

ICKNIELD HIGH SCHOOL

'Raising the achievement of all'

YEAR 8 OPTIONS CHOICES 2021

NAME.....

TUTOR GROUP.....

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SUBJECT CHOICES 2021

Curriculum Principles

This booklet is designed to assist year 8 students and parents with making choices for GCSE courses beginning in September 2021 in line with government expectations.

The curriculum at Icknield High School encompasses every aspect of a young person's learning; everything we do is underpinned by our overriding philosophy of 'Raising the Achievement of All'. To this end, we have purposefully designed our curriculum so it is cohesive, challenging and knowledge-based. This allows for strong academic rigour, whilst also recognising the importance of developing students' spiritual, moral, social and cultural skills. 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.

At Icknield High School we encourage students to immerse themselves in their studies and choose subjects which cater for their potential and capability. In order to give students a broad and balanced experience, we continue to offer a wide range of subjects at Key Stage 4 and encourage students of all abilities to follow the English Baccalaureate pathway.

English Baccalaureate (EBacc) Pathway

The **EBacc** is a set of subjects at GCSE that keeps options open for further study and future careers. The **EBacc** is comprised of the following subjects: English language and literature, maths, science, geography or history and a language.

English Baccalaureate impact

- A study by University College London's Institute of Education suggests that studying subjects included in the English Baccalaureate 'provides students with greater opportunities in further education and increase the likelihood that a student will stay on in full-time education'.
- The Sutton Trust research reveals that studying the English Baccalaureate can help improve a young person's performance in English and maths which our historic outcomes support.

Visual Arts

As a school we also value the creative arts and believe that every student should be given the opportunity to develop their knowledge and skills in this area. As such, every student studies the core principles of Art and Design at Key Stage 3 before choosing either Art and Design, Graphic Communication, Film or Textiles to study in greater depth at KS4. We are proud of the fact that all of our students leave us with a GCSE in a creative art subject and the majority of students excel in this area.

Pathways

There are two pathways at Key Stage 4, these are;

Pathway 1 - English Baccalaureate - Majority	Pathway 2 - Alternate pathway – selected students only
Continue French, German or Spanish	Receive additional support in maths, English or curriculum support. Target GCSE grades 1 – 4.
Continue either History or Geography.	Continue either History or Geography.
Pick one Visual Art (Art & Design, Textiles, Film or Graphics). You must also select a reserve choice.	Pick one Visual Art (Art & Design, Textiles, Film or Graphics). You must also select a reserve choice.
Pick one option subject	Pick one option subject

The individualised option choices online 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. You will be able to use the video materials and information on our website created by subject leaders, and talk to your pastoral leader or pastoral support officer, careers advisor, form tutors, subject teachers and senior staff. As a first step, you should read the outline for each course in this booklet.

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

- The subject voice over PowerPoints explaining what the courses involve.
- The 'breadth and balance' of your choices.
- Any subjects that are necessary for a particular post-16 course or career you may have in mind.
- How you feel about a subject rather than any individual teacher or whether your friends have chosen it.

Timeline for subject choices

- Monday 17th May 2021- Options assembly in tutor time for students and subject information launched on website for students and parents.
- Tuesday 18th May 2021 - Options online email sent to students' school email address.
- Wednesday 26th May 2021- Deadline to submit option choices.
- Week commencing 5th July 2021 - School to confirm option choices with students and parents

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



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language
Ancient or modern

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



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 Gothic text <ul style="list-style-type: none"> • A Christmas Carol. • The Strange Case of 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. Assessment for Autumn The Gothic Texts	Year 9 Spring The Modern Text <ul style="list-style-type: none"> • An Inspector Calls. Poetry 3: <ul style="list-style-type: none"> • Winter Swans. • 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. Assessment for Spring The Modern Text – ‘An Inspector Calls’	Year 9 Summer 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. Assessment for Summer English Language paper 1

Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<p>The Shakespearean Text:</p> <ul style="list-style-type: none"> Macbeth. Romeo and Juliet. Much Ado About Nothing. <p>Poetry</p> <ul style="list-style-type: none"> Porphyria's Lover. Neutral Tones. <p>Or</p> <ul style="list-style-type: none"> Remains. Emigree. <p>The Shakespearean Text (Continued)</p> <ul style="list-style-type: none"> Macbeth. Romeo and Juliet. Much Ado About Nothing. <p>Poetry:</p> <ul style="list-style-type: none"> Eden Rock. Winter Swan. <p>Or</p> <ul style="list-style-type: none"> Checking Out Me History. My Last Duchess. <p>Assessment for Autumn Shakespeare Texts</p>	<p>Revision of English Literature paper 1:</p> <ul style="list-style-type: none"> Shakespeare and the 19th Century novel. <p>English Literature Paper 2</p> <ul style="list-style-type: none"> Modern Text. Poetry. Unseen Poetry. <p>Assessment for Spring English Literature paper 2</p>	<p>English Language Paper 2:</p> <ul style="list-style-type: none"> Viewpoints and Perspectives. <p>Section A</p> <ul style="list-style-type: none"> Questions 1 – 4. Speaking and Listening - Presentation/ audio-visual recording. <p>Assessment for Summer English Language paper 2</p>
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. <p>EN1 Assessment September – Spoken Language</p> <p>Autumn term mock – All 4 papers</p>	<ul style="list-style-type: none"> English Literature papers 1 & 2. Final Preparation for All 4 papers. <p>Spring term Assessment</p> <p>Mock examinations – All 4 papers</p>	<p>GCSE examinations.</p>
Useful websites	<p>BBC bitesize, OAK Academy, www.youtube – Mr Bruff, Mr Sales, Mrs Whelan http://www.senecalearning.com, The British Library https://www.gcsepod.com/</p>		

Recommended revision guide plus independent learning	<p>CGP Text Guides for the Literature texts</p> <p>CGP AQA English Language for Grade 9-1 Course</p> <p>Mr Bruff Revision guides for both English Language and English Literature.</p>
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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. 	Topic: Algebra <ul style="list-style-type: none"> Real life graphs. Linear Graphs. Simultaneous equations. 	Topic: Data & Shapes <ul style="list-style-type: none"> Transformations. Circles and 3D shapes.

	<ul style="list-style-type: none"> Percentages. Units. 	<ul style="list-style-type: none"> Quadratic equations Expanding and factorising. Quadratic graphs. Pythagoras. Trigonometry. Vector Algebra. 	<ul style="list-style-type: none"> Plans and elevations and constructions. Bearings. Congruent triangles. Similar triangles. Probability 1. Sample Space. Venn Diagrams. Probability Trees.
Year 10 – Higher			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<ul style="list-style-type: none"> Topic: Number & Shapes Surds, Negative & Fractional Indices. Trigonometric Ratios. Limits of Accuracy. Variation. Similarity. 	<ul style="list-style-type: none"> Topic: Algebra Quadratic Equations & Inequalities. Graphs. Transformations of Graphs. 	<ul style="list-style-type: none"> Topic: Data & Shapes: Sampling & Advanced Statistical Diagrams. Combined Events (Probability). Circle Theorems. Trigonometric Rules.
Year 11 – Foundation			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	<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. 	<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. 	Revision for GCSE Exams.
Year 11 – Higher			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	Topic: Algebra & Shapes <ul style="list-style-type: none"> Algebraic Fractions. Functions. Vectors. 	<ul style="list-style-type: none"> Quadratic simultaneous equations. Equations of tangent. Area under the graph. Inverse proportion worded problems. 	Revision for GCSE Exams.
Useful websites	hegartymaths.com corbettmaths.com mathsgenie.co.uk drfrostmaths.com		

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 the world we live in. 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. 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, 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. By taking sciences separately at GCSE level you will cover more science content, so you'll be better prepared if you want to take science A-levels. Once selected you will need to maintain a positive work ethic and outstanding grades throughout Year 11 in order to continue on the Triple Science pathway.

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><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td>B1 Key concepts in biology: <i>Core practical – using microscopes.</i> <i>Core practical – pH and enzymes.</i> B5: Health, Disease and the development of medicines. C1:States of matter C2 Separating and purifying substances. <i>Core practical – investigating inks.</i></td><td>P1: Motion. P2: Forces and motion. <i>Core Practical – investigating acceleration</i> C3 Atomic structure. C4: The periodic table. C13: Groups of the periodic table.</td><td>P3: Conservation of Energy P4: Waves. <i>Core practical – investigating waves.</i> P5: Light and the EM Spectrum. <i>Core practical – investigating refraction.</i> B9: Ecosystems and material cycles</td></tr></table>	Year 9 Autumn	Year 9 Spring	Year 9 Summer	B1 Key concepts in biology: <i>Core practical – using microscopes.</i> <i>Core practical – pH and enzymes.</i> B5: Health, Disease and the development of medicines. C1:States of matter C2 Separating and purifying substances. <i>Core practical – investigating inks.</i>	P1: Motion. P2: Forces and motion. <i>Core Practical – investigating acceleration</i> C3 Atomic structure. C4: The periodic table. C13: Groups of the periodic table.
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	<p>C5: Ionic bonding. C6: Covalent bonding. C7: Types of substance.</p> <p>P6: Radioactivity.</p>	<p>P8: Forces and their effects. C8: Acids and alkalis <i>Core practical – preparing copper sulphate.</i></p> <p><i>Core practical – investigating neutralisation.</i></p> <p>B6: Plant structures and functions <i>Core practical – osmosis in potato slices.</i> <i>Core practical – light intensity and photosynthesis</i></p>	<p>C16: Fuels. C17: Earth and atmospheric science.</p> <p>P12: Particle model. <i>Core practical – investigating densities.</i> <i>Core practical – investigating water.</i></p>						
Year 11	<table><tr><th>Year 11 Autumn</th><th>Year 11 Spring</th><th>Year 11 Summer</th></tr><tr><td><p>B7: Animal co-ordination and homeostasis. B8: Exchange and transport in animals. <i>Core practical – respiration rates.</i></p><p>C9: Calculations involving masses.</p><p>P9: Electricity and Circuits. <i>Core practical – investigating resistance.</i></p><p>P10: Magnetism and the motor effect. P11: Electromagnetic induction.</p></td><td><p>C10: Electrolytic processes. <i>Core practical – electrolysis of copper sulphate solution.</i> C11: Obtaining and using metals. C12: Reversible reactions and equilibria. P13: Forces and matter. <i>Core practical – investigating springs.</i></p><p>Revision: Core practicals. Key concepts in biology. Key concepts in chemistry.</p></td><td><p>GCSE examinations.</p></td></tr></table>			Year 11 Autumn	Year 11 Spring	Year 11 Summer	<p>B7: Animal co-ordination and homeostasis. B8: Exchange and transport in animals. <i>Core practical – respiration rates.</i></p> <p>C9: Calculations involving masses.</p> <p>P9: Electricity and Circuits. <i>Core practical – investigating resistance.</i></p> <p>P10: Magnetism and the motor effect. P11: Electromagnetic induction.</p>	<p>C10: Electrolytic processes. <i>Core practical – electrolysis of copper sulphate solution.</i> C11: Obtaining and using metals. C12: Reversible reactions and equilibria. P13: Forces and matter. <i>Core practical – investigating springs.</i></p> <p>Revision: Core practicals. Key concepts in biology. Key concepts in chemistry.</p>	<p>GCSE examinations.</p>
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Useful websites	<p>qualifications.pearson.com www.educake.co.uk activeteachonline.com</p>								
Recommended revision guide	<p>Pearson/Edexcel Combined Science GCSE Revision Guide Pearson/Edexcel Biology/Chemistry/Physics GCSE Revision Guides CGP Combined Science GCSE Revision Guide</p>								

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. 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.
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Useful websites	<ul style="list-style-type: none"> • www.re-definitions.org.uk • www.newsforkids.net • www.bbc.co.uk/newsround • www.request.org.uk • www.bbc.com/bitesize • 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		

PHSE

PSHE education 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.

Year 9	Autumn Mental Health GCSEs and the impact of lifestyle choices, including Sleep, digital usage & impact of friendship choices including gangs Building a positive community Discussing Black History Month within the concept of diversity	Spring Laws & Financial Decision Making Developing their understanding of the political system. Managing debt Discussing online risks Internet Fraud Gambling/Gaming Healthy Lifestyles Diet, exercise, lifestyle balance, healthy choices and first aid	Summer Impact of finance on the world Learning how our choices have a global impact Extremism Environment Animal Welfare Prisons Refugees Intimate relationships Relationships and sex Education including consent, contraception, the risks of STIs Personal Safety - Forced Marriage
	Autumn Building for the future Self-efficacy, stress management, and future opportunities; Mental Wellbeing, Sleep, Dealing with Change, Exam Stress Next steps Application processes, and skills for further education, employment and career progression	Spring Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Families, pregnancy and parental responsibilities Independence Responsible health choices, and safety in independent contexts	Summer Preparation for Living in the Wider World Preparing for post 16 education Lifestyle Balance Finance Exams
Useful websites www.youthaccess.org.uk www.mind.org.uk england.shelter.org.uk www.nhs.uk/live-well/sexual-health/15-things-young-people-should-know-about-sex www.brook.org.uk www.studentsagainstdepression.org www.parliament.uk/education www.childnet.com www.lutonsexualhealth.org.uk			

CORE PHYSICAL EDUCATION (2 COMPULSORY LESSONS PER WEEK)

At Key Stage 4, students still have 2 hours of 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.

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 paper, canvas, car doors, books, walls and some have made films. Exploring the inspiring work of other artists, craftspeople and designers will help you to make exciting projects based on your own interesting 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 careers 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.. Strategies for designing a personal project. Researching issues and ideas. Organising visual information. 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	<ul style="list-style-type: none"> Why study Art? A short film made by Tate. Creative Journeys (creativejourneyuk.com) – Creative careers films Y9 Fantastic and Strange - https://www.tate.org.uk/art/teaching-resource/animals-art Pinterest project boards - www.pinterest.com/icknielart Tate Gallery artist information - www.tate.org.uk/art AQA Art and Design Specification and assessment information The Guardian: Art and Design News - www.theguardian.com/artanddesign/art 		
Recommended revision guide	<ul style="list-style-type: none"> Tate exam project help - https://www.tate.org.uk/art/student-resource/exam-help Bitesize – www.bbc.com/bitesize/subjects/z6hs34j 		

GRAPHIC COMMUNICATION

GCSE in **Graphic Communication** is an exciting course that gives you experience of a broad range of design media and techniques.

In Graphic Communication you will explore a range of processes including ink work, digital photography, drawing, collage, print making and Photoshop. 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
	<p>Tropical Jungle Task 1: Redesign the cover for 'The Jungle Book'. Task 2: To create a large scale 3D paper craft collage letter form.</p> <ul style="list-style-type: none"> • Drawing. • Mark-making. • Typography. • Page layout. • Research. • Composition. • Photoshop-manipulation. • Paper Craft skills 	<p>Tropical Jungle Task 1: To create a large scale illustration mixed media piece. Task 2: To develop the illustration for use in exhibition graphics</p> <ul style="list-style-type: none"> • Amber Davenport • Henri Rousseau • Investigations into information graphics • Investigations into graphics design companies and their work 	<p>Independent mini project- 'Destruction of the rainforest'. Task: To create a campaign poster for an environmental cause of your choice.</p> <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			
	Year 10 Autumn ID MAGAZINE - Sustained project. <ul style="list-style-type: none"> Investigations into the structure of Magazine layout. Research into the photography work of David Bailey and Andy Gotts - Own portrait photographs taken Research contemporary graphical work of Craig and Karl, Ana Strumpf and Hattie Stewart. Pop art – making links between contemporary artists and influence of vintage design styles. 	Year 10 Spring ID MAGAZINE – Sustained Project continued. <ul style="list-style-type: none"> Investigations into the typography work of Neville Brody, David Carson and Kate Moross. Creation of portrait drawings in a wide range of media Application of artists styles investigated to own work Development of the final piece. 	Year 10 Summer Album Covers Further Work. <ul style="list-style-type: none"> 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. 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.
Year 11			
	Year 11 Autumn YR11 Mock exam. <ul style="list-style-type: none"> Artists and designer work and studies. Research and drawing. Media use and designing. Final design, planning annotations. 	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. 	Year 11 Summer GCSE Examinations.
Useful websites & resources	Pinterest project boards Tate Gallery artist information - www.tate.org.uk/art AQA Art and Design Specification and assessment information - www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 The Guardian: Art and Design News - www.theguardian.com/artanddesign/art		
Recommended revision guide	Tate Gallery exam project help - www.tate.org.uk/art/student-resource Bitesize - www.bbc.com/bitesize/subjects/z6hs34j		

FILM

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

This 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	Component 1: Portfolio - 60% 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. Component 2 – Externally Set Assignment – 40% 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.								
Year 9	<table><tr><th>Year 9 Autumn</th><th>Year 9 Spring</th><th>Year 9 Summer</th></tr><tr><td>THE MEETING<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.ISSUES<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>ISSUES continued and completed. FABLE<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>FABLE continued and completed. Prequel to the IF ONLY project.<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	THE MEETING <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. ISSUES <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.	ISSUES continued and completed. FABLE <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.	FABLE continued and completed. Prequel to the IF ONLY project. <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 IF ONLY. <ul style="list-style-type: none"> Look at the concept of teleportation and control of time within film. In camera special effects and editing. 	Year 10 Spring IF ONLY continued and completed. CAMPAIGN. <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. 	Year 10 Summer CAMPAIGN continue and complete. <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 LIGHT and DARK Mock Exam. <ul style="list-style-type: none"> Investigation of good versus evil within the film genres. Use of in camera techniques and post production techniques. COURSEWORK REVIEW. <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. 	Year 11 Spring Key Media: <ul style="list-style-type: none"> Camcorder. Tripod. Camera rail. Storyboard. Corel Video Studio Pro. 	Year 11 Summer GCSE Examinations.
Useful websites & resources	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/		
Recommended revision guide	Setting Up Your Shots: Great Camera Moves Every Filmmaker Should Know Book by Jeremy Vineyard AQA Art and Design Specification and assessment information - https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206		

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% 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 and techniques.</p>		
Year 9	<p>Year 9 Autumn</p> <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>Year 9 Spring</p> <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 customised trainer 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>Year 9 Summer</p> <p>Aztec and animal project.</p> <ul style="list-style-type: none"> Experimenting with media and cultural reference. Produce 2nd final piece in the form of a fabric print using transfer printing. <ul style="list-style-type: none"> Producing artist and designer research in preparation for final sustained project.

Year 10	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	<p>1960'S Sustained project.</p> <ul style="list-style-type: none"> Complete sketchbook on different artists and designers. Experimenting and refining skill of composition and colour reference. <p>1960'S Sustained project.</p> <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. 	<p>1960'S Sustained project.</p> <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. <p>1960'S Sustained project.</p> <ul style="list-style-type: none"> Producing print for final hoodie design and designing attachments in colour and design final hoodie. Embroidery and embellishment techniques, sewing machine experimenting. Annotations. 	<p>1960'S Sustained project.</p> <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, a canvas with combination of portrait and 1960's project. <p>1960'S Sustained project.</p> <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	Year 11 Spring	Year 11 Summer
	<p>YR11 Mock 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. Painting and fabric and final pieces including shoes and garments. 	<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. 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. 	<p>GCSE Examinations.</p>
Useful websites & resources	<p>Visual boards and inspiration www.pinterest.co.uk/pavitermann</p> <p>AQA information https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design</p> <p>Fashion and textiles museum. www.ftmlondon.org</p> <p>Victoria and Albert museum- https://www.vam.ac.uk/whatson</p>		
Recommended revision guide	<p>https://www.tate.org.uk/art/student-resource</p> <p>https://www.bbc.com/bitesize/subjects/z6hs34j</p>		

COMPUTER SCIENCE

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- 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>The GCSE (9–1) in Computer Science is a linear qualification with 100% external assessment. The GCSE (9–1) in Computer Science 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.</p> <p>Paper 1 is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.</p> <p>Paper 2 is a non-calculator paper. All questions are mandatory. The paper consists of two sections: Section A and Section B. Students must answer questions in both sections. In Section B, questions assessing student’s ability to write or refine algorithms must be answered using either OCR Reference Language or high-level programming language they are familiar with.</p>								
Year 9	<table><tr><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td>1.1 Systems Architecture 1.2 Memory and Storage</td><td>1.3 Computer Networks, Connections and Protocols 1.4 Network Security 1.5 System Software</td><td>1.6 Ethical, Legal, Cultural and Environmental Impacts of Digital Technology 2.1 Algorithms (introduction) 2.2 Programming Fundamentals (introduction)</td></tr></table>			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 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 Tasks Opportunity to put theory into Practice - students complete a series of short programming activities
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	Recap, revision and exam technique: 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 2.2 Programming Fundamentals 2.3 Producing Robust Programs 2.4 Boolean Logic 2.5 Programming Languages and Integrated Development Environments	Exam technique and preparation for actual exams: 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 2.2 Programming Fundamentals 2.3 Producing Robust Programs 2.4 Boolean Logic 2.5 Programming Languages and Integrated Development Environments	
Useful websites	https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ www.gcsepod.com https://www.bbc.co.uk/bitesize/examspecs/zmtchbk https://www.w3schools.com/ https://www.computerscience.gcse.guru/ https://www.codecademy.com/		
Recommended revision guide	GCSE OCR: ClearRevise OCR GCSE J277 CGP: New Grade 9-1 GCSE Computer Science OCR Revision Question Cards - for exams in 2022 and beyond		

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, increasing the 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 and Bangladesh climate change Tropical Cyclones <ul style="list-style-type: none"> Typhoon Haiyan (Philippines) Hurricane Katrina (USA) 	Tectonics <ul style="list-style-type: none"> Christchurch earthquake, New Zealand Haiti earthquake Development Dynamics <ul style="list-style-type: none"> India Case Study 	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"> Glaciation in the Lake District River processes <ul style="list-style-type: none"> Boscastle Floods 	Coasts <ul style="list-style-type: none"> Holderness Coast UK Evolving Human Landscape <ul style="list-style-type: none"> London Case Study 	Urban Fieldwork <ul style="list-style-type: none"> How does quality of life vary in Luton? Coastal Fieldwork <ul style="list-style-type: none"> Investigation coastal management strategies in Southend

Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	People and the Biosphere <ul style="list-style-type: none"> World Biomes Human use of the biosphere Forests Under Threat <ul style="list-style-type: none"> Tropical rainforest and the taiga forest 	Consuming Energy Resources <ul style="list-style-type: none"> Oil supply and price Tar sands in Athabasca Revision <ul style="list-style-type: none"> Unfamiliar questions DME Case Studies Past papers 8 Mark Questions 	GCSE Examinations
Useful websites	GCSE Bitesize: www.bbc.com/bitesize/examspecs/zsytxsg Educake: https://www.educake.co.uk/ Seneca Learning: https://senecalearning.com/en-GB/		
Recommended revision guide	Revise Edexcel GCSE (9-1) Geography B Revision Guide & Workbook Grade 9-1 GCSE Geography Edexcel B: Investigating Geographical Issues Revision Guide (CGP)		

HISTORY

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.

Exam Board	Edexcel		
Qualification type	GCSE 9-1		
Assessment	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 19 th 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.		
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 & 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, and learn new ways of thinking.

We aim 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</p> <p>What’s assessed: Understanding and responding to different types of spoken language</p> <p>Foundation: 35 minutes approximately</p> <p>Higher: 45 minutes approximately</p> <p>25% of GCSE: Speaking examination</p> <p>What’s assessed: Communicating and interacting effectively in speech for a variety of purposes</p> <p>Foundation: 7-9 minutes + preparation time</p> <p>Higher: 10-12 minutes + preparation time</p> <p>25% of GCSE: Reading examination</p> <p>What’s assessed: Understanding and responding to different types of written language</p> <p>Foundation: 45 minutes</p> <p>Higher: 1 hour</p> <p>25% of GCSE: Writing examination</p> <p>What’s assessed: Communication effectively in writing for a variety of purposes</p> <p>Foundation- 1 hour</p> <p>Higher- 1 hour 15 minutes</p>								
Year 9	<table><tr><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td>Me, my family and friends</td><td>Technology in everyday life<ul style="list-style-type: none">• Social media.</td><td>Free time activities</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	Me, my family and friends	Technology in everyday life <ul style="list-style-type: none">• Social media.	Free time activities
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	<ul style="list-style-type: none">Family members (revision).Relationships.Attitude towards marriage (pros and cons).	<ul style="list-style-type: none">Safety on the internet.Mobile technology.Free time activities.Talking about music, cinema and TV.Talking about food and drink in target language country.Sports activities.	<ul style="list-style-type: none">Talking about music, cinema and TV.Talking about food and drink in target language country.Sports activities.Festivals and customs in target language-speaking countries.						
Year 10	<table><tr><td>Year 10 Autumn</td><td>Year 10 Spring</td><td>Year 10 Summer</td></tr><tr><td>Home, town, neighbourhood and region<ul style="list-style-type: none">Describe your house and rooms.My area.Facilities in town.</td><td>Social issues<ul style="list-style-type: none">Charity work abroad.Volunteering abroad.Lifestyles in the past.Health issues.</td><td>Global issues<ul style="list-style-type: none">Local environmental problems.Global environmental problems.Homelessness.</td></tr></table>			Year 10 Autumn	Year 10 Spring	Year 10 Summer	Home, town, neighbourhood and region <ul style="list-style-type: none">Describe your house and rooms.My area.Facilities in town.	Social issues <ul style="list-style-type: none">Charity work abroad.Volunteering abroad.Lifestyles in the past.Health issues.	Global issues <ul style="list-style-type: none">Local environmental problems.Global environmental problems.Homelessness.
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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>Life at school/college<ul style="list-style-type: none">Describing school.Different sorts of schools.Typical school day.Different experiences of school life.</td><td>Jobs, career choices and ambitions<ul style="list-style-type: none">Making choices about university and career.Choosing a career.</td><td><ul style="list-style-type: none">GCSE examinations.</td></tr></table>			Year 11 Autumn	Year 11 Spring	Year 11 Summer	Life at school/college <ul style="list-style-type: none">Describing school.Different sorts of schools.Typical school day.Different experiences of school life.	Jobs, career choices and ambitions <ul style="list-style-type: none">Making choices about university and career.Choosing a career.	<ul style="list-style-type: none">GCSE examinations.
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Useful websites &resources	Information about the GCSE course: aqa.org.uk Access to Past Exam Papers: SharePoint365 Vocabulary Revision and Practice: www.quizlet.com Online dictionary: https://en.pons.com/translate								
Recommended revision guides	CGP GCSE AQA French 9-1 - Complete Revision and Practice (with Online Edition) French Reading / Writing Target Grade 5 and 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 / Writing Target Grade 5 and 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 units, 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	
	Business activity 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.	Marketing 2.1 The role of marketing. 2.2 Market research. 2.3 Market segmentation. 2.4 The marketing mix.	People 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	
	Operations 4.1 Production processes. 4.2 Quality of goods and services.	Finance 5.1 The role of the finance function. 5.2 Sources of finance.	Influences 6.1 Ethical and environmental considerations. 6.2 The economic climate. 6.3 Globalisation.	

	<p>4.3 The sales process and customer service.</p> <p>4.4 Consumer law.</p> <p>4.5 Business location.</p> <p>4.6 Working with suppliers.</p>	<p>5.3 Revenue, costs, profit and loss.</p> <p>5.4 Break-even.</p> <p>5.5 Cash and cash flow.</p>	<p>7 The interdependent nature of business operations, finance, marketing and human resources within a business context.</p> <p>How these interdependencies underpin business decision-making.</p> <p>The impact of risk & reward on business activity.</p> <p>The use of financial information in measuring and understanding business performance and decision-making.</p>	
Year 11	<p>Year 11 Autumn</p> <p>Recap, revision and exam technique:</p> <p>1 Business activity.</p> <p>2 Marketing.</p> <p>3 People.</p> <p>4 Operations.</p> <p>5 Finance.</p> <p>6 Influences on business.</p> <p>7 The interdependent nature of business.</p>	<p>Year 11 Spring</p> <p>Exam technique and preparation for actual exams:</p> <p>1 Business activity.</p> <p>2 Marketing.</p> <p>3 People.</p> <p>4 Operations.</p> <p>5 Finance.</p> <p>6 Influences on business.</p> <p>7 The interdependent nature of business.</p>	<p>Year 11 Summer</p>	
Useful websites & resources	<p>BBC Bitesize - GCSE Business - OCR - BBC Bitesize</p> <p>BusinessEd - www.businessed.co.uk/index.php/home/theory/gcse/ocr-gcse-9-1-public</p> <p>YouTube - https://www.youtube.com/c/BizConSeshGCSEBusiness91/playlists?view=50&sort=dd&shelf_id=6</p>			
Recommended revision guide	<p>CGP GCSE Business 9-1 - Complete Revision and Practice (with Online Edition)</p> <p>OCR GCSE (9-1) Business, Third Edition (Mike Schofield, Alan Williams)</p> <p>My Revision Notes: OCR GCSE (9-1) Business (Mike Schofield)</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 courses-
 - Personal and Social Development (E1-L2)
 - 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.

New Horizon

- The New Horizons programme is learner-centred, offering structure and flexibility; it provides recognition for small steps in achievement.
- The activities are split into five modules: Personal, Social, Health, Citizenship and Relationship. Each module contains a focused careers-related activity. Externally moderated and awarded.



DESIGN TECHNOLOGY

The study of Design & Technology will help students to develop their problem solving skills, creativity skills and the 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, develop a greater understanding of the design world including designers and design companies 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 AS/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">2D/3D Drawing skills<p>Theory content:</p><ul style="list-style-type: none">Unit 1- Industry and enterpriseIndustry and enterpriseSustainability and the environmentPeople, culture and societyProduction techniques and systemsInforming design decisions<ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate)</td><td><ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate)<p>Theory content:</p><p>Unit 2 – Energy, materials, systems and devices</p><ul style="list-style-type: none">Energy generationEnergy StorageModern MaterialsSmart materialsComposite materials and technical textilesSystems approach to designingElectronic systems processingMechanical devices</td><td><ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate)Developing CAD/CAM skills<p>Theory content:</p><p>Unit 3 – Materials and properties</p><ul style="list-style-type: none">Paper’s and boardsMetals – AlloysTimbersPolymersTextiles</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	<ul style="list-style-type: none">2D/3D Drawing skills <p>Theory content:</p> <ul style="list-style-type: none">Unit 1- Industry and enterpriseIndustry and enterpriseSustainability and the environmentPeople, culture and societyProduction techniques and systemsInforming design decisions <ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate)	<ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate) <p>Theory content:</p> <p>Unit 2 – Energy, materials, systems and devices</p> <ul style="list-style-type: none">Energy generationEnergy StorageModern MaterialsSmart materialsComposite materials and technical textilesSystems approach to designingElectronic systems processingMechanical devices	<ul style="list-style-type: none">NEA style project (research, design, develop, manufacture, evaluate)Developing CAD/CAM skills <p>Theory content:</p> <p>Unit 3 – Materials and properties</p> <ul style="list-style-type: none">Paper’s and boardsMetals – AlloysTimbersPolymersTextiles
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	<p>develop, manufacture, evaluate, CAD/CAM)</p> <p>Theory content: Unit 4 – Common specialist techniques</p> <ul style="list-style-type: none"> • Forces and stresses • Improving functionality • Ecological and social footprint • 6 R's <p>Unit 5 Unit 5A – Papers and boards</p> <ul style="list-style-type: none"> • Sources, origins and properties • Working with paper and boards • Commercial manufacturing process, finishes and surface treatments <p>Unit 5B – Timber based materials</p> <ul style="list-style-type: none"> • Sources, origins and properties • Working with timber based materials • Commercial manufacturing process, finishes and surface treatments 	<p>Theory content: Unit 5C – Metals</p> <ul style="list-style-type: none"> • Sources, origins and properties • Working with metals • Commercial manufacturing process, finishes and surface treatments <p>Unit 5D – Polymers</p> <ul style="list-style-type: none"> • Sources, origins and properties • Working with polymers • Commercial manufacturing process, finishes and surface treatments <p>Unit 5E – Textiles</p> <ul style="list-style-type: none"> • Sources, origins and properties • Working with textile • Commercial manufacturing process, finishes and surface treatments <p>Unit 6 – Designing principles</p> <ul style="list-style-type: none"> • Investigation, primary and secondary data • The work of others • Design Strategies • Communication of design ideas <p>Unit 7 – Making principles</p> <ul style="list-style-type: none"> • Selection of materials and processes • Tolerances • Material management • Tools, equipment, Techniques and finishes • Surface treatments and finishes 	<p>1. NEA CONTROLLED ASSESSMENT START</p> <p>Students research the different contextual challenges</p> <ul style="list-style-type: none"> • Research – analysis, secondary research, primary research, product analysis, user needs and wants
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Year 11						
	<table><tr><th>Year 11 Autumn</th><th>Year 11 Spring</th><th>Year 11 Summer</th></tr><tr><td><ul style="list-style-type: none">Working on NEA (Non Assessment examination) Design ideas and developmentMock paper PrepTheory/recall:<ul style="list-style-type: none">Unit 1- Industry and enterpriseUnit 2 – Energy, materials, systems and devicesUnit 3 – Materials and propertiesUnit 4 – Common specialist techniques</td><td><ul style="list-style-type: none">Working on NEA (Non Assessment examination) Manufacturing and evaluatingSubmission of NEAExam preparationTheory/recall:<ul style="list-style-type: none">Unit 5A – Papers and boardsUnit 5B – Timber based materialsUnit 5C – MetalsUnit 5D – PolymersUnit 5E – TextilesUnit 6 – Designing principlesUnit 7 – Making principlesMini mocks</td><td><ul style="list-style-type: none">RevisionExam preparationGCSE 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) Design ideas and developmentMock paper Prep Theory/recall: <ul style="list-style-type: none">Unit 1- Industry and enterpriseUnit 2 – Energy, materials, systems and devicesUnit 3 – Materials and propertiesUnit 4 – Common specialist techniques	<ul style="list-style-type: none">Working on NEA (Non Assessment examination) Manufacturing and evaluatingSubmission of NEAExam preparation Theory/recall: <ul style="list-style-type: none">Unit 5A – Papers and boardsUnit 5B – Timber based materialsUnit 5C – MetalsUnit 5D – PolymersUnit 5E – TextilesUnit 6 – Designing principlesUnit 7 – Making principlesMini mocks
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Useful websites	<ul style="list-style-type: none">Technology Student - http://www.technologystudent.com/GCSE POD - https://www.gcsepod.com/DATA - https://www.data.org.uk/STEM - https://www.stem.org.uk/GCSE Bitesize - https://www.bbc.co.uk/bitesize/subjects/zvg4d2pMr DT - http://www.mr-dt.com/Design & Technology - http://www.design-technology.info/home.htmDesign & Technology - http://www.design-technology.info/revisionguides/Design Museum - https://designmuseum.org/V&A Museum - https://www.vam.ac.uk/Tate Modern - https://www.tate.org.uk/visit/tate-modernTate Britain - https://www.tate.org.uk/visit/tate-britain<ul style="list-style-type: none">www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552					
Recommended revision guide	Collins GCSE Design and Technology (9-1) – All-in-One Revision and Practice (with Online Edition) PG Online AQA endorsed book CGP D&T revision question cards					

FOOD PREPARATION AND NUTRITION

By studying food preparation and nutrition students will be able to:			
<ul style="list-style-type: none"> 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. NEA Assessment 1- Food investigation- 15% of qualification NEA Assessment 2- Food Preparation and Nutrition in Action (will include a 3 hour practical exam) -35% of qualification. 		
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
	<p>Food commodities 1</p> <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. 	<p>Food commodities 2</p> <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. <p>Food spoilage</p> <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 	<p>Meat and nutrition.</p> <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. <p>Food Provenance</p> <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
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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 Level 1/2								
Assessment	<p>Unit R032: Principles of care in health, social care and early years settings. 1 hour written paper consists of two sections, each comprising 60 marks (60UMS) short answer and extended response questions. OCR set and marked. 40%</p> <p>Unit R033: Supporting individuals through life events. 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. 30%</p> <p>Unit R035: Creative and therapeutic activities. Approximately 10 hours internal assessment will be based on a centre selected model 60 marks (60 UMS) assignment. Centre assessed and OCR moderated. 30%</p>								
Year 9	<table><tr><td>Year 9 Autumn</td><td>Year 9 Spring</td><td>Year 9 Summer</td></tr><tr><td>Unit R033: Supporting individuals through life events<ul style="list-style-type: none">Understanding the Life stagesFactors that affect development?Controlled Assessment.Ageing Process.PIES development across the life stagesThe changing role in lifeControlled assessment.</td><td>Unit R033: Supporting individuals through life events<ul style="list-style-type: none">Impacts of life eventsExpected and unexpected life eventsSources of support available to meet the needs of individualsControlled assessment</td><td>Unit R035: Creative and therapeutic activities<ul style="list-style-type: none">Therapies and their benefitsCreative activities and their benefitsPlan a creative activity for individuals or groups in a health care, social care or early years settings</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	Unit R033: Supporting individuals through life events <ul style="list-style-type: none">Understanding the Life stagesFactors that affect development?Controlled Assessment.Ageing Process.PIES development across the life stagesThe changing role in lifeControlled assessment.	Unit R033: Supporting individuals through life events <ul style="list-style-type: none">Impacts of life eventsExpected and unexpected life eventsSources of support available to meet the needs of individualsControlled assessment	Unit R035: Creative and therapeutic activities <ul style="list-style-type: none">Therapies and their benefitsCreative activities and their benefitsPlan a creative activity for individuals or groups in a health care, social care or early years settings
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Year 10			
	Year 10 Autumn Unit R035: Creative and therapeutic activities <ul style="list-style-type: none"> Therapies and their benefits Creative activities and their benefits Factors that affect the selection of creative activities How to plan a creative activity for individuals or groups in a health care, social care or early years setting 	Year 10 Spring Unit R035 <ul style="list-style-type: none"> Controlled assessment Plan a creative activity for individuals or groups in a health care, social care or early years setting Deliver a creative activity and evaluate your own performance Controlled assessment 	Year 10 Summer Unit R032: Exam Principles of care in health, social care and early years settings <ul style="list-style-type: none"> Types of care settings Supporting individual's rights. Providing up to date information. Advocacy. Values of care. Impact of legislation. Personal hygiene. Safety procedures. Security measures.
Year 11			
	Year 11 Autumn Unit R032: Principles of care in health, social care and early years settings <ul style="list-style-type: none"> The rights of individuals in care settings Person-centred values of care Different types of communication The importance of effective communication in health, social care and early years settings Protecting individuals in health, social care and early years settings Revision 	Year 11 Spring Unit R032: Principles of care in health, social care and early years settings <ul style="list-style-type: none"> Exam revision January Exam R032. Revisit coursework R033- Supporting individuals through life events Revisit R035- Creative and therapeutic activities Submit final coursework 	Year 11 Summer <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

GCSE Music is an ideal choice for a student who has enjoyed Music lessons and wants to be more creative as a performer and composer using Music Technology. The GCSE Music programme will engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As they progress, they will learn to compose their own music using GarageBand and Sibelius on MAC computers, and to listen with discrimination to a diverse range of music genres. GCSE Music provides a creative element which helps to balance an academic range of subjects for a well-rounded student preparing for College and University.

GCSE Music covers the following:

- Area of Study 1: Your Instrument (for solo and ensemble performance)
- Area of Study 2: The Concerto Through Time (Baroque, Classical and Romantic Concertos)
- Area of Study 3: Rhythms of the World (Ragas, Bhangra, Samba, Calypso, Music from Africa, Greece, Israel & Palestine)
- Area of Study 4: Film and Computer Game Music
- Area of Study 5: Conventions of Pop (Rock n Roll, Rock Anthems, Pop Ballads, Solo Artists)

Exam Board	OCR								
Qualification type	GCSE 9-1								
Assessment	30% Performance (NEA), 30% Composition (NEA), 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 & Performance• Rock n Roll and Rock Anthems</td><td><ul style="list-style-type: none">• Film & Computer Game Music• Samba and Calypso Music</td><td><ul style="list-style-type: none">• Baroque Concerto• Composition (using Garage Band & Sibelius) & Performance</td></tr></table>			Year 9 Autumn	Year 9 Spring	Year 9 Summer	<ul style="list-style-type: none">• Music Theory & Performance• Rock n Roll and Rock Anthems	<ul style="list-style-type: none">• Film & Computer Game Music• Samba and Calypso Music	<ul style="list-style-type: none">• Baroque Concerto• Composition (using Garage Band & Sibelius) & Performance
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Year 10 Autumn	Year 10 Spring	Year 10 Summer							
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Year 11 Autumn	Year 11 Spring	Year 11 Summer							
<ul style="list-style-type: none">• Performance Composition 2 &• Exam Practice on all topics	<ul style="list-style-type: none">• Coursework Submission for Solo & Ensemble Performance and Composition 1 & 2.• Exam Practice on all topics	<ul style="list-style-type: none">• GCSE Examinations							
Useful websites	www.musictheoryonline.co.uk , YouTube: OCR GCSE Music Virtual Textbooks								

SPORT STUDIES

This qualification is suitable for students who want to develop knowledge and practical skills in Sport Studies. They may want to progress onto other related study, such as qualifications in Sports, Physical Education, Social-science or Media areas.

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Entry requirements

no requirement

Exam Board	OCR				
Qualification type	Cambridge Nationals Level 1/Level 2 (Technical award)				
Assessment	The course is split into 4 units. However, students’ overall qualifications will be based on the outcome from three units with only one of the below optional units being selected.				
	Unit no.	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
	R184	Contemporary issues in sport	48	External (exam)	M
	R185	Performance and leadership in sports activities	48	NEA	M
	R186	Sport and the media	24	NEA	O
	R187	Increasing awareness of OAA Activities	24	NEA	O
Year 9	Year 9 Autumn		Year 9 Spring	Year 9 Summer	
	Sport and the media - TA1 The different sources of media that cover sport		Sport and the media - TA2/3 Positive and negative effects of the media in sport	Increasing awareness of OAA - TA1 Provision for different types of OAA - TA2 Safety aspects of OAA	
Year 10	Year 10 Autumn		Year 10 Spring	Year 10 Summer	
	Increasing awareness of OAA - TA3 Plan for and participate in OAA - TA4 Evaluate participation		Performance/Leadership - TA1 Key components of performance - TA2 Applying practice methods	Performance/Leadership - TA1 Key components of performance - TA3/4/5 Plan, Deliver and review a sports session	
Year 11	Year 11 Autumn		Year 11 Spring	Year 11 Summer	
	Contemporary issues - TA1 Issues which effect participation in sport - TA2 The role of sport in promoting values		Contemporary issues - TA3 The implications of hosting a major sporting event - TA4 The roles national governing bodies play in their sport	Contemporary issues - TA5 The use of technology in sport	
Useful websites	https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/				
Recommended revision guide	To be published in 2022. Specification: https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf				

SPORT SCIENCE

This qualification will prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions. Students will learn how to conduct fitness tests, interpret data as well as how to design, implement and evaluate fitness training programmes. They will develop knowledge of how the body responds to exercise and understand how technology helps inform us of these changes, and delve into the world of sports nutrition to understand how what we eat can impact our performance in sport.

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

Entry requirements

no requirement.

Exam Board	OCR				
Qualification type	Cambridge Nationals Level 1 / Level 2 (Technical Award)				
Assessment	The course is split into 4 units. Students overall qualification will be based on the outcome from three units with only one of the below optional units being selected.				
	Unit No.	Unit Title	Guided learning hour (GLH)	How are they assessed	Mandatory (M) or Optional (O)
	R180	Reducing the risk of sports injuries and dealing with common medical conditions	48	Exam	M
	R181	Applying the principles of training: fitness and how it affects skill performance	48	Coursework NEA	M
	R182	The body’s response to physical activity and how technology informs this	24	Coursework NEA	O
	R183	Nutrition and sports performance	24	Coursework NEA	O
Year 9	Year 9 Autumn		Year 9 Spring	Year 9 Summer	
	Unit R181: Applying the principles of training: fitness and how it affects skill performance TA1: Components of fitness applied in sport TA2: Principles of training in sport		Unit R181: Applying the principles of training: fitness and how it affects skill performance TA3: Organising and planning a fitness training programme TA4: Evaluate own performance in planning and delivery of a fitness training programme	R182: The body’s response to physical activity and how technology informs this TA1: Cardio-respiratory system and how the use of technology supports different types of sports and their intensities	

Year 10			
	Year 10 Autumn	Year 10 Spring	Year 10 Summer
	R182: The body's response to physical activity and how technology informs this TA2: Musculo-skeletal system and how the use of technology supports different types of sports and their movements	R182: The body's response to physical activity and how technology informs this TA3: Short-term effects of exercise on the cardio-respiratory and musculoskeletal systems TA4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems	Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions TA1: Different factors which influence the risk and severity of injury TA2: Warm up and cool down routines
Year 11			
	Year 11 Autumn	Year 11 Spring	Year 11 Summer
	Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions TA3: Different types and causes of sports injuries TA4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions TA5: Causes, symptoms and treatment of medical conditions	Unit R183: Nutrition and sports performance TA1: Nutrients needed for a healthy, balanced nutrition plan TA2: Applying differing dietary requirements to varying types of sporting activity	Unit R183: Nutrition and sports performance TA1: Nutrients needed for a healthy, balanced nutrition plan TA2: Applying differing dietary requirements to varying types of sporting activity
Useful websites	https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf		
Recommended revision guide			