standard questions.

Throughout all of Year 10 students are expected to build on their food styling ability. Food styling is a real chef's skill that students thoroughly enjoy.

Progress of all practical work is recorded through photo evidence which is kept in folders and shared through online galleries. We expect presentation of food to be of a high standard and show students ideas in spot demonstrations. The food department is well equipped with a wide range of presentation plates, dishes and slates that students enjoy to choose from to showcase their work on.

Students are expected to prepare and weigh out ingredients as part of their homework each week. We also encourage students to cook regularly at home to build on practical skills learnt and prepare for assessments. Once the students have finished Year 10 they are well prepared with the necessary technical skills, ability and knowledge to confidently move into Year 11.

Year 11

In term one, students start their non-exam assessment 1 (NEA1). This is a food science project worth 15% of the GCSE award. The theme of the NEA1 is different each year and is released by the exam board to teachers early in September. The students are asked to investigate a scientific principle related to cooking. Previous projects have included investigating sugar and alternatives in cakes, raising agents used to make a batch of scones, or the best type of fat to be used when making pastry. The project involves researching the theme, planning cooking experiments, predicting a hypothesis, and carrying out practical investigations to test these predictions. This leads to an in-depth conclusion in which students refer back to the task and hypothesis. The students really enjoy this style of assessment and that this is practical food science in action.

In term two, the theme for the second NEA is revealed. This gives students a challenge to research, prepare and cook three dishes that demonstrate technical skill. This is why practical lessons, cooking and learning of technical skills in Year 10 is so vital. Recent exciting NEA2 topics have been local produce, street food and Valentine's day dishes. The students start by exploring the given theme and carefully researching the topic. Students are able to carefully select their own dishes to show a range of skills and audit these for the project in trial cooks. Examples of high level skills are making a bechamel sauce to go with freshly made pasta, jointing a whole chicken and tenderising the breast meat for escalopes or filleting whole fish to cook en papillote.

Once students have identified their three most skilful dishes they cook these during a three hour cooking session. To score well, students must consider higher ability food styling and presentation of their dishes. These were demonstrated and mastered throughout Year 10 practical lessons. It is fantastic to watch students be proud of their progression in skills and work towards this finale.

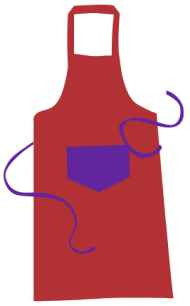
Students reinforce their Year 10 knowledge about topical issues such as where food comes from, learning about food sources and environmental and other ethical issues. These topics are vital to instil and students are always keen to learn about these.

Supplementary to this students also explore ingredients, cooking techniques and skills from different culinary traditions to inspire new ideas or modify existing recipes.

In remaining lesson time in Year 11 food students are tasked with recapping, refreshing and renewing their theory knowledge. This revision is vital for successful exam preparation. Students are given personalised learning checklists to identify strengths but also weaknesses to focus on. Theory notes from Year 10 are used along with exam board specific revision textbooks. Memory recall strategies, such as dual coding, are used to ensure high quality revision is undertaken.

Hospitality and Catering

40% - Unit 1 - Written exam
60% - Unit 2 - NEA2 - Practical food assessment.



Year 10

This is a new and exciting practical course starting at Blatch in September 2022. In this qualification students will learn all elements of preparation, cooking and presentation of nutritional dishes. This course is designed around the concept of plan, do, review approach so that the students take part in practical activities in different contexts in order to learn the related theories.

In Year 10 we look at the types of establishments that provide hospitality and catering services, Job roles within the establishments and how a kitchen brigade works. The students will study about how food poisoning can be prevented, as well as the laws surrounding food safety including the role of an EHO.They will learn how cooking methods can impact on nutritional value as well as menu planning. Interlinked with this are practical cooking lessons creating nutritional balanced food focus will be understanding the importance of nutrition.

Throughout year 10 the practical skill element will gradually be built up. This will start with teacher-led demonstrations with students making the dish the following lesson. We start by making breadstick and hummus, cinnamon rolls and lasagne. As the year progresses they learn how to debone a chicken and turn it into 3 dishes as well as filleting a fish. To help students create dishes we encourage them to find their own recipes around the theme given so ask that they supply their own ingredients. This gives them the freedom to push themselves and be creative with their dishes. Every dish will be photographed and graded and put in a portfolio that can be referred to in year 11 when creating the dishes for their NEA2.

Year 11

Year 11 is about bringing everything together that has been learnt in year 10 and putting it into practice.
At the beginning of Year 11 food students are tasked with recapping, refreshing and renewing their theory knowledge. This revision is vital for successful exam preparation. Students are given personalised learning checklists to identify strengths but also weaknesses to focus on. Theory notes from Year 10 are used along with exam board specific revision textbooks. Memory recall strategies, such as dual coding, are used to ensure high quality revision is undertaken.
The written exam will be in January. Throughout the revision there will be relevant practical lessons focusing on presentation techniques and food safety.

Following the written exam the focus will then be on the NEA2. This is where the students take all the knowledge from year 10 and put it into planning and creating a nutritious menu around a scenario that is given by the exam board. They will show their menu planning skills, their knowledge of the importance of nutrition whilst creating 2 dishes in a set time. This will be completed and submitted by May.

Geography

The OCR B Geography GCSE is designed to broaden students' understanding of the world through a number of lenses, whether that be through human geography, physical processes or decision making. We are really fortunate to be able to offer a GCSE syllabus which is constantly changing, updated and helps young people become critical geographers and world citizens. If students have enjoyed geography in key stage 3, whether that's been their studies of China and Africa, understanding the mechanics and impacts of Climate Change or understanding populations and societies, then these themes will continue in greater depth in the GCSE.

The OCR syllabus is constructed around the theme of 'enquiry', meaning that we are constantly asking questions about the world around us in order to analyse it- this ranges from questions such as 'What are the global impacts of Climate Change?' to 'How are Lower Income Countries attempting to develop sustainably?'. This GCSE promotes curiosity and allows students not to just understand what is happening in different parts of the world, but the reasons why, and gives our geographers the opportunity to fully analyse the world around them.

The other underlying theme of this GCSE is sustainability- students will be asked consistently to comment on a geographical event or process and assess whether this is sustainable, not just for the environment, but for society. Topics such as **Changing Climate, Natural Hazards** and **Sustaining Ecosystems** look at sustainability through an environmental lens, identifying how our changing climate is having an adverse impact on our natural surroundings, but also the topics of **Dynamic Development** and **Resource Reliance** allow students to understand how sustainability can be centred around human quality of life.

We are very fortunate that we can choose the studies we do, which allows us to constantly teach our students the most contemporary issues. For example, recent adaptations to our GCSE have involved studying COP 26 as well as geographical events such as Earthquakes, Extreme Weather events and political conflict.

Geography - Year 10

Within the initial year of GCSE study it is our hope that students develop skills in interpreting the world around them, the interlinking factors that drive and inhibit global change, and the complex interrelationships between people and place. Students will begin to form developed opinions on global issues through studying a wide range of resources and perspectives.

Students will also start to develop their enquiry skills to investigate challenges in urban areas, the UK and in Ethiopia. We want students to be able to contextualise problems and opportunities to establish the root causes to a place's distinct geography.

Dynamic Development

One of the biggest challenges facing our planet is the unequal distribution of the world's wealth; despite many international initiatives it seems inevitable that the rich get richer and the poor get poorer. We want students to develop a deep understanding of the complex factors that lead to poverty and to reflect on their role in supporting development globally.

We start by looking at the global development indicators to help students gain a critical perspective of their use, but also appreciate the complex causes of global inequality. This helps students to understand the reasons why some countries are wealthier than others and the challenges that Low Income nations face when attempting to break out of the poverty trap.

This topic is taught through the case study of Ethiopia. Students will gain a rich insight into the contemporary challenges facing LIDCs (Low-Income Developing Countries). Students will use a wide range of resources about Ethiopia to develop their geographical skills in enquiry and resource analysis. Students will learn about how Ethiopia is attempting to develop through trade with big brands such as H&M and Hilton Hotels, top down and bottom up development projects and through international assistance such as the UN Millennium Development Goals.

Distinctive Landscapes

Students then begin their first physical geography unit in order to prepare them for their geographical enquiry experience. We have deliberately interleaved physical and human topics to ensure that students consistently recap previous knowledge. This topic re-covers work completed in year 7 and 8 on rivers and coasts respectively.

Students re-cover what a landscape is and locate various examples in the UK; students will analyse the key features of these different areas and begin to unpick the geology and weather present in their development.

For both Rivers and Coasts, students will analyse the geographical theory underpinning the processes which occur (types of erosion, longshore drift, weathering) in order to identify key landforms along these landscapes. Then, we will apply this knowledge and understanding to key case studies.

For Coasts, we will be analysing the Sussex Coastline from Selsey to Birling Gap- what better way for students to understand the world around them than to look at a landscape right outside their own front door! For Rivers, we will be taking a look at the River Tees in north west England. Both of these landscapes open students' eyes to how the theory taught in the classroom translates in real life and can put their knowledge into practice in a real-world context.

Within each of these case studies, students will loop back to the theme of sustainability, assessing the problems with these landscapes and the challenges they face, be it flooding or coastal erosion. STudents will then analyse the most sustainable way to manage these landscapes.

Urban Futures

By 2050, two out of every three people are likely to be living in cities. This topic will equip students with the knowledge of urban life but also the new challenges that this will create for development, commerce and the environment. Students will learn how urban growth varies across the world currently and historically, recapping the brilliant migration work done in year 7.

Students will compare the natural and human factors that lead to urbanisation rates in Advanced Countries (ACs) and rapid urbanisation in Low Income Developing Countries (LIDCs).
We hope that students will develop an appreciation for lives across different areas of the city in order to develop empathy and understanding for those less fortunate as well as recognising the different realities for social groups within urban areas.

The main body of this unit is centred around case studies- identifying the differences between quality of life in cities in Advanced Countries and Lower Income Countries. Through these case studies, we will show students the opportunities and challenges with living in an urban area as well as the strategies in place to help overcome these challenges sustainably. We want students to be able to reflect on both the hidden similarities and hidden differences between these two cities and to see that urban areas face similar challenges, regardless of development level.

UK in the 21st Century

Our next topic is also a human geography topic, this time centred on the UK. This unit covers a breadth of knowledge regarding how the UK has changed in the past 22 years and what this means for the UK's significance on a global stage.

Through the use of map skills, students will develop a detailed knowledge of the UK. Students will develop their knowledge of UK environments, cities and economic hubs through exploring maps, news articles and regional data. Students will have the opportunity to consider the physical geography of the south coast and geological processes that formed our hometown moving on to make links between this physical geography and the place that Brighton is today.

This topic builds upon our students' solid understanding of case studies, covering a wide variety of challenges facing UK. The case studies are contemporary and cover a broad range of human geography concepts. These include analysing the issues of Ageing Populations in Eastbourne, identifying Economic Hubs and Tech Industries in Oxford, discussing the impact of Migration the UK, with a focus on Lincolnshire, the UK's role in political conflict in Syria and Afghanistan, and the impact of a changing Culture on the UK, from the Balti Triangle, to cultural and media exports.

The UK's significance and the role played by the UK is ever changing, economically and politically, and this topic enables students to understand the role of the country they live in and the way in which our lives are impacted by this ever-changing landscape.

Geographical Enquiry- Fieldwork

Instead of coursework in GCSE geography, we have the opportunity to develop our geographical skills throughout the GCSE and apply these in an exam setting. In order to ensure that students are confident in undertaking fieldwork tests, data presentation, statistical analysis and drawing conclusions we undertake a full day of fieldwork in the summer term. At this point in the course, students can both apply geographical enquiry to previous units alongside helping them framework any future studies. Throughout the day students will consolidate their enquiry skills and have an opportunity to put their fieldwork skills into practice.

A morning of coastal fieldwork will explore the hypothesis 'Is longshore drift impacting the shape of the coastline at Hove?' and whether this is being managed effectively. Students will undertake beach profiling, stakeholder analysis, pebble sampling, groyne height measurements and weather measurement. Although students have studied this in Year 9, at GCSE they will have the opportunity to build enquiry skills through reflecting on processes in action and exploring how this impacts the shape of the coastline and its uses.

In the afternoon an urban study of Brighton will question the sustainability of our city and give students the chance to collect a variety of data sources. Students will develop skills in interviewing land use mapping alongside interviewing key stakeholders in the development of Brighton as a city. An in-depth study of Brighton helps students contextualise their own city. Alongside supporting exam success through providing students with a case study they already know a lot about, this exercise also helps students to be able to apply many of the urban issues they have already studied to their own city.

Upon return to the classroom students will analyse, present and consolidate data to provide a detailed investigation and conclusion. We want to offer the students the opportunity to develop real ownership over their work and to reflect on their own ability to conduct a geographical investigation. We run this as the end of the Year 10 in order to help students to apply their geographical skills from the previous 4 units and work closely with them to offer personalised feedback on how to develop these skills ready for Year 11.

Geography - Year 11

Global Hazards

We begin Year 11 with one of our more technical units; the study of climatic hazards and tectonic processes. Students will be able to build upon their prior learning from Year 7 and 8 units on weather and their Year 9 unit on natural hazards, to further understand the complex scientific process involved in hazard causes, impacts and responses.

Through studying tectonic hazards, students will learn about the structure of the earth underneath our feet and the role that plays in the events on the surface, such as earthquakes, volcanic eruptions and tsunamis. Students will study tectonic events, such as the earthquake in Haiti and volcanic eruption of Eyjafjallajokull in Iceland to identify how the physical world plays a role in our societies. Students will also begin to explore mitigation strategies- the ways in which we can protect people and environments from these inevitable hazards.

As part of the climatic study, students will learn about how weather can become extreme and how changes in the atmosphere can impact life on the ground. Students will learn about hazards such as droughts, tropical storms, heatwaves and flash flooding events, as well as the El Nino phenomenon. The two case studies for this section of the unit are Typhoon Haiyan in the Philippines and the UK Heatwave in the summer of 2018.

Students will be able to confidently locate extreme world environments on a variety of scales alongside reflecting on the notion of extreme weather. We feel it is important for students to be able to reflect on the intensity and relevance of extreme weather events, especially as climate change is impacting their frequency and severity.

Changing Climate

This is one of the most important and poignant topics that we study. Students will build on the work from Year 9 exploring the more complex science around climate change and issues of environmental justice and evidence that exist around the climate change debate.

Our aim is to offer students a fact-based introduction to the complex science and topical debates around climate change as a process. We are ethically driven to ensure that students have an awareness of the future challenges of climate change and the role of global stakeholders to slow the process and ensure equality for the world population. This unit is in Year 11 as it is one of our more technically challenging topics, and one that is very useful for students to reflect on their previous units and consider the links to climate change. For example, global hazards and dynamic development.

Students will consider historical trends in climate change, evaluating ice cores, ocean sediment, historical records and fossil data. Students will learn about the natural phases of warming and cooling the world has experienced in its 4.6 million year history.. Students will consider the reliability of the evidence in order to develop a fact-based, critical interpretation of climate change. Following this, students will analyse the modern day evidence, considering glacial retreat, sea level rise, temperature data and the frequency of extreme weather events. As Year 11 students, we want them to use a wider base of resources to evaluate geographical phenomena and climate change provides an excellent basis for this.

Students will learn about theories on historical cooling and warming, including solar orbit theory, sunspots and and volcanic eruption theory. Students will then build on their Year 9 knowledge to study the enhanced greenhouse gas effects in greater depth and establish to what extent climate change is a modern phenomenon. Whilst we don't wish to scaremonger over the likely impacts of climate change we do wish students to develop realistic perceptions of the likely outcomes in the future.

Finally students will consolidate their global location knowledge to reflect on the varying impacts of climate change, considering both the veracity of these impacts and the longer term impacts for communities across the globe. As global citizens we want students to be aware of the winners and losers of climate change and develop an imperative to be active global citizens against the systematic pollution and neglect that has come to epitomise our current time on earth.

Sustaining Ecosystems

Our next topic centres around considering the unique ecosystems of our planet, understanding what the future holds for these spaces and analysing the complex physical and human interactions that make up these environments.

Students will start by studying the distribution of global ecosystems including the ecological diversity present in these. Students will use skills from global hazards to analyse the factors leading to the creation of deserts, rainforests, coral reefs, temperate zones and the polar tundra. In order to appreciate these unique environments, students will consider the flora and fauna that exist there.

Through studying tropical rainforests, students will appreciate their environmental and economic value. Students will consider the fragile cycles (water and nutrients) within this ecosystem to reflect on the impact of human activity and the longer term impacts of this activity, making clear links to climate change. To support this, the case study for this unit will be the Crocker Range Biosphere Reserve to evaluate local sustainability and begin to appreciate local initiatives to solve global problems.

Through comparing the Arctic and Antarctica, students will be able to reflect on the changing nature of these places and the physical geographical features that define these seemingly similar environments.

Moving forward, students will consider the human threat to the polar zone and the impact on its species. Through studying Antarctica students are able to reflect on management techniques at different scales, considering the entrepreneurial opportunities that some have used through studying Union Glacier and the more strategic role that the Antarctic Treaty provides.

Resource Reliance

Our students' final unit really helps to summarise the learning from previous units. This unit challenges students to reflect on the ability of the planet to meet the needs of all the people within it.

Initially students consider the carrying capacity of our planet- our accessibility to basic resources such as food and water, but also on contemporary essentials including different forms of energy. Students will use their knowledge from dynamic development to understand why these resources are not distributed equally.

Through returning to our study of Ethiopia, students will assess the idea of food security. Students will consider the effectiveness of historical initiatives, local schemes, large scale modern-day methods and global intervention in meeting Ethiopia's food security needs. This is designed to help kickstart the revision of this country from the initial unit and begin to help students make links between these different topics.

Lastly students will consider a range of technological advances to help solve the global food crisis. This will help give students the opportunity to reflect on solutions for the future and inspire them to become solution makers in the future themselves.

History

We think that the Edexcel GCSE course offers a dynamic and engaging specification with a number of really interesting, diverse and complementary units of study. We start Year 10 with the thematic study so that students gain an understanding of societal, political and cultural developments on a national and global scale. Year 10 finishes with the early medieval unit on Norman England which allows us to specialise on the closely connected 20th Century history units in Year 11.

History - Year 10

Thematic study and the historic environment – Medicine in Britain, c1250-present

The genuine philosophical underpinning of the medicine course, from superstition to religious dominance to the scientific revolution and Enlightenment to scientific reasoning and modernity, allows students to place medical advances in the context of the dominant cultural discourse and wider exploration of the history of ideas. We adopt a chronological approach to delivering this unit as it enables students to make comparisons of medical knowledge and progress across time periods. We do emphasise the need for students to know which individuals and case studies link to each time period and our revisiting strategies such as key words sheets, short answer tests and knowledge retrieval reinforce this. Accurate application of core subject knowledge by students is a key requirement in reaching the higher levels of the exam questions.

British depth study – Anglo-Saxon and Norman England c1060-88

We felt that this unit is the most accessible of the compulsory British history units. There is some coverage of the 'basics' of this topic in the Year 7 'medieval England' unit when we study the Norman invasion and conquest of Anglo-Saxon England so we hope that all students can recall some existing knowledge as a foundation for this unit. It makes logical and chronological sense to cover this unit in Year 10 after the 'Medicine in Britain' unit as studying the medieval era allows reference points, such as the dominance of the king and the power of the Catholic Church, to be reinforced.

In addition to the coverage of subject knowledge of the late Anglo-Saxon and early Norman eras this unit also examines the ever-important theme of the nature of obtaining and retaining political power. The study of the different methods used by William the Conqueror allows comparisons with C21st politics, whether that be coercion, use of

force or implementing popular and/or populist policies to win political support. An example could be William I's 'Harrying of the North' in response to an attempted rebellion there compared with a more conciliatory approach in dealing with dissent and opposition elsewhere.

History - Year 11

Year 11 is spent studying two complementary and closely linked 20th Century history units.

Modern depth study – Russia and the Soviet Union 1917-41

As fascinating and macabre as the study of the USSR is on its own, this unit links really well with the Superpower Relations unit that we also cover. We are in the process of fine tuning the Year 9 curriculum to give all students a greater base of knowledge of Russia and the USSR. This should prove to be beneficial for those students choosing GCSE History as it should help to create a greater understanding of Russian and Soviet history as a precursor to starting this topic.

This unit requires coverage of key political concepts such as autocracy, democracy and dictatorship and exploration of political ideologies such as Communism, Liberalism, Conservatism and Nationalism. This can only be of value, given the current political climate of conflict over a number of issues, populism and the rise of nationalist movements around the globe. This module is also concerned with concepts such as the acquisition and retention of political power, how dictatorships control the media and culture to reinforce their messages. As teachers we are keen for our students to share our passion for these vital topics as well as the interest we have in keeping up to date with the ever-changing interpretations of soviet-era history. Vladimir Putin's speculations about restoring Stalingrad as the official name of Volgograd, the current fractious relationship between Russia and the Ukraine and other former soviet republics and the 'Holodomor' controversy are three obvious examples of this.

A final factor for consideration is that both main BHASVIC and Varndean sixth form colleges (the post year 11 destinations for the majority of our GCSE History students) offer Modern History modules. Past students frequently speak about the excellent foundation of knowledge this unit provided for them and are appreciative of the level of academic rigour these units instil.

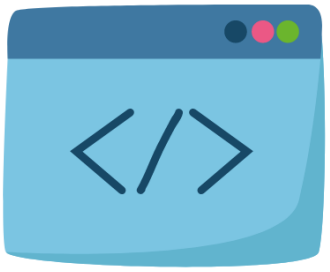
Period study – Superpower Relations and the Cold War 1941-91

This unit is a very popular topic amongst students, possibly because it contains the most links to understanding the 21st Century world and the superpower relations that still exist today. The Superpower Relations unit helps to explain Vladimir Putin's tense relationship with the USA and NATO , the historic 'special relationship' between the UK and USA, the complex and troubled relationship between Russia and former Soviet/Warsaw Pact states such as Ukraine, Belarus, Georgia and Poland and touches on the increasing importance of China and India in the modern world. In short, this unit encourages students to consider the origins of 'macro' issues within European and global perspectives.

This unit requires students to revisit key lessons on democracy and dictatorship and the contrast between the rival political and economic systems of communism and capitalist democracy, albeit at a deeper level than in Year 9. As part of our teaching of the Superpower Relations unit we feel that it is vital to touch on ideas that encourage students to develop their own personal political philosophies and encourage them to think about how governments have, and continue to, interact with citizens. This is perhaps best demonstrated by examining the nature of control and indoctrination of citizens by governments. Primarily in communist states but also how democratic nations portrayed 'the enemy'. Democratic governments in the 'West' were equally adept at manipulating information as communist governments in the Eastern bloc. The Berlin Airlift of 1948-49 and the construction of the Berlin Wall in 1961 are two examples of this taking place in one, very symbolic, city!

Students also revisit the role of protest but this time with specific reference to the role of people power in the collapse of dictatorial 'communist' rule in the period 1989-91. We also examine different processes of change such as the peaceful overthrow of communism in Hungary and Czechoslovakia compared to the more violent nature of uprisings in Romania and East Germany. We have found that this module links well with the 'Russia and USSR 1917-41' module. The rationale behind covering the Russia and USSR unit before Superpower Relations is that the development of the Cold War makes more sense once contextual knowledge of events in Russia in the 1920s/30s has been established.

Information Technologies Cambridge Nationals
IT Level 1/2 – J836



Cambridge National in Information Technologies improves students' knowledge of the digital environment and their confidence with IT. They learn about data management issues and develop practical skills by planning and creating an integrated technological solution to communicate information.

Assessment overview

Unit	Marks	Duration	GLH
R050: IT in the digital world	70 Written paper, OCR-set and marked	1 hour 30 mins	48
R060: Data manipulation using spreadsheets	60 Centre-assessed task, OCR moderated	Approx. 12 hours	12
R070: Using Augmented Reality to present information	60 Centre-assessed task, OCR moderated	Approx. 12 hours	12

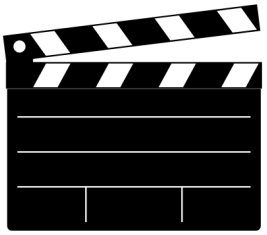
Content overview

R050: IT in the digital world
In this unit students will learn theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

R060: Data manipulation using spreadsheets
In this unit students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements.

R070: Using Augmented Reality to present information
In this unit students will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. Students will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. They will also be able to test and review their AR model prototype.

Media Studies



Our belief is that media literacy is a key component in navigating the modern world. Our students spend large quantities of time consuming and interacting with media products in their daily lives: we want our students to have a sophisticated understanding of how these products work, the effects they seek to have on us - and what they tell us about our culture. We want to enthuse students about media products - but we also want them to question the messages conveyed by them. We believe that a thorough understanding of the media only enhances our appreciation of media texts - and also helps us to see how media texts are trying to influence us. We also believe that we can only fully understand a media text by understanding the industry that produced it and how it functions. We also seek to empower students to create their own media texts, whether these be print texts or audio-visual. These skills are beneficial in our students' day-to-day lives, but can also lead to career opportunities in a range of different media areas.

Media Studies - Year 10

We start by exploring the four fundamental concepts of Media Studies: Media Language (the rules and conventions media products follow or sometimes break); Media Audiences (the groups of people targeted by media products and how these groups consume media products); Media Institutions (the companies that create media products and how these companies operate); Media Representation (the way media products present concepts of gender, race, ethnicity - and present a version of reality). We then apply these concepts to film posters and print advertising, exploring the rules these products follow and the social/historical/cultural influences that shaped them. The poster set texts are the 1974 James Bond film The Man with the Golden Gun and the 2015 Bond Film Spectre. The advertising set texts are a 1956 advertisement for Quality Street and a contemporary public information campaign, This Girl Can.

This leads into a fuller exploration of the film industry, centred on the making and promotion of the film Spectre (2015). Students explore the financing, promotion and regulation of this industry, together with the effects of recent technological changes. Students now engage with magazine set texts (front covers from Pride and GQ). This is followed by analysis of the newspaper set texts (The Guardian and The Sun), which leads into an exploration of the newspaper industry centred on the production of The Sun. Our final topics in Year 10 are an exploration of the video games industry, focusing on Fortnite and the TV crime drama genre, focusing on the BBC show Luther (Set text: Season 1, episode 1). Integrated into Year 10 are key media theories, facilitating a better understanding of narrative, genre, audience and representation, together with exam methodology for the Component 1 paper.

We start with the four key concepts to lay the foundation for all that follows. We follow this with the print topics film posters and advertising, due to their familiarity and accessibility - these topics are an ideal way of reinforcing understanding of the key concepts and introducing some key media theories. This then logically feeds into a wider exploration of the film industry - and more complex print texts such as newspapers and magazines. Concluding Year 10 with the video game industry and TV crime drama provides additional variety and establishes the foundation for Year 11. We focus mainly on Component 1 texts during Year 10 so that students can have the authentic experience of sitting a Component 1 mock exam by the time of the Year 10 exams at the beginning of the summer term.

Media Studies - Year 11

We start by revisiting the key concepts of TV crime drama by exploring the 1970s ITV show The Sweeney (episode 1). We now examine how to conduct research for a practical production, which will be to create a magazine front cover or film promotion materials or a television sequence. We look at developing the skills required to create credible media products in one of these media. This may include developing skills in photography, desktop publishing, videography and video editing. In parallel to this, we analyse music
videos by Taylor Swift (Bad Blood) and either Bruno Mars (Uptown Funk) or Justin Bieber (Intentions), together with how these artists use online media to target their audiences and further develop their brands. Historical perspective is provided by the analysis of music videos by Duran Duran (Rio). Throughout these topics we are exploring exam methodology for the Component 2 paper. We conclude the course with an exploration of the radio industry, centred on production of the Radio 4 show The Archers.

We start by revisiting crime dramas by studying The Sweeney, which provides historical context whilst reinforcing concepts of genre and industry. We start the practical production in Year 11 because students require the knowledge of media language and media theory they have acquired in Year 10 in order to produce the highest quality work. The analytical skills and media knowledge the students have acquired in Year 10 are also necessary to tackle analysing music videos and the way the music industry uses online media to promote its products. Tackling these topics in Year 11 enables students to have the experience of completing an authentic Component 2 paper for their mock in December. The final topic of the Radio Industry and The Archers provides variety and also links back to topics studied in Year 10. We also revisit the set texts and media industries tackled in Year 10 on a regular basis throughout Year 11, reinforcing this knowledge and linking it to the new topic studied.

Music

Throughout Year 10 and 11, GCSE Music students develop their skills in performing, composing and listening/appraising by studying different genres and eras of music.

Music GCSE - Year 10

In Year 10 we start with a project which draws on the skills learned in KS3 and builds on them to develop their composing and performing skills alongside music theory and its practical application. The students' learning at KS4 will be based on the core knowledge covered in KS3 and will be developed to include the depth required for GCSE.

The focus for our listening work will develop knowledge from Year 9 by including concepts such as tonality, chord progressions and transposition and a developed bank of vocabulary linked to the elements of music (for example texture, rhythm and tempo, structure, dynamics) required for the GCSE listening exam. Students will learn facts about each of the different styles of music; performers, contexts and key characteristics and develop the ability to write extended answers expanding their use of musical vocabulary. The assessments will model the exam style questions from the GCSE Listening paper.

Composition lessons will cover a revision of the basic building blocks of composition from KS3. Through the analysis of important examples from the different styles, students learn to identify the key compositional features of each style and learn how to base their compositions on key characteristics found within each style. Students will produce more complex pieces made possible through a greater understanding of more complex compositional techniques (such as melodic devices, extended structures and modulation) and will be encouraged to compose for their own instrument (which includes the voice).

Performance skills will start with a variety of ensemble pieces as the students get to know each other as musicians, exploring different genres and combinations of instruments. One of the two performances finally submitted as coursework will be an ensemble (group) piece and the way the students communicate with the other performers is part of the assessment criteria and essential to the success of any musician in any ensemble. By the end of term, all students will have rehearsed a number of ensemble pieces in lessons, developed their understanding of the performance requirements at GCSE, completed a number of listening tasks and will have submitted two composition starting points from briefs set by their teacher.

Term two in Year 10 focuses on a new genre not previously studied at KS3; concerto through time. Students will begin the journey in the Baroque period and will learn about composers and compositions that were written for one or more soloists with a group of instrumentalists or orchestra accompanying them. They will learn about different compositional techniques, composers' use of tonality, instrumental techniques and a bank of vocabulary linked to this period and style of music such as concerto grosso, ripieno and basso continuo. Through this unit students will also improve their ability to read and use music notation, which is a crucial skill when preparing for the written exam and is proven to be a challenging area of musical understanding. The main area to develop is the application of their music notation understanding in activities such as rhythmic and melodic dictation and score reading, all required skills for the listening exam but not covered in the KS3 curriculum.

Students will submit a further composition starting point in the new area of study as well as a solo performance recording. This is selected by the students based on their understanding of the requirements for the course and the level of difficulty they are able to tackle. Support and guidance are given as and when required by class teachers and by the students' instrumental or vocal teachers.

After Easter the concerto journey continues into the Classical period and students will learn how developments in technology have enabled instruments to improve and new instruments to emerge, thus allowing composers a greater range of resources at their disposal. This knowledge of the context of the different periods of music will support the development of their wider general musical knowledge and is required as part of the GCSE listening paper. They will learn about the changes in compositional techniques used and they will perform extracts from famous concertos using their own instruments where relevant. This also improves ensemble playing and technique building on the work from Term 1.

In composition they will complete a free composition either choosing to develop and extend on of their starting points from Terms 1 or 2, or starting something new. This time they will include a commentary which requires the students to be able to describe the thought process behind their composition, the style they have used as their starting point and the compositional techniques and elements of music they have included. This will also support their analysis skills linked to the listening paper and is also a requirement of the composition coursework to provide a supporting commentary for their compositions. It will equally enhance their future appreciation of any music genre as they go through life.

Music GCSE - Year 11

In Year 11 we begin the year with a focus on a new topic; rhythms of the world. We start with Samba and African music and introduce two new topics - Calypso and Bhangra. Through listening and practical activities, students develop their knowledge and learn about the context of each of the styles, performers, instruments and musical characteristics. We intersperse this new learning with revision of the topics covered in Year 10; Conventions on Pop, Film Music and Concerto Through Time.

Students are also set the task of selecting suitable performance pieces for their solo and ensemble assessments and begin to practise them. We aim to complete many of the recordings by Christmas of Year 11, leaving students free to then focus on composition and the listening paper for the rest of the year.

The first term in Year 11 also marks the launch of the exam set brief for the second composition. This task requires the students to compose a piece of music from a choice of starting points; a rhythm, chord pattern, melody or scene for a film, for example. Throughout Year 10, students will have responded to given, different starting points in their composition lessons in preparation for this task in Year 11. The brief also identifies the purpose of the piece and the context of the performance of the composition e.g. a piece that can be performed in a school concert. By the end of the Christmas term, students are encouraged to submit both compositions; the first composition being an improved version of the one submitted at the end of Year 10, and the second will be the initial ideas created as a response to the exam set brief issued in September. This allows them to take every opportunity to develop and improve their compositions by receiving feedback against the exam criteria.

During the first set of mock exams students will record their solo performances in our studio. These will be the final recordings and will allow students to focus on ensemble performances which will be recorded with the second set of mock exams in Feb/March. Both of these performances will count towards students' final grade making 30% of the course complete. Students will also sit mock Listening exams to prepare them for the final exam in May/June.

After the mocks in December, we focus on the remaining areas of study; World Music (Israeli, Palestinian, Greek and Classical Indian) and the Romantic period of Concerto Through Time. Again, these are mixed with the previous areas of study and connections are made between the different styles. Based on an analysis of the mock exam results, listening lessons will become more bespoke, addressing gaps or misunderstandings highlighted by the mock. Students will listen to examples of the different styles of music linked to the different areas of study, perform extracts from key pieces and explore the styles through compositional tasks which aims to embed students' theoretical knowledge through practical tasks. Although not assessed, the performance and compositional elements of these 'listening' lessons will provide a practical understanding of the different styles. This aims to embed the key characteristics of each style and make the knowledge more memorable. Past papers will also guide the students towards the expectations of the exams, and lessons and activities will be targeted according to an analysis of students' previous tests and past papers.

In the final full term of Year 11 students complete their composition portfolio (Composition 1 - in a style of their own choice and Composition 2 which is composed in response to the set brief issued in September of Year 11) and accompanying commentaries. Once the composition portfolio and performances are submitted, the final 40% of the course is sat in the listening exam in the June series of Year 11.

Music BTEC

Throughout Year 10 and 11, BTEC Music students develop their skills in performing and composing as well as exploring music technology and recording techniques in order to focus on two of these skills for their assessments. They will learn about The Music Industry, Musical Event management and Promotion (compulsory Units) which will be assessed through both practical coursework and a written exam. Students complete four Units in total, two of which are compulsory (as mentioned above) and the other two are chosen from the skills previously mentioned. Each Unit is worth 25% so is evenly split between the four Units.

The grading for a Level 2 BTEC is slightly different with three grades: Pass, Merit and Distinction. Students need to achieve at least a Level 2 Pass in each Unit (and especially in the exam) to complete the Level 2 qualification which is the equivalent of a GCSE. If students achieve a Distinction in each Unit they are awarded a Distinction *, the highest grade available.

Music BTEC - Year 10

Year 10 BTEC Music Level 2 (Edexcel) begins with an introduction to music sequencing and sound recording. Throughout KS3 students will have developed their skills in both performance and composition and these Units in BTEC will build on those, while Sequencing and Recording introduce new skills which students may wish to build on further into the course. In music sequencing students develop their knowledge of Ableton to include more detailed and industry specific mixing techniques. In Sound Recording students learn about the equipment used in our studio, how to set it up and record good quality tracks. In composition students will explore a variety of starting points for their compositional ideas using Ableton software, their own instruments and by working with other students. In their performance lessons, students will begin by developing their ability to perform effectively as part of a group through rehearsing and performing a variety of pieces chosen by the teacher. The repertoire chosen will depend on the students' capabilities and their chosen instruments (which includes the voice).

In the second half term, students will choose which Unit to continue with, aiming to complete one Unit by Feb half term and the other by the end of the year. Each week we will be covering aspects of the Music Industry which relate to all Units and will grow and expand their knowledge of job roles, industry specific organisations and real life scenarios. Students will learn how the Music Industry works and this knowledge will help with all their Units as well as, most importantly, preparing them for the exam.

By the end of Year 10 students will have completed two Units and at least one mock exam. Practice papers and questions will be set throughout the year to prepare them for their Year 10 mock exam.

Music BTEC - Year 11

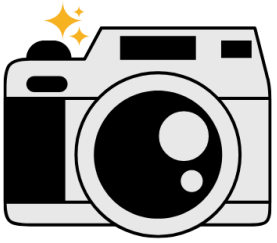
For the first term in Year 11, the focus is on the music industry unit taking areas of improvement and working on these before sitting the exam in January. Any remaining work for the Units studied in Year 10 will be completed and preparation for Unit 2 will be introduced. Students develop their ability to weigh up the pros and cons of certain decisions that need to be made by producers, composers, venue managers, artists etc. in preparation for their exam in January of Year 11.

After Christmas students will be working in groups to plan, promote and put on a live event in school. All the work they have completed on job roles, as well as the previous Units of work, will have prepared them for this Unit and students will work collaboratively using their individual strengths to put on a live concert. The students do not need to perform in their concert (although they may choose to), this Unit is all about the planning and promoting of the event. The size of the class will have a bearing on how many events are planned. Each student has a specific role and is also responsible for producing some promotion for their group's event. Students need to be reliable, accountable and will learn the value of communication and planning - very much like real life!

Results for the January exam will come out in March and students will have the opportunity to retake this exam in May/June if we think that they have a good chance of improving their mark. An advantage of the BTEC course is that the higher of the two marks will be taken so if the May exam happens to be a lower mark, then the January mark will be used in the final grade. Those retaking the exam to improve a mark will be working on this alongside their event preparation and will sit the exam in May/June.

Photography GCSE

Photography GCSE - Year 10



The Year 10 photography course begins with students learning digital SLR (single lens reflex) camera controls whilst learning about the origins and history of lens media. The core photographic rules of focus, shutter speed and depth of field are explored and the students demonstrate these techniques in their own photography. The origins of lens media from the camera obscura, to the modern digital image and the evolution of the photographic image are studied. The students learn the timeline, from the creation of the earliest images of Nicéphore Niépce, to the 20th Century black and white film imagery of Vivian Maier and finally on to the contemporary digital portrait photography of Nick Knight.

Having studied the basics of the digital SLR the course moves onto more challenging photographic techniques of ISO (light sensitivity), Grey card (correct colour range), types of lighting and how they affect contrast in photography. Long exposure light- painting photography based on the work of Michael Bosanko is explored. It teaches the students about the camera exposure triangle and how to manipulate it correctly depending on light conditions. The pros and cons between the use of flash and bulb lighting are explored and how warm and cool colour tones affect portrait photography. How colour affects the mood of the model and can be used to create tonal range and therefore contrast is studied. The students demonstrate how valuable angle of lighting, backdrop and coloured gel lighting can dramatically affect their own work.
Having taken photography, carefully considering lighting, the students now learn post-shooting editing techniques using digital software and how this can be used to enhance their work. They start with how manipulating the colour tones, hues, saturation and contrast affects the work. They then move onto the more advanced use of layers and how digitally combining images can create interesting outcomes. The student's portfolio of work is printed and presented in a work-book, the presentation of which is a focus. The importance of the 'contact sheet' and how to correctly select from it and analyse the best outcomes is a vital component.

Camera control and editing techniques now lead onto the formal elements and critique of photography. The students explore the formal elements of visual language; line, form, colour, pattern, texture, in the context of lens-based and light-based media. They are asked to demonstrate in their own work an understanding of the rules of composition and how photography can be used to create narrative. A working vocabulary and knowledge of specialist terms relevant within photography and lens-based and light-based media is created. They look at and learn about different genres and styles in relation to lens-based and light-based media and how photographic images relate to social, historical, vocational and cultural contexts.

Having developed their camera control, editing and critique skills the final Year 10 project now asks students to demonstrate what they have learnt. Students design and build a small scale film set and costume based on the theme of 'identity'. They are asked to explore their own 'identity' whilst looking at how other photographers have responded to the world around them. They study the work of more traditional photographers such as Henri Cartier-Bresson to the contemporary costume work of Cindy Sherman. They present a final set of images that explore all of the skills acquired during the year.

The GCSE Photography course encourages and nurtures an inquisitive and explorative approach to students' own learning. The students develop, through their photography, a more mature understanding of themselves and the world around them. The course aims to enable students to appreciate their own and others' photography and to encourage individuality and creativity. The course nurtures skills in creative thinking and problem solving and generates self-motivated, independent learners. It is structured to enable students to confidently develop their own ideas with guidance and support.

Students explore images and resources from past and recent times to inspire their own work. Students are expected to demonstrate a wide range of skills and techniques and use different approaches to recording lens-based images. They must demonstrate knowledge and understanding of how feelings and meanings are conveyed and interpreted in images and how they relate to social and historical context. They have to develop a working vocabulary of specialist terms and genres in photography and they are encouraged to discuss images in lessons and annotate their work with their own opinions.

Photography GCSE - Year 11

In Year 11 the students now apply the photographic skills and techniques learnt during Year 10, but they are asked to work within a short time frame. They are expected to establish and develop their own personal responses to photographers' work whilst responding to an exam question. Throughout Year 10 the students document their work in their sketchbook and that formed part of their coursework. In Year 11 they now work at a larger scale on A2 boards and they start with a mock exam project. The project is 10 school weeks in length and culminates in a 10 hour final personal response.

This project forms part of their coursework portfolio. The project must show evidence of them developing ideas through their own investigations, demonstrating critical understanding of sources. They need to refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Throughout the project they need to record their ideas, observations and insights relevant to their intentions as the work progresses.

At the end of the 10 school week time frame they create a personal and meaningful response that realises their intentions and demonstrates understanding of visual photographic language. The project must demonstrate their ability to sustain work from an initial starting point to the realisation of their final piece.

Year 11 - Externally set task assignment worth 40% of their grade.

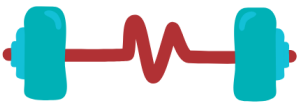
The Year 11 course culminates with students receiving an examination paper which is worth 40% of their GCSE grade; it begins nationally after a date set by the exam board. The students choose from a range of exam questions that always offer students a variety of approaches to photography. The questions are often an individual word such as 'framing' or 'messages' and they are sometimes a group of words such as 'light and dark'.

The exam questions are discussed and explored during lessons and for the first 4 weeks of the project students work on responses to photographers chosen by their teacher. Students then select their own exam questions and develop their work in accordance with the assessment objectives. There must be evidence of critical understanding of sources, refinement of their work, experimentation with appropriate media, materials, techniques and processes. Throughout the project they need to record their ideas. The project follows the same time frame as the mock with a 10 hour timed examination at the end in which students produce a personal response to their exam theme.

The student's portfolio of work is then marked and moderated by the photography teaching staff and it is then checked by an external moderator. Homework is set regularly and builds upon the skills and knowledge gained in lessons. A successful coursework portfolio is a result of effort and hard work.

PE

PE GCSE - Year 10 and 11



Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. We expect all students to be participating regularly in sport whether in school teams or outside of school. Research has shown that students must practise their three activities regularly in order to access the top grades.

The course is split into 4 components, 2 theory, a practical element and coursework that cover 4 objectives:

- AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport - stating facts.
- AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport - applying knowledge to sports/physical activity.
- AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport - providing pros/cons, looking at justifying why, drawing conclusions using evidence.
- AO4 - Demonstrate and apply relevant skills and techniques in physical activity and sport and analyse and evaluate performance - practising skills and then applying them to the physical activity, carrying out and evaluating a personal exercise programme.

Component 1 is split into 3 topics. This component is all the theory content we study in Year 10. Topic 1 covers fitness and body systems. We begin the course by introducing the anatomy and physiology of the body so students understand how the body is able to function. The musculoskeletal and cardiovascular systems are the first areas of study and underpin the course. Topics cover how the bones, muscles and joints work together to create the movement of the body, how the heart and lungs work and allow us to transport oxygen to the working muscles to enable movement and the short and long term effects of exercise on these systems.

Building on information in topic 1, in particular how the musculoskeletal system works, topic 2 looks at movement analysis. Levers within the body, planes and axes of movement introduce biomechanics into the GCSE. Topic 3, physical training, underpins the coursework element of the course, designing and carrying out a personal exercise programme. Topic 3 also builds on the KS3 knowledge and introduces fitness testing and how different methods of training develop specific components of fitness.

Principles of training are then applied to methods of training to support students in creating their personal exercise programme. The final areas covered in topic 3, which are currently at the forefront of topical issues in sport, are the use of drugs and their effects on performance and injuries in sport. In the summer term of Year 10 students plan their personal exercise programme based on one of their practical activities and applying the theoretical knowledge obtained in topic 3. Throughout component 1 the use of data is applied to different topics for students to interpret and analyse.

Year 11 begins with students carrying out component 4 which is a 6 week personal exercise programme that students have to plan, carry out and evaluate.

Component 2 is split into 3 topics as well. This component is all the theory content we study in Year 11. Students then build on their Year 10 knowledge as they study component 2, health and performance. Topic 1 looks at health, fitness and well-being, investigating the 3 different types of health and how lifestyle choices impact on your health and well-being. What are the 3 types of health? What lifestyle choices have you made and how does that affect your health and fitness? Sports nutrition is introduced in this topic and related to sports performance. What are macronutrients and micronutrients? How do these help to fuel our bodies and how does that differ for different sports?

Students then go on to study sports psychology. This topic covers how skills are classed and different ways we need to learn different types of skills. What differences are there between skills? Why are some skills harder than others? The course then looks at goal setting and how feedback supports improvement in sports performance and the benefits of mental rehearsal. Do you set goals? How do you evaluate if you've met them? What feedback do you get on how close you are to achieving them? What is mental rehearsal and how can it benefit you in your sport? The final topic of the course covers the socio-cultural influences in sport. Why do different people participate in different sports? How has

commercialisation and the media influenced sport and what role does sportsmanship and gamesmanship have within sport? Again the use of data to analyse and interpret trends in sports participation is used throughout component 2.

Component 3 is students' 3 practical performances. Each student must participate in three sports from the set list of approved activities. One of these sports must be a team sport and one sport must be an individual sport. The third can be either a team or individual sport. Sports we cover in lessons are: football, netball, handball, trampolining, badminton, basketball, athletics, volleyball, tennis and table tennis. Consideration of the specific student cohort does influence the activities we cover in lessons to an extent. For hockey and rugby we expect students to be coming to the after school clubs if they want this to be one of their sports. Students can do other activities on the specification but must provide video evidence of themselves competing in that sport, for example swimming, skiing, equestrian and gymnastics.

Sport BTEC

BTEC Sport is ideal for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and, in due course, prepare learners to enter the workplace.

This course is divided into 4 units taught over the 2 years, covering 2 units in each year. The units we cover are:

Unit 1: Fitness for Sport and Exercise
In this unit students will study the components of fitness, what they are and why they are important, how to test them and the principles of training, as well as what principles are needed to be applied to training to enable continuous improvement. Students will then go onto explore different fitness training methods and which are most suitable for different sports and why. Lastly students have to investigate fitness testing and how to carry it out to determine fitness levels of themselves and others. This unit is an externally assessed unit using an onscreen test. The exam board sets and marks the test which lasts for one hour fifteen minutes and has 60 marks.

Unit 2: Practical Performance in Sport
In this unit students will build on knowledge from KS3 and understand the rules, regulations and scoring systems for selected sports. Students will be required to practically demonstrate skills, techniques and tactics in selected sports and then students will learn how to review sports performance in order to review their own performance and write an action plan to aid this improvement. This unit is assessed internally through practical and written tasks.

Unit 3: Applying the Principles of Personal Training
In this unit students will use knowledge from unit 1 to design a personal fitness training programme to help them improve in a specific sport of their choice. Students will build on prior knowledge from KS3 about the musculoskeletal and cardiorespiratory systems and apply this to the effects that occur on the body during their fitness training. Students will have to implement a self-designed personal fitness training programme to achieve their own goals and objectives and then review their personal fitness training programme. This unit is assessed internally through the design and completion of a personal fitness training programme and written tasks.

Unit 5: The Mind and Sports Performance
Sports psychologists are becoming more common in sport, and many sports performers and teams use their services. This is a new area of sport that students are rarely exposed to in KS3 PE. This unit will help students to develop skills in teaching, coaching and helping other people. An understanding of the effects of psychology on sports performance is important for many roles in sport, including sports performers who want to understand their own performance and sports coaches who aim to improve the performance of those they work with.

In this unit students look at why some sports people produce their best performances under the greatest pressure whilst others fall apart? Why performance in sport is the outcome of a combination of various physiological, sociological and psychological factors. This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance. Students look at personality, which is the basis of our behaviour, including how personality can influence choice of sport, and performance in sport. They will examine motivation and self-confidence, the influence that they have on sports performance, and a range of techniques that can be used to influence them. Finally students will study arousal and anxiety and the effect these can have on sporting situations. This unit will enable students to understand their own sports performance, why they have achieved the results they have and what they could do in the future to improve their preparation and performance.

Prince's Trust Qualifications

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment.

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

This course can be taken at Entry Level, Level 1 and Level 2. You will complete up to six units and will be working towards the Prince's Trust Award.

The units which students will complete may include:

- Managing Money
- Preparing for a Healthy Lifestyle
- Digital Skills
- Participating in Exercise
- Teamwork
- Interpersonal and Self-Management Skills
- Community Project
- Presentation Skills
- Customer Service
- Practising Leadership Skills
- Personal Project

These qualifications provide a platform for learners to progress onto many employment opportunities as they support personal development and employability skills.

Religious Studies

KS4 Overview

Students who are interested in modern issues, like to ask difficult questions, enjoy discussion, and are prepared to take on different points of view will enjoy and thrive on this course. The GCSE Religious Studies course explores how religious and non-religious thinkers have tackled some of the most vital and important questions that face us. As well as studying Christianity students will study Buddhism in depth. This will give them the chance to engage with a very different way of thinking about life and themselves. This insight into two very different belief systems and ways of life will help students to consider different points of view and evaluate their own ideas. These two religions account for almost 40% of the world's population. Studying what those people believe and do will give students a greater understanding of the world they live in.

Once they've examined different religious teachings and beliefs pupils will then explore how those beliefs can be applied to a range of contemporary moral problems and philosophical issues. This includes medical ethics, the environment, war, crime and punishment. Engaging with these issues will help pupils develop critical reasoning, such as how to create and evaluate arguments and how to defend their own views both verbally and in written form. These are essential skills for any pupil wanting to go on to study at A-level and beyond. But more than this, pupils who take

the course will gain an in-depth understanding of two of the major world religions, an essential feature of any good general education, and also invaluable in the attempt to better understand the world that they inhabit.

Year 10

The first unit students will study is on Christian beliefs and teachings. Students will learn about Christianity as the majority religion of the UK, responsible for the creation of many of our institutions and values. However they will also learn about Christianity as a global religion, with almost a third of the world's population being Christian. In this unit we learn Christian beliefs about the nature of God, the creation of the world and differing views on the afterlife. We then learn Christian views on Jesus, the incarnation, salvation and atonement.

In our second unit we study the key beliefs of Buddhism. This will help students to learn a completely different perspective from Christianity and to look at the world with a different point of view. Buddhism is a global religion with a non-western source. In an increasingly globalised world, understanding non-western ways of thinking will be vital for students. In this unit we learn about the life of the Buddha and the Four Noble Truths. We then learn Buddhist beliefs about Dhamma, Karma and the Three Marks of Existence. This will be a fascinating and useful opportunity to take on 3,000 years' worth of wisdom and ideas about how to live a good life.

We then begin "thematic studies" where we apply the beliefs we learnt about Christianity and Buddhism to the modern world. Students will learn religious, philosophical and ethical arguments about key issues and their impact and influence in the modern world. The first unit we will do this for is "Religion and Life". In this unit we critically examine and debate ideas about the origins of the universe, the value of the world, animal experimentation, the use and abuse of the environment and the use of animals for food. We then discuss the origins and value of human life with application of religious and ethical ideas to issues like euthanasia, abortion and life after death.

In our second thematic unit, and final unit of Year 10, we study ethical and religious issues surrounding relationships and families. This will include religious and secular ideas on the value and purpose of family and the value and purpose of marriage. We will then examine key issues from a religious and ethical view point on homosexuality, contraception, divorce and gender equality.

By the end of Year 10 students will have learnt the key beliefs of two major religions and be able to apply these beliefs to some of the most important debates and issues we face in the 21st century.

Year 11

The first unit we study will be Christian practices. This will use students' knowledge of Christian beliefs from Year 10 to learn about different forms of worship, the importance of festivals, the sacraments and the Church in the local and global community. In this unit students apply their knowledge of Christian beliefs to Christian action. This includes why they may worship or pray in different ways, different attitudes to communion and differing views on the role of the Church in the world.

In our second unit we study Buddhist practices. In this unit students apply their knowledge of Buddhist belief to Buddhist action. This includes the importance of worship, meditation and festivals. We then learn about Buddhist ethics, including ideas such as karma. This is a chance for students to explore ideas about right and wrong that may be different from those they are used to in western culture.

We then begin our final two "thematic studies" where we apply the beliefs and practices we learnt about Christianity and Buddhism to the modern world. Students will learn religious, philosophical and ethical arguments about key issues and their impact and influence in the modern world. Our first thematic unit is religion, peace and conflict. In this unit we discuss issues around violence, war, pacifism and weapons of mass destruction. This will include questions on what can justify a war, whether there is a right or wrong way to fight a war and how to respond to the problems caused by war such as the refugee crisis. Students will use religious views and their own ideas to tackle these important modern issues.

In our final unit we study religion, crime and punishment. In this unit we explore issues such as corporal punishment, the reasons for punishment and forgiveness. Students will use Buddhist and Christian teachings to answer questions on a range of issues related to crime and punishment. This includes the justifications punishment, whether the death penalty should be allowed and how crime can best be reduced. This is a chance for students to explore these questions and come to their own views on a key aspect of society.

Sociology

Sociology is the study of society and throughout the course, we aim to understand and explain the way our society is structured and the way people behave. The course is linear and is examined at the end of Year 11 with two exam papers.

In GCSE Sociology, students will learn about: families, education, social stratification, crime and deviance and the way that sociologists carry out research to find out about these topics and concepts. They will learn about theories and approaches which sociologists have developed and apply them to their studies. Most of the content will be based on life in the UK but will link to more international issues and examples as appropriate. This helps students to build up an understanding and awareness of the world in which we live and broadens their general understanding of society which is important for young people in today's world.

Students will be expected to develop knowledge of the subject, be able to add evaluative comments and to apply their knowledge to society to show their understanding. These are the main elements to students being able to work well in sociology. They are also the key things which examiners will look for in exam answers.

It is useful for students to try to build up their general knowledge and to be interested in current affairs. Watching the news or documentaries is a good way to build up sociological understanding. Reading a quality newspaper will help to build up examples which can support answers in the exam. Sociology helps students to have an appreciation of the way the world changes and is interrelated whilst societies and individuals maintain their own individual characteristics.

Sociology - Year 10

We start Year 10 by studying the unit on methods and basic terms in sociology. This provides a basis for further learning and is also important as methods can be included in any section of the course. Students will learn about the different ways sociologists gather information and the ways that information can be used in society. It will enable students to develop questioning skills which are key to all analysis and evaluation in sociology but also help them to look at current affairs examples and develop their opinions and understanding. Primary and secondary sources are considered and their respective values to sociologists are discussed.

We then move on to study the family. This is seen as a major influence in our society on the way people live and behave. The course looks at the way there are many different types of family, how they influence people when growing up and the way families change over time and in different cultures. It allows students to see the changes which take place over time and from society to society and so broadens their understanding of the way we are influenced by our norms and behaviours and the people around us. It also introduces the concept that not everyone will see the world in the same way and so helps to build a foundation for some of the later work done in sociology. It encourages students to question the way people live in units and the great variety of family structures which exist.

The last unit we study in Year 10 is education. Education is another influence in our society and can have great effects on young people and their futures. The course looks at the types of education we have in Britain, the way education is organised and the way education can have different effects. It also looks at how different groups in society can have varying experiences of education. This unit is a good step in students developing their own understanding of education and the impact it can have on people's lives. Again, it looks at the differences between different societies but also introduces the idea of alternatives within society and the range of different views which exist. It allows students to use their own knowledge
and experience to add to their written answers which then helps to develop depth of argument and analysis.

Sociology - Year 11

We begin Year 11 by studying the unit on crime and deviance. This unit looks at the range of reasons why some people may commit crimes, how different societies consider different behaviours to be deviant or crimes and how there may be a range of punishments which society uses. We study examples from different times and different places so that students can understand a range of social views and understand the concepts of historical and cultural deviance. The unit looks at different influences on society and the way social control is carried out. This can help students to understand the range of options society uses to ensure norms and laws are conformed to. It also enables students to discuss these issues both verbally in class but also in written work in essays so students can show their skills in written work. As this is the first unit taught in Year 11, students by this point should have built up a range of knowledge and

techniques so they are encouraged in this unit to use them to perform at a higher level with their analysis of evidence such as crime statistics, news reports and other public sources.

The last topic we study is stratification and the way society can be divided into different groups or strata and the way this can affect life experience and life chances. This unit is probably the most complex and draws on new knowledge but also uses examples and ideas that students have covered in the earlier units, e.g. the way educational achievement can be influenced by position in society or why some areas of society can experience environmental poverty. It draws together lots of the concepts we have already learned and so falls at the end of the taught units. It includes concepts which students will have an awareness of but covers the formal definitions and explanations which students can then apply to general society. Concepts such as social status, social influence and poverty are part of the unit and it challenges some of the more commonly held stereotypical views which builds thinking and evaluation skills in our older students.

By studying the units in this order, it allows students to develop their knowledge and understanding from a starting point in units where they will have some awareness already of some of the content we study and builds to more complex terms and theories in the later units where students can use their previous learning. It also reflects the structure and content order of the real exams at the end of the course. The theoretical aspects of the course introduce students to some of the basic theories in sociology and explain how sociologists see the world. The two main theories used are Marxism and functionalism which have contrasting views of how society links together and influences our lives. These theories run throughout the course and are linked to some of the named studies which students have to learn. The named studies are chosen as they come from a range of times and sociologists to give a broad foundation of sociological work. Other theories such as feminism are also studied in some units to show the impact that sociology can have on the real world and perhaps change the way society thinks and behaves.

Many students find that they can develop their work by including examples and references from their own knowledge and experience and by using current affairs. In this way, sociology can be a subject which increases student awareness and understanding of the ever changing world around us and helps them to prepare for life in the adult world.

Stage Production BTEC

This course teaches students to look at the non-performing side of theatre, a look at what goes in to creating a show. We look at how stage design for different types of performance and we look at how lighting design affects performance pieces.

The main focus of the course is on four areas of equal importance. The first of these is development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli. The second key area is the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance. The third area that is covered are the attitudes that are considered most important in the Performing Arts, including personal management and communication. The final area is the gaining and understanding of the knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Stage Production - Year 10

In the first term of Year 10 students are introduced to the safe and effective working practices needed to be able to work in the Windmill Theatre. They will learn how to move decking safely and how to construct pieces of staging. They will learn how to use the tools needed in the building of staging. They will also learn how to read stage plans and how to mark out the stage. The students will become familiar with all of the protocols involved in working in the theatre and of the expectations we have of them. It is important that this is taught at the start of the course as it will inform their decisions when they start designing stages and sets of their own. It is also important that they learn how to work safely at the start of the course as health and safety is at the heart of all that we do and is our number one priority for students.

In the second term of Year 10 the class will start to design their own sets and stages for a specific production. They will take the skills learnt in term one and apply them directly when making decisions on design. Students will research the production in depth and reflect on previous designs and incarnations of the show. They will learn to draw up their own plans and will create 3D versions of their ideas. Students will also pitch their ideas to the class and face questions on the decisions they've made. After the pitching stage the sets will be built. Students will work in groups as they build one another's original sets. Once built they will reflect upon the effectiveness of the structure and will be invited to make any changes deemed to be needed. Students will keep a log of this whole process as reflection and improvement are key parts of this unit.

During this unit of work we expect that learners will respond to direction positively, seeking additional information where relevant, and striving to achieve the highest standards through absorbing feedback. Learners will adhere to schedules, working methodically through the process to support their development of skills and techniques by, for example: firstly, discussing intentions thoroughly, secondly, practising and refining skills and techniques, and finally, developing and refining design elements using extracts of repertoire. We also expect that learners will demonstrate a consistently mature and professional approach in workshops, showing initiative, teamwork and leadership skills. Learners will communicate their intentions successfully through confident development and application design and interpretative skills in their chosen performance strand and style.

In the third term students will learn about lighting. They will learn to use the scaffolding tower to access the lighting rig in the ceiling of the theatre. This unit provides learners with the skills necessary to provide lighting services that can enhance performances. The use of light can often enhance a production and contribute to the meaning and interpretation of a play or dance. This unit provides students with the necessary skills to identify, use and maintain a range of stage lighting equipment in The Windmill Theatre. It concentrates on equipment often referred to as 'generic' lighting. Such equipment typically consists of
fresnel, profile, PAR and flood types. Learners will also be introduced to lighting control and dimming equipment and on completion of the unit should be able to be an effective member of a stage team.

Working individually, as well as within small groups, is a feature of the unit. Learners will be able to produce and use basic scale drawings and documentation typical of work carried out in the industry. Students will make filmed presentations on the use of lighting equipment as well as explaining the different types of lanterns they are using. This will prepare them for the external exam they will take in Year 11. Towards the end of the term students will start to use all of the skills they have learnt to support the lower school musical production and some of the class will be used as the crew for each of the shows.

Stage Production - Year 11

In the first unit of Year 11 students will study the component 'Exploring the Performing Arts'. To develop as a designer students will need a broad understanding of performance work and influences. This component will help them to understand the requirements of being a designer across a range of performances and performance styles. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. They will broaden their knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give students an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. They will develop transferable skills, such as research and communication, which will support their progression to Level 2 or 3 vocational or academic qualifications.

Students will watch and study a number of different performances ranging in style from a National Theatre children's show to a West End musical to Danny Boyle's production of Frankenstein. It is important that students see a range of productions and we feel that these shows demonstrate the use of theatre design to the highest professional level. Students will research the actors, set designers, lighting designers and directors of each of these productions, developing and demonstrating a detailed understanding of each role and how they are intertwined. They will also experiment with staging elements of each production in The Windmill Theatre.

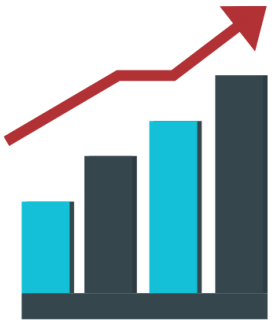
Students will be required to consider the creative stylistic qualities of each production such as treatment of theme, production elements, form, structure and narrative, the style and genre of the production, and the collaboration of practitioners and their influences from other practitioners.

In the second unit of Year 11 students will prepare for the external exam. This external component builds on knowledge, understanding and skills acquired and developed in Year 10 and the first part of Year 11. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Students will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report. Students will be given a brief and stimulus to create performance material as a designer. They will work in conjunction with a group of actors to respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

The BTEC Stage production students will lead their groups and will be the main instigators of ideas. From those ideas the actors will create the performance and the BTEC students will design a technical element around the piece such as lighting or staging. Students will learn to initiate imaginative and appropriate activity and respond fully to all of the requirements of the brief. Students will also be expected to take the initiative and support others in the group, consistently contributing valid ideas to discussions and practical exploration activities. They will aim to effectively and consistently apply appropriate skills and techniques for the style or genre of work.

This unit is taught at the end of the course as we feel the students will have acquired the skills and understanding to be able to work in a creative and non-directed way. They will understand the demands of working in a theatre and will bring these safe practices to bear. Having studied industry practitioners they will also have developed a firm understanding of their chosen design role.

Statistics



Statistics - Year 10

Autumn Term

Students are introduced to time series analysis to begin their Statistics GCSE. This draws on their experience from KS3 graphing, averages and extends students to spot more complex patterns. Our aim is to allow learners to engage with statistics in the real world; examples of stock markets and share prices are used to enforce the importance of statistics.

Following this, students will look at different types of data and will be required to engage with the vocabulary of statistics. This will underpin the entire course and will ensure students have a strong foundation to build upon. Students will need to consider different methods of sampling, and explore the advantages and disadvantages of each.

Higher attaining students will take their analysis of time series graphs further by finding the mean seasonal variation; this will enable them to extrapolate the data and make predictions for future years. Depth will be provided by looking at stratified sampling, control groups and techniques to estimate population sizes.

Spring Term

In the spring term students will build upon their knowledge by looking at representing, processing and analysing data. This connects with the statistics units presented in GCSE Mathematics, and introduces other techniques to provide a breadth of strategies when analysing data.

Students will finish the term by developing an understanding of central tendency. This will enable students to start drawing conclusions about the data they have collected and will introduce them to the idea of being able to make predictions about the outcomes of future events. Students will be challenged to calculate both geometric and weighted means in order to further analyse the data they are faced with.

Throughout this term, higher attaining students will look to question their findings by comparing one set of data with another and by looking at how to discover errors. They will also be challenged to transform one representation of data to another.

Summer Term

During the summer term students will encounter the formal idea of distributions for the first time. They will investigate an example of a continuous distribution before building an understanding of normal distribution and the conditions that make this type of distribution suitable. If students choose to study statistics beyond GCSE, this idea will become very important.

Students will then move on to looking at measures of dispersion in data. This builds upon their KS3 data work and acts as a platform to deepen their understanding. In addition to this they will be introduced to the idea of skew to describe the shape of data. Higher attaining students will be expected to take their learning further by formalising the identification of outliers and through calculations of skew.

Students will be challenged to extend their understanding through the application of their skills to quality assurance which further builds upon the importance of Statistics in the real world.

Statistics - Year 11

Autumn Term

In the first term of Year 11 students will look at how bivariate data correlates, first by inspection and then going on to use lines of best fit and two different correlation coefficients - Spearman's and Pearson's. A significant learning point will be to ensure that students understand that a correlation does not imply causation.

Following this, students will work on the idea of simple and theoretical probability; this will reinforce work covered in Year 10 in their GCSE Mathematics lessons on probability. Students will be looking at different structures to help calculate probability such as tree diagrams and Venn diagrams. Students will also learn how to calculate conditional probability both intuitively and using a formula.

Through the use of Pearson's product moment correlation coefficient, higher attaining students will be able to test for linear correlation as opposed to just any correlation. This helps students to analyse their data and understand how far data points lie from a regression line.

Spring Term

Students will start the spring term of Year 11 by encountering an example of a discrete distribution and by looking at how to calculate probabilities using a binomial distribution. They will also build an understanding of the conditions in which binomial distributions can be used as a suitable model.

Their journey through GCSE Statistics will finish by understanding that we live in an ever-changing world. They will look at the changes that occur within populations of countries as well as looking at the changes that occur within age, gender, ethnicity and geographic distribution. On top of this, students will be expected to challenge their understanding by considering that the same could be said of the financial world with average incomes, and cost of living fluctuating all the time.

Students will be expected to work with and use index numbers as well as rates of change formula to make sense of the changes happening around them.

Higher attaining students will be challenged to investigate our world further through the calculation of birth and death rates. On top of this, they will deepen their understanding of index numbers through the study of weighted index numbers and chain base index numbers.

Summer Term

This scheme of learning is designed to be complete by the end of the spring term so that our focus can turn to exam preparation and revision of key topics. Topics are identified on a class by class basis and through thorough analysis of previous assessments, (such as mocks) to identify strengths and weaknesses of both individuals and the class as a whole.

Model answers to past exam questions are developed and used to emphasise good exam technique, and opportunities to implement examiner mark schemes are incorporated. Students will be encouraged to work under a degree of time pressure and scrutiny to develop the necessary focus under pressure.

Walking/talking mocks will be offered to further hone exam technique. Mathematics Genie and Hegarty Mathematics, as well as a variety of free online resources and revision guides are available to facilitate individual revision. Time will be put aside to allow students themselves to suggest topics for further revision based on their self-analysis and individual efforts.

Textiles

This exciting course in textile design helps students develop their creativity and will equip students with the knowledge, understanding and practical skills to make beautiful textiles products and outcomes. Students explore a range of textile media, techniques and processes, including both traditional and new technologies.

The textiles course runs over two years and students will develop their skills in a variety of areas, including: being creative, using drawing in sketchbooks for different purposes and needs, investigating methods to colour, print, decorate and stitch textile products. They will work with a variety of textile methods such as free machine embroidery, applique, stencilling, fabric printing (lino printing, screen printing), tie-dye, batik, fabric construction, felting, embroidery, fabric manipulation/ upcycling and 'hot textiles'.

Textiles - Year 10

In Year 10 we use the theme of the 'sea and water' to learn and develop a lot of techniques, working with a variety of textile methods such as free machine embroidery, applique and reverse applique, slashing, stencilling, tie-dye, batik, felting, embroidery, use of heat press, fabric manipulation/upcycling and 'hot textiles'. This first project is fairly controlled to really ensure they have experiences in a big range of techniques and can work safely using the equipment. They also learn how to evaluate their work in detail using the what, why, how, quality and learning method. This will equip them in further projects (both in Year 10 and Year 11 to make informed and creative decisions that will be relevant to their own work).

They learn how to evaluate different artists' work and use the techniques, methods and thought behind the work as a spring board into producing their own work. There is a strong emphasis on using key words, both technical terms and descriptive writing to help develop their responses to others' work and their own, this also helps them to develop their practical work. They will be producing a final piece/outcome, where they select the techniques that suit their ideas. They will be able to plan their work and work independently creating a piece of work that is unique and showcases what they have learnt.

The second project we work on has the theme 'cultures' – looking and researching a chosen culture, we use this as inspiration to develop more practical techniques and fabric printing techniques including lino printing, screen printing, block printing, polystyrene printing. Also looking at repeat patterns and single motifs. This allows students to be aware of all the printing techniques, building up multiple colour layers, working into prints with different techniques for more detail and different effects. We complete primary research using photos, drawings and other media so they can combine what they have learnt about the cultures in their own way. They can then bring in previously learnt techniques alongside the printing techniques they have worked with to produce original ideas for a creative, individual panel (layering a number of techniques together to achieve a desired effect) . The final outcome of this project is created in the Year 10 exam – where they work for a day to create what they have planned. To help them they will have created ideas, trials and completed a time plan to help them finish in the restricted time allowed.

The last project in this year is based on fabric manipulation (knife pleats, darts, binding, gathering, Suffolk punches, use of elastics). They practice the skills and 'upcycle' a shirt using the manipulation skill learnt and can include previously learnt skills from the other projects.

All of the above gives an excellent grounding and a range of techniques that pupils will then bring into their own sustained project (a portfolio showing creative responses to an individually chosen theme - (from a given list). Their work includes primary research, drawing, artist investigations, trials, experiments and making creative textile products – this is 60% of the GCSE mark). We start the sustained project at the end of Year 10. Students choose the themes and time is needed to decide which theme students want to select. This project will culminate in the Year 11 mock. Homework will be in the form of a variety of tasks such as research, making samples and artwork, looking at textiles, artists and written evaluations.

By the end of Year 10 students will have a full sketch book that shows many different techniques learnt. They will be able to evaluate others' work (artists, cultures, designers) and show what they think of the different techniques used, elements shown (e.g. line, texture, colour, tone etc). They can form plans on how they will move forward and what trials they will try. They will be able to explain their own work and evaluate what they can move on with to make their own artwork.

Textiles - Year 11

Year 11 students need to be working creatively and independently, in a very organised way. They will be working on their own chosen theme and producing work unique and different from each other. They will need to be evaluating their work as they go using technical terms and descriptive language. They build on the techniques and experiences of Year 10.

In the first term students will be continuing working on their sustained project – they will have already chosen the theme from a list given to them in Year 10, completing some primary research and an artist research. They should be ready to start focusing on creative trials in artwork (drawing, collage etc.) and textiles (for example, machine embroidery, reverse applique) to help bring their thoughts and ideas to life. They can use any of the wide range of techniques learnt in Year 10 to work from and start to combine them (within their chosen theme) in original and thoughtful ways. They will bring influence from their studied artist first and introduce their primary research using the techniques that they deem appropriate and creative. This work helps them make decisions about the direction their work will take.

Students will choose a second artist who is related to their chosen theme, to evaluate and to help identify new methods and influences that could bring something more and new to their work. More trials and refining of their work will take place. They will then be developing their own personal response / connection as they go and ensure they are explaining this as they go. They will individually identify any more primary research or secondary research needed to further their work. Once satisfied with how their work is progressing they will plan and create a final piece of work. The Year 11 mock is used to give time to make a final outcome. This outcome will be designed by them and made by them - they will produce and prepare materials to be used, plan the making and ensure they are confident in their chosen techniques.

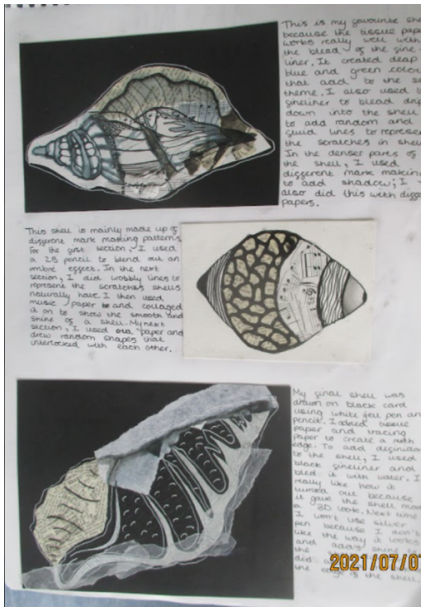
In early January the exam board will release the themes for their final exam piece (this will account for 40% of their final grade) they will spend time deciding on the most exciting and appropriate theme for them to follow. A brainstorm/mind map will be produced to help form a starting plan. They will think of (with guidance) which artists could be looked at, what the theme means to them, why have they chosen it (personal choice), what primary research they could do, which keywords spring to mind, how they can describe the theme with descriptive language and what possible techniques spring to mind. Primary research will be collected both in photographs and drawn work. Artist research is completed in depth and trials based on that artist will be undertaken (both in art work and textile work). The way this exam project is undertaken is very similar to the sustained project but they should have more confidence having worked this way before. They will complete more artist research and trials progressing their work to a point where a final outcome can be planned and made. The making will be their final exam. Two days are used for the exam and students need to be sure that they can complete all the work in this time, both preparative work and the final outcome.

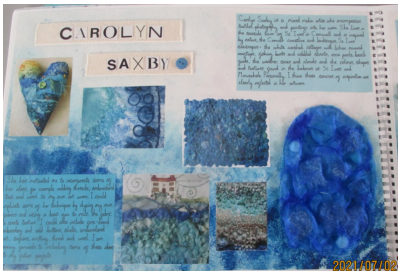
At the end of the academic year they will present the work so the moderator from the exam board will be able to assess their whole body of work they have produced.

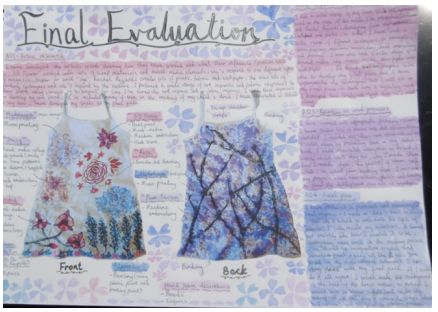
As mentioned before assessment is 60% on a portfolio of work (Year 10 and sustained project) and 40% the externally set exam, preparatory work and a 10 hour making exam.

Following on from Key Stage 4, there are excellent Art textile A level courses locally. There are many courses available at university and FE colleges that support opportunities in industry and commerce. Careers can range from textiles or fashion designers, trend forecaster, fashion merchandise, pattern maker or grader, fashion stylist, fashion editor, costume designer, interior designer and many more.

Examples of Year 10 and 11 work:







Additional enrichment GCSE options

Students can take in the following subjects as part of after school enrichment sessions.

Higher Project Qualification (HPQ)

The Higher Project qualification (HPQ) is an exciting qualification that we are running for the third time next year at Blatch. It is an opportunity for students to take an area of study that interests them, either linked to one of their current subjects or from an area of their own personal interest, and plan and deliver a project based on that topic area. Students will be taught a range of skills to aid their ability to deliver the project, for example, research and referencing skills, and will each have a supervisor to support them through the project.

As the focus of the HPQ is for students to be self-sufficient in terms of motivating themselves to work independently to plan and deliver the project and to complete their log book, recording their progress as they go along, the project will take place in homework club time. Students will be expected to meet deadlines and, whilst they will be supported to manage this, will need to demonstrate self-sufficiency in order to succeed well on the course.

In terms of the specific project that students may choose, this could be anything at all (so long as we agree it merits study), so students could write essays, creative writing, plan and run an event or create work that fits into any academic discipline of their choosing. The only restriction is that they cannot study something that is part of one of their other examined courses.

Students are marked, as well as on their outcome, on their ability to plan, manage and review their project, which will include a presentation at the end of the project and completing their log book in detail.

Our intention will be that students complete their HPQ in the summer term of Year 110, thereby freeing up year 11 to focus on their other subjects and their final exams, and enabling them to take an indication of their HPQ grade to their college interviews for Post 16 places.

The HPQ is the level 2 version of the Extended Project Qualification (EPQ) that many students applying to prestigious universities will take alongside three A levels at level 3. Some universities will now offer students lower grade offers based on their EPQ and for all university applications discussion of the EPQ is a useful part of the personal statement and any interviews students attend. Our vision is to support Blatch students through the HPQ process, so that they find the EPQ process at Post 16 level a logical and straightforward next step which has many benefits for them.

Further Maths GCSE

There is high demand from employers, colleges and universities for Maths qualifications. A vast number of careers require Mathematical qualifications, some examples include stock brokers, actuarial work, accountancy, financial and retail management, architecture and many more careers – many of which probably don't yet even exist!

The qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. It doesn't infringe upon AS level Maths but does help students prepare for the extra rigour required in further studies at Level 3, placing an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification which awards grades from 5 to 9 and is for learners who:

- are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics

You should choose this course if you like making sense of and enjoy subjects that have a clear relevance to the real-world and enjoy problem-solving and decision making. Due to the high demand we advise that you speak with your current Maths teacher or Mr Colwill, (Head of Maths) who will advise on whether this is the right course for you.