

RAYNES

PARK HIGH SCHOOL

KS4 CURRICULUM INFORMATION
2024-2025

Respect
Resilience
Results

Our KS4 Curriculum

The KS4 curriculum at Raynes Park High School has been structured to provide our students with a broad and balanced education and ensures that students receive their statutory entitlement.

All students complete GCSEs in English (Literature and Language), Maths and Science (Combined or Triple). All students also have one hour of PE per week. In addition to this, students complete 4 further qualifications, choosing from a variety of Humanities, Sciences, Languages, Creative and Practical subjects.

When making their GCSE option choices all students were required to choose 1 “Ebacc” subject from History, Geography or MFL (French or Spanish) to ensure that they filled their P8 buckets. The remaining three option choices were open/free choices.

We took this stance because we recognise that each student has their own unique set of skills and interests and therefore did not force students to follow the “Ebacc” pathway, which requires students to study at least one Humanities subject (Geography or History) and one Modern Foreign Language.

To support our students with these choices we provided them with the information, advice and guidance to ensure that they selected appropriate courses based upon a number of factors including;

- Their academic ability
- Their strengths and weaknesses
- Their future career aspirations
- Support they may require

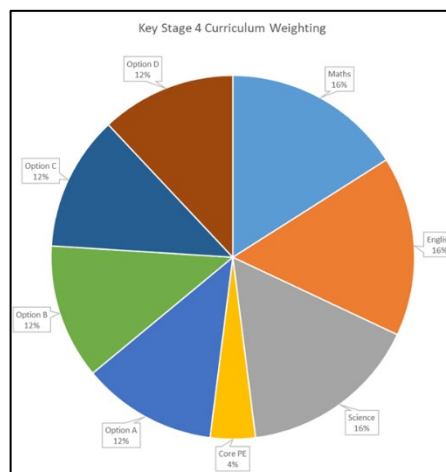
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- The academic profile of the cohort
- Changes to DfE policy
- Amendments to specifications / methods of assessment by examination boards

The KS4 curriculum is completed following a one week timetable consisting of 25x 60 minute periods – 5 periods per day.

The weighting of these periods to each subject area per 25 period week is broken down below.

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	1	60
Option A	3	180
Option B	3	180
Option C	3	180
Option D including Triple Science	3	180
Totals	25	1500



The following pages of this curriculum booklet will give you an overview as to what students in KS4 will study in each subject area over the course of this academic year.

If you have any questions or queries about our curriculum please do email ahogarth@raynespark.merton.sch.uk

A. Hogarth

Mr A Hogarth
Deputy Headteacher

Assessments and Examinations

GCSE examinations will take place at the end of Year 11, starting in May. Some vocational subjects may well have some exam units earlier. You can support your child during their KS4 studies by:

- Highlighting important assessment dates on a calendar at home
- Helping your child in planning (and sticking to!) a homework and revision timetable
- Encouraging them to use sensible aids for revision, for example note-taking, recall exercises, writing under timed conditions etc
- Contacting your child's teacher or the Head of Department if you would like to discuss a particular course
- Checking they know their exam boards

GCSE courses are examined in several ways. Under the new GCSE structure, however, most courses will only have end of course exams. This will mean constant revision of course content and staying up to date with all work is crucial. All subjects will now be graded from 9-1.

- **Examination:** Examinations are now the only form of assessment in the majority of subjects and take the form of a written paper
- **Practical Assessment:** In some subjects, such as Art, Dance, Drama and PE, students are assessed completing a practical task
- **Controlled Assessment in School:** Students may be given preparation work to do beforehand but the assessment will take place under exam conditions during school time

Attendance

There is a clear link between attendance and achievement at GCSE. Students whose attendance is below 97% (that is more than 9 days off in a school year) are significantly less likely to achieve.

- Ensure your child has at least 96% attendance
- If your child becomes too ill to stay in school, you will be contacted
- Telephone the school if your child must be absent
- Ensure your child see teachers to catch up on any work missed
- Holidays during term time will not be authorised by the school

Support available at school

The school provides a range of support systems which include:

- **Mentoring:** students who need extra support may be referred to a member of staff for mentoring. Please contact the year team if you feel that this would be of benefit.
- **Subject Staff:** departments run their own intervention sessions to support students after school. There is a wide range of resources available in school and online to assist with all subjects.
- **Year Team:** please contact the year team with any other queries you may have

Student Wellbeing

Ms Yusuf leads the wellbeing team who provide personalised support to students.

Learning Resources

A wide range of learning resources are available via the internet for students. These include:

- Satchel: <https://raynespark.satchelone.com/school/home>
- Maths: <https://sparxmaths.com/> and <https://vle.mathswatch.co.uk/vle/>
- Science: <https://www.educake.co.uk/>
- English: <https://www.educake.co.uk/>
- Revision Videos: <https://www.youtube.com>
- BBC Resources: <https://www.bbc.co.uk/bitesize>
- Oak National Academy: <https://www.thenational.academy/>

Departments will also advise you of the best websites for their specific subject revision.

KS4 KEY STAFF

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YEAR 10 TUTOR TEAM		
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9MO	MS M O'BRIEN	mobrien@raynespark.merton.sch.uk

YEAR 11 TUTOR TEAM		
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English Curriculum Maps 2024-2025

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>10</p> <p>AQA/ 8700 & 8702</p>	<p>An Inspector Calls AND Essay Writing Skills Examining the political message of J.B Priestley focusing on issues of wealth, class, gender and social responsibility. Developing essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> - Reading texts for meaning - Grammar and writers' methods - Analytical techniques - Essay writing skills 	<p>Power & Conflict Poetry AND Essay Writing Skills Exploring and revisiting poetic form and method through the AQA poetry anthology. Developing comparative essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study <p>Language skills</p> <ul style="list-style-type: none"> - writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers' methods 	<p>Macbeth AND Poetry Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Continuing poetry through the AQA poetry anthology.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers' methods 	<p>Macbeth AND Language Paper 2 Skills Exploring 'Macbeth' and analysing Shakespeare's intent and craft through the key themes. Developing comparative essay writing skills.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers' methods 	<p>Language Paper 2 AND Spoken Language Exploring a range of non-fiction texts from different eras and the disseminating power of the written word. AND Exploring poignant speeches through history focusing on their political and social message. Shaping and writing speeches for an audience.</p> <p>Language Paper 2 skills:</p> <ul style="list-style-type: none"> - Reading non-fiction texts for meaning - Grammar and writers' methods - Non-fiction writing skills 	<p>Unseen Poetry AND Revision Exploring and revisiting poetic form and poetical methods through a range of unseen poetry. Recapping and securing comparative essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study

<p style="text-align: center;">11</p> <p style="text-align: center;">AQA/ 8700 & 8702</p>	<p>Jekyll and Hyde AND Essay Writing Skills Exploring Stevenson’s novella through literary methods and themes. Recapping and securing essay writing skills.</p> <p>Literature skills:</p> <ul style="list-style-type: none"> - Reading texts for meaning - Grammar and writers’ methods - Analytical techniques - Essay writing skills 	<p>Jekyll and Hyde AND Revision Exploring Stevenson’s novella through literary methods and themes. Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers’ methods 	<p>Language Paper 1 AND Revision Exploring and revising poetic form and poetical methods through a range of unseen poetry. Recapping and securing comparative essay writing skills.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - Creative writing skills - Reading texts for meaning - Grammar and writers’ methods 	<p>Revision Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers’ methods 	<p>Revision Revising and recapping the key themes within the taught literature and practising language and literature exam skills through past questions.</p> <p>Literature skills & Language skills</p> <ul style="list-style-type: none"> - Analytical techniques - Essay writing skills - Comparative skills through thematic study - Reading texts for meaning - Grammar and writers’ methods 	
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Maths Curriculum Map 2024-2025

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 Edexcel 1MA1 Foundation	<ul style="list-style-type: none"> ▪ Congruence ▪ Enlargements ▪ Similar shapes ▪ Similar triangles ▪ Trigonometry ▪ Pythagoras 	<ul style="list-style-type: none"> ▪ Linear equations ▪ Inequalities ▪ Bearings ▪ Speed 	<ul style="list-style-type: none"> ▪ Volume ▪ Surface Area ▪ Area ▪ Circles ▪ Vectors 	<ul style="list-style-type: none"> ▪ Ratio ▪ Currency ▪ Fractions ▪ Percentages 	<ul style="list-style-type: none"> ▪ Probability ▪ Venn diagrams ▪ Sampling ▪ Charts ▪ Frequency polygons ▪ Scatter graphs ▪ Stem & leaf diagrams ▪ Pie Charts 	<ul style="list-style-type: none"> • Estimating • Number sense • Factors & multiples • HCF/LCM • Nth term
10 Higher	<ul style="list-style-type: none"> ▪ Congruence ▪ Enlargements ▪ Similar shapes ▪ Similar triangles ▪ Trigonometry ▪ Pythagoras ▪ Sine Rule ▪ Cosine Rule 	<ul style="list-style-type: none"> ▪ Linear equations ▪ Inequalities ▪ Factorising quadratics ▪ Quadratic inequalities 	<ul style="list-style-type: none"> ▪ Linear simultaneous equations ▪ Simultaneous equations involving a quadratic ▪ Bearings ▪ Speed ▪ Angles in polygons ▪ Density ▪ Surface Area ▪ Volume 	<ul style="list-style-type: none"> ▪ Vectors ▪ Ratio ▪ Percentages ▪ Iterative process 	<ul style="list-style-type: none"> ▪ Probability ▪ Venn diagrams ▪ Sampling ▪ Histograms ▪ Cumulative frequency ▪ Box plots ▪ Scatter graphs 	<ul style="list-style-type: none"> • Recurring decimals • Surds • Bounds • Estimating • Number sense • Quadratic sequence
11 Edexcel 1MA1	<ul style="list-style-type: none"> ▪ Standard Form ▪ Indices 	<ul style="list-style-type: none"> ▪ Simultaneous equations 	<ul style="list-style-type: none"> ▪ $Y = mx + c$ ▪ Quadratic graphs 	<ul style="list-style-type: none"> ▪ Distance/time graphs ▪ Speed/time graphs 	<ul style="list-style-type: none"> ▪ Revision 	

Foundation	<ul style="list-style-type: none"> ▪ Percentages of amounts ▪ Reverse percentages ▪ Simple interest 	<ul style="list-style-type: none"> ▪ Interior/exterior angles ▪ Volume ▪ Surface Area ▪ Expanding brackets ▪ Factorising ▪ Changing the subject of a formulae 	<ul style="list-style-type: none"> ▪ Cubic graphs ▪ Reciprocal graphs ▪ Real-life graphs 	<ul style="list-style-type: none"> ▪ Pressure ▪ Density ▪ Speed ▪ Inverse proportion ▪ Transformations ▪ Construction ▪ Loci 		
11 Higher	<ul style="list-style-type: none"> ▪ Quadratic sequences ▪ Other sequences ▪ Indices ▪ Algebraic fractions ▪ Algebraic proof 	<ul style="list-style-type: none"> ▪ $Y = mx + c$ ▪ Perpendicular lines ▪ Recognise graph shapes ▪ Equation of circles ▪ Tangent to a curve ▪ Expanding ▪ Factorising ▪ Solving quadratics ▪ Changing the subject 	<ul style="list-style-type: none"> ▪ Composite functions ▪ Inverse functions ▪ Quadratic inequalities ▪ Key points of quadratic graphs 	<ul style="list-style-type: none"> ▪ Direct proportion equations ▪ Inverse proportion equations ▪ Pressure & density ▪ Vectors ▪ Exterior/interior angles ▪ Circle theorems ▪ Transformations ▪ Construction 	<ul style="list-style-type: none"> ▪ Revision 	

Science Curriculum Map

KS4 AQA GCSE Science Trilogy and Triple Science

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Biology	<ul style="list-style-type: none"> Cell structure Cell transport 		<ul style="list-style-type: none"> Cell division Reproduction 		<ul style="list-style-type: none"> Variation and evolution Genetics and evolution Revision for end of year exams End of year exams Practical Skills 	
	Chemistry	<ul style="list-style-type: none"> Bonding structure and properties of matter Organic chemistry 				<ul style="list-style-type: none"> Energy changes Chemical analysis Quantitative chemistry Revision for end of year exams End of year exams Practical Skills 	
	Physics	<ul style="list-style-type: none"> Electric circuits Electricity in the home 		<ul style="list-style-type: none"> Forces in balance Forces in motion Motion 		<ul style="list-style-type: none"> Revision for end of year exams End of year exams Practical Skills 	
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	Biology	<ul style="list-style-type: none"> Respiration The nervous system 		<ul style="list-style-type: none"> Hormonal coordination Organisation and digestion Organising animals and plants 		GCSE Exams	
	Chemistry	<ul style="list-style-type: none"> Structure and bonding Chemical calculations Chemical changes 					
	Physics	<ul style="list-style-type: none"> Motion 		<ul style="list-style-type: none"> Wave properties Electromagnetic waves Electromagnetism 			

Art Curriculum Maps 2024-2025

(Please note this content will be updated by our new Head of Art)

Key Stage 4

Art, Craft and Design

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Urban Landscape <ul style="list-style-type: none"> Alternative drawing techniques Stick and ink Charcoal 	Urban Landscape <ul style="list-style-type: none"> Observational drawing Artists – Ian Murpey Sculpture Acrylic Painting Print-making 	Portraiture <i>Component 1</i> <ul style="list-style-type: none"> Experimenting and refining Mixed media Marking making Presenting work 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Statement of Intent Mindmapping Experimental Drawing Artist 1 Research and Pastiche 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Artist Response Development of own artwork Photography Artist 2 Research and Pastiche 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Print-making Experimenting, developing and refining work. Workshop lessons (range of mediums)
Year 11	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Development of own artwork Producing a large scale piece Artist 3 Research Further Research 	Student Choice Project (Selection of titles) <i>Component 1</i> <ul style="list-style-type: none"> Development of own artwork Compositional Plan Final Piece Final Evaluation 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with 	Externally Set Assignment <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with 	N/A

			<p>appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> ▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Recording ideas as work progresses 	<p>appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> ▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<p>appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> ▪ AO3: Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	
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Business Curriculum Maps 2024-2025

Key Stage 4

WJEC Level 2 Retail Business

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10 2024-2025	<p>Introduction to and the importance of customer service to businesses</p> <p>Features and Principles of customer service</p> <p>Types of customers and their differing needs</p> <p>How retail businesses meet the expectations of different types of customers</p> <p>Commence Unit 2 Controlled Assessment : Investigate customer experiences in a specific retail business</p>	<p>Unit 2: Complete Controlled assessment</p> <p>Unit 3 Theory: Merchandising and Marketing</p> <p>Visual merchandising for retail business</p> <p>Effective marketing of businesses and products</p> <p>Adapting principles for different retail channels</p> <p>Designing visual merchandising installations and promotional materials</p> <p>The marketing mix</p> <p>Commence Unit 3 Controlled assessment</p>	<p>Unit 3: Complete Controlled assessment</p> <p>Commence Unit 1 Exam unit: Theory</p> <p>Types of retail business activity</p>	<p>Unit 1: Exam unit</p> <p>Types of retail business and ownership</p> <p>The different scale of retail businesses</p>	<p>Unit 1: Exam unit</p> <p>Aims of retail businesses</p> <p>Functional areas of retail businesses</p>	<p>The supply chain of retail businesses</p> <p>The competitive and dynamic environment</p> <p>The location of retail businesses</p> <p>End of Year exam</p>

Year 11 2024-2025	<p>Introduction to and the importance of customer service to businesses</p> <p>Features and Principles of customer service</p> <p>Types of customers and their differing needs</p> <p>How retail businesses meet the expectations of different types of customers</p> <p>Unit 2: Complete Controlled assessment Investigate customer experiences in a specific retail business</p>	<p>Unit 3 Theory: Merchandising and Marketing</p> <p>Visual merchandising for retail business</p> <p>Effective marketing of businesses and products</p> <p>Adapting principles for different retail channels</p> <p>Designing visual merchandising installations and promotional materials</p> <p>The marketing mix</p> <p>Complete Unit 3 Controlled assessment</p>	<p>Unit 1 Theory revision:</p> <p>Types of retail business activity</p> <p>Types of retail business and ownership</p> <p>The different scale of retail businesses</p> <p>Aims of retail businesses</p> <p>Functional areas of retail businesses</p>	<p>Mock Exam</p> <p>The supply chain of retail businesses</p> <p>The competitive and dynamic environment</p> <p>The location of retail businesses</p> <p>Seasonality and retail businesses</p>	<p>Using retail business data in a variety of different formats</p> <p>Using mathematical techniques to calculate retail business data</p> <p>Interpreting retail business data</p> <p>Making judgements and offering solutions to retail business issues</p> <p>Past exam paper practice</p>	<p>Unit 1 Theory Exam</p>

Child Development and Care Curriculum Map

Key Stage 4

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p><u>Content area 1</u> Child development 1.1 Aspects of holistic development:</p> <ul style="list-style-type: none"> ▪ Physical ▪ Cognitive ▪ Communication and language ▪ Social and emotional <p><u>Content area 2</u> Factors that influence the child's development 2.1 Nature and nurture 2.2 Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4 Transitions:</p> <ul style="list-style-type: none"> • 2.4.1 Types of transition • 2.4.2 The impact of transitions on the child's development 2.5 Support strategies	<p><u>Content area 3</u> Care routines, play and activities to support the child 3.1 Basic care needs 3.2 Basic care routines and play activities to support the child's development:</p> <ul style="list-style-type: none"> • 3.2.1 Basic care routines • 3.2.2 Play activities 3.3 The role of the early years practitioner during play activities	<p><u>Content area 5</u> Legislation, policies and procedures in the early years 5.1 Regulatory authority 5.2 Legislation and frameworks which underpin policy and procedure:</p> <ul style="list-style-type: none"> • 5.2.1 Legislation, framework, policy and procedure definitions • 5.2.2 Legislation and safety procedure • 5.2.3 Health and safety procedure 5.2.4 Equality and inclusion procedure 5.2.5 Safeguarding procedure <ul style="list-style-type: none"> • 5.2.6 Confidentiality procedure <p><u>Content Area 6</u> Expectations of the early years practitioner 6.1 Appearance 6.2 Behaviour 6.3 Attendance and punctuality</p>	<p><u>Content area 7</u> Roles and responsibilities within early years settings 7.1 Early years practitioner roles 7.2 Partnership working in the early years:</p> <ul style="list-style-type: none"> • 7.2.1 How partnership working benefits the child, family and practitioner 7.3 Specialist roles within early years settings 7.4 Specialist roles outside the early years settings	<p><u>Content area 8</u> The importance of observations in early years childcare 8.1 Observation and recording methods</p> <ul style="list-style-type: none"> • 8.1.1 How observations support child development • 8.1.2 Objective and subjective observation • 8.1.3 Components of recording observations • 8.1.4 Different methods of observation • 8.1.5 Sharing observations 	<p><u>Content area 9</u> Planning in early years childcare 9.1 The purpose of a child-centred approach 9.2 The purpose of the planning cycle 9.3 The planning cycle</p> <p>Recap and revision in preparation for exam and NEA in Year 11.</p>

11	Preparation for NEA assessment using the content areas covered in Year 10. Mini mock assessments, practice tasks and content areas revisited.	NEA Controlled Assessment (2 hours preparation and research and 14hrs controlled assessment. Mock examination	Complete NEA Revision of content areas (1-9) for External Examination Mock examination	Revision of content areas (1-9) for external examinations	Revision of content areas 1-9 for external examination Submission of NEA to exam board.	
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Design & Technology Curriculum Maps 2024 - 2025

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 AQA GCSE DESIGN & TECHNOLOGY	Identifying & investigating design possibilities 3.1 Core technical principles 3.1.1 New and emerging technologies Industry Enterprise Sustainability People Culture Society Environment Production techniques and systems How the critical evaluation of new and emerging technologies informs design decisions	Producing briefs and specifications 3.1.6.1 Material categories Papers and boards Natural and manufactured timbers Metals and alloys Polymers Textiles 3.1.6.2 Material properties Material properties 3.2 Specialist technical principles 3.2.1 Selection of materials or components	Generating design ideas 3.1.2 Energy generation and storage Fossil fuels Nuclear power Renewable energy Energy storage systems including batteries	Developing design ideas 3.1.3 Developments in new materials Modern materials Smart materials Composite materials Technical textiles 3.1.4 Systems approach to designing Inputs Processes Outputs 3.1.5 Mechanical devices Different types of movement Changing magnitude and direction of force 3.1.6 Materials and their working properties	Prototyping 3.2.2 Forces and stresses Materials and objects can be manipulated to resist and work with forces and stresses Materials can be enhanced to resist and work with forces and stresses to improve functionality 3.2.3 Ecological and social footprint Ecological issues in the design and manufacture of products The six Rs Social issues in the design and manufacture of products	Non-Examined Assessment Prep 3.2.4 Sources and origins 3.2.5 Using and working with materials Properties of materials The modification of properties for specific purposes How to shape and form using cutting, abrasion and addition 3.2.6 Stock forms, types and sizes 3.2.7 Scales of production
11 AQA GCSE DESIGN & TECHNOLOGY	Theory & Non-Examined Assessment 3.2.8 Specialist techniques and processes The use of production aids	Theory & Non-Examined Assessment 3.3.1 Investigation, primary and secondary data Use primary and secondary data to	Theory & Non-Examined Assessment 3.3.4 Design strategies Generate imaginative and creative design ideas using a range of different design	Theory & Non-Examined Assessment 3.3.7 Selection of materials and components 3.3.8 Tolerances	Theory & Non-Examined Assessment 3.3.6 Prototype development 3.3.7 Selection of materials and components	Theory & Non-Examined Assessment 3.3.10 Specialist tools and equipment 3.3.11 Specialist techniques and processes

<p>s</p>	<p>Tools, equipment and processes How materials are cut shaped and formed to a tolerance Commercial processes Quality control 3.2.9 Surface treatments and finishes 3.3 Designing and making principles</p>	<p>understand client and/or user needs How to write a design brief and produce a design and manufacturing specification Carry out investigations in order to identify problems and needs 3.3.2 Environmental, social and economic challenge 3.3.3 The work of others</p>	<p>Strategies Explore and develop their own ideas 3.3.5 Communication of design ideas 3.3.6 Prototype development</p>	<p>3.3.9 Material management Cut materials efficiently and minimise waste Use appropriate marking out methods, data points and coordinates</p>	<p>3.3.8 Tolerances 3.3.9 Material management Cut materials efficiently and minimise waste Use appropriate marking out methods, data points and coordinates</p>	<p>Surface treatments and finishes</p>
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French Curriculum Maps 2024-25

Key Stage 4

<p>10 Edexcel GCSE French FR01</p>	<p>Tu as du temps à perdre ? (Module 1) Festivals and celebrations Talking about internet usage Free time activities TV and film Learning about <i>les Jeux de la Francophonie</i> Grammar Giving opinions Conjugating regular –er verbs in present tense Conjugating irregular verbs in present tense Using <i>on</i> to mean ‘we’ Partitive articles for sport Negatives Question words Regular –ir verb endings Near future tense Perfect tense Forming questions</p>	<p>Mon clan, ma tribu (Module 2) Talking about identity Weekend routines Friends and friendship People’s appearance Role models Celebrations Grammar Possessive adjectives Emphatic pronouns Reflexive verbs in present tense Extending sentences using sequencers and connectives Adjectival agreement Position of adjectives Direct object pronouns</p>	<p>Ma vie scolaire (Module 3) Talking about school subjects and school life School rules Progress at school Talking about what school used to be like Talking about learning languages Grammar Comparative adjectival structures Use of <i>il faut</i> + infinitive Negatives in perfect tense Superlatives Imperfect tense Indirect object pronouns Imperfect, present and near future together Definite article Impersonal verb structures</p>	<p>En pleine forme (Module 4) Describing and giving opinions about dishes Talking about meals and mealtimes Talking about good mental health Describing illness and accidents Saying what you will do to improve your life Talking about lifestyle changes Grammar Partitive article The pronoun <i>en</i> <i>Tu</i>-form and <i>vous</i>-form imperative Present tense of modal verbs Perfect tense reflexive verbs</p>	<p>Numéro vacances (Module 5) Talking about holidays and accommodation Talking about your ideal holidays Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities Grammar The conditional in first, second and third person singular Forming questions Relative pronouns <i>qui</i> and <i>que</i> Saying ‘in’ (<i>dans, à la, au, en</i>) Modal verbs in perfect tense Using <i>si</i> and present tense</p>	<p>Notre planète (Module 6) Understanding infographics about the environment Talking about geography and the climate Talking about environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies Grammar Comparative and superlative Passive voice <i>Nous</i>-form imperative Using the negatives <i>personne</i> and <i>rien</i> as the subject of a sentence</p>
<p>11 Edexcel GCSE French FR01</p>	<p>Mon Boulot (Theme 4) Revision of professions and work preferences</p>	<p>Dimension Globale (Theme 5) <u>Review of present tense to discuss</u> problems facing the world</p>	<p>Revision and oral preparation</p>	<p>Oral preparation and revision</p>	<p>Oral exam and revision</p>	

	<p>Using “le pire”/”le mieux” to discuss career choices</p> <p><u>Review of conditional tense to discuss plans and hopes</u></p> <p><u>Review of past and present tenses to discuss past jobs/ current jobs</u></p> <p>Discussing the importance of languages</p> <p>Adverbs</p> <p>Role play: Job interviews</p> <p>Picture description: describing different professions in a picture</p> <p>La Fête du travail</p>	<p><u>Review of modal verbs in the conditional tense to discuss how to protect the environment and introduction to the subjunctive</u></p> <p>Discussing volunteering and ethical shopping</p> <p>Review of opinion phrases by arguing for and against certain events</p> <p>Picture description: describing pictures on the topic of the environment/problems facing the world</p> <p>Big French sporting events</p>				
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Food and Nutrition Curriculum Maps 2024-2025

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 EDUQAS GCSE FOOD PREPARATION & NUTRITION	Mock NEA 1 Food Commodities – Fruits and vegetables Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 1 Food Commodities – Milk, Cheese and Yoghurt Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Food Commodities – Cereals (including flours, breakfast cereals, bread and pasta) Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 2 Food Commodities – Meat, Fish, Poultry, Eggs Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Mock NEA 2 Food Commodities – Butter, Oils, Margarine, Sugar and Syrup. Cooking and food preparation Factors affecting food choice Preparation and cooking Techniques Developing recipes and meals	Theory & Non-Examined Assessment Prep Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. The science of food The effect of cooking on food Food spoilage Where food comes from Food Provenance Food manufacturing
11 EDUQAS GCSE	Theory & Non-Examined Assessment Assessment 1: Removed by exam board Assessment 2: The Food Preparation Assessment			Theory & Examined preparation 1.Principles of nutrition Macronutrients and Micronutrients		

<p>FOOD PREPARATION & NUTRITION</p>	<p>Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> <p>1. Food commodities</p> <p>2. Principles of nutrition Macronutrients and Micronutrients</p> <p>3. Diet and good health Energy requirements of individuals</p> <p>Plan balanced diets Calculate energy and nutritional values of recipes, meals and diets</p>	<p>2. Diet and good health Energy requirements of individuals</p> <p>3. Food Choice Region, ethical beliefs and medical conditions</p> <p>4. Food Provenance Food origins. British and international cuisines</p> <p>5. Food Spoilage Cross contamination. Growth conditions of microorganism</p> <p>6. Working Characteristics of food Fats and oils. Fruits and vegetables</p> <p>7. Food manufacturing Technological developments. Food processes</p>
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Geography Curriculum Map 2024-2025

Key Stage 4

AQA GCSE Geography

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

History Curriculum Map 2024-2025

Key Stage 4

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> The Weimar Republic, 1918 – 1929 Hitler’s Rise to Power, 1919 - 1933 	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> Nazi control and dictatorship, 1933 – 1939 	<p>Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> Life in Nazi Germany, 1933 – 1939 Revision/Exam practice 	<p>Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91</p> <ul style="list-style-type: none"> Origins of the Cold War, 1941 – 58 Cold War crises, 1958 - 70 	<p>Paper 2 : Period Study Option P4: Superpower relations and the Cold War, 1941–91</p> <ul style="list-style-type: none"> The end of the Cold War, 1970 – 91 Impact of Cold War Revision/Exam practice 	<p>Paper 1: Thematic study and historic environment Option 10: Whitechapel, c1870–c1900: crime, policing and the inner city</p> <ul style="list-style-type: none"> Crime and policing in Whitechapel Why didn’t they catch Jack the Ripper?
Year 11	<p>Paper 1: Thematic study and historic environment Option 10: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> C1000 – c1500: Crime, punishment and law enforcement in medieval England C1500 – 1700: Crime, punishment and law enforcement in early modern England 	<p>Paper 1: Thematic study and historic environment Option 10: Crime and punishment in Britain, c1000–present</p> <ul style="list-style-type: none"> C1700 – c1900: Crime, punishment and law enforcement in the 18th and 19th centuries C1900 – present: Crime, punishment and law enforcement in recent times 	<p>Paper 2 : Period Study Option B4: Early Elizabethan England, 1558–88</p> <ul style="list-style-type: none"> Queen, Government & Religion 1558-69 Challenges to Elizabeth from home 1569-88 	<p>Paper 2 : Period Study Option B4: Early Elizabethan England, 1558–88</p> <ul style="list-style-type: none"> Challenges to Elizabeth from abroad 1569-88 Elizabethan Society in the age of exploration 1558-88 	<ul style="list-style-type: none"> Revision Exam Practice 	

ICT and Computer Science Curriculum Map

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10 BTEC in DIT Exam spec/ code	Component 2: Collecting, Presenting and Interpreting Data LO – A,B & C A Understand how data is collected and used by organisations and its impact on individuals B Be able to create a dashboard using data manipulation tools C Be able draw conclusions and review data presentation methods.	Pearson Set Assignments (PSA)+ Marking within centre				
10 BTEC in DIT Exam spec/ code	Component 1: Exploring user interface design principles and project planning techniques LO – A: Understand user interface design for individuals and organisations	Component 1: Exploring user interface design principles and project planning techniques LO – B: Be able to use planning techniques to plan and design a user interface	Component 1: Exploring user interface design principles and project planning techniques LO – C: Be able to review a user interface.	Pearson Set Assignments (PSA)+ Marking within centre	Exam Prep	Problem solving skills development
Exam spec/ code Exam			Component 3 Effective Digital Working Practices	Component 3 Effective Digital Working Practices	Exam Prep	Problem solving skills development

<p>Year 10</p>			<p>AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology</p> <p>AO2 Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology</p> <p>Teaching Content: A Modern technologies B Cyber security</p>	<p>AO3 Apply an understanding of facts, terms, processes and issues in relation to digital information technology</p> <p>AO4 Make connections with the concepts, issues, terms and processes in digital information technology</p> <p>Teaching Content: C The wider implications of digital systems D Planning and communication in digital systems</p>		
<p>11 BTEC in DIT</p>	<p>Component 1: Exploring user interface design principles and project planning techniques</p> <p>LO – A: Understand user interface design for individuals and organisations</p> <p>LO – B: Be able to use planning techniques to plan and design a user interface</p> <p>LO – C: Be able to review a user interface.</p>	<p>Pearson Set Assignments (PSA)+ Marking within centre</p>	<p>Component 3: Effective Digital Working Practices</p> <p>External Exam</p>	<p>Component 3: Effective Digital Working Practices</p> <p>Exam Practice</p>	<p>Revision Exam Practice</p>	

	<p>Component 2: Collecting, Presenting and Interpreting Data LO – A,B & C</p> <p>A Understand how data is collected and used by organisations and its impact on individuals B Be able to create a dashboard using data manipulation tools C Be able draw conclusions and review data presentation methods.</p>	Pearson Set Assignments (PSA)+ Marking within centre				
	Homework link to Component 3: Effective Digital Working Practices					

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Year 10</p> <p>OCR/J277</p> <p>Computer Science</p>	<p>Computer systems Theory</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> ▪ Architecture of the CPU ▪ CPU Performance <p>1.5 Systems software</p> <ul style="list-style-type: none"> ▪ Operating systems 	<p>Computer systems Theory</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> ▪ Units ▪ Data storage - Numbers ▪ Data storage - Characters 	<p>Computer systems Theory</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> ▪ Data storage - Images ▪ Data storage - Sound ▪ Data storage - Compression 	<p>Computer systems Theory</p> <p>1.2 Memory and storage</p> <ul style="list-style-type: none"> ▪ Primary storage (Memory) ▪ Secondary storage 	<p>Computer systems Theory</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> ▪ Embedded systems <p>1.2 Memory and storage</p> <ul style="list-style-type: none"> ▪ Primary storage (Memory) ▪ Secondary storage 	<p>Computer systems Theory</p> <p>1.3 Computers networks, connections and protocols</p> <ul style="list-style-type: none"> ▪ Networks and topologies ▪ Wired and wireless networks, protocols and layers

	<p>Computational thinking, algorithms and programming</p> <p>2.4 Boolean logic</p> <ul style="list-style-type: none"> Boolean logic <p>2.1 Algorithms</p> <ul style="list-style-type: none"> Designing, creating and refining algorithms 	<p>Computational thinking, algorithms and programming</p> <p>2.1 Algorithms</p> <ul style="list-style-type: none"> Designing, creating and refining algorithms <p>2.2 Programming fundamentals</p> <ul style="list-style-type: none"> Data types Programming fundamentals <p>Practical</p> <p>Programming Skills</p>	<p>Computational thinking, algorithms and programming</p> <p>2.2 Programming fundamentals</p> <ul style="list-style-type: none"> Additional programming techniques <p>Practical Programming Skills</p>	<p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> Additional programming techniques <p>Practical Programming Skills</p>	<p>Computational thinking, algorithms and programming</p> <p>2.2 Programming fundamentals</p> <ul style="list-style-type: none"> Additional programming techniques <p>Practical Programming Skills</p>	<p>Computational thinking, algorithms and programming</p> <p>Practical Programming Skills Revision</p> <p>Year 10 Exam</p>
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Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>11 Year 2</p> <p>OCR/J277 Computer Science</p>	<p>Computer systems Theory</p> <p>1.4 Network security</p> <ul style="list-style-type: none"> Threats to computer systems and networks Identifying and preventing vulnerabilities <p>1.5 Systems software</p> <ul style="list-style-type: none"> Operating systems 	<p>Computer systems Theory</p> <p>1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p>1.6.1 Ethical, legal, cultural and environmental impact</p>	<p>Computer systems Theory</p> <p>Mocks Theory Revision</p>	<p>Computer systems Theory</p> <p>Mocks Theory Revision</p>	<p>Computer systems Theory</p> <p>Mocks Theory Revision</p>	

	<ul style="list-style-type: none"> ▪ Utility software <p>Computational thinking, algorithms and programming</p> <p>2.4 Boolean logic</p> <ul style="list-style-type: none"> ▪ Boolean logic <p>2.1 Algorithms</p> <ul style="list-style-type: none"> ▪ Designing, creating and refining algorithms 	<p>Computational thinking, algorithms and programming</p> <p>2.3 Producing robust programs</p> <ul style="list-style-type: none"> ▪ Defensive design ▪ Testing ▪ Languages 	<p>Computational thinking, algorithms and programming</p> <p>Programming Revision</p> <p>2.1.3 Searching and sorting algorithms</p> <p>Searching and Sorting Practical Programming skills</p>	<p>Computational thinking, algorithms and programming</p> <p>Mocks</p> <p>Practical Programming Skills Revision</p>	<p>Computational thinking, algorithms and programming</p> <p>Mocks</p> <p>Practical Programming Skills Revision</p>	
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Media Studies Curriculum Map 2024-2025

Key Stage 4

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Yr10	<ul style="list-style-type: none"> ▪ Component One ▪ Section A & B ▪ Film Industry ▪ 'No Time to Die' / 'The Man with the Golden Gun' 	<ul style="list-style-type: none"> ▪ Component One Section A - Advertising and Marketing ▪ This Girl Can ▪ Quality Street ▪ EXAM PRACTICE 	<ul style="list-style-type: none"> ▪ Component One Section A - Magazines ▪ Pride Magazine ▪ GQ Magazine ▪ Component One Section A – Newspapers ▪ The Sun ▪ The Sun Website 	<ul style="list-style-type: none"> ▪ Component Two Section A - TV Crime Drama ▪ Luther ▪ The Sweeney ▪ EXAM PRACTICE 	<p>NEA: MAGAZINE COVERS or FILM MARKETING STATEMENT OF AIMS – examples shared – students begin producing drafting and planning materials for final products</p> <p>A FORTNIGHT OF REVISION FOR MOCKS</p> <p>EXAM PRACTICE</p>	<p>MOCKS & NEA Component 3 – Non-Examination Assessment</p> <ul style="list-style-type: none"> • Magazine/Film Marketing print <p>MOCK: Component 1 and Component 2</p> <p>Completing statement of aims</p> <p>Producing final products</p> <p>Producing final products</p>
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 		

Year 11	<ul style="list-style-type: none"> ▪ Component 3 – Non-Examination Assessment ▪ Magazine/Film Marketing print ▪ Component Two Section B - Music Video ▪ Taylor Swift – Bad Blood ▪ Justin Bieber - Freedom ▪ Duran Duran – Rio ▪ EXAM PRACTICE 	<ul style="list-style-type: none"> ▪ Component 3 – Non-Examination Assessment ▪ Magazine/Film Marketing print ▪ EXAM PRACTICE ▪ WINTER MOCKS ▪ Component One Section B - Video Games ▪ Fortnite ▪ Audience ▪ Industry ▪ Media Context 	<ul style="list-style-type: none"> ▪ Component One Section B – Radio ▪ The Archers ▪ Audience ▪ Industry ▪ Media Context ▪ REVISION ▪ EXAM PRACTICE 	<ul style="list-style-type: none"> ▪ NEA finalisation ▪ REVISION ▪ EXAM PRACTICE ▪ MARCH MOCKS 		
	▪	▪	▪	▪		

Performing Arts Curriculum Maps 2024-2025

Key Stage 4 Dance – BTEC Level 2 Tech Award in Performing Arts (Dance)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p>Component 1: Exploring the Performing Arts</p> <p>Students study a key theme that is released by the exam board.</p> <p>Through practical workshops students study a professional work that demonstrates ‘relationships’ and write up their findings in written coursework focussing on production and performance elements, stylistic qualities, creative intention, influences and skills. Students also have to demonstrate an understanding of performing arts processes. Although this is all explored practically this is assessed theoretically through coursework.</p>		<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Students develop their skills and techniques focussing on professional dance works. Students are tasked to learn and interpret professional repertoire to be performed in a group. Alongside this, pupils keep a log of the dance skills and techniques which are being developed throughout the process further discussing their strengths and areas of improvements. Students will set short term and long-term targets focussed on physical and technical skills required in the repertoire.</p>			
11	<p>Component 3: Responding to a Brief</p> <p>Through a set task issued by the exam board, students create their own choreography in groups, in response to a set stimulus. This requires students to create all elements of a production (costume, choreography, music, lighting, props and stage design) in order to reflect this initial starting point/theme. Students will also sit 3 x1 hour written exams, that are supervised and assessed in house. The written evidence includes an initial ideas log, skills log and evaluation of the practical work.</p>					

Performing Arts Curriculum Maps 2024-2025

Key Stage 4 Drama – AQA GCSE Drama

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section A & B 	Component 2 – Devising Drama <ul style="list-style-type: none"> Exploring drama practitioners Devising short piece based on stimulus 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Technical aspects of performance Component 2 – Devising Drama <ul style="list-style-type: none"> Teacher led workshops. Devising 	Component 2 – Devising Drama <ul style="list-style-type: none"> Devising: Planning and rehearsal Final performance 	Component 2 – Devising Drama <ul style="list-style-type: none"> Analysis and reflection Devising log 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 2 – Devising Drama <ul style="list-style-type: none"> Devising: Planning and rehearsal Final performance Analysis and reflection Devising log
11	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Extracts from two plays 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Section C Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Interpretation Extracts from two plays 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Component 3 – Texts in Practice <ul style="list-style-type: none"> Performance skills development Interpretation Extracts from two plays 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Theatre Reviews 	Component 1 – Understanding Drama <ul style="list-style-type: none"> Exam practice Revision 	

Music Curriculum Map 2024-2025

KS4 BTEC Tech Awards Music Practice (2022) (All components are mandatory)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Year 10	Component 1 – Exploring music products and Styles. <ul style="list-style-type: none"> ▪ A1 Musical styles. ▪ A2 Musical elements, stylistic features, and characteristics. ▪ B1 Music industry products. ▪ B2 Music realisation techniques. 		Component 1 – Exploring music products and Styles. <ul style="list-style-type: none"> ▪ A1 Musical styles. ▪ A2 Musical elements, stylistic features, and characteristics. ▪ B1 Music industry products. ▪ B2 Music realisation techniques. 				
			Component 2: Music Skills Development. <ul style="list-style-type: none"> ▪ A1 Professional skills for the music industry. ▪ A2 Planning and communicating music skills development. ▪ B1 Development of technical music skills and techniques. ▪ B2 Development of music skills and techniques. 				
Year 11	Component 3 – Responding to a Commercial Music Brief <ul style="list-style-type: none"> ▪ A1 Features of a music brief ▪ A2 Planning to meet the demands of the music brief. ▪ A3 Considering constraints and intentions. ▪ B1 Develop and produce a response to a brief. ▪ B2 Refining musical skills for a musical product. ▪ B3 Refining musical material. ▪ B4 Personal management ▪ C1 Reviewing work based on client needs. ▪ C2 Quality of outcome ▪ C3 Presenting own work to a client ▪ C4 Relation of final product to the brief ▪ D1 Commentary on the creative process ▪ D2 Reflect on the outcome of the musical product. 		Component 3 – Responding to a Commercial Music Brief <ul style="list-style-type: none"> ▪ A1 Features of a music brief ▪ A2 Planning to meet the demands of the music brief. ▪ A3 Considering constraints and intentions. ▪ B1 Develop and produce a response to a brief. ▪ B2 Refining musical skills for a musical product. ▪ B3 Refining musical material. ▪ B4 Personal management ▪ C1 Reviewing work based on client needs. ▪ C2 Quality of outcome ▪ C3 Presenting own work to a client ▪ C4 Relation of final product to the brief ▪ D1 Commentary on the creative process ▪ D2 Reflect on the outcome of the musical product. 				

Physical Education / Sport BTEC Curriculum Maps 2024-2025

KS4

Year 10	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
BTEC Level 1/ Level 2 Tech Award in Sport (2022)	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p>	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p>	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>

Year 11	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
BTEC Level 1/ Level 2 Tech Award in Sport (2022)	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	N/A	N/A

Religious Studies Curriculum Map

KS4 AQA GCSE Religious Studies

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

Spanish Curriculum Map 2024-2025

Key Stage 4

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>10</p> <p>Edexcel GCSE Spanish (SP01)</p>	<p>Diviértete (Module 1)</p> <p>Spanish speaking sports stars Life online Sports and free-time activities Arranging to go out Saying what you did at the weekend Talking about days that went wrong</p> <p>Grammar Verbs in present tense Stem-changing verbs Opinion verbs Irregular present tense verbs Near future tense Preterite tense Direct object pronouns</p>	<p>Viajes (Module 2)</p> <p>Discussing travel plans Talking about festivals in the Spanish-speaking world Saying what you did on holiday Describing where you stayed Talking about holidays using different tenses</p> <p>Grammar <i>Acabar de</i> + infinitive <i>Lo</i> + adjective Imperfect tense <i>Estar</i> and <i>tener</i> Irregular: <i>ser, ir, ver</i> <i>Soler</i> + infinitive Using a range of tenses</p>	<p>Mi gente, mi mundo (Module 3)</p> <p>Reading about different families Describing people Talking about who you admire Talking about friendships and relationships Talking about your identity and what matters to you Talking about problems and giving advice</p> <p>Grammar Possessive adjectives Present continuous tense <i>Ser</i> for physical descriptions <i>Estar</i> for location/feelings/emotion/mood <i>Tener</i> <i>Desde hace</i> + period of time Personal <i>a</i> Reflexive verbs for relationships Verbs of opinion <i>Interesar/preocupar/importar</i> <i>Para</i> + infinitive <i>Estar</i> to express feelings, emotions and moods</p>	<p>Mi estilo de vida (Module 4)</p> <p>Learning about typical foods in Spanish-speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits Talking about illnesses and injuries Talking about future plans to improve health and wellbeing</p> <p>Grammar Adjectives of nationality <i>Después de</i> and <i>antes de</i> Indefinite articles Imperfect tense Direct object pronouns <i>Hay que</i></p>	<p>A clase (Module 5)</p> <p>Learning about schools in Spain Talking about a typical day at school Talking about my studies Talking about how I would change my school Talking about students and teachers in my school Describing a school trip in the past</p> <p>Grammar Superlatives Relative pronouns <i>Llevar</i> + present participle <i>Lo que</i> Talking about the opinions of others Conditional tense Negatives Adverbs with <i>-mente</i></p>	<p>Mi barrio y yo</p> <p>Finding out about Colombia Describing cities Describing how a city or town has changed Describing shopping preferences Giving preferences about where you live Talking about your area</p> <p>Grammar Perfect tense Prepositions of place Demonstrative adjectives Imperfect tense Direct object pronouns Present subjunctive Verbs in preterite tense Prepositional pronouns</p>
<p>11</p> <p>Edexcel GCSE Spanish (SP01)</p>	<p>¡A currar! (Theme 4)</p> <p>Jobs and preferences Part time jobs Work experience (<i>Revision of combining past tenses</i>)</p>	<p>Dimensión global (Theme 5)</p> <p>Global issues Environmental language Healthy lifestyles</p>	<p>PPE1</p> <p>Revision, preparation examen oral</p> <p><i>Revision Theme 1</i></p>	<p><i>Revision theme 2</i></p> <p>Preparation oral exam</p>	<p><i>Revision theme 3</i></p>	

	<p>Job applications Formal letters Gap years – <i>revise conditional</i> Future plans – Range of ways of referring to the future. Subjunctive with ‘Cuando’ Role plays: Job interviews</p> <p><u>Festivales de otras culturas</u></p>	<p><i>Picture description revision</i> The subjunctive after impersonal verbs Healthy life styles Before and after lifestyles and resolutions to <i>revise tense combinations</i>. Parts of the body <i>doler(n)</i> Role plays: At the pharmacy International sports events Introduction to the pluperfect tense.</p> <p><u>Otro festival hispano tbc</u></p>				
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