

ICKNIELD HIGH SCHOOL

'Raising the achievement of all'

YEAR 8 OPTIONS CHOICES 2020

NAME.....

TUTOR GROUP.....

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Subject choices 2020

Curriculum Principles

This booklet is designed to assist Year 8 students and their parents when making choices for their GCSE course beginning in September 2020.

Our curriculum is designed to support all young people to become:

- Successful learners - who enjoy learning, make progress and achieve.
- Confident individuals - who are able to live safe, healthy and fulfilling lives.
- Responsible citizens - who make a positive contribution to society.

We aim to provide programmes of learning that respond to students' individual needs and interests, whilst also preparing them for the next stage of their education and future career paths. We aim to provide a rounded education with a strong focus on literacy and numeracy. There are also many opportunities for educational visits and involvement in clubs, sporting events, field trips, master classes, competitions, fundraising events, theatre trips and music workshops that extend pupil personal development and cultural capital.

It can be difficult to choose the right courses for Years 9, 10 and 11. You are unlikely to know what you are going to do when you leave Icknield, and even if you do have a career in mind, your ideas might change over the next couple of years. Some of the jobs we are preparing you for may not even have been invented yet, and most people will have several careers during their working life. So that you do not accidentally make over-specialised choices which might limit your opportunities later, we insist that all students follow a broad and balanced curriculum.

English Baccalaureate (EBACC) Pathway

The **English Baccalaureate** is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The **English Baccalaureate** is comprised of the following subjects: English Language and Literature, Maths, Science, Geography or History, and a Language (as studied in Year 8).

English Baccalaureate Impact

- The English Baccalaureate is made up of the subjects which are considered essential to many degrees and open up lots of doors.
- Research shows that a student's socio-economic background impacts the subjects they choose at GCSE, and this determines their opportunities beyond school.
- A study by the UCL Institute of Education shows that studying subjects included in the English Baccalaureate provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Similarly, Sutton Trust research reveals that studying the English Baccalaureate can help improve a young person's performance in English and Maths.
- The government's ambition is to see 75% of pupils studying the English Baccalaureate subject combination at GCSE by 2022, and 90% by 2025.

We recognise that each student has different educational needs and so we offer a guided choice of different pathways which provide breadth and balance while seeking to meet each student's learning needs. **The individualised option choices form takes these needs into account and choices must be made in line with the instructions on this form.**

Every effort will be made to fit you into the courses of your choice, but if some are over popular or others receive too little support to be justified, then you may be asked to choose an alternative subject.

Both you and your parents will have ample opportunity to consult with members of staff before finalising your choices by attending the Year 8 Parents' evening and Year 8 Options Fair where you can talk to your pastoral leader, form tutor, subject teachers and senior staff. As a first step you should read the outline of each course which is presented in this booklet.

In coming to your conclusions you will also find it useful to consider the following points:

1. The recommended pathway that has been suggested for you.
2. Don't think about subjects along the lines: "Those are for boys" or "Those are for girls". All subjects are open to boys and girls alike.
3. Don't choose subjects based on what your friends are doing.
4. Think about how you feel about the subject and not how you feel about the teacher.

People who should be able to help you with your choices

1. Parents - for guidance and background support for your future.
2. Teachers - subject teachers will discuss your future prospects in their subject.
3. Form tutor - to discuss your strengths and weaknesses in the light of your achievements so far and interests.
4. Careers adviser – discuss future pathways.
5. Pastoral leader and support officer – Mr Hince and Ms Illes.
6. Deputy Headteacher- to co-ordinate your options and give you any further advice or directions. If after taking advice from other people you still cannot reach a decision about how to fill in the form please see Mr K Ahmed.

Timeline for subject choices

1. Monday 24th February - Options assembly.
2. Wednesday 26th February – Year 8 parent consultation evening.
3. Tuesday 3rd March - Year 8 Options Fair.
4. Wednesday 4th March – Options online email sent to students' school email address.
5. Friday 13th March - Deadline to submit options.
6. Friday 20th March – Deadline for parental form return.

If you return your form late you will not get places on any courses which are over-subscribed.

ENGLISH LANGUAGE & LITERATURE

The overarching aim for English is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:

- read easily, fluently, and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Exam Board	AQA		
Qualification type	GCSE English Literature 9-1 & GCSE English Language 9-1		
Assessment	English Language & Literature – 2 written papers each		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	Gothic text <ul style="list-style-type: none"> • A Christmas Carol. • Dr Jekyll and Mr Hyde. Poetry 1 <ul style="list-style-type: none"> • Sonnet 29. • Loves Philosophy. Or <ul style="list-style-type: none"> • Ozymandias. • Storm on the Island. Poetry 2 <ul style="list-style-type: none"> • The Farmers Bride. • When We Two Parted. Or <ul style="list-style-type: none"> • Exposure. • London. 	The Modern Text <ul style="list-style-type: none"> • An Inspector Calls. Poetry 3: <ul style="list-style-type: none"> • Winter Swan. • Singh Song. • Bayonet Charge. • Charge of the Light Brigade. Poetry 4 <ul style="list-style-type: none"> • Follower. • Mother, Any distance. Or <ul style="list-style-type: none"> • Tissue. • Kamikaze. 	English Language Paper 1: <ul style="list-style-type: none"> • Explorations in Creative Reading and Writing - Questions 1 – 4. • English Language Paper 1 – Section B Creative Writing. Poetry 5: <ul style="list-style-type: none"> • When We Two Parted. • Walking Away. Or <ul style="list-style-type: none"> • War Photographer. • Poppies.
Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	The Shakespearean Text: <ul style="list-style-type: none"> • Macbeth. • Romeo and Juliet. • Much Ado About Nothing. 	Revision of English Literature paper 1: <ul style="list-style-type: none"> • Shakespeare and the 19th Century novel. English Literature Paper 2	English Language Paper 2: <ul style="list-style-type: none"> • Viewpoints and Perspectives. Section A <ul style="list-style-type: none"> • Questions 1 – 4.

	<div> <div> Poetry <ul style="list-style-type: none"> • Porphyrias Lover. • Neutral Tones. Or <ul style="list-style-type: none"> • Remains. • Emigree. </div> <div> The Shakespearean Text (Continued) <ul style="list-style-type: none"> • Macbeth. • Romeo and Juliet. • Much Ado About Nothing. </div> <div> Poetry: <ul style="list-style-type: none"> • Eden Rock. • Winter Swan. Or <ul style="list-style-type: none"> • Checking Out Me History. • My Last Duchess. </div> </div> <div> <ul style="list-style-type: none"> • Modern Text. • Poetry. • Unseen Poetry. </div> <div> <ul style="list-style-type: none"> • Speaking and Listening - Presentation/ audio-visual recording. </div>		
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<ul style="list-style-type: none"> • Section B – Writing English Language paper 2 - writing persuasively. • English Language papers 1 & 2. 	<ul style="list-style-type: none"> • English Literature papers 1 & 2. • Final Preparation for All 4 papers. 	GCSE examinations.
Useful websites	https://www.doddlelearn.co.uk/ https://www.gcsepod.com/		
Recommended revision guide	CGP Text Guides for the Literature texts CGP AQA English Language for Grade 9-1 Course		

MATHEMATICS

Mathematics contributes to the school curriculum by developing students' abilities to solve problems, to calculate, to reason logically, algebraically, and geometrically and to make sense of data. Mathematics is important for students in many other areas of study, particularly Science and Technology. It is also important in everyday life, in many forms of employment, and in decision-making.

As a subject in its own right, Mathematics presents frequent opportunities for creativity. It can stimulate moments of pleasure and wonder; especially when problems are solved or when more elegant solutions to problems are discovered. Mathematics is one means of making knowledge useful. We want all our students to become fluent in the fundamentals of mathematics, to be able to reason mathematically and to solve problems by applying their mathematical understanding to a variety of problems.

Exam Board	Edexcel		
Qualification type	GCSE 9-1		
Assessment	The exam is linear and has three papers (two calculator papers and one non- calculator paper). Each paper will be 1 hr 30 minutes long and consists of 80 marks each.		
Year 9 - Foundation			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	Topic: Number <ul style="list-style-type: none"> Integers and Place Values. Decimals. Indices, powers and roots. Factors, multiples and primes. Fractions. Percentages. 	Topic: Algebra <ul style="list-style-type: none"> Algebra basics. Expand and factorise single brackets. Expressions and substitution into formulae. Formula and Equations. Inequalities. Sequences. 	Topic: Data & Shapes <ul style="list-style-type: none"> Sorting Data. Averages. Charts and Graphs. Perimeter and Area. 3d shapes and volumes. Angles.
Year 9 - Higher			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	Topic: Number <ul style="list-style-type: none"> Basic Number. Fractions & Percentages. Powers & Standard Form. Ratio & Proportion. Fractions, Recurring & Terminating Decimals. 	Topic: Algebra <ul style="list-style-type: none"> Algebraic Manipulation. Sequences Linear Equations & Inequalities. Linear Graphs & Inequalities. Quadratic Equations. 	Topic: Data & Shapes: <ul style="list-style-type: none"> Statistical Diagrams & Averages. Exploring & Applying Probability. Transformations, Constructions, & Loci. Length, Area & Volume. Pythagoras' Theorem.
Year 10 - Foundation			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	Topic: Number <ul style="list-style-type: none"> Ratios. Proportion. Standard Form. Percentages. 	Topic: Algebra <ul style="list-style-type: none"> Real life graphs. Linear Graphs. Simultaneous equations. Quadratic equations 	Topic: Data & Shapes <ul style="list-style-type: none"> Transformations. Circles and 3D shapes. Plans and elevations and constructions.

	<ul style="list-style-type: none"> Units. 	<ul style="list-style-type: none"> Expanding and factorising. Quadratic graphs. Pythagoras. Trigonometry. Vector Algebra. 	<ul style="list-style-type: none"> Bearings. Congruent triangles. Similar triangles. Probability 1. Sample Space. Venn Diagrams. Probability Trees.
Year 10 – Higher	<p>Year 10 Autumn</p> <ul style="list-style-type: none"> Topic: Number & Shapes Surds, Negative & Fractional Indices. Trigonometric Ratios. Limits of Accuracy. Variation. Similarity. 	<p>Year 10 Spring</p> <ul style="list-style-type: none"> Topic: Algebra Quadratic Equations & Inequalities. Graphs. Transformations of Graphs. 	<p>Year 10 Summer</p> <ul style="list-style-type: none"> Topic: Data & Shapes: Sampling & Advanced Statistical Diagrams. Combined Events (Probability). Circle Theorems. Trigonometric Rules.
Year 11 – Foundation	<p>Year 11 Autumn</p> <ul style="list-style-type: none"> Expanding brackets. Factoring into brackets. Substitution. Solving equations. Linear and quadratic graphs. Inequalities. Speed, Distance and Time graphs. Fractions. HCF & LCM. Standard Form. Rules of Indices. Percentages. Ratios. Proportions. 	<p>Year 11 Spring</p> <ul style="list-style-type: none"> Statistical diagrams. Two way tables. Averages. Angles. Area of shapes. Pythagoras. Trigonometry. Graph transformations. Area of 2D and 3D shapes. Alternate and corresponding angles. Bearings. Constructions. Loci. Surface and volumes. Scale factors. 	<p>Year 11 Summer</p> <p>Revision for GCSE Exams.</p>
Year 11 – Higher	<p>Year 11 Autumn</p> <p>Topic: Algebra & Shapes</p> <ul style="list-style-type: none"> Algebraic Fractions. Functions. Vectors. 	<p>Year 11 Spring</p> <ul style="list-style-type: none"> Quadratic simultaneous equations. Equations of tangent. Area under the graph. Inverse proportion worded problems. 	<p>Year 11 Summer</p> <p>Revision for GCSE Exams.</p>
Useful websites	www.corbettmaths.com www.mathsgenie.co.uk https://hegartymaths.com/		
Recommended revision guide	The Grade 9-1 GCSE Maths Range - CGP Books Revise Edexcel GCSE (9-1) Mathematics Higher/Foundation Revision Guide		

SCIENCE

You will begin studying GCSE Combined Science in Year 9. You will study essential aspects of the knowledge, methods, processes and uses of science and will learn about the key ideas which are fundamental to the understanding of science. You will study a mixture of biology, chemistry and physics topics during the GCSE science course. Throughout the course you will also continue to develop the skills needed to collect and interpret scientific data. You will make observations and predictions and develop problem solving skills through completion of Core Practicals. There will be questions in the final exams which test your knowledge and understanding of these Core Practicals. You will also develop and practice the maths skills needed for science GCSE and these will be tested in the final examinations.

At the end of Year 10 if you show the potential to achieve the highest grades in science at GCSE you will be given the opportunity to study Triple Science (separate GCSEs in Biology, Chemistry and Physics) in Year 11. This is a demanding course and is specifically aimed at students with an aptitude for science. Once selected you will need to maintain high grades throughout Year 11 in order to continue to study Triple Science.

Exam Board	Edexcel								
Qualification type	GCSE 9-1								
Assessment	All science GCSEs are linear qualifications with 100% external assessment. Combined science examination have a duration of 1 hour and 10 minutes and each paper is worth 60 marks. Triple science examinations have a duration of 1 hour and 45 minutes and each paper is worth 100 marks.								
Year 9	<table><tr><th>Year 9 Autumn</th><th>Year 9 Spring</th><th>Year 9 Summer</th></tr><tr><td>B1 Key concepts in biology:<ul style="list-style-type: none">Microscopes / cells / enzymes / transporting substances.Core practical – using microscopes.Core practical – pH and enzymes.Core practical – osmosis in potato slices.C1, C2 Key concepts in chemistry:<ul style="list-style-type: none">States of matterSeparating and purifying substances.C2, C3 Key concepts in chemistry:<ul style="list-style-type: none">Separating and purifying substances.ContinuedAtomic structure.Core practical – investigating inks.</td><td>B5: Health, Disease and the development of medicines. C4: The periodic table. C5: Ionic bonding. C13: Groups of the periodic table. P4: Waves. Core practical – investigating waves. P5: Light and the EM Spectrum. Core practical – investigating refraction.</td><td>P6: Radioactivity. B9: Ecosystems and material cycles</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	B1 Key concepts in biology: <ul style="list-style-type: none">Microscopes / cells / enzymes / transporting substances.Core practical – using microscopes.Core practical – pH and enzymes.Core practical – osmosis in potato slices. C1, C2 Key concepts in chemistry: <ul style="list-style-type: none">States of matterSeparating and purifying substances. C2, C3 Key concepts in chemistry: <ul style="list-style-type: none">Separating and purifying substances.ContinuedAtomic structure.Core practical – investigating inks.	B5: Health, Disease and the development of medicines. C4: The periodic table. C5: Ionic bonding. C13: Groups of the periodic table. P4: Waves. Core practical – investigating waves. P5: Light and the EM Spectrum. Core practical – investigating refraction.	P6: Radioactivity. B9: Ecosystems and material cycles
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Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	C6: Covalent bonding. C7: Types of substance. B2: Cells and control. B3: Genetics. C8: Acids and alkalis <ul style="list-style-type: none">Core practical – preparing copper sulphate.Core practical – investigating neutralisation. P1: Motion. P7: Forces and doing work. P8: Forces and their effects.	B4: Natural selection and genetic modification. C14: Rates of reaction. Core practical – investigating reaction times. C15: Heat energy changes in reactions. P2: Forces and motion. Core Practical – investigating acceleration	B7: Animal co-ordination and homeostasis. C16: Fuels. C17: Earth and atmospheric science. B6: Plant structures and their functions Core practical – light intensity and photosynthesis
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	P9: Electricity and Circuits. Core practical – investigating resistance. P10: Magnetism and the motor effect. P11: Electromagnetic induction. B8: Exchange and transport in animals. Core practical – respiration rates. C9: Calculations involving masses. C10: Electrolytic processes. Core practical – electrolysis of copper sulphate solution. C11: Obtaining and using metals. C12: Reversible reactions and equilibria.	P12: Particle model. Core practical – investigating densities. Core practical – investigating water. P13: Forces and matter. Core practical – investigating springs. Revision: Core practicals. Interpretation of data. Key concepts in biology. Key concepts in chemistry.	GCSE examinations.
Useful websites	qualifications.pearson.com www.educake.co.uk activeteachonline.com		
Recommended revision guide	Pearson/Edexcel Combined Science GCSE Revision Guide Pearson/Edexcel Biology/Chemistry/Physics GCSE Revision Guides CGP Combined Science GCSE Revision Guide		

ETHICS AND PHILOSOPHY

The Ethics and Philosophy department wants all students to be tolerant and respectful of other people's beliefs, cultures, and opinions both in school and within the wider community.

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for young people in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping, and contribute to an informed debate.

The course is split into two exam papers:

- 1) Islam: (Muslim Beliefs, Living the Muslim Life, Crime and Punishment, and Peace and Conflict)
- 2) Christianity: (Christian Beliefs, Living the Christian Life, Marriage and the Family, and Matters of Life and death)

The first two units of each course looks at the beliefs, teachings, and practices of both Christianity and Islam. This includes studying the teachings of Jesus Christ and Prophet Mohammad as well as their importance in modern society. Students explore what 'Belief in Action' looks like and learn about the many organisations that puts their beliefs into action; such as Muslim Relief, Mosaic, and Christian Aid.

The second two units of each course includes the study of relationships and families, crime and punishment, matters of life and human rights and the justice system. The issues covered in these topics include euthanasia, the death penalty, abortion, IVF, the just war theory, the justice system, and weapons of mass destruction.

This exciting course allows students to explore theological, philosophical, and ethical theories, as well as understanding the values of the Humanist association.

Post 16, this course will help your child to pursue a career or further study in education, medicine, law, or business as well as preparing you to work in a multicultural society.

Exam Board	Edexcel		
Qualification type	GCSE 9-1		
Assessment	Both units are assessed by an external exam at the end of Year 11 Paper 1: Religion and Ethics, Christianity Paper 2: Religion, Peace and Conflict, Islam		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	<ul style="list-style-type: none"> Muslim Beliefs. Living the Muslim Life. 	<ul style="list-style-type: none"> Living the Muslim Life. Crime and Punishment. 	<ul style="list-style-type: none"> Crime and Punishment. Peace and Conflict.

Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<ul style="list-style-type: none"> • Christian Beliefs. • Living the Christian Life. 	<ul style="list-style-type: none"> • Living the Christian Life. • Marriage and the Family. 	<ul style="list-style-type: none"> • Marriage and the Family. • Matters of Life and Death.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<ul style="list-style-type: none"> • Muslim Beliefs. • Living the Muslim Life. 	<ul style="list-style-type: none"> • Crime and Punishment. • Peace and Conflict. • Christian Beliefs. • Living the Christian Life. 	GCSE Examinations.
Useful websites	www.studywise.co.uk www.getrevising.co.uk		
Recommended revision guide	Revise Edexcel GCSE (9-1) – Religious Studies B, Christianity & Islam Revision Guide Revise Edexcel GCSE (9-1) – Religious Studies B, Christianity & Islam Workbook www.request.org.uk www.bbc.com/bitesize		

PSHE

PSHE equips young people with knowledge, understanding, attitudes, and practical skills to live healthy, safe, productive, fulfilled, capable, and responsible lives. PSHE also encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in managing their finances effectively. It enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex, and sometimes conflicting, range of values and attitudes they will encounter now and in the future.

KS4			
	Autumn	Spring	Summer
	<p>Mental Well-Being 1</p> <ul style="list-style-type: none"> Recognise common anxieties faced by teenage students at home and at school. Understand that we all have mental Health & that there are many factors impacting it. To recognise when mental health is negatively impacting others and know where to go to support them. Know who their 'Support network' are Sleep. Importance of sleep on brain function. Impacts of lifestyle choices on sleep. Strategies to overcome sleep issues. <p>Citizenship</p> <ul style="list-style-type: none"> To understand the difference between political and economic refugees, asylum seekers and migrants Time To Flee Activity – with personal story To look at the concepts of ethnicity, stereotyping, racism, discrimination and prejudice. Economic Well-Being. Concept of Risky behaviour and scale of Risk. Identify risks of gambling. Understand how gaming and buying 'skins' constitutes gambling. 	<p>Mental Well-Being 2</p> <ul style="list-style-type: none"> Introduce 5 Ways to Mental Well-Being: Give; Keep Learning; Take Notice; Connect; Keep Active. Meditation. Relationships & Sexual Health Education. Describe healthy relationships. Recognising relationship pathways. Relationship Timeline Game. Healthy vs Unhealthy relationships. To increase empathy for LGBT young people. Learn term Gender Dysphoria. Challenge stereotyping. Provide advice & external support agencies. <p>Personal Safety 2a</p> <ul style="list-style-type: none"> Explain terms: Child Sexual Exploitation & Grooming. Know 4 stages of grooming. Know signs in others and where to get help: Child line. Online grooming: Watch Murder Games The Life 	<p>Personal safety</p> <ul style="list-style-type: none"> Watch Over Me 3. Arranged marriages; Drugs teenage issues. Gangs. Knife Crime. Prison. <p>Politics</p> <ul style="list-style-type: none"> Introduction to Parliament, Democracy and Main parties. Understanding local representative. <p>Careers & Finance</p> <ul style="list-style-type: none"> Apprenticeships. Living costs.

	<ul style="list-style-type: none"> • Gambling addict spend \$1m on lottery tickets. • Economic Awareness game. <p>Personal safety</p> <ul style="list-style-type: none"> • Differentiate between idealised and real lives. • Roles of social media and common misconceptions. • Self-Esteem. • Sexting. • 1978 Protection of Children Act. • Moral Compass and 'Bait Out' accounts. <p>Animal Welfare</p> <ul style="list-style-type: none"> • Understand rights and welfare of animals. • Discuss how human development and greed impacts the lives of animals. • Shark Finning; Whaling; Ivory Trade; Bull Fighting; Dancing Monkeys; Zoos & Tigers; Animal Testing; Mountain Gorillas & Civil War; Dolphins; Exotic Animal Trade. • Supportive charities especially WWF. 	& Death of Breck Bedner.	
Useful websites	www.youthaccess.org.uk www.studentsagainstd Depression.org www.mind.org.uk www.parliament.uk/education england.shelter.org.uk www.wwf.org.uk www.gov.uk/government/organisations/environment-agency www.childnet.com www.nhs.uk/live-well/sexual-health/15-things-young-people-should-know-about-sex www.brook.org.uk www.lutonsexualhealth.org.uk		

CORE PHYSICAL EDUCATION

At Key Stage 4, students still have 2 hours of compulsory Core PE each week. Students will remain in their KS3 sets for one lesson and follow a planned curriculum and in their other lessons are given the responsibility to choose the sports and activities which they would prefer to take part in from a number of options, throughout the year. Everyone will be able to participate in a selection of fitness activities, athletics, major and minor games drawn from football, rugby, trampolining, cricket, hockey, netball, basketball, rounders, tennis, badminton, table tennis, and volleyball. Groups can be mixed or single sex, with the emphasis of these lessons being on ensuring students are motivated, engaged, and active.

QUALIFICATIONS IN PHYSICAL EDUCATION

OCR CAMBRIDGE NATIONALS

- **OPTION 1 - SPORTS STUDIES**
- **OPTION 2 - SPORTS SCIENCE**

See Page 40 - 41 for further information.

ART AND DESIGN

Art & Design GCSE is an exciting course that gives you experience of a broad range of media and techniques. You will have the opportunity to choose your own project ideas and work in the style you enjoy most.

In Art and Design you will explore a range of processes including painting, ink work, digital photography, drawing, collage, print making, installation art, and sculpture. Later in the course, you will have the opportunity to choose the media you work with - students have worked on canvas, car doors, books, walls, and have made films. Exploring the inspiring work of other artists, craftspeople, and designers will help you to make exciting projects and ideas.

You will develop a range of Art and Design skills, new group work techniques, and an independence that will help you in a range of professions including: Architecture, Animation, Photography, Interior design, Engineering, Web Design, Art, Game Design, Film and Set Design, Special Effects, Art Therapy, Make-up Artist, Fashion Design, and Illustration.

Exam Board	AQA		
Qualification type	GCSE 9-1		
Assessment	<p>Component 1 - Portfolio - 60% Students will create a Portfolio of their best work made throughout Years 9, 10 and 11. This will include a 'sustained project' showing a journey of ideas and a selection of further work done during the course.</p> <p>Component 2 - Externally Set Assignment – 40% Choosing from a range of themes, you will develop a personal project in the media of your choice. You will then prepare for a 10 hour externally set assignment that showcases your best ideas.</p>		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	<p>Fantastic and Strange</p> <ul style="list-style-type: none"> Using guidelines to draw out compositions. Tonal shading. Texture. Abstract painting (Ink). Annotation. <p>Fantastic and Strange</p> <ul style="list-style-type: none"> Photo-shoot setup and success. Researching artists. Showing inspiration from artists and designers. Making an artist inspiration page. Annotation artist pages. 	<p>Fantastic and Strange</p> <ul style="list-style-type: none"> Designing a personal outcome. Making a relevant outcome. Strategies for working independently. <p>Identity</p> <ul style="list-style-type: none"> Keeping a sketchbook. Use of words to convey a message. Understand how colour can be used to convey emotion or feeling. How artists combine image and words. Ways of representing identity. 	<p>Identity</p> <ul style="list-style-type: none"> Creating a meaningful photomontage. Drawing from observation – nature. Abstract mark making. Making an artist inspiration page. Annotation artist pages. <p>Identity</p> <ul style="list-style-type: none"> Portrait proportions. Developing self-portrait using images created earlier in project.

Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<p>Issues – Protest</p> <ul style="list-style-type: none"> • Creating a high quality artist page (Banksy). <p>Issues – Protest</p> <ul style="list-style-type: none"> • Creating a high quality artist page (LEK + SOWAT) • Researching the background of a personal project. • Photoshoot setup and success. • Photographing people • Working into photos using mixed media. • Drawing from photos and drawing portraits. 	<p>Issues – independent project development.</p> <ul style="list-style-type: none"> • Blending using acrylic paints. • Mixing acrylic paints. • Colour mixing. • Responding to a starting point. • Strategies for designing a personal project. • Researching issues and ideas. • Organising visual information. • Purposeful composition development.. • Independently creating an Artist or designer. inspiration page. • Designing a personal outcome. • Experimenting with and refining use of a range of media. 	<p>Issues –Outcome design.</p> <ul style="list-style-type: none"> • Creating a personal outcome. • Selecting most appropriate media relevant to intentions. <p>Issues presenting a sustained project</p> <ul style="list-style-type: none"> • Presenting a sustained project for submission. • Creating a coherent project journey using annotation and presentation style. • Personal outcome – developing and taking your outcome to the next level.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<p>Trial Exam</p> <ul style="list-style-type: none"> • Responding to an exam based starting point. • Choosing an appropriate starting point. • Independently researching and responding artist and designers work. • Applying of media to independent project. • Working to short deadlines. • Quick drawings. 	<p>GCSE Exam paper</p> <ul style="list-style-type: none"> • Responding to an exam based starting point. • Choosing an appropriate starting point. • Independently researching and responding artist and designers work. • Applying of media to independent project. • Working to short deadlines. • Quick drawings. 	<ul style="list-style-type: none"> • GCSE Examinations.
Useful websites & resources	<p>Y9 Fantastic and Strange - https://www.tate.org.uk/art/teaching-resource/animals-art</p> <p>Pinterest project boards - www.pinterest.com/icknielart</p> <p>Tate Gallery artist information - www.tate.org.uk/art</p> <p>AQA Art and Design Specification and assessment information - www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>The Guardian: Art and Design News - www.theguardian.com/artanddesign/art</p>		
Recommended revision guide	<p>Tate Gallery exam project help - www.tate.org.uk/art/student-resource</p> <p>Bitesize - www.bbc.com/bitesize/subjects/z6hs34j</p>		

GRAPHICS COMMUNICATION

GCSE in Graphic Communication is an exciting course that gives you experience of a broad range of media and techniques. You will have the opportunity to choose your own project ideas and work in the style you enjoy most.

In Graphic Communication you will explore a range of processes including ink work, digital photography, drawing, collage, print making, Photoshop and Illustrator. Later in the course, you will have the opportunity to choose the media you work with, inspired by exploring the work of other designers and craftspeople, develop ideas and create a final piece independently.

You will develop a range of design, layout and presentation skills and techniques that will help you in a range of professions including: Architecture, Animation, Photography, Interior design, Engineering, Web Design, Art, Game Design, Film and Set Design, Special Effects, Art Therapy, Make-up Artist, Fashion Design, and Illustration.

Exam Board	AQA		
Qualification type	GCSE 9-1		
Assessment	<p>Component 1: Portfolio - 60% Students will create a Portfolio of their best work made throughout Years 9, 10 and 11. This will include a 'sustained project' showing a journey of ideas and a selection of further work done during the course. In the first year of the course, you will be encouraged to experiment with new techniques and then in year 10 you will learn how to work more independently, choosing your own themes and media to work with.</p> <p>Component 2 – Externally Set Assignment – 40% Choosing from a range of themes, you will develop a personal project in the media of your choice. You will then prepare for a 10 hour externally set assignment that showcases your best ideas and techniques.</p>		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	Tropical Jungle Tropical Foliage Animal faces <ul style="list-style-type: none"> • Drawing. • Mark-making. • Collage. • Typography. • Page layout. Tropical Jungle Production of 'The Jungle Book' Cover. <ul style="list-style-type: none"> • Research. • Composition. • Drawing. • Photoshop-manipulation. 	Tropical Jungle <ul style="list-style-type: none"> • Further research • Amber Davenport • Henri Rousseau • Development of animal sketches with 'characterful' style. Tropical Jungle Second Final Piece <ul style="list-style-type: none"> • Large scale mixed media composition & adaptation postcards or stamps. 	Independent mini project- 'Destruction of the rainforest'. <ul style="list-style-type: none"> • Research into campaign posters WWF & Greenpeace. • Selection of campaign topic. • Exploration of key visual elements. • Experiment with composition. • Explore different media. • Production of final piece.

Year 10			
	<p>Year 10 Autumn</p> <p>ID MAGAZINE - Sustained project.</p> <ul style="list-style-type: none"> ID + general Magazine research . David Bailey Photography – Research and own photos in the style of Craig & Karl study. Portrait drawing in style of C&K. Ana Strumpf and Hattie Stewart research – develop portrait with the artists style. Pop art – making links between the contemporary artists and the original design styles. Neville Brody study. Words to describe ‘self’ typography page. Add words in NB style over portrait. Create final design piece – with portrait. Lettering influenced by Neville Brody. To re-develop ID logo. To create a tonal image. 	<p>Year 10 Spring</p> <p>Album Covers</p> <ul style="list-style-type: none"> Sustained project. General Research of Album covers – past and present – look at the use of typography in design (Albums/Posters...). Bauhaus and Russian constructivism – shape, space, line – contemporary interpretations e.g. Memphis style. <p>Album Covers Sustained project.</p> <ul style="list-style-type: none"> Investigate the use of typography in Album covers. Explore different typographic effects. Selection of music artist and track. Combine shapes, colour and typography together to create your unique album cover design. 	<p>Year 10 Summer</p> <p>Logo Design and Branding</p> <ul style="list-style-type: none"> Research and inspiration -Brands and logos over time. Influences and trends. Research and explore the visual qualities of patterns from different cultures. Experiment with shape, colour and pattern. <p>Logo Design and Branding</p> <ul style="list-style-type: none"> Combine different cultural styles. Experiment with typography. Develop compositional ideas. Explore media. A Logo design for the brand ‘Tribes’ including a pattern design adapted and applied to adorn products of the brand.
Year 11			
	<p>Year 11 Autumn</p> <p>YR11 Mock exam.</p> <ul style="list-style-type: none"> Artists and designer work and studies. Research and drawing. Media use and designing. Final design, planning annotations. 	<p>Year 11 Spring</p> <p>GCSE EXAM.</p> <ul style="list-style-type: none"> Artists and designer work and studies. Research and drawing, scale, composition and scale. Media use and designing. Final design, planning annotations. 	<p>Year 11 Summer</p> <p>GCSE Examinations.</p>
Useful websites & resources	<p>Pinterest project boards</p> <p>Tate Gallery artist information - www.tate.org.uk/art</p> <p>AQA Art and Design Specification and assessment information - www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>The Guardian: Art and Design News - www.theguardian.com/artanddesign/art</p>		
Recommended revision guide	<p>Tate Gallery exam project help - www.tate.org.uk/art/student-resource</p> <p>Bitesize - www.bbc.com/bitesize/subjects/z6hs34j</p>		

FILM

This is a practical course with the focus being on film making.

GCSE Film (AQA GCSE Photography) is run purely using the medium of the moving image – film. This course will equip students with the skills of the 3 stages of Film production.

1. PRE-PRODUCTION – Concept and ideas, story synopsis, storyboards.
2. PRODUCTION – Filming – camera equipment (camcorders/tripod).
3. POST PRODUCTION – Editing – software, sound, music, effects.

Over the course of 3 years, Students will watch a number of film texts with the aim of learning the language of film – its codes and conventions. This knowledge will then be used to guide and inspire their own productions. Working in groups of approximately 4, students will be given a starting point for each project and working as a team they will complete PRE-PRODUCTION and PRODUCTION. POST PRODUCTION will be done individually – each student will produce their own final edit of the film.

Key Stage 4 Overview

Exam Board	AQA								
Qualification type	GCSE 9-1								
Assessment	<p>Component 1: Portfolio - 60%</p> <p>Students will submit a Portfolio of their best film work made throughout Years 9, 10 and 11. This will include a ‘sustained project’ – a film on a larger scale in terms of storyline and length. In the first year of the course, you will learn the language of film and develop skills in filming and editing. In years 10 and 11 you will produce larger and more complex productions building on the skills learnt in Year 9.</p> <p>Component 2 – Externally Set Assignment – 40%</p> <p>Choosing from a range of themes, you and your film group will plan, storyboard and film an idea. The 10 hour controlled assessment will be the individual editing of the footage.</p>								
Year 9	<table><tr><th>Year 9 Autumn</th><th>Year 9 Spring</th><th>Year 9 Summer</th></tr><tr><td><p>THE MEETING</p><ul style="list-style-type: none">Intro to production and post-production.Use of camcorder and tripod. How to read a storyboard.Introduction into the editing software Corel Video Studio Pro.<p>ISSUES</p><ul style="list-style-type: none">First full piece of coursework looking at teen issues and morals within film. Pre-production storyboarding. Use of the rail for camera movement.</td><td><p>ISSUES continued and completed.</p><p>FABLE</p><ul style="list-style-type: none">Films with a message/moral. Investigation into films that have been re-interpreted from successful novels and comics.Inspiration from Aesop’s Fables.</td><td><p>FABLE continued and completed.</p><p>Prequel to the IF ONLY project.</p><ul style="list-style-type: none">Super heroes and Origin stories.Production of a short film involving the in-camera special effect of teleportation.</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	<p>THE MEETING</p> <ul style="list-style-type: none">Intro to production and post-production.Use of camcorder and tripod. How to read a storyboard.Introduction into the editing software Corel Video Studio Pro. <p>ISSUES</p> <ul style="list-style-type: none">First full piece of coursework looking at teen issues and morals within film. Pre-production storyboarding. Use of the rail for camera movement.	<p>ISSUES continued and completed.</p> <p>FABLE</p> <ul style="list-style-type: none">Films with a message/moral. Investigation into films that have been re-interpreted from successful novels and comics.Inspiration from Aesop’s Fables.	<p>FABLE continued and completed.</p> <p>Prequel to the IF ONLY project.</p> <ul style="list-style-type: none">Super heroes and Origin stories.Production of a short film involving the in-camera special effect of teleportation.
Year 9 Autumn	Year 9 Spring	Year 9 Summer							
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Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<p>IF ONLY.</p> <ul style="list-style-type: none"> Look at the concept of teleportation and control of time within film. In camera special effects and editing. 	<p>IF ONLY continued and completed.</p> <p>CAMPAIGN.</p> <ul style="list-style-type: none"> Second investigation (revisited from ISSUES) into films with a Message and moral. Target audience – teenagers. Films that inform personal safety. 	<p>CAMPAIGN continue and complete.</p> <ul style="list-style-type: none"> MUSIC VIDEO. Look at narrative in this genre. Looking at interpretation of song Lyrics.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<p>PASSAGE OF TIME Mock Exam.</p> <ul style="list-style-type: none"> Concept of time within the film genres. Use of in camera techniques and post production techniques. <p>COURSEWORK REVIEW.</p> <ul style="list-style-type: none"> Students look at previous feedback and modify and refine their films. Hand in deadline at the end of Autumn Term. 	<p>Key Media:</p> <ul style="list-style-type: none"> Camcorder. Tripod. Camera rail. Storyboard. Corel Video Studio Pro. 	<p>GCSE Examinations.</p>
Useful websites & resources	<p>For information on films and directors - International Movie Data Base - https://www.imdb.com/ Wikipedia - https://en.wikipedia.org/wiki/Main_Page For film trailers – YouTube - https://www.youtube.com/</p>		
Recommended revision guide	<p>Setting Up Your Shots: Great Camera Moves Every Filmmaker Should Know Book by Jeremy Vineyard</p> <p>AQA Art and Design Specification and assessment information - https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p>		

TEXTILES

The Textiles course aims to give students a broad introduction and knowledge of textiles techniques to produce innovative and creative textiles outcomes. The course is structured to give the students opportunities to realise their creative passion and create vibrant and exciting work.

The GCSE Textiles course will help you become an independent learner with creative skills and talents to produce interesting original work based on cultures, artists, and personal ideas. The course will give you experience of a broad range of Textiles techniques including printing with fabric dyes, embroidery, machine embroidery, garment construction, working with fashion designers work, and being influenced by artists work. The course will build on prior knowledge and artistic understanding and further your artistic journey to GCSE level.

You will develop a range of design, layout and presentation skills and techniques that will help you in a range of professions including, Fashion designer, fabric print designer, interior designer, fashion buyer, merchandiser, Fashion stylist, Colour forecaster, Set designer, Costume designer, Fashion garment cutter, University lecturer, and Teacher.

Key Stage 4 Overview

Exam Board	AQA								
Qualification type	GCSE 9-1								
Assessment	<p>Component 1: Portfolio - 60%</p> <p>Students will create a Portfolio of their best work made throughout Years 9, 10 and 11. This will include a ‘sustained project’ showing a journey of ideas and a selection of further work done during the course.</p> <p>Component 2 – Externally Set Assignment – 40%</p> <p>Choosing from a range of themes, you will develop a personal project in the media of your choice. You will then prepare for a 10 hour externally set assignment that showcases your best ideas and techniques.</p>								
Year 9	<table><tr><th>Year 9 Autumn</th><th>Year 9 Spring</th><th>Year 9 Summer</th></tr><tr><td><p>Aztec and animal project.</p><ul style="list-style-type: none">Experimenting with media and cultural reference. Looking at artists and designers work.<p>Aztec and animal project.</p><ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing wild animals in black pen and experimenting with mark making and texture.</td><td><p>Aztec and animal project.</p><ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing Aztec patterns and combining ideas and colour to complete first final piece for project.<p>Aztec and animal project.</p><ul style="list-style-type: none">Experimenting with media and cultural reference. Using ideas to produce fabric samples in transfer paints. Using embroidery and embellishments to experiment and produce samples in chosen colour range.</td><td><p>Aztec and animal project.</p><ul style="list-style-type: none">Experimenting with media and cultural reference. Produce and evaluate a final piece with key words and printing techniques and embroidery.<p>Sketchbook work. 1960`S project.</p><ul style="list-style-type: none">Producing artist and designer research in preparation for final sustained project.</td></tr></table>	Year 9 Autumn	Year 9 Spring	Year 9 Summer	<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Looking at artists and designers work. <p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing wild animals in black pen and experimenting with mark making and texture.	<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing Aztec patterns and combining ideas and colour to complete first final piece for project. <p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Using ideas to produce fabric samples in transfer paints. Using embroidery and embellishments to experiment and produce samples in chosen colour range.	<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Produce and evaluate a final piece with key words and printing techniques and embroidery. <p>Sketchbook work. 1960`S project.</p> <ul style="list-style-type: none">Producing artist and designer research in preparation for final sustained project.		
Year 9 Autumn	Year 9 Spring	Year 9 Summer							
<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Looking at artists and designers work. <p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing wild animals in black pen and experimenting with mark making and texture.	<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Drawing Aztec patterns and combining ideas and colour to complete first final piece for project. <p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Using ideas to produce fabric samples in transfer paints. Using embroidery and embellishments to experiment and produce samples in chosen colour range.	<p>Aztec and animal project.</p> <ul style="list-style-type: none">Experimenting with media and cultural reference. Produce and evaluate a final piece with key words and printing techniques and embroidery. <p>Sketchbook work. 1960`S project.</p> <ul style="list-style-type: none">Producing artist and designer research in preparation for final sustained project.							

Year 10			
	Year 10 Autumn 1960`S Sustained project. <ul style="list-style-type: none"> Complete sketchbook on different artists and designers. Experimenting and refining skill of composition and colour reference. 1960`S Sustained project. <ul style="list-style-type: none"> Still life studies in a Pop Art style. Looking at previous knowledge of mark making and using felt tip and pencil techniques. Using different paints and collage techniques. Grid system for drawing. 	Year 10 Spring 1960`S Sustained project. <ul style="list-style-type: none"> Producing a black and white fabric collection inspired by all the studies so far. Experimenting with pattern and looking at artists work and still life painting. 1960`S Sustained project. <ul style="list-style-type: none"> Producing print for final shoe design and designing attachments in colour and design final shoe. Embroidery and embellishment techniques, sewing machine experimenting. Annotations. 	Year 10 Summer 1960`S Sustained project. <ul style="list-style-type: none"> Portrait drawing based on selfies and snap chat images. Pencil shading and tone and texture. Final design for sustained project. Either a garment or canvas with combination of portrait and 1960`s project. 1960`S Sustained project. <ul style="list-style-type: none"> Final piece creation. Design and make final sustained piece. Experimenting, embellishment, sewing machine work and design combining all work.
Year 11			
	Year 11 Autumn YR11 Mock exam. <ul style="list-style-type: none"> Artists and designer work and studies. Research and drawing, scale, composition and scale. Media use and designing. Final design, planning annotations. Painting and fabric and final pieces including shoes and garments. 	Year 11 Spring GCSE EXAM. <ul style="list-style-type: none"> Artists and designer work and studies. Research and drawing, scale, composition and scale. Media use and designing. Final design, planning annotations. GCSE EXAM Artists and designer work and studies. Research and drawing, scale, composition and scale. Media use and designing. Final design, planning annotations. Design and print final exam piece. Coursework completion. 	Year 11 Summer GCSE Examinations.
Useful websites & resources	Visual boards and inspiration www.pinterest.co.uk/pavitermann AQA information https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design Fashion and textiles museum. www.ftmlondon.org Victoria and Albert museum- https://www.vam.ac.uk/whatson		
Recommended revision guide	https://www.tate.org.uk/art/student-resource https://www.bbc.com/bitesize/subjects/z6hs34j		

COMPUTER SCIENCE

<p>OCR's GCSE (9–1) in Computer Science will encourage learners to:</p> <ul style="list-style-type: none"> understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs. think creatively, innovatively, analytically, logically, and critically. understand the components that make up digital systems, and how they communicate with one another and with other systems. understand the impacts of digital technology to the individual and to wider society. apply mathematical skills relevant to Computer Science. 			
Exam Board	OCR New Specification J277		
Qualification type	GCSE 9-1		
Assessment	<p>Computer systems (01), 80 marks, 1 hour and 30 minutes Written paper – Paper 1.</p> <p>Computational thinking, algorithms and programming (02), 80 marks, 1 hour and 30 minutes, Written paper – Paper 2.</p>		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	1.1 Systems Architecture 1.2 Memory and Storage	1.3 Computer Networks, Connections and Protocols 1.4 Network Security 1.5 System Software	1.6 Ethical, Legal, Cultural and Environmental Impacts of Digital Technology 2.1 Algorithms (introduction) 2.2 Programming Fundamentals (introduction)
Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	2.1 Algorithms 2.2 Programming Fundamentals	2.3 Producing Robust Programs 2.4 Boolean Logic 2.5 Programming Languages and Integrated Development Environments	Programming Project Opportunity to put theory into Practice - students take part in a 20 hour Programming Assignment

Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<p>Recap, revision and exam technique:</p> <p>1.1 Systems Architecture</p> <p>1.2 Memory and Storage</p> <p>1.3 Computer Networks, Connections and Protocols</p> <p>1.4 Network Security</p> <p>1.5 System Software</p> <p>1.6 Ethical, Legal, Cultural and Environmental Impacts of Digital Technology</p> <p>2.1 Algorithms</p> <p>2.2 Programming Fundamentals</p> <p>2.3 Producing Robust Programs</p> <p>2.4 Boolean Logic</p> <p>2.5 Programming Languages and Integrated Development Environments</p>	<p>Exam technique and preparation for actual exams:</p> <p>1.1 Systems Architecture</p> <p>1.2 Memory and Storage</p> <p>1.3 Computer Networks, Connections and Protocols</p> <p>1.4 Network Security</p> <p>1.5 System Software</p> <p>1.6 Ethical, Legal, Cultural and Environmental Impacts of Digital Technology</p> <p>2.1 Algorithms</p> <p>2.2 Programming Fundamentals</p> <p>2.3 Producing Robust Programs</p> <p>2.4 Boolean Logic</p> <p>2.5 Programming Languages and Integrated Development Environments</p>	
Useful websites	https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ www.gcsepod.com https://www.bbc.co.uk/bitesize/examspecs/zmtchbk		

GEOGRAPHY

Edexcel Geography B is a contemporary issue based course that uses geographical concepts to explain the key issues facing today's world. The course is tailored to student's interests, needs and location. This increases relevance to their lives.

The course promotes a wide variety of geographical skills including map and graph analysis and a range of fieldwork. In addition, the Geography department at Icknield High School work to ensure that students develop transferrable skills that they will require as they move into further education and work.

The fieldwork includes two mandatory trips. One to a Coastal setting with a voluntary contribution of up to £15 to cover travel costs, and one to an Urban setting with no costs.

Exam Board	Edexcel B		
Qualification type	GCSE 9-1		
Assessment	Component 1 – Global Geographical Issues: 1 hour 30 mins (94 marks, 37.5%) Component 2 – UK Geographical Issues: 1 hour 30 mins (94 marks 37.5%) Component 3 – Making Geographical Decisions: 1 hour 30 mins (64 marks 25%)		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	Atmosphere and Climate <ul style="list-style-type: none"> UK. Bangladesh. Tropical Cyclones Haiyan (Philippines). Katrina (USA). 	Tectonics <ul style="list-style-type: none"> Christchurch (NZ). Haiti (Haiti). Development Dynamics. India. 	Challenges of an Urbanising World. <ul style="list-style-type: none"> Mumbai Case Study.
Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	UK Physical Landscape Geology. <ul style="list-style-type: none"> Physical Processes. Rivers Erosion. Flooding. River processes. <ul style="list-style-type: none"> Boscastle Floods/ Somerset levels. 	Coasts <ul style="list-style-type: none"> Coastal processes. Holderness Coast. UK Evolving. <ul style="list-style-type: none"> Human Landscape. London. 	Urban Fieldwork <ul style="list-style-type: none"> How does quality of life vary in Luton? Coastal Fieldwork How do coastal processes affect coastal landforms?
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	People and the Biosphere <ul style="list-style-type: none"> World Biomes. Nutrient Cycle. Forests under threat. 	Consuming Energy Resources <ul style="list-style-type: none"> Oil (non-renewables). Renewables. Tar sands. 	GCSE Examinations.

	<ul style="list-style-type: none"> • Tropical rainforest. • Arctic. 	<ul style="list-style-type: none"> • Palm Oil. Revision <ul style="list-style-type: none"> • Unfamiliar questions. • DME. • Case Studies. • Past papers. • 8 Mark Questions. 	
Useful websites	GCSE Bitesize: www.bbc.com/bitesize/examspecs/zsytxsg		
Recommended revision guide	Revise Edexcel GCSE (9-1) Geography B Revision Guide & Workbook		

HISTORY

<p>History is the study of people. It is the study of who we are, where we have been and where we are going next. By studying History you will learn how to use evidence in order to structure an argument. You will learn how to critically examine evidence assessing both its validity and usefulness enabling you to think independently and develop your own substantiated opinions. History allows you to spot patterns, identify links, and make predictions as to what happens next. Allied to this we teach students how to develop sustained analytical writing allowing them to develop their opinions in depth. Students who take History as a GCSE often go on to careers in Law, Politics, Journalism, or Academia.</p>			
Exam Board	Edexcel		
Qualification type	GCSE 9-1		
Assessment	<p>The GCSE History is a linear qualification with 100% external assessment. Paper 1 is focused on Crime and Punishment in Britain from 1000 to the present day and Whitechapel in the late 19th Century. The exam for Paper 1 is 1 hour and 15 minutes and is worth 30% of the GCSE. Paper 2 is the study of superpower relations during the Cold War between 1945 and 1991 and also a British depth study where we investigate Henry VIII and his ministers 1509 to 1540. The exam for paper is 1 hour and 45 minutes long and worth 40% of the marks. Paper 3 is a modern depth study where we look at Weimar and Nazi Germany 1918 to 1939. The exam for this paper is 1 hour 15 minutes and is worth 30% of the final grade.</p>		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	<ul style="list-style-type: none"> Medieval Crime and Punishment. Early Modern Crime and Punishment. 	<ul style="list-style-type: none"> Crime and Punishment in Industrial Britain. Modern Crime and Punishment. 	<ul style="list-style-type: none"> Whitechapel in the 1880's Depth study. Life in Tudor England.
Year 10	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<ul style="list-style-type: none"> Henry VIII and Thomas Wolsey. 	<ul style="list-style-type: none"> Henry VIII and the Reformation of the church. Causes of the Cold War. 	<ul style="list-style-type: none"> Key events of the Cold War. End of the Cold War.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<ul style="list-style-type: none"> Weimar Germany 1918-33. Nazi Germany 1933-45. 	<ul style="list-style-type: none"> Revision Paper 1, 2 & 3. 	<ul style="list-style-type: none"> GCSE Examinations.
Useful websites	www.bbc.com/bitesize/subjects/zj26n39 revisegcsehistory.co.uk/		

FRENCH, GERMAN, AND SPANISH

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

The course will focus on the following topics:

Theme 1: Identity and culture

Theme2: Local, national, international and global areas of interest

Theme3: Current and future study and employment.

Exam Board	AQA
Qualification type	GCSE 9-1
Assessment	<p>The qualification is linear so students will sit all their exams at the end of the course.</p> <p>25% of GCSE Listening examination What's assessed: Understanding and responding to different types of spoken language Foundation: 35 minutes approximately Higher: 45 minutes approximately</p> <p>25% of GCSE Speaking examination with class teacher What's assessed: Communicating and interacting effectively in speech for a variety of purposes Foundation: 7-9 minutes + preparation time Higher: 10-12 minutes + preparation time</p> <p>25% of GCSE Reading examination What's assessed: Understanding and responding to different types of written language Foundation: 45 minutes Higher: 1 hour</p> <p>25% of GCSE Writing examination What's assessed: Communication effectively in writing for a variety of purposes Foundation- 1 hour Higher- 1 hour 15 minutes</p>

Year 9			
	Year 9 Autumn Me, my family and friends <ul style="list-style-type: none"> Family members (revision). Relationships. Attitude towards marriage (pros and cons). 	Year 9 Spring Technology in everyday life <ul style="list-style-type: none"> Social media. Safety on the internet. Mobile technology. Free time activities <ul style="list-style-type: none"> Talking about music, cinema and TV. Talking about food and drink in target language country. Sports activities. 	Year 9 Summer Free time activities <ul style="list-style-type: none"> Talking about music, cinema and TV. Talking about food and drink in target language country. Sports activities. Customs and festivals <ul style="list-style-type: none"> Talking about customs and traditions. Festivals and customs in target language-speaking countries.
Year 10			
	Year 10 Autumn Home, town, neighbourhood and region <ul style="list-style-type: none"> Describe your house and rooms. My area. Facilities in town. 	Year 10 Spring Social issues <ul style="list-style-type: none"> Charity work abroad. Volunteering abroad. Lifestyles in the past. Health issues. 	Year 10 Summer Global issues <ul style="list-style-type: none"> Local environmental problems. Global environmental problems. Homelessness.
Year 11			
	Year 11 Autumn Life at school/college <ul style="list-style-type: none"> Describing school. Different sorts of schools. Typical school day. Different experiences of school life. 	Year 11 Spring Jobs, career choices and ambitions <ul style="list-style-type: none"> Making choices about university and career. Choosing a career. 	Year 11 Summer <ul style="list-style-type: none"> GCSE examinations.
Useful websites &resources	www.quizlet.com www.wordreference.com		
Recommended revision guide	CGP GCSE AQA French 9-1 - Complete Revision and Practice (with Online Edition) French Reading Target Grade 5 and French Reading Target Grade 9 French Writing Target Grade 5 and French Writing Target Grade 9 CGP GCSE AQA German 9-1 - Complete Revision and Practice (with Online Edition) German Reading/Writing Target Grade 5 and 9 CGP GCSE AQA Spanish 9-1 - Complete Revision and Practice (with Online Edition) Spanish Reading Target Grade 5 and Spanish Reading Target Grade 9 Spanish Writing Target Grade 5 and Spanish Writing Target Grade 9		

BUSINESS

This course will equip you with the understanding of the business world, which you will enter after finishing school/college/university. You will be able to make informed decisions and put forward arguments to persuade others. You will have the knowledge to help you set up a business of your own. The skills you learn, such as evaluation and problem solving, will be useful in a number of other subjects. Business can lead on to many qualifications and is a good stepping-stone for you in A Level subjects, especially Economics, Accountancy, and, of course, A Level Business. You will develop life skills that enable you to become financially and commercially aware.

The course is divided into 6 topics, each covering key concepts of business:

Business activity, including the different ways to set up a business.

Marketing, including advertising, development of products, setting the best price.

People, including how businesses get the right staff and keep them working well.

Operations, including how businesses produce the things we buy.

Finance, including how businesses get the money to set up and operate and how they make a profit.

Influences on businesses, including the environment and how many businesses are operating around the world.

Exam Board	OCR		
Qualification type	GCSE 9-1		
Assessment	The GCSE (9–1) in Business is a linear qualification with 100% external assessment. The GCSE (9–1) in Business consists of two examined components that are externally assessed. Each component carries an equal weighting of 50% of the GCSE (9–1) qualification. Each examination has a duration of 1 hour and 30 minutes. Each paper is worth 80 marks and is split into two sections. Section A contains multiple choice questions. This section of the component is worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.		
Year 9	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	1.1 The role of business enterprise and entrepreneurship. 1.2 Business planning. 1.3 Business ownership. 1.4 Business aims and objectives. 1.5 Stakeholders in business. 1.6 Business growth.	2.1 The role of marketing. 2.2 Market research. 2.3 Market segmentation. 2.4 The marketing mix.	3. 1 The role of human resources. 3.2 Organisational structures and different ways of working. 3.3 Communication in businesses. 3.4 Recruitment and selection. 3.5 Motivation and retention. 3.6 Training and development. 3.7 Employment law.
Year 10	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	4.1 Production processes. 4.2 Quality of goods and services. 4.3 The sales process and customer service.	5.1 The role of the finance function. 5.2 Sources of finance. 5.3 Revenue, costs, profit and loss.	6.1 Ethical and environmental considerations. 6.2 The economic climate. 6.3 Globalisation.

	<div>4.4 Consumer law.</div> <div>4.5 Business location.</div> <div>4.6 Working with suppliers.</div>	<div>5.4 Break-even.</div> <div>5.5 Cash and cash flow.</div>	<div>The interdependent nature of business operations, finance, marketing and human resources within a business context.</div> <div>How these interdependencies underpin business decision-making.</div> <div>The impact of risk & reward on business activity.</div> <div>the use of financial information in measuring and understanding business performance and decision-making</div>
Year 11	<div>Year 11 Autumn</div> <div>Recap, revision and exam technique:</div> <div>1 Business activity.</div> <div>2 Marketing.</div> <div>3 People.</div> <div>Recap, revision and exam technique</div> <div>4 Operations.</div> <div>5 Finance.</div> <div>6 Influences on business.</div> <div>7 The interdependent nature of business.</div>	<div>Year 11 Spring</div> <div>Exam technique and preparation for actual exams:</div> <div>1 Business activity.</div> <div>2 Marketing.</div> <div>3 People.</div> <div>4 Operations.</div> <div>5 Finance.</div> <div>6 Influences on business.</div> <div>7 The interdependent nature of business.</div>	<div>Year 11 Summer</div>
Useful websites & resources	BBC Bitesize - www.bbc.co.uk/schools/gcsebitesize/business GCSEPod - www.gcsepod.com BusinessEd - www.businessed.co.uk/index.php/home/theory/gcse/ocr-gcse-9-1-public		
Recommended revision guide	CGP GCSE Business 9-1 - Complete Revision and Practice (with Online Edition)		

DESIGN TECHNOLOGY

The study of Design & Technology will help students to develop problem solving skills, as well as an ability to adapt to an ever changing world in which many technologies continue to evolve. Students will develop an understanding of materials, ability to analyse and evaluate commercial products and make informed decisions.

In KS3 this subject provides the opportunity to acquire knowledge through Research, Design, Make, and Evaluate. These will be developed further during their KS4 GCSE course. Students will increase their knowledge of working in wood, metal and plastics, study industrial practices, including computer aided design and Computer Aided Manufacture, and learn to evaluate existing products in an informed and sensitive way. This will be achieved through regular theory work to help build on knowledge and prepare for the examination.

The study of Design & Technology would support the study of Product Design, Engineering or similar courses at A level at Sixth Form.

Exam Board	AQA							
Qualification	GCSE Design and Technology 9-1 (8552)							
Assessment	Component 1 (50%) is the NEA (Non Examination Assessment). Component 2 (50%) consists of 2 hour exam that is externally assessed.							
Year 9								
	<table><tr><th>Year 9 Autumn</th><th>Year 9 Spring</th><th>Year 9 Summer</th></tr><tr><td><ul style="list-style-type: none">• 3D Drawing skills• Industry and enterprise.• Sustainability and the environment.• People, culture and society.• Production techniques and systems.• Informing design decisions.• Energy generation.• NEA style project (research, design, develop, manufacture, evaluate)</td><td><ul style="list-style-type: none">• Energy storage.• Modern materials.• Smart materials.• Composite materials and technical textiles.• Systems approach to designing.• Electronic systems processing.• NEA style project (research, design, develop, manufacture, evaluate)</td><td><ul style="list-style-type: none">• Mechanical devices.• Materials and their working properties.• NEA style project (research, design, develop, manufacture, evaluate)</td></tr></table>	Year 9 Autumn	Year 9 Spring	Year 9 Summer	<ul style="list-style-type: none">• 3D Drawing skills• Industry and enterprise.• Sustainability and the environment.• People, culture and society.• Production techniques and systems.• Informing design decisions.• Energy generation.• NEA style project (research, design, develop, manufacture, evaluate)	<ul style="list-style-type: none">• Energy storage.• Modern materials.• Smart materials.• Composite materials and technical textiles.• Systems approach to designing.• Electronic systems processing.• NEA style project (research, design, develop, manufacture, evaluate)	<ul style="list-style-type: none">• Mechanical devices.• Materials and their working properties.• NEA style project (research, design, develop, manufacture, evaluate)	
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Year 10								
	<table><tr><th>Year 10 Autumn</th><th>Year 10 Spring</th><th>Year 10 Summer</th></tr><tr><td><ul style="list-style-type: none">• 3D Drawing skills• Forces and stresses.• Improving functionality.• Ecological and social footprint.• The six Rs.• Scales of production.</td><td><ul style="list-style-type: none">• Investigation, primary and secondary data.• The work of others.• Design Strategies.• Prototyping.• NEA style project (research, design,</td><td><ul style="list-style-type: none">• Selection of materials and components.• Tolerances and allowances.• Materials management.</td></tr></table>	Year 10 Autumn	Year 10 Spring	Year 10 Summer	<ul style="list-style-type: none">• 3D Drawing skills• Forces and stresses.• Improving functionality.• Ecological and social footprint.• The six Rs.• Scales of production.	<ul style="list-style-type: none">• Investigation, primary and secondary data.• The work of others.• Design Strategies.• Prototyping.• NEA style project (research, design,	<ul style="list-style-type: none">• Selection of materials and components.• Tolerances and allowances.• Materials management.	
Year 10 Autumn	Year 10 Spring	Year 10 Summer						
<ul style="list-style-type: none">• 3D Drawing skills• Forces and stresses.• Improving functionality.• Ecological and social footprint.• The six Rs.• Scales of production.	<ul style="list-style-type: none">• Investigation, primary and secondary data.• The work of others.• Design Strategies.• Prototyping.• NEA style project (research, design,	<ul style="list-style-type: none">• Selection of materials and components.• Tolerances and allowances.• Materials management.						

	<ul style="list-style-type: none">• Timber based materials.• NEA style project (research, design, develop, manufacture, evaluate)	develop, manufacture, evaluate)	<ul style="list-style-type: none">• Specialist tools, equipment, techniques and processes.• Surface treatment and finishes.• Start of NEA (Non Examination Assessment).• Summer mock						
Year 11	<table><tr><td>Year 11 Autumn</td><td>Year 11 Spring</td><td>Year 11 Summer</td></tr><tr><td><ul style="list-style-type: none">• Working on NEA (Non Assessment examination).• Mock paper• New and emerging technologies.• Energy, materials, systems and devices.• Developments in new materials.• Systems approach to designing.• Mechanical devices.</td><td><ul style="list-style-type: none">• Working on NEA (Non Assessment examination).• Materials and their working properties.• Specialist technical principles.• Exam preparation.</td><td><ul style="list-style-type: none">• Revision• Exam preparation• GCSE examinations.</td></tr></table>			Year 11 Autumn	Year 11 Spring	Year 11 Summer	<ul style="list-style-type: none">• Working on NEA (Non Assessment examination).• Mock paper• New and emerging technologies.• Energy, materials, systems and devices.• Developments in new materials.• Systems approach to designing.• Mechanical devices.	<ul style="list-style-type: none">• Working on NEA (Non Assessment examination).• Materials and their working properties.• Specialist technical principles.• Exam preparation.	<ul style="list-style-type: none">• Revision• Exam preparation• GCSE examinations.
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Useful websites	www.bbc.co.uk/schools/gcsebitesize www.DATA.org www.pgonline.co.uk www.technologystudent.com								
Recommended revision guide	Collins GCSE Design and Technology (9-1) – All-in-One Revision and Practice (with Online Edition)								

FOOD PREPARATION AND NUTRITION

By studying Food Preparation and Nutrition students will be able to:

- demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food, as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British, and international) to inspire new ideas or modify existing recipes

Exam Board	WJEC		
Qualification	9 - 1		
Assessment	<ul style="list-style-type: none"> • Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification. Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated. 		
Year 9			
	Year 9 Autumn	Year 9 Spring	Year 9 Summer
	<ul style="list-style-type: none"> • Cultural foods and nutrition. • Health and safety in the food room. • Use of equipment and ingredients used in different international cuisines. • Traditional British cuisine. • Balanced plate and nutrition. • Diseases associated with too much or lack of nutrients. • 	<ul style="list-style-type: none"> • Celebration Foods. • Types of bread products. • Functions of ingredients used in making bread. • Analysing existing bread products. • Nutrients found in bread. • Decorating bread products. • Celebration foods- Pastry • Types of pastry. • Functions of ingredients in pastry. • Nutritional value of different pastry products- using explore foods to analyse own pastry products. • Faults and tips in pastry making. 	<ul style="list-style-type: none"> • Celebration foods- cakes. • Different cake making methods. • Functions of ingredients. • Faults in cake making. • Methods, techniques and ingredients used in cake decorating. • Food project. • Use of primary research to gather information on a given topic. • Use of sources to write information on the given topic. • Selecting, preparing and cooking a variety of suitable dishes. • Use of sensory diagrams in analysing and evaluating dishes cooked.

Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	Food commodities 1 <ul style="list-style-type: none"> • Types of fruits and vegetables. • Seasonal foods. • Knife techniques in preparing fruit and vegetables. • Types of butter, margarine, oil, sugar. • Nutritional value, working characteristics and functions of butter, margarine, oil, sugar and eggs. • Storage of ingredients. • Types of milk, cheese and yoghurt. • Nutritional value of milk, cheese and yoghurt. • Vegan and vegetarian foods. 	Food commodities 2 <ul style="list-style-type: none"> • Production of tofu. • Types, nutritional value and storage of beans, nuts and seeds. • Types of vegetarians and nutritional needs. • Presentation and portion control of food. Food spoilage <ul style="list-style-type: none"> • Correct storage of food. • Types of bacteria and food poisoning. • High risk foods. • Enzymic browning. • Signs of food spoilage. • Food preservation 	Meat and nutrition. <ul style="list-style-type: none"> • Types of meat. • Cuts of meat and ways of shaping meat. • Nutritional value of meat. • Storage and safe handling of meat. • Jointing a chicken. • Filleting a whole fish. • Macro and micro nutrients. • Heat transfer. Food Provenance <ul style="list-style-type: none"> • Where food comes from. • Food miles, sustainability, food wastage and the impact on the environment. • Local and global markets. • Poverty and its impact. • Food safety and security. • MOCK- NEA 1 Food INVESTIGATION.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<ul style="list-style-type: none"> • Food investigation • Working characteristics and functions of ingredients. • Write up a plan of action for the task brief. • Research information on working characteristics of the given ingredient in the task brief. • Use of graphs to show results of experiments for the task brief. • Write up conclusion for food investigation. • Introduction to NEA 2. • Primary research-questionnaire suitable for task brief. • Research using the internet on the brief. • Choose, prepare and cook suitable dishes for the task brief. 	<ul style="list-style-type: none"> • Food preparation • Trailing and evaluation of suitable dishes for the task brief. • Plan exam dishes. • NEA 2 – Food preparation exam. • Evaluation of practical exam. 	<ul style="list-style-type: none"> • GCSE Examinations.
Useful websites	https://www.wjec.co.uk/qualifications/food-and-nutrition/		
Recommended revision guide	https://www.cgpbooks.co.uk/secondary-books/gcse/design-technology/food-prep-nutrition/fnwr41-new-grade-9-1-gcse-food-preparation-nut		

HEALTH AND SOCIAL CARE

This qualification will assess the application of Health and Social Care through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individual's right to independence and dignity). The hands on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills as is borne by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Exam Board	OCR								
Qualification type	Cambridge National								
Assessment	<p>Unit R021: Essential values of care for use with individuals in care settings. 1 hour written paper consists of two sections, each comprising 60 marks (60UMS) short answer and extended response questions. OCR set and marked.</p> <p>Unit R022: Communicating and working with individuals in health, social care and early years settings. The centre assessed task: Approximately 10 hours internal assessment will be based on a centre selected model 60 marks (60UMS) assignment. Centre assessed and OCR moderated.</p> <p>Unit R023: Understanding body systems and disorders, Approximately 10 hours internal assessment will be based on a centre selected model 60 marks (60 UMS) assignment. Centre assessed and OCR moderated assesses the quality of written communication.</p>								
Year 9	<table><tr><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td>Unit R022<ul style="list-style-type: none">• Effective Communication.• Types of communication.• Factors that positively affect communication.• Barriers to communication.• Overcoming barriers.• Factors that contribute to effective care?• Personal qualities.• Controlled assessment.</td><td><ul style="list-style-type: none">• Effective communication.• One to one and group interactions.• Skills for effective communication.• Controlled assessment.• Reasons for effective communication.• Value and respect.• Active listening.• Controlled Assessment.</td><td><ul style="list-style-type: none">• Effective communication.• Controlled Assessment.Unit R025<ul style="list-style-type: none">• Understanding Life Stages.• Development at each life stage.• Controlled Assessment.</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	Unit R022 <ul style="list-style-type: none">• Effective Communication.• Types of communication.• Factors that positively affect communication.• Barriers to communication.• Overcoming barriers.• Factors that contribute to effective care?• Personal qualities.• Controlled assessment.	<ul style="list-style-type: none">• Effective communication.• One to one and group interactions.• Skills for effective communication.• Controlled assessment.• Reasons for effective communication.• Value and respect.• Active listening.• Controlled Assessment.	<ul style="list-style-type: none">• Effective communication.• Controlled Assessment. Unit R025 <ul style="list-style-type: none">• Understanding Life Stages.• Development at each life stage.• Controlled Assessment.
Year 9 Autumn	Year 9 Spring	Year 9 Summer							
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Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	Unit R025 <ul style="list-style-type: none">Factors that affect development?Controlled Assessment.Ageing Process.PIES effects.The changing role in life?Controlled assessment.	<ul style="list-style-type: none">Medical conditions.Birth defects.Non birth defects.PIES effects.Controlled Assessment.Support plans.Controlled Assessment.	Unit R021 <ul style="list-style-type: none">Supporting individual's rights.Providing up to date information.Advocacy.Value of care.Legislation.Impact of legislation.Personal hygiene.Safety procedures.Security measures.
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<ul style="list-style-type: none">Unit R026Planning for employment?Career Opportunities in HSC?Entry points and qualifications?Unit R021Rights and choices (Revision).Legislation (revision).Safety and security measures (revision).	<ul style="list-style-type: none">Unit R021Understanding individual rights (Revision).January Exam R021.Unit R026Understand working in HSC.Skills and attributes.Health and safety issues.Rewards and challenges.Controlled assessment.Planning for careers in HSC.Prepare career plans.Development goals.Controlled assessment.	<ul style="list-style-type: none">GCSE Examinations
Useful websites &resources	www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care Cambridge National Level 1/2 Health and Social Care textbook Author: Maria Ferreiro Peteiro, Judith Adams, Mary Riley ISBN: 9781471899744 Publisher: Hodder Education Date: April 2017		
Recommended revision guide	My Revision Notes: Cambridge National Level 1/2 Health and Social Care		

MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music aims to ensure that all pupils

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Exam Board	OCR								
Qualification type	GCSE 9-1								
Assessment	30% Performance, 30% Composition, 40% Listening and appraising Exam Paper								
Year 9	<table><tr><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td><ul style="list-style-type: none">• Music Theory & Ensemble Performance.• Solo Performance Practice.</td><td><ul style="list-style-type: none">• Instruments of the Orchestra/Film Music.• Ensemble Performance Practice.</td><td><ul style="list-style-type: none">• Baroque Concerto.• Composition (using Garage Band & Sibelius).</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	<ul style="list-style-type: none">• Music Theory & Ensemble Performance.• Solo Performance Practice.	<ul style="list-style-type: none">• Instruments of the Orchestra/Film Music.• Ensemble Performance Practice.	<ul style="list-style-type: none">• Baroque Concerto.• Composition (using Garage Band & Sibelius).
Year 9 Autumn	Year 9 Spring	Year 9 Summer							
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Year 10	<table><tr><td>Year 10 Autumn</td><td>Year 10 Spring</td><td>Year 10 Summer</td></tr><tr><td><ul style="list-style-type: none">• Classical Concerto.• Ensemble Performance.</td><td><ul style="list-style-type: none">• Romantic Concerto.• Composition 1.</td><td><ul style="list-style-type: none">• Conventions of Pop Music.• Ensemble Performance, Samba & Calypso.</td></tr></table>			Year 10 Autumn	Year 10 Spring	Year 10 Summer	<ul style="list-style-type: none">• Classical Concerto.• Ensemble Performance.	<ul style="list-style-type: none">• Romantic Concerto.• Composition 1.	<ul style="list-style-type: none">• Conventions of Pop Music.• Ensemble Performance, Samba & Calypso.
Year 10 Autumn	Year 10 Spring	Year 10 Summer							
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Year 11	<table><tr><td>Year 11 Autumn</td><td>Year 11 Spring</td><td>Year 11 Summer</td></tr><tr><td><ul style="list-style-type: none">• Solo Performance (record coursework) & Music of India – Ragas and Bhangra.• Composition 2 & Music of Africa, Greece, Israel & Palestine.</td><td><ul style="list-style-type: none">• Coursework Submission for Solo & Ensemble Performance and Composition 1 & 2.• Music of Greece, Israel & Palestine.</td><td><ul style="list-style-type: none">• GCSE Examinations.</td></tr></table>			Year 11 Autumn	Year 11 Spring	Year 11 Summer	<ul style="list-style-type: none">• Solo Performance (record coursework) & Music of India – Ragas and Bhangra.• Composition 2 & Music of Africa, Greece, Israel & Palestine.	<ul style="list-style-type: none">• Coursework Submission for Solo & Ensemble Performance and Composition 1 & 2.• Music of Greece, Israel & Palestine.	<ul style="list-style-type: none">• GCSE Examinations.
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Useful websites	www.musictheoryonline.co.uk								
Recommended revision guide	CGP GCSE OCR Music Complete Revision & Practice								

PHYSICAL EDUCATION

OPTION 1 - SPORTS STUDIES (OR) OPTION 2 - SPORTS SCIENCE

Cambridge Nationals in Sport are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the equivalent to a GCSE. They use both internal and external assessment and meets the DfE's requirements for attainment tables and headline figures.

The **Sports Studies** course takes a sector based focus, whilst encompassing core/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development, and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport, and how this shapes the sports industry.

The Certificate course is divided into four units, two of which being mandatory units and also cover the Award qualification. The mandatory units are 'Contemporary Issues In Sport' and 'Developing Sports Skills'. 2 further units must be completed, these will be 'Sports Leadership' and 'Sport and The Media'.

The **Sports Science** course offers students the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury, and performance; the science of training and application of training principles, and psychology in sports performance.

The Certificate course is divided into four units, two of which being mandatory units and also cover the Award qualification. The mandatory units are 'Reducing the Risk Of Sports Injuries' and 'Applying Principles of Training'. 2 further units must be completed, these will be 'Sports Psychology' and 'The Body's Response to Physical Activity'.

The Cambridge Nationals in Sport lead to a wide range of general and vocational qualifications after secondary school with the potential for Apprenticeships, Vocational Qualifications (QCF) in Personal Training and Leisure Management, A Level Physical Education, and Level 3 sports qualifications such as the Cambridge Technical in Sport.

Exam Board	OCR Cambridge National
Qualification type	L1/2 Award and Certificate
Assessment	<p>The Mandatory unit for each qualification is a 1 hour (60 marks) written examination paper and comprises short answer questions, extended response questions and multiple choice questions; it also assesses the quality of written communication. The 3 other units are centre assessed and OCR moderated internal assignments which comprise of practical performance and written and verbally assessed coursework tasks.</p> <p>Sports Studies: RO51 Contemporary Issues in Sport Sports Science: RO41 Reducing the Risk of Sports Injuries</p>

<p>Course Content</p> <p>For both courses, each of the 4 units is marked out of 60 and therefore the whole course is marked out of 240.</p>	<table> <tr> <th data-bbox="400 163 951 230">Sports Studies</th><th data-bbox="951 163 1495 230">Sports Science</th></tr> <tr> <td data-bbox="400 230 951 1126"> <p><u>Contemporary Issues in Sport (Examination)</u></p> <ul style="list-style-type: none"> User Groups, Barriers & Solutions Popularity of Sport in the UK Sporting Values, behaviour and etiquette The use of Performance Enhancing Drugs Major Sporting events National Governing Bodies <p><u>Developing Sports Skills</u></p> <ul style="list-style-type: none"> Performance in a Team Sports Performance in Individual Sports Officiating in Sport <p><u>Leadership in Sport</u></p> <ul style="list-style-type: none"> Know Qualities, Styles, Roles and Responsibilities of a Leader Be Able to Plan, Deliver and Evaluate Sports Activities <p><u>Sport & The Media</u></p> <ul style="list-style-type: none"> Know How Sport is Covered Across the Media Positive and Negative Effects of the Media Evaluate Media Coverage </td><td data-bbox="951 230 1495 1126"> <p><u>Reducing the Risk of Sports Injuries (Examination)</u></p> <ul style="list-style-type: none"> Factors Influencing the Risk of Injuries Effective Warming Up and Cooling Down Responding to Injuries Responding to Common Medical Conditions <p><u>Applying Principles of Training</u></p> <ul style="list-style-type: none"> Principles of Training Components of Fitness Conducting Fitness Tests Developing Training Programmes <p><u>Sports Psychology</u></p> <ul style="list-style-type: none"> Relationship Between Personality and Performance How Motivation Can Affect Sports Performance How Aggression Can Affect Sports Performance Impact of Arousal and Anxiety on Sports Performance <p><u>The Bodies response to Physical Activity</u></p> <ul style="list-style-type: none"> Components and Roles of Muscular-Skeletal System Components and Roles of Cardio-Respiratory System Short and Long Term Effects of Exercise on the Systems </td></tr> </table>	Sports Studies	Sports Science	<p><u>Contemporary Issues in Sport (Examination)</u></p> <ul style="list-style-type: none"> User Groups, Barriers & Solutions Popularity of Sport in the UK Sporting Values, behaviour and etiquette The use of Performance Enhancing Drugs Major Sporting events National Governing Bodies <p><u>Developing Sports Skills</u></p> <ul style="list-style-type: none"> Performance in a Team Sports Performance in Individual Sports Officiating in Sport <p><u>Leadership in Sport</u></p> <ul style="list-style-type: none"> Know Qualities, Styles, Roles and Responsibilities of a Leader Be Able to Plan, Deliver and Evaluate Sports Activities <p><u>Sport & The Media</u></p> <ul style="list-style-type: none"> Know How Sport is Covered Across the Media Positive and Negative Effects of the Media Evaluate Media Coverage 	<p><u>Reducing the Risk of Sports Injuries (Examination)</u></p> <ul style="list-style-type: none"> Factors Influencing the Risk of Injuries Effective Warming Up and Cooling Down Responding to Injuries Responding to Common Medical Conditions <p><u>Applying Principles of Training</u></p> <ul style="list-style-type: none"> Principles of Training Components of Fitness Conducting Fitness Tests Developing Training Programmes <p><u>Sports Psychology</u></p> <ul style="list-style-type: none"> Relationship Between Personality and Performance How Motivation Can Affect Sports Performance How Aggression Can Affect Sports Performance Impact of Arousal and Anxiety on Sports Performance <p><u>The Bodies response to Physical Activity</u></p> <ul style="list-style-type: none"> Components and Roles of Muscular-Skeletal System Components and Roles of Cardio-Respiratory System Short and Long Term Effects of Exercise on the Systems
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<p>Useful websites/resources</p>	<p>Sports Studies www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813</p> <p>Sports Science https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/</p>				

CURRICULUM SUPPORT

You will be advised in advance if the school feels it would be in your interest to follow Curriculum Support as part of your options.

This course is designed for students who require a lighter load at GCSE. In one of your options you will be given the opportunity to spend time:

- Completing homework
- Revisit and consolidate learning from the classroom
- Support with completing college application
- Pastoral support
- Revision techniques
- ASDAN - Personal and Social Development
 - This qualification is made up of units that will develop skills and prepare the student for independence and working life.
 - Unit credits can be used to build up different sized qualifications; Award or Certificate. Personalised Learning. Externally moderated and awarded.

