



**DOWNSEND  
SCHOOL**  
*Inspiring Young Minds*

## GCSE Curriculum Guide



### Welcome to our GCSE (Years 9-11) Curriculum Guide.

Whether you are a parent of a pupil in Year 9 who is just embarking on their GCSE courses, or whether you are a parent of a pupil in Year 11 who is about to enter the latter stages and the final sprint for the finish line, I hope that you find the information contained in this guide useful.

This guide is designed to support you in supporting your child. It provides the topics being studied in each subject this year, along with information about independent learning, opportunities for learning beyond the curriculum and how you can support your child at home. In school, we talk regularly to the pupils about how they learn and strategies that they can use to support their learning, particularly when it comes to revision for assessments and exams – we have included some of these strategies in this guide. There is also an outline of the reporting cycle and what the information on your child's report means, so please keep this guide somewhere safe to refer to later in the year!

If you have any questions with regards to your child's learning, please contact the subject teacher in the first instance or the Head of Department for the subject concerned. If your query is of a more general nature, please contact your child's tutor or Head of Year.

# The Senior School Team

## Key Staff

Head of Senior School Peter Nathan [peter.nathan@downsend.co.uk](mailto:peter.nathan@downsend.co.uk)

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Year 11 Jasmine Jones [jasmine.jones@downsend.co.uk](mailto:jasmine.jones@downsend.co.uk)

## Timetable

Our timetable operates on a two week cycle, with each week known as **Week A** and **Week B**. A chart which shows which timetable week corresponds with each calendar week is available on Cognita Connect.

There are 6 periods each day, with each lesson lasting 60 minutes. The structure of the day is as follows:

8.30 – 9:00 Registration, Form Time activities or Assembly

9.00 – 10:00 Period 1

10.00 – 11:00 Period 2

11.00 – 11:20 Morning Break

11.20 – 12:20 Period 3

12.20 – 13:20 Period 4

13:20 – 14:20 Lunch

14:20 – 15:20 Period 5

15:20– 16:20 Period 6 16:20 Dismissal or Extra-curricular activities in Years 9-11, the curriculum is divided as follows:

## Subjects

English, Maths, Biology, Chemistry, Physics Option A Option B Option C Option D, Games, PSHE – Year 9 PSHE – Year 10 and 11 Future - Year 9

Future Skills or Curriculum Support – Year 10

Study Skills or Curriculum Support – Year 11

\*Pupils taking Triple Science in Years 10 and 11 will have 5 lessons in each discipline and will not do morning Games or the Future Skills, Study Skills and Curriculum Support options

## Independent Learning

As a school, we believe that the core purpose of homework is to help students make progress in their learning, whether that be in their knowledge, skills, understanding or in their own personal growth. Teachers will set homework for a variety of reasons that might include preparation for lessons to come, consolidation and practice of lessons that students have had, to stretch and challenge or to broaden personal development. As a school, we do not believe in setting homework for the sake of it. We recognise that many of our students have extensive extra-curricular commitments outside school. We value family life.

## What can you expect to see?

- Homework will be relevant and a clear task set.
- Guidance on how long to spend on each homework and a clear deadline.
- This information will be available on ClassCharts.
- A wide variety of homework tasks, such as the completion of exercises, revision, independent research, longer term projects or the practice of skills in practical activities.
- Some tasks will relate directly to exam style questions, others will aim to take your child beyond the syllabus. Some will be written; some will involve the use of computer. Tasks may

be creative or simply involve reading or thinking about a subject. Work may have to be completed individually or in groups.

## Things to be aware of

- Not all homework will be marked formally by a teacher, but all will be assessed. Sometimes this assessment will be written, sometimes verbal, sometimes peer and self-assessed. Some homework tasks will be given a mark or grade, some may have formative comments. Some feedback may require your son/daughter to revisit their work in order to learn from it and improve.
- Teachers will set a homework task appropriate to the subject, the group and individuals within it. Therefore, your child may not have the same task as another in the same subject or even in the same class.
- Sometimes, tasks may be challenging. This could be intentional but should never cause worry. If this is the case, encourage your child to talk to their teacher to let them know that they are finding the task difficult. If your son/daughter is taking a long time on their homework (greater than 125% of the allocated time), please encourage them to stop. Please write a short note to advise the subject teacher of this.

## What can I do to help?

- Take an interest in your son/daughter's work but allow them to complete it by themselves.
- Find your son/daughter a space to work – but this may not have to be on their own in their bedroom. Some students will feel happier working in the kitchen or sprawled out on the living room floor. Sometimes (for example when doing revision) you may have to help with ensuring a quiet environment, whilst on other occasions a family discussion could be more effective.
- We do not expect parents to be subject experts, and therefore if you have any specific subject queries with regards to homework, please contact the subject teacher or Head of Department.
- If you have any general concerns about Independent Learning for your son/daughter, please contact their tutor or Head of Year.

## Useful Platforms

<https://hegartymaths.com/>

<https://www.century.tech/>

<https://senecalearning.com/en-GB/>

<https://pearsonactivelearn.com/>

<https://uk.language-gym.com/>

<https://conjuguemos.com/>

## Independent Learning

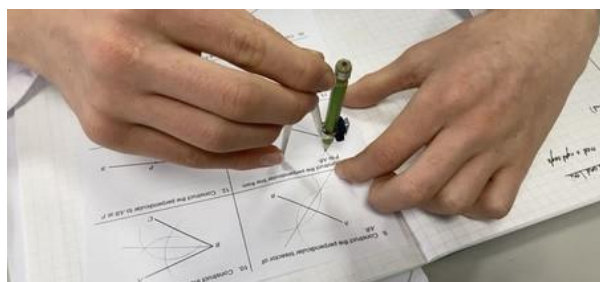
### Expectations:

Pupils should spend 45-60 minutes per subject per week, and this time commitment will increase as

we get closer to the exams.

Pupils should continue to read regularly, aiming for 15 minutes per day as a minimum.

It is important that pupils maintain revision notes throughout the course, rather than leave this to the end of the course. Dedicating regular time to this over the three-year period will be important in achieving success.



## A Guide to Revision

### What is Revision?

The word “revision” literally means “to look again”. It is the process of “looking again” at what we have already learnt, in order to make it easier for us to recall in a particular situation.

Revision is often associated with preparation for exams, but if we are effectively applying the science of memory, then it should be an ongoing process to support retrieval of knowledge, rather than something that only takes place immediately prior to an assessment or exam.

In Year 7, all of our assessments are designed to promote learning and provide feedback. Pupils are therefore encouraged to see them as learning opportunities. Thorough preparation is, however, important to ensure that they can make the most of these opportunities.

The act of revisiting previously learnt material on a regular basis for assessments, whatever form they take, is integral to the long-term learning process.

Recent research has concluded that the revision strategies most preferred by pupils are often the least efficient at promoting quick recall.

### Planning for Revision – Top Tips

#### Create revision resources throughout the course

- revision cards, note summaries (see Cornell Notes below), mind maps
- use assessments and exams during the course as your opportunity to create these and then put them somewhere safe.

#### Organize your time for revision:

- Know what you need to revise for each exam
- Plan for 20-minute chunks of revision on each topic
- Don't spend more time planning your revision than actually revising!

#### Focus on the subjects/topics that you know you need to work on.

- It can be really tempting to revise the subjects and topics that make you feel comfortable, but these are the ones that you already know best.

## Preparing for Revision – Experiment!

Assessments and Exams in Years 9 and 10 are the time and place to experiment with revision strategies.

Different strategies will work for different subjects and even different topics within the same subject, so it is important to try them out during the course, rather than relying on a less efficient method when it matters.

Please encourage your child to actively revise throughout the course – it will make a huge difference to the final outcome.



## Revision Strategy 1: Self Quizzing

Step one: students read the key information (e.g. their notes on power in Macbeth)

Step two: students conceal the information.

Step three: students write down everything they can remember.

Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done in pairs with students questioning each other or with you questioning them.



## Revision strategy 2: The Leitner Method (Flashcards)

The Leitner Method is a way of quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly.

You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.



## Revision Strategy 3: Brain Dumps

A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splatting' everything your child knows about a topic onto a blank piece of paper.

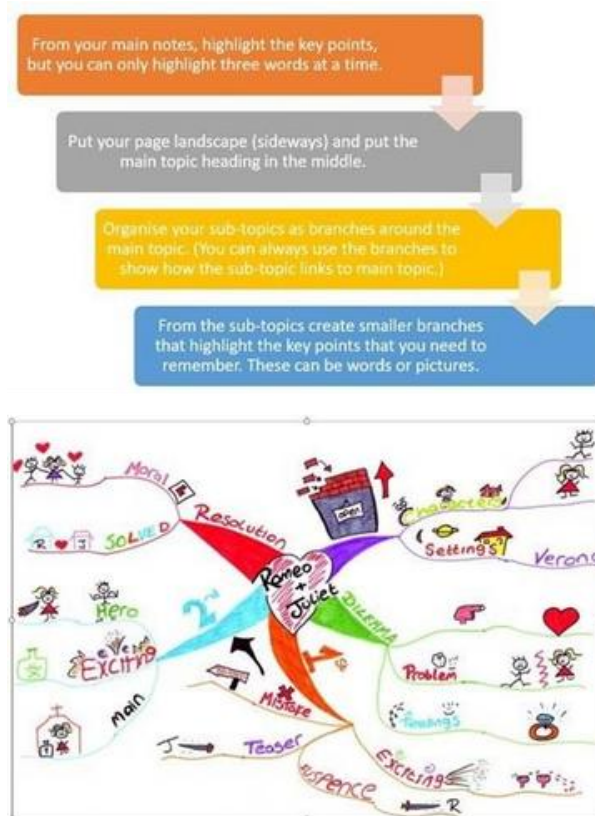
Step one: students choose what they want to revise (e.g. the character of Lady Macbeth)

Step two: students write down everything they can remember on this topic. Step three: students over

lesson material to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.

## Revision Strategy 4: Mind Maps

- A mind map is a way of summarising information that you have learnt.
- It shows how the information is connected to the main topic.
- It can use words and pictures so supports those who learn better with pictures.
- The idea of a mind map is that you can use it as a prompt from which you can talk or write about that topic in much more detail.



## Revision strategy 5: Cornell Notes

Cornell Notes is a way of taking notes where students write key information and add cues (e.g. questions). They include a summary and a title. This method can be used when reading a text or watching a revision video. By writing 'how' and 'why' questions, this strategy promotes deeper thinking to achieve the higher grades at GCSE.

Title: Power in Macbeth	
Cues (questions)	Notes
What does usurpation mean?	• Usurpation = taking a position of power that is not rightfully yours by force.
Why is Macbeth's usurpation particularly shocking?	• Macbeth breaks the Divine Rights of Kings when he kills King Duncan.
How does Banquo's ghost usurp Macbeth at the banquet?	• Banquo's ghost sits in Macbeth's place (at the head of the banquet table), symbolising that Macbeth is not the rightful king and that Banquo's children are prophesised to be kings.
Summary:	
Power is represented in Macbeth through different layers of usurpation, beginning with Macbeth wrongfully taking the position as king.	

## Top Tips for effective revision

Support your child by encouraging them to:

- Spend a maximum of 20 minutes on any topic in one go.
- Be ACTIVE in their revision.
- Remind them that reading their notes alone will not work!
- Work in a quiet environment with limited distractions.
- Remove electronic temptations – have an agreed amnesty. And reward successful demonstration of the outcome of the revision in the way that is appropriate for your child.

## Revision strategy 6: Elaboration

Elaboration is showing understanding of a topic by answering 'how' and 'why' questions. As you read your notes, prepare questions for yourself and self-quiz, but with more complex questions which encourage explanation or the creation of links, rather than focusing simply on the recall of knowledge.

Below are some sentence stems students could use to practise this:

- How does X work?
- Why does X happen?
- Why does it make sense that \_\_\_\_\_?
- Why is this true?
- Why is X true and not Y?
- When did X happen?
- What caused X?
- What is the result of X?

This is also a great strategy for students to practise **self-explaining** by answering these questions. If they explain them to a partner, they would be **teaching** – another very effective revision tool.



## Revision Guides and Practice Papers

- Revision Guides often provide a useful resource for cross-checking between pupil notes and the course requirements, and as a reminder of the tips and hints that have been provided in class. They sometimes include additional practice questions and/or model answers, which can be useful. If you are buying revision guides, please refer to the subject pages to check that you have the most relevant version.
- Practice Papers are also useful, but we ask pupils not to use these until later in the course when they can have greatest effect. Through Years 9 and 10, the most effective revision is creating good revision resources that can then be returned to in Year 11.
- In the final run up to the exam, it is often useful to complete practice questions, but these need to be checked by your teacher or against the mark scheme to make sure that you are receiving the feedback on the practice questions that you need.

## Top Tips for effective revision

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- Be ACTIVE in their revision.
- Remind them that reading their notes alone will not work!
- Work in a quiet environment with limited distractions.
- Remove electronic temptations – have an agreed amnesty. And reward successful demonstration of the outcome of the revision in the way that is appropriate for your child.



2 - A Parents' Guide to reporting



## Understanding what your child's grade means

From the Summer Term of Year 9 the grade that you receive will be in the form of a “flightpath” grade.

This grade takes into consideration your child's performance in formal assessments, as well as class work, homework and the quality of their independent learning.

It provides you with the teacher's current assessment of the **most likely outcome at the end of Year 11** for your child.

9		A*
8		
7		A
6		B
5		
4		C
3		D
2		E
1		F
		G
U		U

## Marking using examination criteria

Throughout the course, pupils are assessed against GCSE criteria. It is important that they understand the criteria against which they are going to be assessed, even from an early stage in the course.

This can be quite daunting to start with, particularly if your child is used to achieving very high marks in Key Stage 2 and 3, but it is important that they engage with the feedback they are given and seek to improve the next time they tackle a similar question.

The assessments we use are also marked against GCSE criteria, and depending on the nature of the subject and the way in which the content and skills are developed, the grade range available in any single assessment will vary. This is the reason that we report the “flightpath” grade to you.

At the end of Years 9 and 10, and in the Autumn Term of Year 11, we will report your child's exam outcome for each subject from the Summer Exams in Years 9 and 10 and the mock examination in Year 11. We will also report the flightpath grade, so that you can see how we expect your child's performance to develop over the remainder of the course.

## Next steps

As part of your child's written report, they will receive next steps targets from each of their teachers.

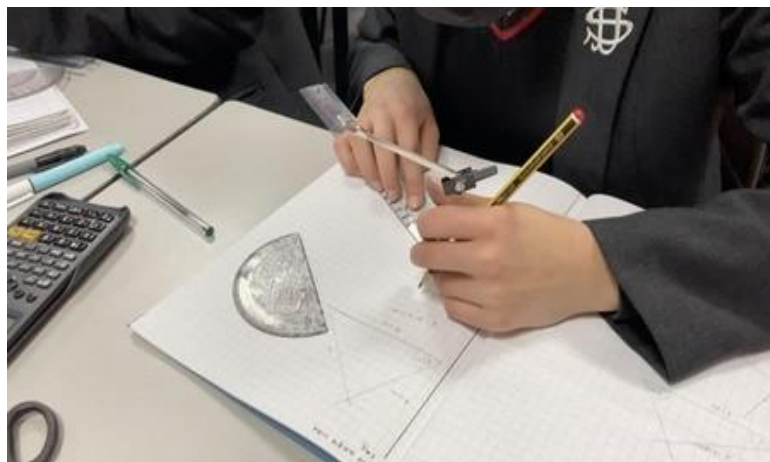
These next steps relate to specific areas for development for your child, which, if successfully accomplished, will support your child in progressing to the next grade level.

We encourage parents to discuss these next steps targets with their child and support them from home in achieving these targets.

## Curriculum Information

In the following pages you will find specific curriculum information for each subject.

# MATHS



## What will your child be learning?

### How is the course Organised?

Year 9 – sets 1 to 3 will follow the higher curriculum, sets 4 & 5 will follow the foundation curriculum although there may be some in set 4 studying higher content and GCSE baseline tests will assist us in determining this. Year 10 - sets 1 to 4 will follow the higher curriculum, set 5 will follow the foundation curriculum Year 11 – sets 1 to 3 will follow the higher curriculum sets 4 and 5 will follow the foundation curriculum

Note depending on which ability group your child is placed in will depend on the order and speed of the curriculum, please speak to your child's teacher about the content they are covering.

All students in Year 10 are required to have a copy of the Pearson revision guide and workbook that covers the essential GCSE maths content for every student, and the appropriate Pearson Target grade revision workbooks (5, 7 or 9). Please speak with your child's teacher for precise details on which book would apply.

Guide ISBN 9781447988045

Workbook ISBN 9781447988045

Target 5/7/9 Number and Algebra

Target 5/7/9 Shape and Statistics

## What independent learning will be required?

### At GCSE Maths homework will be set twice a week

Homework 1 will be set during the week and will relate to the current unit being studied This could take the form of a Mathswatch assignment task or some practice questions.

Homework 2 will be set for the weekend and will be a revision task. This could be a Sparx Maths or Mathswatch task, a mixed skills sheet or some practice exam questions.

## How can you support your child's learning?

**Students must be practicing maths on a regular basis and little and often is best.**

Ensuring they complete Mathswatch by watching the video and writing out workings prior to answering questions to become independent.

It is essential that your child comes fully equipped to each maths lesson, having a pen, pencil, ruler,

scientific calculator, [geometry set](#) and computer stylus.

Sparx Maths and Mathswatch is always open and your child can complete any tasks related to the topic.

Students can complete a 1 minute Maths on Mathswatch for a quick refresher

### **What resources can you access to support your child's learning?**

In addition to purchasing the revision guide and workbook, purchase the Target books. We

recommend the [Corbett maths flash cards](#) for revision.

### **How will they be assessed?**

Students will have regular low stakes quizzing on general maths skills.

Unit tests assessments will take place after every unit studied in the form of a check-up.

Formal assessments will take place once a term. This will be a full GCSE practice paper and students will be given a Mathswatch revision list to work from.

## **How can they develop their learning beyond the formal curriculum?**

Talk to your child about maths in a positive manner

Discuss different methods of tackling a maths problem.

Complete as much Mathswatch maths as possible.

Subscribe to Youtube channels such as:

MyGCSE Maths

The GCSE Maths Tutor

Eddie Woo

Corbettmaths

# ENGLISH

## How is the course organised?



## What independent learning will be required?

Students will regularly be set homework tasks by their teacher on Class Charts. These will take a variety of formats as appropriate through the year. Examples of English homework will include: revision to prepare for assessments; research on a particular character, theme, or contextual aspect to prepare for a lesson; and curriculum related projects to extend and enrich learning outside the classroom. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations. Although students graduate from the Accelerated Reader scheme at the end of Year 9, they should continue to read independently both for pleasure and around the texts that we study in class. For example, they could try reading some other nineteenth century fiction to support them in their contextual knowledge of *Jekyll and Hyde*.

There are thousands of resources out there to support students with English GCSE. YouTube videos, such as those made by Mr Bruff and Mr Salles, can be an excellent way of consolidating classroom learning. BBC Bitesize, gulpfiction.co.uk, the physics and maths tutor website (which has branched out to all subjects), and the British Library Learning website also have excellent resources. Students are also increasingly using social media to find some very useful revision resources. The 'light up hub' on TikTok is proving to be particularly popular.

Students should take every opportunity to watch their set text adaptations in the theatre and on film. Why not try watching three versions of Macbeth and writing a report on which one was the most effective? Also, both *An Inspector Calls* and *Jekyll and Hyde* were heavily influenced by the impact of the Industrial Revolution. Why not learn as much as possible about this era in order to further contextual understanding? It is this sort of motivated thirst for knowledge that will help students achieve their full potential.

## How can you support your child's learning?

The most fundamental way that you can support your child with English and literacy is by encouraging them to read. Many children become reluctant readers in their teenage years, particularly with growing distractions, such as gaming, becoming increasingly prevalent. It is extremely important that at least twenty minutes is given to reading each day for both fiction and nonfiction texts.

Beyond reading, please remember to engage your child in conversation about what they have been doing in school. Explaining it back to you helps them to process and cement their learning. Supporting with revision by asking them questions and encouraging a quiet space, free from distractions, to engage in purposeful revision is extremely important. Students will be supported with appropriate revision strategies by their teacher, so please ask your child about the strategies they have been shown.

All homework set will be visible on Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. Revision support materials will be provided by the English team when they are required. We have also created a OneNote notebook called 'The Beast', which provides a wealth of revision resources for all elements of the two English GCSEs. Please encourage your son or daughter to make the most of this.

## What resources can you access to support your child's learning?

The Downsend English Department support and encourage the use of CGP Senior School English guides. The examination board we use in both Language and Literature is AQA. The full range of AQA English CGP guides can be found here:

[https://www.cgpbooks.co.uk/secondary-books/gcse/english?sort=best\\_selling&quantity=36&page=1&view=grid&currentFilter=ExamBoard\\_140&filter\\_exam%20board=ExamBoard\\_140](https://www.cgpbooks.co.uk/secondary-books/gcse/english?sort=best_selling&quantity=36&page=1&view=grid&currentFilter=ExamBoard_140&filter_exam%20board=ExamBoard_140)

All lessons are also shared with students on OneNote so that they have full access to teaching resources.

## How will they be assessed?

Apart from those terms containing mock exams later on, students will receive three in-class assessments per term. Two of these will be written assessments (either analysis of set texts or descriptive/persuasive writing tasks) and one will be on SPaG or Accelerated Reader. Each assessment will cover a different skill and pupils will be told at least one week in advance about the assessment, so that they can prepare. Homework in the week leading up to the assessment will consist of guided revision tasks.

## How can they develop their learning beyond the formal curriculum?

Reading, as already stated, is essential. Take your child to the local library or bookshop and encourage them to find books that interest them – these will not necessarily be what you expect them to be reading! Please also encourage them to read newspapers, journals and other nonfiction texts; many high quality texts can be found online, particularly on BBC Bitesize and the British Library Learning website. Trips to the theatre will also help your children to understand the fundamentals of production and performance. Students who enjoy and do well in English are often those who are interested in history, culture and the world around them. This develops their vocabulary and helps them to place the texts that we read within their contexts. Trips to museums, heritage sites, art galleries and famous landmarks will all help to spark their interest, imagination and knowledge of the world.



# SCIENCE



3 - Science

## GCSE Science at Downsend

### Combined Science or Separate Sciences: What's the Difference?

All students at Downsend begin their GCSE journey by following a broad and ambitious science curriculum. In Year 9, they embark on the core modules that prepare them for either the **Combined Science** pathway (worth 2 GCSEs) or **Separate Sciences** (3 GCSEs in Biology, Chemistry, and Physics). Students choosing Separate Sciences explore additional topics and greater depth.

At Downsend, GCSE Science is more than just preparation for exams—it's preparation for the future. Whether they go on to medicine, engineering, environmental science or beyond, our students are empowered to think deeply, explore widely, and shape the world.

## Biology

### Course Overview

#### Year 9

- **Autumn:** Cell Structure & Transport (B1a)
- **Spring:** Organisation & Digestive System (B2a), Communicable Disease (B3a)
- **Summer:** The Nervous System (B10a), Adaptations & Interdependence (B7a)

#### Year 10

- **Autumn:** Cell Division (B1b), Bioenergetics (B4), Material Cycles (B7b)
- **Spring:** Communicable Disease (B3b), Variation & Evolution (B6b), Hormones (B5b)
- **Summer:** Circulatory System & Lifestyle (B2b), Trophic Levels (B7c)

#### Year 11

- **Autumn:** Genetics (B6a)
- **Spring:** Homeostasis (B5c), Revision & Practice
- **Summer:** Final Exams

#### Beyond the Classroom

- Enrichment activities may include and have previously included: Biology Challenge, Dissection Club, Eco Club, Specimen Drawing, Natural History Museum trips, and Marine Biology workshops.

# Chemistry

## Course Overview

### Year 9

- **Autumn:** Atomic Structure (C1a), The Periodic Table (C1b)
- **Spring:** Bonding (C2)
- **Summer:** Electrolysis (C4b), Chemical Analysis (C8a)

### Year 10

- **Autumn:** Chemical Calculations (C3a), Chemical Changes (C4a)
- **Spring:** Energy Changes (C5), Rates of Reaction (C6a), Analysis (C8b)
- **Summer:** Crude Oil & Fuels (C7a), The Atmosphere (C9)

### Year 11

- **Autumn:** Using Resources (C10), Reversible Reactions (C6b), Calculations 2 (C3b)
- **Spring:** Organic Chemistry 2 (C7b), Revision & Practice
- **Summer:** Final Exams

### Beyond the Classroom

- Enrichment activities may include and have previously included: Chemistry Challenge, Top of the Bench, Crest Award, and Science Club.

# Physics

## Course Overview

### Year 9

- **Autumn:** Maths in Physics (P0), Forces in Balance (P5a), Motion (P5b)
- **Spring:** Conservation & Dissipation of Energy (P1a), Molecules & Matter (P3)
- **Summer:** Energy Resources (P1d), Wave Properties (P6a)

### Year 10

- **Autumn:** Electric Circuits (P2a), Energy Transfer (P1c), Space (P8)
- **Spring:** Forces in Balance 2 (P5c), Energy Stores (P1b), Electromagnetic Waves (P6b)
- **Summer:** Electricity in the Home (P2a), Radioactivity (P4)

### Year 11

- **Autumn:** Forces & Motion (P5d), Electromagnetism (P7)
- **Spring:** Pressure & Forces (P5e), Light (P6c), Revision & Practice
- **Summer:** Final Exams


### Beyond the Classroom

- Enrichment activities may include and have previously included: Rocket Challenge, Engineering Club, Physics Olympiad, Robotics Club, STEM Day, Lego Challenge.

## Independent Learning & Support

- Weekly homework is set via ClassCharts and aligned to the previous half terms content
- Every module ends with a Waypoint Assessment to check understanding and allow students to act upon feedback.
- Summative assessments occur twice yearly and cover all prior learning. In Year 11 this is in the form of Mock exams

## How to Support Your Child

- Ensure consistent homework completion.
- Provide essential equipment: calculator, ruler, stylus, and computer access.
- Use the Downsend Science Website for revision and feedback:  [downsendscience](https://www.downsendscience.com)

## Science Enrichment for All Students

We encourage students to think beyond the curriculum and explore science in everyday life. Here's how:

- Listen to science podcasts
- Read the science sections of news apps
- Watch engaging documentaries (Netflix, iPlayer, Disney+, YouTube)
- Browse magazines like *New Scientist*, *BBC Focus*, and *Catalyst*
- Visit science hotspots: Science Museum, Natural History Museum, Crick Institute, Wellcome Collection
- Most importantly: Stay curious. Ask questions. Challenge ideas.

# COMPUTER SCIENCE GCSE(OCR) J277

## What will your child learn?

This is the content overview.

Content Overview	Assessment Overview
<b>J277/01: Computer systems</b> This component will assess: <ul style="list-style-type: none"><li>• 1.1 Systems architecture</li><li>• 1.2 Memory and storage</li><li>• 1.3 Computer networks, connections and protocols</li><li>• 1.4 Network security</li><li>• 1.5 Systems software</li><li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	<b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE</b> <b>80 marks</b>  This is a non-calculator paper.  All questions are mandatory.  This paper consists of multiple choice questions, short response questions and extended response questions.
<b>J277/02: Computational thinking, algorithms and programming</b> This component will assess: <ul style="list-style-type: none"><li>• 2.1 Algorithms</li><li>• 2.2 Programming fundamentals</li><li>• 2.3 Producing robust programs</li><li>• 2.4 Boolean logic</li><li>• 2.5 Programming languages and Integrated Development Environments</li></ul>	<b>Written paper: 1 hour and 30 minutes</b> <b>50% of total GCSE</b> <b>80 marks</b>  This is a non-calculator paper.  This paper has two sections: Section A and Section B. Students must answer both sections.  All questions are mandatory.  In Section B, questions assessing students' ability to write or refine algorithms must be answered using <b>either</b> the OCR Exam Reference Language <b>or</b> the high-level programming language they are familiar with.

# Year 9 – Foundations of Data & Programming

## Autumn Term

### Topic: Data Representation

- Units of data storage: bit → petabyte
- Binary and data conversion
- Denary ↔ Binary (8-bit)
- Binary ↔ Hexadecimal conversion
- Binary addition & overflow errors
- Binary Shifts
- Characters: ASCII, Unicode, character sets
- **Assessment:** Binary conversions & data capacity test

### Topic: Images and Sound

- Pixels and binary representation
- Metadata
- Colour depth and resolution
- Sound sampling, bit depth, sample rate
- Compression: Lossy & Lossless
- **Assessment:** Image and sound file calculations

## Spring Term

### Topic: Programming Fundamentals (Python)

- Variables, constants, inputs/outputs
- Inputs, processes, outputs
- Pseudocode, flowcharts, reference language
- Sequence, selection, iteration (while/for loops)
- Arithmetic and Boolean operators
- Data types: int, float, bool, str, casting
- **Assessment:** Mini-project: on paper and trying them in Python idle

## Summer Term

### Topic: String and File Handling

- String manipulation techniques
- File operations: open, read, write, close
- Using records and arrays (1D, 2D)
- Subprograms (functions and procedures)

- **Assessment:** Code-writing test & project

## Year 10 – Computer Systems, Networks.

### Autumn Term

#### **Topic:** CPU Architecture & Embedded Systems

- Purpose of the CPU
- Fetch-Execute Cycle
- Components: ALU, CU, Cache, Registers
- Von Neumann Architecture: MAR, MDR, PC, Accumulator
- Embedded systems & real-world examples
- **Assessment:** Topic test

#### **Topic:** Primary & Secondary Storage

- RAM vs ROM, Cache, Virtual Memory
- Storage media: optical, magnetic, solid-state
- Characteristics comparison (cost, speed, durability)
- **Assessment:** Application of knowledge to scenarios

### Spring Term

#### **Topic:** Networks and Protocols

- LANs vs WANs
- Network topologies (Star, Mesh)
- Hardware: routers, switches, NICs
- Internet concepts: DNS, Cloud, Hosting
- Protocols: TCP/IP, HTTP/S, FTP, POP, IMAP, SMTP
- Encryption, MAC/IP addressing, standards, layers
- **Assessment:** Networks

#### **Topic:** Cybersecurity

- Threats: malware, phishing, brute-force, DoS, SQL injection
- Prevention: anti-malware, firewalls, access levels
- Physical & software security
- **Assessment:** Cyberattack scenario-based questions

### Summer Term

#### **Topic:** Operating Systems & Utility Software

- OS functions: UI, multitasking, file/peripheral/memory/user mgmt
- Utilities: encryption, defragmentation, compression

- **Assessment:** System software mini quiz
- **Assessment:** End-of-Year Exam (Past Paper Mix)

## Year 11 – Computational Thinking, Algorithms, Exam Mastery

### Autumn Term

**Topic:** Algorithms and Problem-Solving

- Computational thinking: abstraction, decomposition, algorithmic thinking
- Trace tables, correcting/refining algorithms
- Searching (linear, binary) & Sorting (bubble, merge, insertion)
- **Assessment:** Algorithm test + trace table activity

**Topic:** Defensive Design & Testing

- Anticipating misuse
- Authentication & input validation
- Maintainability: subprograms, naming, indentation, comments
- Types of testing (iterative, final), test data types
- Debugging: syntax vs logic errors
- **Assessment:** Testing/debugging task

### Spring Term

**Topic:** Boolean Logic & Languages

- Logic gates and truth tables
- Combining AND, OR, NOT
- Logic diagrams & problem-solving
- High-level vs low-level languages
- Translators: compilers, interpreters
- IDE features: editors, diagnostics, environments
- **Assessment:** Boolean and translator test

### Summer Term

**Topic:** Databases and SQL

- Simple SQL queries
- Combining arrays, files, and SQL for problem-solving
- Random number generation (games/simulations)
- Consolidation project
- **Assessment:** End-of-year test + project

**Topic:** Revision of Key Concepts

- Core programming recap
- Data representation (binary, hex, images, sound)
- Systems architecture & networking
- Algorithms and pseudocode

## Summer Term

**Final Preparation:**

- Structured exam question practice
- Past paper walk-throughs
- Technique sessions: long-answer questions, pseudocode
- Mock exams (Paper 1 & 2)

## Beyond the Classroom

- **Homework:** Regular practice via OneNote; Python coding tasks
- **Extension:**
  - Python guidebooks
  - YouTube tutorials (e.g., "Craig 'n' Dave", "Computer Science Teacher's You Tube videos" "Save my Exams" , "Computer Revise booklets".)
  - Read case studies for examples in long-mark exam answers
- **Support:**
  - After-school revision sessions



# PHYSICAL EDUCATION



*4 - Physical Education*

## What independent learning will be required?

Students MUST take part in competitive school sport and fully immerse themselves in our extensive before/after school sports provision. It would also be of huge benefit if students took part in sport outside of school.

## How can you support your child's learning?

Use of Microsoft Teams to support what has been studied and what will be studied in future topics. You can also encourage your child to take full advantage of the following YouTube channels:

[Planet PE - YouTube](#) The

[PE Tutor - YouTube](#)

## What resources can you access to support your child's learning?

Microsoft Teams

My Revision Notes: AQA GCSE (9-1) - [My Revision Notes: AQA GCSE \(9-1\) PE Second Edition: Amazon.co.uk: Bizley, Kirk: 9781510405233: Books](#)

## How will they be assessed?

Students will have 3 formal assessments each academic year, inclusive of an end of year exam/mock exam.

At the start of year 11, students will sit a controlled assessment (NEA) which is worth 10% of their final mark. The final exam is split into 2 exams, each worth 30% of their final mark.

Practically, students need to identify their 3 chosen sports as early as possible and then spend the course perfecting the skills required. Each sport is worth 10% of their final mark. Students will be assessed each year in their 3 identified sports, with the final submission date being February half-term in year 11.

## How can they develop their learning beyond the formal curriculum?

Flipping their learning and looking ahead to topics coming up (Microsoft Teams).

Take advantage of the YouTube channels listed (above).

Taking part in sport both inside and outside of school.

# DESIGN & TECHNOLOGY



5 - Design and Technology

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment (NEA) at the end of the course in year 11.

Year 9		
Autumn Term	Spring Term	Summer Term
<i>Practical task: Lamp design</i> Core & Technical principles working with Timber  <i>Lessons are divided 50/50 between practical and theory</i>  <i>Practical task: Trinket Box</i>	Core & Technical principles working with Plastics  <i>Lessons are divided 50/50 between practical and theory</i>	Core & Technical principles working with Metals  <i>Lessons are divided 50/50 between practical and theory</i>  <i>Practical task: Pewter Pendant/Keyring &amp; Copper Bangle</i>

Year 10		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul> <i>Sustained project working to a specific brief: Speaker Design</i>  <i>Students will start to develop independence producing an individual response to the brief. They will have opportunity to explore their own ideas, developing skills and making selection re tools and materials to be used in production.</i>	<ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul> Sustained Project: 'Mock' NEA Students will generate a portfolio and response to a contextual challenge:  <b>Outdoor living</b>	Completion of 'Mock' NEA  Commencement of actual NEA  AQA will provide Design Contextual Challenges in June.

Year 11		
Autumn Term	Spring Term	Summer Term
Commencement of NEA from AQA Design Contextual Challenges Revision Lessons	Completion and Submission of NEA Revision lessons	Preparation for Exam Paper

## What independent learning will be required?

Homework will be provided every week and will support and inform the learning done in class.

They will also be asked to keep a visual diary and D.I.Y diary, that will be shared and rotated around the group.

Explanation: Each student is given a small sketchbook. every term student will be asked to complete two design challenges and complete a \*D.I. Y analysis of two objects. The books are then rotated around the class, meaning that no one person owns that book. It provides opportunity for students

to collaborate and learn to give constructive feedback. It also builds confidence in sharing ideas with others. This rotation will happen all the way through year 9. In year 10 students will be required to keep their own visual diary and encouraged to maintain good practice by showing others their responses.

\*D is for design – discuss and describe aesthetics/materials of a product/item.

\*I is for information – what does this product do? How was it made? What is it made from? This part will require a bit of research.

\*Y is for Why have this product? Explain and justify its existence and purpose.

Using this 'DIY', develops students understanding of the world around them and the confidence to analyse and evaluate day to day objects and desires.

## How can you support your child's learning?

Being organised and efficient with time is an essential part of this course. Building a homework timetable always helps.

Discussion is also key, being able to talk through ideas and problems is essential and should go beyond the classroom.

What resources can you access to support your child's learning?

- BBC bitesize
  - How It is Made - is a Canadian documentary television series that explores engineering and manufacturing of a variety of different products and materials
  - Grade 9-1 GCSE Design & Technology AQA Exam Practice Workbook: perfect for catch-up and the 2022 and 2023 exams (CGP GCSE D&T 9-1 Revision)
  - Grade 9-1 GCSE Design & Technology AQA Revision Guide (Paperback) [CGP Books](#)
  - Keep your eye on product design trends/marketplace: <https://designaddict.com/>
1. Look at <https://www.instructables.com/> it is a design community that share projects and how they are made. How will they be assessed? Students will have a workbook to support the course, within which they will receive feedback and guidance.

YR 9 Autumn Topic: Core and Technical principles: Plastics	YR 9 Spring Topic: Core and Technical principles: Timbers	YR9 Summer Topic: Core and Technical principles: Metals
<p>Assessment 50 marks</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p>	<p>Assessment 50 marks</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p>	<p>Assessment 50 marks</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p>
YR 10 Autumn	YR 10 Spring	YR 10 Summer
<p>Assessment 50 marks</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p>	<p>Assessment 100 marks Questions</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>	<p>Assessment 100 marks Questions</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>

Students will have baseline assessments at the end of each term.

YR 11 Autumn	YR11 Spring	YR11 Summer
<p>Assessment 100 marks Questions</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>	<p>Students will be revising Ready for exam</p> <p>Completing NEA</p> <p>Submission of NEA by Easter</p>	<p>Taking Exam</p>

# FOOD PREPERATION & NUTRITION

## Food Preparation and Nutrition

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment (NEA) at the end of the course in year 11.

Year 9		
Autumn Term	Spring Term	Summer Term
<b>Food Safety:</b> food spoilage and contamination/microorganisms/bacteria/principles of food safety/buying and storing of food <b>Food Preparation skills:</b> general practical skills/knife skills/use of cooker/use of equipment/cooking methods  <i>Lessons are divided 50/50 between practical and theory</i>  <i>Students will cook a selection of dishes this term, reflecting upon food safety, preparation skills and techniques; bread making/sauces/marinades etc</i>	<b>Food Science:</b> heat transfer/functional and chemical properties of food <b>Food Nutrition &amp; Health:</b> Macronutrients/Micronutrients/nutritional needs/energy needs  <i>Lessons are divided 50/50 between practical and theory</i>  <i>Cooking lessons will support the studies taking place and will explore the use of a range of cooking techniques. Recipes will be arranged to fit specific nutrient and dietary needs</i>	<b>Food Choice:</b> factors affecting choice/labelling/world cuisines/sensory evaluations <b>Food Provenance:</b> Environment Impact/sustainability/food processing/technological developments  <i>Lessons are divided 50/50 between practical and theory</i>  <i>Cooking lessons will support the studies taking place; for example, international cuisines, students will explore making traditional dishes from countries from around the world</i>

Year 10		
Autumn Term	Spring Term	Summer Term
1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance.  <i>Sustained project: exploring;</i> <ul style="list-style-type: none"> <li>the influence of lifestyle and consumer choice when developing meals and recipes</li> <li>nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes</li> <li>use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe</li> </ul>	1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance.  Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.	1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance.  Sustained Project: 'Mock' NEA Students will create a food investigation, e.g., functional and chemical properties of acids in food. From this they will devise a menu, providing relevant research. They will then prepare and cook this menu.

Year 11		
Autumn Term	Spring Term	Summer Term
Research for Task 1 of NEA	NEA commences	Preparation for Exam Paper

## What independent learning will be required?

Homework will be provided every week and will support and inform the learning done in class.

## How can you support your child's learning?

Being organised and efficient with time is an essential part of this course. Building a homework timetable always helps.

Discussion is also key, being able to talk through ideas and problems is essential and should go beyond the classroom.

Encourage your child to cook for you at home, to participate in going food shopping and to explore a variety of foods.

## What resources can you access to support your child's learning?

- BBC bitesize
- Grade 9-1 GCSE Food Preparation & Nutrition - AQA Revision Guide: perfect for home learning and 2021 assessments (CGP GCSE Food 9-1 Revision)
- Grade 9-1 GCSE Food Preparation & Nutrition - AQA Exam Practice Workbook (includes Answers): ideal for catch-up and the 2022 and 2023 exams (CGP GCSE Food 9-1 Revision)
- BBC Food
- [BBC Teach](#) > [Secondary resources](#) > [Design and Technology GCSE](#)
- Read recipe books How will they be assessed? Students will have a workbook to support the course, within which they will receive feedback and guidance. Students will have baseline assessments at the end of each term.

## How will they be assessed?

Students will have a workbook to support the course, within which they will receive feedback and guidance.

Students will have baseline assessments at the end of each term.

YR 9 Autumn Topic: food safety / food preparation	YR 9 Spring Topic: food science/food nutrition and health	YR9 Summer Topic: Food, nutrition and health/Food science/ Food safety/Food choice /Food provenance.
Baseline Assessment 50 mark	Assessment 50 marks	Assessment 50 marks
YR 10 Autumn Food, nutrition and health/Food science/ Food safety/Food choice /Food provenance.	YR 10 Spring Food, nutrition and health/Food science/ Food safety/Food choice /Food provenance.	YR 10 Summer Food, nutrition and health/Food science/ Food safety/Food choice /Food provenance.
Assessment 50 marks	Assessment 100 marks Questions	Assessment 100 marks Questions

YR 11 Autumn	YR11 Spring	YR11 Summer
Preparation for Investigation	Students will be revising Ready for exam  Completing NEA  Submission of NEA by Easter	Taking Exam



# ART & DESIGN



This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment (NEA) at the end of the course in year 11.

Year 9		
Autumn Term	Spring Term	Summer Term
<p><i>Still Life Project: Mark making/Morphing</i></p> <p>Concentrating on developing drawing skills; using a variety of media and techniques</p> <p>Exploring proportion and variety of scale when producing artwork</p> <p>Developing awareness of the work of others/finding influence in the work of others</p> <p>Artist: Jim Dine Cy Twombly ROSEMARY VANNS</p>	<p>Printmaking: Lino/Silk/Mono</p> <p>Concentrating on techniques: Mono printing Silk screen Lino printing Developing abstract still life prints.</p> <p>Refining techniques and outcomes.</p> <p>Developing awareness of the work of others/finding influence in the work of others</p> <p>Artists: Steff Mitchell Michelle House</p>	<p><i>Landscape: sculptures/paintings</i></p> <p>Concentrating on use of variety of media to create landscape studies that are painted and sculpted.</p> <p>Exploring the themes of abstract.</p> <p>Developing awareness of the work of others/finding influence in the work of others</p> <p>Artists: Barabara Hepworth Patrick Doherty</p>

## YEAR 10

In preparation for YEAR 11, students will be guided through 2 sustained projects over year 10. Allowing them time and opportunity to explore new techniques and processes alongside developing independence and the understanding of what makes a 'sustained' body of work.

Year 10		
Autumn Term	Spring Term	Summer Term
<p><b>Sustained project 1: Reflections</b></p> <ul style="list-style-type: none"> <li>Concentrating on:</li> <li>Use of photography</li> <li>Metal working</li> <li>Drawing and manipulating techniques</li> <li>Digital manipulation</li> <li>Studies of reflective surfaces</li> <li>Artist research</li> <li>Gallery Visits</li> <li>Flow and progression of ideas</li> <li>Experimenting with ideas</li> </ul> <p>Artists: Shirin Abedinirad Anish Kapoor Yayoi Kusama</p>	<p><b>Sustained project 1: Reflections; Completion by February</b></p> <p><b>Sustained project 2: Sculpture; natural forms</b></p> <p>This project will be more self-guided. Students will independently research and develop individual ideas and pathways to explore. Resulting in a body of work and final outcome(s)</p> <p>To support their development students will explore and be taught a variety of techniques:</p> <ul style="list-style-type: none"> <li>*clay/pottery</li> <li>*willow work</li> <li>*textile/felt making</li> <li>*plaster casting</li> </ul> <p>Artists: Andy Goldsworthy Bryan Nash Gill Vannessa Hogge Jim Denevan Kate McGuire Vanessa Barragão William Kidd</p>	<p><b>Sustained project 2: Sculpture; natural forms</b></p> <p>Completed by May half term</p> <p>Students will be expected to present a portfolio of work that demonstrates an individual body of research and studies. Resulting in a series of final pieces/ final response.</p> <p><b>May Onwards</b> Commencement of sustained project (NEA)</p> <p>Choice from a number of prompts/briefs provided from past AQA papers.</p>

## Year 11

Students will commence with their non exam assessment (NEA) which will provide a sustained body of work. This will represent 60% of their marks.

Year 11		
Autumn Term	Spring Term	Summer Term
Continuation of sustained project (NEA)	Completion of sustained project (Jan)	
Choice from several prompts/briefs provided from past AQA papers.	Exam Questions released by AQA Exam prep; body of research within a time frame to be produced, followed by a 10 hr exam	
	Exams end of Spring term	

Autumn Topic: Still Life	Spring Topic: Printmaking	Summer Topic: Clay and Plaster Sculpting
Assessment : 50 mark questions:	Assessment 50 mark questions:	Assessment 50 mark questions:
Techniques A drawing Task Art Literacy/History	Techniques and stages of lino printing Exploring design solutions A drawing Task Art Literacy and Artists	Explaining clay and plaster casting techniques A drawing Task Art Literacy/History/Artists
Total 50 marks	5 Mark questions on Still life artworks Total 55 marks	10 Mark questions on Lino Printing and Still life artwork Total 60 marks

## What independent learning will be required?

Homework will be provided every week and will support and inform the learning done in class. They will also be asked to keep a separate visual diary, that will be shared and rotated around the group; Enabling students to explore and develop design ideas, ability to discuss and critique work and develop ideas.

## How can you support your child's learning?

Being organised and efficient with time is an essential part of this course. Building a homework timetable always helps. GCSE Art & Design (fine art) is coursework heavy and often results in extra time being needed. As a department we will provide opportunity for students to access studio space and materials in catch up sessions.

Discussion is also key, being able to talk through ideas and problems is essential and should go beyond the classroom.

## What resources can you access to support your child's learning?

- BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/z6hs34j>
- Exhibition and Gallery visits
- Keeping separate visual diary to practice and explore design ideas
- Read bibliographies of Artists and Designers
- Student art Guide , provides resources, mini lessons, example work :<https://www.studentartguide.com/>
- AQA website for specification and guidance
- AQA GCSE Art & Design Student Handbook: ISBN-10 9781408503201

## How will they be assessed?

Students will have a workbook to support the course, within which they will receive feedback and guidance.

Students will have baseline assessments at the end of each term.

Students will complete mock exams over the duration of the course.

YR 9 Autumn Topic:	YR 9 Spring Topic:	YR9 Summer Topic:
Assessment: 50-mark questions:	Assessment: 60-mark questions:	Students will complete a mock exam over 2hrs
Techniques A drawing Task Art Literacy/History	Techniques A drawing Task Art Literacy/History	
Total 50 marks	Total 60 marks	
YR 10 Autumn	YR 10 Spring	YR 10 Summer
Assessment: 50-mark questions:	Assessment: 60-mark questions:	Students will complete a mock exam over 5hrs
Techniques A drawing Task Art Literacy/History	Techniques A drawing Task Art Literacy/History	
Total 50 marks	Total 60 marks	
YR 11 Autumn	YR11 Spring	YR11 Summer
NEA development and completion (60% of marks)	Completing NEA (60% of marks)	
	Starting exam prep Submission of Exam prep (40% of marks)	All marks will have been submitted in May
	10 hr exam	

## Art and Design (3D)

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment (NEA) at the end of the course in year 11.

## YEAR 10

In preparation for YEAR 11, students will be guided through 2 sustained projects over year 10.

Allowing them time and opportunity to explore new techniques and processes alongside developing independence and the understanding of what makes a 'sustained' body of work.

Year 10		
Autumn Term	Spring Term	Summer Term
<i>Sustained Project 1: Architecture (contemplative spaces)</i>	<i>Sustained Project 1: Architecture (contemplative spaces) completed by Feb half term</i>	<i>Completion of Sustained project 2: Lamp design</i>
Students will develop <ul style="list-style-type: none"> <li>• model making skills</li> <li>• Use a variety of materials and techniques</li> <li>• Develop 3D drawing skills and techniques</li> <li>• Explore and develop creative and individual ideas around a given brief.</li> </ul>	Sustained project 2: Lamp Design  Students will develop <ul style="list-style-type: none"> <li>• model making skills</li> <li>• Make prototypes</li> <li>• Refine making skills; producing refined outcome</li> <li>• Develop 3D drawing skills and techniques; product design drawing</li> <li>• Explore and make a lamp design; either from real materials or a prototype</li> </ul>	By June  June onwards Commencement of sustained project (NEA)  Choice from a number of prompts/briefs provided from past AQA papers.

## YEAR 11

Students will commence with their non exam assessment (NEA) which will provide a sustained body of work. This will represent 60% of their marks.

Year 11		
Autumn Term	Spring Term	Summer Term
Continuation of sustained project ( NEA )	Completion of sustained project (Jan)	
Choice from several prompts/briefs provided from past AQA papers.	Exam Questions released by AQA Exam prep ; body of research within a time frame to be produced, followed by a 10 hr exam	
	Exams end of Spring term	

## What independent learning will be required?

Homework will be provided every week and will support and inform the learning done in class. They will also be asked to keep a separate visual diary, that will be shared and rotated around the group; Enabling students to explore and develop design ideas, ability to discuss and critique work and develop ideas.

## How can you support your child's learning?

Being organised and efficient with

time is an essential part of this course. Building a homework timetable always helps. GCSE Art & Design (fine art) is coursework heavy and often results in extra time being needed. As a department we will provide opportunity for students to access studio space and materials in catch up sessions.

Discussion is also key, being able to talk through ideas and problems is essential and should go beyond the classroom.

## What resources can you access to support your child's learning?

- BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/z6hs34j>
- Exhibition and Gallery visits
- Read bibliographies of Artists and Designers
- Student art Guide , provides resources, mini lessons, example work :<https://www.studentartguide.com/>
- AQA website for specification and guidance
- AQA GCSE Art & Design Student Handbook: ISBN-10 9781408503201

## How will they be assessed?

Students will have a workbook to support the course, within which they will receive feedback and guidance. Students will have baseline assessments at the end of each term. Students will complete mock exams over the duration of the course.

# DRAMA



## How is the course organised?

### Year 9

#### Autumn

Text: "Blood Brothers"

Devising

Introduction to Drama Theory

Stanislavski

Scripted performance

"The Woman in Black" and "Live Performance Review"

#### Spring

Devising

Drama Terminology

Introduction to Devising Log

Live Performance Review

Scripted performance

Exam preparation

#### Summer

Exam preparation

Year 9 exams

Synthesising Drama skills using "Waiting for Godot"

## Year 10

### Autumn

Set text: "Noughts and  
Crosses"

Bertolt Brecht

Advanced Script Work

"The Woman in Black"

Live Performance Review

### Spring

Devising

Devising Log

"Noughts and Crosses"

Exam preparation

### Summer

Year 10 exams

Play: "Two"

Preparation for Year 11 Script

Work

Preparation for Year 11

Devising

## YEAR 11

GCSE Devised Performance

GCSE Devising Log

Live Performance Review

Exam preparation

Mock exams

### Spring

GCSE Scripted Performances

Exam preparation

Live Performance Review

## Summer

Exam preparation

GCSE written exam

Please note that the curriculum is reviewed annually, so the Year 11 curriculum may change before the current Year 9 or Year 10 reach that stage.

## What independent learning will be required?

Homework can take the form of line-learning and performance preparation as well as written responses to exam questions and essays. Rehearsals for assessed performances may be needed outside of normal lesson time. There will be compulsory theatre trips (matinees and evenings).

## How can you support your child's learning?

Ensure they always know what they should be working on and ask questions of their teacher if unsure. We would always encourage you to expose your children to live theatre as often as possible.

## What resources can you access to support your child's learning?

They will be given access to a text book, provided with copies of set texts and directed to additional resources, often via Teams, during the course. They have access to Digital Theatre Plus and will be given a password.

## How will they be assessed?

Assessment is continuous during Years 9 and 10, with formal exams in the Summer term. In Year 11, they will do Component 2 of the GCSE in Term 1, Component 3 in Term 2 and Component 1 (the written exam) in Term 3.

## How can they develop their learning beyond the formal curriculum?

We would always encourage you to expose your children to live theatre as often as possible. Those interested in developing their Drama skills should consider participating in a school play; signing up to a Drama club or Stretch; taking Lamda lessons; or looking into Drama opportunities in your local community.



# FRENCH



6 - French

Year 11		
Autumn Term	Spring Term	Summer Term
Theme 4: Work - Work and career preferences - Plans, hopes and wishes for the future - Importance of Languages - Part-time jobs - Work experience	Theme 5: International Events and the Global Dimension - Environmental issues - Fairtrade - Volunteering - Sporting events - Musical events	Revision and Exams

## What independent learning will be required?

Regular learning of vocabulary and grammatical structures is critical to success in language learning. Pupils should therefore be learning vocabulary every week, and this learning should be spaced through the week – 15-20 minutes three or four times a week will be far more effective, than 60 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis.

In Year 10 we will introduce the verb challenge, where pupils will work through a series of challenges to prove their knowledge of the most frequently used verbs at GCSE.

There will also be a weekly homework task, which may take the form of a written task, a reading comprehension, or a task on Active Learn or Language Gym.

## How can you support your child's learning?

We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

1. Ask them to explain to you what they have been learning
  - Attempt to learn (or re-learn) alongside them
  - Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher
  - Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop
  - Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words, but not as good for independent writing or speaking; they need to practise for speaking by saying the phrases they have learnt out loud.

## What resources can you access to support your child's learning?

REVISE Pearson Edexcel GCSE (9-1) French Revision Guide Second Edition, ISBN: 9781292412153  
REVISE Edexcel GCSE (9-1) French Revision Workbook Second Edition, ISBN: 9781292412177  
<https://uk.language-gym.com> – for vocabulary and grammar practice  
[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) – for reading and listening practice  
[www.quizlet.com](http://www.quizlet.com) – for vocabulary practice

## How will they be assessed?

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normally take place outside the scheduled exam week – and will cover content from the whole year. In Years 10 and 11, they will consist of GCSE-style papers, using the topics studied in the course so far.

## How can they develop their learning beyond the formal curriculum?

- Watch appropriate films or TV series in French with English subtitles – all of the main streaming services carry French titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as French age verification tends to have a higher tolerance level than in the UK.
- Seek to use their French in real-life practical situations, such as on visits to France – French speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English!
- Listen to French music on YouTube or Spotify – both have playlists of contemporary French popular music.
- Support your learning by using other apps, such as DuoLingo, or by listening to French learning podcasts – available on Spotify.

# GEOGRAPHY



## Year 9

### Autumn

#### Term

Tectonic Hazards

Urban change in UK cities

### Spring Term

Glaciers

Resource Management

### SummerTerm

Energy Issues

Issue Evaluation

## Year 10

### Autumn Term

Physical landscapes: Coasts

Urban population, growth and sustainability

## Spring Term

Weather hazards and climate change

Ecosystems and rainforests

## Summer Term

Hot environments Issue Evaluation

## Year 11

### Autumn Term

The economic world

Mock exam preparation and feedback

### Spring Term

The UK in the economic world

Pre release exam preparation

### Summer Term

Revision

## What independent learning will be required?

Homework will be vital to your pupil's GCSE success; it allows for further development of knowledge and application of the skills learned in class. Pupils will be set relevant weekly homework tasks by their teacher on Class Charts. These will take a variety of formats as appropriate through the year. Examples of Geography homework will include revision to prepare for assessments, flipped learning such as research on a particular case study to prepare for lesson or practicing exam skills using practice questions. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations. Keeping on top of revision notes across the three years will make it less daunting when preparing for mocks and the final exams.

## How can you support your child's learning?

Firstly, engage your student in conversation about what they have been learning, if they can explain it back to you, it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful completion of homework and revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask them about the strategies they have been shown. All homework set will be visible on the parent portal of Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. The Geography team will provide revision support materials when they are relevant. Some pupils appreciate the security of having the exam board approved revision guide, we have provided details of the correct book in the section below should you wish to purchase a copy, the school library does hold some copies for loan. We do not expect our parents to be subject experts, if you or your child need assistance with homework tasks please make contact with their teacher who will be very happy to support!

## What resources can you access to support your child's learning?

### **Revision guide**

[GCSE Geography AQA Complete Revision & Practice includes Online Edition, Videos & Quizzes: for the 2025 and 2026 exams \(CGP AQA GCSE Geography\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)

### **Revision websites:**

[GCSE Geography - AQA - BBC Bitesize](#)[AQA GCSE 9-1 Geography | Revision Notes & Study Resources \(geography-revision.co.uk\)](#)[Revision Blast Videos for AQA GCSE Geography | Collections | Geography | tutor2u](#)

## How will they be assessed?

Pupils will receive a minimum of three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. As we progress through the course in the run up to exams, especially in Year 11 the frequency of assessments will increase to develop confidence in tackling exam questions.

## How can they develop their learning beyond the formal curriculum?

- Keeping up to date with Geographical news and current affairs. Read a good daily newspaper/ news websites—so much news has a geographical element. Keep a close eye on relevant news stories to become an informed, global citizen.
- Read a geographical book. Have, and dip into, a good atlas at home. Download Google Earth, ideal for widening your geographical horizons. Google Maps is also useful and includes the excellent 'Street View' function
- Watching high quality documentaries and TED talks to enrich your learning. There are so many, and even dedicated channels on Freeview such as the Discovery Channel and National Geographic.
- Look at TED lectures online for up-to-date presentations and debates on wide ranging issues.
- Talking to your friends and family about what you have learnt.
- Develop a sense of the 'big picture' by forming synoptic links between topics.
- Use days out and holidays to experience the wider world and apply lesson knowledge to help identify the Geography. Consider any holiday or visit an informal geographical fieldtrip. Read travel guides before and when you go —these will enable you to enjoy all aspects of your trip e.g. landscape and culture.
- The Geography team will provide details of relevant competitions that you would be eligible to enter.
- Look into volunteering opportunities with issues based charities, such as the National Trust, or get involved in mentoring in Geography in school. These would count towards your Duke of Edinburgh volunteering hours in Year 9.

Of course, we recognise that our students have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve your Geography-just doing one or two of them will have an impact. Decide on two or three to focus on to improve your skills.

## GERMAN



### What independent learning will be required?

Regular learning of vocabulary and grammatical structures is critical to success in language learning. Pupils should therefore be learning vocabulary every week, and this learning should be spaced through the week – 15-20 minutes three or four times a week will be far more effective, than 60 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis.

In Year 10 we will introduce the verb challenge, where pupils will work through a series of challenges to prove their knowledge of the most frequently used verbs at GCSE.

There will also be a weekly homework task, which may take the form of a written task, a reading comprehension, or a task on Active Learn or Language Gym.

### How can you support your child's learning?

We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

- Ask them to explain to you what they have been learning
- Attempt to learn (or re-learn) alongside them
- Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher
- Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop
- Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words, but not as good for independent writing or speaking; they need to practise for speaking by saying the phrases they have learnt out loud.

### What resources can you access to support your child's learning?

REVISE Edexcel GCSE (9-1) German Revision Guide Second Edition, ISBN: 9781292412252

REVISE Edexcel GCSE (9-1) German Revision Workbook Second Edition, ISBN: 9781292412269

<https://uk.language-gym.com> – for vocabulary and grammar practice

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) – for reading and listening practice

[www.quizlet.com](http://www.quizlet.com) – for vocabulary practice

## How will they be assessed?

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normally take place outside the scheduled exam week – and will cover content from the whole year. In Years 10 and 11, they will consist of GCSE-style papers, using the topics studied in the course so far.

## How can they develop their learning beyond the formal curriculum?

- Watch appropriate films or TV series in German with English subtitles – many of the main streaming services carry German titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as German age verification tends to have a higher tolerance level than in the UK.
- Seek to use their German in real-life practical situations, such as on visits to German, Switzerland or Austria – German speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English! Listen to German music
- on YouTube or Spotify – both have playlists of contemporary French popular music.
- Support your learning by using other apps, such as DuoLingo, or by listening to German learning podcasts – available on Spotify.



# HISTORY



## Year 9

### Autumn

#### Term

Medicine in Britain 1250-present (Medieval and Renaissance)

#### Spring Term

Medicine in Britain 1250-present (Industrial and modern medicine)

#### Summer Term

Medicine in Britain - the Historic Environment WW1 trenches

## Year 10

### Autumn

#### Term

British depth study Elizabeth England 1558-88

#### Spring Term

British depth study Elizabeth England 1558 - 88

Weimar and Nazi Germany 1919 - 1939

#### Summer Term

Weimar and Nazi Germany 1919 – 1939

Year 11 Autumn Term

World depth study Cold War 1945 - 1991

#### Spring Term

World depth study Cold War 1945 - 1991

Revision

## Summer Term

### Revision

### What independent learning will be required?

Homework will be vital to your pupil's GCSE success, it allows for further development of knowledge and application of the skills learned in class. Pupils will be set relevant weekly homework tasks by their teacher on Class Charts. These will take a variety of formats as appropriate through the year. Examples of History homework will include revision to prepare for assessments, flipped learning such as research on a particular person or event to prepare for lesson or practicing exam skills using practice questions. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations. Keeping on top of revision notes across the three years will make it less daunting when preparing for mocks and the final exams.

### How can you support your child's learning?

Firstly engage your student in conversation about what they have been learning, if they can explain it back to you, it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful completion of homework and revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask them about the strategies they have been shown. All homework set will be visible on the parent portal of Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. The History team will provide revision support materials when they are relevant. Some pupils appreciate the security of having the exam board approved revision guide, we have provided details of the correct book in the section below should you wish to purchase a copy, the school library does hold some copies for loan. We do not expect our parents to be subject experts, if you or your child need assistance with homework tasks please make contact with their teacher who will be very happy to support!

### What resources can you access to support your child's learning?

Revision guides are sold per topic, the topics are not optional so if your child would like a revision guide then they will require all four books.

<https://www.amazon.co.uk/Edexcel-History-Medicine-Revision-Workbook/dp/1292169729>

[https://www.amazon.co.uk/Edexcel-History-Elizabethan-Revision-Workbook/dp/1292169710/ref=pd\\_lpo\\_2?pd\\_rd\\_i=1292169710&psc=1](https://www.amazon.co.uk/Edexcel-History-Elizabethan-Revision-Workbook/dp/1292169710/ref=pd_lpo_2?pd_rd_i=1292169710&psc=1)

[https://www.amazon.co.uk/Edexcel-History-Germany-Revision-Workbook/dp/1292169737/ref=pd\\_bxgy\\_scl\\_1/260-0639474-7402855?pd\\_rd\\_w=SV6eu&content-id=amzn1.sym.79b812bf-5c8b-4c0c-851c-784423adaff5&pf\\_rd\\_p=79b812bf-5c8b-4c0c-851c-784423adaff5&pf\\_rd\\_r=S7P ORP VD8M 8M Z EQ 41FQ Q &pd\\_rd\\_wg=IBThY&pd\\_rd\\_r=c a62731 2 - 961e - 444b-8278-64734b141440&pd\\_rd\\_i=1292169737&psc=1](https://www.amazon.co.uk/Edexcel-History-Germany-Revision-Workbook/dp/1292169737/ref=pd_bxgy_scl_1/260-0639474-7402855?pd_rd_w=SV6eu&content-id=amzn1.sym.79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_p=79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_r=S7P ORP VD8M 8M Z EQ 41FQ Q &pd_rd_wg=IBThY&pd_rd_r=c a62731 2 - 961e - 444b-8278-64734b141440&pd_rd_i=1292169737&psc=1)

[https://www.amazon.co.uk/Edexcel-Superpower-relations-Revision-Workbook/dp/1292169753/ref=pd\\_bxgy\\_sccl\\_1/260-0639474-7402855?pd\\_rd\\_w=aocwV&content-id=amzn1.sym.79b812bf-5c8b-4c0c-851c-784423adaff5&pf\\_rd\\_p=79b812bf-5c8b-4c0c-851c-784423adaff5&pf\\_rd\\_r=T1SST552WW1M1Y4ERG46&pd\\_rd\\_wg=lkRPt&pd\\_rd\\_r=f8fab47-2686-4866-a38a-ebc2c8612400&pd\\_rd\\_i=1292169753&psc=1](https://www.amazon.co.uk/Edexcel-Superpower-relations-Revision-Workbook/dp/1292169753/ref=pd_bxgy_sccl_1/260-0639474-7402855?pd_rd_w=aocwV&content-id=amzn1.sym.79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_p=79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_r=T1SST552WW1M1Y4ERG46&pd_rd_wg=lkRPt&pd_rd_r=f8fab47-2686-4866-a38a-ebc2c8612400&pd_rd_i=1292169753&psc=1)

## Websites:

<https://www.bbc.co.uk/bitesize/subjects/zj26n39>

<https://www.tutor2u.net/history/blog/gcse-history-revision-quizzes>

## How will they be assessed?

Pupils will receive a minimum of three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. As we progress through the course in the run up to exams, especially in Year 11 the frequency of assessments will increase to develop confidence in tackling exam questions.

## How can they develop their learning beyond the formal curriculum?

The History team want to inspire the next generation of historians and hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest in the lives and people of the past. We hope you can also enjoy some of these suggestions with your child!

- Watch relevant history documentaries or historical films, read historical novels or nonfiction and keep a brief record in your book of what you've seen/read and how it relates to what you've been studying
- Talk to your friends and family about what you have seen/read
- Podcasts like In Our Time or Your're Dead to Me on BBC Radio 4 (available on iPlayer) which discuss specific historical events
- Periodicals: BBC History Magazine and History Today are both high-quality publications with articles covering the full gamut of historical interest from the ancient to the present day. Each issue contains wider reading suggestions as well as historical fiction and non-fiction book reviews.
- TV/Films: Look regularly at TV listings for good quality historical documentaries, films etc. A number of good documentary series are available on DVD.
- Websites: [www.activehistory.co.uk](http://www.activehistory.co.uk)
- [www.tudors.org](http://www.tudors.org)
- [www.historylearningsite.co.uk](http://www.historylearningsite.co.uk)
- [www.johnandclare.net](http://www.johnandclare.net)

- [www.tudorhistory.org](http://www.tudorhistory.org)
- [www.spartacus-educational.com](http://www.spartacus-educational.com)

Holiday visits: Museums, e.g. British Museum; Imperial War Museum & Cabinet War Rooms; National Maritime Museum, Greenwich. Elsewhere: American Museum (Bath); Ashmolean Museum (Oxford); Fitzwilliam Museum (Cambridge); Jorvik Viking Centre Museum (York); National Museum of Scotland (Edinburgh); St Fagans (near Cardiff). Visit Historical Sites administered by the National Trust ([www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)) and English Heritage ([www.english-heritage.org.uk](http://www.english-heritage.org.uk)) and Cadw ([www.cadw.gov.wales](http://www.cadw.gov.wales)) –all websites have searchable directories –and also many great cathedrals around the country, e.g. Canterbury, Durham, Ely, Exeter, Hereford, Lincoln, Westminster Abbey, Winchester, Worcester, York Minster.

- Volunteering. Look into volunteering opportunities with the National Trust and English Heritage (see websites above), as well as at museums.
  - Cathedral Camps: [www.csv.org.uk](http://www.csv.org.uk) spend your holiday working on conservation projects at a historical cathedral.
  - Archaeology: opportunities offered by the Young Archaeologists' Club ([www.yac-uk.org](http://www.yac-uk.org)) run by the Council for British Archaeology.
- Participation in competitions that your teacher will make you aware of during the year.

We recognise that our pupils have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve in History-just doing one or two of them will have an impact.

The History team want to inspire the next generation of historians and hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest in the lives and people of the past. We hope you can also enjoy some of these suggestions with your child!

# MUSIC



## How is the course organised?

The first year is one of consolidation where all listening, performing and composing tasks relate back to the basics of music theory and the elements of music. By the end of Year 9 pupils will have composed, performed and listened to a wide variety of music.

We follow the EDUQAS syllabus: LISTENING

There are FOUR Areas of Study

Forms and Devices Music for Ensemble Popular Music Music for Film Each area of study is introduced and explored over the course of a half term with composition and theory tasks which relate to that area.

And TWO networks

- Badinerie by Bach
- Africa by Toto

The networks are introduced and then studied in depth from the start of Year 10.

This knowledge is assessed in a written Listening Examination.

## PERFORMING

Over the course of Year 9 and 10 pupils prepare to record a solo and a group performance. At the start of Year 11 a solo and a group performance for each pupil is recorded and submitted as coursework to the exam board. Pupils prepare for this by engaging in a number of solo and groups performances during year 9 and 10 before deciding which pieces they would like to choose for their coursework at the start of Year 11.

## COMPOSING

Pupils must submit ONE free composition and ONE composition which matches a brief as published by the exam board. Both compositions are recorded and submitted to the exam board.

### What independent learning will be required?

Pupils will be expected to hand in Listening, Composing or Performing homework that is set. Some tasks will be for the following lesson and some will be worked on over a longer period of time.

Pupil should be getting into the habit of practising their instrument regularly during the week.

### How can you support your child's learning?

Active listening alongside regular instrument practice are the two most powerful activities pupils can engage in. They should try to listen to different styles of music and get used to describing what they hear using the vocabulary and concepts that have been explored in lessons.

### What resources can you access to support your child's learning?

Interactive music theory

<https://www.musictheory.net/>

Composers talking about the composing process:

<https://earopener.co.uk/videos>

Getting to know the sounds of different instruments:

<https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/>

### How will they be assessed?

- Regular listening tests – in class and for homework
- Whole class and small group performances
- Individual performance feedback
- Individual composition feedback

### How can they develop their learning beyond the formal curriculum?

We are so fortunate to be living in a time when the internet can bring all sorts of wonderful experiences into our homes. These videos by the London Mozart Players are delightful for children of all ages:

<https://www.londonmozartplayers.com/classical-for-kids/>

Hearing music performed live is a magical experience. Many of the top orchestras have programmes for families:

<https://lso.co.uk/lso-discovery/discovery-families.html>

<https://www.royalalberthall.com/tickets/series/children-and-families/>

<https://www.lpo.org.uk/what-s-on/families-children-and-teenagers.html>

# RELIGIOUS STUDIES



7 - Religious Studies

## How is the course organised?

### Year 9

#### Autumn Term

Christian beliefs

Christian beliefs. Introduction into Islamic beliefs

#### Spring Term

Islamic beliefs

Islamic beliefs. Introduction into Thematic unit-relationships and families

#### Summer Term

Thematic unit - relationships and families

Introduction into Thematic unit-religion, peace and conflict

### Year 10

#### Autumn

#### Term

Thematic unit - religion, peace and conflict

Introduction into Christian practices

## Spring Term

Christian practices

Introduction into Islamic practices

## Summer Term

Islamic practices

Introduction into Thematic unit - crime and punishment

## Year 11

### Autumn

#### Term

Thematic unit - crime and punishment

Introduction into Thematic unit - religion and life

### Spring Term

Thematic unit - Religion and life

Revision

### Summer Term

Revision

## What independent learning will be required?

Homework will be vital to your pupil's GCSE success; it allows for further development of knowledge and application of the skills learned in class. Pupils will be set relevant weekly homework tasks by their teacher on Classcharts. These will take a variety of formats as appropriate through the year. Examples of Religious Studies homework will include revision to prepare for assessments, flipped learning such as research to prepare for lesson or practicing exam skills using practice questions. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations. Keeping on top of revision notes across the three years will make it less daunting when preparing for mocks and the final exams.

## How can you support your child's learning?

Firstly engage your student in conversation about what they have been learning, if they can explain it back to you, it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful completion of homework and revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask them about the strategies they have been shown. All homework set will be visible on the parent portal of ClassCharts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. The Religious Studies team will provide revision support materials when they are relevant. Some pupils appreciate the security of having the exam board approved revision



guide, we have provided details of the correct book in the section below

should you wish to purchase a copy, the school library does hold some copies for loan. We do not expect our parents to be subject experts, if you or your child need assistance with homework tasks please make contact with their teacher who will be very happy to support!

## What resources can you access to support your child's learning?

Revision guide- [https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc\\_df\\_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

[one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

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[16&hvp](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

[one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

[574124614257&p sc=1&th=1&p sc=1](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

Revision guide- [AQA GCSE Religious Studies A: Christianity and Islam Complete Revision and Practice \(Oxford Revise: Religious Studies\) : Cox, Dawn: Amazon.co.uk: Books](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

Revision guide- [AQA GCSE Religious Studies A \(9-1\) Workbook: Themes through Christianity and Islam for Paper 2: Get Revision with Results : Cox, Dawn: Amazon.co.uk: Books](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=asc_df_0198422830/?tag=googshopuk-21&linkCode=df0&hvadid=310551242326&hvp os=&hvnetw=g&hvrand=620243292526359216&hvp one=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=1007012&hvtargid=pl a-574124614257&p sc=1&th=1&p sc=1)

Useful revision websites

<https://www.bbc.co.uk/bitesize/topics/z6bw2hv> for Christianity

<https://www.bbc.co.uk/bitesize/topics/zdprkqt> for Islam

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<https://www.tutor2u.net/religious-studies>

[http://www.rsrevision.com/contents/newgcse\\_edexcel.html](http://www.rsrevision.com/contents/newgcse_edexcel.html)

<https://www.revisely.co.uk/gcse/religious-studies/aqa>

## How will they be assessed?

Pupils will receive a minimum of three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. As we progress through the course in the run up to exams, especially in Year 11 the frequency of assessments will increase to develop confidence in tackling exam questions. Students will undertake in-class assessments in timed conditions to ensure they are meeting the expected time allocation.

## How can they develop their learning beyond the formal curriculum?

The Religious Studies team want to inspire your child to develop a curiosity for understanding people of different beliefs and cultures around them. We hope that this list of suggested ideas will enable your child to develop a love of the subject and an interest in the lives and world views from around the globe. We hope you can also enjoy some of these suggestions with your child!

- Ethical issues can be discovered in all subjects from Science to PE and are all around us in the media. Film, Cinema and DVD's can prompt you to ponder philosophical, religious and ethical themes. The Life of Pi is a fabulous film which explores one boy's adventures through the world of ideas and faiths in a warm, colourful and visually entrancing way. For those of you who like the cinema, you might be surprised how many films have an ethical, religious or philosophical element. The Imitation Game is a fascinating historical film about the work of Alan Turing in the breaking of the Enigma code in WW2 which covers some meaty ethical topics. The Truman

Show is an excellent introduction to thinking about whether we merely accept reality as it first appears to us, or whether we yearn to question and to be free. There are also fascinating shows on the BBC/Netflix which include pilgrimage and The Story of Moses, which enables students to gain further knowledge and deepen their understanding of history and religion. These are just a few films that are age appropriate. As you get older, there are even more films open to you. Perhaps you could keep a film journal and record your thoughts.

- Watching relevant documentaries- BBC Iplayer has the whole 'Being' series to help understand the practices of Christians and Muslims.
- Follow the news and look for developments in the teachings of the religions or events that are relevant to the thematic units.
- Listen to the Radio for example BBC Radio 4 Beyond Belief is a discussion programme that looks at various religions and philosophical themes. Also on BBC Radio 4 is Moral Maze. As the title suggests, this is a debate programme about moral issues. The moral issues surrounding medical ethics, responses to poverty and suffering, equality, justice etc. are all argued out.

*Follow these on Twitter:*

*@alaindebotton—writer, mostly of 'Religion for Atheists' @IslamicThinking—Updates on Islamic charities, scripture quotes and general encouragement and wisdom for Muslims on Twitter. @BHAhumanists—British Humanist Association. A national charity working on behalf of non-religious people who seek to live ethical and fulfilling lives based on reason and humanity*

*@ABCJustin—Archbishop of Canterbury, with others encourages flourishing, reconciled churches which love and worship Jesus and seek to change the world.*

*@RevRichardColes—Cleric and broadcaster, former Communion, co presenter of Saturday Live, Parish Priest of Findon.*

*@Microphilosophy—follow the website of writer and philosopher Julian Baggini*

*@giles\_fraser—English Anglican priest, journalist and broadcaster. He is currently the priest-in-charge at St Mary's, Newington, near the Elephant and Castle, south London, and writes a weekly Friday column for The Guardian, as well as appearing frequently on BBC Radio 4*

*@StephenLaw60—Dr Stephen Law philosopher; author, The War for Children's Minds. Dr Stephen Law is a humanist and author of the Oxford University Press Very Short Introduction to Humanism.*

*@DalaiLama—The official feed of the Office of His Holiness the 14th Dalai Lama.*

- Holidays and trips may present you with the opportunity to visit places of worship, take the chance to go and see first-hand the places of worship we have described in lesson. You may also find yourself visiting places of pilgrimage or a museum related to an important and inspirational figure that we have studied.
- Cathedral Cams: [www.csv.org.uk](http://www.csv.org.uk) spend your holiday working on conservation projects at a historical cathedral.
- Talk to your parents about what you have been learning in class.
- Your teacher will provide you with opportunities to participate in Religious Studies themed competitions, watch out for details shared through the year!

We recognise that our pupils have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve in Religious Studies-just doing one or two of them will have an impact.

# SOCIOLOGY

## How is the course organised?

### Year 9 Autumn Term

Introducing Sociology. The political concepts and types of sociologist. What is the sociological approach?

The Sociology of families- types of family, gender roles in relationships, changes to family over time.

### Spring Term

The Sociology of families- types of family, gender roles in relationships, changes to family over time.

The Sociology of families- types of family, gender roles in relationships, changes to family over time.

### Summer Term

The Sociology of education- types of education, the role of education, how gender, race or class impact your education outcomes.

The Sociology of families- types of family, gender roles in relationships, changes to family over time. The Sociology of education- types of education, the role of education, how gender, race or class impact your education outcomes.

### Year 10 Autumn Term

The Sociology of education- types of education, the role of education, how gender, race or class impact your education outcomes.

Research methods in Sociology. How do Sociologists do their research? What are the best research methods? How do we handle data?

### Spring Term

The Sociology of crime and deviance- why are some people more likely to be criminals or victims of crime? How does society manage crime? Why does crime happen?

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### Summer Term

The Sociology of crime and deviance- why are some people more likely to be criminals or victims of crime? How does society manage crime? Why does crime happen?

Action research project- putting your learning into action.

## Year 11

### Autumn

#### Term

The Sociology of Social Stratification. Why are some people in a more privileged position? What is the hierarchy of society? How does the government help those at the bottom of the hierarchy?

The Sociology of Social Stratification. Why are some people in a more privileged position? What is the hierarchy of society? How does the government help those at the bottom of the hierarchy?

#### Spring Term

The Sociology of Social Stratification. Why are some people in a more privileged position? What is the hierarchy of society? How does the government help those at the bottom of the hierarchy?

Revision

#### Summer Term

Revision

### What independent learning will be required?

Homework will be vital to your pupil's GCSE success; it allows for further development of knowledge and application of the skills learned in class. Pupils will be set relevant weekly homework tasks by their teacher on Class Charts. These will take a variety of formats as appropriate through the year. Examples of Sociology homework will include revision to prepare for assessments, flipped learning such as research on a particular person or concept to prepare for lesson or practicing exam skills using practice questions. A successful Sociology pupil will take a keen interest in the news to have up to date examples to refer to in their responses. Keeping their revision notes (mind maps, bullet point lists, diagrams) up to date will help prepare for end of topic and summer examinations. Keeping on top of revision notes across the three years will make it less daunting when preparing for mocks and the final exams.

### How can you support your child's learning?

Firstly, engage your student in conversation about what they have been learning, if they can explain it back to you, it helps them to revise without them realising it! Supporting with revision by asking them questions and encouraging a quiet space, free from distractions to engage in purposeful completion of homework and revision is a must! Pupils will be supported with appropriate revision strategies by their teacher so please ask them about the strategies they have been shown. All homework set will be visible on the parent portal of Class Charts to keep you aware of what is being set and allow you to monitor its completion at home. Please contact your child's teacher if you have any questions and they will be happy to assist. The Sociology team will provide revision support materials when they are relevant. Some pupils appreciate the security of having the exam board approved revision guide, we have provided details of the correct book in the section below should you wish to purchase a copy. We do not expect our parents to be subject experts, if you or your child need assistance with homework tasks please make contact with their teacher who will be very happy to support!

## What resources can you access to support your child's learning?

Revision guide- <https://www.amazon.co.uk/GCSE-Sociology-Revision-Practice-Collins/dp/0008227454>

Useful revision websites

<https://thesociologyguy.com/gcse-sociology-2/>

<https://getrevising.co.uk/resources/level/gcse/subjects/sociology>

[http://www.sociology.org.uk/l\\_revision.htm](http://www.sociology.org.uk/l_revision.htm)

<https://revisesociology.com/tag/gcse/>

<https://www.tutor2u.net/sociology/store/selections/aqa-gcse-sociology-teaching-revision-resources>

## How will they be assessed?

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks.

## How can they develop their learning beyond the formal curriculum?

The Sociology team want to inspire the next generation of sociologists and hope that this list of suggested ideas will enable your child to develop a love of the subject and an ability to look at the world through the different sociological perspectives. We hope you can also enjoy some of these suggestions with your child!

- Watch relevant sociology documentaries or films, read nonfiction such as newspaper articles and keep a brief record in your book of what you've seen/read and how it relates to what you've been studying
- Talk to your friends and family about what you have seen/read
- Listen to or watch the news a couple of times per week, paying attention to stories about families, education, crime and poverty.

We recognise that our pupils have busy lives and that this level of engagement is not always possible all the time -but this is what you should aim for if you want to reach the highest level in the subject. You don't need to do ALL of these things to improve in Sociology-just doing one or two of them will have an impact.

# SPANISH



8 - Spanish

## What independent learning will be required?

Regular learning of vocabulary and grammatical structures is critical to success in language learning. Pupils should therefore receive weekly home learning worksheets which will include vocabulary learning tasks as well as grammar consolidation and comprehension tasks.

This learning should be spaced through the week – 10 minutes three or four times a week will be far more effective, than 30-40 minutes once a week. Vocabulary testing will take place through formal and informal methods on a regular basis.

## How can you support your child's learning?

We absolutely do not expect any parent to have knowledge of the language that their child is learning. However, there are lots of things that you can do to support their learning:

- Ask them to explain to you what they have been learning
  - Attempt to learn (or re-learn) alongside them
  - Test them on their vocabulary using the vocabulary sheet or sentence builder provided by their teacher
  - Encourage use of the Sentence Builder Packs while completing vocabulary learning or homework tasks
  - Encourage them to engage in active learning methods – using look, cover, say, write, check for instance will help their writing skills to develop
- Helping them to choose the correct learning strategy for the purpose of the learning: for example, Quizlet is good for learning the meaning of the words

## What resources can you access to support your child's learning?

REVISE Pearson Edexcel GCSE (9-1) Spanish Revision Guide, ISBN: 9781292132105

REVISE Edexcel GCSE (9-1) Spanish Revision Workbook, ISBN: 9781292132075

<https://uk.language-gym.com> – for vocabulary and grammar practice

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) – for reading and listening practice

[www.quizlet.com](http://www.quizlet.com) – for vocabulary practice

## How will they be assessed?

Pupils will receive three in-class assessments per term. Each assessment will cover a different skill and pupils will be told at least one week in advance of the assessment. Homework in the week leading up to the assessment will consist of guided revision tasks. The Summer exams will consist of all four skills – the listening and speaking normally take place outside the scheduled exam week – and will cover content from the whole year. In Years 10 and 11, they will consist of GCSE-style papers, using the topics studied in the course so far.

## How can they develop their learning beyond the formal curriculum?

- Watch appropriate films or TV series in Spanish with English subtitles – all of the main streaming services carry Spanish titles, including films, cartoons and TV programmes. Please ensure that you check the age verification carefully as Spanish age verification tends to have a higher tolerance level than in the UK.
- Seek to use their Spanish in real-life practical situations, such as on visits to Spain or Spanish speaking countries – Spanish speakers will always appreciate the effort, but you sometimes need to be persistent as they like to practise their English! Listen to Spanish music on YouTube
- or Spotify – both have playlists of contemporary Spanish popular music.
- Support your learning by using other apps, such as DuoLingo, or by listening to Spanish learning podcasts – available on Spotify.

Autumn Term	Spring Term	Summer Term
Systems Architecture	Data Representation	Client Server and Peer to Peer
Architecture of the CPU	• Characters	Networks
CPU Performance	• Images	Standards, Protocols, and
Memory	• Sound	Layers
Secondary Storage	Compression	Network Threats
Units and Binary Numbers	The Internet and Wide Area	Preventing Vulnerabilities
Binary Addition	Networks	Operating Systems
Hexadecimal (Year 10 only)	Local Area Networks	Utility Software
Python Programming Skills	Wireless Networking	Ethical and Cultural Issues
1/2	Python Programming Skills	Python Programming Skills
	3/4	5/6

# Computer Science

## What will your child be learning?

### Year 9 & 10

Through the year, they will be building skills in: Python programming skills to help prepare for the Year 11 compulsory programming project.

## What learning will your child need to do beyond the classroom?

Ensure homework is completed on time and to the highest standard. Additionally, there will be some further reading recommended to offer case studies in support of the Ethical, Cultural, legal, and environmental impacts of technology topic of the curriculum.

## How can you support your child's learning?

Ensure they complete all homework and revise for all exams and end of topic tests. Obtain the recommended revision guide for them to review previous topics a little and often.

## How will they be assessed?

Pupils will receive periodic end of topic assessments throughout the year. Each assessment will cover the recently covered topic and pupils will be told at least one week in advance of the assessment. There will also be 1 or 2 Summer exams that consist of relevant questions from past GCSE papers.

## How can they develop their learning beyond the formal curriculum?

Obtaining Python guidebooks and using the W3Schools website for assistance and further learning. Further reading of case studies to provide examples when answering higher mark questions.

Autumn Term	Spring Term	Summer Term
Environmental Issues	Interpreting algorithms	Exam Technique
Legislation and Privacy	Programming Project (6 hrs)	Past Papers
Programming Theory	Logic Diagrams	Revision
Sequence and Selection	Truth Tables	
Iteration	Defensive Design	
Arrays	Errors and Testing	
Procedures and Functions	Programming Project (8 hrs)	
Records and Files	Translators and Facilities	
Searching/Sorting Algorithms	IDEs	
Programming Project (6 hrs)	Flowcharts/Pseudocode	
	Exam Technique	

### Year 11

## What will your child be learning?

Through the year, they will be building skills in: Exam technique and developing a thorough and well-organized project report

## What learning will your child need to do beyond the classroom?

Ensure homework is completed on time and to the highest standard. Additionally, there will be some further reading recommended to offer case studies in support of the Ethical, Cultural, legal, and environmental impacts of technology topic of the curriculum. They will also need to build and improve upon their programming project outside of the classroom.

## How can you support your child's learning?

Ensure they complete all homework and revise for all exams and end of topic tests. Obtain the recommended revision guide for them to review all topics in preparation of the GCSE exams and



ensure they revise.

## How will they be assessed?

Pupils will receive periodic end of topic assessments throughout the year. Each assessment will cover the recently covered topic and pupils will be told at least one week in advance of the assessment. They will also be provided some feedback in accordance with exam board guidance on their programming project.

## How can they develop their learning beyond the formal curriculum?

Further reading of case studies to provide examples when answering higher mark questions.